



Graduate School of Biomedical Sciences
Interprofessional Education Plan
Academic Year 2025-2026

Background

UT Health San Antonio's Strategic Plan for fiscal years 2023-2027 continues to emphasize Teamwork & Collaboration as a core value. The Quality Enhancement Plan (QEP), *Linking Interprofessional Networks for Collaboration (LINC)*, is an institution-wide effort to advance our Strategic Plan by enhancing interprofessional education (IPE) at UT Health San Antonio. Key measures of success include increasing student knowledge and skills related to IPE, demonstrating schools' and programs' adoption of IPE as a strategic priority through increased activities integrated into programs' curricula, and increasing opportunities for student IPE experiences across the institution. To contribute to the coordinated implementation of the QEP, the Associate Dean of Academic Affairs in the Graduate School of Biomedical Sciences (GSBS) led the development and implementation of a school-wide IPE plan through the contributions and efforts of an IPE Task Force that has since become a subcommittee of the GSBS Curriculum Committee. This subcommittee is comprised of members drawn from various programs within GSBS.

Profession-Specific Accreditation Mandate

N/A

GSBS IPE Plan

In accordance with HPAC recommendations, this IPE plan consists of four components: rationale, outcome-based goals, deliberate design, and assessment & evaluation. Details for each component are included below:

Rationale

Science, Technology, Engineering, and Mathematics (STEM) research has become increasingly collaborative and team-based, with a growing number of multi-authored publications and studies carried out by interdisciplinary groups of scientists. Despite the trend toward team-based science, there has been little or no change in the preparation of students entering STEM careers that involve greater collaboration or the understanding the importance of team science. Team science is a collaborative effort to address a scientific challenge that leverages the strengths and expertise of professionals trained in different fields. Coordinated, interdisciplinary teams of investigators with diverse skills and knowledge may be especially helpful for studies examining complex social problems with multiple causes. Cross-disciplinary team science has been identified as a means to engage in expansive studies that address a broad array of complex and interacting variables. It is seen as a promising approach to accelerate scientific innovation and the translation of scientific findings into effective policies and practices in the clinical setting. Over the past two decades, there has been an emerging emphasis on utilizing team science to scientifically address multi-factorial problems which has also contributed to a surge of interest and investment in team science.

The use of interdisciplinary teams is increasingly becoming the core of research on modern, complex biomedical science issues or problems. Working in teams is challenging for many biomedical scientists because the culture of universities, where they studied, recognizes and rewards individual achievement. For

example, a Ph.D. student's final project report, the dissertation, must represent the student's own original contribution.

Likewise, universities promote individual faculty members, not groups, through the ranks. Despite the importance of team-based research, universities have historically provided little systematic preparation for science and engineering graduate students to help them succeed in careers involving greater collaboration.

Several universities have started to recognize the importance of team-based research and are implementing strategies that promote a cultural shift towards team science. Unfortunately, however, graduate programs rarely provide time and training in the skills students need to survive and thrive in these settings. Therefore, we are proposing in our GSBS IPE plan to emphasize training in team science which directly aligns with the IPEC Competency Domain of Teams and Teamwork and will apply relationship-building values and the principles of team dynamics to perform effectively in different team roles as they apply to basic research and the clinical setting.

The *Interdisciplinary Collaboration for Graduate Students (iCOGS)* curriculum is designed to teach graduate students to appreciate the importance of collaboration, cultivating the interpersonal skills required for effective team performance and has been modified to meet the specific needs of our graduate student body. During the training, students will participate in team-building exercises, discussions, and interactive activities, designed to strengthen their collaboration skills.

Outcome-based Goals

The iCOGS training modules will address the following core competencies: the value of teams; team composition, roles, and leadership; communication in teams; conflict management in teams; diversity in collaboration and team science; and technical tools for distributed teams. Each of the modules features complementary instructional resources, including interactive and web-based exercises, case studies, facilitated discussions, team building exercises adapted from other sources and assigned readings.

