



THE UNIVERSITY of EDINBURGH
The Royal (Dick) School
of Veterinary Studies

Vets at Play

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Slides modified from Jill Mackay's presentation at the Medical Forum Conference

What is 'play'?



Defining Play

- Play is the voluntary movement across boundaries, opening with total absorption into a highly flexible field, releasing tension in ways that are pleasurable, exposing players to the unexpected, and making transformation possible.

- Gordon 2009

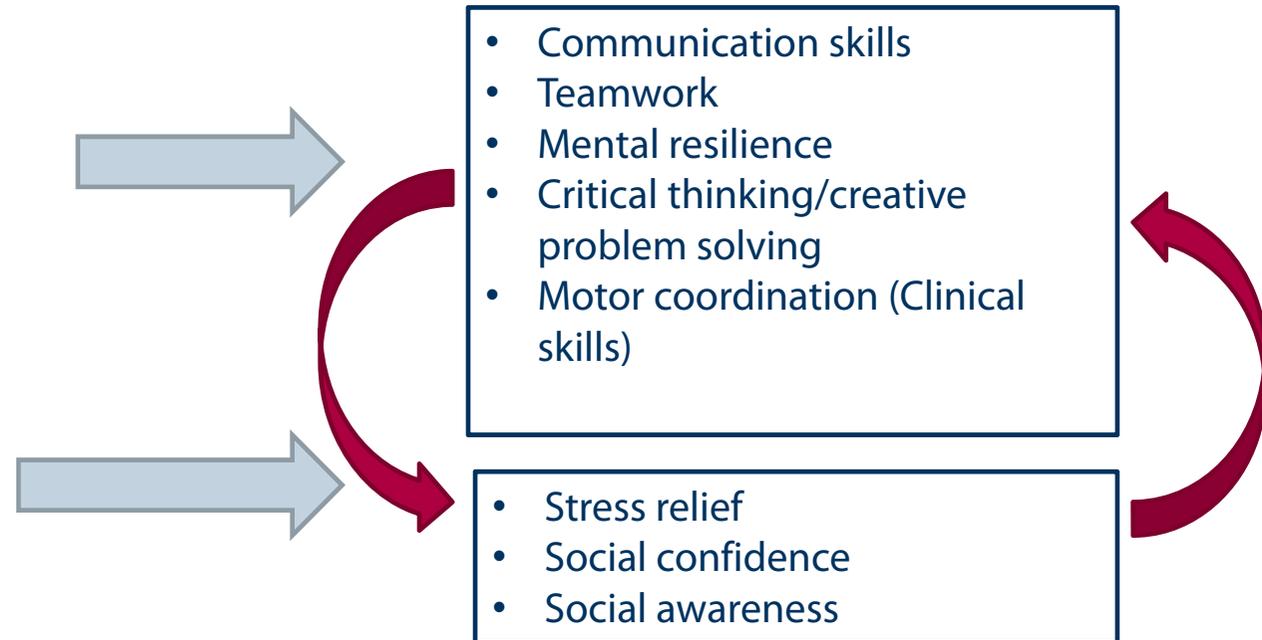


Defining play: Why consider using it in the veterinary course?

- 'a vague word that is used to describe a wide variety of motor patterns' – Bekoff (1984)

