Syllabus

University of Minnesota School of Public Health

PubH 6568
Inter-professional Teamwork in Health Care, Section 001
Fall 2012

Credits: 2

Meeting Place: Online at moodle.umn.edu

Instructor: Mary Jo Lewis MD
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Office phone: 701-371-5732
Office hours: By appointment

I. Course Description and Purpose

PubH 6568, Inter-professional Teamwork in Health Care, is a course for students who work, or intend to work in inter-professional teams. The purpose of the course is to introduce and develop the students’ knowledge, abilities, and skills to serve and lead teams particularly within the health care setting. Knowledge regarding teams will be generalizable to teams of any sort and specific to the particulars of teams functioning in a health care setting made up of professionals from various disciplines within health care including nurses, pharmacists, social workers, administrators and physicians. General topics included in the study consist of team formation and function, leading with formal and informal authority, decision making within teams, and managing conflict within teams. The shared purpose of health care teams, such as improving quality, safety, and effective/efficient care, will serve as the field in which learning about the function of teams occurs. Adult student learners are expected to be accountable for their own learning and that of their colleagues within assigned teams and the class with guidance from the instructor related to reading materials, didactic lectures online, and team projects.

II. Course Prerequisites

Students must be enrolled in a School of Public Health MHA, MPH, or certificate program.

III. Course Goals and Learning Objectives
By the end of the course, students will be able to:

- Describe, interpret, and finally manage one’s personality preferences and leadership style in the context of working and leading within a team.

- Identify the professional roles of the healthcare team members and generate models for evaluating and improving the outcomes of inter-professional teams through cognitive and value maps (Drinka & Clark, pp. 85-99) and fair process (Kim, HBR article).

- Form and evaluate a functioning inter-professional team to plan and execute a team project.

- Identify, cite, and evaluate current literature on health care team formation and function.

- Describe and discuss the roles of inter-professional teams in the contexts of health care organizations and the future of U.S. health care delivery systems exploring patient care through such settings as clinics, hospitals, home health agencies, and skilled nursing facilities.

IV. Methods of Instruction and Work Expectations

PubH 6568 consists of seven weekly online sessions made up of lectures (PowerPoint decks), reading assignments, written assignments, participation in an online discussion board within a small group context (assigned by the instructor), and a team project.

Students are expected to read the assigned material and to participate in the online forum. Discussion questions for the online forum will be provided by the instructor each week on Monday. Each student will be expected to post a response early enough in the week to provide his/her team members time to comment/respond to your response. The initial response to the posted question should be answered by citing the literature (author, title, page number, etc) in order to substantiate your claim. Limit your answer to 250 words. Each team member will respond with substantive comments (backed by literature or experience) to 2 postings of their team member. Limit responses to 150 words or so. All postings must be completed by 11:55pm CDT Sunday night of each week. There will be a total of four questions over the course of the semester (weeks 1, 2, 4, & 5). The second week will be the posting of an individual interview. The last week will be the postings of the final team projects.

This is a short, intense course requiring collaboration among the team members! Assignments are due according to the specified deadlines. A late submission will affect
your team members’ abilities to do their work. See the section on grading and late submissions for further details.

Please contact the instructor if you are having difficulty with the time frame. You will also need to notify your team members so that they can adjust their work.

The details of the readings and assignments are found below in section VI. Course Outline and Weekly Schedule. Briefly the seven weeks will flow as follows:

Class begins and first question posted on May 21st regarding the first week’s readings, team member response postings completed by Sunday, May 27th at 11:55pm CDT. The final team project assignments are due Tuesday, July 3rd at 11:55pm CDT. Please take the time to review and comment on other groups’ slides presentations by 11:55pm CDT on July 6th.

