UNIVERSITY OF MICHIGAN MEDICAL SCHOOL
DEPARTMENT OF LEARNING HEALTH SCIENCES

Teamwork for Healthcare
LHS 680-100 (Online)
Winter, 2024

CREDIT HOURS
3

PRE-REQUISITES
None

FACULTY
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COURSE DESCRIPTION
The power to save lives is in your hands. Effective teamwork is the difference between life and death in healthcare. Even the most brilliant care teams can fail without effective collaboration. This course equips you with the toolkit to build dream teams that get results.

In this course, we explore such questions as: what are the characteristics of effective teams in healthcare? What are the most powerful factors that allow interprofessional teams to build up their power as a collective entity? Why do some teams thrive and others struggle? What are some evidence-based strategies and technology solutions for achieving behavioral changes?

This is not just theory – you will put it into practice. Using simulations, real-world data, and case analyses, you will learn to apply data science tools and techniques to analyze team processes and outcomes. Guest speakers from across Michigan Medicine will share their expertise and insights into optimizing interprofessional collaboration and team assessment. You will work on solving current challenges facing real healthcare teams by participating in a semester-long project of your choice.

At course completion, the knowledge and skills you gain will set you apart in building effective collaboration. Join us to gain the experience needed to maximize the power of teamwork in healthcare.

COURSE OBJECTIVES

By the completion of the course students will be able to:

1. Utilize teams and teamwork issues in health care delivery settings
2. Demonstrate knowledge of the key processes teams engage in and how they impact performance
3. Formulate concrete implications for the management of teams
4. Practice answering qualitative questions about team processes with quantitative tools

CONTENT TOPICS

- teamwork
- health care
- collaboration
- assessment and team analytics
- team competencies
- interprofessional collaborative practice
- health systems, communication
- team cognition
- conflict
- the science of measurement for teams
- shared decision-making
- team leadership
- team coaching, intervention, learning, and training

TEACHING METHODS

This is an online course, which will be delivered via Canvas. It is also your learning environment, where you will interact with a community of your classmates and instructors. Within the course Canvas site, you will access the learning materials and syllabus, discuss issues, submit assignments, take exams, email other students and the instructors, participate in online activities including small groups, and display your projects.

This course will be taught using multiple methods, including, but not limited to: discussions, mini-lectures, group work, case study analyses, simulations, videos, web-based technologies, and hands-on modeling.

Throughout the course, we will use an experiential team-based learning approach to the extent possible in the online format of the course. Team simulations and exercises are meant to help you better understand how it feels to be in a team before formulating theories and team management applications.

The Input-Mediator-Output (IMO) framework serves as a foundation for this course. The framework was designed based on decades of research on the science of teams, organizational psychology, and human factors in healthcare. The IMO framework groups everything we know about healthcare teams into 6 Discoveries from the team structure, context, team cognition, communication to patient/team/organization outcomes.

The first two Modules will introduce the topic and familiarize you with teamwork basics and the format of the course. You will get to know each other and formulate objectives for learning before getting immersed in a real team simulation challenge that you will experience as a team activity. Module 2 will start with a kick-off simulation in a team.

Modules 3, 4, 5 are meant to work on key factors of team effectiveness, the relationship between teamwork and multilevel outcomes, effective teamwork behaviors, competencies (i.e., knowledge, skills, and attitudes) underlying effective teamwork in the health professions. "When things go wrong", we will be

looking at the possible type and nature of team conflicts as well as team conflict management. During this course, you, as a set of small teams, will increasingly work from theory to practice. The main goal is to better understand the factors that make a team effective.

The next Modules, 6 and 7 are meant to emphasize the importance of interprofessional collaborations in health care. We will explore the similarities and discrepancies of viewpoints between multiple service providers from different professional backgrounds as well as patient and family members.

The next two Modules are dedicated to the science of measurement of team processes and outcomes. You will learn a new methodology, called Epistemic Network Analysis, which you will then apply on real-world interaction data between teams of physicians and nurses from two oncology units.

The last few Modules of this course will be devoted to the 'so what' question (team interventions/coaching/leadership). We will address what leaders can do to initiate and support the emergence and maintenance of these core factors of team effectiveness. What strategies team leaders can use when communication breaks down and conflict arises.

REQUIRED TEXTS AND OTHER MATERIALS
There isn't a textbook for this course. All materials and resources will be provided online at no cost to the student.