Participating students will also be asked to complete self- assessment questionnaires to better understand their strengths, weaknesses, conflict resolution styles, and social sensitivity, as well as those of their teammates. After completing the modules, the students should have a better understanding of the differences between working alone and in teams. They should also be more aware of communication challenges associated with teamwork, roles and conflict management styles, the implications of diversity, and effective tools to collaborate remotely. The training should enhance their collaboration skills, teaching them strategies to tackle communication challenges, diversity, and conflicts.

The learning outcomes for each of the modules is listed below:

Module 1: Innovation and Productivity in Teams

Learning Outcomes:

1. Identify factors that contribute to the growing prevalence and importance of interdisciplinary research teams
2. Describe the ways in which working in a team can either help or hinder idea generation
3. Describe the relationship between collaboration and team productivity over time
4. Acknowledge and identify some challenges researchers experience when working in an interdisciplinary team

Module 2: Diversity for Better Teams

Learning Outcomes:

1. Reflect on what dimensions of diversity are salient to yourself and others
2. Explain the relationship between team diversity and team performance
3. Reflect on and articulate aspects of your patterns of thought/behavior on teams
4. Construct a plan to integrate all patterns of thought/behavior and maximize team functioning

Module 3: Effective Communication within Teams

Learning Outcomes:

1. Describe some possible ways communication challenges arise in interdisciplinary teams
2. Analyze communication challenges in research teams
3. Formulate solutions to communication challenges
4. Identify language unique to your discipline that might be misunderstood outside the discipline

Module 4: Leveraging and Managing Conflict

Learning Outcomes:

1. Choose appropriate conflict management strategies for a given conflict situation
2. Construct a plan to address a major conflict
3. Preserve working relationships during crucial conversations by employing empathetic listening

We will also align this training to the following IPEC sub-competencies:

TT1. Describe the process of team development and the roles and practices of effective teams.

TT2. Develop consensus on the ethical principles to guide all aspects of teamwork.

TT5. Apply leadership practices that support collaborative practice and team effectiveness.

TT8. Reflect on individual and team performance for individual, as well as team, performance improvement.

TT10. Use available evidence to inform effective teamwork and team-based practices.

TT11. Perform effectively on teams and in different team roles in a variety of settings.

The GSBS has also adopted a modified plan of the Kirkpatrick's Levels of Training. This plan will align with the institution's objectives and the LINC Core IPE Measurement Plan that allows for the GSBS to target the following:

Level 1- Reaction

Level 2- Perception

Deliberate Design

We will coordinate with the LINC Common IPE Experience offered in the fall to all incoming students and then provide additional training in Team Science in the fall through a two-hour long workshop. We plan to coordinate with faculty leaders from other schools and programs to make the workshop more widely available to students from across the institution. As part of these plans, we will also include faculty leaders from these other programs to participate as facilitators during the workshop. These two co-curricular activities will complement and synergize due to the focus of both activities on teams.

Additionally, the newly created LINC Simulation IPE and Clinical IPE Experiences will both be offered to GSBS students as voluntary, co-curricular IPE activities. Below is the overall plan for these activities:

Table 1. IPE Activities within the Graduate School of Biomedical Sciences IPE Plan

Program Year & Semester	Name of IPE Activity (Type of IPE Activity)	Learners from Other Programs Involved (Abbreviation & Year)	Associated Course/Place in Curriculum (If Applicable)	Faculty Leader(s) from Program	Faculty Leader(s) from Other Programs	Timeframe to be Completed (Month)
Fall 2025	LINC Common IPE Experience (IPE Type: Curricular IPE Sub-type: Classroom-Collaborative Online Learning)	Learners from all programs at UT Health San Antonio are placed in interprofessional groups of 3-4 and group composition varies as a result.	Program Requirement*			Fall (Sept to Oct)
Spring 2026	Team Science Training Workshop (Co-Curricular IPE – Collaborative Online Learning)	First year learners from various programs within GSBS are invited to participate.	N/A	Timothy Raabe Christopher Frei Rekha Kar Karl Heinrich Rasmussen	TBD	Fall (Nov)

