

Supplemental digital content for Schmutz JB and Eppich WJ. Promoting learning and patient care through shared reflection: A conceptual framework for team reflexivity in health care. Acad Med.

Supplemental Digital Appendix 1

Clinical Vignette to Illustrate Ward-Level Team Reflexivity Moments in a Non-Acute Care Setting

Clinical situation	Opportunity for team reflexivity
Setting: A unit of a rehabilitation clinic with 15 patients.	
At the beginning of the day, a multidisciplinary and interprofessional team comes together for a brief team huddle, or briefing, and recognizes a staff shortage due to two team members who have called in sick.	Pre-action TR The rehab team works together to redistribute tasks and re-allocate patients to different elements of their rehabilitative therapy schedule until staffing issues can be resolved. They share patient information and discuss potential difficulties and proactively adapt processes (e.g., using resources from other units due to staff shortage) before patient care begins.
During a therapy session in the morning, a patient recovering from a hip replacement falls; he appears confused and seems to have injured the previously unaffected hip.	In-action TR This incident changes immediate priorities and shifts attention from other patients. The team explicitly discusses these priorities for the patient who has fallen, while reflecting together how to minimize the impact on other patients currently present in the therapy room.
At the end of the day, the team spends 10 minutes debriefing.	Post-action TR During the end-of-day team huddle, the team debriefs about how they dealt with unexpected circumstances: what worked well, how might they have managed things differently, what might they need to change in the future regarding taskwork and teamwork as well as system factors if similar situations arise.

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Supplemental Digital Appendix 2

Clinical Vignette to Illustrate Team Reflexivity Moments During an Educational Setting

Educational situation	Opportunity for team reflexivity
Setting: Day-long simulation-based team-training course with a focus on the educator team	
Before the course begins, the educator team come together before the participants arrive to review the day.	Pre-action TR The team talks through: <ul style="list-style-type: none">• who will participate on the course• planned simulation scenarios as well as the flow of participants between simultaneous cases and debriefings• task distribution and role allocation• possible pitfalls and strategies to avoid them
	In-action TR Each of these incidents changes immediate priorities and team members share ideas and collaborate to adapt task distribution, teamwork, and mobilization of resources in deal with abrupt staffing changes, critical technical difficulties, and modifications to the course schedule.
Just before lunch, a key member of the educator team receives notification of a family emergency and must leave the course.	
During the course, technical problems with one of the simulators disrupts key educational elements of several scenarios.	
Just after the first set of simulation scenarios begins after lunch, an unexpected fire drill occurs.	
At the end of the day, the educator team spends 15 minutes reflecting on the day.	
	Post-action TR During the end-of-day team huddle, the team debrief about how they dealt with unexpected circumstances: what worked well, how might they have managed things differently, what might they need to change in the future

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regarding taskwork and teamwork, as well as system factors if similar situations arise.
