

**“Criticality”** – our experience of  
developing an interactive  
educational tool based on board  
games

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# Aims

- Outline the use of games in health care education
- Determine the benefits and limitations of the use of games
- Contextualise the clinical speciality of critical care nursing
- Share experiences of developing an interactive learning tool
- Outline the results of the evaluation of the game
- Play the game!!!

# Use of games in health care education

- Teaching effective patient discharge
- Modernising NHS Information Technology
- Social determinants of health
- Card and board games in medical education
- Cancer care

## BENEFITS

- Fun
- Interactive
- Deal with difficult and complex situations
- Multidisciplinary
- Improve knowledge and understanding of content
- Contextualise content
- Identification of gaps in knowledge
- Revision
- Challenge pre-conceived ideas
- Non-didactic/informal

## LIMITATIONS

- Too much fun, not enough learning
- Treating serious healthcare problems in a fun way may trivialise the issue
- Non-participants
- Time consuming to design
- Cost

# Skills development

- Collegiality and team working
- Challenging
- Negotiation
- Decision making
- Conflict resolution
- Social skills
- Trust

# THE MODERN CRITICAL CARE UNIT: Can you spot the patient?



- This is the challenge that faces every critical care nurse in practice today

# Foundations in Critical Care

- The module was developed in 2005
  - Provides the first step towards an understanding of the needs of the critically ill patient as part of a Degree programme
- Module content includes;
  - Anatomy & physiology
  - Physical assessment
  - Physiological monitoring
  - Nursing care
  - Psychological care
- Timed Invigilated Assessment (TIA)
  - Multiple choice
  - True or false
  - Short answer
  - Scenarios
  - Electrocardiogram

# Interest in the use of learning tools/games

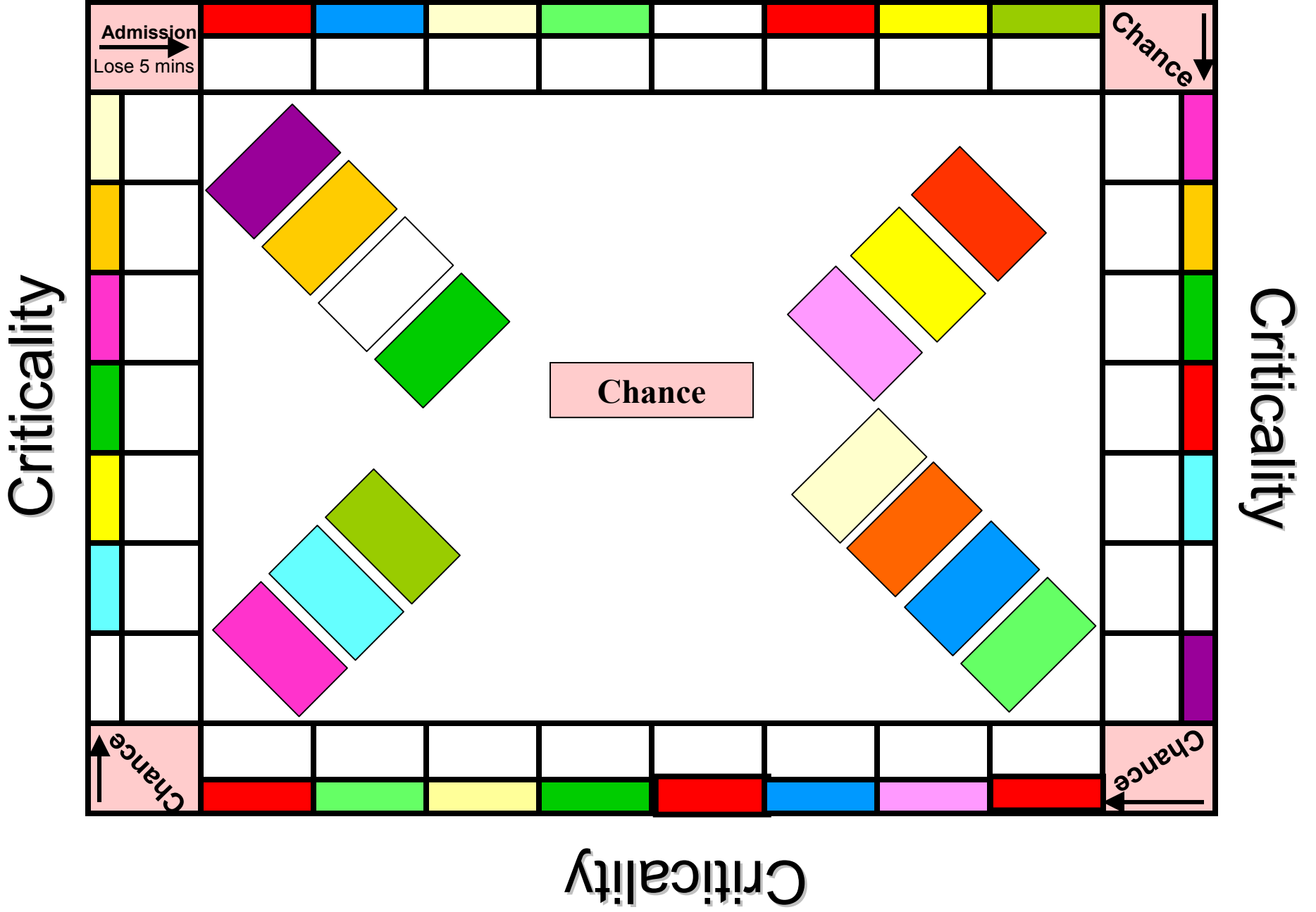
- Similar idea developed by colleagues Toby Edwards & Aggi Holland in Edinburgh called “Neuropoly”
- Realised that the principles of the “game” could be applied to a game we could develop to assist students revise for the Foundations in Critical Care (TIA)
- To our advantage the invitation to apply for the APT award arrived just at this point!



