

**Heartland Innovations in Interprofessional Practice and Education Summit • July 17-18, 2025** **ONLINE**

# **Transforming Futures:** Innovation and Disruption in Interprofessional Health Care and Education

  
**DES MOINES UNIVERSITY**  
MEDICINE & HEALTH SCIENCES



# ***Strategies for Health: Using A Game-Based IPE for Students***

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# Disclosure

We do not have any financial relationships with ineligible companies to disclose.

# Learning Objectives

1. Participants will be able to describe implementation of the Strategies for Health game as a student interprofessional education event, including general game operation, logistical considerations, and intended learning outcomes.
2. Participants will be able to describe quantitative changes in knowledge and interprofessional attitudes and qualitative feedback observed by presenters using the Strategies for Health game with first-year occupational therapy and physical therapy students, and second-year occupational therapy students acting as table facilitators.
3. Participants will be able to identify considerations and next steps for implementing the Strategies for Health game in their own professional setting.

# Strategies for Health - Background

1

Student  
understanding of  
SDOH



Healthcare  
practitioner  
understanding of  
SDOH



Reduced Health  
Disparities

1, 2, 3, 4

2

Interprofessional  
Education



Collaborative  
Practice



Improved Patient  
Outcomes

5, 6

3

Problem-based  
Learning



Game-  
based  
Learning

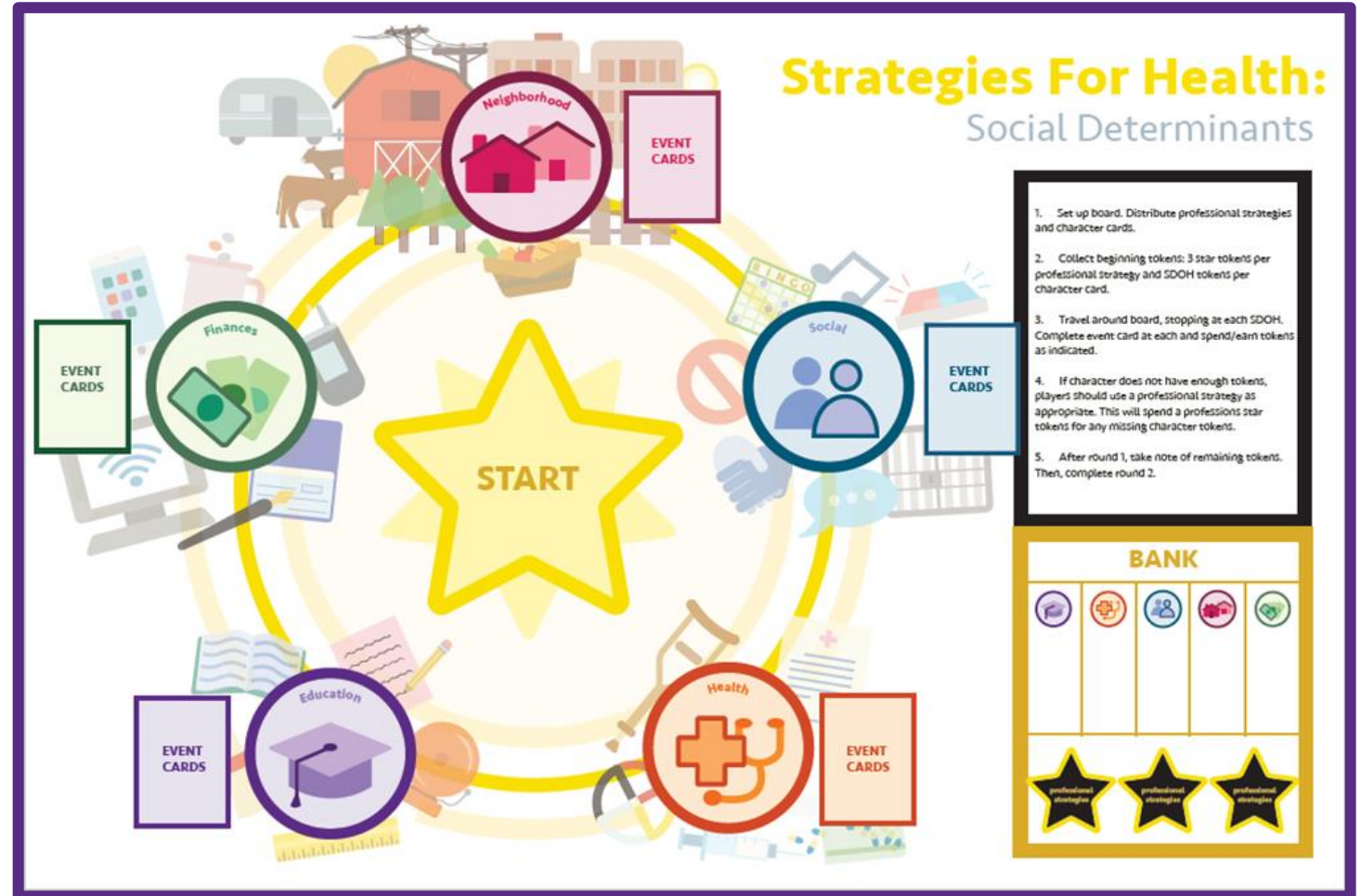


Improved  
Competence  
and Confidence

7, 8, 9

# Strategies for Health - Background

- Didactic module: SDOH, place matters (rural, urban, reservation)
- Game Play:
  - Incorporates social determinants (drivers) of health
  - Awareness of multidisciplinary roles
  - Interprofessional team skills
  - Collaborative support of characters through life and health events
- Debrief: Structured reflection and debriefing (PEARLS technique<sup>10</sup>)





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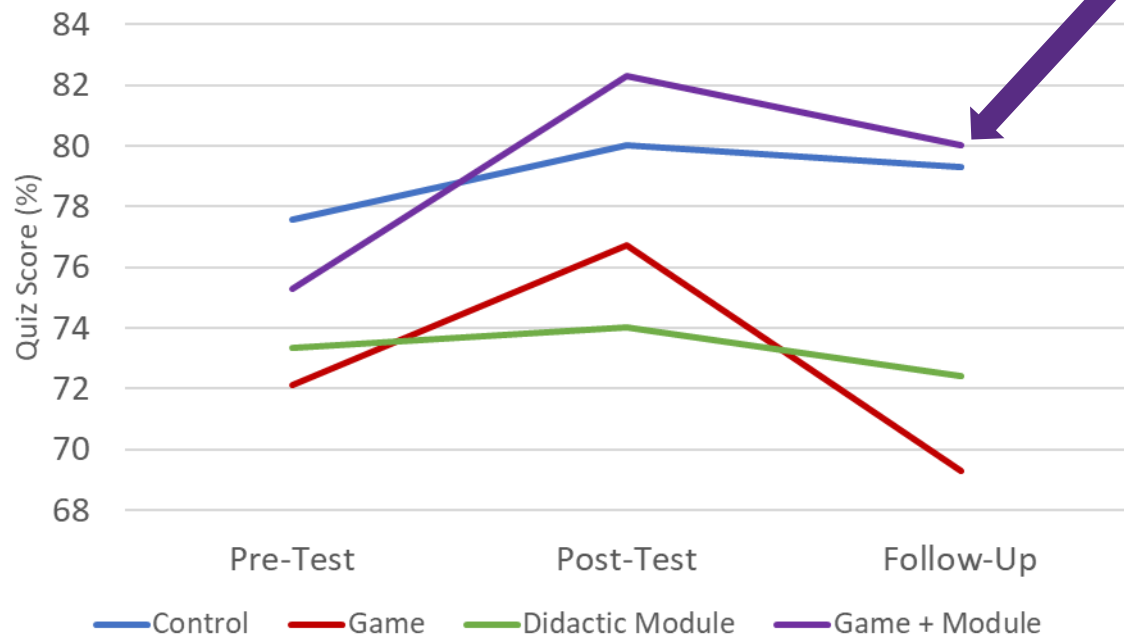
# Strategies for Health - Pilot Findings

