



Pre-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

In less than a few (days, weeks) you'll be participating in an interprofessional training opportunity.

| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|-------------------|----------|---------|-------|----------------|
| I'm looking forward to the Interprofessional Team Communication Training. | | | | | |

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. 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 | | | |

14. Expectations

What is the most important learning experience you expect to take away from the interprofessional training? Or other comments on interprofessional training?

Thank you for your participation!