Smart Games for Smarter Learning

# RACE TRACK

## Teaching Team Membership Skills: Clinical

### Using a ping pong ball in a specialized learning activity

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

1. Demonstrate behaviors and qualities in the execution of a simple task as a member of a collaborative team.
2. Test various models of feedback and accountability.
3. Navigate conflicts that can arise on a team in a high-risk or high stress encounter through collaboration and innovation.



Image of people holding wooden tracks lined up attempting to keep a ball rolling along the track

*Utilizing inexpensive items (pieces of corner molding and a ping-pong ball) you can teach important lessons about membership on teams in an interactive, engaged-learner activity!*

**Materials:**

Corner Molding of various lengths
Ping Pong Balls
Plastic Cups

**Instructions**

1. Assemble students into teams of 5-6 using some method to ensure diversity/interprofessionalism on each team.
2. Provide each student with a piece of corner molding. It is helpful if they come in varying lengths, with 10” to 15” pieces working well.
3. The team’s task is to create a pathway for a ping-pong ball to roll safely from a starting point into a cup placed on the floor some distance away by moving from the front of the line to the back to make the track continuous.
4. They may not touch the ball with their hands once it begins rolling. If the ball falls from the track, return to the beginning and start again.
5. Variation: Remove a member of the team, but keep their track in play, with the same rules that the ball must pass over each piece of track at least once. (One player will end up holding two pieces.)


**References:**

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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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# Smart Games for Smarter Learning

| Lesson | Debrief Questions | Clinical Application | Bloom's Taxonomy | TeamSTEPPS™ Domain | IPEC Competencies |
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| **Team Membership:** Although we often speak about leaders on a team, we often rail to think about what it means to be a follower. Teams may function with "rules" or agreements that are poorly discussed, if they are discussed at all. In this activity is an opportunity for learners to reflect upon those behaviors other team members demonstrated that made it easier to participate. | 1. In this task, you were asked to function collaboratively as a team member. What behaviors did you see your team demonstrate that made this task easier for you?<br>2. How did your team plan for your collaboration to complete this task?<br>3. What do you think might have happened if the team had first talked about a strategy for completing the task, or perhaps had stopped in the middle of the task to ask what was working well and what needed to change?<br>4. If you used the variation described above: What was it like to suddenly have to realign responsibilities on your team? How did it feel to the person(s) required to take on the extra burden? How did that impact the successes of your team? How might that be different with others attempting to compensate for the loss? | 1. On a patient care team, is there a leader? What does being the leader mean? Does the leader change? Should it?<br>2. What does it mean to be a follower on a patient care team? Who are the followers?<br>3. Do all members of the patient care team have an equal voice in the treatment plan? | Analyze / Apply Evaluate / Create | Leadership Communication | Roles & Responsibilities Communication Teams & Teamwork |
| **Accountability and feedback:** Feedback, although often resented, can provide an opportunity for each team member to learn about how they contributed to team successes and how a specific behavior might have prevented the team's success. Pay attention to how learners instruct, support, or criticize one another's performance. It is helpful if teams hold a strategy meeting prior to attempting the task to establish expectations for team members. | 1. What sorts of feedback did you receive in the form of comments or directions from other team members? Was it helpful?<br>2. What was your team's strategy for completing this task? Was it clear to you? Did you agree with it?<br>3. How did your team reach a common, shared vision of your task?<br>4. When /if the team failed, to what do you attribute this? How did you or other team members contribute to that failure? 5. Identify behaviors that you believe might have been supportive to team members who "dropped the ball." | 1. Provide an example of when a healthcare team member "drops the ball" in the care of the patient. What was the impact on the patient? The provider?<br>2. How do you give feedback to a team member who has dropped the patient care "ball"? How do you give it to the patient/family?<br>3. How can patient care errors be prevented by a team? | Analyze / Apply Evaluate / Create | Leadership Communication Mutual Support | Values & Ethics Roles & Responsibilities Communication Teams & Teamwork |
| **Winning Outcomes through Collaboration and Innovation:** Suggest alternatives to the team that foster cooperation and collaboration beyond individual efforts, such as allowing team members to have their hands on the end of the previous stick and matching it up with their own, designating a team member to stop the ball on their stick so that other team members could get repositioned, exchanging shorter pieces of track for longer ones, etc. | 1. On collaborative teams, each team member is mutually responsible and accountable for the team's success. How did your team innovate while remaining within the stated rules to assist in the task?<br>2. How did your team choose to move beyond conflict and possible failure? How did you keep going?<br>3. At what point does the team give up on a team member who simply does not contribute to team successes? | 1. The goal of patient care is to have the optimal outcome for the patient.<br>2. Who decides what that outcome should be?<br>3. How is the "best" outcome decided upon?<br>4. What role does the patient/family play in deciding the outcome?<br>5. How is opposition to the treatment plan by another provider resolved?<br>6. What if the patient or family member opposes the decision? | Analyze / Apply Evaluate / Create | Communication Situation Monitoring | Values & Ethics Roles & Responsibilities 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.***

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