



# Focus Games

Scottish Stroke Nurses Conference

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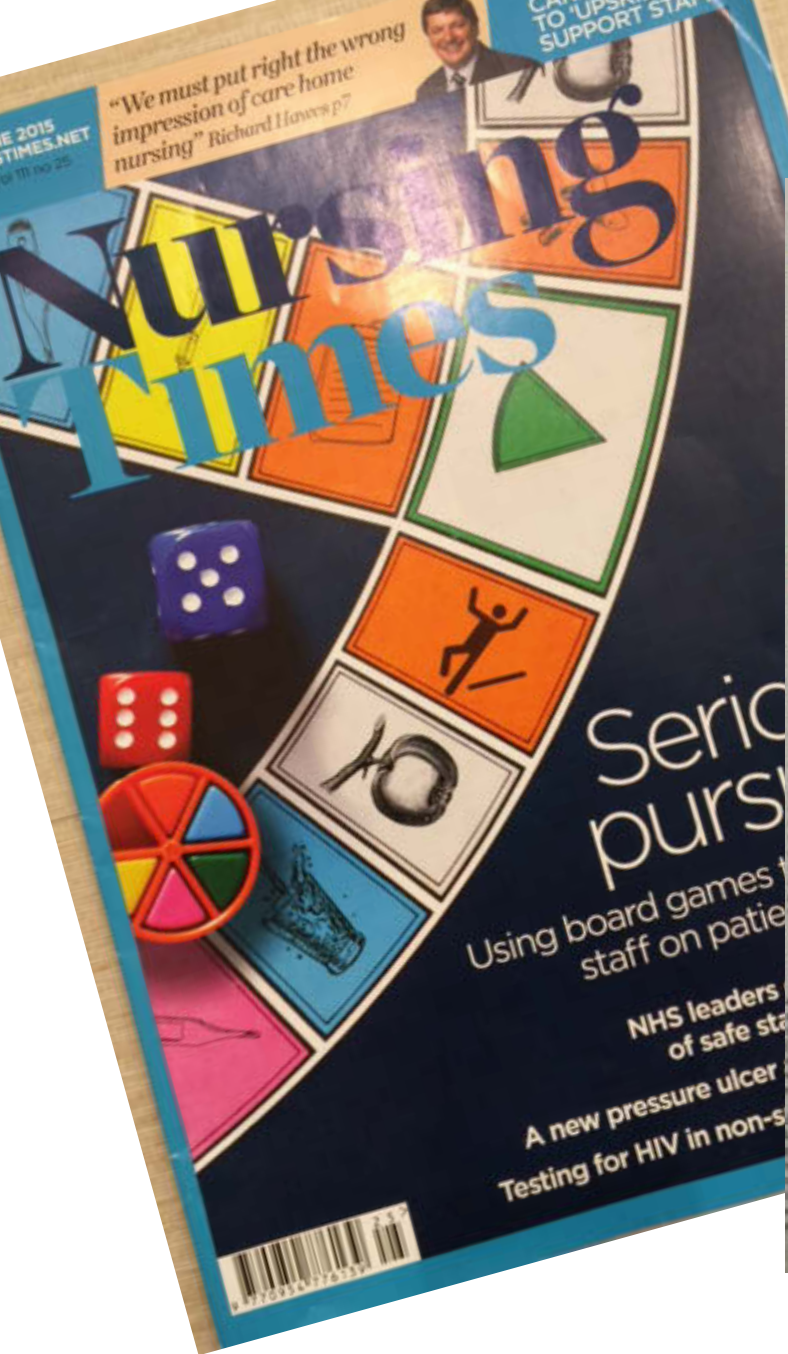
# Glasgow











## Nursing Practice Innovation Education

Board games are raising staff awareness of pressure ulcer prevention and other patient safety issues as part of a wider regional education and improvement programme

# How board games can be used to improve safety

### In this article...

- The value of educational games in staff education
- How games raise awareness of pressure ulcer prevention
- Wider applications and why games are gaining popularity

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**Abstract** Montyrie L, et al (2015). How board games can be used to improve safety. *Nursing Times* 12, 26, 16-17. Games can be used in healthcare as a fun way to engage staff and patients, and deliver information to them more effectively. This article explores the increasing popularity of "serious" or educational games, and how one health region is using them as a part of its regional educational and improvement programmes. It explains how board games are raising staff awareness of pressure ulcer prevention as part of a wider programme to help eliminate avoidable harm.

