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Title: Team Learning in the Context of Resuscitation: A Concept Analysis

Problem Statement:

Researchers have not yet thoroughly examined the learning process that leads to improved team performance in resuscitation. While team learning has been found valuable for team performance in other fields, its potential benefits in resuscitation remain unknown. Currently, the concept of team learning is not commonly used or well-defined in the context of resuscitation. In order to understand the role of team learning and to promote its use in resuscitation, it is important to expand the knowledge related to the concept.

Aim:
Define the concept of team learning in the context of resuscitation.

Objectives:
- Define the concept of team learning in the context of resuscitation
- Clarify the attributes, antecedents, and consequences of team learning.

Methods:
A concept analysis of team learning in the context of resuscitation is conducted following Rodgers' evolutionary view.

<u>Data collection:</u>
A search strategy on CINAHL, Medline, and ERIC was carried out in January 2023.

<u>Analysis:</u>
A thematic analysis was completed and data was classified as attributes, consequences, and antecedents.

Results
The search strategy yielded 10 articles for analysis.
Attributes included co-construction of knowledge, team reflection, and team cognition.
Antecedents are psychological safety, distributed cognitive load among team members, confidence to speak up, and a safe environment for learning. Consequences are safe decision-making, adaptability to unpredictable situations, and improved collaboration.

Significance

The concept analysis offers a definition of team learning in the context of resuscitation. It provides valuable insights for resuscitation teams, educators, and researchers seeking to improve team performance through team learning.