

Gaming in Inter-professional Education and Learning (GiPEL)

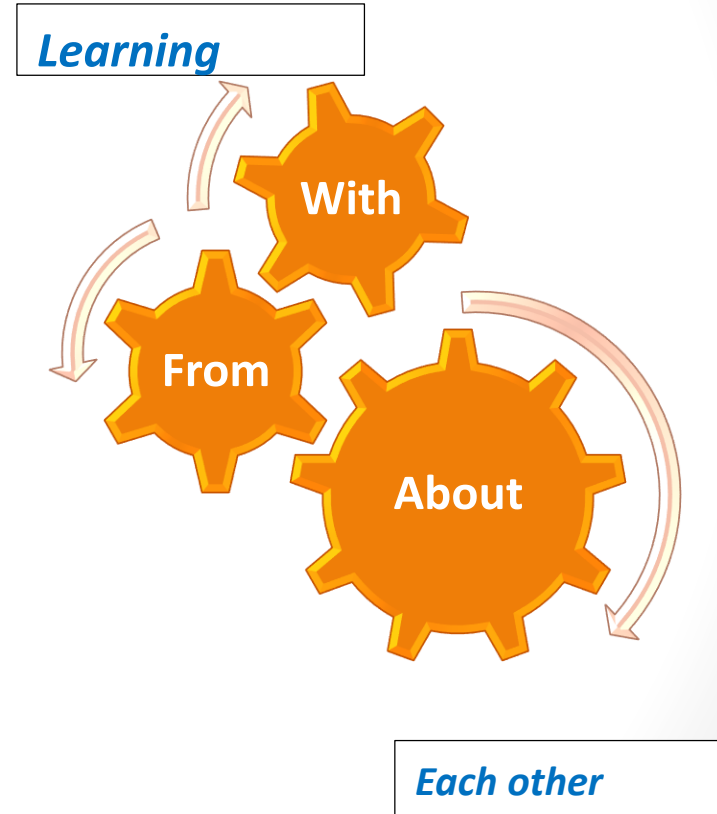
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Inter-Professional Education?

- Inter-professional means Education (IPE) occurs when two or more professions learn with, from and about each other to improve collaboration and the quality of care“
- IPE includes all such learning in academic and work- based settings before and after qualification, adopting an inclusive view of "professional".
- (CAIPE – Centre for the Advancement of Inter-Professional Education)



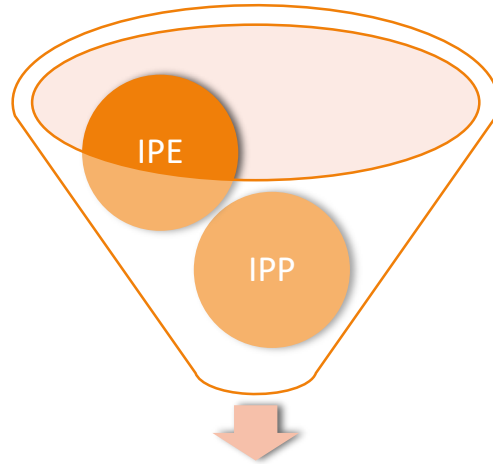
Inter-Professional Practice?



IPP – shared commitment and occurs when ALL members of the health and social care service delivery team participate in the team’s activities and rely on each other to accomplish goals and improve health care delivery, thus improving a patient’s quality experience

For Health Sciences....

- The provision of inter-professional learning opportunities
- IPL comprises opportunities for inter-professional education and inter-professional practice



Inter-Professional Learning

Achieving IPL opportunities

- Guided by School of Health Science's IPL Strategy of which there are 4 domains:
 - Values and ethics
 - Roles and responsibilities
 - Inter-professional communication
 - Team-working
- Introducing IPL to first year of programmes

Challenges to IPL sessions

- What should students be learning as part of the IP curriculum?
- Principles:
 - Avoid repetition from uni-professional programmes
 - Develop concept of value-based recruitment
 - Make it interesting and fun!

