



Health Workforce Initiative

Hi-Touch Healthcare: The Critical Six Soft Skills

Grab-N-Go Independent Training Module:

Building An Effective Collaborative Team

HEALTH WORKFORCE INITIATIVE STATEWIDE ADVISORY COMMITTEE, CALIFORNIA
COMMUNITY COLLEGES CHANCELLOR'S OFFICE, AND ECONOMIC DEVELOPMENT PROGRAM



Building An Effective Collaborative Team

Grab-N-Go Independent Training Module

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Building An Effective Collaborative Team

Background Information

Health care professionals must develop the skills to work in interprofessional collaborative teams.ⁱ These need has resulted from the rapid changes in biomedical knowledge and clinical technologies,ⁱⁱ the increased specialization of medical professionals, and the increasing number of information resources and systemsⁱⁱⁱ combined with patients having more complex health problems today. Furthermore, it is not uncommon for a patient to be cared for by 50 different employees, including physicians, nurses, technicians, and others, in a four-day hospital stay, making team collaboration even more essential.^{iv} As a result, healthcare leaders have been calling for increased collaboration between medical professionals as a crucial component in efficient and effective delivery of quality healthcare.^v In addition to improving patient safety, patient satisfaction, and patient outcomes, interprofessional collaboration increases staff retention and reduces costs.^{vi}

Although “around the world healthcare services are increasingly configured as team activities rather than individual activities,”^{vii} interprofessional collaboration continues to be a significant challenge in the medical industry because most healthcare providers today have not had the requisite training.^{viii} Healthcare



education is now focused on knowledge-intensive work within very specialized disciplines, but may not include education in the practices, expertise, roles, responsibilities and values of professionals providing different patient care services or how to work as a member of a team.^{ix} Consequently, team members have a difficult time managing different professional specialties such as working through the power dynamics between team members, identifying appropriate responsibilities and roles of team members, and communicating effectively in order to manage patient “handover” and continuity of care across shifts.^x

To improve the quality and safety of patient care provided by healthcare employees working in interprofessional teams, the focus of this module will be 1) how to enhance effective communication among team members, 2) how to identify and manage team member’s roles and responsibilities, and 3) how to understand and manage the power dynamics between members.



Training



Overall Goal: To demonstrate that working effectively in interprofessional collaborative teams improves the quality and safety of patient care.

WIIFM: What's in it for me? Interprofessional collaboration is crucial to the delivery of high quality patient care. However, the ability to work collaboratively with different healthcare specialists to provide high quality patient care can be challenging. This module will outline the challenges that can impact a team's ability to work collaboratively to improve patient outcomes.



Materials Provided:

1. Building an Effective Collaborative Team PowerPoint (90 - 120 minutes)
2. Activity #1: Synergy Quiz (15 - 45 minutes)
3. Synergy Quiz
4. Synergy Quiz key
5. Activity #2: Match That Drug (10 minutes)
6. Match That Drug worksheet
7. Match That Drug worksheet key
8. Activity #3: "Style Stepping" (45 – 60 minutes)
9. Style Stepping worksheet
10. Style Stepping worksheet key
11. Activity #4: Power Resources (10 – 15 minutes)
12. Activity #5: Spaghetti Challenge (25 – 35 minutes)



Directions for the Trainer: Activity preparation information is included in this document and/or within the PowerPoint presentation notes. Each PowerPoint slide, as appropriate, includes detailed explanations and instructions for the trainer. As with all Grab-N-Go Modules, you can use it all for a more detailed training, or simply use one or two of the many activities—a la carte style!



ACTIVITY #1

Synergy Quiz



Goal: To demonstrate how the effective collaboration of interprofessional teams can improve patient outcomes.