<table>
<thead>
<tr>
<th>Week</th>
<th>Assignment</th>
<th>Date Due</th>
<th>Grading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) 21 May</td>
<td>Initial response and 2 postings to team</td>
<td>27 May</td>
<td>10%</td>
</tr>
<tr>
<td>2) 28 May</td>
<td>Initial response and 2 postings to team</td>
<td>3 June</td>
<td>10%</td>
</tr>
<tr>
<td>3) 4 June</td>
<td>Summary of Interview</td>
<td>10 June</td>
<td>30%</td>
</tr>
<tr>
<td>4) 11 June</td>
<td>Initial response and 2 postings to team</td>
<td>17 June</td>
<td>10%</td>
</tr>
<tr>
<td>5) 18 June</td>
<td>Initial response and 2 postings to team</td>
<td>24 June</td>
<td>10%</td>
</tr>
<tr>
<td>6) 25 June</td>
<td>Free week to work on Team Project</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7) 2 July</td>
<td>Team Project</td>
<td>3 July</td>
<td>30%</td>
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V. Course Text and Readings

There are three required textbooks for the course:


Additional readings and resources will be available on the course website.
The articles, readings, and resources will be available through links within the course website. You may access the articles by going to the U of M libraries website home page at [http://www.lib.umn.edu](http://www.lib.umn.edu). If you need help accessing the articles you can request help from the Bio-Medical Library online at: [http://www.biomed.lib.umn.edu/services/reference/askus](http://www.biomed.lib.umn.edu/services/reference/askus) or by phone: 612-626-4045.

The assignment due dates and times are expected based on the Central or Chicago USA time zone.

**Week 1: Introduction to Interdisciplinary Teams and Teamwork in HealthCare**

**Readings:**


**Learning Objectives for Week 1:**

1. Identify characteristics of effective healthcare teams
2. Compare and contrast the training, roles, basis for reward (incentives) among the various disciplines in the healthcare setting and analyze how that may affect interprofessional team function and outcomes
3. Consider and assess how one might learn about team function by participating on a team

**Assignment 1:**

**Discussion forum question:** Describe the various clinical roles and social identities of 3 – 5 health disciplines, their bases for reward and how those qualities might affect their participation and function in clinical teams. How might you as team lead organize and influence the function of the interprofessional healthcare team?

(You must post one response with citations from the text of up to 250 words early enough in the week so that your team members may respond to your post by the end of the week. Each of you must respond to two of your team members’ initial postings with substantive critiques/responses up to 150 words by Sunday at 11:55pm Chicago Time.)

**Week 2: Microsystems in Health Care**

**Readings:**
- Freshman text: Chapter 2 (a deeper dive)
- Drinka and Clark text: Chapters 5 – 8
- **Harvard Business Review articles:**
- View a video on patient- and family-centered care from the American Hospital Association. Go to: [http://www.aha.org/aha/issues/Quality-and-Patient-Safety/strategies-patientcentered.html](http://www.aha.org/aha/issues/Quality-and-Patient-Safety/strategies-patientcentered.html). It will open in a new window. Click on “Download the Video” in blue in the center of the page. The video will begin immediately. The video is approximately 14 minutes long. You will need [Windows Media Player](http://www.windowsmedia.com) to play this video.

**Other Resources**

- The Commonwealth Fund ([http://www.commonwealthfund.org](http://www.commonwealthfund.org))

**Recommended Background Readings**


**Learning Objectives for Week 2:**

1. Define and describe the characteristics of high performing microsystems (consider systems theory, complex adaptive systems)
2. Differentiate technical from adaptive work and consider the implications in making progress on work tackled by teams.
3. Differentiate between formal and informal authority formulate how you might exercise leadership within your team in class and at your home work environment.

**Assignment 2:**

**Discussion forum question:** Discuss the elements and characteristics of a clinical microsystem in which you have been a part—either as a care giver, support services team member, or patient/family member. How might your experience be different now after considering the readings we have shared? How does your experience help you to consider the adaptive challenge you would like your small group team to grapple with for your final team project? How does that affect who you now believe you need to interview in order to be a better informed team member?
(You must post one response with citations from the text of up to 250 words early enough in the week so that your team members may respond to your post by the end of the week. Each of you must respond to two of your team members’ initial postings with substantive critiques/responses up to 150 words by Sunday at 11:55pm Chicago Time)

**Week 3: Emotional Intelligence**

**Readings:**

- Online Myers Briggs Type Indicator® (MBTI); read, complete the questionnaire, post your type on line to share with the class, read on your type and the others, particularly those in your small group.
  - [http://www.teamtechnology.co.uk/myersbriggs.html](http://www.teamtechnology.co.uk/myersbriggs.html)
  - [http://www.teamtechnology.co.uk/mb-intro/mb-intro.htm](http://www.teamtechnology.co.uk/mb-intro/mb-intro.htm)
  - [http://www.teamtechnology.co.uk/mmdi/questionnaire/](http://www.teamtechnology.co.uk/mmdi/questionnaire/)

