Strategic Management of Conflict in Healthcare: Using Coaching to Improve Patient Safety & Interprofessional Teamwork
Syllabus

June 25th: 9AM- 5PM and
June 27- 30th: 4:30- 9:15PM

The healthcare environment is rapidly changing in response to calls for improved patient safety, increased value per cost, reform of financing systems, and the need to recruit and retain qualified providers to serve the needs of an aging population. Much of these mandates create conflict within healthcare organizations that impacts the ability of organization leaders to accomplish their strategic goals.

This highly interactive course will provide an overview of emerging issues in healthcare and the impact they are having on the ability of health professionals achieve their common purpose of providing safe care to patients and families. The course will highlight effective approaches for strategic management of conflict including: improving conflict competence; helping leaders engage effectively with unprofessional conduct and conflict among leadership groups; and approaches for integrating system-wide structures to improve relational dynamics and support interprofessional teamwork. An emphasis will be placed on the use of coaching as an effective means of accomplishing learning and performance goals across the organization.

1. Overview of the a patient safety movement and the emphasis on outcomes
2. The impact of conflict and collaboration on patient care and work environments- emerging research
3. Integration of complexity science principles in managing healthcare organizations
4. The role of leaders in strategically managing conflict and building relationships
5. Differentiating compliance and enforcement from engagement
6. The use of conflict coaching (individual, team and peer coaching models) to address conflict and improve outcomes
7. Other social technologies useful in supporting collaborative work environments- dialogue, appreciative inquiry, guided reflection, and facilitation

Course Agenda

Saturday, June 25- 9AM- 5PM

Topic: Emerging Issues in the Healthcare Industry

- Introductions and course overview
- Learning format
- Overview of the a patient safety movement
- The Affordable Care Act- what's next?
- Complexity science and quality improvement
- Learning organizations and culture change
- Learning in relationship
- Coaching and the role of a coach

Required Reading:

Book:

Ron Short, *Learning in Relationship- Foundation for Personal and Professional Success,* Part I- pp. 1- 52.

In Course Reader: Tab 1

- Mark R. Chassin and Jerod M. Loeb The Ongoing Quality Improvement Journey: Next Stop, High Reliability, *Health Affairs*, 30, no.4 (2011):559-568

- Holly J. Lanham et al., How Improving Practice Relationships Among Clinicians and Nonclinicians Can Improve Quality in Primary Care, September 2009, Volume 35 Number 9, 457-466.

- Michelle E Jordan, Holly J Lanham, Benjamin F Crabtree, Paul A Nutting, William L Miller, Kurt C Stange and Reuben R McDaniel Jr., The role of conversation in health care interventions: enabling sensemaking and learning, I*mplementation Science* 2009, 4:15

- The Organizational Learning of Safety in Communities of Practice - Journal of Management Inquiry

- EHCCO Introduction to Coaching

- Creating an Organizational Strategy for Coaching - The Hudson Institute

- Important Distinctions Between Coaching and Related Fields/Roles - "Coaching Evolution", Wellness Councils of America

Online Reading:

http://www.commonwealthfund.org/Health-Reform/Health-Reform-Resource.aspx Major provisions of the Accountable Care Act (review these generally- this is meant as a resource for discussion)

Monday, June 27: 4:30- 9:15

Topic: Interprofessional Collaboration

- Interprofessional collaboration defined
- Collaboration and quality of patient care
- A look at the culture of healthcare – barriers to collaboration
- Unprofessional conduct among health professionals
- Engaging in inquiry
- Facilitating collaborative processes to improve understanding
- Dialogue techniques

Required Reading:

Book:

Short, pp. 55- 77; 95-129.

In Course Reader: Tab 2

- Rosenstein AH, O'Daniel M: A Survey of the Impact of Disruptive Behaviors and Communication Defects on Patient Safety. Jt Comm J Qual Patient Saf 34(8):464–471, 2008.

- Simpson KR, Lyndon A: Clinical Disagreements During Labor and Birth: How Does Real Life Compare to Best Practice? MCN Am J Matern Child Nurs 34(1):31–39, 2009.

- Joint Commission Sentinel Event Alert #40- Behaviors that Undermine Safe Patient Care- available at: http://www.jointcommission.org/sentinel_event_alert_issue_40_behaviors_that_undermine_a_culture_of_safety/

- D. Gerardi, The Emerging Culture of Health Care: Improving End-of-Life Care through Collaboration and Conflict Engagement Among Health Care Professionals." *Ohio State Journal on Dispute Resolution*, 2007, 23 (1):105-142.

- DANIEL EUBANK, JOHN ORZANO, DOMINIC GEFFKEN, ROCCO RICCI, Teaching Team Membership to Family Medicine Residents: What Does It Take?, Families, Systems, & Health, 2011, Vol. 29, No. 1, 29–43

Online Reading:

Department of Defense Patient Safety Learning Center, Professional Conduct Toolkit, available at: http://www.health.mil/dodpatientsafety/ProductsandServices/Toolkits/ProfessionalConduct.aspx (This is meant as a resource only)

Tuesday, June 28: 4:30- 9:15

Topic: A Strategic Approach to Conflict Management

- A strategic framework for conflict management
- Conflict engagement defined
- Conflict competency (organizational/ individual)
- Addressing conflicts with health professionals
- The role of leaders
- Conflict coaching
- Self-inquiry

Required Reading:

Book:

Short- pp. 79-90; 131- 143

In Course Reader: Tab 3

- John Ovretveit, Improvement leaders: what do they and should they do? A summary of a review of research, *Qual Saf Health Care* 2010 19: 490-492.

