

'GAMING':

gamification for the advancement of multiprofessional / interprofessional groupwork. Using a games-based approach for synchronous online interprofessional education (IPE)

Context

'Interprofessional Education (IPE) enables two or more professions to learn with, from and about each other to improve collaborative practice and quality of care' (CAIPE, 2002). 'effective interprofessional education enables effective collaborative practice and collaborative practice strengthens health systems and improves health outcomes' (WHO, 2010:7).

In the UK, professional regulators stipulate IPE must be embedded in pre-registration health and social care programmes to support students to develop a better understanding of and respect for each other's roles and responsibilities (Machin *et al.*, 2019) and consequently work more effectively and collaboratively within interprofessional teams post qualification.



Benefits of IPE

Enhanced service user satisfaction and outcomes (Marcussen *et al.*, 2020)

Improved professional working relationships (Ateah *et al.*, 2011)



Challenges to IPE

Perceived as an additional learning burden (Power, 2019)

Logistics: teaching spaces, timetables, resources, staffing, funding (Lawlis *et al.*, 2014)

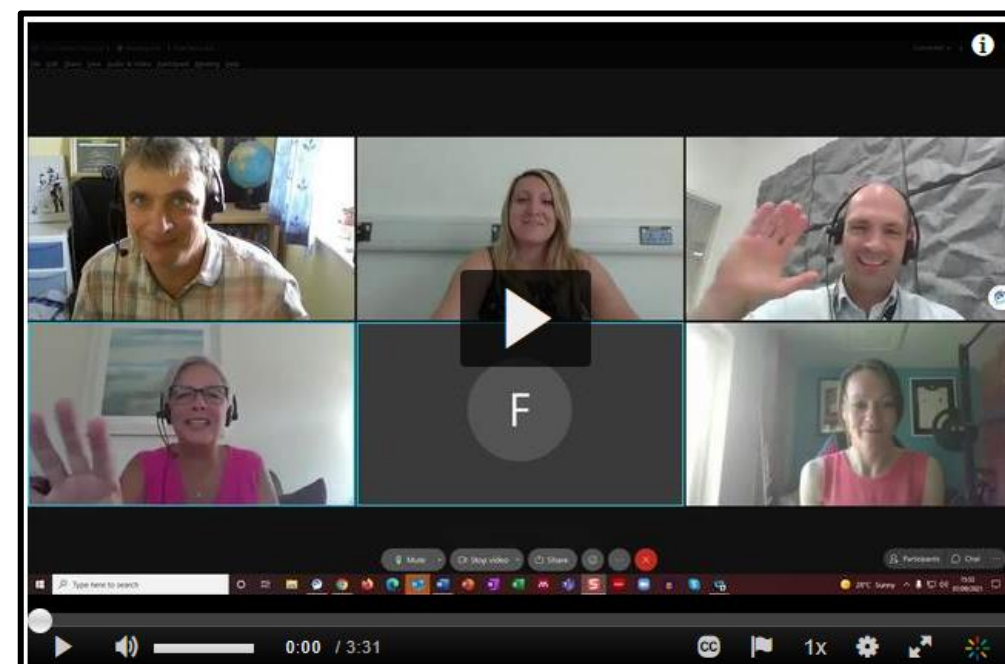


The Solution?

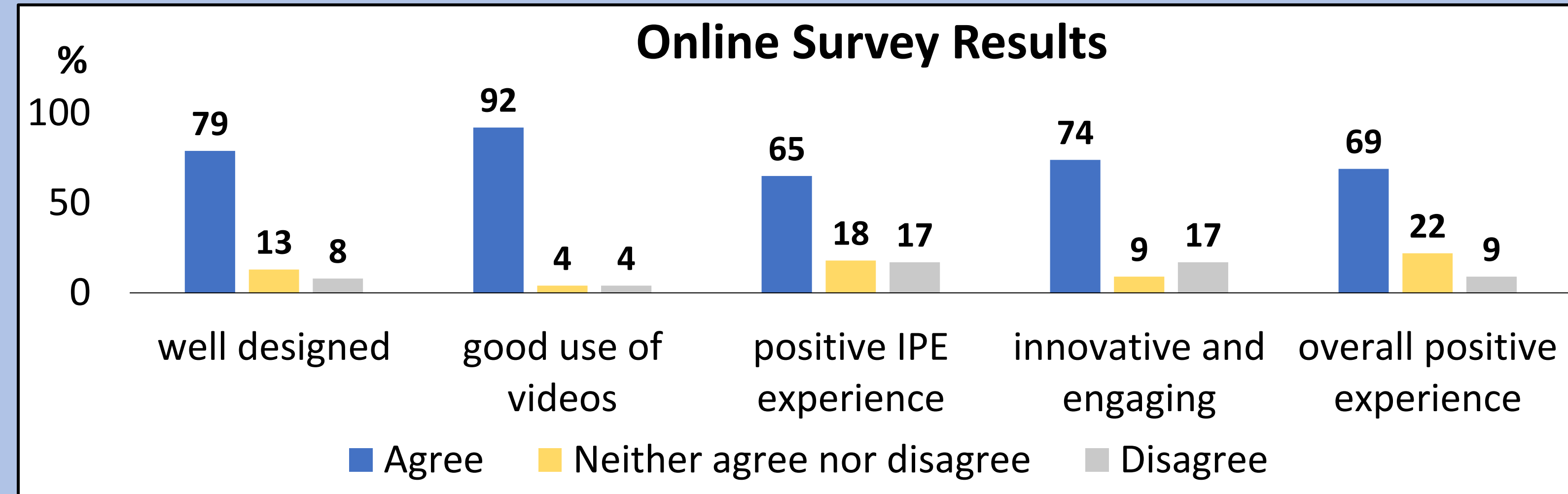
Games-based learning aims to enhance students' engagement with and enjoyment of learning opportunities using games-related principles to create a fun yet productive learning environment.

'GAMING'

a games-based, interactive e-resource using xerte software to promote student engagement and motivation to learn with, from and about students on other health and social care programmes



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Qualitative Themes

Theme 1: Ease of use



<https://rb.gy/cqvqj>

Theme 3: Motivation to engage



<https://rb.gy/m3bkjf>

Theme 2: Design



<https://rb.gy/dlcky>

Theme 4: Relevance of IPE



<https://rb.gy/5pwps>

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Recommendations

- Games-based learning can be a useful tool to motivate students to engage with online learning as long as the resource is well-designed and user-friendly, and students have appropriate equipment
- IPE facilitators should aim to incorporate authentic examples/case studies from practice to enhance student satisfaction, understanding and application of new knowledge
- To meet the learning needs and preferences of all students, IPE should be offered in a variety of formats (synchronous/asynchronous online, face to face, workshops)

References
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 Marcussen M, Norgaard B, Borgnakke K, Arntfred S (2020) Improved patient-reported outcomes after interprofessional training in mental health: a non-randomised intervention study <https://doi.org/10.1186/s12888-020-02616-x>
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