

A Qualitative Analysis of Lessons Learned and Application to Professional Practice among  
Graduate Students Participating in an Interprofessional Education Simulation.

by

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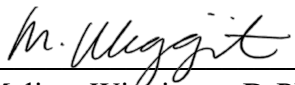
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### Abstract

Throughout many years of examination and evidential research of the practice of healthcare workers and their effect on patient health outcomes, it has been determined that Interprofessional Education is effective and necessary for enhancing positive health outcomes. This claim is widely recognized by well-known health institution such as the World Health Organization. The purpose of this study is to examine the common takeaways that students felt they could carry on into their professions. This research project uses a qualitative, cross-sectional design used to identify common themes learned by students participating in the university-wide emergency simulation. 144 students participated in the simulation, 16 students from Athletic Training, 23 students from Speech Language pathology, 41 students from Graduate Nursing, 18 students from Public Health, 30 Physician Assistants, and 16 students from Behavioral and Social Sciences. Participants were randomly assigned to work together through the simulation. Students were given a disaster scenario to work through in randomized groups at designated session times to participate in the one-day simulation assignment. After students completed this simulation, they were asked to complete an anonymous short- answer survey to reflect on this experience to evaluate student learning, level of enjoyment, and how they would use what they have learned in their professional practice. The analysis is descriptive using frequencies of common themes identified among respondents. Six common themes were identified are teamwork/ collaboration, preparedness for emergencies, understanding other disciplines, skill application, communication, and remaining calm and focused in the event of an emergency. Lastly, a crosstabulation analysis was also used to categorize the data and, different themes were found across the various professions.

Key words: Interprofessional Education, Collaboration, Skills, Simulation, Competencies.

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## **Introduction**

### **Overview of Literature**

Interprofessional education (IPE) is a practice that “occurs when two or more professions (students, residents, and health workers) learn with, about, and from each other to enable effective collaboration and improve health outcomes” (WHO, 2020). Additionally, the World Health Organization (WHO) states that “collaborative practice happens when multiple health workers from different professional backgrounds work together with patients, families, and communities to deliver the highest quality of care. It allows health workers to engage any individual whose skills can help achieve local health goals” (2020).

The idea of practicing collaboration to better a patient’s health outcome has existed for more than 50 years (Nexus IPE, 2020). This began in the early 1970s, as The Institute of Medicine (IOM) identified the need and impact of collaboration for better patient care and, safety, as well as the improvement of interprofessional communication (IOM, 1972). WHO recognizes that educating professionals in IPE collaboration is an important and innovative strategy as it plays a major role in mitigating the global health workforce crisis (WHO, 2010). Over recent decades, this idea of IPE collaboration has undergone many different approaches and experiments to educate professionals to work together (Nexus IPE, 2020). Interest in renewing IPE arose in the early 2000s after a series of reports were issued from the IOM, which exhibited concern regarding medical errors, patient safety, and the delivery of good quality care in health in the United States (US) (Nexus IPE, 2020). Additionally, the poor health outcomes of patients stressed the need for health professionals to work better together as a team. The lack of teamwork, collaboration and communication was leading to a variety of adverse and costly outcomes in healthcare (Nexus IPE, 2020); For example: poor clinical decision making,



behaviors related to patient safety, care efficiency, error reporting, adherence to guidelines, use of checklists, organization of care, and specific care competencies (Cox et al. 2016).

Throughout many years of examining the practice of healthcare workers and their effect on patient health outcomes, it is widely recognized by WHO and several other health institutions through evidential research that IPE is effective and necessary for enhancing positive health outcomes (Green, B. N., & Johnson, C. D., 2015). It is vital for the healthcare workforce to have the necessary skills and competencies to be able to address the world's most urgent health challenges, as well as strengthen the global health care system (WHO, 2010). For example, according to WHO, research states "in both acute and primary care settings, patients report higher levels of satisfaction, a better acceptance of care and improved health outcomes following treatment by a collaborative team". In recent years, because of this demonstration of collaboration, there has been increased growth in launching IPE collaboration at local, national, as well as regional associations and academic centers of excellence (WHO, 2010).

In 2009, the IOM and The Institute for Healthcare Improvement (IHI) called for team-based care among six national healthcare education associations (Lutfiyya, Brandt, Perchacek & Cerra, 2015), thus forming the Interprofessional Education Collaborative (IPEC). The IPEC represents professional schools of allopathic and osteopathic medicine, dentistry, nursing, pharmacy, and public health (IPEC, 2020). This collaborative was formed to advance and promote interprofessional learning experiences in preparation for future health professionals to be able to perform in team-based care (Lutfiyya, Brandt, Perchacek & Cerra, 2015). IPEC's vision states that "interprofessional collaborative practice drives safe, high-quality, accessible, person-centered care and improved population health outcomes" (IPEC, 2020).

