Learning by Jamming:

Co-design of Serious Games for Cultural Safety Training by Medical Students in Colombia

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40% of the Colombians use traditional medicine (WHO, 2005)

Physicians’ knowledge and skills \(\text{GAP}\) Patients’ expectations and needs

- Access, adherence, acceptability, and effectiveness
- Racial/ethnic health care disparities
The solution

This care gap could be bridged if Colombian medical curriculums included cultural safety training.

However...

engaging medical students in cultural safety is challenging....

Game-based learning

Co-design and play
Multi-phase mixed-methods participatory research study

1. EXPLORATORY
2. QUALITATIVE ONE
3. QUANTITATIVE
4. QUALITATIVE TWO

**Scoping review:** cultural safety training and game-based learning

- **Product:** Co-designed curriculum
- **Parallel group randomized controlled trial → GAME JAM**

  - 8 Traditional medicine users
  - 12 Medical students
  - 8 Experts

  **Qualitative assessment of impact in clinical practice**
Will train medical students in cultural safety

Co-designed educational game prototype
Management and stage of the project

- Traditional medicine users
- Senior medical students
- Cultural safety experts

Early development stage
USD $195 K
Co-designed curriculum
Evidence and impacts of the project

Three systematic reviews: Horvat 2014, Lie 2010, and Beach 2005

- Adherence
- Mutual understanding
- Knowledge, attitudes, skills
- Patient satisfaction

Expected impact

- Evidence to support cultural safety in medical education
- Potential improve of the quality of healthcare
- Results: relevant to other multicultural settings
Thank you!