



Curriculum Development  
Centers Program

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

# **Component 17: Working in Teams**

## **Instructor's Manual**

**Version 3.0/Spring 2012**

## 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

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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**

### **Patricia (Patti) Abbott, PhD, RN, FAAN, JHU School of Nursing**

Patricia Abbott is an Associate Professor in the Johns Hopkins University Schools of Nursing and Medicine. She is a member of the National Quality Forum's Health Information Technology Advisory Council (HITAC), a Fellow of the American College of Medical Informatics, and a Fellow of the American Academy of Nursing. She has a master's degree in Nursing Informatics. Her second master's and PhD are in Operations Analysis/Information Science, and she recently completed a two year Post-Doctoral Fellowship in Human Computer Interaction. She is the Director of the PAHO/WHO Collaborating Center for Nursing Knowledge at the Johns Hopkins School of Nursing and serves on the Executive Board of the Division of Health Sciences Informatics in the Johns Hopkins School of Medicine.

### **Diane Hawkins, BA, COTA/L Community College of Baltimore County**

Diane S. Hawkins, BA, COTA/L, is an organizational development consultant specializing in workplace communication and collaboration, and an adjunct faculty member with the Community College of Baltimore County. She has provided consulting, coaching, and training services to leaders and staff at all levels in most states and several countries, giving her a broad knowledge base developed through exposure to a wide variety of industries, companies, cultures, and people. Past faculty appointments include the University of South Dakota, Elizabethtown College, the American Occupational Therapy Association and the American Dental Association. Ms. Hawkins received her BA in Business and Communication from the College of Notre Dame. She has extensive experience in clinical occupational therapy and was named to the Roster of Honor of the American Occupational Therapy Association.

### **Pamela R. Jeffries DNS, RN, FAAN, ANEF, JHU School of Nursing**

Dr. Pamela R. Jeffries is the Associate Dean of Academic Affairs at Johns Hopkins School of Nursing. She has over 25 years of teaching experience in the classroom, learning laboratory, and clinical setting with undergraduate nursing students. With Jeffries' clinical experiences, she has learned to develop her clinical educator expertise from having years of "hands-on" teaching with both undergraduate and graduate level nursing students. Jeffries has been awarded several teaching awards including the NLN Lucile Petry Leone Award for nursing education, the prestigious

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.

**Rick Milter, PhD, The Johns Hopkins Carey Business School**

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 B 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.

**Team Members****Lecture Narration/Sound Engineer**

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David Flass – Project Manager

## **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)

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\*Indicates this link is no longer functional.

## Lecture 1a

1. Harvard Business Review. (1993) The Discipline of Teams.
2. Katzenbach JR, Smith DK. The Wisdom of Teams: Creating the High-Performance Organization, Harper Business, New York. 1993.
3. Mickan S, Rodger S. Characteristics of effective teams: A literature review. Australian Health Review. 23(3):201- 208. 2000.
4. Norm N. The Value of Teams in the Workplace. The University Record. 1996 Oct 8; Available from:  
[http://www.ur.umich.edu/9697/Oct08\\_96/artcl15c.htm](http://www.ur.umich.edu/9697/Oct08_96/artcl15c.htm)
5. Richard AG, Dickson MW. Teams in Organizations: Recent Research on Performance and Effectiveness. Annual Review of Psychology. 47(1): 307-338. 1996.
6. Zeff LE, Higby MA. Teaching More Than You Know. Academic Exchange Quarterly. 6(3). 2002.

## Lecture 1a Charts, Tables, Figures

Table 1.1. Characteristics of Effective Teamwork. Adapted from Mickan S, Rodger S: Characteristics of effective teams: a literature review. Australian Health Review 2000, 23(3):201-208. Available from:  
<http://www.biomedcentral.com/1472-6963/7/17>

## Lecture 1a Images

Slide 3: Keyboard and stethoscope. Courtesy of Department of Health and Human Services. Available from: [http://www.healthit.hhs.gov\\*](http://www.healthit.hhs.gov*)

Slide 4: Clinicians. Image courtesy The Johns Hopkins Hospital

Slide 8: Nurse checking patient's blood pressure. Image courtesy National Institutes of Health (NIH). Available from:

<http://www.media.nih.gov/imagebank/display.aspx?ID=10>

## Lecture 1b

1. Hackman JR, ed. Groups that work (and those that don't): creating conditions for effective teamwork. San Francisco: Jossey-Bass; 1990.
2. Katzenbach JR, Smith DK. The Wisdom of Teams: Creating the High-Performance Organization, Harper Business, New York. 1993.
3. Maple. G. Early Intervention: Some issues in co-operative team work Australian Occupational Therapy Journal, 1987.
4. Mickan S, Rodger S. Characteristics of effective teams: a literature review. Australian Health Review. 23(3):201- 208. 2000.