Interprofessional collaboration is essential when having to address real-world health challenges such as family and community health, diseases, epidemics and pandemics, health security, non-communicable diseases, and mental health (WHO, 2010). Additionally, the IPEC's mission is "working in collaboration with academic institutions, will promote, encourage and support efforts to prepare future health professionals so that they enter the workforce ready for an interprofessional collaborative practice that helps to ensure the health of individuals and populations." (IPEC, 2020). Interprofessional collaboration enables the health workforce to function at their highest capacity and provide care to patients more effectively given the growing strain placed upon health systems (WHO, 2010).

IPEC developed competencies to guide efforts in developing curriculum, learning, and assessment strategies aimed at incorporating the interprofessional core competencies in healthcare education to improve teamwork and collaboration (Sanko et al, 2020). There are four core competencies: values and ethics, roles and responsibility, interprofessional communication, and team and teamwork. Roles and responsibilities include using the knowledge of one's own role and those of other professions to assess and address the health care needs of the patients and populations served. Interprofessional communication includes communicating with patients, families, communities, and other health professionals in a responsive and responsible manner that supports a team approach to health maintenance and the treatment of disease. Teams and teamwork include applying relationship-building values and the principles of team dynamics to perform effectively in different roles to plan and deliver patient/population-centered care that is safe, timely, efficient, effective, and equitable (Interprofessional Education Collaborative Expert Panel, 2011). The need for IPEC and its guiding competencies is increasing more than ever. Rather than it being an educational trend, it has become more of a mandate of accrediting health

education agencies (Sanko et al. 2020). Today, working in collaboration with multiple disciplines is imperative to meet the needs of healthcare organizations and professionals.

With the increasing necessity of IPE, students must understand the core values and ethics when learning and practicing interprofessional collaboration. This aids in building a foundation for students enabling them to gain experience working with other health professionals and acquire knowledge about other disciplines and their contributions to the field (Sanko et al. 2020). Students that participate in IPE will realize how interdependent their disciplines are to one another (Lateef, 2018). Interdependency is vital to function and excel in the professional work force (Lateef, 2018). Forming a collaborative mindset is important to learn at an early stage. Understanding one's roles and identity, along with responsibility and partnership between other professionals is necessary to build strong self-efficacy later in one's practice (Lateef, 2018). Additionally, mutual trust, respect, communications, and accountability are crucial elements for the synergistic work outcome (Lateef, 2018).

Researchers have examined the factors that encourage students to fully engage and learn from IPEC. Research has found that the most effective way to learn from this experience is to participate in a simulative environment (Chown, G. et al. 2015). A simulative environment provides a safe space for students to explore, practice, and reflect upon patient outcomes based on their ability to communicate and collaborate across professional boundaries (Chown, G. et al. 2015). Many studies have found that students participating with little guidance from a facilitator in this environment increase participation which enables them to rely on each other more to complete the given tasks (Chown, G. et al. 2015). This allows students to engage in communication, leadership, critical thinking, and problem-solving techniques learned in each discipline (Chown, G. et al. 2015). The enhanced environment aids in the development of

collaboration skills that are essential when managing critical clinical situations (Yang, L.Y. et al. 2017,). Lastly, students received increased knowledge about the roles and perspectives of participants from different disciplines and thus had greater confidence and motivation to collaborate (Salman Yousuf Guraya, Hugh Barr, 2018).

In IPEC, the common goal is for students to take what they have learned and implement it into practices within their respective fields. It is imperative when discussing collaboration that the community or client is the priority, the organization second, and oneself last, keeping all prejudice placed aside (Green, B. N., & Johnson, C. D., 2015). Working in collaboration with other health professionals is no longer optional because of the various needs of the average patient; such as patient care efficiency, pain control, reducing injury/ complication risk, and avoidance of medical errors. Thus, the IPE fundamentals that students learned are critical to be retained as they continue into their careers. A study conducted in 2015 set out to evaluate whether exposure to interdisciplinary education improves student readiness for interprofessional learning, which is fundamental to healthcare team development (Judge et al. 2015). Researchers concluded that interdisciplinary learning does indeed enhance learning readiness among nursing students (Judge et al. 2015). Additionally, researchers discovered pharmacy and dietetic students demonstrated a higher level of readiness compared to other professions (Judge et al. 2015). Lastly, the researchers found that identifying the factors that influence readiness for interprofessional learning is essential to developing learning strategies for improving teamwork, quality of care, and patient health outcomes (Judge et al. 2015).

