Notes to Instructors

This Instructor’s Manual is a resource for instructors using the Working in Teams component. Each component is broken down into Units, each of which will 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  
Component Overview ............................................................. 4  
Component Authors ................................................................. 5  
Team Members ..................................................................... 7  
Disclaimer .............................................................................. 8  
Component 17/Unit 1 ............................................................... 9  
Component 17/Unit 2 ............................................................... 12  
Component 17/Unit 3 ............................................................... 14  
Component 17/Unit 4 ............................................................... 16  
Component 17/Unit 5 ............................................................... 20  
Component 17/Unit 6 ............................................................... 22  
Component 17/Unit 7 ............................................................... 24  
Component 17/Unit 8 ............................................................... 27  
Component 17/Unit 9 ............................................................... 30  
Component 17/Unit 10 ............................................................. 32  
Component 17/Unit 11 ............................................................. 34  
Glossary ............................................................................. 36  
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**Component Overview**

An experiential course that helps trainees become “team players” by understanding their roles, the importance of communication, and group cohesion.

**Component Objectives**

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

1. Establish and monitor ground rules, or rules of engagement, that serve as behavioral guidelines for members of teams involved in HIT.

2. Develop an HIT action plan that can be easily adapted to changing situations, environments, and goals across a variety of health and healthcare settings.

3. Communicate a clearly articulated position in writing and speech.

4. Incorporate diversity in values, critical thinking, and judgments that amplifies the best of individual performance toward the HIT team mission.

5. Provide leadership for continuous assessment and learning on practices, processes, and outcomes of the HIT team mission.

Develop a sustaining framework that maximizes the integrated power of teams while recognizing excellence in individual performance of various stakeholders involved in HIT (patients, families, communities, nation, etc.).
Component Authors

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Elizabeth Russell Belford Award for teaching excellence given by Sigma Theta Tau, and numerous outstanding faculty awards presented by the graduating nursing classes.

**Dawn Kemp, RN, MBA, Johns Hopkins Hospital**

Dawn E. Kemp, MBA, RN is a Clinical Systems Project Leader for the Sheikh Zayed Tower and the Charlotte R. Bloomberg Tower of The Johns Hopkins Hospital in Baltimore, MD. She is also has a secondary appointment as the Clinical Systems Project Leader for Customer Service and Production Support for the electronic medical record used by The Johns Hopkins Hospital. She earned her RN degree from Anne Arundel Community College, BS from the University of Maryland University College, and MBA from Johns Hopkins University. Ms. Kemp’s interests include reducing the number and length of time for electronic system outages as well as broadening the scope of Customer Service with electronic applications in the hospital environment.

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Rick Milter, Ph.D. is professor of management at the Carey Business School of Johns Hopkins University. Rick has worked with faculty teams in several institutions around the globe in developing inquiry based, action learning, and project-based leadership development programs. He has also delivered keynote presentations, seminar courses, symposia, and workshops on teaming for educational strategies and action learning across the US, Asia, Russia, and Europe. Serving as a training facilitator or organization effectiveness specialist, Rick has consulted with dozens of corporations and government agencies. He has directed executive development seminars across the U.S., Europe, and Asia. His research and publications have paralleled his consulting activity in areas of high performance teaming, leadership, innovative learning platforms, executive judgment, strategy, team decision-making processes, negotiation strategies, and managerial ethics. Past chairman of EDiNEB, an international network of business education innovators, Rick currently serves as associate editor of the Springer Publishing series Advances in Business Education and Training, and serves on the editorial boards of the Information Age Publishing series Research in Management Education and Development and the Springer Verlag Publishing series Innovation and Change in Professional Education.
Gabrielle Haskins, PMP
Gabrielle Haskins, PMP, has two Master Certificates from George Washington University, one in Information Technology Project Management, and one in Project Management, PMP certification from PMI 2009. In 2010 she was a lead faculty for the Health Information Technology project, at Lansing Community College and was responsible for adapting and creating the material for the workforce curriculum for the six roles from ONC/HHS, specifically preparing materials for the Implementation Project Manager and Technical Implementation Support Specialist.