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\*Indicates this link is no longer functional.

5. Norm N. The Value of Teams in the Workplace. The University Record. 1996 Oct 8; Available from:  
[http://www.ur.umich.edu/9697/Oct08\\_96/artcl15c.htm](http://www.ur.umich.edu/9697/Oct08_96/artcl15c.htm)
6. Richard AG, Dickson MW. Teams in Organizations: Recent Research on Performance and Effectiveness. Annual Review of Psychology. 47(1): 307-338. 1996.
7. Zeff LE, Higby MA. Teaching More Than You Know. Academic Exchange Quarterly. 6(3). 2002.

### **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 16. Communication. "Communication" by DailyPic (Joan M. Mas), under a Creative Commons license on flickr. Mas is a graphic designer and illustrator at vectoralia.com. Available from:

<http://www.flickr.com/photos/dailypic/1459055735/>

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](http://www.infed.org/groupwork/what_is_a_group.htm#cite)

Slide 18. Decision Making. Image by: SeanbJack via Creative Commons License. Available from: <http://katenasser.com/are-you-too-nice-to-lead/>

### **Student Application Activities**

comp17\_unit1\_activity.doc  
comp17\_unit1\_activity\_key.doc  
comp17\_unit1\_self\_assess.doc  
comp17\_unit1\_self\_assess\_key.doc

### **Optional Student Activity**

comp17\_unit1\_activity2.doc  
comp17\_unit1\_activity2\_key

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\*Indicates this link is no longer functional.

## 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

1. Feltham S. The Storm before the Team Performs. The Life Cycle of Teams. Team Building Bonanza. c2010-2011. Available from: <http://www.team-building-bonanza.com/stages-of-team-development.html>
2. Katzenbach JR, Smith DK. The Wisdom of Teams: Creating the High-Performance Organization, Harper Business, New York. 1993.
3. Tuckman, Bruce W. (1965) Developmental sequence in small groups, *Psychological Bulletin*, 63, 384-399.

#### Lecture 2a Images

Slide 4. Five Stages of Team Development. Courtesy of: Dr. Rick Milner

\*Indicates this link is no longer functional.

## Lecture 2b

1. A Guide to Team Development. World Health Organization. Available from: <http://www.who.int/cancer/palliative/guidetodevelopment/en/>
2. Benne, K. D. and Sheats, P (1948), 'Functional roles of group members', Journal of Social Issues, 4, 41-9
3. Blanchard, Kenneth H., Patricia Zigarmi, and Drea Zigarmi. Leadership and the One Minute Manager: Increasing Effectiveness through Situational Leadership. New York: Morrow, 1985. Print.
4. Feltham S. The Storm before the Team Performs. The Life Cycle of Teams. Team Building Bonanza. c2010-2011. Available from: <http://www.team-building-bonanza.com/stages-of-team-development.html>
5. Katzenbach J, Smith D. Wisdom of Teams: Creating the High-Performance Organization. HarperBusiness . 1994

## Lecture 2b Images

Slide 6: Iceberg. Image courtesy of ransomtech's photostream. CC BY-NC-SA 2.0. Available from:

<http://www.flickr.com/photos/ransomtech/with/5272862646/>

Slide 9: Image courtesy of Tim G. Meyer's blogspot – "Keep Yourself Relevant" at: <http://keepyourselfrelevant.blogspot.com/2011/07/situational-leadership-ii-applying.html>

Slide 14: Girls basketball team. Image courtesy of kurros on Flickr at: [http://www.fotopedia.com/items/flickr-179193367\\*](http://www.fotopedia.com/items/flickr-179193367*)