Therefore, it is vital for the healthcare workforce to have the necessary skills and competencies to be able to address the world's most urgent health challenges, as well as strengthen the global health care system (WHO, 2010). IPEC developed competencies to guide

efforts in developing curriculum, learning, and assessment strategies aimed at incorporating the interprofessional core competencies into healthcare education to improve teamwork and collaboration (Sanko et al, 2020). Students participating in an IPE simulation were provided a foundation to experience working with other health professionals and gain knowledge about other disciplines and their contributions to the field (Sanko et al, 2020). The enhanced environment aids in the development of collaboration skills that are essential when one must manage critical clinical situations (Yang, L.Y. et al, 2017,). Further studies should measure the long-term effects of practicing IPEC to evaluate the percentage of utilization and alignment of the core competencies learned as a student.

### **Purpose of the Study**

The purpose of this study is to research the common takeaways from the simulation that students felt they could carry on into their professions. Additionally, this study aims to determine whether students will apply with they learned into their professions. Lastly, this study will examine whether the findings differ among the six professions that participated (Athletic Training, Behavioral & Social Sciences, Graduate Nursing, Physician Assistant Studies, Speech and Language Pathology, and Public Health). The results of this study will serve as an evaluative tool to enhance the IPE curriculum for future graduate students to learn and utilize the skills, knowledge, and collaborative mindset more effectively in their respective professional fields. The research questions this study intends to answer are:

1. What are the common themes identified in response to the question “In what ways will you take what you have learned and apply it to your professional practice?”.
2. Do the identified themes differ across the various professions included in the simulation?

It is hypothesized that common themes will be identified in response to the question “In what ways will you take what you have learned and apply it to your professional practice?” such as role recognition, team-based care appreciation, patient experience, advocacy, and personal skills. Secondly, it is hypothesized that the common themes identified will differ across the professions.

## **Method**

### **Design**

A qualitative, cross-sectional design was used to identify common themes learned by students participating in the university-wide simulation.

In the Spring of 2019, California Baptist University (CBU) conducted a 'University-Wide Simulation' on the CBU College of Health Sciences Campus. This simulation is part of the final IPE competency for students to complete after they complete the following IPE courses: IPE 510 Exposure and IPE 520 Immersion. This event was held for students representing six professions within the university: Athletic Training, Behavioral & Social Sciences, Graduate Nursing, Physician Assistant Studies, Speech and Language Pathology, and Public Health for the purpose of learning and practicing in unison to obtain the required competencies required to proficiently handle emergency events.

Prior to participating in the IPE simulation, students completed a FEMA (Federal Emergency Management Agency) ICS (Incident Command) Module and a SALT (Sort, Assess, Lifesaving Interventions, Treatment/ Transport) Mass Tragedy Triage Module to prepare. They were also provided a consent form online to sign and return to the facilitator before participating in the event.

### **Procedures**

Students were given a disaster scenario to work through in randomized groups at designated session times in a one-day simulation assignment. After students completed the simulation, they were asked to complete an anonymous survey, which did not reveal their names. However, student identification numbers were required as a means of identification and organization of participants for the researchers that collected the surveys. After the simulation,

students were asked to reflect on their experience and evaluate their learning, level of enjoyment, and how they would apply what they have learned in their professional practice. The survey was created via Qualtrics and included eight ‘short-answer’ questions which students completed online; however, only one question was used for the current study. The question used in the current study asked, “ In what ways will you take what you've learned an apply to your professional practice?”.

### **Participants**

144 students participated in the simulation. The following are the number of students representing each participating profession that: 16 students from Athletic Training, 23 students from Speech Language Pathology, 41 students from Graduate Nursing, 18 students from Public Health, 30 Physician Assistants, and 16 students from Behavioral and Social Sciences. In addition to the 144 students that participated in the simulation, there was one facilitator per group that participated onsite, and there were seven participants that did not attend the simulation. The seven students that did not attend the simulation completed the alternative assignment online to receive credit for this assignment and thus were removed for the analysis because the current study was focusing on the actual onsite simulation experience onsite. Lastly, there were two students that did not answer the survey question being studied therefore those two students were also removed from the sample. This rennumbers the final sample size to 142 participants. During the simulation, students were randomly assigned groups made up of two nurses, one athletic trainer, one physician assistant, one speech and language pathologist, one student from behavioral and social sciences, and one student from public health to work together throughout the simulation.