Logistics of IPL

- Student numbers (250):
 - 6 programmes (Diagnostic Radiography, Nursing, Occupational Therapy, Orthoptics, **Physiotherapy** and Radiotherapy plus PG Diploma Radiotherapy)
- 6 large groups with mixed professionals
 - Groups further subdivided for group work
- Availability of facilitators
 - 2 per group

Design of session



- Interactive
- Games
- Promotional activity

Evidence base for gaming

- Link between learning and playing is long-standing
- Predates digital era
- Play is a crucial component of cognitive development from birth and through adulthood (Piaget 1962 and Vygotsky 1962)

Evidence base for gaming (Fuszard 2001; Boyle 2011)

- Complement traditional teaching strategies
- Infuse teaching with energy, provide diversity in teaching methods
- Encourage creative behaviour and divergent thought
- Act as learning triggers
- Appeal to different learning styles

Characteristics of nurses positively influenced by gaming (Fuszard 1989, cited by Blakely et al 2008)

- Heterogeneous population
- Active learning
- Compassion
- Complex work environment
- Time
- Motivational learning
- Communication

Advantages and disadvantages of gaming (Henderson 2005)

• Advantages

- Reduces stress and anxiety
- Stimulates interaction
- Reduces monotonous lessons
- Promotes teamwork
- Creates a conducive environment for increased learning
- Enhances motivation
- Promotes a relaxed atmosphere learning environment
- Adds entertainment

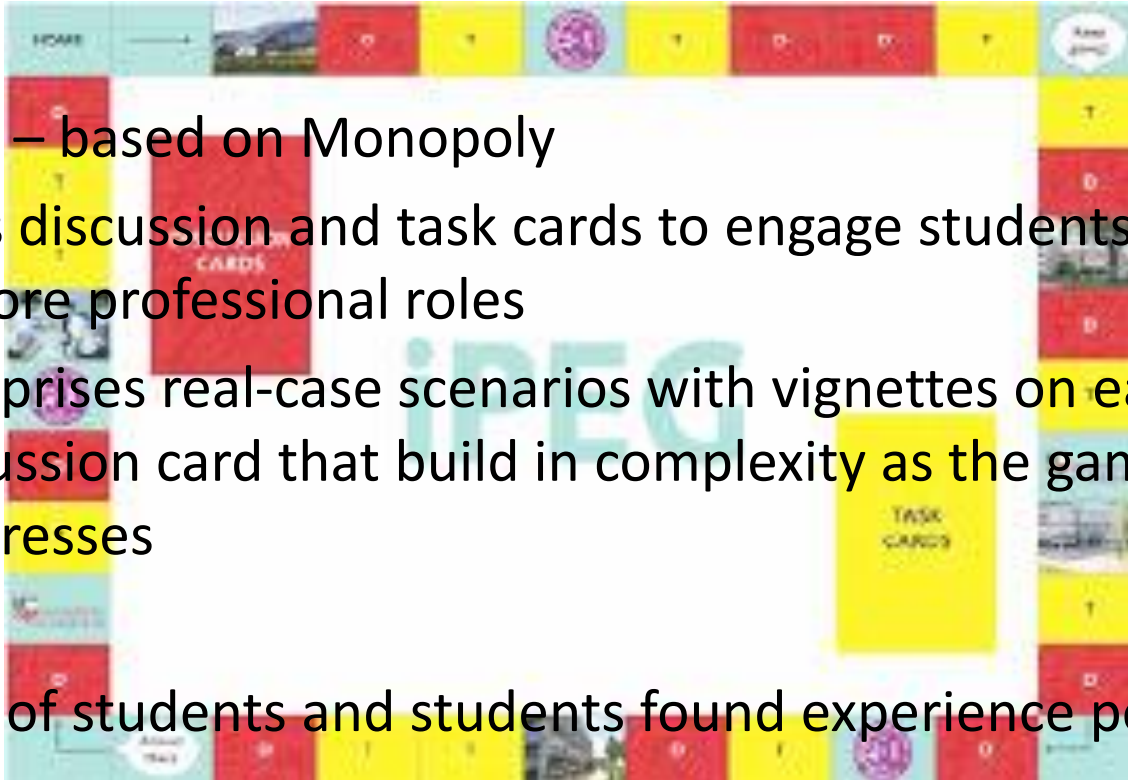
• Disadvantages

- Can create stress and embarrassment when incorrect answers given
- Can hinder evaluative learning
- Competition can be seen as threatening
- Cost and requires special preparation which can be time-consuming
- Requires careful instruction to provide a successful technique