## Student Application Activities

comp17\_unit2\_activity.doc  
comp17\_unit2\_activity\_key.doc  
comp17\_unit2\_self\_assess.doc  
comp17\_unit2\_self\_assess\_key.doc

## Optional Student Activity

comp17\_unit2\_activity2.doc  
comp17\_unit2\_activity2\_key.doc

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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)

1. Crow K. Team Ground Rules. DRM Associates. 2001. Available from: <http://www.npd-solutions.com/groundrules.html>
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](http://thinkexist.com/quotation/by_failing_to_prepare-you_are_preparing_to_fail/199949.html)
3. Harrison K. Key insights into implementing PR plans. Available from: [http://www.cuttingedgepr.com/articles/prplans\\_key\\_insights.asp](http://www.cuttingedgepr.com/articles/prplans_key_insights.asp)
4. Setting Team Ground Rules. University of Minnesota, Office of Human Resources. 2006-2010 Available from: <http://www1.umn.edu/ohr/toolkit/workgroup/forming/rules/index.html>
5. Wooden J. The Essential Wooden. 2007 McGraw Hill.

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\*Indicates this link is no longer functional.

## Images

Slide 3: Picture of sports team. Image courtesy of dcjohn's photostream. Available from

<http://www.flickr.com/photos/dcjohn/15367867/sizes/m/in/photostream/>

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\\*](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 12: Work Breakdown Structure. Image extracted from Systems Engineering Fundamentals. Defense Acquisition University Press, 2001.

Creative Commons: Mdd. Permission: PD-USGOV. Available from:

[http://commons.wikimedia.org/wiki/File:Work\\_Breakdown\\_Structure\\_of\\_Aircraft\\_System.jpg](http://commons.wikimedia.org/wiki/File:Work_Breakdown_Structure_of_Aircraft_System.jpg)

Slide 13: Gantt Chart. Creative Commons: Gavin White. Available from:

[http://en.wikipedia.org/wiki/File:Pert\\_example\\_gantt\\_chart.png](http://en.wikipedia.org/wiki/File:Pert_example_gantt_chart.png)

Slide 14: PERT Chart. Creative Commons: Dbsheair. Wikipedia. Available

from: [http://en.wikipedia.org/wiki/File:Pert\\_example\\_gantt\\_chart.gif](http://en.wikipedia.org/wiki/File:Pert_example_gantt_chart.gif)

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

comp17\_unit3\_activity.doc

comp17\_unit3\_activity\_key.doc

comp17\_unit3\_self\_assess.doc

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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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\*Indicates this link is no longer functional.



## Unit References

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

### Lecture 4a

1. TeamSTEPPS: National Implementation. Agency for Healthcare Research and Quality. Available from <http://teamstepps.ahrq.gov/>

### Lecture 4a Images

Slide 3: TeamSTEPPS logo. Image courtesy Agency for Healthcare Research and Quality. Available from <http://www.ahrq.gov/teamsteppstools/instructor/fundamentals/module2/igteamstruct.htm>

Slide 4: Logos. Image courtesy Agency for Healthcare Research and Quality. TKTK

Slide 5: Mindful Teams. Image courtesy Johns Hopkins University Staff.

Slide 6: Making a Team. Image courtesy Johns Hopkins Staff adapted from Agency for Healthcare Research and Quality. Available from <http://teamstepps.ahrq.gov/>

Slide 7: Multi-Team System for Patient Care. Image courtesy Agency for Healthcare Research and Quality. Available from <http://www.ahrq.gov/teamsteppstools/instructor/fundamentals/module2/igteamstruct.htm>

Slide 8: Team Events. Image courtesy Agency for Healthcare Research and Quality. Available from <http://www.ahrq.gov/teamsteppstools/instructor/essentials/pocketguide.pdf>

Slide 9:

Mutual Support. Image courtesy Agency for Healthcare Research and Quality. Available from <http://www.ahrq.gov/teamsteppstools/instructor/essentials/pocketguide.pdf>

Health care workers consult. Image courtesy Agency for Healthcare Research and Quality. Available from <http://www.ahrq.gov/teamsteppstools/instructor/fundamentals/module3/sleadership.htm>

