



ALIGNING INTERPROFESSIONAL EDUCATION AND COLLABORATION IN PRACTICE

using promising regional experiences for international exchange

DEVELOPMENT OF A DIGITAL ESCAPE ROOM

St. Poelten University of Applied Sciences, Austria

This document gives insight in the background, functions and possible use of a developed digital escape room. The room was created as an assignment for the completion of the ICF Facilitator course, offered by the WHO. Transforming content from a PPT format into a google web site was inspired by Adrijana Krebs ([EDUdig project](#)) Design and content were inspired by a student project group, which had developed the escape game [WEscape](#).

This 50-minutes game is developed to improve person-centred, interprofessional collaboration base on ICF. It consists of four quizzes, which start with background knowledge and exploring ICF codes in the ICF browser. A case of a 10-year old girl with cerebral palsy serves as basis for a role-play, in which shared-decision making shall be exercised. Information shall be sorted per ICF domain and additional information can be invented. Finally, a broader view on the ICF framework is established, before the learners access a code to exit the room.

Find the game here: <https://sites.google.com/view/escape4health> - Consider time to introduce and feedback!

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- Coronaria Rehabilitation and therapy services (Coronaria Contextia Ltd), Finland
- Hanze University of Applied Sciences, Groningen, The Netherlands
- Jamk University of Applied Sciences, Jyväskylä, Finland
- Moorheilbad Harbach Gesundheits- & Rehabilitationszentrum, Austria
- Rehabilitation Centre Revalidatie Friesland, The Netherlands
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1. The Escape Room

The game is intended to be played by 3 to 6 or maximum 8 pre-experienced learners.
A mentor should introduce the game, be available to help when asked for and moderate the reflection.
This is, what the digital escape room looks like:

Escape the room Instructions · Quiz / Key · Unlock the door





Improve this health status!

Instructions

Read this before you start

You are fully passionate to promote health and try to learn more in a course, e.g. the one provided by [DIRENE](#) or [INPRO](#). One client related to this course, who is living isolated in a rural region, has contacted you asking for advice. You followed the invitation into this digital room.

What you find out together is that the client's health status is about to deteriorate unless you find a way to improve the client's access to the health system. You understand that digital rehabilitation is the way to improve health care. You need to find a better solution to empower your client. YES!

| Basics | Assess | Reason | Counsel |
|---|---|--|---|
|  |  |  |  |
| Quiz 1 | Quiz 2 | Quiz 3 | Quiz 4 |
| What competence do you need? | Identify the client's health status | Share findings and decisions | Exchange in a dialogue |

Solve each quiz to collect the keys

Unlock the door with the key-codes to reaccess your course

You will need to **open new tabs** to collect / add all keys!

Be aware that the time is counting down! Already!!

50 Minute Timer

48:20



Quiz / Key

The solution of four quizzes will forward the key-codes to each next step!

Solve one quiz after the other to get the final key.

Enter a code to unlock the next quiz and finally open the door to escape the room.

Note: the answer text is case sensitive!

[Quiz 1 - Basics](#)

[Quiz 2 - Assess](#)

[Quiz 3 - Reason](#)

[Quiz 4 - Counsel](#)

Quiz 1 - Basics



What knowledge / skills do you need, when communicating in remote settings?

What tools support digital rehabilitation and health care, e.g. to identify the narrative and needs of the client?

An interprofessional network has to be established to assess and improve bio-psycho-social-spiritual health.

If you collaborate in a person-centred approach and include the client's community, you might succeed!

Solve the whole quiz to find the first key:

Thank you for trying out H5P. To get started with H5P read our [getting started guide](#)

Drag the words into the correct boxes

There are specific communication strategies to communicate with (or their advocates) and colleagues (e.g. , health or social care services). I need the ability to select a language that is to the addressee. I need to select suitable to communicate in and written form. We need a common of terminologies and a common framework for tools and . There is a agreement by the World Health Organisation to use the International Classification of , Disability and Health (ICF).

- clients
- understanding
- appropriate
- tools
- Functioning
- oral
- technical
- worldwide
- scales

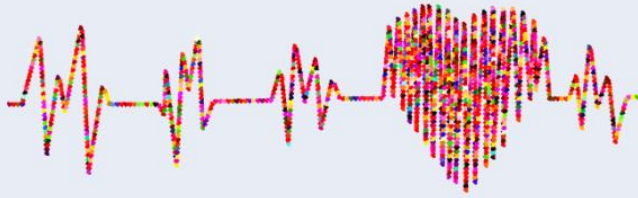
Check ▶

◎ ○ ○ ○ ○

[Reuse](#) [Embed](#) H-P

Have you solved the basic quiz and got the **first key-code**? Enter it **below** to open the next quiz!

Quiz 2 - Assess



To solve quiz 2, use the [ICF-Browser](#).

Enter the first key-code to open quiz 2:



Identify the health status via [WHODAS 2.0](#), possibly supported by an [app](#) or a [game](#).

It is important to describe abilities and needs so that these can be met by the health system.

What is the health condition of the client? Explain the categories by exploring the ICF-browser (<https://icd.who.int/dev11/l-icf/en#> - the qualifiers "."/"+" do not need to be typed, you may enter e.g. b1522).

1 / 8

| | | | |
|--|--|--|--|
| | | | |
| | | | |
| | | | |
| | | | |

B1522.2 (Body Function)

| | | | |
|--|--|--|--|
| | | | |
| | | | |
| | | | |
| | | | |

B1561.3 (Body Function)

Enter the category b1522 in the ICF-browser:
<https://icd.who.int/dev11/l-icf/en#>

Qualifier .2 = MODERATE impairment

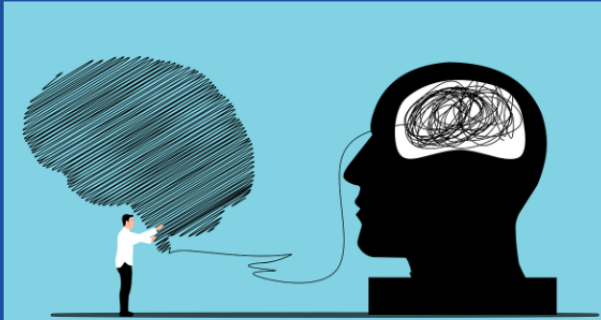
Range of Emotion

Have you solved the assessment quiz? Go to access the next quiz below!

Quiz 3 - Reason

To solve quiz 3, cluster the health status below
Imagine / Discuss in role play the action points on the right.

Choose roles from the second point (someone might play two roles).
Enter here your finally decided goal.



"Faced with unsustainable costs and enormous amounts of under-utilized data, health care needs more efficient practices, research, and tools to harness the full benefits of personal health and healthcare-related data."

Chawla & Davis, 2013

1. **Exchange reports interprofessionally**
-> Summarise the health status to identify needs, abilities (functioning) and disabilities.

2. **Judge data in a consensual approach**
-> Transfer and transform knowledge!

Reason in a **dialogue** between

- the client
- a **first contact** person
- a **decision coach**
- family member(s) or an other **advocate**
- involved professionals (health and social care, technicians,...)

3. **Introduce goals / interventions**
-> Explain how these target health
-> Deliberate about options
-> Ensure client's understanding

4. **Commitment point**
-> forward (an) option(s) / rule option(s) out
-> Client may raise questions, concerns or advocate for an alternative

5. **Interprofessional shared decision / goal**
-> full commitment
-> modified proposal
or leave the decision open
do NOT pursue without consent!