**Variables**

For question 1, the variable examined was the common themes identified from the student responses to the question “In what ways will you take what you have learned and apply it to your professional practice?”. For question 2, the dependent variable is the common themes that are identified as well, and the independent variable is the different professionals/ degree programs involved in this simulation.

**Data Analysis**

The responses received to the simulation survey question that asks, “In what ways will you take what you have learned and apply it to your professional practice?” were placed into a table aligning with the students’ profession. A table was created to assist with searching for the common themes among the responses of the students. Each row of responses was read thoroughly, and themes of each response were identified and coded. For instance, repeated words among all the responses that aligned with a skill and student learning were identified as a theme and were coded to assist with proper calculation of the responses. As common themes were being identified, a portion of students reported another theme. Thus, themes were split and labeled as theme A and theme B. After common themes were identified, IBM SPSS version 26 software was used to perform data analysis. Descriptive analysis was used to determine the frequency of responses among respondent. Lastly, a crosstabulation analysis was used to determine the percentage of the themes per profession within the data.

## Results

### Major Findings

A total of 144 students participated in an emergency response simulation. The first research question examined the common themes in response to the question “In what ways will you take what you have learned and apply it to your professional practice?”. After examining all 142 responses, six common themes were identified: teamwork and collaboration, preparedness for emergencies, understanding other disciplines, skill application, communication, and remaining calm and focused in the event of an emergency (Table 1). Thirty- three percent (n= 47) of students reported teamwork and collaboration as the primary element learned from this experience. Twenty- three percent (n= 32) of students reported preparation for emergencies. Thirty- five percent (n= 49) of students reported having a better understanding of other disciplines. Three percent (n= 4) students indicated that they will carry the skills from the simulation to their professional practice (Table 1.1). Of the 142 responses, twenty- nine (n= 29) students presented two common themes in their responses (See table 1.2).

The second research question examined whether the themes identified differed across the various professions included in the simulation. Differences in themes were found across each profession. Forty- seven percent (n= 8) of students reported preparedness for emergencies and thirty- five percent (n= 6) of students reported understanding other disciplines from the public health program. Thirty- one percent (n= 5) of students reported teamwork and collaboration and another Thirty- one percent (n= 5) students reported understanding other disciplines from the athletic training program. Forty percent (n= 16) of students reported understanding other disciplines, twenty- eight percent (n= 11) of students reported teamwork and collaboration, and twenty- three percent (n= 9) of students reported preparedness for emergencies from the graduate

nursing program. Thirty- eight percent (n= 6) of students reported understanding other disciplines, and thirty- one percent (n= 5) of students reported teamwork and collaboration from the speech language pathology program. Fifty- two percent (n= 12) of students reported teamwork and collaboration, and thirty percent (n= 7) of students reported understanding other disciplines from the behavioral and social sciences program. Forty percent (n= 12) of students reported teamwork and collaboration, and thirty percent (n= 9) of students reported understanding other disciplines. Of the 142 responses, twenty- nine (n= 29) students presented two common themes in their responses (See table 2.2).

## Discussion

### Summary of Major Findings

In examining the results for the first research question, there were several themes that were identified in response to the question “In what ways will you take what you have learned and apply it to your professional practice?”. The identification of themes in this study were based upon student responses, in which the themes were derived from the key words that exhibited a skill learned from the simulation that each student can use in their professional practice. Multiple themes were identified in the responses received from the students. Such as teamwork and collaboration, preparedness for emergencies, understanding other disciplines, skill application, communication, and remaining calm and focused in the event of an emergency (Table 1). There were three main themes that most students indicated they would carry with them into their professional careers, such as teamwork and collaboration, preparedness for emergencies, and understanding other disciplines. However, there were three additional theme that did not receives a high reporting from students such as skills, communication, and remaining calm and focused. Of the three themes that were listed, it is significant to note that only six students indicated they would carry their skills with them into their professional practice. As it is essential for professionals to apply their unique skills that they were taught to be successful in their practices and provides accurate and effective care.