Slide 10: Debrief Checklist. Image courtesy Agency for Healthcare Research and Quality. Available from <http://www.ahrq.gov/teamsteppstools/instructor/essentials/pocketguide.pdf>

Slide 11: Situation Monitoring. Image courtesy Agency for Healthcare Research and Quality. Available from <http://www.ahrq.gov/teamsteppstools/instructor/essentials/pocketguide.pdf>

Slide 12:

Mutual Support. Image courtesy Agency for Healthcare Research and Quality. Available from <http://www.ahrq.gov/teamsteppstools/instructor/essentials/pocketguide.pdf>

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Mindful Teams. Image courtesy Johns Hopkins University Staff.  
Slide 13: DESC Script. Image courtesy Agency for Healthcare Research and Quality. Available from <http://www.ahrq.gov/teamstepstools/instructor/essentials/pocketguide.pdf>  
Slide 14: Clinician on the phone. Image courtesy Agency for Healthcare Research and Quality. Available from TKTK  
Slide 17:  
Feedback. Image courtesy Agency for Healthcare Research and Quality. Available from <http://www.ahrq.gov/teamstepstools/instructor/essentials/pocketguide.pdf>  
Slide 18:  
Tape measure. Image courtesy of Saraluv's Photostream. CC BY-NC\_ND 2.0. Available from <http://www.flickr.com/photos/sarahluv/3803170987/>  
Team Performance and Observation tool. Image courtesy Agency for Healthcare Research and Quality. Available from <http://www.ahrq.gov/teamstepstools/instructor/essentials/pocketguide.pdf>  
Slide 19: Diagram showing shift. Image courtesy Agency for Healthcare Research and Quality. <http://www.ahrq.gov/teamstepstools/instructor/fundamentals/module10/simplement.htm>

#### **Lecture 4b**

1. TeamSTEPPS: National Implementation. Agency for Healthcare Research and Quality. Available from <http://teamstepps.ahrq.gov>

#### **Lecture 4b Images**

Slide 3:  
Logos. Image courtesy Agency for Healthcare Research and Quality. Available from <http://www.ahrq.gov/teamstepstools/rrs/rrsinstructmod.htm#rrssl00>  
TeamSTEPPS logo. Image courtesy Agency for Healthcare Research and Quality. Available from <http://www.ahrq.gov/teamstepstools/instructor/fundamentals/module2/igteamstruct.htm>  
Slide 4: Diagram showing shift. Image courtesy Agency for Healthcare Research and Quality. <http://www.ahrq.gov/teamstepstools/instructor/fundamentals/module10/simplement.htm>.  
Slide 5: Diagram showing shift. Image courtesy Agency for Healthcare Research and Quality. <http://www.ahrq.gov/teamstepstools/instructor/fundamentals/module10/simplement.htm>.

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Slide 9: Football Coach. Image courtesy lindenbaum. Available from <http://www.flickr.com/photos/lindenbaum/318925076/sizes/m/in/photostream/>

### **Student Application Activities**

comp17\_unit4\_activity.doc  
comp17\_unit4\_activity\_key.doc  
comp17\_unit4\_self\_assess.doc  
comp17\_unit4\_self\_assess\_key.doc

### **Hand outs**

The following files have been included with the lecture for student use and edification:

TCAB\_HlthcareTeamVitalityInstrument\_200911.doc  
TCABCommunicationandTeamworkHowtoGuideOct09.doc

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\*Indicates this link is no longer functional.

## 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)

1. Dixon N. (1999) *The Changing Face of Knowledge. The Learning Organization*; 6(5): p212-216. MCB University Press. 1999
2. Katzenbach J, Palestrant. Team Leadership: Emerging Challenges, Innovative Leader. 482(9);8. 2000
3. Mindtools. Learn how to draw Mind Maps. c1995-2010. Available from: [http://www.mindtools.com/pages/article/newISS\\_01.htm](http://www.mindtools.com/pages/article/newISS_01.htm)
4. PM Crunch. Team Tasks Vs. Individual Task. c2006-2007. Available from: [http://pmcrunch.com/project\\_management\\_process/team-tasks-vs-individual-tasks/](http://pmcrunch.com/project_management_process/team-tasks-vs-individual-tasks/)
5. Taffinder P. Leadership Crash Course. C2007 Available from: [http://www.leadershipcrashcourse.com/cc\\_seventypes.html](http://www.leadershipcrashcourse.com/cc_seventypes.html)