Games for interprofessional health education

(Joseph and Diack 2015)

- iPEG – based on Monopoly
- Uses discussion and task cards to engage students and explore professional roles
- Comprises real-case scenarios with vignettes on each discussion card that build in complexity as the game progresses
- 90% of students and students found experience positive



Games for interprofessional health education

(Khimdas et al 2012)

- Circles of care

The screenshot displays the 'Circles of Care' game interface. On the left is a circular board with a central 'spin' button. The board is divided into segments, each containing a name and a small image: John, Kosta, Alex, Bill, Jorge, Rick, Lane, Antonio, Virginia, Paige, and Aurore. The board is surrounded by logos for 'Schulich' and 'Western'. On the right is a 'Pick your Teams' form with the following text: 'Please enter the names of the teams who are playing the game. If there are less than 4 teams, leave the extra fields blank. Team names do not need to be filled top to bottom. Each team can choose their desired colour!'. Below this are four input fields: Team 1 (Carole), Team 2 (Jon), Team 3 (Fabian), and Team 4 (Jeremy). A 'start game!' button is at the bottom. At the very bottom of the page are links for 'instructions | score | stats | quit'.

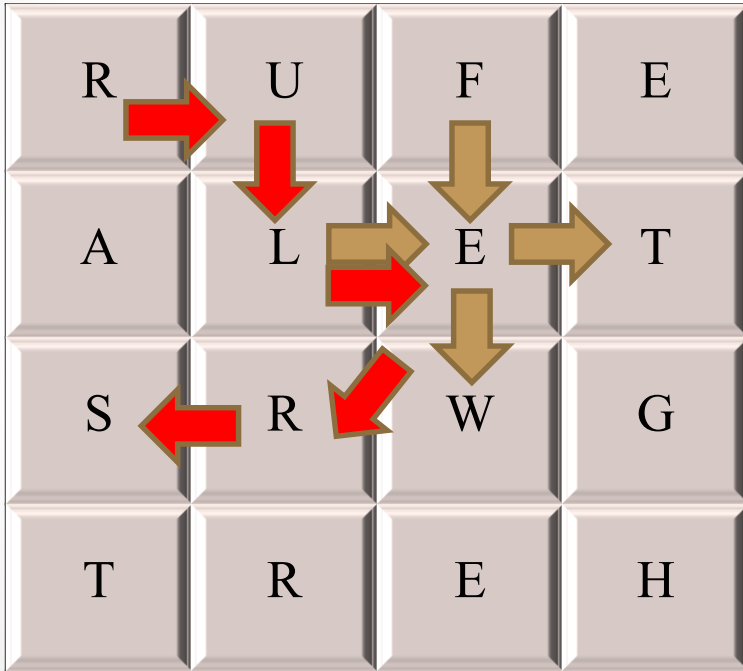
The Liverpool Game – (LIV)Boggle



- **Mixed interprofessional groups**
- Timed word game
- Players have 3 minutes to find as many connected words as possible from a 16 cube grid
- Words must contain 3 letters or more
- Points awarded and scores added

- Themed rounds:
 - **Professional regulation**
 - **NHS Values**
 - **Phrases associated with interprofessional practice**