The themes that were identified align with the IPEC competencies which address the following four areas: values and ethics for interprofessional practice, roles and responsibilities, interprofessional communication, and teams and teamwork. For example, a graduate nursing student reported she learned “respect and appreciation of other professions, effective communications”. This response aligns the IPEC core competency number one which states to

“work with individuals of other professions to maintain a climate of mutual respect and shared values” (Values/Ethics for Interprofessional Practice) (IPEC, 2020). A student from behavioral and social sciences reported “I will take what I learned with me in so many ways. Not only did I gain knowledge of what other professions do, but I gained resources to provide to future clients of mine.”. This example response aligns with IPEC core competency number two that states to “use the knowledge of one’s own role and those of other professions to appropriately assess and address the health care needs of patients and to promote and advance the health of populations.” (Roles/Responsibilities) (IPEC, 2020). Another student from graduate nursing reported “it is important to work alongside other professionals and maintain communication so the care the patients need is met without things falling through the cracks.”. This example response aligns with IPEC core competency number three that states to “communicate with patients, families, communities, and professionals in health and other fields in a responsive and responsible manner that supports a team approach to the promotion and maintenance of health and the prevention and treatment of disease” (Interprofessional Communication) (IPEC, 2020). A student from the physician assistant program reported “I will continue to be an advocate for teamwork amongst all professions in the health care in order to provide the best health outcome for the patients.”. This example response aligns with IPEC core competency number four that states to “apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient/population-centered care and population health programs and policies that are safe, timely, efficient, effective, and equitable” (Teams and Teamwork) (IPEC, 2020). It is significant that students were able to build these competencies from participating in the simulation as it ensures learning and building upon their current skillset and knowledge. The results of this study were able to align competencies developed by IPEC, as

the responses from students were able to demonstrate the necessary skill building and acquired knowledge that is needed to apply in their professional practice.

Additionally, the findings in the current study are consistent with the Chown and colleagues (2015) study suggesting that the most effective way for students to learn from this type of experience is to participate in a simulative environment. The results from the current study found that a simulated environment provides a safe place for students to explore, practice, and reflect upon patient outcomes based on their ability to communicate and collaborate across professional boundaries. Similar to Chown and colleagues (2015) which demonstrated that students had a positive IPE experience in this type of environment. As well as, developing a variety of important skills that are necessary to fully engage in quality patient care. The current study analyzed how students were allowed to develop a variety of skills from a simulative environment such as communication, teamwork, and role recognition which all responses were positive and promoted this style of learning. Finally, this experience enabled them to take what they have learned and apply it to their professional practice.

In examining the second research question, “Do the identified themes differ across the various professions included in the simulation?” results found that there were different from each professional program (Table 2). This is essential because it shows a diversity of skills learned across professions and the level of value that this experience had with each student to continue this practice in patient care. This can be useful in various aspects in each of professional career as it relates to effective and efficient patient care. The results of the current study are similar to the 2015 study by Judge and colleagues in which demonstrate that each profession had a different learning experience in this environment that influenced their perspective of IPE. The 2015 study concluded that student learning, skill building and readiness to perform in this way of

care has increased after this experience. The overall findings indicate that the intentions of the simulation being student learning and application of practice to their profession indeed succeeded. Each profession developed different skills and values to carry into their careers to contribute to the collaborative efforts in the healthcare field to promote healthier outcomes for all patients.

### **Public Health Implications**

The graduate students that participated in the IPE simulation reported gaining knowledge, skills, and experience that is essential to enhance their effectiveness and inclusiveness in the health workforce. One important element that was observed, was that including Master of Public Health students on IPE teams has the potential to increase patient awareness of the influence of social determinants of health and to increase patient interest in applying preventative behaviors to their lives. This is beneficial to the health workforce as it can reduce disease, medical costs, and number of deaths, as well as increase quality of care, and life.

Further studies should measure the long-term effects of practicing IPEC to evaluate the percentage of utilization and alignment of the core competencies learned as a student. Increasing research in this subject will enable future studies to approximately evaluate to what extent professionals are utilizing this tool in order to provide the best possible outcome for their patients. Also, further studying a patient's point of view and experience of interprofessional practice in their care may contribute to the improvement and expansion of IPEC. This can include improving methods of professional communication to enhance efficiency, accuracy, convenience, and satisfaction to the patient and professional. This study identified many themes that align with the core competencies created for this professional practice. Continuing the use of IPEC within institutions enables students to widen their horizons of knowledge of other

disciplines and demonstrate how all healthcare professions rely on one another to provide all forms of care needed for patients seeking help.

