A total of 27 virtual patient profiles were designed and 151 students spent a total of 8 hours of student-to-student telephonic interactions following a approximately 3 hours each week in preparation and group interactions. Topics included cardiology, neurology, psychiatry, urology, nephrology, gastroenterology, orthopedics, pain management, pulmonology, hematology/oncology, dermatology, infectious diseases, rheumatology, and women health issues.

A total of 143 students (94.7%) completed a five point Likert scale survey “Strongly Agree (5), Agree, Undecided, Disagree, Strongly Disagree (0)”. The majority of students described the approach to be innovative (87.4%) and a favorable response of 4.0 or above was reported in 22 (81.5%) of the questions.

Students reported benefits of this activity with regard to its impact on the 4 subscales (Teamwork & collaboration, Negative professional ID, positive professional ID, and Roles & Responsibility) of the RIPLS survey.

Higher scores were reported for the activity’s enhancement of student-student and student-content interactions as compared to student-faculty interaction.

<table>
<thead>
<tr>
<th>Discriminate</th>
<th>PA</th>
<th>Nursing</th>
<th>Pharmacy</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline</td>
<td>71</td>
<td>44</td>
<td>28</td>
<td>1</td>
</tr>
<tr>
<td>Gender</td>
<td>M</td>
<td>M</td>
<td>F</td>
<td>P</td>
</tr>
<tr>
<td>PA students</td>
<td>45</td>
<td>35</td>
<td>16</td>
<td>9</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>36</td>
<td>30</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>Nursing</td>
<td>30</td>
<td>20</td>
<td>12</td>
<td>8</td>
</tr>
<tr>
<td>Other</td>
<td>6</td>
<td>4</td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>

Participants responded to the following items by checking a box from the list below:

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

RIPLS Questions: Results are shaded. *PA/Pharmacy students who agree or strongly agree “Scale: 0-5”

4. Learning with other students/professionals will make me a more effective member of a health and social care team: 1.62.64.65.66.6
5. Patients would ultimately benefit if health and social care students/professionals worked together: 1.64.65.66.67.68.6
6. Shared learning with other health care students/professionals will increase my ability to understand clinical problems: 2.64.65.66.67.68.6
7. Communication skills should be learned with other health and social care students/professionals: 2.64.65.66.67.68.6
8. Team-working skills are vital for all health and social care students/professionals to learn: 2.64.65.66.67.68.6
9. Shared learning will help me to understand my own professional limitations: 2.64.65.66.67.68.6
10.  Learning between health and social care students before qualification, and for professionals after qualification, would improve working relationships after qualification, and for better collaborative practice: 2.64.65.66.67.68.6
11. Shared learning will help me think positively about other health and social care professionals: 2.64.65.66.67.68.6
12. For small group learning to work, students/professionals need to respect and trust each other: 2.64.65.66.67.68.6
13. I don’t want to waste time learning with other health and social care students/professionals: 2.64.65.66.67.68.6
14. It is not necessary for undergraduate/postgraduate health and social care students/professionals to learn together: 2.64.65.66.67.68.6
15. Clinical problem solving can only be effectively learned with students/professionals from my own school/organization: 2.64.65.66.67.68.6
16. Shared learning with other health and social care professionals will help me to communicate better with patients and other professionals: 2.64.65.66.67.68.6
17. I would welcome the opportunity to work on small group projects with other health and social care students/professionals: 2.64.65.66.67.68.6
18. I would welcome the opportunity to share some generic lectures, tutorials or workshops with other health and social care students/professionals: 2.64.65.66.67.68.6
19. Shared learning and practice will help me clarify the nature of clients’/patients’ problems: 2.64.65.66.67.68.6
20. Shared learning before and after qualification will help me become a better team worker: 2.64.65.66.67.68.6
21. I am not sure what my professional role will be: 2.64.65.66.67.68.6
22. I have to acquire much more knowledge and skill than other students/professionals in my own school/organization: 2.64.65.66.67.68.6

Additional Questions:
23. The process provided an interactive/engagement teaching experience: 4.64.65.66.67.68.6
24. The process provided an environment that increased my interaction with classmates: 4.64.65.66.67.68.6
25. The process provided an environment that increased my interaction with the instructor: 4.64.65.66.67.68.6
26. The process provided an environment that simulated thinking about related materials that may have been presented in the classroom: 4.64.65.66.67.68.6
27. The simulation exercise approach was innovative: 4.64.65.66.67.68.6
28. What did you like best about the simulation exercise: 4.64.65.66.67.68.6
29. What aspect of the simulation exercise would you change to make it a more effective learning tool: 4.64.65.66.67.68.6