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>
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<tbody>
<tr>
<td>1)</td>
<td>Initial response and 2 postings to team</td>
<td>27 May</td>
<td>10%</td>
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<tr>
<td>2)</td>
<td>Initial response and 2 postings to team</td>
<td>3 June</td>
<td>10%</td>
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<td>3)</td>
<td>Summary of Interview</td>
<td>10 June</td>
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<td>4)</td>
<td>Initial response and 2 postings to team</td>
<td>17 June</td>
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<td>5)</td>
<td>Initial response and 2 postings to team</td>
<td>24 June</td>
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<td>6)</td>
<td>Free week to work on Team Project</td>
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<tr>
<td>7)</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.
VI. Course Outline and Weekly Schedule

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

Technical support for moodle can be obtained at:

http://  
or by phone:

I am available by phone or e-mail for course content/assignment questions:

lewismaryjoan@gmail.com or mjlewis@umn.edu

Cell: 701-371-5732

Small Group Assignments

I have divided the class into six groups of 5 – 6 students each. The small groups will be fixed throughout the semester session to work together as teams in the discussion groups postings and the final assignment. It will be important for the team members to connect early in the semester in order to plan for the final project and to ensure that your interviews and interview questions contribute to your final project in a way that makes sense to you as a team.

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
<th>Group 4</th>
<th>Group 5</th>
<th>Group 6</th>
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<tr>
<td>DeGraff</td>
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<td>Maharaj</td>
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<td>Korth-White</td>
<td>Hildebrandt</td>
<td>Singh</td>
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<td>Knutson</td>
<td>Reeves</td>
<td>Levin</td>
<td>Wasserman</td>
<td>Uhling</td>
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<td>Torres</td>
<td>McDaniel</td>
<td>Such Smith</td>
<td>Ryman</td>
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</table>
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 CDT.)
Week 2:

Readings:

Freshman text: Chapter 2 (a deeper dive)
Drinka and Clark text: Chapters 5 – 8

Harvard Business Review articles:
Katzenbach & Smith: The Discipline of Teams; July - August 2005.
Gratton & Erickson: Eight Ways to Build Collaborative Teams; November 2007
Hackman: Why Teams Don’t Work; May 2009
Heifetz & Lurie: The Work of Leadership; December 2001


AHA Video

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 homework environment.

Assignment 2:

Discussion forum question: Discuss the elements and characteristics of a clinical Microsystems 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 CDT.)

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 History and use of MBTI

http://www.teamtechnology.co.uk/mb-intro/mb-intro.htm 46 cartoon slide set

http://www.teamtechnology.co.uk/mmdi/questionnaire/ Complete the MMDI™ and post on the class spreadsheet.


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. Compare and contrast the personality preferences within your small group team generate ideas of how the differences can be constructive in problem solving and cause misunderstandings.

3. Demonstrate understanding of Goleman’s EQ Domains and Competencies.

4. 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 and send me your interview summary paper by e-mail. Feel free to use the discussion board site for questions and help from your team members.)

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**Week 4: Teams in Complex Systems**

**Readings:**


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 CDT.)

Week 5:

Readings:


Assignment 5:

Discussion forum question:

(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 CDT.)

Week 6:

Readings:

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 at the end of week 7 (Friday, July 6th at 11:55pm CDT). Refer to the slides in the first week Introduction and Orientation PowerPoint 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:

Readings:

Assignment 7:

Team project posted as a PowerPoint attachment to each student’s site. 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?

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?
Please feel free to explore other teams’ final projects and connect with them during the course of the semester.
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 – Accountability
5 – Collaboration
6 – Communication Skills
7 – Critical Thinking
8 – Decision Making
9 – Ethics and Values
10 – Impact and Influence
11 – Information Seeking
12 – Information Technology Management
13 – Leadership
14 – Innovative Thinking
15 – Interpersonal Understanding
16 – Interdisciplinary Teamwork
17 – Negotiation
18 – Negotiation
19 – Persuasion
20 – Problem Solving
21 – Relationship Building
22 – Service Learning/Teaching
23 – Self-Development
24 – Self-Esteem
25 – Stress Management
26 – Team Leadership
27 – Teamwork

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

<table>
<thead>
<tr>
<th>Objective</th>
<th>NCHL Competencies</th>
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<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 interprofessional teams through cognitive and value maps (Drinka &amp; Clark, pp. 85-99) and fair process (Kim, HBR article).</td>
<td>L15.4</td>
</tr>
<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>
</tr>
</tbody>
</table>

*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.