



## 2022 Team Behaviors (CPR) Report

### Pre-Survey Results

Prior to the activity, students started with a moderate to high level of agreement with the items about the impact of interprofessional activities with other students. The strongest agreements (percentage of Agree and Strongly Agree) had to do with improving communication among team members, maximizing contributions of each team member, changing negative stereotypes, increasing patient trust, decreasing disruptive behaviors, and assuming a shared team responsibility when errors are made. The least agreement occurred with the preventing burnout, increasing job satisfaction, and lowering costs of care for patients. In the post-survey, 357 students reported that they had participated in another AHSC interprofessional activity.

Question (N=444 to 446)	Percentage (rounded)					
	SD	A	SOD	SOA	A	SA
<b>Interprofessional activities with students from multiple professions will do the following:</b>						
Increase patient trust in their health care providers	1	2	2	14	41	41
Change negative stereotypes about other professions	1	0	3	14	39	43
Maximize the contributions of each team member	1	1	2	13	39	44
Decrease disruptive behaviors within teams	1	1	4	17	38	40
Improve communication among doctors, nurses, pharmacists, and other health care providers	1	1	1	11	37	49
Assume a shared team responsibility when errors are made	1	1	5	17	37	39
Prevent provider and staff burnout	2	5	9	27	27	29
Increase job satisfaction among health care providers	1	3	5	25	33	33
Lower costs of care for patients and consumers of health care	2	7	7	27	29	29
SD=Strongly disagree, D=Disagree, SOD=Somewhat disagree, SOA=Somewhat agree, A=Agree, SA=Strongly agree						

### Post-Survey Results

For each item, more than 87% of the students reported that the activity prepared them to apply the four team communication concepts. Of the four items, students reported the highest agreement with Re-evaluating & Summarizing (95%).

#### **This exercise prepares me to apply team communication concepts during a critical event.**

Question (N=416 to 419)	Percentage (rounded)				
	SD	D	N	A	SA
Clear Call-outs	1	2	10	43	44
Closed-loop Communication	1	1	11	42	46
Constructive Intervention	1	1	11	42	46
Re-evaluating & Summarizing	1	1	8	43	52
SD=strongly disagree, D=Disagree, N=Neutral, A=Agree, SA=Strongly agree					

For each item, more than 85% of the students reported that the exercise prepared them to apply CUS, DESC, GAS, and CALMS behaviors. Of the four items, students reported the highest agreement with GAS (92%).

**This exercise prepares me to apply behaviors that facilitate teamwork during a critical event.**

Question (N=418 to 419)	Percentage (rounded)				
	SD	D	N	A	SA
CUS Words (I'm CONCERNED; I'm UNCOMFORTABLE; This is a SAFETY issue)	1	2	10	47	41
DESC Scripts (DESCRIBE event; EXPLAIN impact; SUGGEST alternatives; CONSENSUS or relate CONSEQUENCES)	1	1	13	45	40
GAS debrief (GATHER information; ASSESS performance, and SUMMARIZE)	1	1	7	47	45
CALMS (Communication, Assignments, Leadership, Mutual Support, Situational Awareness)	1	1	7	43	48

SD=Strongly disagree, D=Disagree, N=Neutral, A=Agree, SA=Strongly agree

The students found that Video #2 and the report out & wrap-up were slightly more useful than the Video #1 breakout room activity. Overall, all three aspects of the activity were useful to some degree in teaching students how to use closed-loop communication to solve problems.

**How useful was each aspect of the activity in teaching how to use closed-loop communication to solve problems?**

Question (N=417 to 419)	Percentage (rounded)				
	NU	SD	MU	VU	EU
Breakout Room activity for Video #1 (Actors)	6	11	29	30	25
Video #2 (Hospital Trauma Video)	3	4	20	40	33
Report Out & Wrap-up	2	4	19	40	34

NU=Not useful, SU=Slightly useful, MU=Moderately useful, VU=Very useful, EU=Extremely useful

Overall, students found that the activity prepared them to work with a team during an in-person simulation. Only 13% selected “extremely prepared.” A total of 79% of the students found the activity relevant to their current professional education. Overall, 48% of the students gave the Team Behaviors IPE a Good rating and 25% gave it an Excellent rating.