Rules of (Liv)BOGGLE



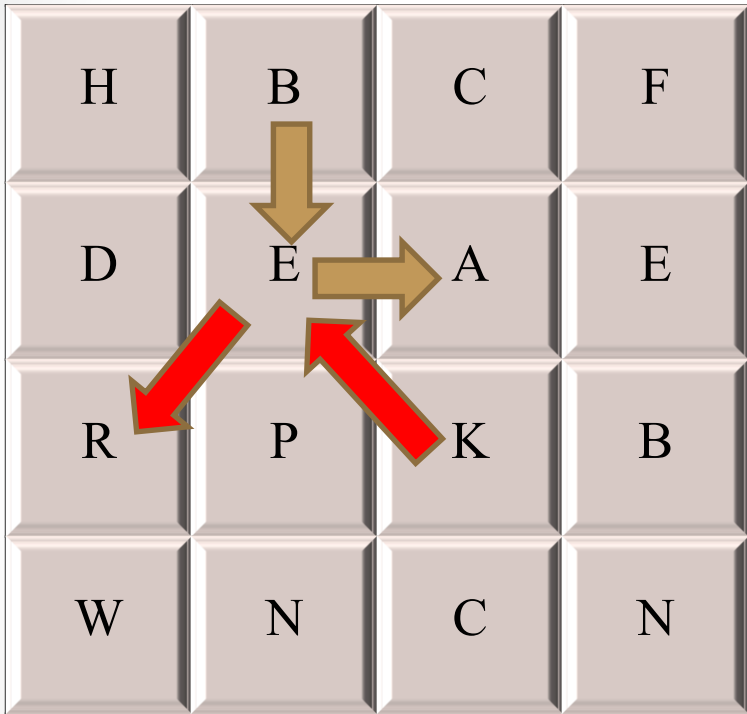
Find any words, 3 letters or more in length.

You can re-use letters in different words

Plurals are your friend

Words can be formed in any direction as long as they are connected

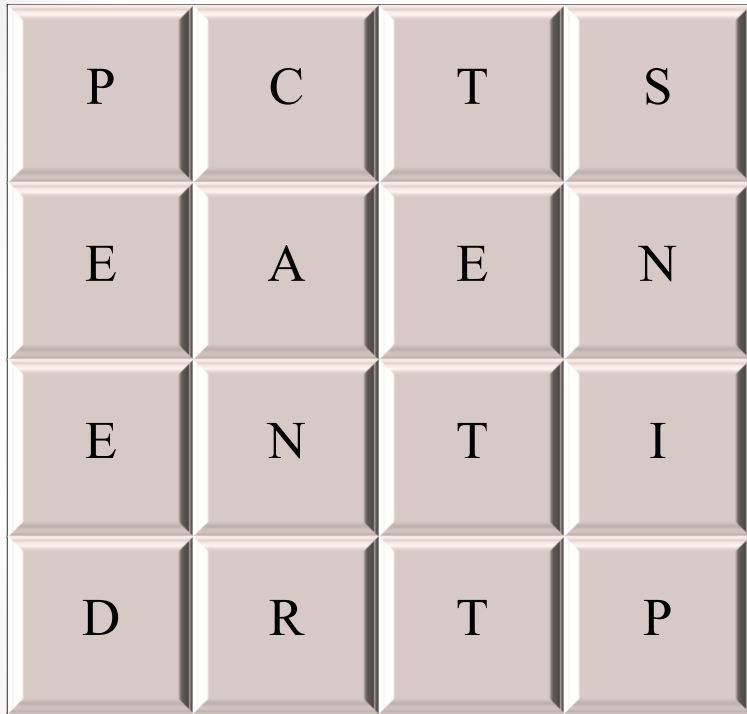
- Diagonals
- Horizontal
- Vertical
- Backwards



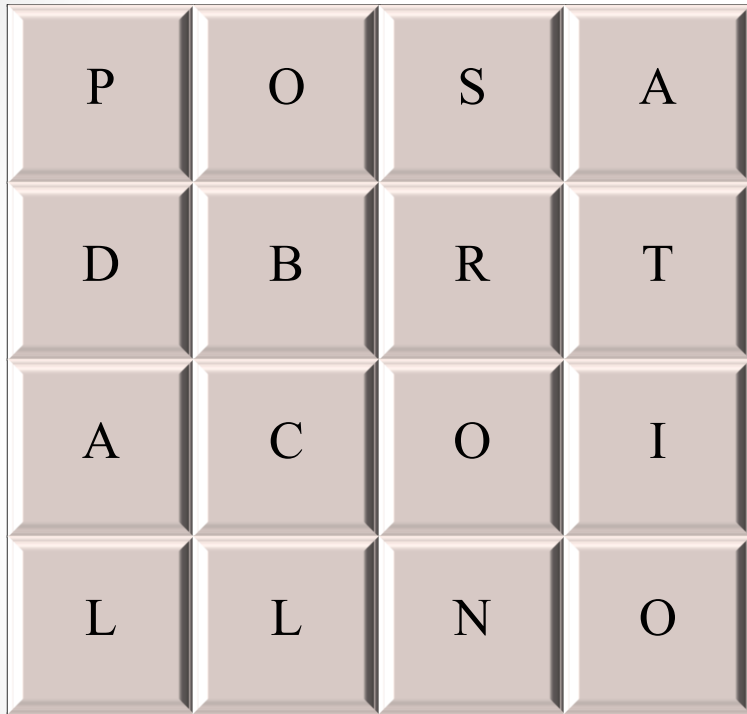
Words can not use the same letter more than once