A few recommend research-based resources:
Tannenbaum, S., & Salas, E. (2020). *Teams that work: the seven drivers of team effectiveness*. Oxford University Press. https://www.amazon.com/Teams-That-Work-Drivers-Effectiveness/dp/0190056967

Mosser, G. M., & Begun, J. W. (2013). Understanding teamwork in health care.https://www.amazon.com/Understanding-Teamwork-Health-Gordon-Mosser/dp/0071791957/ref=asc_df_0071791957/?tag=hyprod-20&linkCode=df0&hvadid=312154648235&hvpos=&hvnetw=g&hvrand=17834231177516120063&hvpone=&hvptwo=&hvqmt=&hvdev=c&hvdvcmdl=&hvlocint=&hvlocphy=9025161&hvtargid=pla-358660112073&psc=1

Expectations
This is a small class; therefore, discussions will be the key to learning during the course. There will be readings from supplemental sources that will prepare the student for discussions during class. Much of research is problem solving; therefore, students will focus on difficult scenarios and questions that present challenging approaches. Students will also apply concepts to their own research ideas.

COURSE POLICIES

Accessibility and Accommodations
Students should speak with their instructors before or during the first week of classes regarding any special needs. Students seeking academic accommodations should register with Services for Students with Disabilities (SSD). SSD arranges reasonable and appropriate academic accommodations for students with disabilities. Please visit https://ssd.umich.edu for more information.

GRADING AND EVALUATION
Grading will be based on four evaluation methods. They are detailed below:

A. 8 Module Discussions (12 points each): 96 points
B. 12 Assignments: 140 points
- 3 Note Taking Assignments (5 points each): **15 points**
- 1 Value Sort Assignment: **5 points**

          ○   8 Reflective Journal Assignments (15 points each): **120 points**
C. ENA Assignment: 100 points
D. Final Team Project: 100 points

GRADE WEIGHTING

Final Team Report 30%

Assignments 25%

Discussion Board Assignments 25%

ENA Assignment 20%

GRADING POLICIES

No late assignments will be accepted without penalty. Unless an agreement has been reached in advance with the instructor, the student will lose two points for every day that the assignment is late. For example, if the assignment is worth 10 points and is turned in one day late, the maximum number of points for that assignment will be 8/10. Two days late will result in the maximum number of points being 6/10, and so on. **Graded assignments will be returned through Canvas.**

Final grades will be accessible through Wolverine Access; grades for each assignment will be posted through the Canvas course site. Overall course grades are posted within 72 hours of when the final course assignment component (typically the final course project report) is due. The course grade will be a letter grade (A – D, F) following the weighting described below. Grades will be assigned using this conversion scale:

A+	97-100	B+	87-89	C+	77-79	D+	67-69	F	<60
A	93-96	B	83-86	C	73-76	D	63-66		
A-	90-92	B-	80-82	C-	70-72	D-	60-62		

DLHS Grade Grievance Policy

Regular feedback on graded assignments and timely resolution of any grading concerns is helpful for student learning and contributes to an overall positive experience. Students are encouraged to discuss any assignment grade concerns with the instructor(s) within two weeks of the grades being posted on Canvas. Similarly, any concerns and grievances related to the overall course grades should be raised by contacting the faculty of record within two weeks of the course grades being posted on Wolverine Access.

For this course, the grade dispute arbitration will happen within the Department of Learning Health Sciences (DLHS). After initial discussion with the faculty of record for the course, there is an opportunity for a second look by another DLHS faculty member with appropriate expertise for resolving grade disputes. If the student and faculty are not able to come to an agreement about the grade dispute, the Associate Chair for Educational Programs or assigned designee will adjudicate the dispute. Per Rackham's Academic Dispute Resolution Process, if the concern is not resolved, the student may seek a formal resolution conference with the Medical School's Rackham Resolution Officer (see http://www.rackham.umich.edu/policies/academic-dispute-resolution for full policy and the contact information for the current resolution officer.

Student Academic Dispute Procedures

Rackham's Academic Dispute Resolution Policy and Procedures are available to Rackham students who have a dispute or disagreement with faculty or staff about the equity and fairness of decisions or procedures that affect their academic standing, the conduct of their research, and progress toward the degree. Such issues may arise regarding fair and equal treatment in the conduct of a class, in the pursuit of the student's research, and in the grading or evaluation of academic work and research. Other issues may concern the equity and fairness of program, department, or Rackham policies.
https://rackham.umich.edu/academic-policies/section9/

REMOTE LEARNING

While synchronous course instruction will be rare, there may be times when real-time discussion or small group meetings for assignments or group work may be needed. Instructors may also have office hours in real time as well.

The course will use Zoom for these synchronous ("real time") meetings. Meeting dates and times will be scheduled through Canvas and should appear on your calendar within Canvas.
Please take the time to familiarize yourself with Zoom by visiting U-M's Getting Started with Zoom page. You may choose to use Zoom on your mobile device (phone or tablet).

This article describes how to update your name in Zoom:
https://teamdynamix.umich.edu/TDClient/30/Portal/KB/ArticleDet?ID=746
Some students and faculty may also wish to add their personal pronouns beside their names.

