

TEAM TEACHING

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| <p>Course</p> <p><i>Practicum of Health Science</i></p> <p>Unit III <i>Teamwork/ Team building</i></p> <p>Essential Question <i>How do healthcare workers work through conflict</i></p> <p>TEKS <i>130.205 (c) 5A,B,C</i></p> <p>Prior Student Learning <i>none</i></p> <p>Estimated time <i>2-4 hours</i></p> | <p>Rationale</p> <p>As a healthcare team member it is important to work together with other healthcare team members and family members to ensure the best patient care possible.</p> <p>Objectives</p> <p>Upon completion of this lesson, the student will be able to:</p> <ul style="list-style-type: none"> • Explain the importance of working as a team member in the health field • Identify ways in which heterogeneous team members work well together • Explore ways in which to resolve common group dilemmas • participate in team teaching <p>Engage</p> <p>See John Godfrey Saxe's (1816-1887) version of the famous Indian legend of the "Blind Men and the Elephant" and complete the activity.</p> <p>Key Points</p> <p>I. View Point -- Just as the blind men each went away with a different opinion, many times when working with people conflicts and differences of opinion occur regarding what the main priorities should be. And, many times just as the poem pointed out, there are many correct answers depending on the person's view point.</p> <p>As a health care worker you need to understand how different personalities may look at situations differently. Most people will fall into one of the of four basic personality types, and while you will most likely have qualities of all four colors, one color tends to be the brightest. Look at the brief description and predict which one you are and then complete the "Understanding Yourself and Others Personality Profile" sheet. The results will provide insight and new awareness about yourself and others.</p> <p>Red -- Task and results oriented Honest Likes recognition Can't sit still Doesn't like to be late Enjoys individual sports (golf, fishing, tennis, etc.) Car -- expensive or showy (often a sports car) If they bought a swing set ? . . . would pay to have someone else put it together.</p> <p>Yellow -- People oriented Expressive</p> |
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Friendly
Loves to talk
Extravagant
Optimist
Enjoys team sports (football, basketball, etc.)
Car -- large enough to carry friends around (CRV, van)
If they bought a swing set? . . . would invite everyone
over for a swing assembly party to put the set together.

Green -- Detail oriented

Precise
Controlled
Thrifty
Does thing right the first time
Completes the job
Car -- practical (small recreation vehicle, economy)
If they bought a swing set? . . . would carefully remove
all of the parts from the carton (in case it had to be
returned); would count all the parts (to be sure they were
all there); and, would carefully read all of the instructions
before beginning the assembly project.

Blue --

Creatively oriented
Sincere
Loyal
Caring
Sensitive
Understanding
Open-minded
Enjoys nature
Car -- jeep
If they bought a swing set . . . wouldn't! They would
design their own and build it from scratch.

II. Just as understanding different personalities are important in resolving conflict, the ability to effectively communicate clearly also plays an important part.

A. Who Is Responsible For Effective Communication?

1. The sender and the receiver share equal responsibility for effective communication – this especially important when teaching patients and family members about treatments or procedures.
2. Communication loop is complete when the receiver understands, feels, or behaves according to the message of the sender. When this does not occur, the communication process

has broken down.

3. Receivers must provide senders with enough feedback to ensure that an accurate message has passed through all of the filters that might alter it -- as a health care worker you should always be checking for understanding, by asking questions or having the patient and/or family demonstrate treatment or steps.

