Course Syllabus

PubH 6568
Interprofessional Teamwork in Health Care
Fall 2012

Credits: 2
Meeting days, times, locations:

- September 28th, 1:30-3:30, TBA
- October 5th, 1:30 – 3:30, Mayo D325
- October 12th, 1:30-3:30, TBA
- October 19th, 1:30 – 3:30, Mayo D325
- October 26th, 1:30-3:30, TBA
- November 2nd, 1:30 – 3:30, Mayo D325
- November 9th, 1:30-3:30, TBA
- November 16th, 1:30-3:30, TBA
- November 30th 1:30-3:30, TBA
- December 7th, 1:30 – 3:30, Mayo D325

Instructor: Thomas R. Gilliam, R.N., MBA
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Office Hours: Arranged

I. Course Description

This course is an amalgam of two courses, each of which provides an important perspective on interprofessional communication and collaboration in health care. The first of these is a course drawing students from throughout the Academic Health Center. Foundations of Interprofessional Communication & Collaboration (FIPCC) is the first of three phases of the Center for Interprofessional Education’s 1HEALTH curriculum. Over 900 health professional students from allied health, dentistry, medicine, nursing, pharmacy, public health, and veterinary medicine are enrolled in this course. Students take the course in interprofessional groups of approximately 12 students per group. The course is delivered in a blended format, with face-to-face discussions led by facilitators and supported by online resources, addressing the following topics:

- The nature of and need for interprofessional communication
- Exploration of the health care professions
- Qualities of successful teams and interprofessional interactions
- Professional identity, ethics, integrity and values
- Communication and decision making in the interprofessional environment
The second component course is more specific to healthcare administration and seeks to improve students' abilities to function in inter-professional teams by using knowledge of various health care professions, principles of teamwork pertinent to any setting, and knowledge of teams as they function specifically in health care. Among the topics covered are team formation, leading teams, decision making in teams, managing conflict in teams, and some aspects of using teams for healthcare quality and safety improvement. The course identifies many members of clinical teams, including nurses, pharmacists, social workers, administrators, and physicians.

II. Course Prerequisites
MHA student.

III. Course Goals and Objectives
Students in the course will:

1. Develop awareness of the diversity of expertise that underpins effective interprofessional collaborative teams.
2. Analyze the positive and negative aspects of interactions between health professionals and patients, families and communities.
3. Identify basic concepts of effective teamwork among professionals with an emphasis on communication and teamwork.
4. Explore the emerging concept of interprofessional ethics and professionalism as an underpinning of collaborative practice among health professionals.
5. Reflect upon "live" health issues to guide planning for matriculation in 1Health and own school curriculum.
6. Understand the impact of their own personality, preferences, and communication style on their performance as a team leader and/or team member.
7. Understand the cognitive and value maps that characterize the professional roles of nurses, physicians, pharmacists, social workers, and healthcare administrators, and the impact on interdisciplinary communication.
8. Transform a multidisciplinary group into an interdisciplinary team through leadership, microsystem functioning, conflict management, handoffs and communication.
9. Evaluate the role of interdisciplinary teams in the context of the organization, and the future of health care delivery systems.
10. Explain what a work team is.
11. Explain the 7 principal types of healthcare teams.
12. Recognize and defuse some conflicts that arise in healthcare teams because of differing values among healthcare professionals.
13. Understand how the individual contributes to the team's performance using human factors knowledge.

IV. Methods of Instruction and Work Expectations
This course blends face-to-face sessions with online resources in the 1Health/FIPCC course site as well as lectures and discussions. For the FIPCC face-to-face discussions, students will participate in interprofessional teams of approximately 12 students from schools and programs in the Academic Health Center. Session topics include an exploration of the overall health care profession, the principles of communication and teamwork, and professional ethics and decision making, all centered on the interprofessional perspective.

Attendance is required for all FIPCC face-to-face sessions. Students may miss one session if they have an approved absence, but under no circumstances will students be able to pass the course if two or more sessions are missed. Attendance is required for all MHA face-to-face sessions. Students anticipating missing a class should talk with the instructor.
Students’ evaluation of the course and the participating faculty are considered to be a mandatory requirement for the successful completion of this course and are used to help improve the course each year. Students will be required to complete evaluations on line (using Course Evaluation) before a grade will be given in this course.