**Learning Objectives for Week 3:**

1. Describe and discuss your own MMDI or MBTI profile preferences and evaluate for yourself how that has played out in your professional life.
2. Demonstrate understanding of Goleman’s EQ Domains and Competencies.
3. Consider Goleman’s description of various leadership styles and how some personality preferences may lead to preferring or over utilizing one style.

**Assignment 3:**

Semi-structured interview of a health care professional from outside of your discipline related to his/her experience of teamwork effectiveness, challenges, and/or recommendations for forming and executing within health care.

Summary of the interview to include demographics, pseudonym of individual and organization to maintain confidentiality, professional discipline, summary and analysis supported by some direct quotations from the interviewee. Solicit advice on the questions, format, analysis from your team members and other colleagues. The paper should be no longer than 2 – 3 pages double-spaced and should demonstrate graduate level analysis and synthesis tied to your class readings. Correct grammar, spelling, and integrity of the writing is expected. This will comprise 30% of your course grade.

(No discussion questions are on the discussion board this week. Post your MMDI™ four letter type on the spreadsheet on the Moodle site. Send me your interview summary paper by e-mail by Sunday at 11:55pm (Chicago Time). Feel free to use the discussion board site for questions and help from your team members.)

**Week 4: Teams in Complex Systems**
Readings:

- http://www.youtube.com/watch?v=5mqNcs8mp74  (drawing video ~ 4 minutes)
- http://www.youtube.com/watch?v=N7oz366X0-8&feature=related   (Snowden video ~ 8 minutes)

Learning Objectives for Week 4:

1. Describe and diagram the ladder of reference.
2. Explain the team performance matrix (Losada & Heaphy) looking at the dynamics, connectivity, and balance of inquiry/advocacy and self/other and how that generates the emotional space available to make progress on adaptive (wicked) work.
3. Consider the framework of Snowden & Boone and apply to your team’s project/dilemma (content or process).

Assignment 4:

**Discussion forum question:** *Describe how to improve team performance by monitoring and impacting the dynamics and connectivity of the team. We are halfway through the 7 week course: how do you see these concepts working within your small group team?*

(You must post one response with citations from the text of up to 250 words early enough in the week so that your team members may respond to your post by the end of the week. Each of you must respond to two of your team members’ initial postings with substantive critiques/responses up to 150 words by Sunday at 11:55pm (Chicago Time).

Week 5: Value and Cognitive Maps

Readings:

- Drinka and Clark: “The Science and the Art of Interdisciplinary Practice,” Chapter 5 – cognitive and value maps
- Video on the Fundamental Attribution Error at http://www.youtube.com/watch?v=50KqUICj-fY
- Crucial Conversations video at http://forms.vitalsmarts.com/elqPURLPage=123

Learning Objectives for Week 5:

1. Illustrate the concepts of cognitive maps and value maps of members of an effective interprofessional health care team.
2. Explain and provide examples of fundamental attribution errors
3. Demonstrate the need for crucial conversations and crucial confrontations in the complex work of teams in healthcare delivery.

Assignment 5:

Discussion forum question:

You have now spent a month together in a small group team designing your final project, interviewing someone from another discipline within healthcare and responding to each others’ posts. Describe examples of how your perspectives have been enlarged or changed because of your interactions with other professionals from other disciplines, your use of the ladder of inference, and your consideration of the fundamental attribution error within your team. Have there been instances where you have remained silent and could have used your voice to move the work forward?

This week’s discussion board posting and responses will continue with 6 points for your initial posting and 2 points each for your responses to your team members’ postings.

The grading rubrics for the assignments are meant to move us from our individual work to our team work. This is week 5, your responses to your team members’ initial postings continue to make up 40% of the week’s grade. Each of the four discussion board postings will be worth up to 10 points and will make up 40% of your total course grade.