B. How To Improve Group Communication

1. As the speaker:

- a. Send Clear Messages
 - i. don't talk too fast
 - ii. don't be too verbose ("wordy")
 - iii. be aware of filters that can distort your message
 - iv. ask purposeful questions to make sure you were understood
- b. Use Words Carefully
 - i. use language that is simple and precise
 - ii. avoid words that might be vague and/or ambiguous
 - iii. avoid technical or occupational jargon
- c. Use Repetition
 - i. studies show that repetition, or redundancy is an important element in ensuring communication accuracy
 - ii. repeat messages
 - iii. use parallel channels of communication -- send memo and follow-up with phone call
- d. Use Appropriate Timing – not wise to communicate when receiver is extremely busy

2. As the listener: Active Listening (process of feeding back to the speaker what we listeners think the speaker meant)

- a. Steps towards becoming an active listener:
 - i. cultivate a listening attitude
 - a) regard person worthy of respect and attention
 - b) empathize (feel with) speaker and really try to understand other's experience
 - c) drop expectations of what you are going to hear or what you would like

- to hear
 - d) be patient and refrain from formulating your response until speaker has finished talking
 - ii. focus your full attention
 - a) establish eye contact
 - b) equalize difference in height between you and speaker
 - c) maintain open body posture and lean forward slightly
 - d) continually refocus away from distractions (both internal and external)
 - iii. take notes
 - a) taking notes ensures greater accuracy and builds speakers confidence in your ability to
 - b) remember important details
 - iv. ask questions – this ensures your own understanding of speaker’s thoughts and feelings and helps you secure additional relevant information
- III. Another negotiation skill needed to resolve conflict is a good attitude. Attitude is a choice people make everyday. It can influence how we react and how others react in a stressful situation. Having a positive attitude usually makes conflict easier to resolve, or at least makes people more willing to look at options. In the workplace setting or when working with a team the following guidelines can foster a good attitude.
 - A. Focus on the positive aspect of work
 - B. Stop complaining
 - C. Help your co-workers
 - D. Reduce unrealistic expectations of yourself and others
 - E. Think optimistically
 - F. Anticipate some rejection
 - G. Smile
 - H. Say something pleasant
 - I. Change negative statements to positive ones
 - J. Turn obstacles into opportunities
 - K. Find a way around problems

Activity

- I. Complete the “Blind Men and the Elephant” activity and discussion.
- II. Complete the “Understanding Yourself and Others Personality Profile.”
- III. Complete the role play with “colors” activity
- IV. Complete Team Work Problem Solving activities
- V. As a team, write and present a lesson plan to teach: (pick a topic that could be used for a health education in your area) Examples:
 - a. diabetic patients about nutrition
 - b. dangers of alcohol
- VI. As a team, write and present a lesson plan on “Step by Step -- How to _____” on a skill such as how to take blood pressure, how to make a bed, etc.

Assessment

Successful completion of activities

Teamwork Rubric

Oral Presentation Rubric

Materials

- I. Sheet of paper and pencil per student
- II. Copies of color personality test for each student
- III. Copies of scenario for students to role play
- IV. See the individual materials list on each team work problem
- V. Use the rubric from the National HOSA “Health Education” competition as a guideline for students
- VI. Use the rubric from the National HOSA “Clinical Specialty” competition as a guideline for students

Accommodations for Learning Differences

For reinforcement, the student will write step by step directions for “How to Make Peanut Butter and Jelly Sandwich.” Instructions can be found in the communication lesson for Principles to Health Science.

For enrichment, student will teach lesson written to educate the public.

National and State Education Standards**National Health Science Cluster Standards**

- 2.11 Interpret verbal and nonverbal communication.
- 2.12 Recognize barriers to communication.
- 2.13 Report subjective and objective information.
- 2.14 Recognize the elements of communication using sender-receiver model.
- 2.15 Apply speaking and active listening skills.

TEKS

- 130.205 (c) 5A participate in team teaching and conflict management such as peer mediation, problem solving and negotiation skills; and
- 130.205 (c) 5B refine consensus-building techniques.

Texas College and Career Readiness Standards

English-Listening:

- B.1 Listen critically and respond appropriately to presentations
- B.2 Listen actively and effectively in a one-on-one communication
- B.3 Listen actively and effectively in group discussions

Social Studies Standards:

- V.A. 1. Use appropriate oral communication techniques depending on the context or nature of the interaction.

Cross-Disciplinary Standards

Key Cognitive Skills

- C.1 Analyze a situation to identify a problem to be solved.
- C.2 Develop and apply multiple strategies to solving a problem.

