



Curriculum Development  
Centers Program

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Awardee of The Office of the National Coordinator for  
Health Information Technology

# **Component 16: Professionalism/ Customer Service in the Health Environment**

## **Instructor Manual**

**Version 3.0/Spring 2012**

## Notes to Instructors

This Instructor Manual is a resource for instructors using this component. Each component is broken down into units, which include the following elements:

- Learning objectives
- Suggested student readings, texts, reference links to supplement the narrated PowerPoint slides
- Lectures (voiceover PowerPoint in Flash format); PowerPoint slides (Microsoft PowerPoint format), lecture transcripts (Microsoft Word format); and audio files (MP3 format) for each lecture
- Self-assessment questions reflecting Unit Objectives with answer keys and/or expected outcomes
- Application Activities (e.g., discussion questions, assignments, projects) with instructor guidelines, answer keys and/or expected outcomes

## Contents

Notes to Instructors .....	2
Disclaimer.....	4
Component Overview .....	5
Component Objectives .....	5
Component Authors.....	6
Author Biography .....	10
Component 16/Unit 1.....	17
Component 16/Unit 2.....	19
Component 16/Unit 3.....	22
Component 16/Unit 4.....	24
Component 16/Unit 5.....	27
Component 16/Unit 6.....	29
Component 16/Unit 7.....	33
Component 16/Unit 8.....	36
Component 16/Unit 9.....	39
Component Acronym Glossary.....	41
Creative Commons Attribution-NonCommercial- ShareAlike 3.0 Unported .....	42

## **Disclaimer**

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Likewise, the above also applies to the Curriculum Development Centers (including Columbia University, Duke University, Johns Hopkins University, Oregon Health & Science University, University of Alabama at Birmingham, and their affiliated entities).

## **Component Overview**

This component develops the skills necessary to communicate effectively across the full range of roles that will be encountered in healthcare and public health settings.

## **Component Objectives**

At the completion of this component, the student will be able to:

- Explain key elements of customer service in health IT.
- Demonstrate appropriate behaviors in simulations of health IT customer service.
- Demonstrate effective written and oral communication approaches to common communication interactions.
- Identify core elements of effective communication and techniques to resolve conflicts.
- Identify ethical and cultural aspects of communication.

## **Component Authors**

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Darrell Burke, PhD, is an Associate Professor in the Master of Science in Health Informatics (MSHI) program. His research has focused on the adoption of health IT as well as healthcare operations research. He has designed courses and taught in the traditional, online and blended formats. He has published extensively on the role, measure and impact of healthcare information technology on delivery organizations and has taught for four universities and a for-profit online education institution. Dr. Burke is a member of the American Medical Informatics Institute (AMIA), Academy of Management Health Care Management Division, Healthcare Information Management and Systems Society (HIMSS) and the Institute of Industrial Engineering (IIE).

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Nancy Dunlap, MD, PhD, MBA, is Professor, Department of Pulmonary Medicine, UAB School of Medicine; Vice-Chair for Clinical Services in the Department of Medicine at UAB; and Professor of Management in the UAB School of Business. She has also served as Chief of Staff and Chief Operation Officer, The Kirklin Clinic. She was clinical lead for selection and implementation of several of the UAB's clinical systems. She has extensive education, research and practice experience relevant to training Health IT workforce.

Gerald L. Glandon, PhD, is Professor and Chair of the Department of Health Services Administration of the School of Health Professions

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Lori Little, RHIA, has been a member of the faculty of the Health Information Technology (HIT) Program at Itawamba Community College since 2008. She earned a B.S. degree in health informatics and information management from the University of Mississippi Medical Center. Over the past twelve years, her experience has ranged from coding to performance improvement and most recently a stint in education. Prior to becoming an educator, Ms. Little served as the Director of Health Information Services/Performance Improvement in various mental health settings. In addition, she worked in a general acute care setting as a coder for a period of time at the beginning of her career. She is an active member of the American Health Information Management Association and the Mississippi Association of Health Information Management.

Carol D. McKelvey, MA, RHIA, has been a member of the faculty of the Health Information Technology (HIT) Program at Wallace State Community College since 1993. She earned a B.S. degree in health information administration from the University of Alabama at Birmingham and an M.A. degree in health science from the University of Alabama. Over the past eight years, her concentration has been in the area of e-learning, serving as developer and instructor of distance education classes for the HIT Program, and evaluator of online course content and quality for Wallace State. Prior to becoming an educator, Ms. McKelvey served as the Director of Health Information Services in general acute care and

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Journal of Privacy and Health Information Management. Dr. Houser develops courses and teaches in the undergraduate and graduate Health Information Management Programs for both the traditional classroom courses and online/distance learning courses.

## **Component 16/Unit 1**

### **Unit Title**

#### **Customer Service in Healthcare IT**

### **Unit Description**

This unit describes Customer Service in Healthcare IT.

