Smart Games for Smarter Learning

DOUBLE DOUBLE

Collaborating Across a System

Nobody succeeds until everyone succeeds

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

1. Collaborate to solve duplicate puzzles simultaneously.
2. Demonstrate leadership and flexibility upon recognition of duplication.
3. Utilize collaborative problem-solving skills with other teams to support their performance in a similar task.



Image of connected multicolored jigsaw puzzle pieces

Team members learn how their skills may overlap with other team members and must consider the feeling of being outside the system of which they are a part while attempting to provide support and/or assistance.

Materials:

Duplicates of children's 24-piece puzzles

Instructions

1. Using duplicate children's puzzles (approximately 4 people for each 24-piece puzzle, i.e. three identical puzzles for 12 people) hand out 2-3 pieces to each person as they walk in. Remaining pieces can be on the tables.
2. People will have to solve the multiple identical puzzles simultaneously but may hold pieces to a few of the puzzles.
3. People will have to determine in which puzzles their pieces have already been used and find remaining puzzles where their pieces are still needed.
4. The activity is over when all puzzles are solved.

May add additional elements of time to increase the sense of urgency.

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Lesson	Debrief Questions	Clinical Application	Bloom's Taxonomy	TeamSTEPPS™ Domain	IPEC Competencies
Team Membership: Belonging to a team means requires noting where you have information (pieces) to share and then sharing it OR moving elsewhere to share your information or skills where they are needed.	1. What went well? 2. How did people interact and reach solutions given the identical activity was going on across tables? 3. What strategies and processes were used to organize people and pieces? What could have been done differently? 4. Given the duplication of the puzzles, were you able to easily move on once you realized your pieces had already been played? In what other forms of team interaction would you see similar changes and realignment of solutions?	For many patients are multiple, different providers who can address illness. 1. How does a team decided who should be the main provider to the patient? 2. How do the other team members provide support? 3. How is conflict resolved if one team member has strong feelings about a certain medication?	Analyze / Apply	Teamwork Communication	Communication Teams & Teamwork
Mutual Support: When working within system-wide goals, some members of the team may have skills/ responsibilities (i.e. pieces) that overlap but ultimately all are necessary to succeed. In this exercise, until all teams have successfully completed the challenge, no team has succeeded. Teams are responsible for the success of the entire system.	1. As you were holding pieces to multiple puzzles, how did it feel to be on multiple teams simultaneously? 2. How did it feel to not be able to "contribute" to a team because someone else already had played your piece? 3. How might that have been different if teams had been given puzzles that were different from one another? 4. How might it have been if your pieces didn't fit anywhere?	Consider that you are on a team that is first on the scene of a mass casualty disaster. 1. How should the care team be organized? 2. How can team members assist one another in caring for patients. 3. How could power struggles impact patient care? What would be considered success in this situation?	Analyze / Apply	Leadership Mutual Support	Values & Ethics Roles & Responsibilities Communication
Situation Monitoring: Members may belong to a system in which several teams are attempting to complete similar tasks but are dependent on the skills (pieces) of another team member in order to achieve their own goals.	In our culture, we tend be competitive with one another even when we are members of the same team, however, members win or lose as a unit. 1. In systems where team members have similar knowledge and skills, how does the team decide who completes the task? 2. How can team members with similar skills support one another instead of compete with one another? What strategies could leaders use when delegating tasks to team members who a) serve on multiple teams or b) have similar skills?	1. Using our mass casualty example What happens if we need more of a particular resource, such as chest tube kits, than we have? How do we distribute these resources fairly? 2. How can team members communicate their need for assistance with patient care? 3. How can team members monitor the disaster situation in order to protect one another and their patients?	Analyze / Apply	Communication Situation Monitoring	Communication

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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