Materials Needed:

- ☐ One copy of the Synergy Quiz per participant
 - These questions are taken from exams across a variety of healthcare disciplines (**add, change, or delete questions as necessary for your workshop audience*).
- ☐ An additional copy of the Synergy Quiz for each group
- ☐ PowerPoint Slides #7 – 9

Planning Note: Plan 45 minutes to complete the entire version of the Synergy Quiz. This activity can be reduced to 15 or 30 minutes by selecting five or ten of the questions from the Synergy Quiz respectively.



ACTIVITY #1

Synergy Quiz



Procedures:

1. Provide each participant with a copy of the Synergy Quiz.
2. Ask participants to keep the copy of the quiz face down until they are instructed to complete the quiz.
3. Allow 15 minutes for each participant to complete the quiz individually (allow 5 minutes if five questions are used or 10 minutes if ten questions are used).
4. After the participants have completed taking the quiz individually, divide them into equal groups (3 – 5 members).
5. Instruct the groups to designate a recorder whose responsibility it will be to record the group's answers. **Group answers should reflect a consensus.**
6. Allow 15 minutes for each group to complete the quiz as a group (allow 5 minutes if five questions are used or 10 minutes if ten questions are used).
7. After groups have completed the group consensus for each question, announce the correct answers.
8. Have groups and individuals compute their scores to determine how many correct answers were obtained.
9. Ask the group recorder to report the highest individual score and the group's score (it is not necessary to identify the person with the highest score).
10. Compare the results. In the vast majority of cases, the group score will be higher than any individual score. If not, lead a discussion about the challenges they faced that prevented them from effective decision making (see debrief below).
11. Debrief: Lead the large group in a discussion to debrief the exercise:
 - Note that the teams that had higher scores than any one individual worked together as an effective collaborative team and experienced synergy.



ACTIVITY #1

Synergy Quiz

- What is synergy? Synergy is the result of team members pooling resources and combining knowledge effectively to make better decisions.
 - Formulating correct answers on this quiz requires team members to draw on diverse knowledge and skills and to participate in effective decision-making. When healthcare employees with the requisite knowledge work together collaboratively, they can draw from their combined knowledge base to provide higher quality patient care than any one individual can provide on his or her own.
 - Synergy can also be the result of the “error correction function.” In other words, a single group member can show that an answer is incorrect, moving the group to choose a better alternative.
 - Synergy is crucial in the healthcare setting because it is unlikely that any one individual is an expert on all of the health care issues a patient may be experiencing.
12. Reflection: Ask group members to reflect on their answers and their decision-making process. Did they experience synergy? Why or why not?
- If no one individual has the requisite knowledge to correctly answer the questions (resolve the healthcare issue faced by patient), the team should expand its members to include someone who has the essential knowledge.
 - If the group believes that combined they have the requisite knowledge to correctly answer the questions then the group should reflect on their decision-making process. For example, did everyone have an opportunity to express their perspectives? Why or why not? How can the group improve their decision-making process?



SYNERGY QUIZ

1. The essential fatty acids that must be derived from the diet are
 - a. Stearidonic acid and eicosatetraenoic acid
 - b. Eicosapentaenoic acid and docosapentaenoic acid
 - c. Linoleic and alpha-linoleic acid
 - d. Gamma-linoleic acid and arachidonic acid
2. All of the following are true about Tourette syndrome EXCEPT
 - a. Drug treatment completely eliminates symptoms
 - b. It is involuntary and may be a chronic condition
 - c. Symptoms are generally most severe during adolescence
 - d. Symptoms are generally detected in children
3. Symptoms of trigeminal neuralgia may include all of the following EXCEPT
 - a. Extreme, intermittent facial pain in the jaw or cheek
 - b. Tingling or numbness on one side of the face
 - c. Pain triggered by contact with the face or facial movements
 - d. Inability to swallow
4. When implementing positive expiratory pressure (PEP) therapy the following are true
 - a. The patient inhales larger than normal tidal volume
 - b. Breath pressures that provide a volume slightly less than their FRC
 - c. Do not use diaphragmatic breathing
 - d. Forcefully use a huffing maneuver to clear their secretions
 - e. Is a worthy alternative to Chest Physio-therapy
5. The heart appears larger in AP than in PA chest x-rays because
 - a. The film is closer to the heart
 - b. The film is farther from the heart
 - c. The AP x-ray is taken closer to the patient
 - d. The PA x-ray is taken closer to the patient
6. An adult patient is on a pressure controlled ventilation mode. Suctioning is needed often. The patient is experiencing repeated bouts of severe coughing, tachypnea, wheezing and is not receiving adequate tidal volumes. This can be best corrected by
 - a. Increasing the diameter of the suction catheter
 - b. Changing to a closed system (inline) suction catheter
 - c. Increasing the pressure limit
 - d. Changing to a volume regulated mode