Spring 2026	LINC Simulation IPE Experience (IPE Type: Co-Curricular IPE Sub-type: Blended – Classroom- Collaborative Online Learning & Simulation)	Learners from all programs at UT Health San Antonio are placed in interprofessional groups of 3-4 and group composition varies as a result.	Optional, voluntary experience for GSBS students who wish to participate.			Spring (Jan to Mar)
Spring 2026	LINC Clinical IPE Experience (IPE Type: Co-Curricular IPE Sub-type: Blended – Classroom-Collaborative Online Learning & Clinical)	Learners from all programs at UT Health San Antonio will be placed in interprofessional groups of 3-4 and group composition will vary as a result.	Optional, voluntary experience for GSBS students who wish to participate.			Spring (Mar to Apr)

DEFINITIONS

Interprofessional Education (IPE) = Proposed by the World Health Organization and endorsed by IPEC, takes place “when students from two or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes” (WHO, 2010; IPEC, 2016). This emphasis on students aligns well with UT Health San Antonio’s QEP, and the expectation is that student-to-student interprofessional learning will constitute the majority of IPE activities on campus. This table is reserved for student-to-student IPE activities.

IPE Partners = Students from other professions/programs involved including their year(s) of study

IPE Types = *Curricular*: IPE activities within formal curricula (e.g., credit-bearing courses, clerkships); *Co-Curricular*: IPE activities outside formal curricula (i.e., volunteer experiences that augment learning/professional development).

IPE Sub-types = *Classroom*: IPE activities in a classroom setting, including in-person and online; *Simulation*: IPE activities in a simulation setting, including in-person and online; *Clinical*: IPE activities in a clinical setting allowing for practical experiences involving direct patient care; *Community*: IPE activities in a community-based setting allowing for practical experiences that do not involve direct patient care; *Blended*: Any combination of IPE Sub-types.

FOOTNOTE

See Assessment & Evaluation section for more details on how learning outcomes from this IPE Plan are measured.

*The requirement for all incoming students to participate in the Common IPE Experience is new for Fall 2024.

In addition to the activities proposed above, GSBS will also work to create a micro-credential in Team Science based around the modules provided in the iCOGS curriculum. This micro-credential badge would be open to all students at the institution. The tentative micro-credential would consist of completion of the LINC Common IPE Experience (approximately 6 hours) and the Team Science training workshop (approximately 3 hours). The exact details for the badge are being worked out with the Office of the Registrar.

Assessment and Evaluation

The LINC Core IPE Measurement Plan at UT Health San Antonio forms the backbone of IPE assessment/evaluation for all UT Health San Antonio IPE plans. Valid and reliable tools to measure change in reactions, attitudes/perceptions, skills, and behaviors are administered at three time-points as LINC Core IPE Measures A, B, and C. Given the emphasis of LINC Core IPE Measures B and C on teamwork within healthcare delivery settings, and thus their lack of face validity within the GSBS graduate student population, we will administer only LINC Core IPE Measure A. Table 4, Figure 1, and Appendix A below provide additional information on LINC Core IPE Measure A and its associated administration schedule.

In addition, GSBS will administer the four surveys described in Appendix B to evaluate Kirkpatrick’s Level 2 – Perception outcomes. These surveys will focus on student’s exposure to team science concepts, readiness to participate in team science, and feedback on the specific module training. The surveys will be administered after the student’s participation in the iCOGS workshop and following the completion of each module.

The GSBS IPE plan will be evaluated through stakeholder feedback and the learners’ assessments using satisfaction surveys for each of the workshop modules.