V. Course Text and Readings

Students will be enrolled in an online Moodle site for the FIPCC section of the course. The Moodle site will identify required and recommended readings for each module.

Students will be enrolled in an online Moodle site for the MHA section of the course. The Moodle site will identify required and recommended readings for each module.


Smith R. What doctors and managers can learn from each other: a lot. BMJ. 2008 Feb 26; 326:610-611.

VI. Course Outline/Weekly Schedule

September 28th, 1:30-3:30, TBA

October 5th, 1:30 – 3:30, Mayo D325

- Expectations regarding FIPCC 1 and the case study method: Tom Gilliam, R.N., MBA
- Physician/Administrator partnerships:


October 12th, 1:30-3:30, TBA

October 19th, 1:30 – 3:30, Mayo D325

Principles of Teamwork in Health Care: Gordon Mosser, MD


Smith R. What doctors and managers can learn from each other: a lot. BMJ. 2008 Feb 26; 326:610-611.

October 26th, 1:30-3:30, TBA

November 2nd, 1:30 – 3:30, Mayo D325

“Human Factors in Healthcare”: Stanley Davis, MD

Riley, Davis: Nontechnical Skills Team Training to Improve Perinatal Patient Outcomes in a Community Hospital. The Joint Commission Journal on Quality and Patient Safety. August 2011, Volume 37 Number 8

November 9th, 1:30-3:30, TBA

November 16th, 1:30-3:30, TBA
VII. **Evaluation and Grading**

Both sections of the course are being offered S/N

**Course Evaluation**

Beginning in fall 2008, the SPH will collect student course evaluations electronically using a software system called CoursEval: www.sph.umn.edu/courseval. The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grades just as soon as the faculty member renders the grade in SPH Grades: www.sph.umn.edu/grades. All students will have access to their final grades through OneStop two weeks after the last day of the semester regardless of whether they completed their course evaluation or not. Student feedback on course content and faculty teaching skills are an important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered.

**Incomplete Contracts**

A grade of incomplete “I” shall be assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., documented illness or hospitalization, death in family, etc.), the student was prevented from completing the work of the course on time. The assignment of an “I” requires that a contract be initiated and completed by the student before the last official day of class, and signed by both the student and instructor. If an incomplete is deemed appropriate by the instructor, the student in consultation with the instructor will specify the time and manner in which the student will complete course requirements. Extension for completion of the work will not exceed one year (or earlier if designated by the student’s college). For more information and to initiate an incomplete contract, students should go to SPHGrades at: www.sph.umn.edu/grades.

**University of Minnesota Uniform Grading and Transcript Policy**

A link to the policy can be found at onestop.umn.edu.

VIII. **Other Course Information and Policies**

**Grade Option Change** (if applicable)

For full-semester courses, students may change their grade option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester courses) can be found at onestop.umn.edu.

**Course Withdrawal**

Students should refer to the Refund and Drop/Add Deadlines for the particular term at onestop.umn.edu for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw.

Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Student Services Center at sph-ssc@umn.edu for further information.

**Student Conduct, Scholastic Dishonesty and Sexual Harassment Policies**

Students are responsible for knowing the University of Minnesota, Board of Regents’ policy on Student Conduct and Sexual Harassment found at www.umn.edu/regents/polindex.html.

Students are responsible for maintaining scholastic honesty in their work at all times. Students engaged in scholastic dishonesty will be penalized, and offenses will be reported to the SPH Associate Dean for Academic Affairs who may file a report with the University’s Academic Integrity Officer.
The University’s Student Conduct Code defines scholastic dishonesty as “plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; or altering, forging, or misusing a University academic record; or fabricating or falsifying of data, research procedures, or data analysis.”

Plagiarism is an important element of this policy. It is defined as the presentation of another's writing or ideas as your own. Serious, intentional plagiarism will result in a grade of "F" or "N" for the entire course. For more information on this policy and for a helpful discussion of preventing plagiarism, please consult University policies and procedures regarding academic integrity: http://writing.umn.edu/tww/plagiarism/.