### **Unit Objectives**

By the end of this unit the student will be able to:

1. Describe the definitions of customer service.
2. Identify customers' needs based on context.
3. Discuss different metrics to measure customer service in Healthcare IT.

### **Unit Topics**

- 1a.1 Customer Service in Healthcare IT, Definitions of Customers and Customer Service
- 1a.2 What is customer service?
- 1a.3 A service culture
- 1a.4 Who are healthcare IT customers?
- 1a.5 What do customers want?
- 1b.1 Customer Service in Healthcare IT, Measurement Challenges in Customer Service
- 1b.2 The challenge
- 1b.3 EHR customer service implementation success factors
- 1b.4 Meaningful use perspective
- 1b.5 Balancing customer demands

### **Lecture Titles**

- 1a Definitions of Customers and Customer Service
- 1b Measurement Challenges in Customer Service

### **Unit References**

(All links accessible as of 1/15/2012)

### **Lecture 1a**

None.

### **Lecture 1a Charts, Tables and Figures**

None.



### **Lecture 1a Images**

Slides 12, 13, 14, 15, 16: Clip Art, Available from: Microsoft clips online  
Source Name: Used with permission from Microsoft.

### **Lecture 1b**

None.

### **Lecture 1b Charts, Tables, Figures and Images**

None.

### **Unit Required Readings**

None.

### **Unit Suggested Readings**

1. Andrzejewski N, Laguna RT. Use of a customer satisfaction survey by health care regulators: a tool for total quality management. Public Health Rep. 1997 May-Jun;112(3):206-10; discussion 11. Available from: <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1381992/pdf/pubhealthrep00040-0032.pdf>
2. Rice A, Austin J, Gravina N. Increasing customer service behaviors using manager-delivered task clarification and social praise. J Appl Behav Anal. 2009 Fall; 42(3):665-9. Available from: <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2741067/pdf/jaba-42-03-665.pdf>

### **Student Application Activities**

comp16\_unit1\_activity.doc  
comp16\_unit1\_activity\_key.doc  
comp16\_unit1\_self\_assess.doc  
comp16\_unit1\_self\_assess\_key.doc

### **Additional Materials**

1. Unruh P (eHow Contributor). The importance of attitude [Video]. Available from: [http://www.ehow.com/video\\_4401138\\_the-importance-attitude-customer-service.html](http://www.ehow.com/video_4401138_the-importance-attitude-customer-service.html)
2. Unruh P (eHow Contributor). Customer Service Tips [Video]. Available from: [http://www.ehow.com/video\\_4401163\\_customer-service-tips.html](http://www.ehow.com/video_4401163_customer-service-tips.html)

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## **Component 16/Unit 2**

### **Unit Title**

#### **Professional Behavior in the Healthcare Environment**

### **Unit Description**

This unit describes Professional Behavior in the Healthcare Environment.

### **Unit Objectives**

By the end of this unit the student will be able to:

1. Define contextual norms expected in healthcare organizations.
2. Discuss the importance of dress, deportment, demeanor, and grooming.

### **Unit Topics**

- 2.1 Contextual norms
- 2.2 Contextual norms: defined
- 2.3 Norms and professional role
- 2.4 Norms and organizational setting
- 2.5 Contextual norms: what they mean for you
- 2.6 Deportment, behavior for the part
- 2.7 Professional deportment: defined
- 2.8 Purpose and goal of professional deportment
- 2.9 Unprofessional deportment
- 2.10 Understanding the deportment of healthcare professionals
- 2.11 Professional appearance
- 2.12 Purpose and goal of having a professional appearance
- 2.13 Hair, clothing, makeup
- 2.14 Scented hygiene products and perfumes
- 2.15 Fitting in the healthcare environment
- 2.16 Information technology staff responsibilities
- 2.17 Summary

### **Lecture Titles**

2 Professional Behavior in the Healthcare Environment

### **Unit References**

(All links accessible as of 1/15/2012)

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## Lecture 2

None.

## Lecture 2 Charts, Tables, and Figures

None.

## Lecture 2 Images

Slide 16: UAB Medicine Professional Standards Guide c.2011.

## Unit Required Readings

None.

## Unit Suggested Readings

1. Clark M. Cultural context of medical practice. Western Journal of Medicine. 1983; 139(6): 806-10. Available from: <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1011009/pdf/westjmed00196-0036.pdf>
2. Gesme DH, Towle EL, Wiseman M. Essentials of staff development and why you should care. J Oncol Pract. 2010 Mar;6(2):104-6. Available from: <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2835475/pdf/jop104.pdf>

## Student Application Activities

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comp16\_unit2\_activity\_key.doc  
comp16\_unit2\_self\_assess.doc  
comp16\_unit2\_self\_assess\_key.doc

