Snakes and Ladders as a method for interprofessional Population Health learning

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Introduction

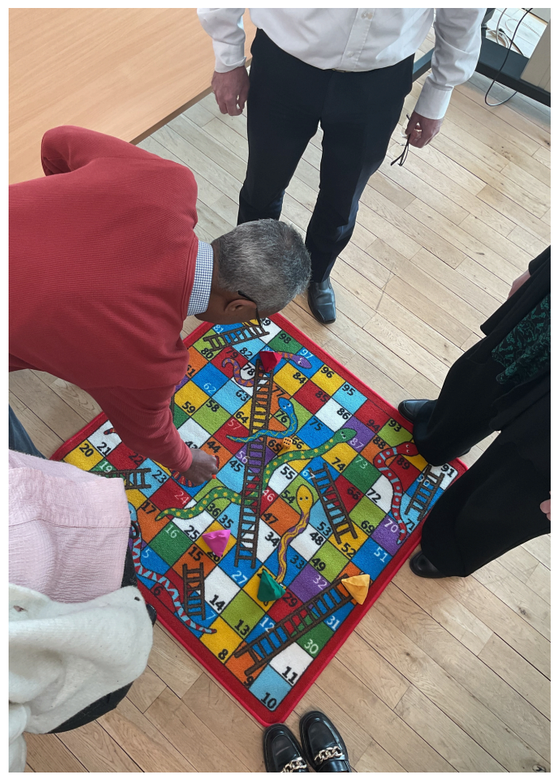
Using games within interprofessional undergraduate education has been shown to improve engagement, communication and knowledge sharing (1). For postgraduates, gamification approaches are helpful only when the direct relevance of the approach is seen as part of the learning 'journey' (2). Health-related board games are effective in increasing knowledge in an efficient manner (3), but there is very little published about engaging interprofessional postgraduate groups with board games specifically designed to increase knowledge around population health concepts.

Aims

For learners used to dealing with individual patients or those with no direct patient contact, population health can feel like a theoretical concept. We wanted to investigate whether presenting case studies in a game-based format stimulated discussion and made the content accessible even to non-clinical learners**.**

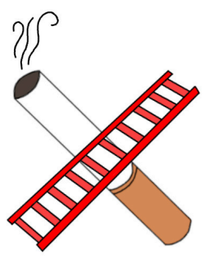
Methods

A novel teaching game, based on the traditional 'Snakes and Ladders' was designed to stimulate interactive discussions and deepen understanding of population health issues amongst groups of interprofessional learners (both clinical and non-clinical). The game was delivered as part of the Enhancing Generalist Skills (Enhance) programme; a twelve-month professional development programme from NHSE. It was piloted as a tabletop version with a small group before being rolled out to larger groups of learners in a floor-based game. Feedback was obtained from each group of learners both immediately and at the end of the Enhance programme a few months later.





You lose your job



You stop smoking



You are obese

Results

Participants enjoyed the game, and the competitive element brought an aspect of fun into a topic that many learners find challenging. The simple construct allowed full participation by all learners, even those from a non-clinical background who felt they had no prior knowledge of population health. The game construct also allowed the topic to be delivered by non-specialist faculty. Qualitative evaluation shows that participants were engaged and enthused by the discussion. The learning was transferred to other modules within the enhance programme, and concepts were retained by participants.

"I enjoyed the creativity of it, a lot of learning is done through lecture or workshop style delivery whereas this felt relaxed and enjoyable"

"It created an element of competition as well as gave discussion topics to speak about as a group"

"Nice to do something a bit different, felt like a bonding experience, and a really fun way to introduce the idea"

Discussion/Conclusion

Utilising simple games can enhance participant learning of population health concepts in mixed interprofessional groups. The approach is fun and promotes engagement even from non-clinical learners. Some participants were so inspired by the game that they used similar game formats to reflect on their learning in poster format. We are now piloting an online version for delivery to larger audiences and/or online teaching sessions.

References

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2. Lauren Ann Oliver, Anthony Manning-Stanley & Pete Bridge (2024) Implementing gamification within interprofessional learning: perspectives of Higher Education staff and students, Cogent Education, 11:1, 2423717 pp1-19
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You are an alcoholic

Humber and North Yorkshire Health and Care Partnership

You have a mental illness

