

**Table S1. Exercises Used in Teamwork Day 2007 and 2008**

Exercise	Source	Teaching Method	Key Learning Objectives
Getting to Know Who?	M. B. Weinger and Stanford University School of Business (Palo Alto, CA)	Group discussion	<p>This exercise was designed to facilitate the development of a non-judgmental atmosphere in the group. It will also allow individuals in the early stages of team development to:</p> <ul style="list-style-type: none"> <li>• Gain an appreciation of group diversity.</li> <li>• Practice decision making in a low-risk setting.</li> <li>• Deal with conflict.</li> </ul>
Colour Blind™	RSVP Design (Johnstone, Scotland, UK)	Team cognitive exercise	<p>This exercise was designed to:</p> <ul style="list-style-type: none"> <li>• Refine skills that will help ensure common understanding (sense making) between team members.</li> <li>• Emphasize the importance of checking and feedback.</li> <li>• Demonstrate how communication can break down in teams, and to enable teams to identify and rectify such communication failures.</li> </ul>
Mission to Burundi	J. Slagle and Vanderbilt University School of Medicine (Nashville, TN)	Role play and decision evaluation	<p>This role play exercise was designed to:</p> <ul style="list-style-type: none"> <li>• Emphasize the factors that improve or impede team performance.</li> <li>• Highlight relative contributions of individual</li> </ul>

			<p>team members versus the collective wisdom of the team as a whole.</p> <ul style="list-style-type: none"> <li>• Explore the concept of “Groupthink” (social pressures to agree).</li> </ul>
Williams Medical Center™	The Harvard Negotiation Project™ (Cambridge, MA)	Multiparty negotiation with role play	<p>This role-play exercise teaches the students basic multiparty negotiation skills including:</p> <ul style="list-style-type: none"> <li>• Evaluate options and positions before and then during the bargaining process.</li> <li>• Importance of separating personalities from the problems that must be resolved.</li> <li>• Communicate effectively in an adversarial situation.</li> <li>• Introduction to contingent agreements and post-settlement settlements.</li> </ul>
Ward Rounds at Jefferson Hospital	M. B. Weinger and Vanderbilt University School of Medicine (Nashville, TN)	Role play with a Standardized Patient	<p>This role-play exercise teaches the students more advanced negotiation and patient-interaction skills including:</p> <ul style="list-style-type: none"> <li>• Understand the importance of and methods for team resolution of conflict situations.</li> <li>• Understand and overcome barriers to effective communication.</li> <li>• Effective information transfer (especially listening) - obtaining input and information from everyone on the team and from the patient.</li> </ul>

			<ul style="list-style-type: none"> <li>• Importance of interpersonal and cultural differences, and their influence on team decision-making.</li> <li>• Integrating patient preferences into care decisions especially when they are in conflict with the providers' preferences.</li> </ul>
Crisis on Flight 1974	R. Booker and Vanderbilt University School of Medicine (Nashville, TN)	Role play with high fidelity simulator (SimMan™) and simulated passengers (actors) in 2007. Only simulated passengers were used in 2008 and thereafter.	<p>This exercise introduces students to the principles of crisis resource management (CRM) including:</p> <ul style="list-style-type: none"> <li>• Recognition and assumption of team roles (leaders and followers).</li> <li>• Team communication skills especially closing the loop and cross-checking.</li> <li>• Resource identification and management including calling for help, getting what you need.</li> <li>• Situation Assessment including dynamic changes in an open mind.<sup>5</sup></li> </ul>
<b>New Exercise for Teamwork Day 2009</b>			
Pediatric Surgery Scramble	Vanderbilt University School of Medicine	Team exercise with Simulated Clinicians	<p>This exercise was designed to get students to:</p> <ul style="list-style-type: none"> <li>• Appreciate challenges inherent in complex interdisciplinary health care delivery.</li> <li>• Provide an introduction to the life of an inpatient house staff physician or third year clerk.</li> </ul>

			<ul style="list-style-type: none"> <li>• Develop and maintain effective goal-oriented team coordination.</li> <li>• Develop strategies to maintain cohesive distributed teamwork.</li> <li>• Learn preparation, planning, direction and execution of the team goals and objectives.</li> <li>• Foster team assessment and provide process feedback related to team progress.</li> </ul>
<b>New Exercises for Teamwork Day 2010</b>			
<i>Name Game</i>	M. Weinger and Vanderbilt University School of Medicine (Nashville, TN)	Group discussion	<p>This exercise was designed to replace “Getting to Know Who” and facilitate the development of a non-judgmental atmosphere in the group. It also allows individuals in the early stages of team development to:</p> <ul style="list-style-type: none"> <li>• Gain an appreciation of group diversity.</li> <li>• Engage in team conversation and learning.</li> </ul>
<i>Get to Your Spot</i>	Origin unknown	Team physical exercise	<p>This simple exercise was designed to:</p> <ul style="list-style-type: none"> <li>• Demonstrate the difference between pursuing team goals versus individual goal.</li> </ul>