– **Fine tunes skill development**

– **Reinforces social bonds**



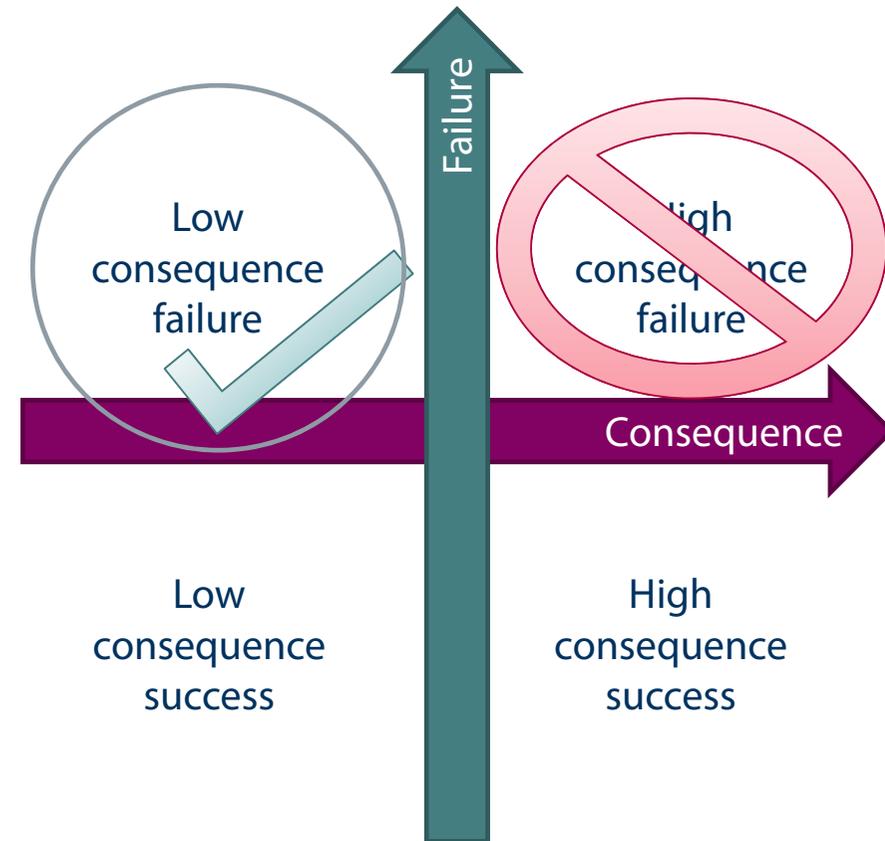
The Veterinary Industry

- The Vet Futures Action Plan (2016-2020) recommended:
 - 2) Enhance moral reasoning and ethical decision-making in education, policy-making , practice based research and everyday veterinary work
 - 12) Deliver peer support and/or mentoring in all UK vet schools and improve support for vets post-graduation
 - 15) Help veterinary professional to work with uncertainties and develop reflective practice, starting with undergraduates
 - 31) Explore ways to develop the next generation of veterinary leaders including by identifying and nurturing talent, and providing them with the skills and opportunities to succeed



Our Wants

- Provide opportunity for:
 - Students to experience failure in a safe environment
 - Students explore concepts opposed to their own morality
 - Students have fun!
- Magic circle where rules do not directly apply
 - Whitton (2018)



Our Aims: Create a *Playful* Kobayashi Maru Scenario

- A recurring concept in Star Trek
- An unwinnable scenario to teach failure
- Each Captain deals with it differently



Star Trek Voyager cast – used entirely without permission

Remember: Play is the voluntary movement across boundaries, opening with total absorption into a highly flexible field, releasing tension in ways that are pleasurable, exposing players to the unexpected, and making transformation possible.



The Kobayashi Maru

- Unwinnable scenarios ...
 - *“How we deal with death is at least as important as how we deal with life”*
 - Develop awareness about how values, emotions and perceptions affect scenarios – Bruni-Bossi & Willness (2016)
 - Explore ‘cheating’ in safe scenarios (US Military) – Conti & Caroland (2011)



Our Set Up

- 100+ first year students
 - First degree
 - International, Scottish, rUK, EU
 - Embedded within Professional Skills course
-
- + 4th year students to help
 - Split class into 4



The Play's The Thing ...

- Marketed as 'negotiation skills'
- In groups of between 20 and 30

- Each player gets a role
- Each role has a 'personal goal'
- Each role has a piece of information or 'power' that is of use to the game



Example Role

Briefing: Doctor 1

Overview:

You are responsible for the good health of everyone in Roslin.

Information You Know:

33% of people infected with the bacteria develop into full blown symptomatic zombieitis. Odds are, one in three infected people will turn.

