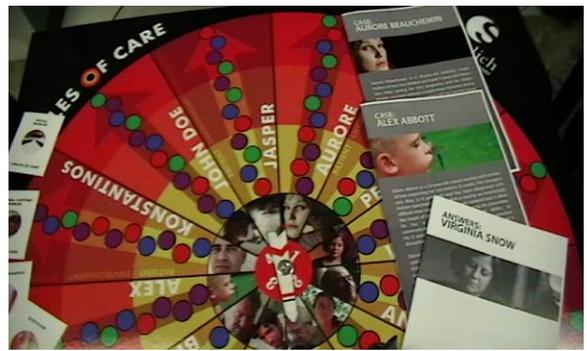


# "Circle of Care" GAME



**An innovative interprofessional education game  
for gaining skills in working within a collaborative team of health and social care professionals**

## **PURPOSE**

To provide an interprofessional learning opportunity for up to 4 IPE teams of students to develop their team working skills while challenging their thinking around a set of 11 cases. Students will learn about the roles, knowledge, skills, and expertise of different professionals, and about the sometimes complex issues faced by those needing care. The cases will increase their understanding of 13 different health and social care providers (Audiologist, Child & Youth Worker, Clinical Psychologist, Dietitian, Early Childhood Educator, Nurse, Occupational Therapist, Personal Support Worker, Physician, Physiotherapist, Pharmacist, Social Worker, and Speech Language Pathologist).

## **LEARNING GOALS:**

To provide opportunities for interprofessional groups of students to gain insight into how to work together as a collaborative team while competing with other IPE teams of students and challenging their shared knowledge, skills, and expertise about randomly provided cases. This activity will enhance your understanding of:

1. The roles of various health and social care providers,
2. How to work together across your personal and growing professional knowledge, skills, and expertise to arrive at answers to questions about the cases,
3. The complexity of patient care and how to arrive at a shared approach to questions about the roles of health and social care providers.
4. How to begin developing collaborative team work in responding to randomly provided cases and questions, and
5. What IP learning was gained in the process of working across the cases.

## **ACTIVITY DESCRIPTION**

**Game Description:** The **Circle of Care**© is an innovative interprofessional education game for assisting students to further gain skills in working within a collaborative interprofessional team. The game is comprised of 11 interprofessional patient cases that range from hospital to community based. Up to 4 teams of 4 players each can play the game. As teams spin the electronic spinner

the number spin will generate one for 4 question categories: *'brain blitz'* --Test facts based on IP knowledge; *'everyone plays'* --All teams participate, once all members have identified their choices the answer is provided and the winning team gets that profession-specific token card; *'interaction'* -- Fun interactive scenario to be completed as a team; and *'be a pro'* -- approach patient from view of a health professional. An ongoing score is provided for each team to track their progress. The team which completes both the most cases, and the most professional cards wins.

The **'Circle of Care'** Game© was developed by a group of Western Medical students --Sarit Khimdas, Colin Meyer-Macaulay; Neevaj Patel; Cal Shapiro; Chandheeb Raja-Kumar; Akshay Shetty; and Sunny Sheshgiri when in the 2<sup>nd</sup> year of their program. They are now in their post-graduate medical programs. The adaptation of this game to an on-line media was done by FuzzyBusiness and led by Amin El-Nagar.

**Learning activity Description:** Four IPE teams of students will participate in a 'Circle of Care' on-line Game learning activity to gain insight into communicating across professions, while gaining insight into the knowledge, skills, and expertise each team member brings into their team to help respond to the game challenges.

## PROCESS

1. An IPE Team of students will find three other IPE teams of students willing to participate in the 'Circle of Care' Game.
2. The lead IPE team will notify the IPHER office of the request to play the 'Circle of Care' Game online and the names of the other IPE teams participating.
3. The IPHER office will add all the participating students to the OWL site to play the game. The student IPE teams will settle on a time, and date and will request a room and access to a large screen and projection system to play the game from the IPHER office.
4. During the designated time, date, and location all participating IPE teams of students will come together and play the game until all teams have completed all of the case studies (11 in total). The team with the highest score wins.
5. During the game play: competing IP Teams of students will be challenged to respond to four categories of questions: *'brain blitz'* which test facts based on IP knowledge; *'everyone plays'* in which all team members participate; *'interaction'* which are fun interactive scenarios for your team to complete; and *'be a pro'* in which the team members approach a patient from the viewpoint of a specified health or social care professional.

6. At the completion of the game, each team of students will reflect on their teamwork (what was effective and what was not). Then enter their comments on a “Circle of Care” Game reflection found on the IPHER OWL site within their team portfolio. All key points listed in the reflection sheet must be completed for an IPE certificate to be assigned to the IPE team members. Once submitted the IPHER office is to be notified.
7. **A member of the IPHER Curriculum Committee** IPHER office staff will review the reflection submissions (a template outline is provided below) and determine their completeness. If approved the IPE Credit will be transmitted into the co-curricular program and will appear on each team member’s transcript (undergraduate students only). Each IPE team playing the game must submit their own team reflection for the IPE credit to be submitted.

### **IPHER: ‘CIRCLE OF CARE’ GAME TEAM REFLECTION**

NAME OF TEAM:

TEAM MEMBERS:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

**REFLECTION:**

The focus of this learning activity was to assist the team members in developing skills in collaboration (working together), please comment on what your team learned about collaborating with each other. (at least ½ page and not more than 1 page)

A further focus of this learning activity was to assist your team members in learning what expertise other health and social care providers can bring to team care of patients; please

comment about the expertise your team members learned about other providers from working through the cases during the game. And further how this might assist each of you in your future practice.

Another IP skill is your ability to communicate with each other, please comment on what your team members learned about intergroup communication as a result of this learning activity. And further how might this learning assist your members in your future practice.

Please comment on how the learning you gained from this activity might help you to save time in your future practice.