

The Accreditation Game: How to play

About the game

Accreditation systems around the world are aiming for high quality medical education. Although the goals are more or less the same, the means for achieving these goals are slightly different. The Accreditation Game uses an accreditation strategy framework as a way of exploring and understanding different accreditation systems. This framework is based on four themes relevant for accreditation design. The four themes explore: 1) Why is residency training accredited? 2) What is accredited in residency training? 3) How is residency training accredited? 4) Who is responsible for the quality of residency training?

Participants will build their ideal accreditation system with a card game based on the accreditation strategy framework. Choices made in this game will lead to different accreditation systems and outcomes. While building their ideal systems, participants are encouraged to consider: What are (dis)advantages of different choices? What are the consequences for ownership of training? After small-group discussions, participants will be invited to defend their ideal accreditation system.

The aims of the game are to encourage participants think about different accreditation models including the opportunities and challenges of accreditation design, to encourage sharing of experiences and to challenge participants to think about improvements in their own systems.

Rules of the game

1. You are in the role of **accreditor** in this game.
2. The goal is to build your **ideal** accreditation system with a group of 3-5 accreditors.
3. On the board you can find six questions:
 - a. Why is residency training accredited? (blue)
 - b. What is accredited in residency training? (green)
 - c. How is residency training accredited? (red)
 - d. What are the responsibilities of the actors? (grey)
 - e. What are the core values in accreditation? (brown)
 - f. What is your role as accreditor? (orange)
4. On the playing cards you will find statements that relate to each of the six questions. The colors of the cards correspond with the colors of the questions.

5. Unfortunately there are not enough spots on the board for all the cards. Choose one and build your ideal system. You can't go wrong!
6. Consider the advantages and disadvantages of the choices made. Discuss the reasons for choosing this card.
7. New ideas? Please write them down on the joker cards and place them on the right spot.

Now it's time to defend your system!

Necessities of the game (per 4 or 5 players):

- [Game board](#)
- [Playing cards](#)

Alternatives

There are also alternatives for the abovementioned rules, such as:

- Giving groups different assignments: one group builds the current system and another group builds the ideal system and during the discussion these systems could be compared.
- Within one group participants could be assigned with various stakeholder roles, e.g. patient, program administrator, program director, accreditor, learner, etc. In this way the ideal system could be build based on different perspectives of stakeholders.

Questions or comments?

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Colophon

This game is based on the 'Accreditation Strategy Framework' of Akdemir et al. published in BMC

Medical Education: <https://bmcmmededuc.biomedcentral.com/articles/10.1186/s12909-017-0937-9>.

The game has been developed as part of the project 'Individualization of Training Duration' of the Dutch Association of Medical Specialists.