### **Strengths and Limitations**

The strengths in this study design are that it provides more detailed information that enables a better explanation for complicated issues. Strengths found in this study represent the great amount of participation and student's willingness to learn from this experience and from one another. Most of the students provided detailed response in which gave clarity and understanding to their response. Limitations using this study design are that the findings cannot be generalized to study the overall population. This is because the current study is limited to only examining students that attend a private Christian university. Additionally, no demographic data was collected in the survey to provide characteristics about each student in order to determine representation sample of a target population. Limitations in this study were presented in some of the other responses from the students. Additionally, the data presented some difficulty to analyze because some of responses from the students were vague, may have include response bias, and there were a couple of students that did not respond to the question being examined. The survey given to the students was required as a part of the assignment. The survey was provided to students after completing the simulation, therefore, it is possible some students were tired and took the survey quickly to provide a response to the survey question. Perhaps rewording the research question could provide a more thoughtful response to more participants. Lastly, there were theming limitations such as categorizing the responses that presented multiple themes. Overall, this study contributes to the expansion and knowledge of IPE to more institutions with the intention to prepare students for high-quality performance in their professional practice.



### **Conclusion**

Throughout many years of examining the practice of healthcare workers and their effect on patient health outcomes, it is widely recognized that Interprofessional Education is effective and necessary for enhancing positive health outcomes. The purpose of this study is to research the common takeaways that students felt they could carry on into their professions. This research is a qualitative, cross-sectional design used to identify common themes learned by students participating in the university-wide emergency simulation. There were 144 students that participated in the simulation: 16 from Athletic Training, 23 from Speech Language Pathology, 41 from Graduate Nursing, 18 from Public Health, 30 from Physician Assistants, 16 from Behavioral and Social Sciences. After students completed this simulation, they were asked to complete an anonymous short- answer survey to reflect on this experience to evaluate student learning, level of enjoyment, and how they would use what they have learned in their professional practice. The analysis is descriptive using frequencies of common themes identified among respondents. Six common themes were: teamwork and collaboration, preparedness for emergencies, understanding other disciplines, skill application, communication, remaining calm and focused. Lastly, a crosstabulation analysis was used in addition to categorize the data, and differences were found across the various professions.

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**Tables****Table 1.1 Common Themes A**

	N (%)
Teamwork/ Collaboration	47 (33%)
Preparedness for emergencies	32 (23%)
Understanding other disciplines	49 (35%)
Skills	4 (3%)
Communication	9 (6%)
Calm/ focused	1 (.07%)
Total	142

**Table 1.2 Common Themes B**

	N (%)
Teamwork/ Collaboration	8 (6%)
Understanding other disciplines	2 (1%)
Skills	2 (1%)
Communication	14 (10%)
Calm/ focused	3 (2%)
Total	29

**Table 2.1 Common Themes A**

Themes	Professions						Total
	Public Health	Athletic Training	Graduate Nursing	Speech Language Pathology	Behavioral & Social Sciences	Physician Assistant	
Teamwork/ Collaboration	2 (12%)	5 (31%)	11 (28%)	5 (31%)	12 (52%)	12 (40%)	47
Preparedness for emergencies	8 (47%)	3 (19%)	9 (23%)	2 (13%)	4 (17%)	6 (20%)	32
Understanding other disciplines	6 (35%)	5 (31%)	16 (40%)	6 (38%)	7 (30%)	9 (30%)	49
Skills	1 (6%)	1 (6%)	1 (3%)	1 (6%)	0 (0%)	0 (0%)	4
Communication	0 (0%)	2 (13%)	2 (5%)	2 (12.5%)	0 (0%)	3 (10%)	9
Calm/ focused	0 (0%)	0 (0%)	1 (3%)	0 (0%)	0 (0%)	0 (0%)	1
Total	17	16	40	16	23	30	142

**Table 2.2 Common Themes B**

Themes	Professions						Total
	Public Health	Athletic Training	Graduate Nursing	Speech Language Pathology	Behavioral & Social Sciences	Physician Assistant	
Teamwork/ Collaboration	1 (20%)	0 (0%)	3 (50%)	1 (50%)	0 (0%)	3 (30%)	8
Understanding other disciplines	1 (20%)	1 (50%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2
Skills	1 (50%)	0 (0%)	0 (0%)	0 (0%)	1 (50%)	0 (0%)	2
Communication	1 (20%)	1 (50%)	3 (50%)	1 (50%)	2 (50%)	6 (60%)	14
Calm/ focused	1 (20%)	0 (0%)	0 (0%)	0 (0%)	1 (25%)	1 (10%)	3
Total	5	2	6	2	4	10	29