The grading of the initial postings will be based on clarity, substantive content (with citations from the readings), and synthesis of readings with your experience. The writing should reflect graduate level work regarding grammar, punctuation, and style. It should be concise and limited to 2 – 3 paragraphs. It should be posted within the first half of the week to give your team members time to reflect and respond to your posting.

Your second and third postings will be in response to your team members’ initial postings. Your responses should be pertinent, concise, and substantive as related to the readings. Please find ways to present alternative viewpoints in a respectful manner that helps the group make progress in understanding the issues together from multiple perspectives.

Week 5 posting is worth 10% of your final grade. 6 of the 10 points are based on your initial posting and 2 points each on your two responses to other team members’ postings. Refer to the Introductory and Orientation slide deck and the course syllabus for details. The final postings must be completed by 11:55pm (Chicago Time).

Week 6: Crucial Confrontations 1

Readings:

- Appendices A, B, and C in Crucial Confrontations (pp. 253 – 268)
- Complete the Self-Assessment in Appendix A and journal about your findings.
- Identify a situation that calls for a crucial confrontation. Consider how you might proceed to hold that confrontation. Journal about your plans.

Learning Objectives for Week 6:
1. Integrate the content of the prior weeks including dialogue, ladder of inference, inquiry and advocacy as we look at crucial confrontations in our work.
2. Practice having meaningful conversations at home and at work and in the small group teams as your work toward common, shared purposes.
3. Recognize when to have crucial confrontations and hold them within the context of a safe environment with the tools you are learning.

Assignment 6:

Continue to stay current on the assigned readings as they will help form your team project. No postings or papers are due this week. Use this week to connect with your team members to continue work on your team project which is due week 7 (Friday, November 23rd at 11:55pm Chicago Time). Refer to the slides in the first week Introduction and Orientation Power Point slide deck for specific instructions related to the project requirements. Consult with your colleagues in the other teams as desired in formulating your project. You may use the moodle discussion board site to connect with your colleagues as desired. I am available, as well, for recommendations and advice.

Week 7: Crucial Confrontations 2

Readings:


Learning Objectives for Week 7:

1. Integrate and apply the principles from Crucial Confrontations to your work in the small group teams as you make progress on your team project.
2. Analyze your participation in your small group team project and recommend a continuous improvement plan for your own personal work in future teams.
3. Formulate your individual plan for integrating the course materials into your work in teams and in leading within teams in your organizations.

Assignment 7:

Team Project Instructions

1. Choose a clinical improvement goal of importance and interest to your small group.
2. Determine stakeholders; interview stakeholders who are not represented within your small group; identify which team member will interview which stakeholder.
3. Identify interview questions pertinent to your problem.
4. Co-produce a PowerPoint presentation (using the notes section to expand and clarify your points) demonstrating your clinical problem/goal and your strategy to implement and execute a workable plan within a health care setting.
Possible clinical improvement goals to consider:

- decreased readmission rates from skilled nursing facilities to acute care setting (emergency department, hospital)
- improved access to primary care clinicians in a specific setting
- improvement in one of the National Patient Safety Goals, 2008 (pp. 78 – 79 in the Freshman text)
- core measures improvement in chronic disease (CHF, DM, childhood or adult asthma, smoking cessation, etc.)

You may want to use the microsystems assessment tool from the Freshman text.

**Grading**

Successful completion of the team project will require collaboration early in the course among the small group members in order to select a topic, determine the content of the interviews that each member will do, determine how to put the PowerPoint presentation together as a group. The team project is worth 30% of your grade…half of which is the content and presentation of your project and half is your own assessment of the process of the team working together and your input within the team.

Each student will submit the Team Project PowerPoint as an attachment to a forum post. In the body of the posting each student is to evaluate their team (as a whole) on the process of the initiating, implementing/executing and completing the project. What was sub-optimal? How could the team have improved the process? What worked well and why? What was your individual contribution to the project process, content, and final product? Utilize the readings from the course to develop your critique.

How did the content and process of this class contribute to or distract from the ability to function as a team and produce an end product? What could the instructor have done better?

The grading rubric for the team project (30% of your final grade):

15 points: content of the PowerPoint presentation: assessment of problem, integration of stakeholders, process for designing, planning, implementing, executing, and measuring/evaluating the goals of the project.