## Additional Materials

1. eHow Contributor. How to act professionally. Available from: [http://www.ehow.com/how\\_4474731\\_act-professionally.html](http://www.ehow.com/how_4474731_act-professionally.html)
2. eHow Contributor. How to maintain personal boundaries in the workplace. Available from: [http://www.ehow.com/how\\_4524398\\_maintain-personal-boundaries-workplace.html](http://www.ehow.com/how_4524398_maintain-personal-boundaries-workplace.html)
3. Anderson A. Strategies for handling conflict. Available from: [http://www.ehow.com/list\\_6509361\\_strategies-handling-conflict.html](http://www.ehow.com/list_6509361_strategies-handling-conflict.html)
4. Edwards T. The importance of diversity in the workplace. Available from: [http://www.ehow.com/about\\_5516774\\_importance-diversity-workplace.html](http://www.ehow.com/about_5516774_importance-diversity-workplace.html)

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5. Welch C. Business casual ideas. Available from:  
[http://www.ehow.com/way\\_5161550\\_business-casual-ideas.html](http://www.ehow.com/way_5161550_business-casual-ideas.html)
6. Willman M. Business casual dress for women. Available from:  
[http://www.ehow.com/way\\_5162671\\_business-casual-dress-women.html](http://www.ehow.com/way_5162671_business-casual-dress-women.html)
7. eHow Contributor. What is men's business casual? Available from:  
[http://www.ehow.com/facts\\_5978455\\_men\\_s-business-casual.html](http://www.ehow.com/facts_5978455_men_s-business-casual.html)

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## **Component 16/Unit 3**

### **Unit Title**

#### **Overview of Communication Relevant to Health IT**

### **Unit Description**

This unit describes the Overview of Communication Relevant to Health IT.

### **Unit Objectives**

By the end of this unit the student will be able to:

1. Explain the purpose and goal of professional communication.
2. Describe what is meant by effective communication.
3. Discuss what is meant by ineffective communication.
4. Identify communication needs of common roles in healthcare.
5. Describe Disability Etiquette's contribution to professional communication.

### **Unit Topics**

- 3.1 Overview of communication relevant to Health IT
- 3.2 Unit 3: Objectives
- 3.3 Professional communication: purpose and goal
- 3.4 Effective communication
- 3.5 Ineffective communication
- 3.6 Communication and healthcare roles
- 3.7 Description of different professional roles in healthcare
- 3.8 Communication guidelines: face-to-face, electronic, phone
- 3.9 Disability etiquette and professional communication
- 3.10 Summary

### **Lecture Titles**

3 Overview of Communication Relevant to Health IT

### **Unit References**

(All links accessible as of 1/15/2012)

### **Lecture 3**

None.

### **Lecture 3 Charts, Tables, Figures and Images**

None.

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\*Indicates this link is no longer functional.

## Unit Required Readings

None.

## Unit Suggested Readings

1. Jirjis J, Weiss JB, Giuse D, Rosenbloom ST. A framework for clinical communication supporting healthcare delivery. AMIA Annu Symp Proc. 2005:375-9. Available from: [http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1560606/pdf/amia2005\\_0375.pdf](http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1560606/pdf/amia2005_0375.pdf)
2. Kai J, Beavan J, Faull C, Dodson L, Gill P, Beighton A. Professional uncertainty and disempowerment responding to ethnic diversity in health care: A qualitative study. PLoS Med. 2007 Nov 13;4(11):e323. Available from: <http://www.plosmedicine.org/article/info:doi/10.1371/journal.pmed.0040323>
3. Kuziemsky CE, Varpio L, Hall P, Casimiro L, Leipe E, Weaver L, et al. Health information systems design to support a nursing model of care: opportunities and challenges. Stud Health Technol Inform. 2009;143:177-85.
4. Watzlaf VJ, Rudman WJ, Hart-Hester S, Ren P. The progression of the roles and functions of HIM professionals: a look into the past, present, and future. Perspect Health Inf Manag. 2009;6:1i. Available from: <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2781732/pdf/phim0006-0001i.pdf>

## Student Application Activities

comp16\_unit3\_activity.doc  
comp16\_unit3\_activity\_key.doc  
comp16\_unit3\_self\_assess.doc  
comp16\_unit3\_self\_assess\_key.doc

## Additional Materials

1. Economic independence through jobs and self-employment. Available from: <http://www.disability.gov/employment>
2. Agosta L. Key IT roles on healthcare business intelligence project teams. Available from: <http://searchbusinessanalytics.techtarget.com/news/2240019453/Key-IT-roles-on-healthcare-business-intelligence-project-teams>
3. Healthcare and Technology Blog. Available from: <http://www.myhealthtechblog.com>

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## **Component 16/Unit 4**

### **Unit Title**

#### **Key Elements of Effective Communication**

### **Unit Description**

This unit describes Key elements of effective communication.