FIND THE WORD RELATED
TO INTER-PROFESSIONAL
PRACTICE



FIND THE WORD RELATED
TO INTER-PROFESSIONAL
PRACTICE



FIND THE WORD RELATED
TO INTER-PROFESSIONAL
PRACTICE

Profession-specific activity:

- Form profession-specific groups
- Poster of promoting own profession



*Promoting
your brand*

Public Relations

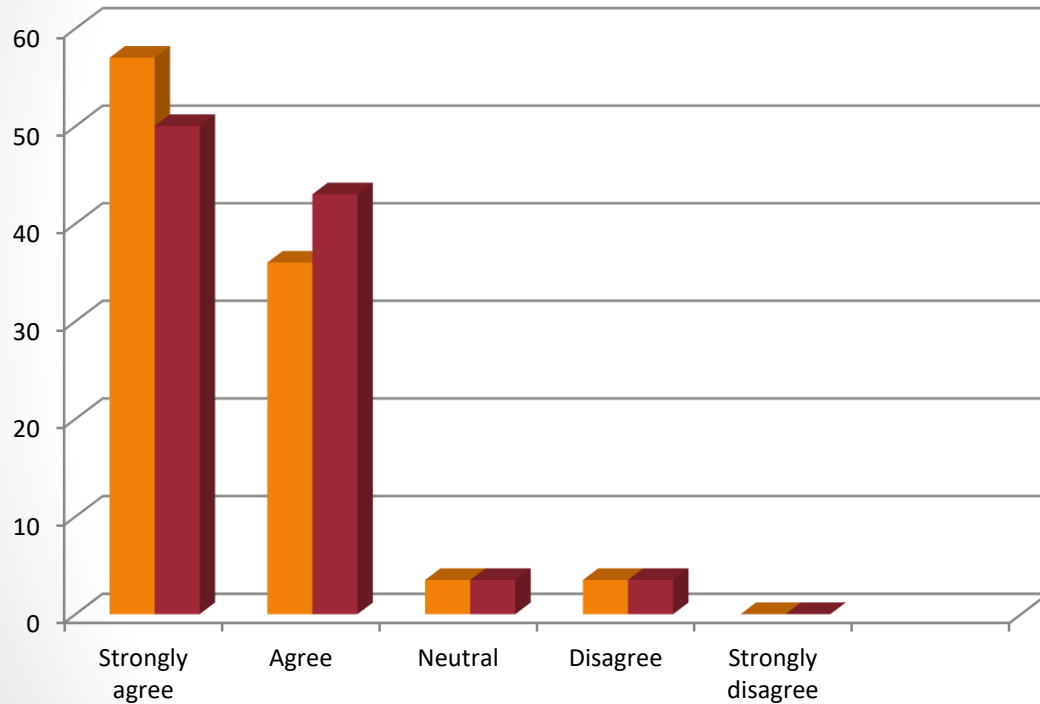
S T R A T E G Y

Do You Have One?