Question (N=417 to 420)	Percentage (rounded)				
	NP	SP	MP	VP	EP
After the activity, how prepared do you feel working with a team during an in-person simulation	2	10	39	36	13
	NR	LR	MR	VR	ER
How relevant was the online Team Behaviors CPR IPE to your current professional education?	0	3	19	40	39
	Poor	Fair	Aver	Good	Excel
Overall, how would you rate the Team Behaviors CPR IPE?	2	4	20	48	25

NP=Not prepared, SP=Somewhat Prepared, MP=Moderately prepared, VP=Very prepared, EP=Extremely prepared  
NR=Not relevant, LR=Little relevant, MR=Moderately relevant, VR=Very relevant, ER=Extremely relevant

## Retrospective Pre-Post Items

The following three items were designed as retrospective pre-post questions. Students started with a mid-point mean score (3.44 to 3.48) on the three items and their mean scores moved in the positive direction (4.24 to 4.29). This is expected for an educational intervention with a large group of students. All changes in understanding, awareness and knowledge were significant.

Question (N=415 to 418)	N	Pre Mean	Post Mean	<i>t</i>	Two-Sided p
1. My understanding that effective team care involves making sure that things are not omitted during CPR	417	3.48	4.24	-20.439	<.001
2. My awareness that there are universal protocols to prevent complications	415	3.48	4.28	-19.583	<.001
3. My knowledge about how to communicate clearly with the team to obtain successful CPR results	418	3.44	4.29	-21.275	<.001
Strong Disagree to Strongly Agree (values of 1 to 5)					

### How likely would you recommend this activity to your peers?

On a scale of 1(Not likely) to 10 (Extremely likely), 77% of the students gave a rating of 6 or higher. Of this total, 23% gave a rating of 10 (Extremely likely).

### Shared learning experiences with other health profession students will:

Question (N= 413 to 416)	Percentage (rounded)				
	SD	D	N	A	SA
<b>Shared learning experiences with other health profession students will:</b>					
Change negative stereotypes about other professions	1	2	12	44	42
Help me become a better team worker	0	1	8	41	51
Maximize the contributions of each team member	0	1	9	43	46
Decrease disruptive behaviors within teams	0	0	9	42	48
Improve communication among doctors, nurses, pharmacists, and other health care providers	0	1	8	41	50
Increase shared team responsibility when errors are made	1	2	11	41	45
Help me become a more effective member of a health care team	0	1	8	41	50
Prevent provider and staff burnout	2	4	22	35	37
Increase my ability to understand clinical problems	1	1	12	44	42
Increase job satisfaction among health care providers	1	4	15	40	41
Lower costs of care for patients					
Three items had the strongest agreement (>90%) about shared learning with other health profession students. They focused on becoming a better team worker, improving communication among different professions, and becoming a more effective member of the team. The remaining items, except for preventing provider and staff burnout had an agreement of 80% to 89%.					
Question	SD	D	N	A	SA
Health professionals/students from other disciplines have prejudices or make assumptions about me because of the discipline I am studying.	3	8	31	45	14