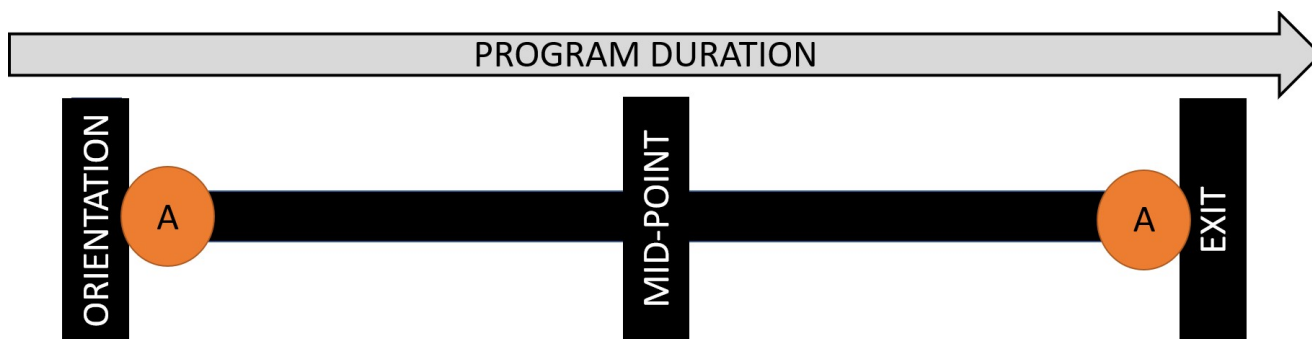
Data Collection, Analysis, & Reporting

The GSBS Academic Affairs Office will administer the pre/post surveys and module surveys using Qualtrics. Data will be viewed on an annual basis and recommendations for changes and improvements will be made.

Table 2. Tool and Targeted Learning Outcomes of LINC Core IPE Measure A

Level*	Measurement Tool**	Constructs	Items
Level 1 Reaction	Interprofessional Reactions Tool (IPRT)	<ul style="list-style-type: none"> • Preparation • Relevance • Importance • Satisfaction 	13 self-reported items: <ul style="list-style-type: none"> • 9 quantitative items using a 5-point Likert-type response scale; and, • 4 qualitative items soliciting written responses to open-ended prompts

Figure 1. Administration Schedule of LINC Core IPE Measure A



CORE IPE MEASUREMENT PLAN ADAPTED FOR GRADUATE SCHOOL OF BIOMEDICAL SCIENCES

A

Core Measure A – Reactions Level 1a

- Traditional pre/post-test administered at beginning and end of program
- Will consist of both quantitative & qualitative items for both pre-test & post-test
- Pre-test stem will reference past experiences (e.g., “Based on your previous experience...”)
- Post-test stem will reference UT Health SA experiences (“Based on your experience during your educational program at UT Health San Antonio...”)
- General parameters: Questions will address 4 themes: preparation, relevance, importance, and satisfaction; A range of 7-12 quantitative questions and 2-3 qualitative questions is desirable.

LINC Core IPE Measure A1 (pre) is administered in August and LINC Core IPE Measure A2 (post) is administered at dissertation approval.

Approved by GSBS curriculum and assessment on November 7, 2025, and GFC on November 14, 2025

The approved AY2025-2026 GSBS IPE Plan was submitted to LINC on October 31, 2025

Appendix A. Interprofessional Reactions Tool (IPRT) -- LINC Core IPE Measure A

5-Point Likert-type response scale ranging from 1=strongly disagree to 5=strongly agree	
ORIENTATION	EXIT
Preparation	
1. I feel prepared to collaborate with health professionals and scientists outside of my profession 2. I feel prepared to contribute to the team-based care of patients and/or populations 3. Please provide additional information about how well prepared you currently feel for interprofessional teamwork (open-ended)	1. Based on my interprofessional education experiences at UT Health, I feel more prepared to collaborate with health professionals and scientists outside of my profession. 2. Based on my interprofessional education experiences at UT Health, I feel more prepared to contribute meaningfully to the team-based care of patients and/or populations 3. Please provide additional information about how well your interprofessional education experiences at UT Health prepared you for your career (open-ended)
Relevance	
4. Interprofessional education is relevant to my future profession 5. Interprofessional teamwork is relevant to my future profession 6. Please provide additional information about how relevant you think interprofessional teamwork is to your career (open-ended)	4. The interprofessional education experiences at UT Health were relevant to my future profession 5. The interprofessional education experiences at UT Health highlighted the relevance of interprofessional teamwork to my future profession. 6. Please provide additional information about how relevant your interprofessional education experiences at UT Health were for your career (open-ended).
Importance	
7. Interprofessional education is important for my profession 8. Interprofessional teamwork is important for my profession 9. Please provide additional information about how important you think interprofessional teamwork is to your career	7. Interprofessional education is important for my profession 8. Interprofessional teamwork is important for my profession 9. Please provide additional information about how important your interprofessional education experiences at UT Health were for your career (open-ended)
Satisfaction	