Students are urged to be careful that they properly attribute and cite others' work in their own writing. For guidelines for correctly citing sources, go to http://tutorial.lib.umn.edu/ and click on “Citing Sources”.

In addition, original work is expected in this course. Unless the instructor has specified otherwise, all assignments, papers, reports, etc. should be the work of the individual student. It is unacceptable to hand in assignments for this course for which you receive credit in another course unless by prior agreement with the instructor. Building on a line of work begun in another course or leading to a thesis, dissertation, or final project is acceptable.

**Disability Statement**

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have a documented disability (e.g., physical, learning, psychiatric, vision, hearing, or systemic) that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact Disability Services to have a confidential discussion of their individual needs for accommodations. Disability Services is located in Suite180 McNamara Alumni Center, 200 Oak Street. Staff can be reached by calling 612/626-1333 (voice or TTY).

**Mental Health Services:**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via www.mentalhealth.umn.edu
ADDENDUM

PubH 6568 (Interprofessional Teamwork) NCHL* Competencies

Based on the course objectives listed in the Self-Study Year syllabus, the following competencies have been addressed by this course:

1 – Accountability
3 – Analytical Thinking
4 – Change Leadership
5 – Collaboration
6 – Communication Skills
7 – Community Orientation
9 – Human Resources Management
10 – Impact and Influence
11 – Information Seeking
13 – Initiative
14 – Innovative Thinking
15 – Interpersonal Understanding
16 – Organizational Awareness
18 – Process Management and Organizational Design
19 – Professionalism
21 – Relationship Building
22 – Self-Confidence
23 – Self-Development
26 – Team Leadership

The course objectives are listed here with the corresponding NCHL competencies:

1. Develop awareness of the diversity of expertise that underpins effective interprofessional collaborative teams. [NCHL 16.2; 16.3]
2. Analyze the positive and negative aspects of interactions between health professionals and patients, families and communities. [NCHL 18.3; 26.3]
3. Identify basic concepts of effective teamwork among professionals with an emphasis on communication and teamwork [NCHL 5.1; 6.3; 6.4; 21.2; 21.3]
4. Explore the emerging concept of interprofessional ethics and professionalism as an underpinning of collaborative practice among health professionals [NCHL 1.5; 19.2; 19.3]
5. Reflect upon “live” health issues to guide planning for matriculation in 1Health and own school curriculum. [NCHL 3.2]
6. Understand the impact of their own personality, preferences, and communication style on their performance as a team leader and/or team member. [NCHL 5.2; 10.4; 13.3; 13.4; 14.2; 15.2; 15.3; 19.3; 22.3; 23.3]

*The MHA program uses the National Center for Healthcare Leadership (NCHL) Health Leadership Competency Model (v 2.1). Copyright 2006. NCHL. All rights reserved.

The number following the decimal indicates the level to which that competency is addressed, as further described in the Competency Model, available here: http://www.nchl.org/Documents/NavLink/NCHL_Competency_Model-full_uid892012226572.pdf.
7. Understand the cognitive and value maps that characterize the professional roles of nurses, physicians, pharmacists, social workers, and healthcare administrators, and the impact on interdisciplinary communication. [NCHL 7.3; 7.4; 10.3; 14.4]
8. Transform a multidisciplinary group into an interdisciplinary team through leadership, microsystem functioning, conflict management, handoffs and communication. [NCHL 4.4; 4.5; 26.3]
9. Evaluate the role of interdisciplinary teams in the context of the organization, and the future of health care delivery systems. [NCHL 11.2]
10. Explain what a work team is. [NCHL 3.2; 11.2]
11. Explain the 7 principal types of healthcare teams. [NCHL 3.3; 23.3]
12. Recognize and defuse some conflicts that arise in healthcare teams because of differing values among healthcare professionals [NCHL 9.3]
13. Understand how the individual contributes to the team's performance using human factors knowledge [NCHL 5.5]
14. Understand what teams do to improve patient outcomes. [NCHL 7.6; 10.3]

The competencies addressed in this course are: