Smart Games for Smarter Learning

TARGET

Testing Communication Strategies: Clinical

Using specialized learning activities

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

1. Demonstrate leadership behaviors and qualities in the execution of a simple task and analyze their successes.
2. Test various models of leadership and formulate strategies that empower other team members.
3. Compare the impact of collaborative efforts and those in which no collaboration occurs.

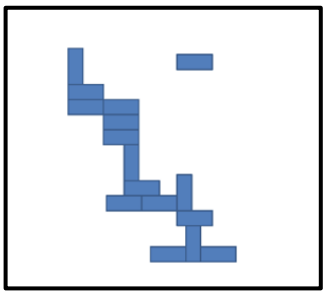


Image of domino-like shaped blocks arranged in various pattern

With inexpensive, domino-like blocks, learners experience cultures in which no questions are allowed versus ones in which information is freely exchanged and how that impacts successful achievement of goals!

Materials:

Domino-like blocks

Instructions

1. Assemble students into teams of 5-6 using some method to ensure diversity/interprofessionalism on each team.
2. Provide students with domino-like blocks and target designs to be constructed using them.

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

Smart Games for Smarter Learning

Lesson	Debrief Questions	Clinical Application	Bloom's Taxonomy	TeamSTEPPS™ Domain	IPEC Competencies
Leadership and Communication: The designated leader sits back-to the team, unable to see their work. The leader has a target pattern drawn on paper he/she wants the team to replicate using the blocks. Round 1: Without seeing their progress, and with no questions allowed in either direction, the leader directs the team in how to successfully build the design. After established time has elapsed, check the team's work. Round 2: Again, without seeing their progress, but allowing questions and answers in both directions, direct the team to success. Elevate the cognitive load: Add in the dimension of correct color.	1. Leaders, what was it like to be giving directions to a team without being fully aware of their progress? 2. Team members, how did you feel about being on a team with only one way communication? 3. In what ways do teams of which we are a part fail to communicate effectively due to structural barriers, such as leaders who aren't in clear communication with their teams? 4. How can leaders encourage their team members to ask questions?	A provider is caring for a patient recovering from a stroke. The patient answers yes/no to most questions by nodding. Is this two-way communication? If not, what steps can be taken to insure two-way communication? Do we give feedback to patients? If so, how? Why is it important to give feedback to patients about their progress?	Analyze / Apply Evaluate / Create	Leadership Communication	Communication Teams & Teamwork
Information and Interpretation The leader is provided a design for the team to replicate using the blocks provided. The leader looks at the example for 15 seconds and surrenders the design back to the facilitator. Drawing from memory or interpretation, direct the team to replicate the design as quickly, completely, and accurately as possible.	1. What happens if the leader is uncertain about the vision for the team? 2. What are the implications related to a shared vision if only one person has the opportunity to see/engage in that vision, and others are reliant on their interpretation? 3. What is the responsibility of a leader who realizes that they may not fully understand the target vision?	A stem cell transplant patient is being discharged to home. The PA, nurse, pharmacist and social worker each give the family a great deal of verbal information regarding medications, restrictions, and follow-up appointments. What steps can be taken to ensure that patients have both heard and interpreted the information correctly? Provide an example of an outcome when a patient has not correctly interpreted the information given to them about their follow-up care.	Analyze / Apply Evaluate / Create	Leadership Communication Mutual Support	Values & Ethics Roles & Responsibilities Communication Teams & Teamwork
Winning Outcomes through Collaboration: Place the picture of the target design where everyone on the team can see it. As quickly as possible, organize a system in which every team member contributes to the completion of the design in some way. Observe the willingness of team members to identify their contribution.	1. How can a team work together to accomplish a complex task? Identify strategies your team used to successfully reconstruct the target picture. 2. How helpful was each individual team member in this task? What are the implications for teams when not all tasks are equally achievable for individual team members?	The team was discussing the complex discharge of patient to home with a tracheostomy. The nurse and the social worker adamantly disagreed about the readiness of the family for discharge. The team starts to take sides. What steps should be taken to insure a collaborative solution? Who is responsible?	Analyze / Apply Evaluate / Create	Communication Situation Monitoring	Values & Ethics Roles & Responsibilities Communication Teams & Teamwork

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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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