Smart Games for Smarter Learning

BLINDFOLD

Leading, Communicating, and Trust: Clinical

An activity for two in this specialized learning activity

As a result of participating in this activity, learners will:

1. Experiment with language and strategies that help engender trust between two team members.
2. Devise a strategy to clearly communicate ideas and directions to someone who does not have shared experiences.
3. Support a fellow team member during risk and hardship.



Image of student group with some wearing blindfolds

While some communication is broad and applies to a group or team, there are times when communication must be intimately connected to the situation and the individual involved. Building trust is essential.

Materials:

A single bandana or other blindfold per pair of learners

Create obstacles within the room (moving furniture or using objects such as cones, balls, boxes, etc.)

Instructions

1. Assemble learners into pairs. If possible, match pairs already working together within a team to improve overall collaborative skills.
2. Learners stand on one end of a space with their partner. A single bandana or other blindfold is given to each pair. One person will lead. The other person covers their eyes with the blindfold so that they cannot see.
3. After the blindfolds are in place, create obstacles within the room (moving furniture or using objects such as cones, balls, boxes, etc.) Be mindful of safety issues.
4. In the first round, leaders may not speak to their partners, but may only gently touch them on the arm or shoulder to provide directions to guide them through the obstacles to the opposite side of the space. Debrief, and change the roles of the partners, with a new person wearing the blindfold.
5. In round two, rearrange the obstacles before beginning. Leaders may speak to their partners, giving them both directions and encouragement, but may not touch them. The person wearing the blindfold may ask questions. The goal is to return to the original starting point. Debrief. In a third round, partners may negotiate who will be blindfolded and who will lead. Once again, rearrange the obstacles. This time, leaders may only say the words “yes” or “no”, but not provide any further information. The goal to reach the opposite side of the space remains the same. Those wearing the blindfold may ask questions about how to proceed to get to the opposite side of the space.

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Lesson	Debrief Questions	Clinical Application	Bloom's Taxonomy	TeamSTEPPS™ Domain	IPEC Competencies
Leading and Being Led: Putting our trust in someone else to protect us and our interests can be challenging, particularly if that person communicates to us only minimally	Round One: 1. Leader: What was your experience with having limited options for communication? How did you adjust to those limitations? 2. Blindfolded member: With limited communication, how trustful did you feel about the leadership? What, if anything, could have been done differently to gain your trust?	1. How is being blindfolded like being a patient in a healthcare setting? 2. How are patients limited in their communications to providers? 3. How do providers limit their communications with patients? 4. How can we, as providers, gain the trust of our patients?	Analyze/ Apply Evaluate/ Create	Leadership Communication	Values & Ethics Roles & Responsibility Communication
Sharing Information: In teams, open and transparent communication facilitates the successful completion of a task. When one can check back for understanding, trust can be built quickly.	Round Two: 1. Compare this experience to the first round in terms of the amount of time it took to complete the task. 2. Compare this experience to the first round in terms of what you think may help build a trusting relationship. 3. What specific behaviors from leaders create this kind of communication	1. Provide an example of a patient care scenario when a patient did not get complete information. 2. How can we facilitate open and transparent communication with our patients? 3. How can we check back for understanding by the patient? How can we insure we understand them?	Analyze/ Apply Evaluate/ Create	Leadership Communication Mutual Support	Values & Ethics Roles & Responsibility Communication Teams & Teamwork
Leadership by Questions: Some leaders attempt to stand back and let team members operate on their own, checking in whenever they require help. For some, this can lead to a sense of empowerment and trust. For others, however, they may experience uncertainty.	1. Compare the effectiveness of communication in this round to the previous two. What differences do you notice? 2. Would you advise a leader to treat all team members equally, or adapt their communication styles? How can they assess which style to use? 3. Which of these three communication styles do you think would be most empowering for team members? Why?	1. How do patients perceive providers who only provide limited information? 2. What are the possible outcomes when patients do not give complete information to providers? 3. What are the possible patient outcomes when patients are uncertain about their care plan?	Analyze/ Apply Evaluate/ Create	Communication Situation Monitoring	Values & Ethics Roles & Responsibility Communication Teams & Teamwork

For additional information about Debriefing, please refer to the ***Rosalind Franklin University of Medicine and Science Smart Games for Smarter Learning Debriefing Guide Supplement.***

References:

Department of Health and Human Services, Agency for Healthcare Research and Quality, & Department of Defense. (Year of publication/last update). *TeamSTEPPS: Team Strategies and Tools to Enhance Performance and Patient Safety.* [Description of material, e.g., Curriculum, Toolkit, Webpage]. Retrieved from https://www.ahrq.gov/teamstepps-program/index.html

Interprofessional Education Collaborative. (2023). *IPEC Core Competencies for Interprofessional Collaborative Practice: Version 3*. Interprofessional Education Collaborative. https://www.ipecollaborative.org/assets/core-competencies/IPEC_Core_Competencies_Version_3_2023.pdf

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