Abilities:

You can collect a saliva sample and send it to the lab – the researchers there say they've developed a new test to see if somebody is a carrier. This could be a game-changer. You can administer Zombegone – although it's all stored with the supplies officer.

Your Health:

You're feeling great.

You received a Zombegone Vaccination 10 months ago.

Person	Last Vaccination Date
Gate Officer 1	9 Months Ago
Gate Officer 2	1 Month Ago
Yourself	10 Months Ago
Doctor 2	12 Months Ago
Mayor	1 Month Ago
Security Officer (Clinic)	5 Months Ago
Security Officer (Residential)	8 Months Ago
Security Officer (Parliament)	3 Months Ago
Captain of the Guard	4 Months Ago
Security Officer (Offices)	11 Months Ago
Nurse	11 Months Ago

Personal Goal [You may reveal this information if you are asked directly]:
You take your job very seriously.

If you succeed in making sure no residents of Roslin are diagnosed with Zombieitis (the Travellers don't count), you gain +100 points to your final score.



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The Play's The Thing

- To win: the town must survive AND students must achieve their personal goal
- BUT goals are self serving and may put the town at risk
- Rules:
 - cannot move between tables without a signed transfer form
 - no direct communication between tables
 - other than that **THERE ARE NO RULES!!!**



The Play's The Thing ...

Zombie Plan Outline

- 1st year students go to their respective rooms for 1410
- Faff for 20 minutes (including video and survey) (1430)
- If it hasn't happened yet - prompt journalism story at 1450
- If it hasn't happened yet - Prompt trial story at 1510
- Wrap up around 1530
- We will ~~will~~ wrap up at 1540 (You are free)
- 30 minutes for regroup in LT1 (1st years) and debrief (Starts at 1600)

How to prompt journalism story

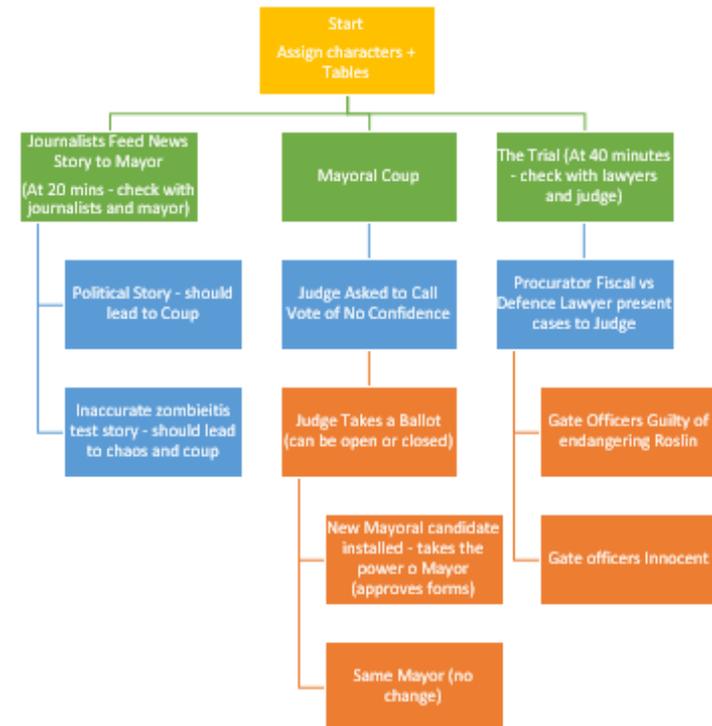
- Remind mayor they need to stand up and read out a story (or nominate someone else on their table to stand up). The major must approve the story using their form. It must come from the ~~journalists~~.
- (If the mayor or someone disobeys, roll with it).