THE BLIND MEN AND THE ELEPHANT

By John Godfrey Saxe
(1816-1887)

A version of the famous Indian legend

It was six men of Indostan
To learning much inclined,
Who went to see the Elephant
(Though all of them were blind),
That each by observation
Might satisfy his mind.

The *First* approach'd the Elephant,
And happening to fall
Against his broad and sturdy side,
At once began to bawl:
"God bless me! but the Elephant
Is very like a wall!"

The *Second*, feeling of the tusk,
Cried, -"Ho! what have we here
So very round and smooth and sharp?
To me 'tis mighty clear
This wonder of an Elephant
Is very like a spear!"

The *Third* approached the animal,
And happening to take
The squirming trunk within his hands,
Thus boldly up and spake:
"I see," quoth he, "the Elephant
Is very like a snake!"

The *Fourth* reached out his eager hand,
And felt about the knee.
"What most this wondrous beast is like
Is mighty plain," quoth he,
"'Tis clear enough the Elephant
Is very like a tree!"

The *Fifth*, who chanced to touch the ear,
Said: "E'en the blindest man
Can tell what this resembles most;
Deny the fact who can,

This marvel of an Elephant
Is very like a fan!"

The *Sixth* no sooner had begun
About the beast to grope,
Then, seizing on the swinging tail
That fell within his scope,
"I see," quoth he, "the Elephant
Is very like a rope!"

And so these men of Indostan
Disputed loud and long,
Each in his own opinion
Exceeding stiff and strong,
Though each was partly in the right,
And all were in the wrong!

MORAL

So oft in theologic wars,
The disputants, I ween,
Rail on in utter ignorance
Of what each other mean,
*And prate about an Elephant
Not one of them has seen!*

This work is in the public domain.

THE BLIND MEN AND THE ELEPHANT ACTIVITY

Teacher leads discussion about interpersonal communication using questions:

- What happens when you disagree with someone?
- Why do we disagree?

The Blind Men and the Elephant Activity

- Each student needs a clean sheet of paper
- Fold paper in half hamburger style
- Fold paper in half hamburger style a second time
- Should have 8 squares front and back- number squares 1-8 in the upper right hand corner of each square
- Instruct students that you will be reading the poem entitled The Blind Men and the Elephant. The poem has 8 stanzas. They will be instructed to draw a picture after each stanza.
- Read 1st stanza- draw your own version of the elephant
- Read 2nd stanza-draw what you think the first blind man envisioned (wall)
- Read 3rd stanza- draw what you think the second blind man envisioned (spear)
- Continue through each stanza
- Read the 8th Stanza and instruct the students to draw a composite picture of the elephant based on the perceptions of the six blind men.
- Discussion Question:
 - What caused the disagreement between the blind men?
 - What assumptions are being made by each blind man?
 - Whose opinion was right or wrong?
 - How could this be resolved?
 - What is the moral of this parable?

UNDERSTANDING YOURSELF AND OTHERS PERSONALITY PROFILE

There are no “right” or “wrong” answers. This questionnaire will help you to determine your preferred social style. The results will provide an insight into:

- new awareness about yourself & others
- solving conflicts with others
- leadership, teamwork, & relationship insight