Staff education is vital to the delivery of safe patient care. Many patient harms are avoidable (Nieuwen et al, 2007) and often the safety improvements needed are simple and do not require any new technology or complex support. Persuading staff to make small improvements in the way they deliver care can do much to reduce patient harm.

How do we persuade NHS staff to do their jobs differently in such a large organisation and with increasing pressure on resources? The challenge is magnified because many staff members do not have sufficient protected learning time. This calls for new and innovative ways of educating staff to deliver key staff education.

### The growth of serious games

One definition of serious games is "games that do not have entertainment, enjoyment or fun as their primary purpose" (Michael and Chen, 2005). Such games harness the enjoyable aspects of playing to deliver information more effectively.

Using games for non-entertainment purposes is not a new idea: the *Puss in Boots* game, developed, sophisticated table-top war games, or "strategic" games, as early as this. The use of serious games was further developed and widely introduced in the 19th century by teachers searching for new ways to engage and motivate their pupils.

In the 21st century, serious gaming, or games-based learning, was introduced to wider audiences in diverse sectors including healthcare, science, politics, defence, aviation and management. When used in this context, serious games can help create a relaxed learning environment, where learning is fun and accessible while still being mature and professional (Connolly et al, 2012).

There is growing evidence for the efficacy of games in healthcare education (Tanaka et al, 2012), rehabilitation (Burke et al, 2010) and behavioural change (Kato et al, 2008). However, their use in healthcare is growing rapidly. It is still relatively new and many games are not validated for their use as a tool to improve outcomes. The few research studies that do exist are often poorly designed, and their conclusions cannot be considered valid evidence to support or refute efficacy (Kato, 2011).

Board games are increasingly being used to engage and educate frontline staff, patients and carers. Apparently simple table-top games can deliver a multi-faceted experience to the players (Box 1).

**Keywords:** Education/Board games/Pressure ulcer prevention/Harm-free care/Pressure ulcers/Patient safety  
\*This article has been double-blind peer reviewed

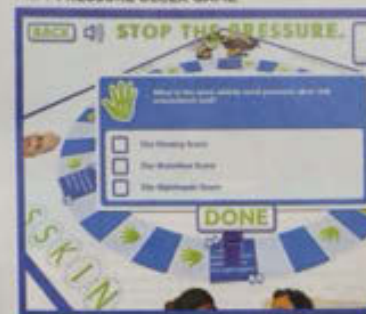
### 5 key points

- 1 Games can be used in healthcare as a fun way to engage staff and patients and deliver information more effectively
- 2 Board games are helping raise staff awareness of pressure ulcer prevention as part of a wider education and improvement programme
- 3 Wider applications include games on nutrition, hydration and harm-free care
- 4 This style of learning appeals to frontline clinicians as it is delivered in teams in the clinical setting
- 5 Developing online versions of these games can extend their reach and impact, especially among younger audiences

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FIG 1 PRESSURE ULCER GAME



A carefully designed game built around relevant clinical content can deliver a vast amount of information to between two and six players in a 45-minute to one-hour session. These games can be used as standalone learning resources, or as adjuncts to more traditional training and education delivery, and often allow levels of competence to be assessed.

The potential of serious video games to help increase the effectiveness of training and learning is also much debated (Connolly et al, 2012). Some studies suggest it can increase motivation and accelerate learning (Deffenbacher and Oliver, 2006). This is coupled with a generational acceptance of games as a significant part of everyday life (Gee, 2007).