### **Unit Objectives**

By the end of this unit the student will be able to:

1. Discuss the definition of communication.
2. Discuss assumptions used in communication.
3. Discuss the communication models from general to health-specific.
4. Discuss variables used in communication.
5. Define nonverbal communications.
6. Describe how nonverbal communication functions in the human communication process.
7. Describe specific dimensions and give examples of nonverbal communication.
8. Discuss communication in paper-based and electronic formats.
9. Discuss personal communication in the work setting.
10. Understand the importance of listening skills.
11. Understand the role of diversity.

### **Unit Topics**

- 4a.1 Lecture 1, Key elements of effective communication, verbal communication
- 4a.2 Learning objectives
- 4a.3 Communication defined
- 4a.4 Assumptions of human communication
- 4a.5 Communication models
- 4a.6 Common health-specific communication models
- 4a.7 HIT communication
- 4a.8 Communication variables in healthcare
- 4a.9 Summary
- 4b.1 Lecture 2, Key elements of effective communication, nonverbal communication
- 4b.2 Nonverbal communication
- 4b.3 Learning objectives

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- 4b.4 Nonverbal communication defined
- 4b.5 Importance of nonverbal communication
- 4b.6 Functions of nonverbal communication
- 4b.7 Dimensions of nonverbal communication
- 4b.8 Components of kinesics
- 4b.9 Components of proxemics
- 4b.10 Components of paralinguistics
- 4c.1 Summary4c.1 Lecture 3, Key elements of effective communication, using media for communication
- 4c.2 Using media for communication

### **Lecture Titles**

- 4a Verbal Communication
- 4b Nonverbal Communication
- 4c Using Media for Communication

### **Unit References**

(All links accessible as of 2/10/2012)

### **Lecture 4a**

1. Northouse LL, Northouse PG. Health communication: strategies for health professionals. 3<sup>rd</sup> ed. Stamford (CT): Appleton and Lange; 1998.

### **Lecture 4a Charts, Tables, and Figures**

None.

### **Lecture 4a Images**

Slide 16: Microsoft clip art. Used with permission from Microsoft.

### **Lecture 4b**

1. Northouse LL, Northouse PG. Health communication: strategies for health professionals. 3<sup>rd</sup> edition. Stamford (CT): Appleton and Lange; 1998. page 129.

### **Lecture 4b Charts, Tables, and Figures**

None.

### **Lecture 4b Images**

Slide 7, 8: Microsoft clip art. Used with permission from Microsoft.

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\*Indicates this link is no longer functional.



## Lecture 4c

1. Barber G. Improving your listening skills. Man With No Blog [Internet]. 2010 Jan 14. Available from: <http://manwithnoblog.com/2010/01/14/improving-your-listening-skills/>
2. Evenson R. Award-winning customer service: 101 ways to guarantee great performance. New York: Amacom; 2007.
3. Gressang J. Cultural diversity issues in healthcare [Internet]. Available from: [http://www.uiowa.edu/hr/administration/linguistics/healthcare\\_diversity.pdf](http://www.uiowa.edu/hr/administration/linguistics/healthcare_diversity.pdf)\*
4. Melanson MS. Effective telephone communication skills. Help Desk Institute [Internet]. 2003. Available from: <http://www.thinkhdi.com/library/deliverfile.aspx?filecontentid=20>
5. Northouse LL, Northouse PG. Health communication: strategies for health professionals. 3<sup>rd</sup> ed. Stamford (CT): Appleton and Lange; 1998, p. 127.
6. Patterson RF. Email Basics.[Internet]. [updated 2010 Aug 11]. Available from: <http://people.wku.edu/rich.patterson/e-mail.htm>

## Lecture 4c Charts, Tables, Figures and Images

None.

## Unit Required Readings

None.

## Unit Suggested Readings

1. Northouse LL, Northouse PG. Health communication: strategies for health professionals. Fifth ed. Stamford, CT: Appleton and Lange. 1998.

## Student Application Activities

comp16\_unit4\_activity.doc  
comp16\_unit4\_activity\_key.doc  
comp16\_unit4\_self\_assess.doc  
comp16\_unit4\_self\_assess\_key.doc

## Additional Materials

None.

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\*Indicates this link is no longer functional.

## **Component 16/Unit 5**

### **Unit Title**

#### **Regulatory Issues: HIPAA and Standard Precautions**

### **Unit Description**

This unit describes Regulatory Issues: Standard Precautions and HIPAA.

### **Unit Objectives**

By the end of this unit the student will be able to:

1. Characterize the importance of and guidelines associated with infection control.
2. Relate protecting yourself and others with standard precautions.
3. Explain HIPAA and communication.

### **Unit Topics**

- 5.1 Regulatory issues: HIPAA and standard precautions
- 5.2 Infection control
- 5.3 Standard precautions
- 5.4 HIPAA
- 5.5 Important components of HIPAA
- 5.6 HIPAA and communication
- 5.7 Guidelines for communication
- 5.8 Summary

### **Lecture Titles**

5 Regulatory Issues: HIPAA and Standard Precaution

### **Unit References**

(All links accessible as of 1/15/2012)

### **Lecture 5**

None.

