

## Interprofessional Break-Into-The-Box Activity



This document provides a description of an interprofessional learning activity including pre-licensure associate degree nursing and radiologic technology students. Students complete a pre-session assignment in which they learn about Teach Back and scopes of practice. After teaching each other about their roles and responsibilities, interprofessional teams of 6-8 students collaborate to answer the questions, find the key combinations, and break into the box before their classmates. For more information, contact [Ann Curtis DNP, RN, Director of Interprofessional Education](#) at Maine College of Health Professions.

### Materials for this activity:

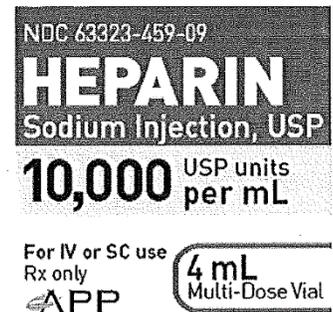
- per student: paper copies of scopes of practice for each profession, Teach Back technique handouts
- per group: 1 toolbox with multi-lock hasp, locks (6), prizes inside, printed set of questions for each group





## Black Master Lock

- The nurse has an order to administer 100 mg of medication that is mixed with 500 mL of 5% Dextrose in Water. The medication must be administered over 2 hours. What is the drip rate in mL/hr? Round to the nearest whole number.
  - 166 ml/hr (1)
  - 220 mL/hr (2)
  - 250 mL/hr (3)
  - 300 ml/hr (4)
  
- The nurse has an order to administer Heparin 2,500 units, subcutaneously, every 6 hours. What volume will the nurse administer?
  - 0.25 mL (5)
  - 0.45 mL (6)
  - 0.67 mL (8)
  - 0.99 mL (9)
  
- The nurse has an order to administer Prozac 60 mg orally 4 times daily. The pharmacy provides Prozac liquid: 20 mg/1 teaspoon. How many milliliters will the nurse administer?
  - 10 mL/dose (8)
  - 15 mL/dose (7)
  - 17 mL/dose (6)
  - 19 mL/dose (5)



The key for this lock would be 3-5-7.



### Letters/Numbers Master Lock

What are the 5 rights of delegation (enter into lock in order that they appear on this page)

Right Task (A)

Right Evidence (P)

Right Circumstance (U)

Right Outcome (S)

Right Person (T)

Right Location (X)

Right Direction/Communication (D)

Right Supervision/Evaluation (F)

Right Teaching

The key for this lock would be AUTDF.



### RESET Combination Lock

Use the correct answers from the following questions (in order) to open this lock.

1. What does ALARA stand for?
  - a. Always look around/rotate angles. (1)
  - b. Activate/locate alarms, radiography absorbed. (4)
  - c. Ambient linear accelerator/Rem activation. (8)
  - d. As low as reasonably achievable. (9)
  
2. What are the three protective measures in radiation safety?
  - a. Transference/Dosimeter/Surface (6)
  - b. Time/Distance/Shielding. (3)
  - c. Teratogenic/Decontamination/Sensitivity (2)
  - d. Thermonuclear/Depletion/Stochastic (9)
  
3. Where should the radiation worker stand to minimize occupational exposure during a portable x-ray examination?
  - a. At a lateral position to the patient's location (2)
  - b. Next to the patient's door, facing the patient (9)
  - c. Perpendicular or 90 degrees to the central ray (4)
  - d. Outside the patient's room with the door closed (8)

The key for this lock would be 9-3-4.



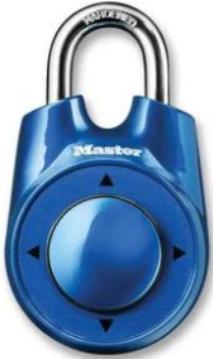
To operate this padlock:

1. Turn RIGHT 3 times and stop at the first number.
2. Turn LEFT one full turn, passing the first number and stop at the second number.
3. Turn RIGHT and stop at the third number.
4. Pull shackle.

Review the list below. Identify the 3 bullets that **ARE NOT INCLUDED** when analyzing/critiquing a radiography image. The incorrect bullets (in order) will give you the key to this lock.

- Verify patient information and order with exam performed
- Proper Contrast
- Minimal artifacts (should be FREE of artifacts) 8
- Proper collimation 23
- Avoid exposing lead marker (should be PROPER PLACEMENT of lead marker) 6
- Relevant anatomy is included 11
- Proper centering of anatomy 10
- Proper positioning 30
- Limited rotation (should be FREE of rotation) 13
- Free of motion 3
- Exposure indicator and range 15
- Proper technical factors used 27
- Should the image be repeated 25

Remove the highlighting above for the student worksheet; also delete the rationale for why each wrong item is incorrect. Since each padlock has a different key, you need to add incorrect and correct numbers specific for your padlock. The key for this example would be 8-6-13.



Identify and put into correct order the steps used in a Teach-Back with a patient.

The directional indicators (in order) are the combination for this lock. Squeeze the shackle firmly toward the lock twice and release to clear the lock before entering the combination. Enter the combination by sliding the button to each position in the combination pattern. (Be sure to slide the button all the way in each direction, allowing the button to move completely back to the center position before moving it to the next position.)

Teach-Back Step	Directional Arrow
Wait until you have presented all the information before checking for understanding.	↑
Ask the patient “What questions do you have?”	(3) →
Continue process until the concept/skill is understood.	(4) ←
Teach new concept/skill & ask patient to restate/demonstrate.	(1) ↑
Use technical terms when teaching new information.	↓
Clarify/correct misunderstood information and ask for repeat of correct information.	(2) ↑

The directional indicators must be updated to reflect the lock you have on hand. Also, note the numbers in the boxes above should be removed from the student worksheets. In this example, the code for this lock is:





Identify all correct answers and faculty will give you the key. Which of the following (in order) to LPN and Radiography Scopes of Practice have in common?

- e. Apply principles of ALARA.
- f. Use aseptic technique to insert urinary catheter.
- g. Administer medications per provider order.
- h. Provide surgical skin prep.
- i. Evaluate images for technical quality.
- j. Perform venipuncture.
- k. Receive and document provider orders.
- l. Maintain patient confidentiality.
- m. Evaluate images for proper positioning.
- n. Perform tracheostomy care and suctioning.
- o. Promote patient safety.

For this lock, students write the correct letters (in this example: c f g h k ) and show the instructor who gives them the correct color key for their lock.

## References

Adult learning principles. (n.d.). Retrieved from <https://www.valamis.com/hub/adult-learning-principles>

Johnson, H. E. (2017). *Breaking into Breakout Boxes: Escape Rooms in Education*. CreateSpace Independent Publishing Platform.

IHI Open School. (2016, February 4). *What Is Teach-Back?* Youtube. [What Is Teach-Back? - YouTube](#)