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\*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 4: Preparing for Baby MindMap. Available from: <http://www.flickr.com/photos/mythoughtsformac/5216830117/sizes/l/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:

[http://en.wikipedia.org/wiki/File:Ishikawa\\_Fishbone\\_Diagram.svg](http://en.wikipedia.org/wiki/File:Ishikawa_Fishbone_Diagram.svg)

## **Student Application Activities**

comp17\_unit5\_activity.doc

comp17\_unit5\_activity\_key.doc

comp17\_unit5\_self\_assess.doc

comp17\_unit5\_self\_assess\_key.doc

## **Additional Materials**

comp17\_unit5\_building\_teams.doc

comp17\_unit5\_SWOT\_analysis .doc

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## **Component17/Unit 6**

### **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)

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1. Hopkins, Lee. Assertive Communication: 6 Tips for Effective Use. Available: <http://ezinearticles.com/?Assertive-Communication---6-Tips-For-Effective-Use&id=10259>
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### Images

Slide 3. Water Spirit with a Seashell. Available from:

[http://www.offrench.net/photos/gallery-5\\_photo-479.php\\*](http://www.offrench.net/photos/gallery-5_photo-479.php*)

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[http://www.infed.org/groupwork/what\\_is\\_a\\_group.htm#cite](http://www.infed.org/groupwork/what_is_a_group.htm#cite)

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### 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

1. Boston Consortium. What is the ‘Leaderful’ Concept? Available from: <http://www.leaderful.org/leaderful.html>
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### Lecture 7a Images

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1. Bar-On, R. (1997). The Bar-On Emotional Quotient Inventory (EQ-i): A Test of Emotional Intelligence. Toronto, Canada: Multi-Health Systems.
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### **Lecture 7b Images**

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### **Student Application Activities**

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## **Component17/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

Available from: [http://frank.itlab.us/photo\\_essays/wrapper.php?feb\\_04\\_2011\\_IIT.html](http://frank.itlab.us/photo_essays/wrapper.php?feb_04_2011_IIT.html)

### Suggested Readings

1. Davenport TH, Prusak L. Working knowledge: How organizations manage what they know. Boston, MA: The Harvard Business School Press. 2000.
2. Fradette M, Michaud S. The power of corporate kinetics: Create the self-adapting, self-renewing, instant action enterprise. London: Simon & Schuster. 1998.
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 comp17\_unit8\_self\_assess.doc  
 comp17\_unit8\_self\_assess\_key.doc  
 comp17\_unit8\_case\_study.doc  
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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**

- Adobe Connect: <http://www.adobe.com/education/products/acrobatconnect.html?tab:hed=1>
- Wimba: [http://www.wimba.com/solutions/higher-education/wimba\\_classroom\\_for\\_higher\\_education/](http://www.wimba.com/solutions/higher-education/wimba_classroom_for_higher_education/)
- Go to Meeting: <http://www.GoToMeeting.com>\*
- Elluminate Live: <http://www.illuminate.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)

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## Images

Slide 3: Basketball . Creative Commons: MesserWoland. Available from:  
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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.

Slide 8: Disaster Planning Exercise. Image courtesy Air Force Staff Sgt. Julius Delos Reyes. Available from:

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[http://article.wn.com/view/2011/08/16/Edelbrock\\_Highboy\\_A\\_Slice\\_of\\_Land\\_Speed\\_History\\_Heads\\_to\\_Peb/](http://article.wn.com/view/2011/08/16/Edelbrock_Highboy_A_Slice_of_Land_Speed_History_Heads_to_Peb/)

Slide 11: Gymnasts. Creative Commons: Jahn-Bergturnfest 2009 gymnastics. Available from: [http://commons.wikimedia.org/wiki/File:Jahn-Bergturnfest\\_2009\\_gymnastics.jpg](http://commons.wikimedia.org/wiki/File:Jahn-Bergturnfest_2009_gymnastics.jpg)

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## 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**

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### **Student Application Activities**

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## Component17/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

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**Student Application Activities**

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**Additional Materials**

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## **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)



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