How to prompt trial story

- Ask gate officers if they've been able to speak to their lawyer at around 1500 – if not, strongly encourage them to do so.
- Remind judge they have to give a ruling before 1520ish at about 1510

At wrap up

- If no ~~zombitis~~ tests have been done, ask group to nominate and test – will show ~~zombitis~~ in village
- Ask group who's been vaccinated (if anyone)
- Then we will regroup in lecture theatre

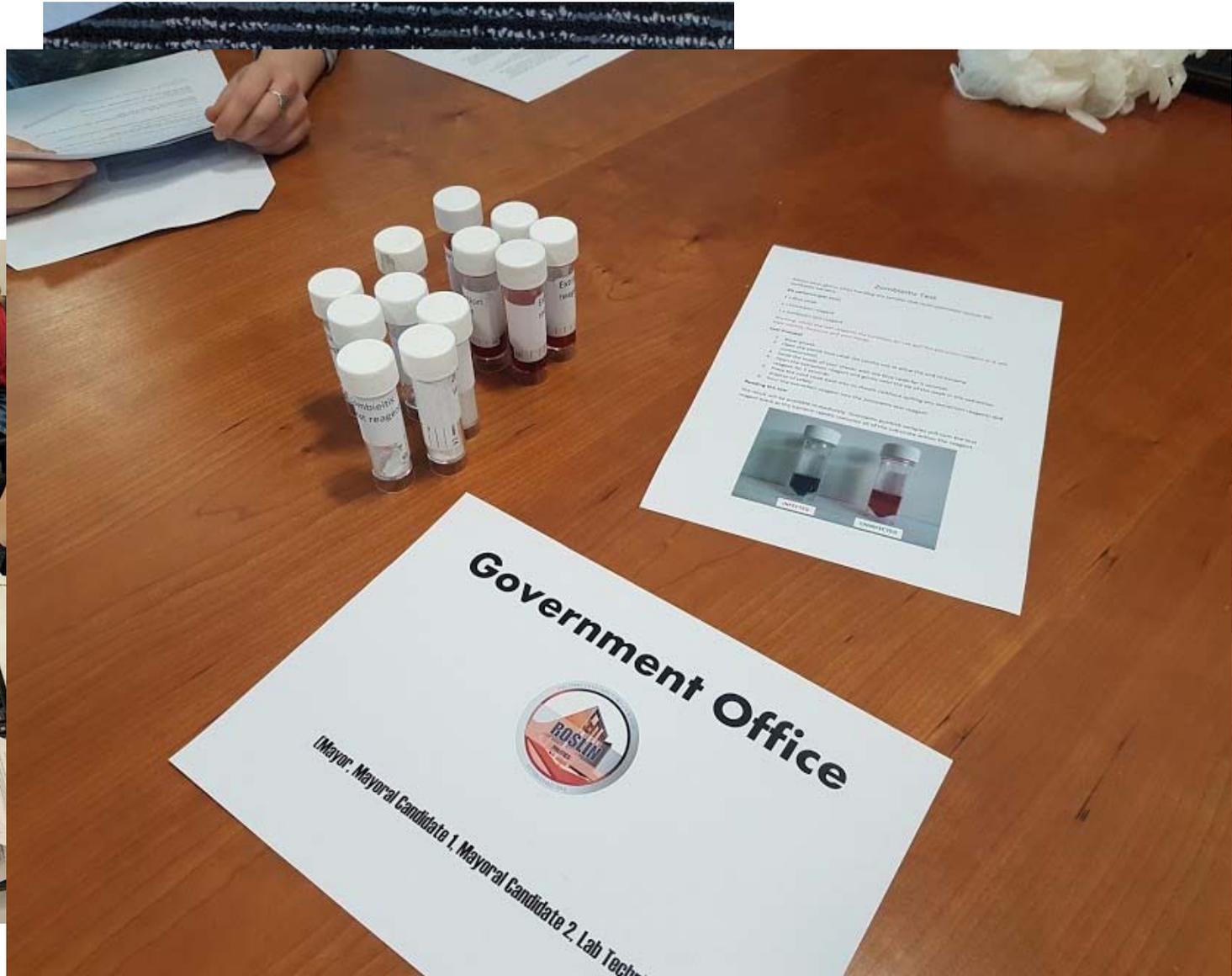
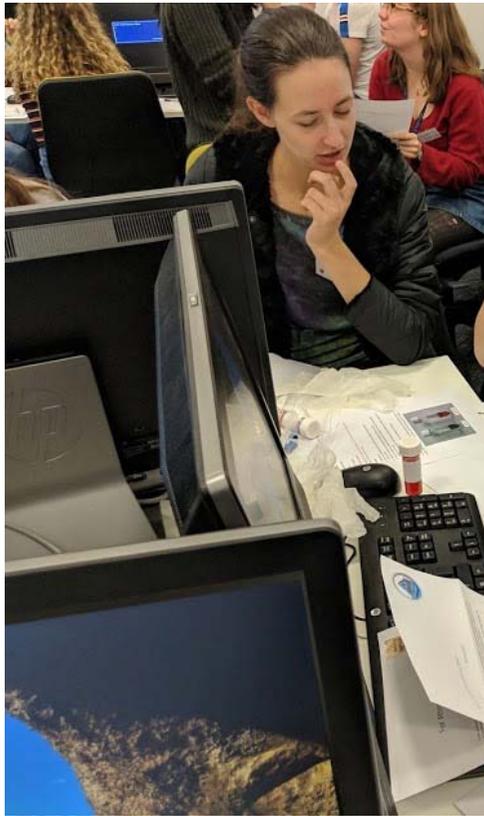


