

Table 2. Student reflection findings

Finding	Examples
<i>Challenges</i>	
Discomfort with collaborative writing	For us all to be introduced to one document and just word dump onto it, felt very untraditional. To write and worry about structure after the fact felt very different for me. I am used to a rigid structure of writing. Once I got over the initial discomfort of wondering how to start, it became easier. I definitely learned to not overthink! I expected this case study would be difficult to write because I was very stuck on my ways but being able to watch others, as we collaborated, eased my doubts.
Writing on a quickly changing epidemic as it unfolded was a challenge	<ul style="list-style-type: none">• I learned that writing a case study on a situation that is developing so rapidly is complex and difficult. Especially in the earliest days of the pandemic in New York, information, regulations, and safety protocol was seemingly changing by the hour.• It was a complicated exercise to be doing...on a situation that hits so close home - in your own city, to your own community members. In our previous case study explorations in class, there was a degree of distance we had from the material - of course, we have compassion and insight as students invested in public health, but were not, for the most part, examining situations that had an impact on our own lives. This infused our collaborative project with a certain kind of intimacy and urgency - laying bare the massive and long standing interlocking aspects of this crisis that will touch our lives as individuals and as professionals moving ahead in our public health careers.
<i>Lessons learned</i>	
Collaborative writing assignment to enhance the classroom's original learning objectives	...the process of collaboratively writing this case study allowed us... to assess in real time some of the most pertinent questions asked in this course: What are the greatest challenges in solving complex public health problems? Which communities get left behind, and why? What does compassionate public health leadership look like in practice? What defines "community readiness" for public health solutions? How do we reach people effectively and with cultural competence?
Therapeutic aspects of collaborative writing	<ul style="list-style-type: none">• By working on this collaborative writing piece, I have been able to see that the challenges that I face daily are aligned with the challenges that every frontline healthcare worker is currently dealing with.• In a time when the feeling of togetherness was minimal, this collaborative writing experience gave the feeling of community, friendship and a strong support system.

<p>Practical skill sets learned: Mitigating spread of COVID19 in global settings; improved writing; working collaboratively in a remote setting</p>	<ul style="list-style-type: none"> • a more holistic understanding of the coronavirus outbreak by illuminating how various areas of the world respond differently to mitigating the spread of the virus”, • [it] helped me become comfortable in [receiving] constructive criticism, which can sometimes be daunting and discouraging. • [learning] how to work remotely in a group setting.
<p>Feeling more prepared for their public health careers.</p>	<ul style="list-style-type: none"> • I’m grateful for the opportunity to have worked on this project....It has made me feel more prepared for the challenges we know are imminent. • I personally felt that I was actually a public health professional and the skills I had gained within these past two years had prepared me to work [on] the case study.
<p>A note about technical tools</p>	<ul style="list-style-type: none"> • I think that the integration of online remote platforms, such as GoogleDocs, texting, WhatsApp, and Zoom made the collaborative writing process easier and offered greater flexibility with students’ schedules. • I think the process in which one could comment and ask questions [in Google Docs] fostered...learning