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<p><i>Not Applicable</i></p>	<ol style="list-style-type: none">10. I am satisfied with the variety of interprofessional education experiences I have had at UT Health (e.g., IPE group discussions, IPE simulations, clinical IPE experiences)11. I am satisfied with how challenging my interprofessional education experiences were at UT Health12. Overall, I am satisfied with my interprofessional education experiences at UT Health13. Please provide additional information about your overall satisfaction with interprofessional education at UT Health (open-ended)
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Appendix B.

iCOGs Survey: Graduate

Students Productivity in

Teams (Module B)

(5-point Likert scale: Not at all confident, Slightly confident, Somewhat confident, Moderately confident, Very confident)

1. After participating in this module, how confident do you feel in your ability to...
 - ...identify the factors that contribute to the growing prevalence of interdisciplinary teams?
 - ...describe the relationship between collaboration and team productivity over time?
 - ...identify challenges researchers experience when working in an interdisciplinary team?

(5-point Likert Scale: Strongly disagree, Somewhat disagree, Neither agree nor disagree, Somewhat Agree, Strongly Agree)

2. To what extent do you agree or disagree with each of the following statements regarding the Productivity in Teams module?
 - I understand the factors that contribute to the growing importance of engaging in interdisciplinary team research.
 - I am able to describe the challenges that researchers experience when working in an interdisciplinary team setting.
 - I can describe the relationship between team productivity and collaboration over time
3. Please indicate the extent to which you agree or disagree with each of the following statements.
 - The "Productivity in Teams" module will be useful for me as a researcher.
 - The goals of today's "Productivity in Teams" module were clear.
 - An appropriate amount of time was spent on each of the topics during the "Productivity in Teams" module.
 - The instructors at today's "Productivity in Teams" module clearly presented the material to me.
 - The activities during the "Productivity in Teams" module were engaging.
4. Please indicate the extent to which you agree or disagree with each of the following statements regarding participating in this workshop in an online setting.
 - I felt comfortable engaging in the activities for this module in the online setting.
 - I felt that Teams was an appropriate platform for a virtual workshop.
 - I was able to be an active participant in the virtual format of this workshop.
 - I felt that the instructors were able to effectively communicate the workshop content in an online setting.
 - The activities were well-designed for an online setting.
 - The workbook provided to me for this module was easy to use in the online setting.
 - The workbook provided to me for this module was easy to navigate during the

workshop presentation and small-group discussions.

(5-point scale: Poor, Fair, Good, Very Good, Excellent)

5. Please rate your experience with each of the following aspects of this Team Training Workshop module (Productivity in Teams).
 - Small Group Discussion
 - Use of the workbook
 - The pace of this module
 - Overall online learning experience
6. If you would like to rate any other aspect of this module, please provide a description in the comment box.

(5-point scale: Very poor, Poor, Fair, Good, Excellent)

7. How would you rate the overall effectiveness of this module (Productivity in Teams) for increasing your understanding of team science related concepts?
8. Did you experience any challenges related to attending this workshop virtually? Please provide details below.
9. Please provide any further comments or suggestions regarding your experience in this module and workshop?

