

# DISCLOSURE

No relevant financial  
relationships exist

# **Playful Learning In Diagnostic Radiography Education**

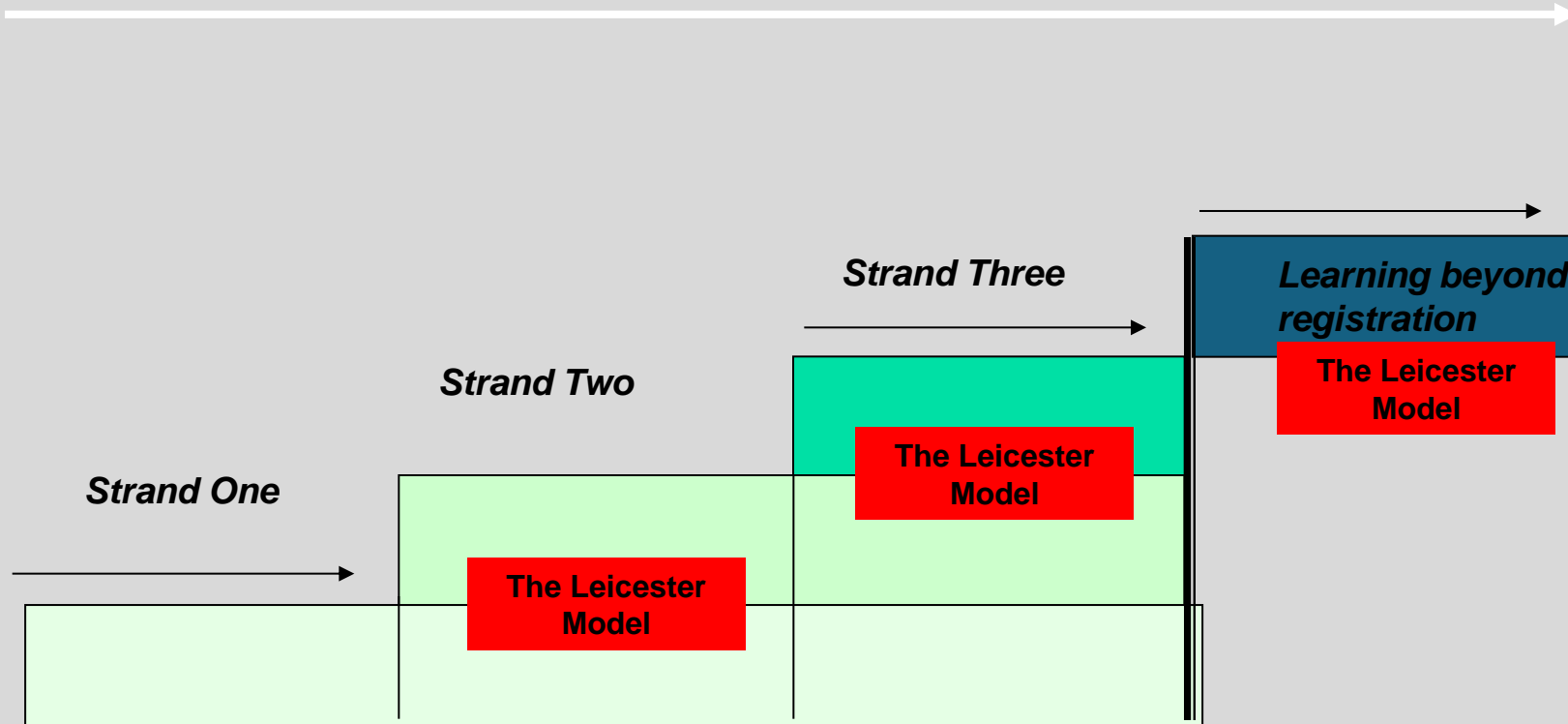
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# Introduction: The Three Strand Model

*Developing interprofessional competencies, before and beyond registration*



ES Anderson, T Knight (2004). The Three Strand Model of interprofessional education in Leicestershire, Northamptonshire and Rutland Workforce Development Confederation. Winter 2004/5 CAIPE Bulletin; 12. (DMU IPE Strand 2 workbook)

# Introduction: Playful learning and gamification

Mateus et al (2023) also suggests that playful learning allows students to start at the same learning point and therefore promotes an inclusive learning environment.



It allows people from different abilities and backgrounds to work collaboratively and learn together, ask questions, learn social skills and most importantly have fun whilst learning.



Mateus et al (2023)  
Gamification as a Tool for  
Inclusion



# Method: An adaptation of a couple of well-known games- this one is for other professionals we work with



DRAD3004  
MDT

Julie Stokes

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Occupation

Training Add in an image

Main responsibilities

Super Power

WHO's  
Who?

You will find a series of a well-known style card game for you to complete.

Please research the following for each profession: -

- the training required to do this role
- the main roles and responsibilities
- Then think of a super power for that profession

You are welcome to add additional professions on the blank page.



Radiographer

Physiotherapist

Dietician

Adult Nurse

Occupational Therapist

Speech and Language Therapist

Anaesthetist

Operating Department Practitioner

# Method

Use the cards you have made to help you with the next task.

You will now look at a patient journey and need to complete an A4 poster to show who would be involved in each stage of care and what their main responsibilities would be at that time.

These are the slides from our timetabled session



Who is involved in a patient's journey?  
45 mins

Over the next few slides, you will receive some information about a patient's journey.

Please think about all the different professionals that would be involved in this patient's care.

What would their roles be?

In pairs create an A4 poster to show the patient's journey, the health care professionals involved in the care and their roles.

1.

If you still have with Margaret Bennett is found at home by her carer. She is taken to hospital for a hip replacement.

