

Nana's Nightmare.

Can gamification educate as well as entertain?



Background

Flinders NT provides support to healthcare students from any university undertaking a placement in the Northern Territory. These students come for various lengths of time and have a range of learning requirements. Inspired by the team-building and problem-solving involved in escape room games, Flinders NT developed a health-based, portable escape room as a novel, interprofessional, educational resource for tertiary level health care students. We named our room 'Nana's Nightmare'. Pilot sessions indicated high acceptability and entertainment value of this format. The project, described here, focuses on evaluating the educational potential of the same escape room when combined with a workshop.

The project (Flinders University Social and Behavioural Research Ethics Committee Project number: 8244)

Participants are being recruited throughout 2019 from a pool of allied health, medical and nursing students either living in the Darwin region or visiting for clinical placement blocks. Students are invited to participate in a 2.5 hour interactive, educational session. These sessions begin with the escape room which then acts as a foundation for the subsequent workshop focusing on teamwork and interprofessional practice. Up to six students enrol in each session.

The educational value of the sessions is assessed via student self-rated attainment of learning objectives and student answers to a short quiz.

Results to date and implications

The participants (n=21) to June 2019 rated sessions an average of 9.35 from a possible 10.

80% of respondents indicated preference over any other educational format incl. lecture, recording, tutorial. Self-rated, short term knowledge was shown to increase for all six learning objectives.

Participant knowledge about:	before	after	increase (%)
a. The characteristics of an effective team	3.2	4.3	34
b. The contributions of individuals to team's effectiveness	3.7	4.5	33
c. Definition of interprofessional practice	2.8	4.6	64
d. The benefits of interprofessional practice	2.9	4.7	62
e. The barriers and enablers of interprofessional practice	2.5	4.4	76
f. The role of individual professions in an interprofessional team to improve patient care	3.2	4.4	37

Table 1. Participant self-rating of knowledge before and after the session and % increase. (Rating scale used 1 = Low 2 = Fair 3 = Good 4 = Very Good 5 = Excellent)

Results to date indicate that the 'escape room plus workshop' format can, in addition to providing an entertaining networking environment, be used to educate our multidisciplinary student cohorts. The format is well suited to further adaptation to meet other learning objectives as required.

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...the debrief session was able to link the activity to interprofessional practice. It made the concept much easier to understand..