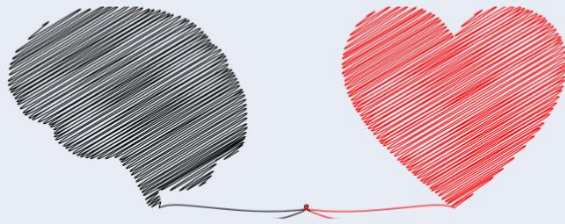


Cluster the identified health status in the correct categories.

| | |
|--------------------------------------|--|
| Body Structures and Functions | |
| Activities | |
| Participation | |
| Environmental Factors | |
| Personal Factors | |

Have you noted your final decision and reflected the process? Then continue with the final quiz!

Quiz 4 - Counsel



Exchange in a dialogue with the client, the community and the health system network.

Coordinate and network (digitally):

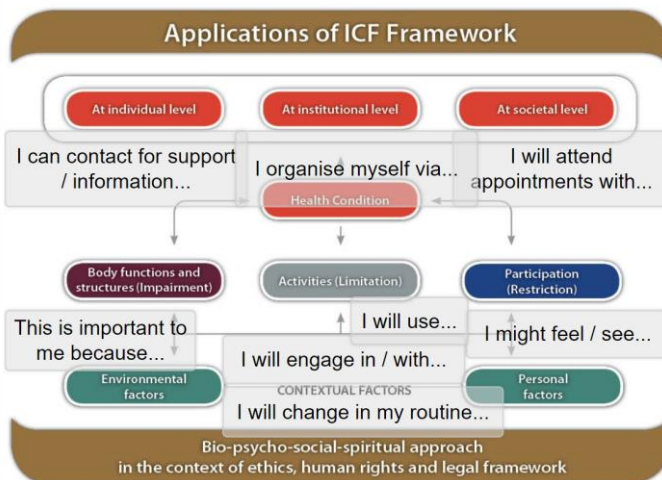
Who provides services relevant to the client? Respect the client's role in managing health!

Guide and counsel:

Educate the client (e.g. "Teach back" method)
 Consider the narrative, needs and health status.

Below is your last quiz. With the correct answers the client and you can be saved!

Quiz 4 Drag and Drop



Unlock the door

HELP! How can I open the door to escape this room?

Start with the [first quiz on basics of digital ways in communication](#).

Solving the quiz provides you with a key-code.
 Use this code to unlock the link to the next quiz.

Continue with each quiz to assess, reason with and counsel the client.
 After improving functioning, the last key will **unlock the door!**

Counsel the client!

Have you solved the counselling quiz and got the **final key-code?**



[Enter it here to open the door and escape the room!](#)

The client will get remote access to the health system and you will get back to your course, finally...

2. Background

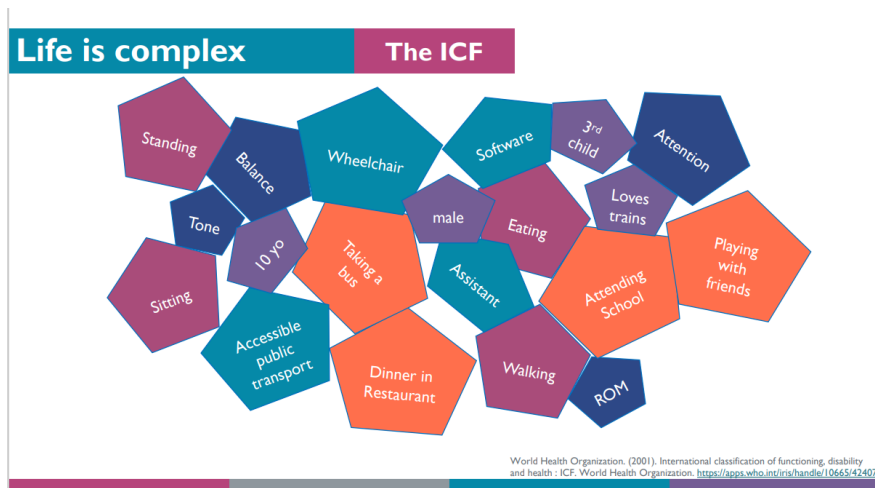
The digital escape game was designed as an open source due to the Erasmus+ funding of INPRO. Therefore, it can be copied and adapted for individual use by contacting the developer.

It was developed inspired by the following sources:

2.1. Content to explain ICF – from powerpoint to interaction

A presentation by Kraus de Camargo from 2022 and a community care perspective inspired the creation of a powerpoint to explain the constructs relevant for understanding the need and use of the ICF framework:

[Olaf Kraus De Camargo presentations | SlideShare](#)



EMPOWERING COMMUNICATION

Interactive, person-centred approaches

-> Facilitate clients in being **active, empowered collaborators**

Describe / assess needs and abilities, concerning how a person functions in life (“functioning”)

Identify **facilitators and barriers** that may influence on performance and participation

Client, relatives <-> community, technical, health and social care services

Different terminologies, measurements and scales

-> **Unified language** in oral and written communication needed

World Health Assembly in 2001: Agreement on a **common framework**

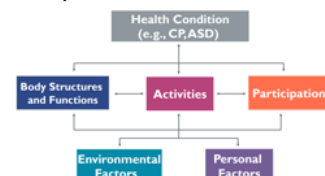
International Classification of Functioning, Disability and Health (ICF) and of Health Interventions (ICHI)

[Coulter&Collins](#), 2011; [Heikkinen et al.](#), 2007; [Richard et al.](#), 2020; [WHA](#), 2001

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de Camargo, 2022



de Camargo, 2022

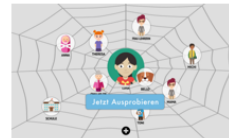
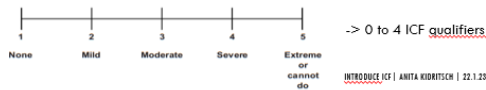
EXAMPLES OF TECHNIQUES AND TOOLS

Describe and quantify health status of a person
 Informed by and comprehensible to all involved
 Digital methods of communication and documentation



mICF, 2017

- > **Motivational interviewing** (eg „guide for professionals“, [Frühe Hilfen](#))
- > **Concept mapping** (eg „Network activity for children“ [LBG Village](#))
- > **Digital self-assessment** (eg mICF app „I can function“ [icfmobile.org](#))
- > **WHO Disability Assessment Schedule** ([WHODAS 2.0](#))



LBG Village, 2021

HEALTH STRATEGY IN A COMMUNITY

Central collection of described abilities and needs of a person

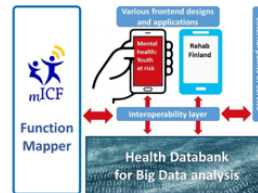


ELGA, 2022

- > **Informed by and accessible** to all involved (incl. client, e.g. [ELGA](#), Mutter-Kind-Pass)
- > Digital methods of communication, documentation and visualisation
- > Shared decision-making, unified report, adherence, patient-related outcome measures

Inform public health policies / decision-makers

- > usage of codes and qualifiers (except for personal factors)
- > Economical management directed by population's needs



mICF, 2018

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DISCUSSION

“Faced with unsustainable costs and enormous amounts of under-utilized data, health care needs more efficient practices, research, and tools to harness the full benefits of personal health and healthcare-related data.”