SYNERGY QUIZ

7. Nursing diagnoses mostly differ from medical diagnoses in that they are
 - a. Dependent upon medical diagnoses for the direction of appropriate interventions
 - b. Primarily concerned with caring, while medical diagnoses are primarily concerned with curing
 - c. Primarily concerned with human response, why medical diagnoses are primarily concerned with pathology
 - d. Primarily concerned with psychosocial parameters, while medical diagnoses are primarily concerned with physiologic parameters
8. A patient who received spinal anesthesia four hours ago during surgery is transferred to the surgical unit and, after one and a half hours, now reports severe incisional pain. The patient's blood pressure is 170/90 mm Hg, pulse is 108 beats/min, temperature is 99°F (37.2°C), and respirations are 30 breaths/min. The patient's skin is pale, and the surgical dressing is dry and intact. The most appropriate nursing intervention is to
 - a. Medicate the patient for pain
 - b. Place the patient in a high Fowler position and administer oxygen
 - c. Place the patient in a reverse Trendelenburg position open IV line
 - d. Report the findings to the provider
9. The nursing diagnosis for a patient with a myocardial infarction is activity intolerance. The plan of care includes the patient outcome criterion of
 - a. Agreeing to discontinue smoking
 - b. Ambulating 50 feet without experiencing dyspnea
 - c. Experiencing no dyspnea on exertion
 - d. Tolerating activity well
10. Which of the following cannot be refilled under any circumstances?
 - a. Metoprolol
 - b. Methylphenidate
 - c. Mitomycin
 - d. Hydroxyurea
11. All of the following drugs to be carefully prescribed with aspirin EXCEPT
 - a. Enoxaparin
 - b. Coumadin
 - c. Heparin
 - d. Metoclopramide and should be carefully prescribed with other blood thinning agents.



SYNERGY QUIZ

12. Prochlorperazine can be classified as an
 - a. Anti-emetic
 - b. Anti-depressant
 - c. Anti-anxiety
 - d. Anti-hypertensive

13. The medical terminology for breathing too fast and shallow is
 - a. Bradypnea
 - b. Dyspnea
 - c. Tachypnea
 - d. Bronchiectasis

14. In which of the following conditions would the use of an AED be most effective?
 - a. Atrial fibrillation
 - b. Asystole
 - c. Ventricular tachycardia with a pulse
 - d. Ventricular fibrillation

15. As you are assessing an infant's APGAR scores, you realize that the infant's heart rate is 78 beats per minute. What should you do next?
 - a. Provide artificial ventilations at a rate of 15 liters per minute then reassess after 30 seconds
 - b. Provide positive pressure ventilations at a rate of 30 to 60 per minute then reassess after 30 seconds
 - c. Start chest compressions according to newborn standards, and reassess in 1 minute. If the heart rate is above 100 beats per minute, stop the compressions and administer high-flow oxygen via a nonrebreather mask
 - d. Start chest compressions according to newborn standards, and reassess after 30 seconds. If the heart rate is above 100 beats per minute, stop the compressions and administer free-flow oxygen



SYNERGY QUIZ KEY

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 - c. Heparin
 - d. **Metoclopramide** and should be carefully prescribed with other blood thinning agents.
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 - d. **Start chest compressions according to newborn standards, and reassess after 30 seconds. If the heart rate is above 100 beats per minute, stop the compressions and administer free-flow oxygen**



Match That Drug Activity



Goal: To demonstrate the characteristics of tasks that require interprofessional collaboration.