15 points: individual assessment of one’s own leadership within the group; one’s role as a team member; insights on the functioning of the team; analysis of the process of completing the team project. This part of the final project is individual and is posted in the body of the discussion board Moodle site with a copy of your team’s power point attached for my review. This part of the work will be evaluated on its candor, honesty, completeness and your use of the readings of the course to substantiate your evaluation of your small group team’s performance (as a whole) and your participation in the team. What did you learn in doing a team project together that will help you in making future team participation and leadership better for you and your work in healthcare? How did you divide up the work…how was that a mirror of teamwork versus “chunking up” the work individually?

The grading rubrics for the final team project has also been delineated in the course syllabus. The power point slide project with notes sections is due the 23rd of November by 11:55 pm Chicago Time.

Please feel free to explore other teams’ final projects and connect with them during the course of the semester. Please use the 5th and 6th of July to review the rest of the small groups’ projects. You do not need to post comments for grading but I would expect that the work of the others would be of interest and use to you in your work in health care administration as you continue your careers.

Further details on the grading rubric for the Final Team Project:
Your slides and notes section will be evaluated as a whole and are expected to utilize sources from our course readings and outside our course. The reason that the clinical improvement goal was chosen and how the team members making up the team were chosen (discipline, expertise, team size, etc.) should be described as well as how the team will be evaluated. What is the outcome you are expecting to see from your hypothetical team and its work? How will you know the team you designed was successful in its work—outcomes and process?

The project is worth 15 points and your individual assessment of your participation in the work and your role in leading and as team member is also worth 15 points.

1. The PowerPoint presentation (slides and notes) provides a clear introductory description of the team designed, the clinical improvement project chosen, and the place and role of the team within the organization within which it functions. (1-3 points)
2. The presentation provides a clear account of the purpose of the team, its membership, and how it functions. The decisions are supported in the notes section with literature citations. (1-3 points)
3. The presentation makes clear and well-supported recommendations for the work of the clinical improvement project outcomes and evaluation of its performance as a team and in final clinical outcomes. (1-3 points)
4. The presentation demonstrates mastery of principles of team design, function, and performance utilizing the course readings and other pertinent outside literature with citations including page numbers in the notes section. (1-3 points)
5. The slides are clear, well-organized and visually appealing to enhance the viewers’ interest and learning. The notes are clear, concise, pertinent with no spelling or grammatical errors. The presentation flows well with clear, flowing transitions. (1-3 points)

The intent is that your project and presentation could be replicated in your “real life work” to make progress on real healthcare system clinical issues AND you could use your completed slide deck as your template.
PubH 6568 (Interprofessional Teamwork in Healthcare) 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
2 – Achievement Orientation
3 – Analytical Thinking
4 – Analytical Thinking
5 – Collaboration
6 – Communication Skills
10 – Impact and Influence
11 – Information Seeking
12 – Information Technology Management
14 – Innovative Thinking
15 – Interpersonal Understanding
21 – Relationship Building
23 – Self-Development
26 – Team Leadership

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

<table>
<thead>
<tr>
<th>Course Objective</th>
<th>NCHL Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe, interpret, and finally manage one’s personality preferences and leadership style in the context of working and leading within a team.</td>
<td>L2.1, L14.4, L23.4</td>
</tr>
<tr>
<td>Identify the professional roles of the healthcare team members and generate models for evaluating and improving the outcomes of inter-professional teams through cognitive and value maps (Drinka &amp; Clark, pp. 85-99) and fair process (Kim, HBR article).</td>
<td>L15.4</td>
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<tr>
<td>Form and evaluate a functioning inter-professional team to plan and execute a team project.</td>
<td>L1.5, L3.4, L5.5, L10.3, L11.7, L21.2, L26.5</td>
</tr>
<tr>
<td>Identify, cite, and evaluate current literature on health care team formation and function.</td>
<td>L6.2</td>
</tr>
<tr>
<td>Describe and discuss the roles of inter-professional teams in the contexts of health care organizations and the future of U.S. health care delivery systems exploring patient care through such settings as clinics, hospitals, home health agencies, and skilled nursing facilities.</td>
<td>L6.2, L12.2</td>
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*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.