Evaluation of the session

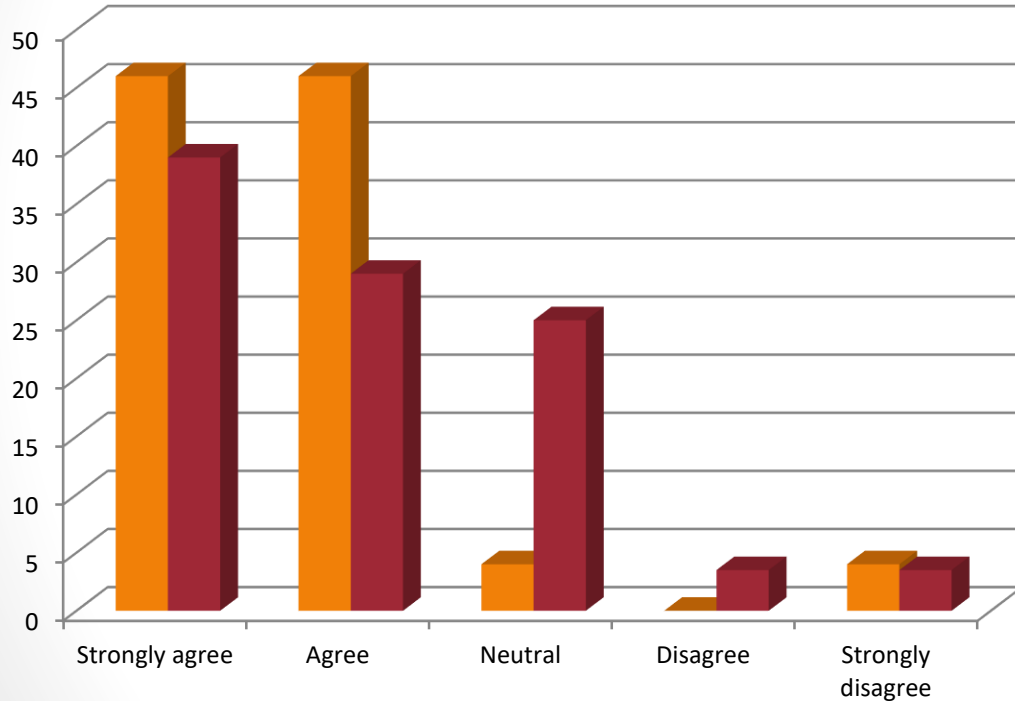
- Validated evaluation form used: W(e) Interprofessional (IP) Programme Assessment (*MacDonald et al 2009*)
- Group evaluations consisting of group members from inter-professional activities
- **Results**
- 28 group evaluations were completed

Evaluation: the learning experience



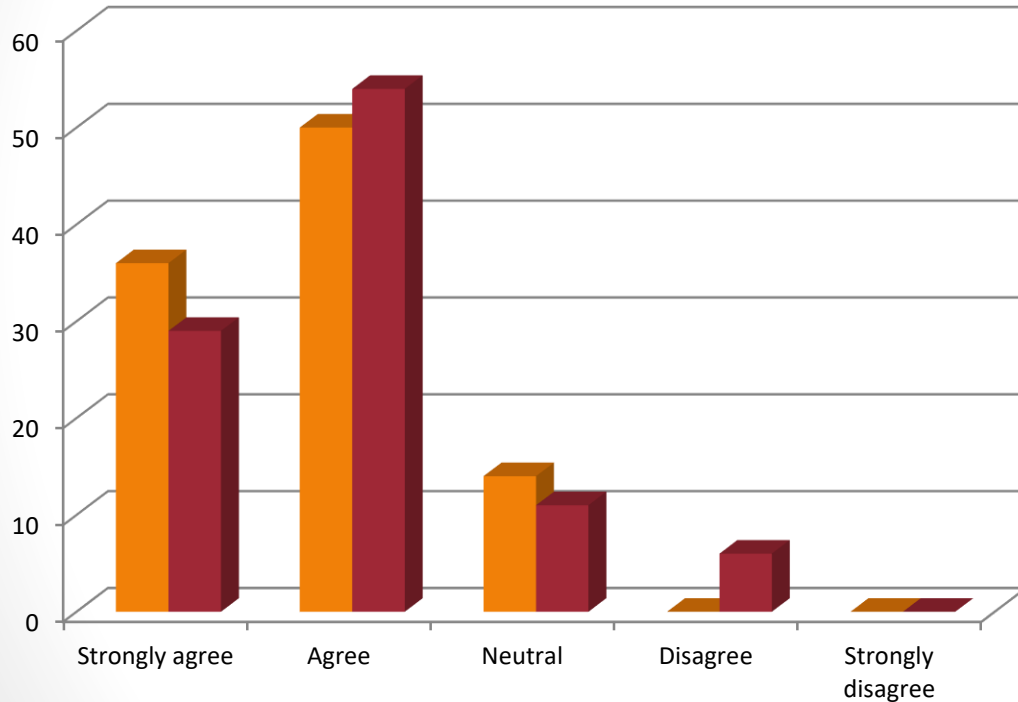
- The learning experience provided opportunities to learn about each other's professions
- The learning experience provided opportunities to learn with and from each other