## Evidence of effectiveness

11- Feldhacker et al. (2021)

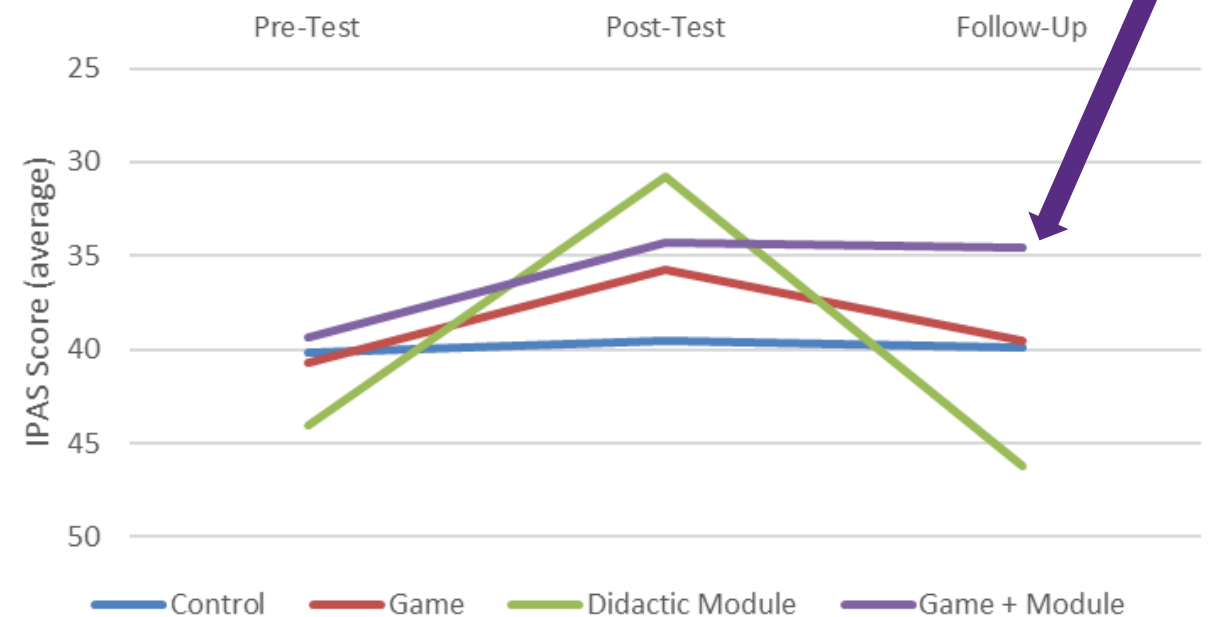
Module + Game

Knowledge SDOH



Module + Game

Interprofessional Attitudes Scale (IPAS)





# 2025 OTD & DPT Student Event Details

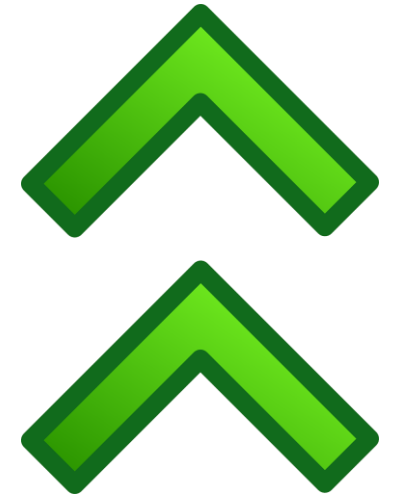
1 <sup>st</sup> -year DPT	1 <sup>st</sup> -year OTD	2 <sup>nd</sup> -year OTD	Total Students
25	32	21	78

- 2-hour in-person lab, January 2025
  - 10 groups of 7-8 students
  - Introduction/instruction, game-play, debrief
- Pre- and post-surveys in Qualtrics
- 1<sup>st</sup>-year OTD and DPT:
  - Nebraska Interprofessional Education Attitudes Scale<sup>12</sup>
  - 10-question SDOH knowledge quiz
- 2nd year OTD – serving as facilitators:
  - Rated perception of their IPE skills and attitude statements