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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 17/Unit 1

Unit Title
Health IT Teams: Examples and Characteristics

Unit Description
This unit is an introductory unit designed to highlight different types of health information technology teams and the purpose and functions of its different members. Characteristics of effective teamwork will also be discussed with emphasis on the organizational structure, individual contributions, and team processes. Why teams are valued for their collaborative efforts and teamwork will be outlined in this component. Activities for the learner include a virtual hospital tour that will facilitate the learner to explore different areas where HIT teams may be used, to interview a member of a HIT team and explore their job, purpose, skills, and contributions made to the team in addition to serving as a HIT team member who needs to select HIT team members to build an effective team for the work outlined in the case.

Unit Objectives
By the end of this unit the student will be able to:
1. Describe the characteristics of an effective team and work group.
2. Identify and differentiate roles of IT health care professionals in teams.
3. Describe the value of teams and the importance of collaboration for the HIT professional in teams.

Unit Topics / Lecture Titles
1.1 – Introduction of Teams and Teamwork
1.2 – Teams as a Three-Stage System
1.3 – Characteristics of Effective Teamwork
1.4 – Components of Effective Teams
1.5 – Values of Teams and the Importance of Collaboration

Unit References
(All links accessible as of 1/1/2012)
Lecture 1a


Lecture 1a Charts, Tables, Figures


Lecture 1a Images

Slide 4: Clinicians. Image courtesy The Johns Hopkins Hospital

Lecture 1b


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Lecture 1b images
Slide 7. Stairs in the Forest. Photo by Tim Green aka atouch via Flickr, used under the Creative Commons License. Available from: http://www.flickr.com/photos/atoach/1498294434/
Slide 12. The word trust written on a stone wall. Photo Credit: Flickr user vagawi (Creative Commons). Available from: http://www.jasonvana.com/
Slide 17. Cohesion. The picture, by FredArmitage/flickr is reproduced here under a Creative Commons Attribution-Non-Commercial-No Derivative Works 2.0 Generic license. Available from: http://www.infed.org/groupwork/what_is_a_group.htm#cite

Student Application Activities
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Optional Student Activity
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Component 17/Unit 2

Unit Title
Forming and Developing a Team for HIT

Unit Description
This unit is designed to introduce students to the stages of team development: forming, storming, norming, and performing with the needs of the team identified at each stage. Common goals and purposes will be described in addition to information on key factors needed to maintain an effective team.

Unit Objectives
By the end of this unit the student will be able to:
1. Describe stages of team development.
2. Identify the needs of the team at each described stage.
3. Establish and clarify common goals and purpose for a team.
4. Identify key characteristics of effective team members.
5. Identify key factors to maintain HIT teams.

Unit Topics / Lecture Titles
2.1 – Components of Effective Team Building
2.2 – Five Stages of Team Development
2.3 – Define Team Purpose

Unit References
(All links accessible as of 1/1/2012)

Lecture 2a

Lecture 2a Images
Slide 4. Five Stages of Team Development. Courtesy of: Dr. Rick Milter

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Lecture 2b


Lecture 2b Images
Slide 14: Girls basketball team. Image courtesy of kurros on Flickr at: http://www.fotopedia.com/items/flickr-179193367 *

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Optional Student Activity
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Component 17/Unit 3

Unit Title
Initial Tools for Teaming: Ground Rules & Action Plans for HIT Teams

Unit Description
This unit is designed to introduce learners to specific guidelines and rules that may be associated with teams and working on a HIT team. A realistic learning activity that focuses on the learner developing a team action plan will bring this unit to the forefront for application and understanding of the team plan. Two major communication strategies, active listening, and assertive communication techniques will be included in this component and demonstrated through selected exercises in the module.

Unit Objectives
By the end of this unit the student will be able to:
1. Create and describe SMART ground rules.
2. Develop and refine a team action plan.
3. Establish ground rules and an initial action plan for an HIT team.

