

Post-Assessment: Interprofessional Team Simulation Training

1. Demographics

Sex: Male ____ Female ____

Age: ____

Did you have healthcare work experience prior to entering your program (e.g., as a respiratory therapist):

Yes ____ No ____

2. Familiarity working and training with teams

	Very Unfamiliar	Unfamiliar	Neutral	Familiar	Very Familiar
How familiar are you with WORKING as part of an interprofessional team?					
How familiar are you with TRAINING as part of an interprofessional team?					

3. Interprofessional Training

You just participated in an interprofessional training activity.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The Interprofessional Team Communication Training was a valuable experience.					

4. Benefits of Training

Students experience varying benefits from working with students from other professions. Please answer each of the following with regard to how you benefit from working with other healthcare students.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Learning with other students helps me become a more effective member of a healthcare team.					
Patients ultimately benefit if interprofessional healthcare students learn together to solve patient problems.					
Shared learning with other healthcare students increases my ability to understand clinical problems.					
Interprofessional healthcare team training exercises help me appreciate other professionals.					

5. Learning and Performance

Sometimes we learn more quickly or perform better doing tasks we enjoy, while at other times we may enjoy something that we don't easily learn or necessarily perform well at. For each of the following questions answer with regard to both how much you enjoy something and with regard to how well you tend to learn and perform.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I enjoy learning in team based healthcare activities.					
I perform well in team based healthcare activities.					
I enjoy learning in simulated environments.					
I perform well in simulated environments.					
I enjoy learning opportunities that bring together students from other professions.					
I perform well in settings that bring together students from other professions.					

6. Learning Environments

Learning can take place in many environments. Some are more suited to your learning style than are others. Please answer each of the following with regard to what works best for you.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Learning in small groups is a good use of training time.					
Learning with other healthcare students is a good use of training time.					
Learning in simulated team exercises is a good use of training time.					

7. Skills

We all have skills we're great at and other skills where we could use some assistance. For the following questions answer with regard to your level of confidence.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I can work effectively in teams.					
I can contribute valuable insight to teams.					
I can easily facilitate communication between team members.					
I am not effective at delegating responsibility for tasks.					
I can effectively coordinate tasks and activities of a team.					
I am able to resolve conflicts between individuals effectively.					
I do not feel I can take on a leadership role in a team and be effective.					
Integrating information and suggestions into a plan is something I am not very good at.					

8. Team Structure

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
It is important to ask patients and their families for feedback regarding patient care.					
Patients are a critical component of the care team.					
This facility's administration influences the success of direct care teams.					
A team's mission is of greater value than the goals of individual team members.					
Effective team members can anticipate the needs of other team members.					
High-performing teams in healthcare share common characteristics with high-performing teams in other industries.					

9. Leadership

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
It is important for leaders to share information with team members.					
Leaders should create informal opportunities for team members to share information.					

Effective leaders view honest mistakes as meaningful learning opportunities.					
It is a leader's responsibility to model appropriate team behavior.					
It is important for leaders to take time to discuss with their team members plans for each patient.					
Team leaders should ensure that team members help each other out when necessary.					

10. Situation Monitoring

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Individuals can be taught how to scan the environment for important situational cues.					
Monitoring patients provides an important contribution to effective team performance.					
Even individuals who are not part of the direct care team should be encouraged to scan for and report changes in patient status.					
It is important to monitor the emotional and physical status of other team members.					
It is appropriate for one team member to offer assistance to another who may be too tired or stressed to perform a task.					
Team members who monitor their emotional and physical status on the job are more effective.					

11. Mutual Support

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
To be effective, team members should understand the work of their fellow team members.					
Asking for assistance from a team member is a sign that an individual does not know how to do his/her job effectively.					
Providing assistance to team members is a sign that an individual does not have enough work to do.					
Offering to help a fellow team member with his/her individual work tasks is an effective tool for improving team performance.					
It is appropriate to continue to assert a patient safety concern until you are certain that it has been heard.					
Personal conflicts between team members do not affect patient safety.					

12. Communication

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Teams that do not communicate effectively, significantly increase their risk of committing errors.					
Poor communication is the most common cause of reported errors.					
Adverse events may be reduced by maintaining an information exchange with patients and their families.					
I prefer to work with team members who ask questions about information I provide.					
It is important to have a standardized method for sharing information when handing off patients.					
It is nearly impossible to train individuals how to be better communicators.					

13. Interprofessional Training Experience

Report the frequency that the interprofessional training scenarios allowed you to PRACTICE OR OBSERVE instances of the following communication skills.

	Never	Rarely	Occasionally	Often	Frequently	N/A
Team members anticipated the needs of other team members.						
Patients/family members were utilized as critical components of the care team.						
Leaders discussed the patient's plan with their team.						
Leaders shared information with team members.						
Leaders created opportunities for team members to share information (e.g., huddles, briefs).						
Leaders assigned tasks to team members to help team functioning.						
Team members scanned the environment for important situational cues.						
Team members demonstrated a shared mental model of the patient plan.						
Team members offered help to another team member who appeared tired or stressed.						
Team members were consulted for their experience.						
Team members asserted patient safety concerns until heard.						
Team members asked for assistance.						
Team members used communication skills that decreased the risk of committing errors (e.g., check-backs).						
Team members exchanged information with the patients and their families.						
Team members asked questions about information provided by other team members.						

14. Essential Practice Characteristics

For each of the following please state whether the issue IS essential to interprofessional practice or IS NOT essential to interprofessional practice.

	Essential	Not Essential	Don't Know
Collaboration.			
Working together to solve patients' problems			
Reducing errors			
Improving quality of care			
Anticipating the needs of other team members			
Situation monitoring			
Patient advocacy			
Standardizing handoffs			
Asking for assistance when needed			
Expressing concerns about patient safety			

15. Before and After

For the next set of questions we'd like to assess your level of understanding BEFORE and AFTER participating in the Interprofessional Team Training.

Each question has two parts: (Check the most appropriate option for each)

BEFORE participating in the training I had a good understanding of:

AFTER completing the training I have a **BETTER** understanding of:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
BEFORE: the benefits of interprofessional education (IPE).						
AFTER: the benefits of interprofessional education (IPE).						
BEFORE: the association between patient safety and interprofessional collaboration.						
AFTER: the association between patient safety and interprofessional collaboration.						
BEFORE: the benefits of implementing TeamSTEPPS concepts.						
AFTER: the benefits of implementing TeamSTEPPS concepts.						
BEFORE: how to share information effectively in an interprofessional team.						
AFTER: how to share information effectively in an interprofessional team.						
BEFORE: the importance of having a shared mental model in an interprofessional team.						
AFTER: the importance of having a shared mental model in an interprofessional team.						
BEFORE: how to advocate for the patient (e.g., CUS, Two-Challenge Rule) in an interprofessional team.						
AFTER: how to advocate for the patient (e.g., CUS, Two-Challenge Rule) in an interprofessional team.						
BEFORE: the importance of offering assistance and asking for help as appropriate.						
AFTER: the importance of offering assistance and asking for help as appropriate.						
BEFORE: the benefits and application of SBAR.						
AFTER: the benefits and application of SBAR.						
BEFORE: interprofessional communication skills such as (e.g., Repeat Back, Closed Loop Communication).						
AFTER: interprofessional communication skills such as (e.g., Repeat Back, Closed Loop Communication).						
BEFORE: team leader use of briefs and huddles.						
AFTER: team leader use of briefs and huddles.						

16. Expectations

What is the most important learning experience you took away from the interprofessional training?

Thank you for your participation!