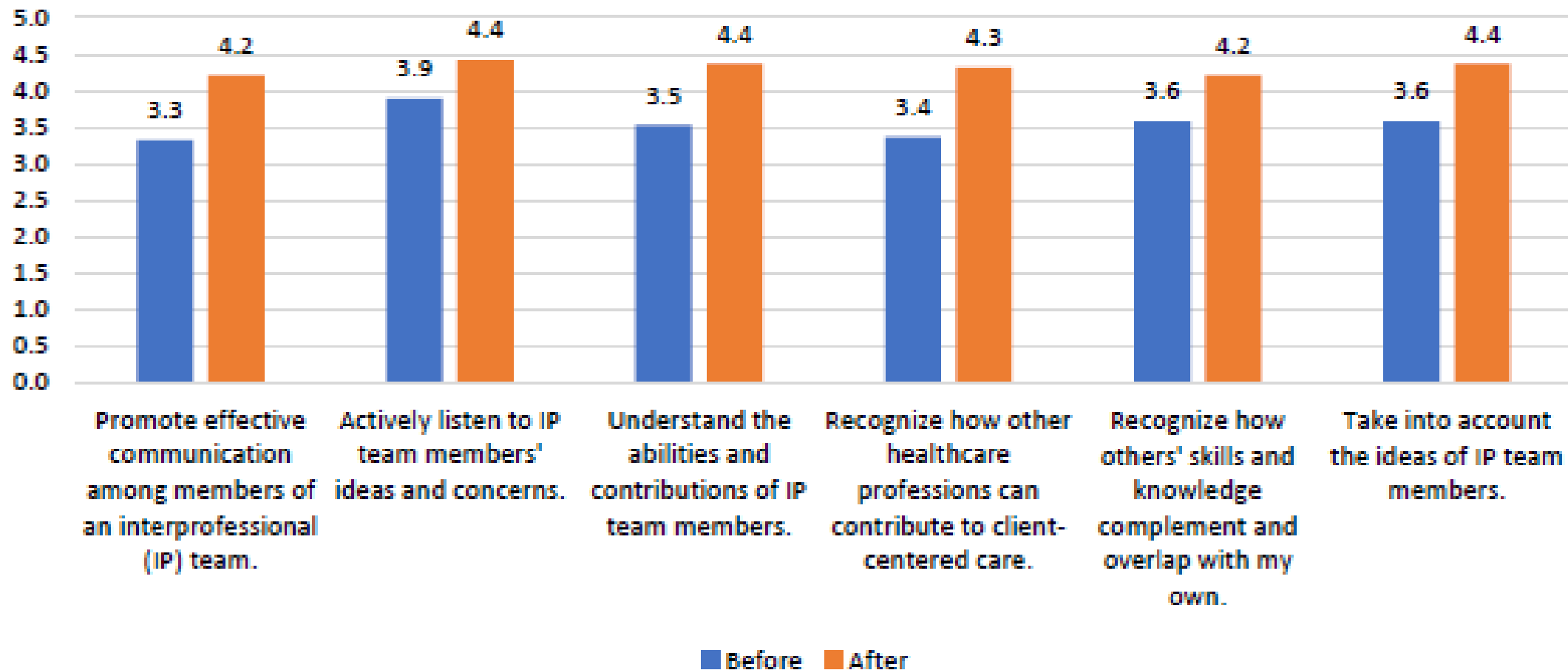
# Quantitative #1: 1<sup>st</sup>-Year OTD and DPT Students

- Statistically significant increase in IPE attitudes
  - 11% mean increase
  - $p < 0.001^{**}$
- Increase in SDOH knowledge
  - 5% increase in mean
  - $p = 0.021$
  - Students performed well on the pre-test
  - Baseline SDOH knowledge could be impacting degree of change