Unit Topics / Lecture Titles
3.1 – Setting Team Ground Rules
3.2 – Development of an Action Plan
3.3 – Tools for Team

Unit References
(All links accessible as of 1/1/2012)
2. Franklin, B. Quote attributed to Benjamin Franklin. Available from: http://thinkexist.com/quotation/by_failing_to_prepare-you_are_preparing_to_fail/199949.html

*Indicates this link is no longer functional.
Images
Slide 4: Rural healthcare team. Image courtesy of Dr. Patricia Abbott
Slide 9: A picture of a statue of Benjamin Franklin. Image from Thisisbossi’s photostream. CC BY-NC-SA 2.0. Available at: http://www.fotopedia.com/items/flickr-5223231768*
Slide 10: Three question marks. Image created by Hopkins staff.
Slide 11: Action plan example. Image created by Hopkins staff.
Slide 15: A toolbox. CC BY-NC-NC-SA 2.0 by Zak Hubbard. Available at: http://www.flickr.com/photos/zakh/337938459/

Student Application Activities
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Component17/Unit 4

Unit Title
Team Strategies and Tools to Enhance Performance and Patient Safety: TeamSTEPPS

Unit Description
This unit is focused upon the, “TeamSTEPPS,” methodology. This methodology, initially used by the Department of Defense to assist with coordination of military teams, was adapted (with the assistance of the Agency for Healthcare Quality & Research) for use in clinical environments. The goal of TeamSTEPPS is to improve teaming skills, enhance communication across provider teams, and to seed a fundamental culture change – all in the quest to improve patient outcomes. The material in this unit is based very heavily on the TeamSTEPPS materials which can be found on the Agency for Healthcare Quality and Research website. Some adaptation has been made (and noted) in order to apply TeamSTEPPS more directly to health IT teams. The point made repeatedly in this unit is that even though TeamSTEPPS is focused upon clinical teams in clinical environments, these techniques were conceived on the battlefield. Therefore, many of the concepts and skills learned in prior units will reappear in TeamSTEPPS, reinforcing the point that the foundations of high performing teams are similar regardless of where they are applied. Various tools and techniques are presented from the TEAMSTEPPS toolkit with suggestions for how these approaches can be adapted for use in health IT teams.

Unit Objectives
By the end of this unit the student will be able to:
1. Describe what TeamSTEPPS is and how it can be used as an actionable improvement strategy.
2. Identify areas of application for TeamSTEPPS tools and methods to be used in HIT teaming.
3. Integrate the science of team performance and team training.

Unit Topics/Lecture Titles
4.1 – TeamSTEPPS
4.2 – Core Principles
4.3 – Leadership
4.4 – Communication

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Unit References
(All links accessible as of 1/1/2012)

Lecture 4a

Lecture 4a Images
Slide 4: Logos. Image courtesy Agency for Healthcare Research and Quality. TKTK
Slide 5: Mindful Teams. Image courtesy Johns Hopkins University Staff.

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Mindful Teams. Image courtesy Johns Hopkins University Staff.
Slide 14: Clinician on the phone. Image courtesy Agency for Healthcare Research and Quality. Available from TKTK

Lecture 4b

Lecture 4b Images

**Student Application Activities**
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- comp17_unit4_self_assess.doc
- comp17_unit4_self_assess_key.doc

**Handouts**
The following files have been included with the lecture for student use and edification:
- TCAB_HlthcareTeamVitalityInstrument_200911.doc
- TCABCommunicationandTeamworkHowtoGuideOct09.doc

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Component 17/Unit 5

Unit Title
Leveraging Integration Techniques: Power of HIT Team Dynamics

Unit Description
This unit will discuss techniques for team members to problem solve within their teams so the team can be more effective. Activities will include how to conduct a SWOT analysis and mind maps within this component. Different activities described within the module will be differentiated between team or individual task. Activities will include a SWOT analysis of a case-based team and other experiential activities associated with team tasks and specific roles within the team.

Unit Objectives
By the end of this unit the student will be able to:
1. Use problem-solving techniques (mind maps, SWOT analysis, swim lanes, fish bones diagrams) when developing teams.
2. Differentiate between a team task and an individual task.
3. Demonstrate a practical understanding of dimensions of team formation and management.