Contributions and Values in Teams (Module D)

(5-point Likert scale: Not at all confident, Slightly confident, Somewhat confident, Moderately confident, Very confident)

1. After participating in this module, how confident do you feel in your ability to...
 - ...explain the relationship between team diversity and team performance.
 - ...construct a plan that integrates all patterns of behavior to maximize team functioning.
 - ...articulate aspects of your patterns of behavior on teams.

(5-point Likert Scale: Strongly disagree, Somewhat disagree, Neither agree nor disagree, Somewhat Agree, Strongly Agree)

2. To what extent do you agree or disagree with each of the following statements regarding the Contributions and Values in Teams module?
 - I understand how team heterogeneity can improve team performance.
 - I understand how to create an actionable plan for my team that accounts for all members' potential contributions.

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- I believe that team diversity affects the success of a team.
 - I can identify my strengths and weaknesses in terms of the contributions I can make on a team.
3. Please indicate the extent to which you agree or disagree with each of the following statements.
- The "Contributions and Values in Teams" module will be useful for me as a researcher.
 - The goals of today's "Contributions and Values in Teams" module were clear.
 - An appropriate amount of time was spent on each of the topics during the "Contributions and Values in Teams" module.
 - The instructors at today's "Contributions and Values in Teams" module clearly presented the material to me.
 - The activities during the "Contributions and Values in Teams" module were engaging.
4. Please indicate the extent to which you agree or disagree with each of the following statements regarding participating in this workshop in an online setting.
- I felt comfortable engaging in the activities for this module in the online setting.
 - I felt that Teams was an appropriate platform for a virtual workshop.
 - I was able to be an active participant in the virtual format of this workshop.
 - I felt that the instructors were able to effectively communicate the workshop content in an online setting.
 - The activities were well-designed for an online setting.
 - The workbook provided to me for this module was easy to use in the online setting.
 - The workbook provided to me for this module was easy to navigate during the workshop presentation and small-group discussions.

(5-point scale: Poor, Fair, Good, Very Good, Excellent)

5. Please rate your experience with each of the following aspects of this workshop module (Contributions and Values in Teams).
- Small Group Discussion
 - Use of the workbook
 - The pace of this module
 - Overall online learning experience
6. If you would like to rate any other aspect of this module (Contributions and Values in Teams), please provide a description in the comment box.

(5-point scale: Very poor, Poor, Fair, Good, Excellent)

7. How would you rate the overall effectiveness of this module (Contributions and Values in Teams) for increasing your understanding of team science related concepts?
8. Please provide any further comments or suggestions regarding your experience in this module and workshop?

Effective Communication in Teams (Module E)

(5-point Likert scale: Not at all confident, Slightly confident, Somewhat confident, Moderately confident, Very confident)

1. After participating in this module, how confident do you feel in your ability to...
 - ...describe the ways that communication challenges arise in interdisciplinary teams.
 - ...analyze communication challenges in research teams.
 - ...formulate solutions to communication challenges that may arise in an interdisciplinary team.

(5-point Likert Scale: Strongly disagree, Somewhat disagree, Neither agree nor disagree, Somewhat Agree, Strongly Agree)

2. To what extent do you agree or disagree with each of the following statements regarding the Effective Communication in Teams module?
 - People from different disciplines may have a different communication style than my own.
 - People from a culture different from my own may have different ways of communicating.
 - I understand different methods for solving communication challenges in team settings.
 - I understand strategies that can be used to prevent communication challenges on an interdisciplinary team.
3. Please indicate the extent to which you agree or disagree with each of the following statements.
 - The "Effective Communication in Teams" module will be useful for me as a researcher.
 - The goals of today's "Effective Communication in Teams" module were clear.
 - An appropriate amount of time was spent on each of the topics during the "Effective Communication in Teams" module.
 - The instructors at today's "Effective Communication in Teams" module clearly presented the material to me.
 - The activities during the "Effective Communication in Teams" module were engaging.
 - The activities that were a part of this module were useful for my understanding of the importance of communication in a team setting.
4. Please indicate the extent to which you agree or disagree with each of the following statements regarding participating in this workshop in an online setting.
 - I felt comfortable engaging in the activities for this module in the online setting.
 - I felt that Teams was an appropriate platform for a virtual workshop.
 - I was able to be an active participant in the virtual format of this workshop.
 - I felt that the instructors were able to effectively communicate the workshop content in an online setting.
 - The activities were well-designed for an online setting.
 - The workbook provided to me for this module was easy to use in the online setting.
 - The workbook provided to me for this module was easy to navigate during the

workshop presentation and small-group discussions.