# Quantitative #2: 2<sup>nd</sup>-Year OTD Students

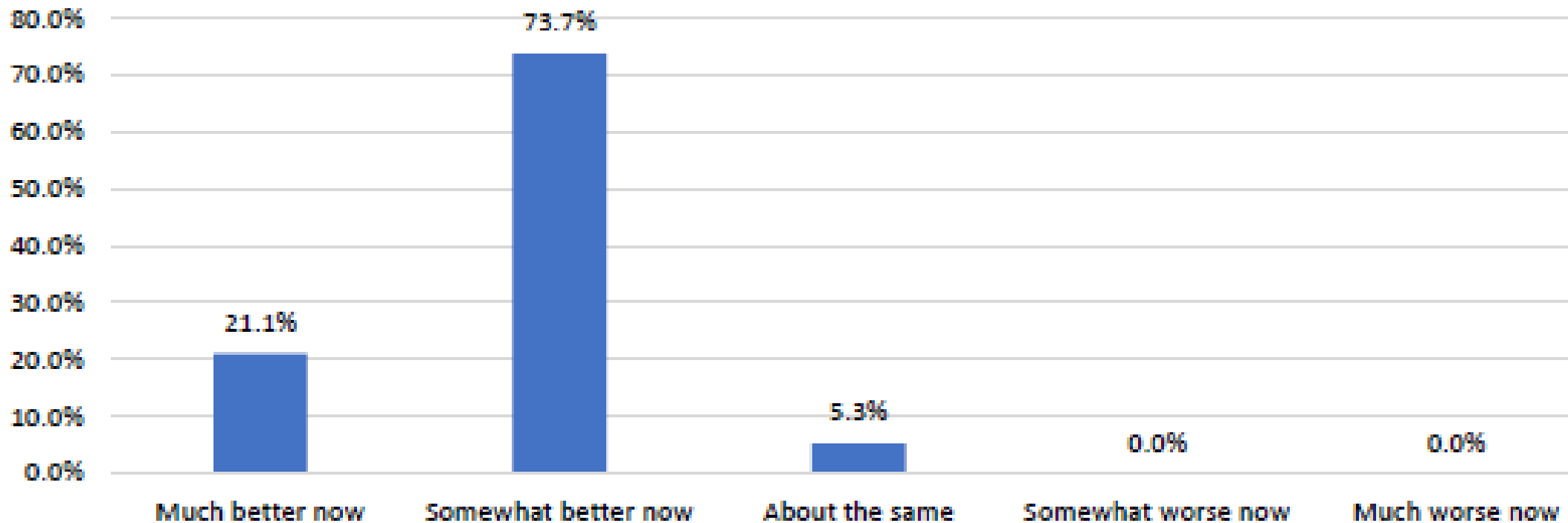
Before and After Mean Values for IPE statements



- Self-rating of abilities (5-point scale)
- Increase of 0.5 – 0.9, with average being +0.77 or 15% increase per item

# Quantitative #3: 2<sup>nd</sup>-Year OTD Students

**Compared to the time before the learning activities, would you say your ability to collaborate interprofessionally is**



- 94.7% felt they improved their IPE skills

# Qualitative #1: 1<sup>st</sup>-year OTD and DPT Student Takeaways

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- *“It is important to work as a team. This event highlighted how important it is to communicate well.”*
- *“It was interesting to see how everyone thought differently, and how people started to get more creative when there were not easy solutions.”*
- *“I feel like this game accurately demonstrates real-life situations and depending on the person’s resources, they will need support in different ways. It was important to understand all the professions and talk through our plans.”*

- *“It is crushing to me just how different circumstances can impact someone’s health, and striking just how much having access to health care professionals can change someone’s outcomes.”*
- *“I feel like this activity opened my eyes up more to so many aspects of healthcare.”*
- *“Education is SOOO important.”*
- *“I learned a lot.”*
- Multiple comments: fun, insightful, enjoyable, powerful, or relevant way to learn

# Qualitative #2

## 2<sup>nd</sup>-year OTD Student Takeaways



- *“It was great to work with the PT students specifically because our professions will overlap frequently in clinical settings. I feel more informed on their scope of practice and where ours overlaps.”*
- *“Working in teams helped improved my competency and confidence in working within the interprofessional team. In addition, I felt that I was able to improve my communication skills as well.”*
- *“It was great being able to hear other's ideas and opinions and to learn from their expertise working alongside other professions. The other students were able to bring up ideas I hadn't thought of and could learn from.”*