Unit Topics / Lecture Titles
5.1 – Problem-solving Techniques
5.2 – Team Task versus Individual Task

Unit References
(All links accessible as of 1/1/2012)
2. Katzenbach J, Palestrant. Team Leadership: Emerging Challenges, Innovative Leader. 482(9);8. 2000

*Indicates this link is no longer functional.
Images
Slide 3: Hand sketched mind map. Image courtesy of London Permaculture. CC BY-NC-SA 2.0 Available from:
http://www.flickr.com/photos/naturewise/4977264184/sizes/m/in/photostream/
Slide 6: Benefits of Mind Maps. Courtesy of Hopkins Staff
Slide 7: SWOT Analysis. Courtesy of Hopkins Staff
Slide 9: Swim Lanes. Courtesy of Hopkins Staff
Slide 10: Fishbone diagram. Available at:

Student Application Activities
comp17_unit5_activity.doc
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comp17_unit5_self_assess_key.doc

Additional Materials
comp17_unit5_building_teams.doc
comp17_unit5_SWOT_analysis.doc
Unit Title
Articulating Feedback and Feedforward: Tracking Success and Change

Unit Description
This unit will provide information to the learner on tools and techniques for giving and receiving feedback regarding HIT team performance. Elements introduced include the use of formative and summative evaluations, conflict management, and appropriate communication channels. Participants will evaluate individual behaviors regarding stated ground rules for functioning as a member of an HIT team. The difference between feedback and feedforward will be clarified as students will incorporate the seminal elements of positive change into their dealings with others. Tools for serving as a change agent and tracking success will also be practiced by students in team exercises. Based upon the belief that we can change the future but we cannot change the past, participants will practice the steps to both delivering and receiving feedforward information. Also based on the belief that it can be more productive to help people be right than to prove they are wrong, participants will be challenged with developing strategies for applying feedforward mechanisms within HIT team involvement.

Unit Objectives
By the end of this unit the student will be able to:
1. Develop skills for clear communication and understanding of others.
2. Provide appropriate feedback to others.
3. Develop and deliver appropriate feedforward.
4. Communicate in ways that help promote positive change for your team.

Unit Topics / Lecture Titles
6.1 – Communication for Results
6.2 – Feedback and Feedforward

Unit References
(All links accessible as of 1/1/2012)


**Images**


Slide 15. Assertive Communication. FredArmitage/flickr. Reproduced here under a Creative Commons Attribution-Non-Commercial-No Derivative Works 2.0 Generic license. Available from: [http://www.infed.org/groupwork/what_is_a_group.htm#cite](http://www.infed.org/groupwork/what_is_a_group.htm#cite)


**Student Application Activities**

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Component17/Unit 7

Unit Title
Leadership: All Members as Leaders—Leaderful Teams

Unit Description
This unit will challenge participants to critically evaluate elements that lead to success in the field of HIT. The changing role of leadership will be explored. Leadership has taken on new requirements as we have moved through the information and biotech ages into the conceptual age where the knowledge worker is being continually replaced by the conceptual leadership at every level in organizations. The expansive role of leadership that requires each team player to be prepared to “carry the torch” and lead others is a fundamental building block for HIT teams. Participants will investigate leadership behavior across HIT platforms, identify key leadership skills, and demonstrate personal abilities across those skill areas as related to HIT teams.

Unit Objectives
By the end of this unit the student will be able to:
1. Develop and implement standards for shared leadership roles in complex, stressful, and often hierarchical health-related environments.
2. Differentiate progression from self-awareness to self-leadership to team leadership.
3. Demonstrate collective, concurrent, collaborative, and compassionate activity.