Debrief

- Described how they failed
- Provide techniques and strategies for reflection and coping with failure
- Personal accounts of failures (high consequence) from our staff



The Fun!



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Evaluation

- Student Research Project
 - Pre, post and retention (to be done) questionnaires
- As part of evaluation project
 - Interviews with student participants (no uptake)
 - Interviews with student helpers
 - Focus group with staff



Evidence of boundary cross

TO
ADMINISTER
VACCINE –
RUB GREY
BOX ON ARM

**ZOMBEGONE CERT
VACCINA**

VACCINATED PERSON: James
NAME OF
ADMINISTERING MEDIC: +

TO
ADMINISTER
VACCINE –
RUB GREY
BOX ON ARM

**ZOMBEGONE CERT
VACCINA**

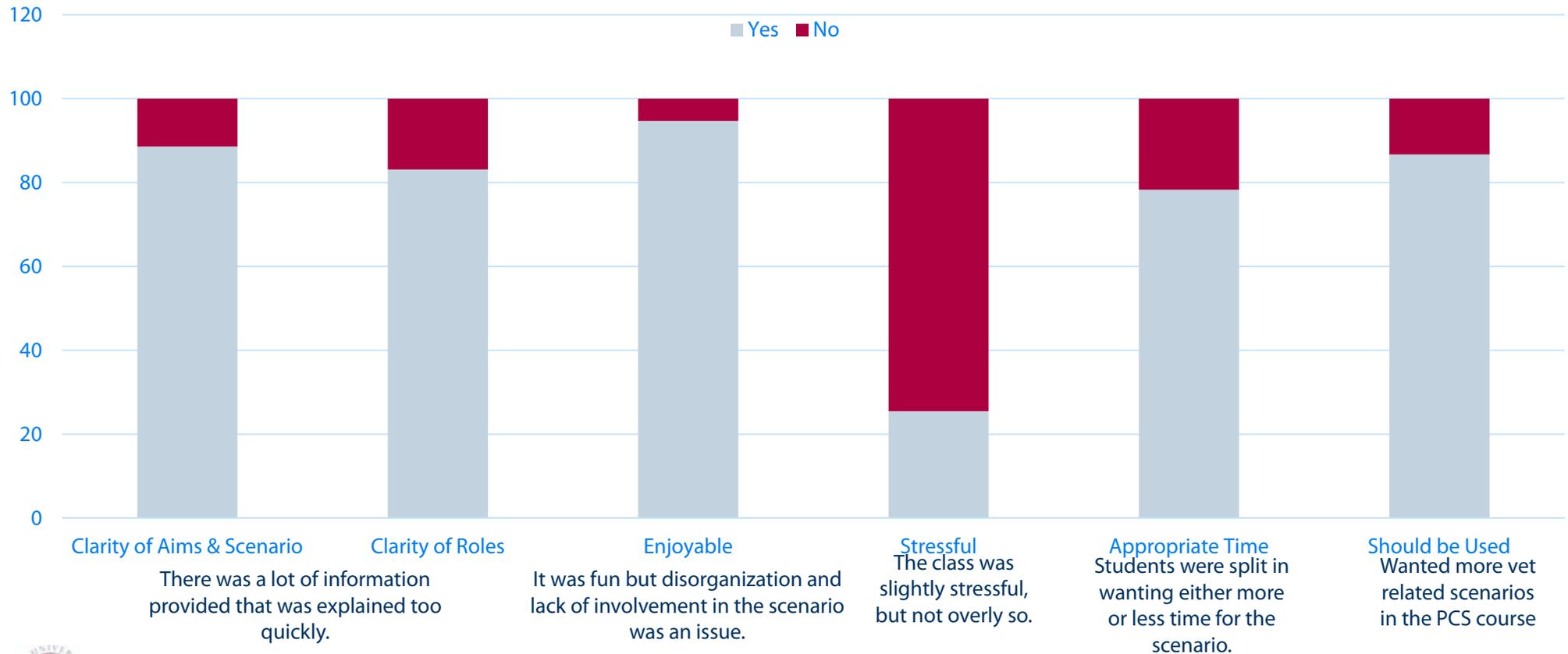
VACCINATED PERSON: James P
NAME OF
ADMINISTERING MEDIC: Doc