Chawla & Davis, 2013

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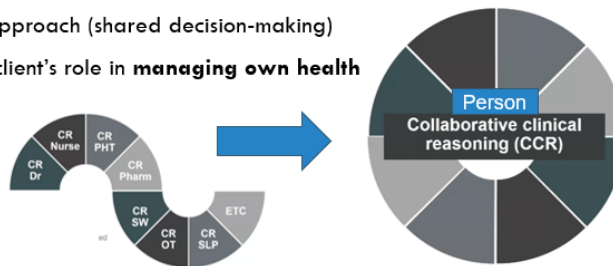
COLLABORATIVE CLINICAL REASONING

Transference and transformation of **client's knowledge** and **specialists' expertise**

-> Use techniques and tools to support deliberation about **options**

Judging data in a **consensual** approach (shared decision-making)

-> **Recognise** and respect client's role in **managing own health**



Edwards et al., 2004; Kienlin et al., 2016; Politi, Wolin & Légaré 2013

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GOAL SETTING METHODS

1. Develop **health status profile** (ICF):

e.g. **Spiral game** (kuntoutussaatio.fi)

2. Introduce **goals / interventions**

-> **Explain** how these target health

4. Ensure client's **understanding**

-> **"Teach back"** e.g. **patient-oriented discharge summary**

5. **Commitment point** (forward/rule out single/multiple options)

-> Clients may raise question/concern / advocate for alternative

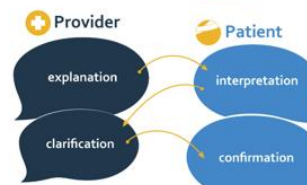
6. **Set goal / decide with...** commitment / modified proposal / pursue without consent / leave decision open



Kuntoutussäätiö, 2022



Javadi et al., 2018



PODS, 2019

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Constand & MacDermid, 2014; Land et al., 2017

ICF-BASED GOAL EXAMPLES

| d | Activities / Participation | Examples |
|----|---|---|
| D1 | Learning and <u>applying knowledge</u> | Focusing <u>attention</u> , <u>watching</u> , <u>solving</u> , <u>taking decisions</u> |
| d2 | General <u>tasks and demands</u> | <u>Planning</u> / <u>conducting</u> / <u>using strategies</u> in <u>daily routine</u> |
| d3 | Communication | Understanding <u>messages</u> , <u>participate in conversation</u> |
| d4 | Mobility | <u>Getting up / out</u> , <u>walking</u> , <u>grasping</u> , <u>manipulating</u> |
| d5 | <u>Self care</u> | <u>Washing</u> , <u>dressing</u> , <u>eating</u> , <u>drinking</u> , <u>taking medicine</u> |
| d6 | <u>Domestic life</u> | <u>Shopping</u> , <u>preparing meals</u> , <u>cleaning</u> , <u>looking after...</u> |
| d7 | <u>Interpersonal interactions and relationships</u> | <u>Signalling dissent</u> , <u>accepting help</u> , <u>getting in touch...</u> |
| d8 | <u>Major life areas</u> | <u>Taking part in training</u> , <u>conducting work</u> , <u>paying bills</u> |
| d9 | Community, social and <u>civic life</u> | <u>Visiting...</u> , <u>playing ...</u> , <u>going to sports / culture</u> , <u>voting</u> |

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Fheodoroff, 2016

DISCUSSION

Please visit

<https://hankkeet.kuntoutussaatio.fi/spiral/english/>

View the facilitating pictures of one target group

Which psychosocial needs are assessed?

| | As regards this topic I ... | I want a change to this |
|-----------------------------|---|---|
| | ...have a lot of difficulties ...do not have any difficulties at all | yes no |
| 15. Planning of forethought | <input type="text"/> | <input type="checkbox"/> <input type="checkbox"/> |
| 16. Time management | <input type="text"/> | <input type="checkbox"/> <input type="checkbox"/> |
| 17. Flexibility of thought | <input type="text"/> | <input type="checkbox"/> <input type="checkbox"/> |
| 18. Nonverbal communication | <input type="text"/> | <input type="checkbox"/> <input type="checkbox"/> |

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Spiral for persons undergoing mental health rehabilitation

[Question cards for mental health rehabilitation](#)

[Reply form for mental health rehabilitation](#)

[Pictures to facilitate participation mental health rehabilitation](#)

[List of questions and corresponding ICF-codes for persons undergoing mental health rehabilitation](#)

Spiral for young persons with autism spectrum disorders

[Question cards for persons with autism spectrum disorders](#)

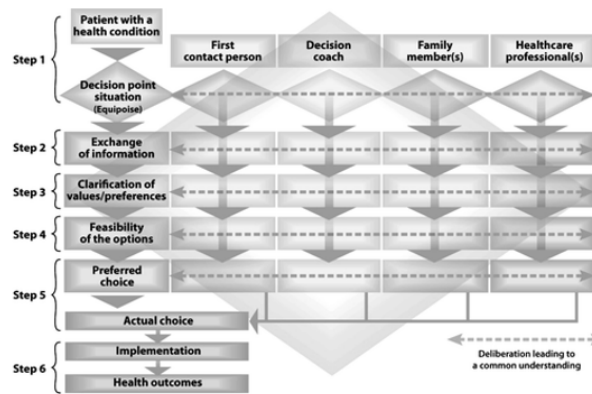
[Reply form for persons with autism spectrum disorders](#)

[Pictures to facilitate participation for persons with autism spectrum disorders](#)

INTERPROFESSIONAL SHARED-DECISION MAKING

Model of a dialogue between

- the **person** with a health need
- family members
- and service **providers**
- a **first contact person**
- a **decision coach**
- involved professionals (health and social care, community, technicians)



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Légaré et al., 2011; Wrede-Such, 2013

CONSENSUAL APPROACH TO MANAGE HEALTH

Participatory commitment point

- > Increase adherence by considering narrative
- > Guide and counsel (patient education)
- > Address questions, concerns, advocated alternatives / modify proposals

Coordinate and network (digitally): Who may provide relevant other services for the client?

-> Exchange of reports (common language!)

Repeated measures of points in time

- > Patient-related outcome measures (PROMS)
- > Unified reports by using ICF (e.g. [WHODAS 2.0](#))

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EXAMPLES OF TOOLS

Visualise data to facilitate adherence

(e.g. [patient-oriented discharge summary](#))

Educate

(e.g. [FIRE diabetes](#))



miCF, 2019

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Actionable Content in 5 Sections

1

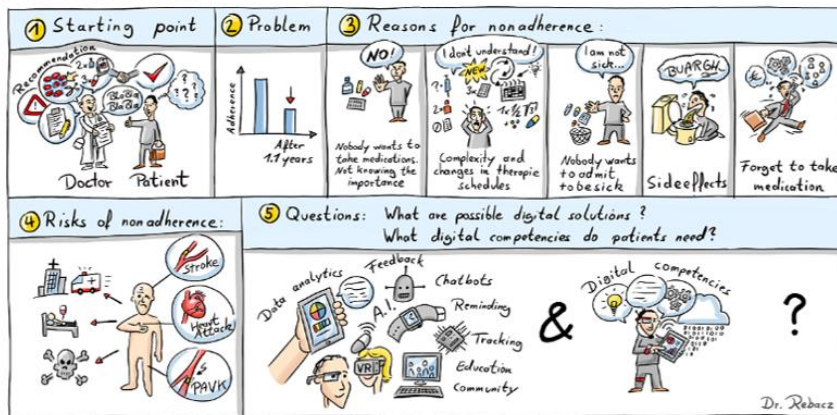
2

3

4

5

DISCUSSION



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Hermann et al., 2020

BENEFIT OF COLLABORATION & COORDINATION

Collaborative practice occurs

“when multiple health workers from diverse professional backgrounds work with clients and their families to deliver high quality care and interventions.”