Evaluation: the learning activities



- The learning activities promoted mutual respect and respect among learners
- The learning activities contributed to achieving the learning objectives

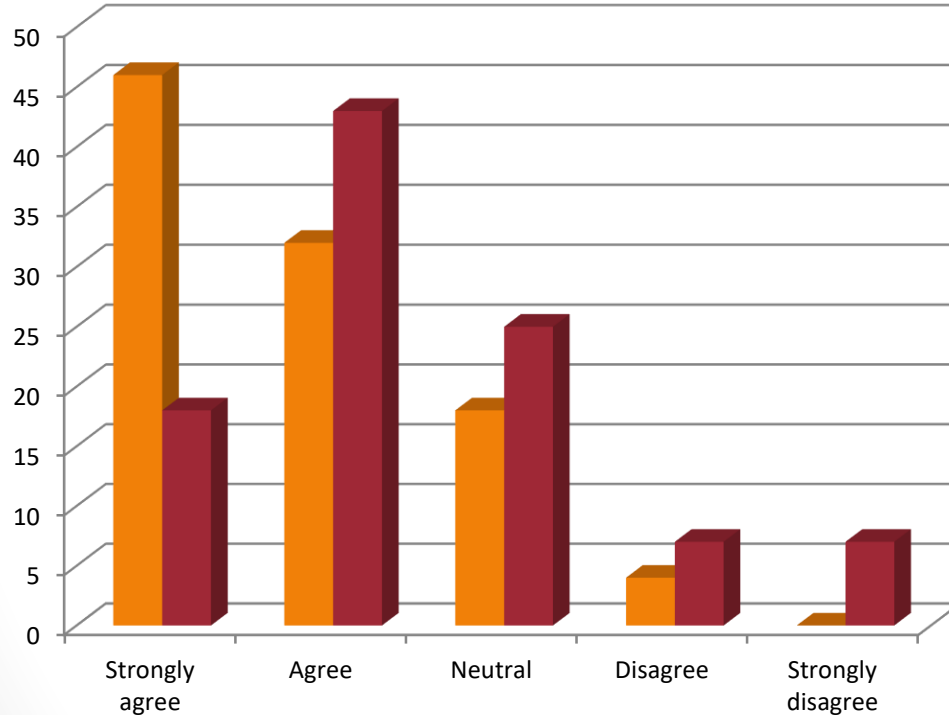
Evaluation: the learning activities



■ The learning activities were well organised

■ The learning activities were engaging

Evaluation: motivation and enjoyment



- We feel motivated towards adopting a more interprofessional approach to our learning
- We enjoyed the learning experience

Did the session meet your expectations of the inter-professional intervention?

- Better than expected – more interactive
- Did not expect much and learned more than expected
- Gained more knowledge in a fun environment
- More informed of each other's professions
- Expected more scenario-based activities
- Did not know what to expect
- No previous expectations

What particular aspects of the session did you enjoy?

- Boggle – fast, furious word association and enjoyable!
- Small groups and with different professions
- Meeting new people and professions
- Learning about other professionals involved in the session
- Teamwork
- Chocolates

What particular aspect of the session was least enjoyable?

- Boggle – long and repetitive
- Posters on promoting professions
- Presenting posters (of professions)

Do you think it was beneficial to apply your learning in this way?

Y.E.S!

Do you think it was beneficial to apply your learning in this way?

- More casual and fun
- Interactive
- Good to know about other careers and how they are linked
- Informative discussion from all AHPs – inspiring for us
- Encouraged communication
- Good to work in groups and working with other professionals
- Appeals to different learning styles

What aspects would you change?

- Duration of the session
- Split groups before arrival
- Better assigned groups – increase diversity

The future?

**There is no
one size fits
all solution**

- Would we do the same?
- What would we change?



MODIFICATION OF THE
BOGGLE GAME



WHICH PROFESSION WILL
SURVIVE?