Materials Needed:

- ☐ One copy of the Match That Drug worksheet per participant
- ☐ PowerPoint Slides #10 – 11

Planning Note: This activity will work well with any healthcare employees. Most employees will believe that this activity is a task best suited for teams because no one person will know all the answers. Therefore, most will assume that they need help from employees with the requisite expertise. However, this activity demonstrates that this is not an activity best suited for teams because there is a correct answer, which can be easily accessed by anyone with an internet connection much more effectively and efficiently than a team trying to figure out the correct answers.



Procedures:

1. Provide each participant with a copy of the Match That Drug worksheet.
2. Instruct the participants to complete the Match That Drug worksheet.
3. After the participants have completed the worksheet, ask them why they believe this was or was not a task best suited for interprofessional collaboration.
4. Explain that this activity is not well-suited for interprofessional collaboration because there is a correct answer. Tasks best suited for interprofessional collaboration meet certain criteria.
 - Most employees will believe that this activity is a task best suited for teams because no one person will know all the answers. Therefore, most will assume that they need help from employees with the requisite expertise. However, this activity demonstrates that this is not an activity best suited for teams because there is a correct answer, which can be easily accessed by anyone with an internet connection much more effectively and efficiently than a team trying to figure out the correct answers.
5. Review the characteristics of tasks best suited for interprofessional collaboration on PowerPoint slide 10.



ACTIVITY #2

Match That Drug Activity

Interprofessional Collaborative Tasks	Individual Tasks
The task is complex; one person alone does not have the expertise.	There is a best solution and a recognized qualified expert.
There are several acceptable options.	Conditions are changing rapidly, thus requiring coordination by one person.
Acceptance of the solution is critical for an optimal outcome.	Time is short and the decision must be made quickly.
Sufficient time exists for interprofessional collaboration.	Group members have difficulty working collaboratively.

(Adams & Galanes, 2015, p. 10)



Match That Drug Worksheet

Instructions: Draw a line from the drug name to the condition that each drug is used to treat. Each drug can only be matched to one condition. There are 20 drugs and 20 conditions.

DRUG NAME

Lisinopril

Colace

Symbicort

Glucophage

Lyrica

Cymbalta

Phenobarbital

Doxycycline

Imitrex

Phenergan

Levoxyl

Flexeril

Celebrex

Duofilm

Aprazolam

Mederma

Antivert

Haldol

Loratadine

Warfarin

CONDITION

Nausea/vomiting

COPD

Vertigo

Type 2 Diabetes

Constipation

Xerosis

Dementia

Fibromyalgia

Lyme disease

Arthritis

Tinnitus

Hypertension

Warts

Migraine

Sciatica

Underactive Thyroid

Jaundice

Atrial Fibrillation

Generalized Anxiety Disorder

Hives



Match That Drug Worksheet KEY

DRUG NAME

Lisinopril

Colace

Symbicort

Glucophage

Lyrica

Cymbalta

Phenobarbital

Doxycycline

Imitrex

Phenergan

Levoxyl

Flexeril

Celebrex

Duofilm

Alprazolam

Mederma

Antivert

Haldol

Loratadine

Warfarin

CONDITION

Nausea/vomiting (Phenergan)

COPD (Symbicort)

Vertigo (Antivert)

Type 2 Diabetes (Glucophage)

Constipation (Lisinopril)

Xerosis (Mederma)

Dementia (Haldol)

Fibromyalgia (Lyrica)

Lyme disease (Doxycycline)

Arthritis (Celebrex)

Tinnitus (Alprazolam)

Hypertension (Colace)

Warts (Duofilm)

Migraine (Imitrex)

Sciatica (Flexeril)

Underactive Thyroid (Levoxyl)

Jaundice (Phenobarbital)

Atrial Fibrillation (Warfarin)

Generalized Anxiety (Cymbalta)

Hives (Loratadine)



ACTIVITY #3

“Style Stepping”



Goal: To demonstrate that there are different styles of communication that can impact the delivery, processing, and reporting of critical information and that one style is NOT better than another.