Coordination allows to **match persons' individual needs with provided services** (Case Management)

Holistic bio-psycho-social model (in line with the ICF framework)

= **several professions are needed to address all health and social related needs**

Improves access, efficiency, safety, satisfaction, health-related outcomes

D'Amour et al., 2005; Davidson et al., 2022; Norman, 2010; Reeves et al., 2017; WHO, 2010

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INTERPROFESSIONAL COLLABORATION



<https://www.youtube.com/watch?v=xjXxx3gBmO8>

BUT NEEDS TO BE ESTABLISHED

All individuals:

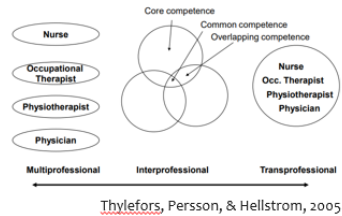
- (Inter)professional identity (Reinders et al. 2020)
- Clarify roles (leader/team player/contributor)
- Contribute knowledge and skills (e.g. about ICF)

Team level:

- Share values (e.g. using a common framework)
- Share language and structure of collaboration
- Identify needed professions (= knowing about them)

Organisation:

- Provide time and space
- Align process and structure (e.g. documentation system, tools, connectivity)
- Address hierarchies, learn from failures



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EXCHANGE

Whom do you collaborate and network with to

- assess expectations and needs
- identify abilities and disabilities
- share decisions
- manage health?

SUMMARY

Power to/with something!

1. See narrative & needs

"How do you think we can help you?"

2. Identify functioning

By using ICF-tools
e.g. WHODAS 2.0

3. Structure and interpret -> visualise! -> easy and common language!

4. Set goals and priorities in joint agreement

5. Choose, implement and evaluate strategies, e.g. educational plans and (virtual) methods

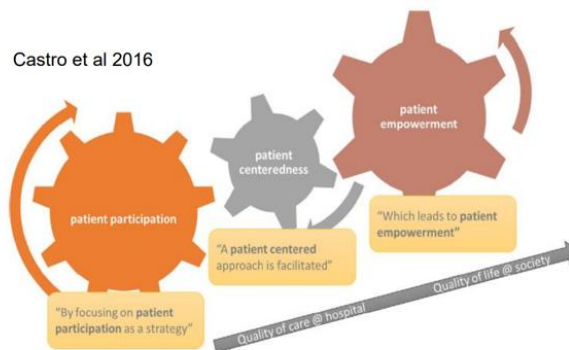


Fig. 6. Process model for concepts of patient empowerment, patient participation and patient-centeredness in health care.

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2.2. WEscape game

A student project group in the master's degree programme Digital healthcare, consisting of

- Mona Azz,
- Merry Bakuns,
- Sophie Kutschi,
- Sonia Markose,
- Victoria Pichler and
- Thomas Tippl

had explored how and programmed a game to train interprofessional collaboration in mobile settings:

[WEscape – Escape room games for undergraduate interprofessional learning based on patient examples | Digital Healthcare Students Showreel \(fhstp.ac.at\)](#)



Details found:



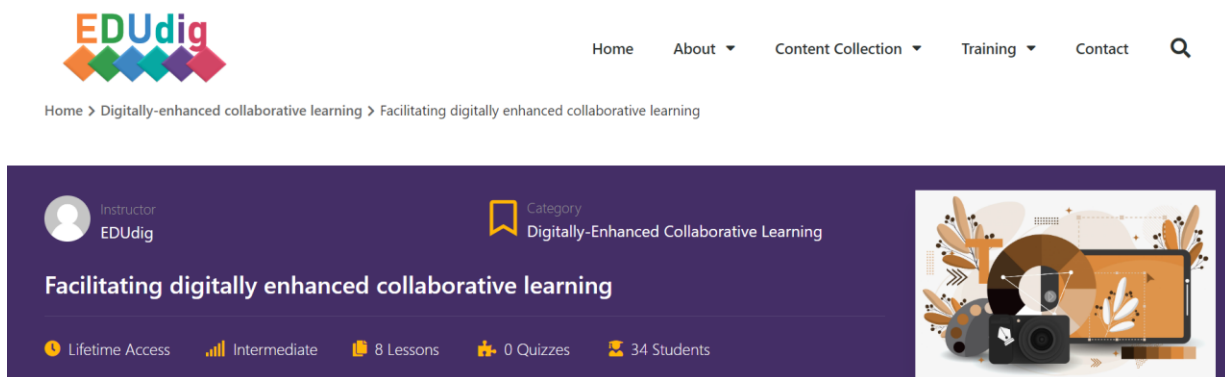
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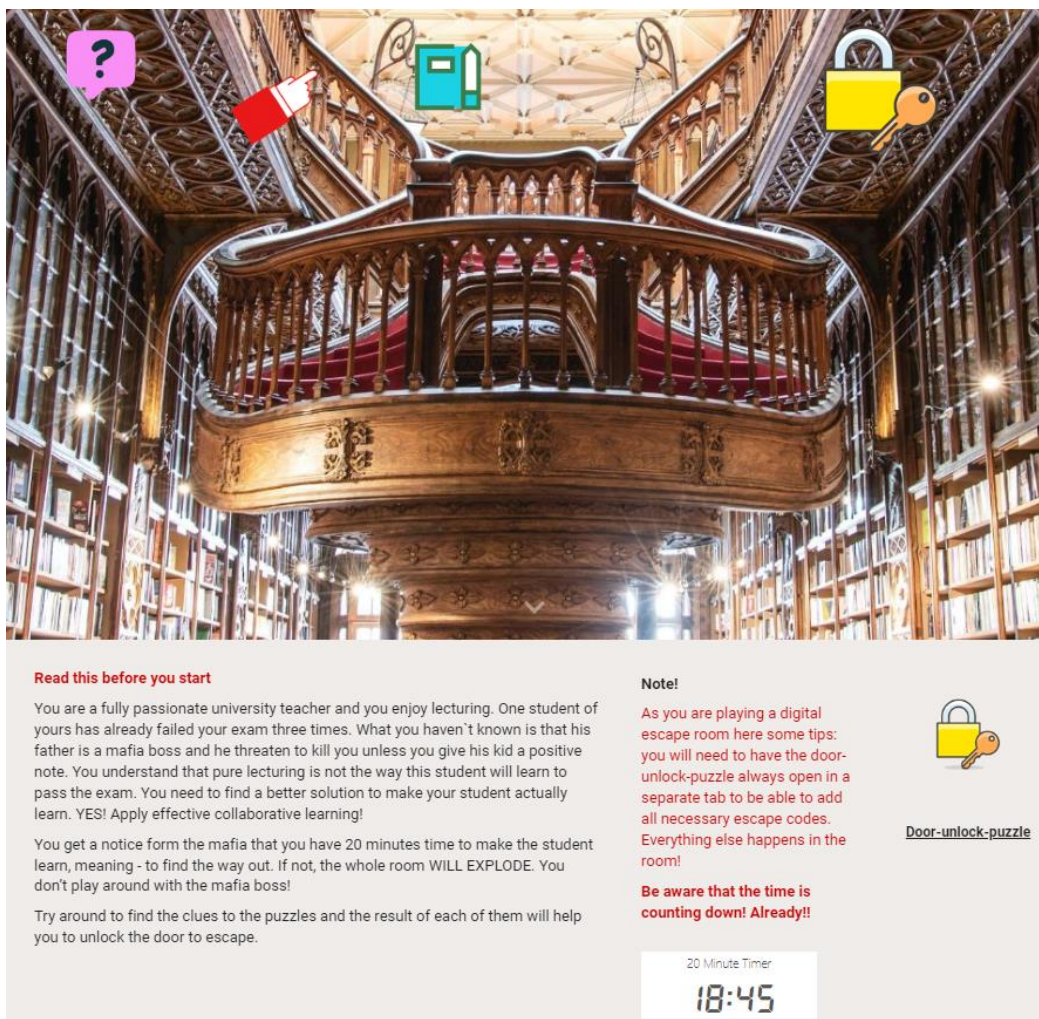
2.3. EDUdig project

The opportunity to create a game in a google web page was discovered from an example provided by Adrijana Krebs in the context of a training for educators conducted by the Erasmus+ [EDUdig](#) project.