# “Criticality” - what is it?

- Hybrid of Monopoly and Trivial Pursuit
- Board Game
- Patient scenarios
- Clinical interventions
- Timed
- Teams

# Criticality



# Objectives

- Personal revision identification
- Formative assessment
- Familiarise students with the style of questioning in the TIA
- Reminding the students for the need to be specific in their answers
- Integration of knowledge

# Where are we now?

- “Criticality” is now real not just a good idea!
- Pilot run in June 2007 – provided positive feedback
- Evaluation process commenced November 2007
  - Questionnaire
  - Observation

# Evaluation results

## Revision identification

- *“Helped me know which areas of the module I need to focus on”*
- *“Makes you think – highlighted areas needed to improve upon”*
- *“Refreshed my anatomy & physiology”*



# Evaluation results

## Formative assessment

- *“It helped for on the spot thinking”*
- *“Identified areas of weakness”*
- *“Some of the answers that I did not know other team members did”*



# Evaluation results

## Familiarisation with TIA question styles

- *“Understanding that questions can be misinterpreted”*
- *“The way questions and answers are written”*
- *“Made you think the same style as TIA questions”*



# Evaluation results

## Specific in their answers

- *“Highlighted areas to be more specific”*
- *“Focusing answers”*
- *“Reminded me of the need to be specific in answers and explanations”*



# Evaluation results

## Integration of knowledge

- *“Helped me think about everything we’ve been taught and relate it to practice”*
- *“The questions prompted you to think what you had learnt over the last 10 weeks”*



# Evaluation results

## Observations

- Quiet students participate more than in other interactive work
- Competition!
- Teams try to rationalise their own answers and sometimes try to give the opposing team clues to help them get the answer!
- Students answer questions on interventions they did not need in order to have the experience of answering the question

# Where next?

- Continue with the evaluation process
- Publish!
- Share our experience with colleagues

# The last word's!

- *“Excellent concept and idea. Great fun. Would have enjoyed playing it for longer”*
- *“Really great fun - excellent end to the course. Loved it!”*
- *“Brilliant!!”*
- *“The game was a fun way to learn without making you feel stupid if you got the question wrong”*