Who would be involved in her care at this point?  
What are their roles?

2.

The patient has now arrived at the Emergency Department.

How is involved in her care at this point?  
What are their roles?

3.

The patient has now been admitted to a ward.

Who is now involved in her care?  
What are their roles?

4.

The patient now has to go to theatre for a hip replacement.

How would be involved in her care now?  
What are their roles?

5.

The patient has recovered from their operation and is ready to be discharged from hospital.

How would be involved in her care now?  
What are their roles?

6.

The patient is 4 weeks post op and requires a review by the orthopaedic team.

How would be involved in her care now?  
What are their roles?

Now think about the number of interactions that this patient had with radiographers?

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How can you support this person?

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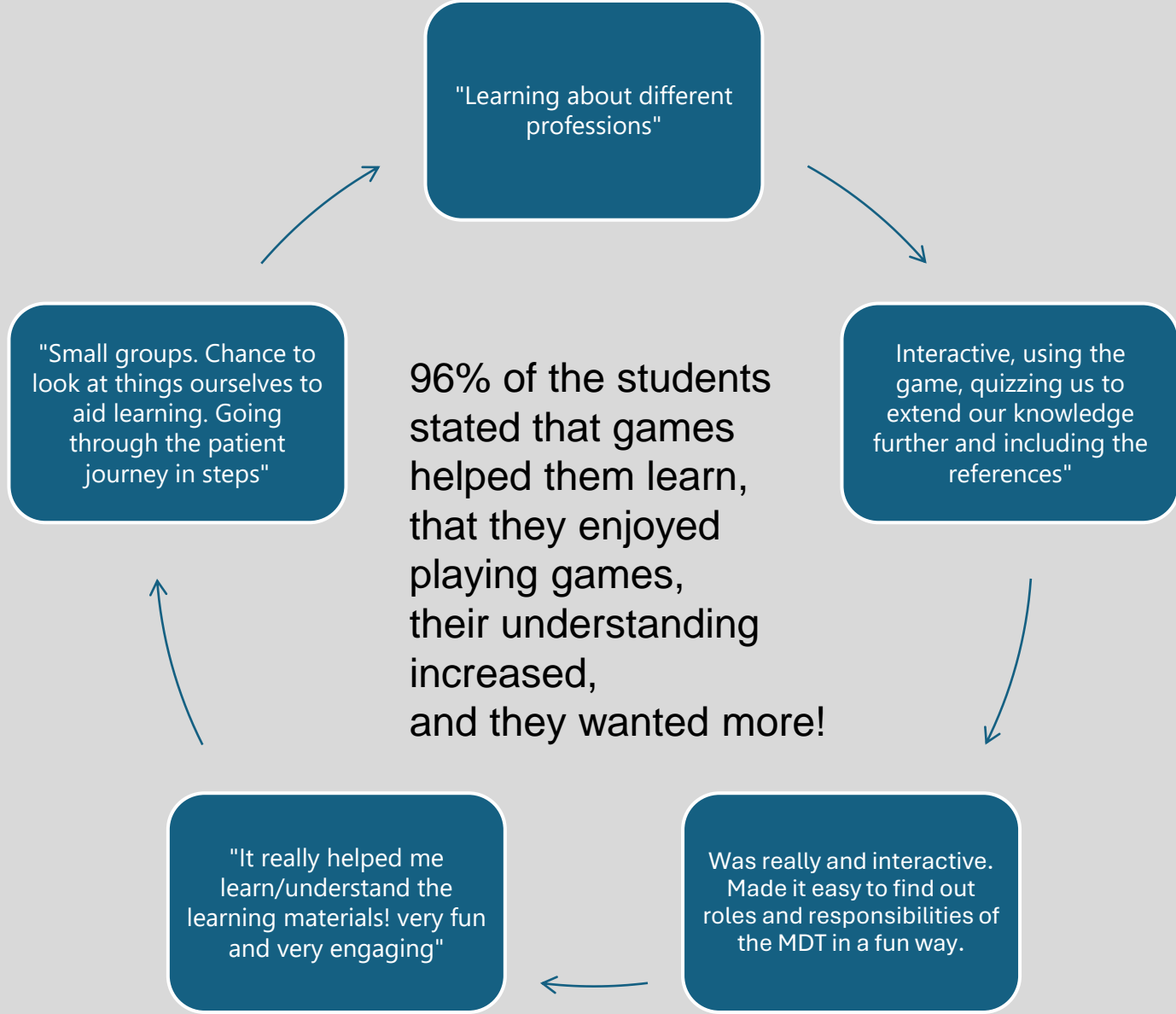
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Your task now is to complete an A4 poster to demonstrate all the interactions this person has with her care.



# Results

96% of students feedback that the game had promoted a deeper understanding of the roles of the different professionals we work with in interprofessional working

It allowed students to think about an entire service users journey and all the professionals involved in that journey



# Results

It also supported assessment literacy

It was observed that quieter students came to life in playful learning activities, showing great leadership qualities and teamworking that would have been missed in a lecture.

It allows students to collaborate in the answers they give, rather than not answering, or feeling that they have been put on the spot or wanting to get it wrong and therefore also supports the checking understanding of the group rather than the individual.

It allows social interaction with the class, learning how to work with different people from different background to their own and to encourage participation within the class environment



Image- hee-vr360.azurewebsites.net

Playful learning encouraged a deeper understanding of interprofessional working and the different professional roles of the people we work with as a Diagnostic Radiographer.

It also fosters a collaborative learning environment, encourages participation, allows for increased social interactions, team working skills and **makes learning fun and inclusive to all.**

## Conclusion

# References

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Guess Who ©

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