In Module 3, [Facilitating digitally enhanced collaborative learning – EDUdig](#), advice how to create a digital escape room was given: [Digital-escape-room-in-collaborative-learning.pdf \(edudig.eu\)](#)



The advice and played example embedded a timer, H5P quizzes and used a form to enter key codes / exit: [Escape Room example from Adrijana Krebs from FH Oberösterreich \(google.com\)](#)



Read this before you start

You are a fully passionate university teacher and you enjoy lecturing. One student of yours has already failed your exam three times. What you haven't known is that his father is a mafia boss and he threaten to kill you unless you give his kid a positive note. You understand that pure lecturing is not the way this student will learn to pass the exam. You need to find a better solution to make your student actually learn. YES! Apply effective collaborative learning!

You get a notice form the mafia that you have 20 minutes time to make the student learn, meaning - to find the way out. If not, the whole room WILL EXPLODE. You don't play around with the mafia boss!


Try around to find the clues to the puzzles and the result of each of them will help you to unlock the door to escape.

Note!

As you are playing a digital escape room here some tips: you will need to have the door-unlock-puzzle always open in a separate tab to be able to add all necessary escape codes. Everything else happens in the room!

Be aware that the time is counting down! Already!!

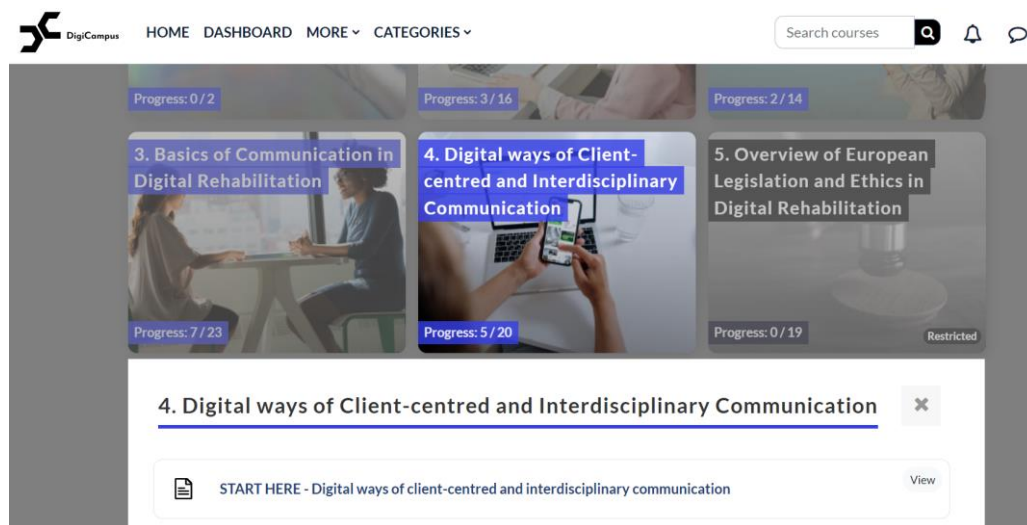
20 Minute Timer
18:45


Door-unlock-puzzle

2.4. DIRENE project

The ERASMUS+ funded [DIRENE](#) project dealt with the aim to increase competencies in Digital Rehabilitation. This met the aim of ICF to collect and react on public health data, as shown in 2.1. With the aim to provide learning materials for mobile settings, game-based learning proved important. Therefore, the student project group mentioned under 2.2 were involved and use-cases designed: [Pedagogical Handbook Chapter 3: Use Cases \(Learning Scenarios\)](#)

The digital escape room used the scenario of Digital Rehabilitation as a basis for the applied use-case. Therefore, it would be possible to apply the game in the 3 ECTS curriculum developed by DIRENE. This extends a 2 ECTS module, which was developed as a [MOOC - Introduction to Digital Rehabilitation](#)



2.5. INPRO project participating in the ICF facilitator course

The members of the Erasmus+ project INPRO identified the need to participate in an : [ICF Facilitator Course – ICF Education Portal](#). This course was organised by Stefanus Snyman, WHO mICF working group leader. During the course, several e-learning content and assignments were given. The following video explains the link of chapter 2.4 with INPRO and could be used as introduction: [ICF as Catalyst for Interprofessional Education & Collaborative Practice - YouTube](#)



ICF as Catalyst for Interprofessional Education & Collaborative Practice

3. Functions

According to the previous background, the digital escape game is developed to improve person-centred, interprofessional collaboration base on ICF. It introduces the use-case of a rural setting, for which remote care is needed to improve a client’s health status.

Four quizzes need to be solved after each other as a team.

1. The initial quiz applies a summary to explain ICF as created for the ICF facilitator course and repeats quiz content from DIRENE MOOC chapter “Digital Ways of Client-Centred and Interdisciplinary Communication. Five H5P-quiz elements are embedded (see the first under Chapter 1), their solution provides a key:

Solve the whole quiz to find the first key:

! Thank you for trying out H5P. To get started with H5P read our [getting started guide](#)

"Yes, and..." characterises an open attitude. It shows the willingness to communicate.

True False

◀ ▶

○ ◎ ○ ○ ○

Reuse Embed H5P

! Thank you for trying out H5P. To get started with H5P read our [getting started guide](#)

Which statement is correct?

Every person deals with messages and problems on their own

Working jointly together is about ownership of responsibility

◀ ▶

○ ○ ◎ ○ ○

Reuse Embed H5P

Solve the whole quiz to find the first key:

! Thank you for trying out H5P. To get started with H5P read our [getting started guide](#)

Which criteria should you keep in mind, when choosing a specific digital tool or platform for collaboration? Select correct answers:

Freedom of speech

Accessibility

Usability

Happiness

Data privacy and sovereignty

Anxiousness

Open source (incl. costs of implementation)

◀ ▶

○ ○ ○ ◎ ○

Reuse Embed H5P

Thank you for trying out H5P. To get started with H5P read our [getting started guide](#)

Which digital tools facilitate communication?

Collaborative documents (incl. text, pictures, audio, video)

Software for synchronous meetings

Online advertisement (e.g. banner, pop-ups)

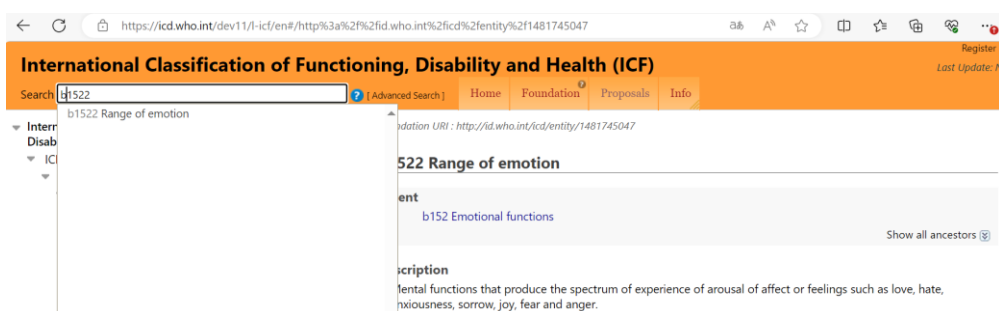
Electronic records (e.g. medical data)