Materials Needed:

- ☐ One copy of the “Style Stepping” worksheet per participant
- ☐ PowerPoint Slides #13-18



Procedures:

1. Provide each participant with a copy of the “Style Stepping” worksheet.
2. Explain that the "Style Stepping" worksheet helps to identify communication style preferences. It is important to stress that there is NO one best style. Although all of us participate in style stepping depending upon the context in which we find ourselves, most of us have fairly consistent preferences about communication style. All of the communication styles have their strengths and weaknesses. Therefore, it is important that participants choose an answer that represents what they do seven out of ten times and not to try to second-guess what the best answer might be.
3. After the participants have completed answering all of the questions, instruct them to turn to the last page and compute their scores.
 - Explain that if, after revealing the description of each of the four styles, participants believe the worksheet did not accurately identify their preference or there are ties in the scoring process, they can self-identify their style after the discussion of each of the communication styles. It is rare, but if they are still struggling with identifying their style after the discussion, suggest that they share the four styles with someone who knows and loves them—the loved one should have no trouble identifying the most dominate communication style (*this is an opportunity for humor*).



ACTIVITY #3

“Style Stepping”

4. Describe the characteristics of each communication style (PowerPoint slides 14 through 17).
 - Explain that learning how to recognize our own communication style as well as the styles of others enables us to adapt our communication as needed to enhance effective communication. For example, if you recognize that a team member has characteristics consistent with the Examiner communication style, you would know that it is important to provide lots of details and that their need for detail is not merely an annoying characteristic. Observing and noting a team member’s communication style preference enables us to “style step” and communicate more effectively with members of our team. In addition, this awareness enables us more clearly articulate what type of information we need to provide (or receive) in order to be a contributing team member.
5. Divide the participants into groups based on their common communication style.
6. Ask the participants to discuss their observations about: *(or alternatively, have groups develop a short skit that demonstrates their preferred communication style)
 - how their communication style positively and/or negatively impacts their participation as a member of a team
 - how interacting with team members who have different communication styles impacts effective decision-making
7. Ask the participants to discuss how they might use this information about communication styles to enhance the success of their team interactions.
8. Explain that interpersonal dynamics are an important part of team collaboration. Although people have different communication styles and at times we might find their styles annoying, it is important to understand and appreciate one another's skills and abilities. Team members can work together more collaboratively when members can "style step" and adapt their communication to the needs of others.



“Style Stepping” worksheet

1. When I am a member of a team
 - a. I like to sit at the head of table.
 - b. I like to be able to see everyone.
 - c. I like to be sitting next to someone I know.
 - d. I don't like to sit next to anyone.

2. When I talk to my co-workers . . .
 - a. I look them in the eye.
 - b. I look at them a lot.
 - c. I look at the ground sometimes.
 - d. I look around the room a lot.

3. When I see people that I already know . . .
 - a. I use a strong grip in my handshake.
 - b. I eagerly shake their hand.
 - c. I hug them or pat them on the back.
 - d. I speak to them, but I do not touch them.

4. When I am in a conversation . . .
 - a. I feel frustrated if people stand too close to me.
 - b. I like to stand close to people.
 - c. It doesn't bother me if people stand close to me.
 - d. I feel nervous if people stand too close to me.

5. I walk . . .
 - a. Quickly.
 - b. Happily.
 - c. Slowly.
 - d. At an even pace.

6. When I am listening to other people . . .
 - a. I listen for the most important points.
 - b. I listen to hear a good story.
 - c. I listen to figure out what they are feeling.
 - d. I listen for the facts.