Things to Know About Zoom:
- You must sign in to my Zoom session using your uniquename and password (for med.umich.edu users: enter your Level 1 credentials).
- The Zoom sessions are recorded.
- You can contact Information and Technology Services if you have any technical issues accessing Zoom. You can also contact Health Information Technology & Services for help.

Digital Etiquette

Let's give our name when beginning to speak; Let's use the chat and/or raise hand feature if we're waiting to speak; Let's use microphones and mute when not actively speaking to improve overall audio and caption quality.

INSTITUTIONAL POLICIES

Academic Integrity of Students

The academic community, like all communities, functions best when its members treat one another with honesty, fairness, respect, and trust. Your instructors expect students to work and study together to foster learning and understanding of the material. However, direct copying of homework, copying of homework from existing solutions, cheating on an exam, and other conduct that violates the academic integrity and ethical standards of the Rackham Graduate School community cannot be tolerated and will result in serious consequences and disciplinary action.

All written submissions must be your own, original work. We expect that your submitted work will represent your own thoughts, opinions, and knowledge. If you share it with anyone else prior to

submission, you may contribute to a breach of academic integrity, and we encourage you not to share your written work with others until it has been assessed.

You may incorporate selected excerpts, statements or phrases from publications by other authors, but they must be clearly marked as quotations and must be attributed. If you build on the ideas of prior authors, you must cite their work. You may obtain copy editing assistance, and you may discuss your ideas with others, but all substantive writing and ideas must be your own or be explicitly attributed to another.

A resource explaining academic integrity and plagiarism can be found here:
https://guides.lib.umich.edu/c.php?g=1039501&p=7538393

If we suspect you have cheated (including plagiarism), at the very least you will receive a zero on the assignment. Rackham policy dictates that we must report every instance of academic dishonesty, no matter how small. Suspected academic misconduct will be handled initially by your course instructor.
https://rackham.umich.edu/academic-policies/section8/

Diversity, Equity, and Inclusion

The Department of Learning Health Sciences (DLHS) is committed to developing the institutional mechanisms and norms necessary to promote the values of diversity, equity, and inclusion, both inside and outside our classrooms. To this end, DLHS upholds the expectations that all courses will: (1) be inclusive, (2) promote honest & respectful discussions, (3) follow multicultural ground rules and (4) abide by UM policies and procedures. Inclusive courses are those in which teachers and learners co-create and co-sustain environments that support and encourage all members to participate equitably.
https://rackham.umich.edu/rackham-life/diversity-equity-and-inclusion/

Student Mental Health and Well-Being

The University of Michigan is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Psychological Services (CAPS) at (734) 764-8312 and https://caps.umich.edu/ during and after hours, on weekends and holidays, or through its counselors physically located in schools on both North and Central Campus. You may also consult University Health Service (UHS) at (734) 764-8320 and https://www.uhs.umich.edu/mentalhealthsvcs, or for alcohol or drug concerns, see www.uhs.umich.edu/aodresources.

For a listing of other mental health resources available on and off campus, visit: http://umich.edu/~mhealth/.

Sexual Misconduct/Sexual Harassment Reporting

Title IX prohibits sex discrimination to include sexual misconduct: harassment, domestic and dating violence, sexual assault, and stalking. If you or someone you know has been harassed or assaulted, you can receive confidential support and academic advocacy at the Sexual Assault Prevention and Awareness Center (SAPAC). SAPAC can be contacted on their 24-hour crisis line, 734-936-3333 and online at sapac.umich.edu. Alleged violations can be reported non-confidentially to the Office for Institutional Equity (OIE) at institutional.equity@umich.edu. Reports to law enforcement can be made to the University of Michigan Police Department at 734-763-3434.

Support for Food Insecurity

Students across the country experience food insecurity at alarming rates. The Maize and Blue Cupboard at the University of Michigan provides food, kitchen and cooking supplies, personal and household items, and support services. For information about accessing their services, please visit https://mbc.studentlife.umich.edu/

Confidentiality and Mandatory Reporting

As instructors, one of our responsibilities is to help create a safe learning environment. Dr. Gretchen Piatt also has a mandatory reporting responsibility related to her role as the Director of the Health Infrastructures and Learning Systems degree program. Instructors are required to share information regarding sexual misconduct or information about a crime that may have occurred on U-M's campus with the University. Students may speak to someone confidentially by contacting SAPAC's Crisis Line at (734) 936-3333

COVID-19 statement regarding any in-person activities

For the safety of all students, faculty, and staff on campus, it is important for everyone to comply with safety measures that have been put in place for our protection. We each have a responsibility for protecting the collective health of our community. Applicable safety measures are described on the U-M Health Response website --https://healthresponse.umich.edu/. For current COVID-19 Guidance, please follow the following link: https://healthresponse.umich.edu/policies-guidance/ We also encourage you to review the Statement of Student Rights and Responsibilities.