Reuse Embed

2. The code from quiz 1 needs to be entered to open the second H5P quiz.
For this approach, the following code was embedded:

```
<!DOCTYPE html>
<html>
<body>
<script type="text/javascript">
  function onSubmit() {
    if (document.getElementById("password").value == "DigWays4comm") {window.open(" https://h5p.org/node/1348426"); }else{
      alert("Please check your key-code and try again");}
  }
</script>
<fieldset><form class="hero-form" action="#">
  <div class="row-fluid">
    <label>Enter the first key-code to open quiz 2: </label>
    <input type="password" name="password" maxlength="12"
      class="span7" id="password" placeholder="e.g. 123aBCD" required/>
  </div>
</form></fieldset>
<button class="btn btn-info btn-large span5" id="joe_btn" onclick="onSubmit()">Enter</button>
</body>
</html>
```

One difficulty in using the game on a smartphone lies in the opening of a new tab at this point. It is recommended that one of the players uses a laptop and keeps the quiz-page open all times. Otherwise, the page needs to be reopened and the embedded timer (vclock.com) would start again. To support learners who struggle, the quiz is embedded hidden at the bottom of “Unlock the door”. To solve the task, the ICF browser needs to be opened and one letter plus digits be searched. Ideally this would be conducted by a second team member: <https://icd.who.int/dev11/l-icf/en>



At the second quiz, a case of a 10-year old girl with cerebral palsy is introduced to explain ICF using video: [Video 1 NA: What is the International Classification of Functioning, Disability and Health \(ICF\)? - YouTube](#)

It is recommended to play the video when introducing the game (before the escape room is opened), eg.:

Spiel: "Knack den Code" (Escape Game)

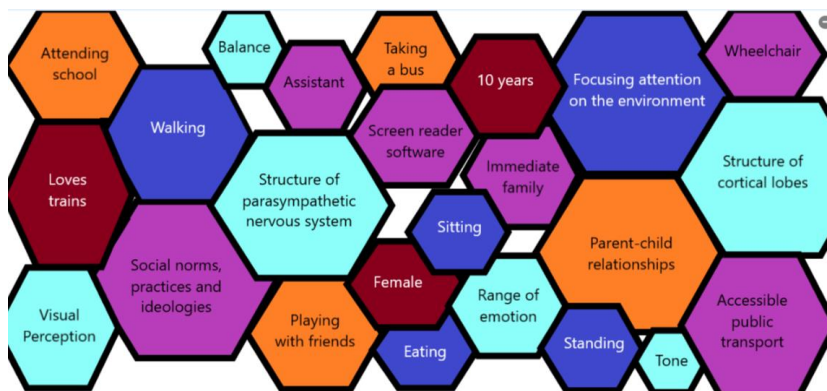
Teams zu 4-5 Personen
Setzt Euch um einem Laptop.
Zwei weitere Geräte helfen.

sites.google.com/view/knackendcode
-> 50 min für die Rätsel

- Das ist Sara:
[What is ICF - YouTube](#)
- Sie lebt isoliert.
- In ländlicher Gegend.
- Gesundheits-Netzwerk?.
- Über die Ferne?.
- Von zu Hause?.
- Digitale Rehabilitation
- Interprofessionell, evidenzbasiert

Supplementary information is provided leading to links of [WHODAS 2.0](#), [mICF app](#) or a [Spiral game](#).

3. The case serves as basis for deepening information that is provided in Quiz 3, again by using H5P. The used data is based on the example from Kraus de Camargo (2022), as shown in Chapter 2.1



This information needs to be sorted in a written form per domain, to which the colours are guidance.

At this point, a role-play is instructed, in which participatory shared-decision making shall be exercised.

Additional information can be invented and this exercise could be quit / kept short or extended as needed.

At the end of the play the decision and process to get there could be reflected in a Microsoft form:

[Assess consultation role play \(adapted MAPPIN'SDM\) \(office.com\)](#)

The role-play and reflective form apply the concepts as identified and described under Chapter 2.1.

Assess consultation role play (adapted MAPPIN'SDM)

Dear participant,
This questionnaire addresses an interprofessional consultation about a client's health need.
The aim is to ascertain to what extent all parties perceive the consultation in a similar way.

* Erforderlich

1. Please agree and fill in together which decision you will think about when filling in the questionnaire (Please select all the same one): *

Ihre Antwort eingeben

2. Please rate how far you agree with the following statements: *

| | Not at all - 0 | 1 | 2 | 3 | Absolutely true - 4 | I do not know |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| The way we exchanged information during the consultation suited all parties and contributed towards a mutual understanding. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Role distribution during the consultation matched the client's wishes. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The client is aware of all the options for dealing with the health need. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The client's personal expectations and fears went into the decision. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| All involved consent to the agreed decision. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| It is clear to all involved how the client's health will in future addressed (e.g. who has to inform whom). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |



Improve this health condition!

You need to solve quizzes in the [ESCAPE ROOM](#) to escape. Find the solutions, collect keys and put the last one in this lock.

If you enter the correct key from quiz 4, the client will get remote access to the health system and you will get back to your course, finally...

Note: the answer text is case sensitive!

Quiz 4 - Counsel: What is the key? *

Kurzantwort-Text

Rate your learning outcome: *

"I can select suitable ways for communicating with clients and with other professions."

| | | | | | | |
|------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------|
| | 0 | 1 | 2 | 3 | 4 | |
| Not at all | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Absolutely true |

In what course do you (re)access with these keys? *

Kurzantwort-Text

4. The last quiz applies a drag and drop exercise on the Figure developed by Stefanus Snyman. It takes the view of the person and may raise final questions for the reflection, but shall be easy to solve. While H5P did not allow to provide key-codes after quiz two and three, this time a new code is provided.

This shall be entered in a google form as shown above:
<https://docs.google.com/forms/d/1oOLh7le351w60MVxxSAGU5KWynJoKsMANnlaRNviks4>

If the code is correct, the form can be sent and a positive feedback is provided that the exit was successful.

4. Implementation and Evaluation

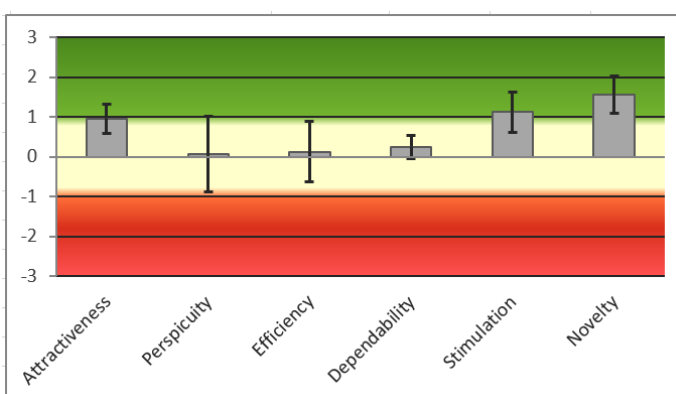
The game was applied three times, of which two served as feasibility testings (international students). With the third application user experience and attractiveness were tested (technical healthcare professions). In addition, the second and third testing were observed by a master student (physiotherapist), who planned and conducted a usability testing of a German version, as well as created a concept for a 90 to 120 minutes session how to introduce and to reflect the game with learners/trainers new to the topic. The final improved German version will be used in continuous professional development (see Chapter 4.3). The English version will be used in higher education for the master degree programme digital healthcare.

4.1. Online collaboration of international students

Students in health, social care and technical professions met in Erasmus+ funded blended learning scenarios. Focus groups were held and a think aloud method applied to explore responses and difficulties. The main difficulties lay in the time, which did not allow an introductory lesson. When students were not used to collaborating in online settings, sharing screen, camera or talk were for some such high barriers, that some did not manage to engage into the game.