Circle one word or phrase per line that best describes your behavior style

| | | | |
|--------------------|----------------------|---------------------|---------------------|
| 1. assertive | conforming | sensitive | trusting |
| 2. spontaneous | checks with others | mentally visualize | analyze/investigate |
| 3. involved | orderly | straight forward | like to explore |
| 4. stubborn | dictatorial | rebellious | easily discouraged |
| 5. demanding | manipulative | uncooperative | silent/quiet |
| 6. connects/joins | idea person | resists change | in charge |
| 7. cautious | kindhearted | harmony | active |
| 8. caring | outspoken | consistent behavior | mild |
| 9. convincing | aggressive | disciplined | possessive |
| 10. daring | dreamer | obedient | participating |
| 11. logical | satisfied | friendly | bold |
| 12. “eager beaver” | imaginative | accurate/precise | popular |
| 13. reserved | innovative/new ideas | forceful | optimistic |
| 14. power | teamwork | individual | conservative |
| 15. talkative | restless | attentive | modest |
| 16. leader | counselor | designer | controller |
| 17. methodical | workaholic | helpful | self-directed |
| 18. industrious | detailed | mentally active | hopeful |
| 19. task-oriented | people-oriented | idea-oriented | result-oriented |
| 20. emotional | flexible | likes recognition | precise |
| 21. irritable | rigid | resentful | easily threatened |
| 22. indirect | frank | careful | exact |

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|---|---|
| 23. goal oriented competent & steady | volunteers for jobs schedule oriented |
| 24. excels in emergencies dry sense of humor | thrives on compliments avoids causing attention |
| 25. enjoys watching people energy & enthusiasm | strong-willed, decisive perfectionist, high standards |
| 26. makes friends cautiously very self-confident | behaves or dresses in flashy way persistent & thorough |
| 27. neat & tidy avoids conflicts | looks good on surface is usually right |

UNDERSTANDING YOURSELF AND OTHERS PERSONALITY PROFILE

Score Sheet

| | | | |
|------------|--------|--------|--------|
| 1. red | green | blue | yellow |
| 2. red | yellow | blue | green |
| 3. yellow | green | red | red |
| 4. green | red | yellow | blue |
| 5. red | yellow | green | blue |
| 6. yellow | blue | green | red |
| 7. green | blue | yellow | red |
| 8. yellow | red | green | blue |
| 9. yellow | red | green | blue |
| 10. red | blue | green | yellow |
| 11. green | blue | yellow | red |
| 12. red | blue | green | yellow |
| 13. green | blue | red | yellow |
| 14. red | yellow | blue | green |
| 15. yellow | red | green | blue |
| 16. red | yellow | blue | green |
| 17. green | red | yellow | blue |
| 18. red | green | blue | yellow |
| 19. green | yellow | blue | red |
| 20. blue | yellow | red | green |
| 21. red | green | blue | yellow |
| 22. yellow | red | blue | green |
| 23. red | yellow | blue | green |
| 24. red | yellow | blue | green |
| 25. blue | red | yellow | green |
| 26. blue | yellow | red | green |
| 27. green | yellow | blue | red |

Profile Totals:

RED _____ YELLOW _____ BLUE _____ GREEN _____

DESCRIPTION OF FOUR BASIC PERSONALITY TYPES

- Red** -- Task and results oriented
Honest
Likes recognition
Can't sit still
Doesn't like to be late
Enjoys individual sports (golf, fishing, tennis, etc.)
Car -- expensive or showy (often a sports car)
If they bought a swing set ? . . . would pay to have someone else put it together.
- Yellow** -- People oriented
Expressive
Friendly
Loves to talk
Extravagant
Optimist
Enjoys team sports (football, basketball, etc.)
Car -- large enough to carry friends around (CRV, van)
If they bought a swing set? . . . would invite everyone
over for a swing assembly party to put the set together.
- Green** -- Detail oriented
Precise
Controlled
Thrifty
Does thing right the first time
Completes the job
Car -- practical (small recreation vehicle, economy)
If they bought a swing set? . . . would carefully remove
all of the parts from the carton (in case it had to be returned); would count all the
parts (to be sure they were all there); and, would carefully read all of the instructions
before beginning the assembly project.
- Blue** -- Creatively oriented
Sincere
Loyal
Caring
Sensitive
Understanding
Open-minded
Enjoys nature
Car -- jeep
If they bought a swing set . . . wouldn't! They would
design their own and build it from scratch.

Note to the Teacher: Statistically, most classes are comprised of “yellow” personalities. They will make up the majority for most groups. I always try to put just one “red” in each group. Too many reds in one group can be challenging! “Greens” and “blues” should be equally distributed among groups if possible for optimum group productivity.