### **Lecture 5 Charts, Tables, and Figures**

None.

### **Lecture 5 Images**

Slide 5: Microsoft clip art. Used with permission from Microsoft.

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\*Indicates this link is no longer functional.

## Unit Required Readings

None.

## Unit Suggested Readings

1. Infection control in paediatric office settings. Paediatr Child Health. 2008 May;13(5):408-35. Available from: <http://www.cps.ca/english/statements/ID/id08-03.htm>
2. Yassi A, Bryce EA, Maultsaid D, Lauscher HN, Zhao K. The impact of requiring completion of an online infection control course on health professionals' intentions to comply with infection control guidelines: A comparative study. Can J Infect Dis Med Microbiol. 2009 Spring;20(1):15-9. Available from: <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2690520/pdf/jidmm20015.pdf>
3. Davis D, Having K. Compliance with HIPAA security standards in U.S. Hospitals. J Healthc Inf Manag. 2006 Spring;20(2):108-15.
4. Rinehart-Thompson LA, Hjort BM, Cassidy BS. Redefining the health information management privacy and security role. Perspect Health Inf Manag. 2009;6:1d. Available from: <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2781727/pdf/phim0006-0001d.pdf/?tool=pmcentrez>

## Student Application Activities

comp16\_unit5\_activity.doc  
comp16\_unit5\_activity\_key.doc  
comp16\_unit5\_self\_assess.doc  
comp16\_unit5\_self\_assess\_key.doc

## Additional Materials

Web-based Resources:

1. Healthcare-associated Infections (HAIs), Centers for Disease Control and Prevention. Available from: <http://www.cdc.gov/hai/>
2. Health Information Privacy. The Health Insurance Portability and Accountability Act of 1996 (HIPAA) Privacy and Security Rules. Available from: <http://www.hhs.gov/ocr/privacy/>

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\*Indicates this link is no longer functional.

## **Component 16/Unit 6**

(All materials for this unit are the same as those for Component 18/Unit 7)

### **Unit Title**

#### **Team and Small Group Communication**

### **Unit Description**

This unit describes Team and Small Group Communication.

### **Unit Objectives**

By the end of this unit the student will be able to:

1. Explore the phenomena of teams in our culture and look at the popularity and necessity of teams in delivering quality healthcare services
2. Define a team as compared to a group
3. Identify the stages of team development
4. Identify the characteristics of successful teams and team members
5. Analyze team conflict and performance
6. Define what we mean by virtual teams
7. Explore the guidelines for building and leading successful teams

### **Unit Topics**

- 6a.1 Lecture 1: Characteristics of Teams and Small Groups
- 6a.2 Learning objectives
- 6a.3 Teamwork is essential to healthcare
- 6a.4 Benefits of teams
- 6a.5 Distinguishing teams from groups
- 6a.6 Stages of team development
- 6a.7 Characteristics of successful teams
- 6a.8 Summary
- 6b.1 Lecture 2: Managing Teams
- 6b.2 Teams in healthcare
- 6b.3 Being a “team player”
- 6b.4 Team conflict and performance
- 6b.5 Virtual teams
- 6b.6 Team building and leadership
- 6b.7 Summary

### **Lecture Titles**

#### **6a Team and Small Group Communication**

\*Indicates this link is no longer functional.

## 6b Managing Teams

### Unit References

(All links accessible as of 2/11/2012)

#### Lecture 6a

1. Beich E. The Pfeiffer book of successful team-building tools: Best of the annuals. San Francisco, CA:John Wiley & Sons, 2008, p.13-26.
2. Coutu D. Why teams don't work: an interview with Richard Hackman. Harvard Business Review. 2009 May 87(5):99-105.
3. Drew S, Coulson-Thomas C. Transformation through teamwork: The path to the new organization? Management Decision. 1996;34(1):7.
4. Ferlie EB, Shortell SM. Improving the quality of health care in the United Kingdom and the United States: a framework for change. Milbank Quarterly 2001;79(2):281-314.
5. Gordon J. A perspective on team building: Elaine Biech. Journal of the American Academy of Business. 2002 Sep;2(1):185-8.
6. Katzenbach JR, Smith DK. The discipline of teams. Harvard Business Review. 2005 July-August:162-71.
7. Health Services Research. 2007;7(17). Available from: <http://www.biomedcentral.com/1472-6963/7/17>
8. Wake-Dyster W. Designing teams that work. Australian Health Review. 2001;24(4):34-41.
9. Leggat SG. Effective healthcare teams require effective team members: Defining team work competencies. BMC West et al. The link between the management of employees and patient mortality in acute care hospitals. Int J of Human Resources Management. 2002;13(8):1299-1310.
10. Wheelan SA. Creating effective teams: a guide for members and leaders. 2<sup>nd</sup> ed. Thousand Oaks (CA): Sage Publications; 2005, p. 25.-30

#### Lecture 6a Charts, Tables, and Figures

None.