“Style Stepping” worksheet

7. When I speak in a meeting . . .
 - a. I use a loud voice.
 - b. I change my volume for effect.
 - c. I use a quieter voice.
 - d. I don't change my voice.

8. When people are in conflict. . .
 - a. I jump right in.
 - b. I try to make people focus on the positives.
 - c. I leave the situation.
 - d. I try to understand why.

9. When people approach me when I'm working . . .
 - a. I ask them to sit down.
 - b. I give them a chair.
 - c. I ask them if they would like a chair.
 - d. I let them decide if they want a chair.

10. When I am working to solve a problem . . .
 - a. I take control.
 - b. I figure out the big picture.
 - c. I listen to other people.
 - d. I look for the facts.

11. When I join a conversation. . .
 - a. I jump right in.
 - b. I tell a story.
 - c. I ask how the other person is doing.
 - d. I find out what the topic is for the conversation.

12. I make decisions after . . .
 - a. I think it through.
 - b. I find out what other people think.
 - c. I see how it's going to affect other people.
 - d. I use problem solving methods.



“Style Stepping” worksheet

13. When I am listening to people . . .
 - a. I get frustrated if they don’t present the information quickly.
 - b. I want to hear interesting information.
 - c. I think about how they are feeling.
 - d. I try to find the logic of their comments.

14. When a friend touches me . . .
 - a. I feel awkward.
 - b. I am comfortable with it.
 - c. It makes me feel connected to them.
 - d. It makes me feel uncomfortable.

15. I get what I want by . . .
 - a. Being relaxed and confident.
 - b. Being persuasive.
 - c. Figuring out what other people need.
 - d. Making good arguments.

16. People see me as . . .
 - a. Controlling.
 - b. As an open book.
 - c. Someone who lets them know how I feel.
 - d. A private person.

17. I am more comfortable in meetings. . .
 - a. Leading the discussion.
 - b. Making sure everyone participates.
 - c. Figuring out what people want.
 - d. Questioning ideas.

18. Self-disclosure of personal feelings or public displays of affection at work. . .
 - a. Make me very uncomfortable.
 - b. Do not bother me.
 - c. Make me feel more comfortable displaying feelings.
 - d. Makes me feel awkward.



“Style Stepping” worksheet

19. What I really want to do in meetings is . . .
 - a. Make sure everyone understands my point.
 - b. Persuade people to see my side.
 - c. Develop relationships with everyone at the meeting.
 - d. Understand the reasons for the meeting.

20. I like to tell stories that . . .
 - a. Get to the point quickly.
 - b. Keep people laughing.
 - c. Talk about the people in the story.
 - d. Use them to make my point clearer.

21. In team meetings. . .
 - a. I get frustrated quickly.
 - b. I get everyone involved.
 - c. I look out for everyone’s best interests.
 - d. I like to work by myself rather than relying on the group.

22. When I speak in front of a group of people . . .
 - a. I am confident.
 - b. I am funny.
 - c. I am concerned with other’s emotions.
 - d. I am organized.

23. When people cry . . .
 - a. It makes me very uncomfortable.
 - b. I try to make them feel better.
 - c. I try to provide them with support.
 - d. I try to get out of the situation.

24. When I talk on the phone . . .
 - a. I want to keep the conversation as brief as possible.
 - b. I enjoy the conversation.
 - c. It makes me feel more connected to the person.
 - d. I want to focus on the reason for the call.



“Style Stepping” worksheet KEY

Scoring Form Directions: Count the number of times you chose a, b, c, d and place the resulting totals in the corresponding box.