### Games in pressure ulcer prevention

In October 2010, Midlands and East Strategic Health Authority set itself five ambitions for improving the patient experience of care through a legacy of initiatives that would be continued and sustained in the new NHS (McIntyre et al, 2011). Among these was a plan to eliminate avoidable new grade two, three and four pressure ulcers. Two work streams were developed to support this ambition, one of which was education and training (McIntyre, 2012).

The authority commissioned social marketing research to inform the work (Thurston et al, 2012), which showed the need for an effective communication and engagement campaign that would motivate frontline staff. The target audience

of nursing and support staff diverse and geographically dispersed. The region's response was an engagement campaign, the Pressure Ulcer Prevention (Fig 1), aimed at frontline staff, mental health and carers. This was used to motivate staff to prevent pressure ulcers for education and resources.

As part of this work, we were identified as an effective engagement mechanism that would create a model of training. It was

### BOX 1 WHAT SERIOUS BOARD GAMES DO

- Motivation: games are fun and encourage staff to play
- Feedback: players are given immediate feedback on their actions and share new ideas and insights
- Team-building: encourages members to learn together
- Practical: board games are active learning of real-world scenarios and collaboration make it memorable
- Identity: players are focused on the game and discussions they are having
- Choices and decisions: encourage active engagement and decision-making





# Stroke Journey learning tool

## The Stroke Game

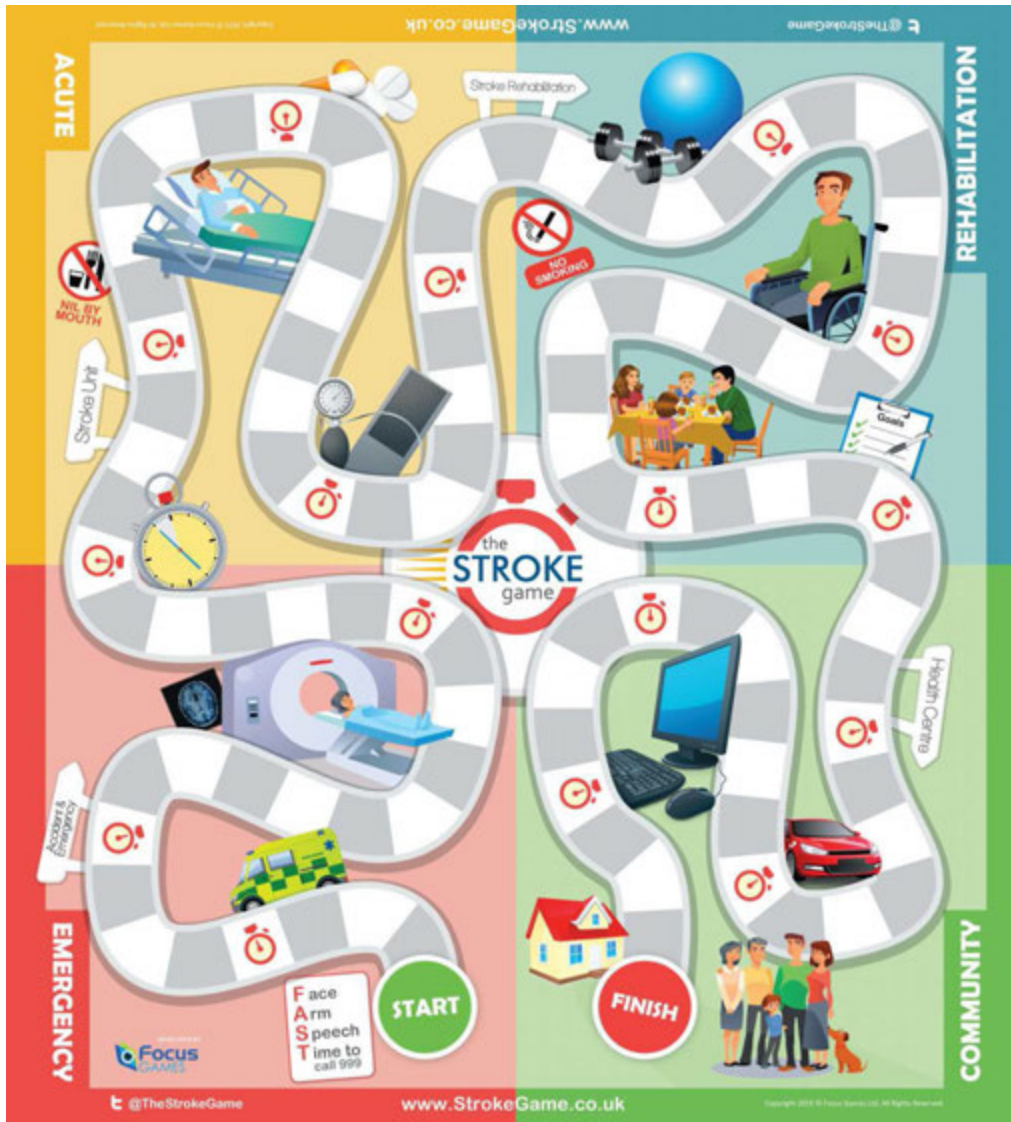
Objective:

Build an understanding and awareness of the stroke journey, with health care professionals who manage, care or have an interest in stroke patients





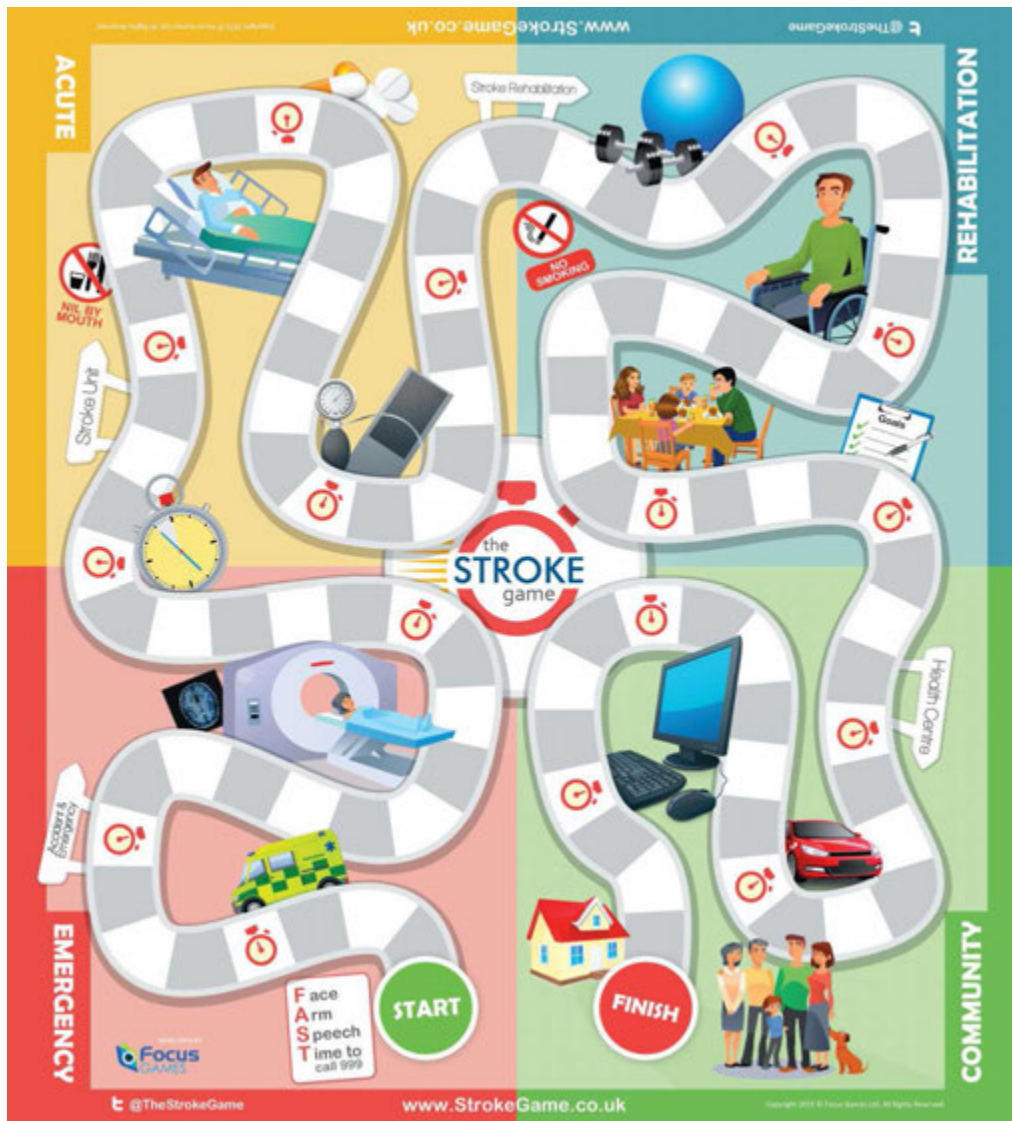
# Playing the Stroke Game



- Game board
- 2 x dice
- 60 second sand timer
- Yellow pawn
- Red pawn
- 1 pack stroke cards
- 1 pack FAST cards

# Getting ready to play....

- Each table split into 2 teams
- Place the pawns on the start spot
- Decide team colour
- Roll the dice – team with highest score starts.



# The Rules

- The first team rolls the dice.
- Move forward the correct number of squares
- The other team picks up a Stroke card.
- Read out the question to the first team.
