

Four Habits of High Performance Teams and Teamwork

CAIPER Interprofessional By Design® eLearning Module Instructional Companion Guide

COURSE OVERVIEW

Four Habits of High Performance Teams and Teamwork is an interactive, self-paced eLearning module that highlights characteristics of effective teams and teamwork. It is the fourth in a series of eLearning modules that address core competencies for interprofessional education and collaborative practice.

Each of the eLearning modules is appropriate for both undergraduate and graduate students in health professions programs. Content and objectives in each module are aligned with the Interprofessional Education Collaborative (IPEC®) Core Competencies for Interprofessional Collaborative Practice. The Companion Guide offers suggestions for ways to enable learners to achieve the core learning objectives and practice goals.

CORE LEARNING OBJECTIVES

1. Identify personal values that are associated with effective or high performing teams.
2. Describe the guiding principles for high performance teamwork.
3. Recognize teams and teamwork that use these principles in patient-centered practice.

Practice Goals for Undergraduate and Graduate Students

UNDERGRADUATE STUDENTS	GRADUATE STUDENTS
Explore the significant role that personal values play in what each member brings to the team and teamwork.	Model high performance teamwork habits as a member and leader of an interprofessional team.
Reflect on personal values to assess their match to values that are associated with high performance teams.	Apply process improvement strategies to increase high performance teamwork habits in team practice. (IPEC Teams and Teamwork #9, 2016).
Identify the characteristics of teams that make them more effective in achieving patient, family, team, and organizational goals.	Identify opportunities to create and lead high performance teams for patients and families with complex care needs.
Build skill and experience in demonstrating effective team habits.	Partner with members of other professions and health care organizations to design and test new team models using best practices in teamwork.
Practice providing respectful suggestions and feedback to increase the development of effective habits in team activities.	Explore ways to engage patients and families as members of interprofessional teams.

Supplemental Learning Activities and Instructor Resources

Supplemental Learning Activities provide examples of ways to augment the module content through classroom and clinical activities and practice scenarios. Selected resources are offered as useful background for instructors to prepare and implement course activities to achieve the core learning objectives and practice goals.

Supplemental Learning Activities

UNDERGRADUATE STUDENTS	GRADUATE STUDENTS
Have students do a self-assessment of their team values and identify values that will contribute to their becoming effective team members.	Have students analyze the stage of their team's development and factors that will facilitate improving team performance.

UNDERGRADUATE STUDENTS	GRADUATE STUDENTS
Have students observe a practicing clinical team and identify 3-4 ways that team members convey what they believe about teams and teamwork.	Have students demonstrate their skill in engaging patients in team discussions and decisions.
As a small group exercise, have students select one habit of high performing teams and identify strategies to help teams build this habit.	As part of their clinical rotation, have students facilitate 2-3 team meetings and have them identify strategies they use to integrate the knowledge and experiences of team members.
Conduct a team simulation in which students practice one or more of the habits of high performing teams. Introduce a few challenges to high performing teamwork and have students debrief on how to defuse them.	In clinical rotations, have students lead a discussion about collaboration and skills that enhance high performance teamwork.
Have students role play a situation in which the goal is to engage the patient and family as a team member and identify strategies they can try in practice experiences.	As a small group exercise, have two students in a group of 5-6 students role play an escalating argument between two team members. Have students observing the argument coach the participants on evidence-based strategies to de-escalate the conflict.
During a clinical experience, have students talk with a patient about his/her experience working with several health professionals and what they found helpful.	In a small group, provide students with a task that they must build on and experiment with each other's ideas. Have them explain how their solution or product incorporated multiple perspectives and what they learned about skills necessary for collaboration.

Instructor Resources

Teams and Teamwork for Interprofessional Practice: iTEACH Project Open Educational IPE eLearning Resources

The iTEACH eLearning module on Teams and Teamwork for Interprofessional Practice covers core concepts about team development, challenges to effective team performance and patient-centered teamwork. The module uses interactive exercises and an unfolding case study that incorporates a series of short video clips, interactive quiz questions and learning activities, and feedback. This module and the other iTEACH modules are ideal for online courses and/or for face-to-face classes as a precursor to simulated or clinical interprofessional learning. Students (and instructors) can earn a downloadable certificate of completion.

[\(Link\)](#)

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Cracking the Code on Sustained Collaboration: Six New Tools for Training people to Work Together Better

New insights about what makes teams effective from some of the most successful organizations in the United States. Clue: Emphasizing values is not enough. Skills are necessary for high performance teamwork. Thinking about what makes teams “tick” at well-known companies will help students look outside of healthcare for new ideas and solutions. There are several examples of skill-building exercises for collaboration.

Gino, F. (2019, November–December Issue). *Cracking the Code of Sustained Collaboration*. *Harvard Business Review*. Retrieved from <https://hbr.org/2019/11/cracking-the-code-of-sustained-collaboration>

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