**Supplement to Manuscript ID CJIC-2018-0434.R1**

“Interprofessional Active Learning Series (iPALS) is an opportunity for students from across the health sciences to prepare themselves to practice effectively on interprofessional teams, through actively engaging together about topics of interest in healthcare and population health. iPALS sessions are developed by faculty and/or clinician content experts within our UW community, and are intended to be appropriate for all learners regardless of their profession or level of training. Sessions take place in a large classroom, where students are assigned to small interprofessional teams at tables. Students from all graduate level health profession training programs are encouraged to participate.” From <https://collaborate.uw.edu/programs-and-events/uw-student-programs/> accessed on February 14, 2019.

The structure of the Emergency Preparedness iPALS event referenced in the paper is summarized below. Note that facilitators representing various professions (listed below) and emergency preparedness organizations circulated to the groups during the small group discussions:

1. As students entered, they completed a pre-event self-assessment that consisted of 20 questions.
2. Students were assigned to small groups of 4-5 students of mixed professions per group.
3. At the beginning of the session, students were provided with an overview of the session and asked to introduce themselves to other members of their small groups.
4. Introductions were followed by a case presentation. The case used in the iPALS session was a wildfire emergency that affected a small rural town. Information about the case was provided through a variety of media, including a video clip, descriptive images, a written scenario, and a map of the mock town.
5. The case was divided into two parts that were introduced sequentially: first the immediate emergency response and then the recovery. After each part was introduced, students were provided in their small groups with a series of questions based on the case that prompted them to share their profession’s roles and responsibilities and communication strategies in the context of response to and recovery from a disaster.
6. During the small group discussions facilitators circulated the room to offer clarification and expansion on the roles and responsibilities of different professions in disaster response and recovery. Facilitators also prompted students to consider how their professions would work together, how their professional roles might be affected by their personal experience during and after an emergency, what professions were missing from the table, and what resources are available and needed.
7. At the end of the session, the entire room participated in a debrief. Two emergency management professionals from the community discussed their roles in disaster response and addressed questions raised by the students.
8. The session ended with a post-event self-evaluation that consisted of the same 20 questions in the pre-evaluation and open-ended questions assessing the session as a whole (see below).

**Professions represented by facilitators included:**

Social Work, Dietetics, Public Health, Health Administration/Legal, Pharmacy, Occupational Therapy, Physical Therapy, Nursing, Speech and Hearing Sciences

**Summary of responses to open-ended questions from post-session evaluation**

In the section below, the responses to the open-ended questions are summarized into the common themes.

Response to the question “**Please share one thing from today’s session that you will take into your future practice**” included the following themes:

* Roles of Responsibilities: 14 students provided comments related to having a better understanding of their roles and responsibilities after the session. Among these students, 8 also commented on a theme that roles may shift away from “typical” duties and that everyone has a unique skillset and knowledge.
* Plan for a disaster: 11 students comments related to the theme that everyone should have a plan for a disaster, either personally and professionally.
* Interprofessional Collaboration and Communication: 7 students suggested during a disaster response interprofessional collaboration is necessary and communication is essential (related comments by 4 students).
* 3 students provided comments related to the importance of considering the populations at the greatest risk.
* 2 students provided comments related to the value of other professions in the community.
* 2 students provided comments related to the importance of understand the emergency response systems in place and identify the organizations that work on disaster plans in the community.

In the response to the question “**What went well**”, almost all responses (43) included a variation on the value of small interdisplinary group discussions, the use of a case to prompt discussions, and learning from others. A few comments (2) specifically discussed liking the topic of disaster response.

Response to the question “**What could be improved**” included the following themes:

* There was a desire to have more professions represented at each table (related comments by 11 students).
* There were 13 comments related to logistical issues (e.g. time of day, layout of the questions).
* 8 students commented on wanting more resources and more direction on how to go forward.
* 4 students comment on wanting more facilitators in the room.
* 1 student commented on wanting the case to be more patient-centered.