

ABE, K., JOSEPH, S., PARK, H.-J. and DIACK, L. 2014. *Playing games in interprofessional education: a Japanese and Scottish experience*. Presented at the 7th International conference on interprofessional practice and education (All Together Better Health VII), 6-8 June 2014, Pittsburgh, USA.

# Playing games in interprofessional education: a Japanese and Scottish experience.

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2014

*This file contains the authors' original submitted abstract, which was for a workshop session. The submission was accepted as an oral presentation instead. This extended abstract was originally distributed in the proceedings, available online: <https://www.atbh7.pitt.edu/files/Proceedings.pdf>*

### 3R-4. Playing games in interprofessional education: A Japanese and Scottish Experience

#### *Oral Presentation*

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#### **Submitted abstract:**

**Background:** Delivering sustainable health care in countries with disparate communities can be challenging and frustrating. However this project using game playing, enabled academics in the UK and Japan to collaborate with each other so that graduates of the future will develop global perspectives in interprofessional health and social care. Concurring with the Global Health Workforce Alliance (WHO) that in today's joined up world health and education are interconnected and interdependent the project aimed to internationalise the interprofessional curriculum for health and social care graduates in order

to deliver effective and safe health care for the future. Phase 1 of the project involved the use of the Interprofessional Education game (iPEG), developed with collaboration between colleagues from the two Aberdeen universities. Preliminary discussions occurred in Kobe, Japan during the All Together Better Health VI and the project commenced in 2013.

The workshop will be split into 5 sections and will include some general information on gaming and its use in IPE but will also introduce the participants to the iPEG game, allow them to play it and then reflect on its possible uses.

**Methods:**

- Introduction (15 minutes)
- Highlight the uses of gaming for IPE especially the use of iPEG (15 minutes)
- Play the game in interprofessional groups (30 minutes)
- Reflect on the potential for use in their Universities and courses
- Discuss the good and bad points of game playing for IPE (15 minutes)

This presentation will enable participants from any health and social care background to explore gaming in interprofessional education (IPE). Participants will be encouraged to play the iPEG game, similar to Monopoly it enables players to grasp the intricacies of different professional roles and responsibilities. The aim is to foster respect and to break down stereotypes by writing, drawing, miming, and role playing scenarios.

**Results:** Findings from Phase 1 of this funded transcultural Japanese-Scottish project will be presented during the workshop. This project evaluated the experiences of students and facilitators playing iPEG in IPE programmes within universities in Aberdeen, Scotland (n=3000 approx); Nagoya and Sendai (n=300) Japan. Participants will be encouraged to discuss the use of gaming in IPE settings and develop ideas and concepts for creative and innovative learning.

**Implications:** The project will help an international community of educators in IPE to further understand how to create innovative education redesign to provide a collaboration ready healthcare workforce. The next generation of health professionals will require more flexibility in their work practice, thinking collaboratively, and very differently. They have to look beyond traditional role boundaries and conformity. Education for our undergraduates needs to be more robust and innovative to address this. Health professionals learning together and understanding each other is the way forward and has been proven by the research evidence from both countries involved in this project.