#### Lecture 6a Images

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\*Indicates this link is no longer functional.

## Lecture 6b

1. Gordon J. A perspective on team building: Elaine Biech. Journal of the American Academy of Business. 2002 Sep;2(1):185-8.
2. Janus IL. Victims of groupthink: a psychological study of foreign-policy decisions and fiascos. Oxford, England: Houghton Mifflin: 1972.
3. Katzenbach JR, Smith DK. The discipline of teams. Harvard Business Review. 2005 July-August:162-71.
4. Roebuck DB, Britt AC. Virtual teaming has come to stay – guidelines and strategies for success. Southern Business Review. 2002 Fall;28(1):29-39.

## Lecture 6b Charts, Tables, and Figures

None.

## Lecture 6b Images

Slides 3, 5, 6, 12, 13: Microsoft clip art; Used with permission from Microsoft.

## Unit Required Readings

None.

## Unit Suggested Readings

1. Lurie SJ, Fogg TT, Dozier AM. Social network analysis as a method of assessing institutional culture: three case studies. Acad Med. 2009 Aug;84(8):1029-35.
2. Lingard L, Regehr G, Orser B, Reznick R, Baker GR, Doran D, Espin S, Bohnen J, Whyte S. Evaluation of a preoperative checklist and team briefing among surgeons, nurses, and anesthesiologists to reduce failures in communication. Arch Surg. 2008 Jan;143(1):12-7; discussion 18.
3. Murray D, Enarson C. Communication and teamwork: essential to learn but difficult to measure. Anesthesiology. 2007 May;106(5):895-6.

## Student Application Activities

comp16\_unit6\_activity.doc  
comp16\_unit6\_activity\_key.doc  
comp16\_unit6\_self\_assess.doc  
comp16\_unit6\_self\_assess\_key.doc

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\*Indicates this link is no longer functional.

## **Additional Materials**

### Web-based Resources:

1. Small group communication: Effective team communication.  
Available from:  
<http://www.buzzle.com/articles/small-group-communication-effective-team-communication.html>
2. Papa N. Challenges and benefits of group and team communication. Available from:  
[http://www.ehow.com/list\\_6733703\\_challenges-benefits-group-team-communication.html](http://www.ehow.com/list_6733703_challenges-benefits-group-team-communication.html)

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\*Indicates this link is no longer functional.

## **Component 16/Unit 7**

(All materials for this unit are the same as those for Component 18/Unit 8)

### **Unit Title**

#### **Conflict Resolution**

### **Unit Description**

This unit describes Handling Conflict.

### **Unit Objectives**

By the end of this unit the student will be able to:

1. Define conflict.
2. Explore historical views of conflict
3. Explore conflict as a positive/negative force
4. Study various styles for handling conflict.
5. Review ways to promote positive conflict in a group.

### **Unit Topics**

- 7a.1 Lecture 1: Definitions of Conflict
- 7a.2 Conflict defined
- 7a.3 Healthcare context
- 7a.4 Transitions in ideas about conflict
- 7a.5 Conflict good and bad
- 7a.6 Types of conflict
- 7a.7 Conflict resolution
- 7a.8 Summary
- 7b.1 Lecture 2: Managing Conflict
- 7b.2 Handling conflict
- 7b.3 Conflict handling styles
- 7b.4 Individual preferences in conflict situations
- 7b.5 Conflict intensity continuum
- 7b.6 Results of conflict
- 7b.7 Promoting positive conflict
- 7b.8 Summary

### **Lecture Titles**

7a Definitions of Conflict

7b Managing Conflict

### **Unit References**

(All links accessible as of 2/10/2012)

\*Indicates this link is no longer functional.



### **Lecture 7a**

1. Cosier RA, Dalton DR. Positive effects of conflict: a field assessment. *Int J Conflict Mgmt.*1990;1(1):81-92.
2. Forte PS. The high cost of conflict. *Nursing Economics.* 1997 May/ Jun;15(3):119-23.
3. Gardner DL. Conflict and retention of new graduate nurses. *Western Journal Nursing Research.* 1992 Feb;14(1):76-85.
4. Kolb DM, Bartunek JM. Hidden conflicts in organizations: Uncovering behind the scenes disputes. Newbury Park (CA): Sage Publications; 1992.
5. Robbins SP, Judge TA. *Organizational behavior.* 12<sup>th</sup> ed. Upper Saddle River (NJ): Pearson Prentice Hall; 2007.
6. Yang J, Mossholder KW. Decoupling task and relationship conflict: the role of intragroup emotional processing. *J Organizational Behavior.* 2004;25(5):589-605.

### **Lecture 7a Charts, Tables, Figures, and Images**

None.