- *“It was beneficial to have a team leadership view and be able to facilitate conversation and lead a vital role in the ability to work together as an IP team. It helped learn new communication styles and ways of working through new scenarios and adapting based on needs and skills.”*
- *“I thought it was very beneficial to work with individuals of different disciplines and it helped me practice being more confident in my role as a leader. I felt excited to explain the game and provide encouragement and additional thoughts to think about throughout the experience with other students.”*
- *“I understand the scope of other professions' roles much better than before this SDOH game.”*

# Discussion

- Subjectively, students enjoyed/valued this!
- Impacted SDOH and IPE knowledge, attitudes, skills
- Baseline SDOH knowledge prior to event may have been a factor
- Impact for 2<sup>nd</sup>-years was greater-than-expected
- Inter- and intra-professional opportunity for OTD students
- Some material cost and time investment required





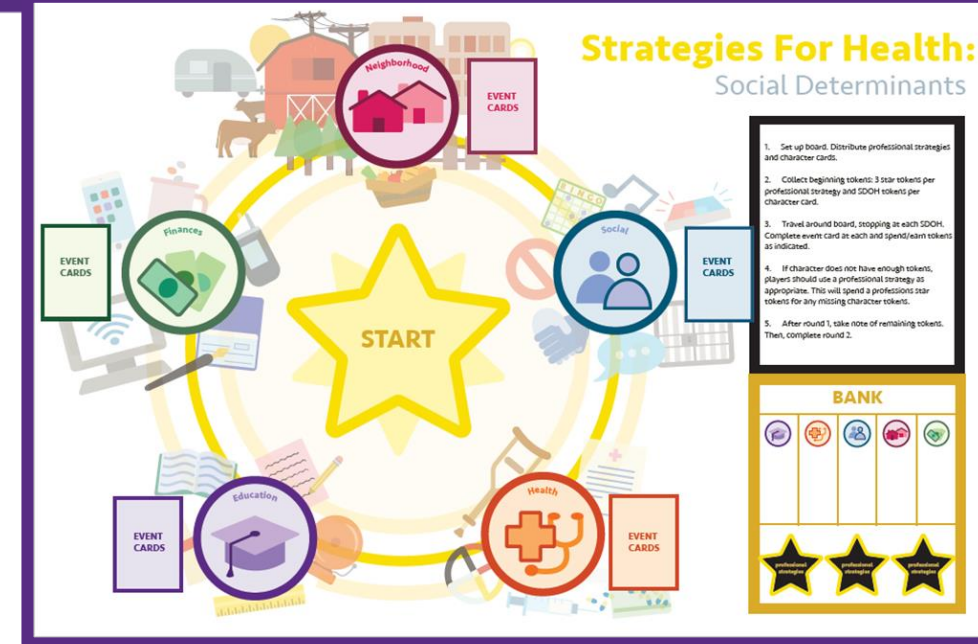
# Areas for Improvement

- Streamlining directions and greater 2<sup>nd</sup>-year facilitator preparation
- Would have like to have measured:
  - Congruence between 1<sup>st</sup> and 2<sup>nd</sup>-year measurements of skills and attitudes
  - 1-10 rating of perceived value and enjoyment
  - Suggestions for event improvement
- Barriers to brining in more professions



# Using *Strategies for Health*

- Obtain permission and materials from Diana Feldhacker
  - [Diana.Feldhacker@dmu.edu](mailto:Diana.Feldhacker@dmu.edu)
- Learn materials
- Create physical game board kits
- Consider strategic plan and accreditation standards
- Consider potential collaborators and structure
  - Mandatory vs. optional, schedule, room, table groupings, A/V display ideal, use of facilitators
- Consider data collection
- Consider snacks and photography day-of



# Our Next Steps

- 140 OTD & DPT students in January 2026
- Seeking ways to involve more DMU programs
- Received USD permission and DMU research grant to develop a digital version



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# Questions?

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