Unit Topics / Lecture Titles
7.1 – Leadership Traits
7.2 – Leadership Types
7.3 – The 4 C’s of Leadership

Unit References
(All links accessible as of 1/1/2012)

Lecture 7a

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**Lecture 7a Images**
Slide 3: Meeting. Image courtesy of the US Centers for Disease Control and Prevention.
Slide 6. Image of several soldiers listening to their commanding officer. CC BY-NC-SA 2.0. Image courtesy of Pierre Gazzola.
Slide 8. Nurse with IV bag.jpg. Creative Commons by WisGuard pics.
Slide 9. Image of a surgical team in the operating room. CC-BYSA 2.0. Image courtesy of Marion Doss.
Slide 11. Two providers with an injured patient. Image courtesy of the US Department of the Army.
Slide 13. Image of chess pieces on a chessboard. CC BY-NC-SA 3.0 BY Jose Martinez

**Lecture 7b**

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Lecture 7b Images
Slide 3: Dolls in a circle. Image courtesy of patries 71’s photostream. CC BY-NC-ND 2.0.
Slide 5: Two women talking. Image courtesy of National Cancer Institute.
Slide 8: Expert-Shared Model. Courtesy of Staff of Johns Hopkins School of Nursing.
Slide 11: The Four C’s. Image courtesy of Patricia Abbott

Student Application Activities
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Component 17/Unit 8

Unit Title
Sharing Resources and Information:
Tools to Optimize Performance of HIT Teams

Unit Description
This unit will equip participants with a working appreciation for tools and techniques that enable HIT teams to optimize performance both within their team and in collaboration with other teams, units, and organizations. Specific technologies and methods will be introduced and applied to HIT team settings. Participants will be provided an opportunity to use several of these tools and techniques as they simulate HIT team functions. Outdated views on how people share information will be highlighted. New frameworks in thinking regarding information access and decision making activities for successful HIT teams will be discussed. Meeting to share information will be discouraged as participants will become adept using some basic tools for collaboration. Meeting for purposes of clarifying options and making decisions will be encouraged along with applying tools and techniques to facilitate such meetings. Participants will select appropriate structural components to enable greater efficiencies of information sharing and decision making by HIT teams.

Unit Objectives
By the end of this unit the student will be able to:
1. Demonstrate skillful use of collaborative tools and techniques.
2. Develop a system to provide full transparency of key information related to actions of the HIT team.
3. Design an information sharing structure that supports high performance and knowledge exchange.

Unit Topics / Lecture Titles
8.1 – Sharing Resources
8.2 – Tools for Interaction
8.3 – Tools for Collaborative Document Development

Unit References
(All links accessible as of 1/1/2012)

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Lecture 8 Images
Slide 5. Hindu woman texting. This work is licensed under a Creative Commons License. C. Frank Starmer

Suggested Readings

Student Application Activities
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Additional Resources

Asynchronous Tools
- Basecamp: http://basecamphq.com/
- SharePoint: http://sharepoint.microsoft.com/en-us/Pages/default.aspx
- Confluence: http://www.atlassian.com/software/confluence/
- Google Docs: http://www.docs.google.com
- Blogger: http://www.blogger.com
- Wetpaint: http://www.wetpaint.com/
- Facebook: http://www.facebook.com

Synchronous Tools
- Wimba: http://www.wimba.com/solutions/higher-education/wimba_classroom_for_higher_education/
- Go to Meeting: http://www.GoToMeeting.com*
- Elluminate Live: http://www.elluminate.com/
- Windows Live: http://www.live.com*
- Skype: http://www.skype.com
- Facebook: http://www.facebook.com

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Component17/Unit 9

Unit Title
Positioning for High Performance Teaming: Challenges and Opportunities in the HIT Environment

Unit Description
This unit provides participants an opportunity to gain insights into the criteria, processes, and structures that support the development of high performance for HIT teams. Observations from various industries, sports, and military examples will be compared with HIT team environments. Participants will draw from personal experiences in developing criteria for providing the requisite structure to support high performance teaming.

Unit Objectives
By the end of this unit the student will be able to:
1. Identify the characteristics of a high-performing team.
2. Identify key criteria for high-performance teaming.
3. Propose a team structure that enables high performance.

