Teaching Interprofessional Practice Skills by “Saving Humanity”
An Innovative IPE Curricular Method Using a Cooperative Strategy Board Game

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Today’s Workshop Agenda

- Description and Purpose of Pandemic Board Game Study
- Quantitative and Initial Qualitative Results from Study
- Plans for Continued Integration of Pandemic as an IPE Learning Tool
- Learning how to Integrate/Play Pandemic in your Own IPE Curriculum
IPE Pandemic Board Game Study

- In 2015/16, 36 students from Social Work, Medicine, Nursing, PA, OT, and PT participated in the study
- Purpose - to provide allied health students with a unique active learning activity focused on the four IPEC core competencies
  - IPE Teamwork and Team-Based Practice
  - Values/Ethics for Interprofessional Practice
  - Roles and Responsibilities for Collaborative Practice
  - Interprofessional Communication Practices
Aspects of the Study

- Four students from different disciplines assigned to a “team”
- **Before game session**
  - Completed Attitudes Toward Health Care Teams Scale and Team Skills Scale online
  - Instructions and assigned role for game provided a week before session
- **During game session (3 hours total, snacks provided)**
  - Refresher of rules and game mechanics, questions answered
  - 1st game attempt (with rule reminders and feedback if stuck)
  - After 1st game (either win/loss)
    - Each student completed a Team Fitness Tool
    - 15 min. debrief – what worked/didn’t, strategies for more efficiency/effectiveness
  - 2nd game attempt (no assistance or feedback this time) under tighter constraints
  - After 2nd game
    - Each student completed a Team Fitness Tool
    - 30 minute debrief – guided questions on lessons learned and parallels to IP
- **After game session**
  - Completed Attitudes Toward Health Care Teams and Team Skills Scale online
Quantitative Results of Study – Demographic Data (N = 36)

- **Gender**
  - Males – 18 (50%)
  - Females – 18 (50%)
- **Educational Level**
  - Graduate - 33 (92%)
  - Undergraduate – 3 (2%)
- **Median Age – 22**
  - (Range 20 – 57 years)
- **Prior IPE Course or Activity**
  - Yes - 14 (39%)
  - No - 22 (61%)
- **Discipline**
  - Medicine - 9 (25%)
  - Social Work – 10 (28%)
  - PT – 7 (19%)
  - OT – 4 (11%)
  - PA – 4 (11%)
  - Nursing – 2 (5%)
- **Played Cooperative Strategy Board Game Before**
  - Yes – 12 (33%)
  - No – 24 (67%)
### Quantitative Results of Study

<table>
<thead>
<tr>
<th>Measure</th>
<th>Mean Overall Score (St. Deviation)</th>
<th>Wilcoxon Signed Rank Test</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attitudes Toward Health Care Scale</strong>&lt;br&gt;Value/Process Subscale (max score = 96)&lt;br&gt;Pre-Test&lt;br&gt;Post-Test</td>
<td>79.42 (st. dev. 7.73)&lt;br&gt;83.75 (st. dev. 7.41)</td>
<td>( Z = -4.049, p &lt; .000 )</td>
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<td><strong>Shared Leadership Subscale</strong>&lt;br&gt;(max score = 30)&lt;br&gt;Pre-Test&lt;br&gt;Post-Test</td>
<td>17.81 (st. dev. 4.11)&lt;br&gt;18.61 (st. dev. 4.87)</td>
<td>( Z = -1.419, p &lt; .156 )</td>
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# Quantitative Results of Study

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<tr>
<th>Measure</th>
<th>Sum (St. Deviation)</th>
<th>Wilcoxon Signed Rank Test</th>
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<tr>
<td><strong>Team Skills Scale</strong></td>
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<tr>
<td>Max Score = 85</td>
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<tr>
<td>Pre-Test</td>
<td>60.75 (st. dev. 10.88)</td>
<td>Z = -3.584, p&lt;.000</td>
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<tr>
<td>Post-Test</td>
<td>66.83 (st. dev. 10.22)</td>
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<tr>
<td><strong>Team Fitness Tool</strong></td>
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<tr>
<td>Max Score = 88</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-Test</td>
<td>82.41 (st. dev. 6.52)</td>
<td>Z = -3.005, p&lt;.003</td>
</tr>
<tr>
<td>Post-Test</td>
<td>84.81 (st. dev. 5.25)</td>
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Initial Qualitative Results - Themes

- Importance of Understanding Own Professional Role
- Importance of Both Individual and Team Competency
- Importance of Team Communication
- Importance of Team Debriefing
- Importance of Shared Team Values
Challenges of Study and Future Plans for Using Pandemic

- **Challenges**
  - Logistics!

- **Future Plans**
  - Jefferson Center for IPE Newsletter – Quantitative data
  - Qualitative manuscript – forthcoming!
  - Using Pandemic as one of the foundational IPE core curriculum at QU (Videotaping game play session and having IPE teams analyze so as to bring up to scale; e.g., 500 students or more)
Learning/Playing Pandemic

- Set Up
- Instructions
- Game Play
- Quantitative Measures
- Debrief Questions and Discussion
Questions??

- Thank you!!
- Emily.mccave@quinnipiac.edu
- Quinnipiac University
- Associate Professor, MSW Program