COURSE ACTIVITIES

ASSIGNMENTS, DUE DATES, AND DIRECTIONS

Date	Module & Topic	Graded Tasks & Due Dates (11:59 p.m. ET)
1/10-1/15	Get Started	• Self introduction
1/10-1/15	Module 1: All About Teams, Part 1	• Assignment: Teamwork in Healthcare Note Taking Assignment • Assignment: Reflective Journal 1
1/15-1/22	Module 2: All About Teams, Part 2	• Team Diversity Discussion • Assignment: Reflective Journal 2 • Assignment: Value Sort Assignment
1/22-1/29	Module 3: Teamwork and the Conditions Surrounding Its Success or Failure, Part 1	• Simulation Group Discussion
1/29-2/05	Module 4: Teamwork and the Conditions Surrounding Its Success or Failure, Part 2	• Psychologically Safe Workplaces Discussion • Assignment: Reflective Journal 3

Date	Module & Topic	Graded Tasks & Due Dates (11:59 p.m. ET)
2/05-2/12	Module 5: When Communication Breaks Down	• Conflict in Healthcare Discussion • Assignment: Reflective Journal 4 • Assignment: Reflective Journal 5
2/12-2/19	Module 6: Interprofessional Collaboration in Health Care	• Interprofessional Collaboration Discussion • Assignment: Interprofessional Collaboration Note Taking Assignment
2/19-2/26	Module 7: Shared Decision Making (SDM) in IP Teams, Part 1	• Shared Decision Making Discussion
No class on 2/29 (spring break)		
2/26-3/04	Module 8: Qualitative Interviews	• Draft Interview Questions Discussion • Draft Interview Questions Assignment
3/04-3/11	Module 9: The Science of Measurement for Teams, Part 1	• Teamwork Performance Discussion • Create Interview Protocol • Assignment: Reflective Journal 6
3/11-3/18	Module 10: The Science of Measurement for Teams, Part 2	• Assignment: Epistemic/Ordered Network Analysis (ENA) Assignment
3/18-3/25	Module 11: Team Interventions & Training, Part 1	• Assignment: Reflective Journal 7
3/25-4/01	Module 12: Team Interventions & Training, Part 2	• Team Leadership Behaviors Discussion, Part 1 • Assignment: Reflective Journal 8 • Draft Final Team Report
4/01-4/08	Module 13: Decision-Making in Healthcare	• Team Leadership Behaviors Discussion, Part 2 • Assignment: Decision-Making Note Taking Assignment • Final Team Report
4/08-4/15	Module 14: Wrap-Up and Final Thoughts	• Debrief for Final Team Report • Assignment: Final Reflective Journal

ASSIGNMENTS, DUE DATES, AND DIRECTIONS

A. Module Discussions:

All of us bring a unique set of experiences to the course. You will be learning from one another and building on each other's reasoning through participation in weekly Discussion Boards. Reading the case studies and articles, and thinking critically about team-related concepts, theories and situations, is the only way to meaningfully participate in the Module Discussions. The course instructor will track comments throughout the semester and rate them for quality.

B. Reflective Journal Assignment
Throughout the course, you will be making entries to a reflective journal, in which you write about your experiences and reflect on team dynamics, measurement, and communication breakdowns in a total of eight entries. At the end of the class, you will be writing about your learning and development. Reflective journal assignments serve a dual objective: (a) helps reflect on yourself, on your own team processes, your individual role in your team, and (b) identify development areas for personal growth and effective team management. Please check the criteria and rubric used to grade each assignment in Canvas.

C. ENA Assignment:
You will learn to apply Epistemic Network Analysis (ENA) methodology to investigate thematic associations in verbal and nonverbal datasets of individual care providers or teams. You will practice applying ENA on previously recorded videos of actual (not simulated) communication between physicians and nurses that were recorded as part of another study. ENA uses statistical and visualization techniques to identify, quantify, and represent connections among coded communication behaviors as network models. Specifically, the co-occurrence of coded elements in our data is quantified (e.g., what physicians and nurses do, attend to, and say) within a certain temporal context. Please consult slides and Canvas for a more in-depth assignment description of this assignment.

D. Final Team Project:
You will work in a team to work together on interviewing a healthcare professional. The healthcare professional might be a team leader, a manager, or another member of a healthcare team. Your task is to interview this person how s/he works with or manages a team based on the theories and concepts of the course. The structure of the interview is free, but you need to be able to diagnose practices. Please consult slides and Canvas for a more in-depth assignment description of this assignment. Based on the interview with the healthcare professional, you will need to interpret the team situation (using academic frameworks) and suggest possible team interventions. You have 1-2 feedback sessions during which the instructor will work with each team.