Roslin Employment Services		
Promotion demotion Please fill in and send to the HR Manager		
Name:	James	
Current Occupation:	Sudge	
Preferred Occupaton:	Concerned citizen 2	
Justification:	because you were a temple Sudge	
For Official Use Only:		
Approved (please circle)?	<input checked="" type="radio"/> Yes	<input type="radio"/> No
HR Manager's Signature:	[Signature]	
Mayor's Signature:	[Signature]	



Student Evaluation

1st Survey Student Responses



Sample of Quotes from 1st Survey

The Good

- “Had doubts at the start but this exercise was fantastic. I feel like I actually learned through it too”
- “Like this as it makes you think how these skills would be useful in practice”
- “was so cool and fun”
- “it forces us to really improvise”
- “have more room for trial and error” (Why it should be used in vet course)

The Bad

- “Sounds fake & unprofessional”
- “some people might not like being in a “play””
- “Not enough information was given on what we could and could not do. The moment I started I already failed my goal, and the whole thing was a mess... for communication it would be fantastic. Such as role play, but this game was not set up well.”
- “It is not a very good or well-explained game”

Sample of Quotes from 1st Survey

The Interesting

- “the voting part wasn't fun... [do not include] the voting part because it made me feel like a failure... just no voting because people have anxiety.”
- “Turn up the airconditioning.”
- “use in anatomy to help learn structures in a fun way
- “It could be implemented in PCS course because it really helps us communicate with more people, learn to analyze different information reasonably, and also listen to different people's opinions on different issues eg vaccination with suspicious owners”

Upon reflection... responses from the 2nd survey

- “It was fun and made me think outside the box a bit, and communicate with people I don't normally which was good but **the zombie "vets at play" scenario was apparently meant to teach you about failure but I didn't really get that from the session?”**
- “Yes only if its implemented effectively. I believe that there should be distinction between work and play and if by implementing play into our work environment is not done effectively, it might disrupt our work environment - leading to adverse effects (working less, putting less effort, etc.)
- Yes. Gives a chance to learn in a more fun and interactive way, I learned more from that one class we had then half my lectures if I hadn't studied. Making learning fun increases likelihood of people remembering and enjoying the course they take. Majorly helps with the usual learning high intensity vetmed stress too
- There should be one every semester, at least!



Vets at Play



Only with

ZOMBEGONE



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References

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