

On URL marks, get set, AMAZING RACE!

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Why was the idea necessary? (Problem)

The Interprofessional Education (IPE) Unit at the University of the Western Cape uses a scaffolded approach in its interprofessional curriculum to guide and advance interprofessional learning experiences of students, curriculum development and an emerging workforce ready for collaborative practice.^[1] The learning and teaching activities incorporated into this curriculum allow students to engage with, and achieve, the four interprofessional core competencies: (i) values and ethics, (ii) roles and responsibilities, (iii) interprofessional communication, and (iv) teams and teamwork.^[2] However, we found that many of the existing IPE activities were theoretical and often face-to-face in nature. We therefore developed the IPE *Amazing Race* as an innovative and practical component in the senior phase of the health professions education curriculum, which can also be presented virtually.

What was tried? (Approach)

The *Amazing Race* concept, a contemporary, well-known mode of activity incorporates multiple small activities to be completed at each stage before progressing to the next.^[3] This concept was adapted into a virtual interprofessional learning activity called the IPE *Amazing Race*. Students and facilitators from various higher education institutions around the world gathered in the main Zoom room, where the organising staff explained the virtual race's rules and procedures, and provided the link to the first leg. Event organisers assigned students from the following disciplines to interprofessional teams: psychology, audiology, biokinetics, medicine, natural medicine, oral hygiene, social work, dietetics, physiotherapy, speech and language therapy, and occupational therapy. The IPE *Amazing Race* comprised six legs executed on various online platforms (Table 1). The learning outcomes for each activity aligned

Table 1. Six legs of the IPE Amazing Race

Leg	Activity instruction	Learning outcomes By the end of the leg, the students should be able to:	IPE Core competency	Virtual platform
1	The YouTube video listed a facilitator, scribe, rapporteur and timekeeper. After the video, student teams were led to a Google Form to assign team duties. Students received a link to the second leg of the race after submitting the form.	<ul style="list-style-type: none"> Highlight the skills of the different team members to allocate and communicate each team member's role. 	Roles and responsibilities	YouTube
2	The Google Form description includes a patient complaint letter. A shared decision-making (SDM) team meeting invited the patient. After reading the letter, teams were to identify the ethical value broken, present a motive, and describe how hospital administration could prevent the incident from happening again.	<ul style="list-style-type: none"> Demonstrate the ability to communicate with patients in a respectful and understandable manner. 	Interprofessional communication	Google Doc
3	An employee who was unhappy with work-related communication led teams to a Twitter discussion. After viewing the Twitter conversation, students were led to Google Forms to send the employee a 140-character answer. They received a link to the next leg of the race after finishing the activity.	<ul style="list-style-type: none"> Demonstrate the ability to actively listen to the complaint of the tweeter to give sensitive and instructive feedback. Highlight how their own unique experiences contributes to their ability to communicate effectively. 	Interprofessional communication	Twitter
4	A COVID-19 patient case was given to the teams. The patient's family, occupation, and transportation were all discussed in the case study. Teams were given instructions to identify the three intervention objectives, preventive measures, and individuals required to meet these objectives.	<ul style="list-style-type: none"> Describe the roles and responsibilities of the interprofessional team to ensure patient-centred, respectful, and confidential, appropriate, and collaborative health care. 	Roles and responsibilities Interprofessional communication Values/Ethics	Google Doc
5	Student teams reflected on the race. Students saw an image of the four interprofessional core competencies. Students were asked how the race improved teamwork. After submitting a 350-word reflection to the Google Form, students received the link to the final part of the race.	<ul style="list-style-type: none"> Reflect on individual and team performance. Describe how their uniqueness contributes to the acquisition/ enhancement of the IPE core competencies 	Teams and teamwork Interprofessional communication	Google Doc
6	The final leg was posted on the Interprofessional Education Unit Facebook page. A video showed students using their meeting grid tiles and video cameras to create a unified image.	<ul style="list-style-type: none"> Demonstrate the ability to forge interdependent relationships with others to advance learning. Demonstrate leadership practices that encourages effective teams in a variety of settings. 	Roles and responsibilities Teams and teamwork	Facebook

with the IPE core competencies,^[2] and were used to create a rubric. The organisers graded their responses at each leg of the activity using the following scale: 0 = Not done, 1 = Somewhat completed, 3 = Satisfactory answer, and 4 = Good answer. As a result, the team that completed first did not necessarily win the IPE *Amazing Race*.

What were the lessons learnt? (Outcomes)

Planning, designing, and facilitating interprofessional learning is challenging, but achievable by creating innovative and active IPE activities. The IPE *Amazing Race* is a fun, interactive way to engage with and demonstrate the interprofessional core competencies students have acquired in the junior phase of the scaffolded interprofessional curriculum. While the activity instructions were designed to target specific sub-competencies, a Mentimeter evaluation of students at the end of the event demonstrated enhanced student participation, communication, shared leadership and teamwork. Organising staff identified two limitations to the IPE *Amazing Race*. Due to the early stages of the IPE *Amazing Race*, the

assessment for all participating disciplines is not formalised; consequently, some students either did not attend or did not participate in the event. It is suggested that this activity be evaluated as part of UWC's IPE curriculum to maximise participation and attendance. This is supported by the high level of enthusiasm and excitement demonstrated by participating students when using social media platforms for educational purposes, even though not typically regarded as the traditional space for doing so. Virtual events are likely to encounter connectivity issues, posing a potential threat to activities dependent on subsequent phases. Therefore, indicating the significance of informing all participants of the need for a stable internet connection prior to the event is necessary.

1. Filies GC, Kock-Africa L. Adapting the learning environment of a first year interprofessional module towards collaborative-ready graduates. *Nurs Educ Today* 2022;119:105599. <https://doi.org/10.1016/j.nedt.2022.105599>
2. Interprofessional Education Collaborative. Core competencies for interprofessional collaborative practice: 2016 update. Washington DC.
3. Robberts AS, van Ryneveld L. Work in progress: Enabling learning environments for underprepared engineering students: blending game-based and project-oriented methodologies. In 2019 IEEE Global Engineering Education Conference (EDUCON): 722-726.