Unit Topics / Lecture Titles
9.1 – High Performance
9.2 – Nurturing a High Performance Team
9.3 – Sustaining a High Performance Team

Unit References
(All links accessible as of 1/1/2012)
Images
Slide 5: Military working dog. Available at: http://www.flickr.com/photos/soldiersmediacenter/4068945550/sizes/z/in/photostream/
Slide 6: A picture of three ducks on the grass. Image courtesy of Dr. Patricia Abbott.

Student Application Activities
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Component17/Unit 10

Unit Title
Barriers to Success: Reading Early Warning Signs of HIT Team Failure

Unit Description
This unit prepares participants to recognize elements that lead to HIT team failures and provides several frameworks that can serve to maintain appropriate monitoring of more typical symptoms of team dysfunction. Elements of selfish behaviors, tool seduction, lack of confidence, arrogance, lone heroism, cowardice, and comfort will be examined along with appropriate responses to each. Effects such as common knowledge, in-group bias, false consensus, and transactive memory will be investigated along with proper mechanisms to alleviate negative consequences and mitigate further damage. Lessons will be gained by inspecting case histories of HIT teams involved in each of these elements. Participants will explore frameworks to heighten awareness and early diagnosis of symptoms that lead to HIT team failures.

Unit Objectives
By the end of this unit the student will be able to:
1. Recognize key signals to team failure.
2. Use appropriate response mechanisms to address team dysfunction.
3. Facilitate consistent scanning for symptoms of potential team failure.

Unit Topics / Lecture Titles
10.1 Team Dysfunction
10.2 Organizational Structure and Culture
10.3 Symptoms of Dysfunction
10.4 Strategies to Manage Dysfunctional Teams

Unit References
(All links accessible as of 1/1/2012)

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Student Application Activities
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Component 17/Unit 11

Unit Title
Life Cycle of HIT Teams: Reforming and Repositioning Techniques

Unit Description
This unit introduces participants to the natural stages in team development and the normative life cycles of teams. The process of handling change will be investigated as participants work through understanding the elements of immobilization, denial of change, incompetence, acceptance of reality, frustration, understanding, and integration. Participants will be introduced to techniques employed to structure HIT teams for specific purposes and repurposing teams for new tasks.

Unit Objectives
By the end of this unit the student will be able to:
1. Classify the life-cycle stages of a team.
2. Apply strategies to move a team into the next formative stage.
3. Reposition a team for a new challenge.

Unit Topics / Lecture Titles
11.1 Team Life Cycle

Unit References
(All links accessible as of 1/1/2012)

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Student Application Activities
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Additional Materials
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Health IT Workforce Curriculum        Work in Teams
                                         Version 3.0/Spring 2012

This material was developed by Johns Hopkins University, funded by the Department of Health and Human Services, Office of the National Coordinator for Health Information Technology under Award Number IU24OC000013.
Glossary

BARS—behaviorally anchored rating scales
CPOE—computerized patient order entry
CRM—crew resource management
DESC—describe, express, suggest, consequences
DVT—deep vein thrombosis
EBAT—event based assessment techniques
EHR—electronic health record
ePrescribing—electronic prescribing
GB—gigabyte (1024 megabytes)
HIPAA—Health Insurance Portability and Accountability Act
HIT—health information technology
HITS—health information technology systems
HRO—high reliability organizations
PERT chart—program evaluation review technique
PHRs—personal health records
Radiographic images:
  CT—computer tomography
  MR—magnetic resonance
  PET/CT—positron emission tomography and computed tomography
  SPECT/CT—single photon emission computed tomography
  US—ultra sound
RFP—request for proposal
RHM—remote health management
RIS—radiology information system
SBAR—situation, background, assessment, and recommendation
SMART—specific, measurable, attainable, relevant, timely (time bound)
SWOT analysis—strengths, weaknesses, opportunities, and threats
WBS—work breakdown structure
WHO—World Health Organization
WiFi—wireless fidelity
WiMax—worldwide interoperability for microwave access
3G—third-generation wireless technology (relate to the speed at which wireless networks pass data)
4G—fourth-generation wireless technology (relate to the speed at which wireless networks pass data)