(5-point scale: Poor, Fair, Good, Very Good, Excellent)

5. Please rate your experience with each of the following aspects of this workshop module (Effective Communication in Teams).
 - Small Group Discussion
 - Use of the workbook
 - The pace of this module
 - Overall online learning experience
6. If you would like to rate any other aspect of this module (Effective Communication in Teams), please provide a description in the comment box.

(5-point scale: Very poor, Poor, Fair, Good, Excellent)

7. How would you rate the overall effectiveness of this module (Effective Communication in Teams) for increasing your understanding of team science related concepts?
8. Please provide any further comments or suggestions regarding your experience in this module and workshop?

Productive Conflict Resolution (Module H)

(5-point Likert scale: Not at all confident, Slightly confident, Somewhat confident, Moderately confident, Very confident)

1. After participating in this module, how confident do you feel in your ability to...
 - ...describe what the term "Crucial Conversation" means.
 - ...construct a plan to address a major team conflict.
 - ...use empathetic listening to preserve working relationships during crucial conversations.

(5-point Likert Scale: Strongly disagree, Somewhat disagree, Neither agree nor disagree, Somewhat Agree, Strongly Agree)

2. To what extent do you agree or disagree with each of the following statements regarding the Contributions and Values in Teams module?
 - I understand how to use the S.T.A.T.E Steps to resolve conflict.
 - I understand the term, "empathetic listening", as it relates to conflict management.
 - I feel comfortable leading a crucial conversation.
 - I feel that I have the tools necessary to resolve conflict in a systematic manner.
3. Please indicate the extent to which you agree or disagree with each of the following statements.

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- The "Productive Conflict Resolution" module will be useful for me as a researcher.
- The goals of today's "Productive Conflict Resolution" module were clear.
- An appropriate amount of time was spent on each of the topics during the "Productive Conflict Resolution" module.
- The instructors at today's "Productive Conflict Resolution" module clearly presented the material to me.
- The activities during the "Productive Conflict Resolution" module were engaging.
- The activities that were a part of this module were useful for my understanding.

4. Please indicate the extent to which you agree or disagree with each of the following statements regarding participating in this workshop in an online setting.
- I felt comfortable engaging in the activities for this module in the online setting.
 - I felt that Teams was an appropriate platform for a virtual workshop.
 - I was able to be an active participant in the virtual format of this workshop.
 - I felt that the instructors were able to effectively communicate the workshop content in an online setting.
 - The activities were well-designed for an online setting.
 - The workbook provided to me for this module was easy to use in the online setting.
 - The workbook provided to me for this module was easy to navigate during the workshop presentation and small-group discussions.

(5-point scale: Poor, Fair, Good, Very Good, Excellent)

5. Please rate your experience with each of the following aspects of this workshop module (Productive Conflict Resolution).
- Small Group Discussion
 - Use of the workbook
 - The pace of this module
 - Overall online learning experience
6. If you would like to rate any other aspect of this module (Productive Conflict Resolution), please provide a description in the comment box.

(5-point scale: Very poor, Poor, Fair, Good, Excellent)

7. How would you rate the overall effectiveness of this module (Productive Conflict Resolution for increasing your understanding of team science related concepts?
8. We plan to offer this workshop every year. Would you be interested in serving as a breakout room facilitator at a future workshop? If so, please leave your name and email.
9. Please provide any further comments or suggestions regarding your experience in this

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module and workshop?