

SESSION AT-A-GLANCE	WHO?	HOW LONG?
Introduction	Facilitator	10 minutes
The Game	Facilitator, audience	25 minutes
Debrief and Discussion	Facilitator, audience	10 minutes

Peanut Butter and Jelly Game

Why Use This Game

- To teach that systems only work as well as they are designed.
- To teach the importance of error-proofing design.
- To show the importance of clearly documenting your process.

Target Audience

Senior staff, team members, and anyone else who will be involved in creating a new process or altering an existing process.

Type of Game

A demonstration with everyone participating.

Key Concepts

- Each system is perfectly designed to achieve the results it gets.
- Clear instructions to one person may not be clear instructions to another.
- Steps early in a process may have an unforeseen impact later in that process or system.

Source, History and Resources for More Information

Information about this game comes from Qualis Health, the QIO for Washington State, and its Performance Improvement Support Center.

Materials

For this game, you will need:

- Ingredients for a peanut butter and jelly sandwich (bread, peanut butter, jelly, knife)
- A pad of paper and pens for each team
- Flip chart and markers to record the key points of the discussion

Preparation

To prepare for this session:

- Familiarize yourself with the session's structure and content:
 - Read through the game instructions and key teaching points in their entirety.
 - Practice the game itself.
 - Practice presenting the key teaching points.
- Prepare the room:
 - Arrange chairs around a table or tables, set up to make it easy for the participants to work in small groups.
 - Set up a small desk or table in the front of the room and place the sandwich ingredients on the table.
 - Set up the flip chart so you can capture key points of the discussion after the game.

Playing the Peanut Butter and Jelly Game

Welcome and Introductions

To begin the game, welcome participants and thank them for their participation. If necessary, ask individuals to introduce themselves to the group.

Learning Objectives

Tell participants that by the end of the session they will:

- Understand that systems and processes only work as well as they are designed.
- Understand what is involved in error-proofing a design.
- Appreciate the importance of clear documentation of process steps.

Agenda

Provide a brief description of the session's primary components:

1. Background to the Peanut Butter and Jelly Game.
2. The game itself.
3. Debrief and discussion on what the game shows, and how its lessons can be applied to HIV care.
4. Feedback and close.

Background to the Game

Facilitator's note

"A system is defined as a collection of interdependent elements that interact to achieve a common purpose." It is the interaction of systems that makes them tricky to manage – something that affects one part of a system may have an unforeseen impact later on another part of the system. In thinking about making improvement, we have to understand that each system is perfectly set up to achieve the results it gets. If we want to change the results, we need to change the system. For example, the number of women getting gynecology consults will not improve unless you do something to change the link between the processes in your program and those in the gynecology service.

The purpose of this game is to teach the link between design and results, and to stress that decisions that make sense when taken in isolation (like how to put peanut butter and jelly on bread) can have an unexpected impact on the result. As you play your role, stick strictly to the instructions as given, and "play up" the result. Participants will quickly grasp the relationship between clear documentation of the process and the resulting sandwich, but may need help from you to make the link to thinking about health care systems.

Key points to explain to your audience:

- Explain the definition of "process" and "system." A process is a series of steps that turns an input into an output. A system is a group of processes with a common aim. A patient visit is a process. Treating HIV is a system.
- Mention that improving one process in a system may have an unforeseen impact on another process in a system. Most people will understand this easily; if you have time, discuss some examples of this that you or participants have encountered.
- Explain that this game will help illustrate some of the issues involved in improving processes and systems.

The Game Itself

- Divide the participants into small groups. Aim for 3 or 4 groups.
- Tell each group to prepare, write down and submit the process for making a peanut butter and jelly sandwich.
- Reconvene as a large group. You, as facilitator, demonstrate each set of instructions for making the sandwich. Follow these instructions exactly as written – for example, if the instructions don't tell you to take the peanut butter out of the jar, don't take it out of the jar.
- Ask the group: do we adopt, adapt or abandon this process? Discuss why.
- If time permits, try one round of adaptation of the instructions.

Debrief and Discussion

- Review results.
- Ask the group to describe what happened:
 - Aim for comments that the instructions assumed people would know to do certain things, even if they were not stated.
 - Ask if this situation ever occurs in their organization, and discuss.
- Ask for feedback on your role as a sandwich-maker:
 - Did you follow directions?
 - Did your result reflect what the instructions contained? (Aim to get participants to see that the results perfectly matched the instructions.)
 - What therefore needed to be changed, to achieve the expected result? (The underlying way of doing work – the core instructions for making the sandwich.)
- Discuss the application of what they have learned to their own HIV program:
 - What is the link between the current design of their HIV care system and the results it achieves?
 - What about existing process instructions? Are they clear and well understood?

- Have they made improvements that have had unforeseen consequences? How have they handled these? What might they do differently? (This can be a place to bring up the concept of PDSA: testing changes on a small scale can reveal these problems early.)

Feedback and Close

- Ask your audience for feedback on whether this session met its objectives. Take notes of their response on a flip chart, and keep it for your use in the future.
- Schedule an informal follow-up session with any audience member who wants clarification or more information on the game or the concepts you discussed.
- Thank your audience and congratulate them on their hard work and success.
- Provide sandwiches to those who want them.

