Smart Games for Smarter Learning

SPOT LIGHT

Teaching the Process of Collaboration

Teams exploring collaboration in a specialized learning activity

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

1. Express an accurate meaning and use of terms used in describing the process of collaboration.
2. Categorize terms related to the collaborative process.
3. Recognize descriptions of elements of collaboration and relate the correct term to them.

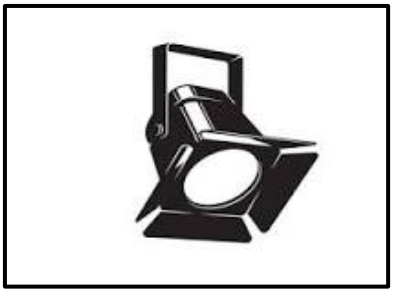


Image of a large stage light

*The **RFUMS Spotlight Collaboration** card deck can be used to introduce, teach, and test the meaning of both terms and concepts through an interactive, team-based game. This may also be combined with other Spotlight decks.*

Materials:

Spotlight is a series of game cards used as a specialized learning activity to teach terms and the collaboration process. It has been developed by Rosalind Franklin University of Medicine and Science in North Chicago, IL as a teaching resource, and is available exclusively through them. It is used in concert with a Collaboration **Memory Card** from the same source. This deck may be combined with other Spotlight games.

Instructions

1. Assemble students into teams of 5-6 using some method to ensure diversity/interprofessionalism on each team.
2. Each team receives a Spotlight Collaboration deck. Each player receives a Collaboration Memory card. Remove the information cards from the deck, such as the directions and debriefing instructions. Shuffle the remaining cards thoroughly, and place them face down.
3. Teams will be timed for each round, and accommodations need to be made either by timing all teams simultaneously or by providing timing devices for each team. Cell phone timers are a good resource. For inter-team competition, score points as noted below.

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Round	Activity
Round One	Utilizing the **Memory Card**, team members work collaboratively to sort terms and concepts identified on individual cards, placing them correctly into a description of the collaborative process. This round may be timed and scored, if desired, but may instead be played without scoring to facilitate exploration and learning. Return all cards to the deck and shuffle thoroughly in preparation for the next round.
Round Two	In this round, all players may utilize the **Memory Card**. One member is chosen as the "receiver" for the round, and all others are "senders". The game begins with the receiver placing the top card from the deck on his/her forehead, with the clue facing out so that other team members may read it. The receiver does not look at the word(s). Senders give clues to the receiver in an attempt to get them to say the word(s) on the card aloud. They must say exactly the correct word(s). Clue restrictions: *No rhyming or "sounds like" clues, no references to the specific location on the Memory Card where the word might be found, no use of any portion of the word(s) in the clue.* Play continues for 60 seconds. There is no "passing" in this round– teams must successfully get the receiver to say the word before moving on to the next card. Cards that are correctly guessed are kept in a pile, and at the end of the round, the team scores one point for each one. Return all cards to the deck and shuffle thoroughly in preparation for the next round.
Round Three	Teams may change receivers for each round if they wish. As with the previous round, the receiver places a card on his/her forehead for others to see. In this round, the use of the Memory Cards is optional and clue restrictions apply. In this round, if a receiver is unable to guess the word on the card, they may "pass" and move on to the next card. Unsolved cards are kept to the side, away from those with which the team was successful. Score three points for each correct answer, with no penalty for unsolved cards. Return all cards to the deck and shuffle thoroughly in preparation for the next round.
Round Four	No Memory Cards may be used during this round. Play is as in Round Three with the same clue restrictions and with a change in scoring: correctly solved cards are worth five points. Each passed card is a penalty of five points. In inter-team competitions, score all points for the four rounds. Highest score wins.

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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