

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

Measure	Mean Overall Score (St. Deviation)	Wilcoxon Signed Rank Test
Attitudes Toward Health Care Scale <u>Value/Process Subscale</u> (max score = 96) Pre-Test Post-Test	79.42 (st. dev. 7.73) 83.75 (st. dev. 7.41)	$Z = -4.049, p < .000$
<u>Shared Leadership Subscale</u> (max score = 30) Pre-Test Post-Test	17.81 (st. dev. 4.11) 18.61 (st. dev. 4.87)	$Z = -1.419, p < .156$

Quantitative Results of Study

Measure	Sum (St. Deviation)	Wilcoxon Signed Rank Test
Team Skills Scale Max Score = 85 Pre-Test Post-Test	60.75 (st. dev. 10.88) 66.83 (st. dev. 10.22)	Z = -3.584, p<.000
Team Fitness Tool Max Score = 88 Pre-Test Post-Test	82.41 (st. dev. 6.52) 84.81 (st. dev. 5.25)	Z = -3.005, p<.003

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!!
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