- Scott, C., Gerardi, D.: A Strategic Approach for Managing Conflict in Hospitals: Responding to the Joint Commission Leadership Standard- Part 2, *Jt Comm J Qual Pt Saf* 37: 70-80, Feb. 2011.

- Scott, C., Gerardi, D.: A Strategic Approach for Managing Conflict in Hospitals: Responding to the Joint Commission Leadership Standard- Part 1, *Jt Comm J Qual Pt Saf* 37:59-69; Feb. 2011.

- BRINKERT R. Conflict coaching training for nurse managers: a case study of a two-hospital health system, (2011) Journal of Nursing Management 19, 80–91

- The Art of Leading from Behind in Our Coaching - The Hudson Institute

Online Reading:

Conflict Training for Health Professionals- Recommendations for Creating Conflict Competent Organizations, EHCCO White Paper, available at:
http://ehcco.com/news.php (resource)

E. Brahm and J. Ouellet, Designing New Dispute Resolution Systems,
http://www.beyondintractability.org/essay/designing_dispute_systems/

Wednesday, June 29: 4:30- 9:15

Topic: Medical Errors and Adverse Events

- Defining adverse events, medical error, and negligence
- Responding to an adverse event- disclosure and apology
- Just Cultures- Facts and fictions
- The Second Victim
- Coaching to improve team skills when errors occur

Required Reading:

In Course Reader: Tab 4

- Allen Kachalia, Samuel R. Kaufman, Richard Boothman, Susan Anderson, Kathleen Welch, Sanjay Saint, and Mary A.M. Rogers, Liability Claims and Costs Before and After Implementation of a Medical Error Disclosure Program, *Ann Intern Med.* 2010;153:213-221.

- SUSAN D, SCOTT, LAURA E, HIRSCHINGER, and KAREN R, COX, Sharing the Load- Rescuing the Healer after Trauma, RN, December 2008, 38-43.

- Laura Lindberg, Kim Judd, R.N., and Jennifer Snyder, Developing a Safety Culture with Front-line Staff, Sept. 2008

Thursday, June 30: 4:30- 9:15

Topic: Engaging Resistance & Nurturing Resilience

- Defining resistance
- Moving toward resistance
- Recognizing your own resistance
- The role of resistance in managing change
- Defining resilience and building on strengths
- Coaching applications
- Wrap-up

Required Reading:

In Course Reader: Tab 5

- M. Seligman, Building Resilience, Harvard Business Review, April 2011, 100- 106.

- Debra Jackson, Angela Firtko & Michel Edenborough, Personal resilience as a strategy for surviving and thriving in the face of workplace adversity: a literature review, 2007, Journal of Advanced Nursing 60(1), 1–9

- MICHAEL P. LEITER PhD1, SHERI L. PRICE RN, PhD(c)2 and HEATHER K. SPENCE LASCHINGER Generational differences in distress, attitudes and incivility among nurses, (2010) Journal of

Nursing Management, 18, 970–980

- Peer Coaching: A Relational Process for Accelerating Career Learning - Parker, Hall, Kram

Online Reading:

Review these sites:

Link to the Appreciative Inquiry Commons http://appreciativeinquiry.case.edu/

Link to the Public Conversations Project http://www.publicconversations.org

Course Evaluation Requirements:

The requirements for this course include the following:

80% - Case analysis or Research paper (8- 10 typed pages, double-spaced, standard margins)

20% - Class participation

Case analysis or research paper

For this paper you have an option to do a case analysis dealing with an organizational change initiative, a performance improvement project, or a conflict engagement in a healthcare setting. Alternatively, you can do a research paper on a topic selected from the course material. The papers should be between 8-10 typed pages, double spaced.

If you select the case analysis, it is expected that your analysis include a description of the situation and stakeholders in detail, a description of the issues and how they integrate with what you have learned during the course, and your ideas or recommendations for how the conflict could be addressed through incorporation of the processes and techniques mentioned during the course.

The research paper should be a topic related to the subjects covered during the course. If you are unsure of a topic, please check in with me to develop ideas.

Complete references should be provided to support your ideas. All citations should be complete and included as endnotes in your paper. The case analysis should also include references for your analysis. Any information that you derive from another source or that you do not know directly should have a citation.

The paper will be graded for clarity, thoughtful analysis, and creative application of ideas developed during the course. You will also be graded on grammar and technical aspects of your writing.

Due Dates for Written Assignments

Your case analysis or research paper is due on: **Monday, July 18, 2011, no later than 4:00 p.m**. in the Hamline Law School Registrar's Office. You must keep a copy of your papers and obtain a time-stamped receipt.

Students not residing in the Twin Cities may mail their papers to Cheri Harthaus, Health Law Institute, 1536 Hewitt Avenue, MS-D2017, St. Paul, MN 55104. Submissions must be sent via two-day priority mail and postmarked no later than July 18, 2011. I suggest you obtain a receipt from the post office in case you need to verify that the papers were mailed on time.

Grading is anonymous and consequently you should only include your final exam number on your paper.

Only degree-seeking students must complete these written assignments. Non-degree-seeking students have the option to submit them for comments and feedback.

Class Participation

Attendance is mandatory. Please be on time. Much of the course is designed to be interactive and participatory. There will be many opportunities for you to engage in discussion, dialogue, role play and skills practice. Must be present to win!

Faculty Contact Information:

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