1. a. b. c. d.	2. a. b. c. d.	3. a. b. c. d.	4. a. b. c. d.	5. a. b. c. d.
6. a. b. c. d.	7. a. b. c. d.	8. a. b. c. d.	9. a. b. c. d.	10. a. b. c. d.
11. a. b. c. d.	12. a. b. c. d.	13. a. b. c. d.	14. a. b. c. d.	15. a. b. c. d.
16. a. b. c. d.	17. a. b. c. d.	18. a. b. c. d.	19. a. b. c. d.	20. a. b. c. d.
21. a. b. c. d.	22. a. b. c. d.	23. a. b. c. d.	24. a. b. c. d.	TOTALS: a. = b. = c. = d. =



ACTIVITY #4

Power Resources



Goal: To demonstrate the different types of power resources and how they impact team collaboration.



Materials Needed:

- ☐ PowerPoint Slides #19 – 20



Procedures:

1. Introduce Reason 3 for why interprofessional collaboration is challenging: A lack of understanding of power dynamics is a well-documented inhibitor of interprofessional collaboration in healthcare (PowerPoint slide 19).
2. Explain each one of the five types of power resources.
3. After each of the power resources has been explained, divide participants into groups and give them 5 to 10 minutes to identify the different types of power resources they have observed in their teams.
 - How have those different power resources influenced the team's ability to make decisions?
 - Are the power resources appropriate for the team? Why or why not?
 - What actions might be taken to more effectively manage the power resources?



ACTIVITY #5

Spaghetti Challenge



Goal: To demonstrate that collaborative teamwork will be more effective when there is a specification of roles and responsibilities for team members.



Materials Needed:

- ☐ PowerPoint Slide #22
- ☐ One package of spaghetti for every three groups (3 - 5 members per group)
- ☐ One bag of small marshmallows for every five groups
- ☐ One paper lunch bag for each group

Planning Note: Prepare one bag of materials for each group. Each bag should contain a small handful of spaghetti and one handful of small marshmallows.



Procedures:

1. Divide participants into groups of 3 to 5 people.
2. Explain that each group will be given the same bag of materials to complete a task and that they should not open the bag until instructed to do so.
3. Give each group a bag of materials.
4. Explain to them that they will have 10 minutes to build the best house that they can with the materials provided.
5. Instruct the groups to open their bag of materials and set a timer for 10 minutes.
6. Walk around while the groups are constructing their houses and make observations about their group process.
 - Do they develop a plan or just start building a house?
 - Is there a designer?
 - Is there someone responsible for the spaghetti?
 - Is or someone responsible for the marshmallows?
 - Is there someone responsible for monitoring their progress?
 - Is there an identified leader?
 - Do they communicate with other groups?
 - Do they become competitive with the other groups?



ACTIVITY #5

Spaghetti Challenge

7. Announce when there is 5 minutes left, 3 minutes left, 1 minute left, and finally 30 seconds.
8. At the end of 10 minutes announce that the groups must put down their materials.
9. Debrief the activity: The point of this activity is to demonstrate that most groups will dive into working on the task without any formalized plan or designation of roles.
 - It is important to note that lack of planning is not peculiar to this activity. In other words, when the task before us seems clear, team members tend not to collaborate to identify the desired outcome because an erroneous assumption is made that the desired outcome is clear.
 - Explain that incomplete or ambiguous specification of roles leads to poor collaboration. In order to optimize patient care, the roles of team members must be clarified to ensure that patients receive the most appropriate care from the most appropriate healthcare professional.
 - Lead a discussion based on your observations of the group processes observed (see questions above).
 - Ask groups to explain their approach to the task. Did they make a plan? Why or why not?
 - Discuss whether or not the outcomes might have been more effective if they had developed a clear plan and identified member roles.
 - Explain that each of their groups represented a different professional group and/or department and that none (or few) of the groups interacted with members from a different group.
 - Although group members work collaboratively within their designated groups, none (or few) of the groups worked collaboratively across groups.
 - It is important to note that this is why team members erroneously believe that they effectively collaborate with coworkers. However, for the administration of high quality patient care, healthcare employees must work together collaboratively across their professional groups and/or departments.



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