### **Lecture 7b**

1. Janus IL. *Victims of groupthink: a psychological study of foreign-policy decisions and fiascos.* Oxford, England: Houghton Mifflin; 1972.
2. Rahim MA. *Managing conflict in organizations,* 4<sup>th</sup> ed. New Brunswick (NJ):Transaction Publishers, 2011.
3. Robbins SP, Judge TA. *Organizational behavior.* 12<sup>th</sup> ed. Upper Saddle River (NJ): Pearson Prentice Hall; 2007.
4. Schaubhut NA. Technical brief for the Thomas-Kilmann conflict mode instrument: description of the updated normative sample and implications for use. CPP; 2007. Available from: [https://www.cpp.com/pdfs/TKI\\_Technical\\_Brief.pdf](https://www.cpp.com/pdfs/TKI_Technical_Brief.pdf)
5. Sternberg RJ, Soriano LJ. Styles of conflict resolution. *J Personality and Social Psychology.*1984;47(a):115-26.

### **Lecture 7b Charts, Tables, and Figures**

None.

### **Lecture 7b Images**

Slide 13: Microsoft clip art; Used with permission from Microsoft.

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\*Indicates this link is no longer functional.

## Unit Required Readings

None.

## Unit Suggested Readings

1. Hersh W. A stimulus to define informatics and health information technology. *BMC Med Inform Decis Mak.* 2009; 9: 24.
2. Lemieux-Charles L. Physicians in health care management: 10. Managing conflict through negotiation. *CMAJ.* 1994 October 15; 151(8): 1129–32.

## Student Application Activities

comp16\_unit7\_activity.doc  
comp16\_unit7\_activity\_key.doc  
comp16\_unit7\_self\_assess.doc  
comp16\_unit7\_self\_assess\_key.doc

## Additional Materials

Web-based Resources:

1. Evans L. Successful team conflict management strategies.  
Available from:  
<http://www.life123.com/career-money/career-development/team-conflict/team-conflict-management-strategies.shtml>
2. Conflict resolution: Resolving conflict rationally and effectively.  
Available from:  
[http://www.mindtools.com/pages/article/newLDR\\_81.ht](http://www.mindtools.com/pages/article/newLDR_81.ht)
3. All about facilitation, group skills and group performance management. Available from:  
[http://managementhelp.org/grp\\_skill/resource.htm](http://managementhelp.org/grp_skill/resource.htm)

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\*Indicates this link is no longer functional.

## **Component 16/Unit 8**

### **Unit Title**

#### **Ethical and Cultural Issues Related to Communication and Customer Service**

### **Unit Description**

This unit describes Ethical and Cultural Issues Related to Communication and Customer Service.

### **Unit Objectives**

By the end of this unit the student will be able to:

1. Characterize dimensions of ethics.
2. Identify major characteristics of culture.
3. Distinguish elements in intercultural communication.
4. Perform effective intercultural communication.

### **Unit Topics**

- 8a.1 Lecture 1: Ethical Issues
- 8a.2 Learning objectives
- 8a.3 What are ethics?
- 8a.4 Approaches in ethical decision making
- 8a.5 Medical ethics committees
- 8a.6 Ethics and cultural issues related to communication
- 8a.7 Summary
- 8b.1 Lecture 2: Cultural Issues
- 8b.2 Learning objectives
- 8b.3 Diversity and healthcare
- 8b.4 Diversity and cultural differences
- 8b.5 Dimensions of diversity
- 8b.6 Potential benefits of workforce diversity
- 8b.7 Ethnocentrism and intercultural relationships
- 8b.8 Cultural differences that may affect communication
- 8b.9 Equal Employment Opportunity laws
- 8b.10 Implications of diversity for healthcare delivery
- 8b.11 Cultural competency
- 8b.12 Summary

### **Lecture Titles**

8a Ethical Issues

8b Cultural Issues

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\*Indicates this link is no longer functional.

## Unit References

(All links accessible as of 1/16/2012)

### Lecture 8a

Daft RL. Management. Mason (OH): South-Western Cengage Learning; 2008.

### Lecture 8a Charts, Tables, Figures, and Images

None.

### Lecture 8b

1. Daft RL. Management. Mason, OH: South-Ester Cengage Learning; 2008.
2. Unequal treatment. Institute of Medicine. 2003.
3. National Quality Forum (NQF). A Comprehensive Framework and Preferred Practices for Measuring and Reporting Cultural Competency: A Consensus Report. Washington DC: National Quality Forum; 2009.
4. National Quality Forum. Endorsing a framework and preferred practices for measuring and reporting culturally competent care quality. Washington DC: National Quality Forum; 2008.

### Lecture 8b Charts, Tables, Figures, and Images

None.

## Unit Required Readings

None.