4.2. Evaluation with Digital Healthcare Master students

An evaluated with four technical professions, who were in the course “Interprofessionalism” in the master degree programme “Digital Healthcare”, tested user experience and attractiveness. Age ranged from 23 to 29 with two male and two female students, of which three had already played an escape game before. The German UEQ, a 26-item quantitative questionnaire for the subjective evaluation of the user experience was used (Schrepp et al., 2017), which captures the dimensions of attractiveness, perspicuity, efficiency, dependability, stimulation and novelty (Schrepp, 2023). The questions are formulated using contrasting adjectives, and users rate their agreement or disagreement on a Likert scale from one to seven. The findings are not reliable due to the small sample size, but show a tendency towards high attractiveness.



| UEQ Scales (Mean and Variance) | | |
|--------------------------------|---------|------|
| Attractiveness | ↑ 0,958 | 0,14 |
| Perspicuity | ⇒ 0,063 | 0,93 |
| Efficiency | ⇒ 0,125 | 0,60 |
| Dependability | ⇒ 0,250 | 0,08 |
| Stimulation | ↑ 1,125 | 0,27 |
| Novelty | ↑ 1,563 | 0,22 |

| Communication survey questions (COMMQ- 1...8) | Mode* |
|--|-------|
| 1. Practiced effective communication skills between all members of the group | 4 |
| 2. Actively listened to one another regarding new ideas and thoughts about the case | 4 |
| 3. Communicated clear and thoughtful ideas that were relevant to the case | 4 |
| 4. Communicated with one another in a controlled and professional manner | 4 |
| 5. Worked effectively within the constraints of the activity to find the solution to the case | 5 |
| 6. Embraced our assigned roles and operated within case instructions | 4,5 |
| 7. Worked together to correctly identify the solution to the case | 5 |
| 8. Followed the instructions of the case and operated within the constraints of the activity appropriately | 4,5 |

The communication questionnaire developed by Kavanaugh et al. (2022) was used, which consists of 8 questions rated on a 5-point Likert scale from Strongly disagree (1) to Strongly agree (5).

A one-hour session was feasible and the quizzes including t
Since the fourth quiz was very big and therefore not easy to fill in from a laptop,

a student used the key tabs “Strg” with “-“ to make the web page smaller.

The four students were already used to role-playing in a game from an Alexa skill murder mystery game.

The game fitted their knowledge level after introductory sessions and engaged them into collaboration.

A few questions were asked to the game mentor, which could be announced that this will be needed.

4.3. Observation and focus group with educators

A master student, Lisa Rabitsch, who had observed in 4.1 and 4.2 summarised proposed improvements.

These were a more specific direction of the learning pathway and advice how to deal with IT / digital issues.

The game was duplicated and translated to German and an idea of an explanation for mentors established.

The improvements were implemented in the German version, considering the feedback from the feasibility and usability testing, as well as guidance for easy reading, such as using short sentences:

[Die Regeln - Netzwerk Leichte Sprache \(leichte-sprache.org\)](http://leichte-sprache.org) This shall enable also clients to play the game.

4.4. Continuing training of health professionals

The digital game will be implemented in a continuing training of health professionals, because this was the ultimate collaborative assignment with two further colleagues for the ICF facilitator course.

The planned concept is submitted for review at [Frontiers in Rehabilitation Sciences](https://www.frontiersin.org), evaluation is planned.

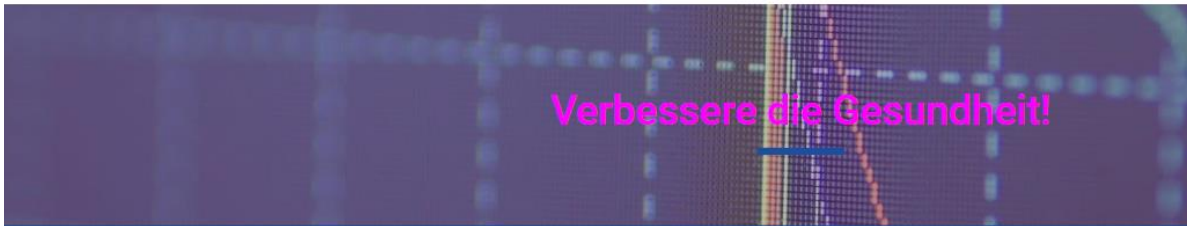
The German version of the game can be accessed here:

<https://sites.google.com/view/knackdencode>

It applies adapted content such as advice for screenshots.

In the following, screenshots of the German version are provided.

Knack den Code



Was passiert hier?

Du möchtest Gesundheit fördern. Dafür besuchst du einen Kurs.
Zum Beispiel einen von [DIRENE](#) oder [INPRO](#).

Eine Klientin fragt dich um Rat. Sie lebt isoliert. In einer ländlichen Gegend.
Du folgst ihrer Einladung in diesen Raum.

Ihr findet zusammen heraus: **Die Gesundheit der Klientin wird schlechter!**
Sie braucht ein Gesundheits-Netzwerk. Und Zugang über die Ferne.
Kann Digitale Rehabilitation euch helfen?

JA! Arbeite mit anderen zusammen.
Treff interprofessionelle Entscheidungen. Gemeinsam mit der Klientin.

Ein Versicherungsanbieter kontaktiert euch. Ihr sollt die Klientin beraten. Evidenzbasiert.
Dann erhält die Klientin Zugang zur Gesundheitsversorgung. Auch zu Hause.
Und dann könnt ihr wieder aus dem Raum. **Dafür habt ihr 50 Minuten Zeit.**

Wie fällt das Spiel leichter?
Unten findest du Hinweise.

Grundlagen



Rätsel 1

Welche Kompetenzen brauchst du?

Erkennen



Rätsel 2

Wie ist die Gesundheit der Klientin?

Entscheiden



Rätsel 3

Teile Wissen und Entscheidung

Beraten



Rätsel 4

Berate und leite im Netzwerk

Löse alle 4 Rätsel im Team. Knacke jeden Code.
Ihr könnt die Spielleitung abwechseln.

Eine Person **teilt den Bildschirm** (oder Browser) mit dem Team.
Das ist mit Laptop oder Computer leichter.

Im Spiel musst du auch **neue Fenster** öffnen.
Am Besten schließt du vor dem Spielstart nicht notwendige Fenster.

Eine Person sollte die Rätsel-Seite **immer offen** halten!

Achtung, die Zeit läuft: 50 Minuten ab jetzt

-> Also los: Gehe zu Rätsel 1!

Und wenn du fertig bist? Gib den Code von Rätsel 4 ins Formular ein. Dann seid ihr frei!

Kontakt: anita.kidritsch@fhstp.ac.at

Rätsel

Es geht los: Löse die 4 Rätsel.
Eines nach dem anderen.
So erhältst du Codes.
Die helfen dir zu entkommen.

Folge den Hinweisen.
Die führen dich auf neue Seiten.
Behalte diese Seite hier offen.
Kehre wieder und gehe tiefer.

- [Rätsel 1 - Grundlagen](#)
- [Rätsel 2 - Erkennen](#)
- [Rätsel 3 - Entscheiden](#)
- [Rätsel 4 - Beraten](#)

50 Minute Timer

49:46

Rätsel 1 - Grundlagen



Löse das folgende Quiz.
Dann bekommst du einen Code.

Tipp: Mache ein Foto der Auswahl.
Erst dann wähle "Check".

Was ist **Digitale Rehabilitation**?
Du willst über die Ferne kommunizieren.
Was musst du dafür wissen oder können?

