Public Abstract
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Graduation Term:SS 2008
Department:Information Science & Learning Technologies
Degree:PhD
Title:Technology Use, Cooperation, and Organizational Learning in Patient Safety Reporting

Information technology has the potential to support cooperation and facilitate organizational learning. However, technology use, cooperation, and organizational learning are complex constructs that were often oversimplified and resulted in inconsistent findings in past studies. This study employed an innovative approach to building new knowledge about the use of technology in support of cooperative work and organizational learning in a health care setting. This study examined the use of the Patient Safety Network (PSN) within the University of Missouri Health Care (UMHC). The purpose of this study is to understand in what ways and to what extent health care practitioners at UMHC used the PSN and how it influenced cooperative work and contributed to organizational learning. Activity was used as the unit of analysis to examine membersâ€™ actions and interactions surrounding the common patient safety activity. Follow-up surveys of perceived organizational learning were collected at the end of each patient safety activity. The findings of this study provide evidence that technology use and cooperation can be operationalized and examined in context and demonstrate how it can be done reliably. The results show the importance of understanding the participation of different roles within a CSCW context and of considering task characteristics, such as event complexity. Additionally, the degree of cooperation depended on how well the basic elements were met. However, the overall relationship between cooperation and organizational learning was found weak. Finally, the results show that factors of technology use impact levels of cooperation and perceived organizational learning.