## Unit Suggested Readings

1. Cooper L, Beach M, Rachel L, Johnson R, Inui T. Delving below the surface: understanding how race and ethnicity influence relationships in health care. J Gen Intern Med. 2006 January; 21(S1): S21–S27.
2. Shrank W, Kutner J, Richardson T, Mularski R, Fischer S, Kagawa-Singer M. Focus group findings about the influence of culture on communication preferences in end-of-life care. J Gen Intern Med. 2005 August; 20(8): 703–9. doi: 10.1111/j.1525-1497.2005.0151.x.
3. Ngo-Metzger Q, Massagli M, Clarridge B, Manocchia M, Davis R, Iezzoni L, Phillips R. Linguistic and cultural barriers to care: perspectives of Chinese and Vietnamese immigrants. J Gen

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\*Indicates this link is no longer functional.

Intern Med. 2003 January; 18(1): 44–52. doi: 10.1046/j.1525-1497.2003.20205.x.

### **Student Application Activities**

comp16\_unit8\_activity.doc  
comp16\_unit8\_activity\_key.doc  
comp16\_unit8\_self\_assess.doc  
comp16\_unit8\_self\_assess\_key.doc

### **Additional Materials**

Web-based Resources:

1. Hospitals, language, and culture: a snapshot of the nation. Available from: [http://www.jointcommission.org/assets/1/6/hlc\\_paper.pdf](http://www.jointcommission.org/assets/1/6/hlc_paper.pdf)
2. Better communication, better care: provider tools to care for diverse populations. Available from: [http://www.innovations.ahrq.gov/content.aspx?id=2908\\*](http://www.innovations.ahrq.gov/content.aspx?id=2908*)
3. Diversity case studies: cultural diversity in nursing case studies. Available at: <http://www.culturediversity.org/cases.htm>

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## Component 16/Unit 9

### Unit Title

#### Personal Communications and Professionalism

### Unit Description

This unit describes Personal Communications and Professionalism.

### Unit Objectives

By the end of this unit the student will be able to:

1. Describe appropriate use of personal communication devices in the healthcare workplace.
2. Discuss the impact of inappropriate use of personal communication devices in the healthcare workplace.
3. Identify the differences between personal and professional communications.

### Unit Topics

- 9.1 Learning objectives
- 9.2 Definitions
- 9.3 Business communications
- 9.4 Personal communications during work hours
- 9.5 Text messaging and email
- 9.6 Social media
- 9.7 Internet use
- 9.8 Communication devices
- 9.9 Special concerns in healthcare
- 9.10 Summary

### Lecture Titles

9 Personal Communications and Professionalism

### Unit References

(All links accessible as of 1/15/2012)

### Lecture 9

1. *Patient Data Posted Online in Major Breach of Privacy*. NYTimes.com. September 8, 2011. Available from: <http://www.nytimes.com/2011/09/09/us/09breach.html?pagewanted=all>

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\*Indicates this link is no longer functional.

## Lecture 9 Charts, Tables, Figures and Images

None.

### Unit Required Readings

None.

### Unit Suggested Readings

1. van Lieshout EJ, van der Veer SN, Hensbroek R, Korevaar JC, Vroom MB, Schultz MJ. Interference by new-generation mobile phones on critical care medical equipment. *Crit Care*. 2007;11(5):R98.
2. Interpersonal communication. *Encyclopedia of Small Business*. Retrieved November 21, 2011, from Answers.com. Available from: <http://www.answers.com/topic/interpersonal-communication>

### Student Application Activities

comp16\_unit9\_activity.doc  
comp16\_unit9\_activity\_key.doc  
comp16\_unit9\_self\_assess.doc  
comp16\_unit9\_self\_assess\_key.doc

### Additional Materials

Web-based Resources:

1. Habelow E. What's the quickest way to irk a co-worker? Available from: <http://www.forbes.com/2010/06/30/office-work-pet-peeves-gossip-fobes-woman-leadership-time-management.html>
2. Corbo SA. Workplace Etiquette: It's important to master this essential skill for professional success. *Advance For Nurses*. Available from: <http://nursing.advanceweb.com/Article/Workplace-Etiquette.aspx>
3. King T. Proper phone etiquette in the workplace. Available from: [http://www.ehow.com/about\\_6740810\\_proper-phone-etiquette-workplace.html](http://www.ehow.com/about_6740810_proper-phone-etiquette-workplace.html)
4. Answers.com: Interpersonal Communications. Available from: <http://www.answers.com/topic/interpersonal-communication>

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\*Indicates this link is no longer functional.

## Component Acronym Glossary

ADA – Americans with Disabilities Act  
ARRA – American Recovery and Reinvestment Act  
CMS – Center for Medicare and Medicaid Services  
EEO – Equal Employment Opportunity  
EHR – Electronic Health Record  
EMI – Electromagnetic Interference  
HAC – Hospital Acquired Condition  
HIM – Health Information Management  
HIPAA – Health Information Portability and Accountability Act  
HITECH – Health Information Technology for Economic and Clinical Health  
IT – Information Technology  
POC – Point of Care  
ROI – Return on Investment  
SLA – Service Level Agreement  
SMART – Specific, Measureable, Achievable, Realistic, Time Bound  
SMCR – Source - Message - Channel - Receiver  
VoIP – Voice over Internet Protocol

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