Identifiziere die Bedürfnisse von Klienten und Klientinnen!
Baue dir ein interprofessionelles Netzwerk auf.

Arbeitet personenzentriert.
Bindet die Gemeinschaft der Klienten und Klientinnen ein.

So könnt ihr erfolgreich die
bio-psycho-sozial-spirituelle Gesundheit verbessern!

Ziehe die Wörter in die richtigen Felder

Für die Kommunikation mit einer (oder Fürsprechenden) und Betreuenden (z. B. ,
Gesundheits- oder Sozialdienste) brauche ich Strategien zur Kommunikation. Ich muss eine Sprache verwenden, die das Gegenüber
 ist. Ich muss geeignete auswählen, um in und
schriftlicher Form zu kommunizieren. Wir brauchen ein gemeinsames von Begriffen. Und gemeinsame
Werkzeuge und . Es gibt eine Vereinbarung seitens Weltgesundheitsorganisation,
die Internationale Klassifikation der , Behinderung und Gesundheit (ICF) zu verwenden.

-
-
-
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-



[Reuse](#) [Embed](#)

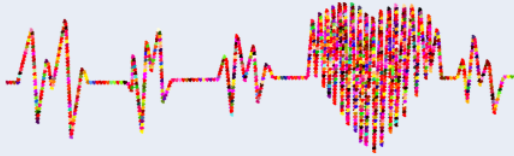
H-P

Hast du Rätsel 1 gelöst?
Dann siehst du einen Code.

Gib den Code unten bei Rätsel 2 ein.
Es öffnet sich eine zweite Seite.
Und du brauchst den [ICF-Browser](#).

Danach geht das Spiel unten weiter.

Rätsel 2 - Erkennen



Gib den Code von Rätsel 1 hier ein. Das öffnet Rätsel 2:
z.B. aBsD123,+45

Eingabe

Hinweis: Nutze für Rätsel 2 den [ICF-Browser](#).

Du kommst nicht weiter? Scrolle [hier](#) GANZ nach unten.



Sieh dir das [Video](#) an. Es ist auf Englisch.
Sara ist deine Klientin.

Ihre Fähigkeiten und Bedürfnisse sind wichtig.
ICF-Werkzeuge helfen dir, sie zu erkennen.
Zum Beispiel ein Fragebogen ([WHODAS 2.0](#)),
die [F-Worte](#), das [Spiral-Spiel](#) oder die [mICF-App](#).

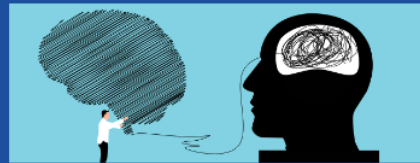
Hast die Codes von Rätsel 2 geknackt?
Hast du Sara näher kennen gelernt?

Fahre unten mit Rätsel 3 fort.
Dafür brauchst du keinen Code.

Rätsel 3 - Entscheiden

Schau dir unten die Grafik an.
Ordne die Informationen.

Spieler dann ein Rollenspiel.
Gehe dafür weiter nach unten.
Entscheidet euch für ein Ziel.



"Wir stehen vor untragbaren Kosten und großen Mengen ungenutzter Daten. Um die Vorteile von personenbezogener Gesundheit und Daten des Gesundheitswesens zu nutzen, braucht die Gesundheitsversorgung effizientere Praktiken, Forschung und Werkzeuge."

nach Chawla & Davis, 2013

Thank you for trying out HSP. To get started with HSP read our [getting started guide](#)



Gruppieren Sie die Gesundheits-Kategorien aus dem Bild. In die passende der 5 Komponenten. Egal in welcher Sprache.

Körperfunktionen und -
Strukturen

Aktivitäten

Partizipation

Umweltfaktoren

Personenbezogene
Faktoren

Check

Copy

Spiele nun ein Rollenspiel.

Wähle eine Rolle:

- Klientin
- Familienmitglied oder Fürsprecher
- involvierte(r) Berufstätige(r):
Gesundheits- oder Sozialberuf, Design/Technik,...
- Erstkontakt
- Entscheidungs-Coach
(achtet auch auf die Zeit)

Du kannst 2 Rollen spielen
(etwa berufstätig und Erstkontakt).

Folge Punkt 1 bis 5.
Wann wird deine Rolle aktiv?
Nehmt euch 5-10 min Zeit.

1. Fasst den Status zusammen

Was ist das Gesundheitsanliegen?
Tauscht dazu eure Berichte aus.

2. Bewertet Daten gemeinschaftlich

Wie steht es um die Gesundheit?
Überlegt und argumentiert im Dialog.

3. Schlage Ziele oder Maßnahmen vor

Was kann Gesundheit fördern?
Erläutere die Wirkung / Bedingungen.
Gibt es noch andere Optionen?
Verstehen dich alle?
Auch die Klientin selbst?

4. Werdet verbindlich

Biete eine Option an. Oder schließe eine aus.
Hat die Klientin Fragen? Oder Bedenken?
Befürwortet sie eine Alternative?
Jemand anderes vielleicht?

5. Teilt euch die Entscheidung

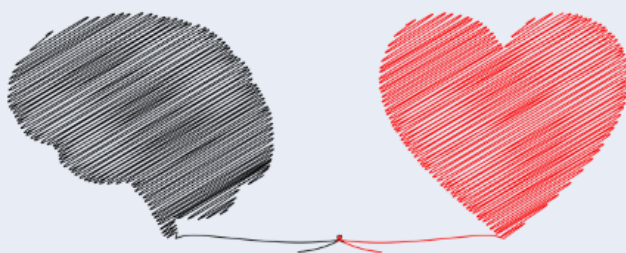
Das kann eine Zusage sein.
Oder eine Alternative.
Oder die Entscheidung bleibt offen.
Ihr müsst einen Konsens finden.

Habt ihr euch entschieden?

-> Gib den Konsens hier ein. Und wie es euch erging.

Gehe dann unten zu Rätsel 4.

Rätsel 4 - Beraten



Du findest unten das letzte Rätsel.

Ordne die Aussagen passend zu.
Dann habt ihr den Code geknackt!

Vielleicht musst du den Bildschirm verkleinern.
Dafür drückst du "Strg" und "-" (Minus). Danach "+".

Tipp: Mache ein Foto, bevor du "check" wählst.

Tausche dich mit der Klientin aus.
Auch mit ihrer Gemeinschaft.
Und ihrem Gesundheitsnetzwerk.

Koordiniere und netzwerke (digital):

Wer bietet relevante Dienstleistungen an?
Informiere die Klientin darüber. Und ihre Familie.
Die Klientin organisiert ihre Gesundheit.

Beräte und leite:

Nutze zum Beispiel die "Teach back" Methode.
Berücksichtige ihre Geschichte und Bedürfnisse.
Und ihren Gesundheitsstatus. Den kennt ihr jetzt.




Hast du Rätsel 4 geknackt?
 -> [Gib den End-Code hier ein.](#)
 So kommt ihr frei!

50 Minute Timer
47:35



Berate die Klientin! Ist Rätsel 4 gelöst?
 Dann siehst du einen Code.

 [Gib den Code hier ein!](#)
 Unterscheide Groß- und Kleinschreibung!

Die Klientin bekommt Zugang zum Gesundheitssystem. Auch über die Ferne, zu Hause.
 Und du kannst zurück. In deinen Kurs. Endlich...

HILFE! Wie geht es hier raus?

Macht dir ein Rätsel Schwierigkeiten?
 Dann kannst kürze es ab.
 Mach mit dem nächsten Rätsel weiter.