ROLE PLAY WITH COLORS

Scenario #1

- In bright color groups, develop a role play about having/changing a flat tire
- Remind groups to think about the attributes of their bright color
- Present role play

Scenario #2

- In pale color groups, develop a role play about planning a trip to Disney World for Spring Break
- Remind groups to think about the attributes of their pale color
- Present role play

Discuss how working with each group turned out.

TEAM WORK PROBLEM SOLVING

Problem # 1

Work with team members who share your personality color -- team should be no larger than 3.

Objective: Students will construct the tallest tower with 25 spaghetti noodles and 10 marshmallows.

Materials: (per team)

1. 25 pieces of Spaghetti
2. 10 mini-marshmallows

Tools: Ruler for measurement

Limitations:

1. You may only use the materials provided
2. Teams will be given only 20 minutes to plan and execute the task
3. Tower must be free standing (not leaning on anything) for at least 3 minutes

Problem # 2

Work with team members who do NOT share your personality color: team should be no larger than 3.

Objective: Students will design the smallest, re-sealable container to hold 91 beans.

Materials: (per team)

1. 2 index cards
2. 12 inches of masking tape
3. 1 bean for practice

Tools:

1. Ruler
2. Scissors

Limitations:

1. Build your container so that it can be opened and closed.
2. Container should hold 91 beans and close.

Problem # 3

Work with team members who do share your personality color.

Objective: Design and construct the tallest flag tower that will support your team's custom designed flag.

Materials: (per team)

1. 2 sheets of 8 1/2 " x 11" paper
2. 2 paper clips
3. Masking tape
4. 1 index card

Tools:

1. Crayons
2. Scissors
3. Ruler

Limitations:

1. You may use only the consumable materials provided.
2. The flagpole must be free standing and cannot be taped, glued, etc. to the test surface.
3. ½ of the team members should work on the pole construction and the other ½ should work on the flag creation.
4. You have only 15 minutes to complete the exercise.

After completion of the 3 team problems discuss as a group the good, bad and the ugly of working with people who share your personality color.

Then discuss as group the good, bad and ugly of working with people who do NOT share your personality color.

In the work world it is common for people with certain personality colors to choose certain types of professions, or they will have customers who are of a certain personality color. Discuss as a group – which professions are common for their personality color and identify whether they cater to a certain personality color.

Finally discuss how understanding personalities can help diffuse conflict in their personal life and in the work place.

ORAL PRESENTATION RUBRIC

Student: _____ Date: _____

| Scoring criteria | 4. Excellent | 3. Good | 2. Needs Some Improvement | 1. Needs Much Improvement | N/A |
|---|-----------------|------------|---------------------------------|---------------------------------|-----|
| Clearly and effectively communicates the main idea or theme. | | | | | |
| Presenter is self-confident and clearly expresses ideas. | | | | | |
| Presenter answers questions with well thought out responses. | | | | | |
| Holds audience attention and maintains eye contact. | | | | | |
| Visual aids are clear and add to the presentation. | | | | | |

NOTE: N/A represents a response to the performance which is "not appropriate."

TEAM WORK RUBRIC

Student: _____ Date: _____

| Scoring criteria | 4. Excellent | 3. Good | 2. Needs Some Improvement | 1. Needs Much Improvement | N/A |
|--|-----------------|------------|---------------------------------|---------------------------------|-----|
| Participates in group discussions and encourages others to join the conversation. | | | | | |
| Effectively works to keep the discussion moving in a rapid progression to achieve goals. | | | | | |
| Actively shares ideas and thoughts while offering helpful criticism and recommendations to others. | | | | | |
| Gives credit to others for their ideas and understands the feelings and thoughts of others. | | | | | |
| Involves others by asking questions or requesting input to reach an agreement. | | | | | |
| Clearly and effectively expresses ideas and thoughts. | | | | | |

NOTE: N/A represents a response to the performance which is "not appropriate."