

Leveraging Online Simulation Games as an Interprofessional Education Teaching Tool: Insights and Lessons

Siti Arshad-Snyder, EdD, CPHIMS & Dawn Fichter, MSN, RN

Background and Project

- Games as pedagogical tools
- To enhance student motivation, foster critical thinking, and promote experiential learning (Hwang & Chen, 2022; Karimova, 2021; Katsaounidou et al., 2019; Ruiz-Ezquerro, 2021).
- Strategies for Health by the Univ. of S. Dakota - Teaching/learning tools to improve collaboration skill in IPE
- Traditional table-top board game
- Limitation - Can only be played in in-person setting
- Digital adaptation
- Digital Game Items - PowerPoint for the game board, Excel for tracking points, and facilitator guide

Online Gameplay



Media: Zoom

Setup: Split monitor display for game and point tracking sheet

Participants: Facilitator; players; optional additional instructor(s)

Pre-game Briefing

- Turn on cameras
- Introductions
- Professional behavior
- Team consensus on decisions
- Learn about roles and resources

Post-game Debriefing

Utilized debriefing questions provided with original game

Outcomes and Lessons Learned

- Equal opportunity for online students
- Online students reported a positive experience
- The clarity and comprehensiveness of game instructions and expectations affect student level of participation
- Recommend one facilitator and one to two faculty to assist with game play
- Game can be customized to specific learning objectives

Contact Information

arshadsnydersiti@clarksoncollege.edu
or fichterdawn@clarksoncollege.edu