Establishing trust with my patients is important to me.	1	0	2	13	84
It is important for health professionals to respect the unique cultures, values, roles/responsibilities, and expertise of other health professions.	1	0	3	31	66
It is important for health professionals to work on projects to promote community and public health.	1	0	3	31	66
It is important for me to communicate compassion to my patients	1	0	2	16	81
I have prejudices or make assumptions about health professionals/students from other disciplines.	15	23	26	28	8
It is important for health professionals to understand what it takes to effectively communicate across cultures.	0	0	3	25	72
Prejudices and assumptions about health professionals from other disciplines get in the way of delivery of health care.	1	1	8	40	51
There was the highest percentage of agreement for items that had to do with establishing trust with patients, communicating compassion to patients, and understanding how to effectively communicate across cultures. Students also agreed that it was important to respect the uniqueness of other health professional and to work on projects to promote community and public health. Students felt that prejudices and assumptions about health professionals interfere with the delivery of health care (over 90%). Two items about personal prejudices or assumptions showed a wider distribution of responses.					
<b>Item</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
<b>It is important for health professionals to work with:</b>					
Public health administrators and policy makers to improve delivery of health care.	0	0	5	37	58
Legislators to develop laws, regulations, and policies that improve health care.	0	0	7	34	59
Non-clinicians to delivery more effective health care.	0	0	8	39	53
Overall, students agreed that it was important for health professionals to work with public health officials, policy experts, and legislators.					
SD=Strongly disagree, D=Disagree, N=Neutral, A=Agree, SA=Strongly agree					

## College and Academic Program

### What is your college:

University of Arizona = 416

Northern Arizona University = 1

### What is your academic/degree program?

	<b>Pre-Survey N=446</b>	<b>Post-Survey N=417</b>
BSN	55	52
BSN-IH	1	1
MEPN	123	116
MD/DO	113	101
MD/MPH	2	2
MD/PhD	6	5

PharmD	143	138
Public Health, BS	3	2

**What year are you in your current degree program?**

	Pre-Survey N=442	Post-Survey N=415
Year 1	339	319
Year 2	37	36
Year 3	31	23
Year 4	35	37

**Participation in Interprofessional Education**

*Out of 417 responses, 86% of the students participated in another IPE activity. The top two activity selected most frequently was Introduction to Interprofessionalism (aka patient Safety) and Disabilities. They were followed by Pandemic Flu (aka COVID-19) and CPR Team Behavior. Several students did not recognize that Pandemic Flu was the COVID-19 activity.*

**Have you participated in any other interprofessional education (IPE) activities?**

	Post-Survey N=417
Yes	357 (86%)
No	60 (14%)

**Other IPE at UArizona**

Activity	Post-Survey
UAHS Introduction to Interprofessionalism	308
UAHS Patient Safety	34
UAHS Pandemic Flu (Covid-19)	98
UAHS Disabilities	201
UAHS CPR Team Behavior	96
UAHS CLARION Case Competition	5
UAHS Opioid	16
UA Milagro	2
UA Poverty Simulation	0
IP Rural Health Professions Conference	3
Other IPE at UArizona	29
IPE at another institution	4
Other: ASTEC Simulation (3), Obesity Using a Weight-Inclusive Model (1), COVID (9), Diversity (1), Interdisciplinary experience with DNP and RNs (1), Introduction to Interprofessionalism (1), Interprofessional (1) Overdose/Naloxone (1), Rocky Mountain Spotted Fever (1)	

## Personal Demographics – Post Survey

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<b>Age Range</b>	<b>Post Survey N=416</b>
19 – 29	346
30 – 39	56
40 – 49	10
50 – 59	4
N/A	0

<b>Gender</b>	<b>Post-Survey N=416</b>
Male	111
Female	297
Non-binary, not exclusively male or female	1
Transgender Male/Trans male	0
Transgender Female/Trans Woman	0
Additional gender category you prefer	0
I don't want to say	7
Genderqueer, transfeminine	

<b>Ethnicity</b>	<b>Post-Survey N=416</b>
Hispanic or Latino	89
Non-Hispanic or Non-Latino	327

### Which best describes how you identify (may select more than one)

	<b>Post-Survey</b>
American Indian or Alaska Native	14
Asian	73
Black or African American	41
Native Hawaiian or Other Pacific Islander	5
Hispanic or Latinx/o/a or Chicano/a	72
White or European	268
Other: American (1), Arab/Middle Eastern (1), Indian (1), Indigenous (1), Middle Eastern (9), Ukrainian (1) Decline (2)	

<b>Military Service</b>	<b>Post-Survey N= 413</b>
No military service	405
Current active duty	0
Current active reserve	2
Prior military service-veteran status	6
Retired-non-combat	0