- The team get some time to confer and come up with the answer.

(you can use the 60 second sand timer to move things along)





**Q.** How many people will die within 12 months of having a stroke?

- A. 1 in 20
- B. 1 in 5
- C. 1 in 3

**A.**

Q-INT-004

**Q.** How many people will die within 12 months of having a stroke?

- A. 1 in 20
- B. 1 in 5
- C. 1 in 3

**A.** *1 in 3* is the correct answer.

A third of strokes are fatal within a year, and stroke is the third single largest cause of death in the UK.

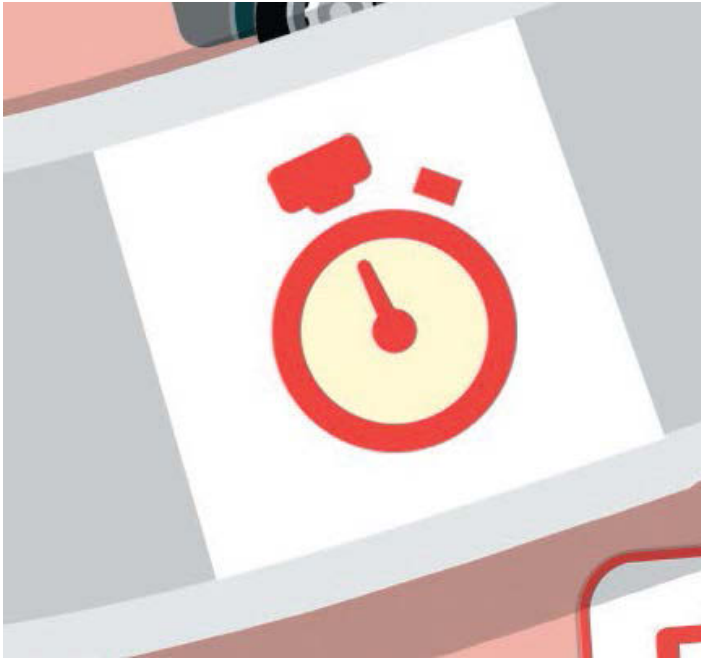
It is also is the biggest cause of disability – over half of stroke survivors have a disability and need support.

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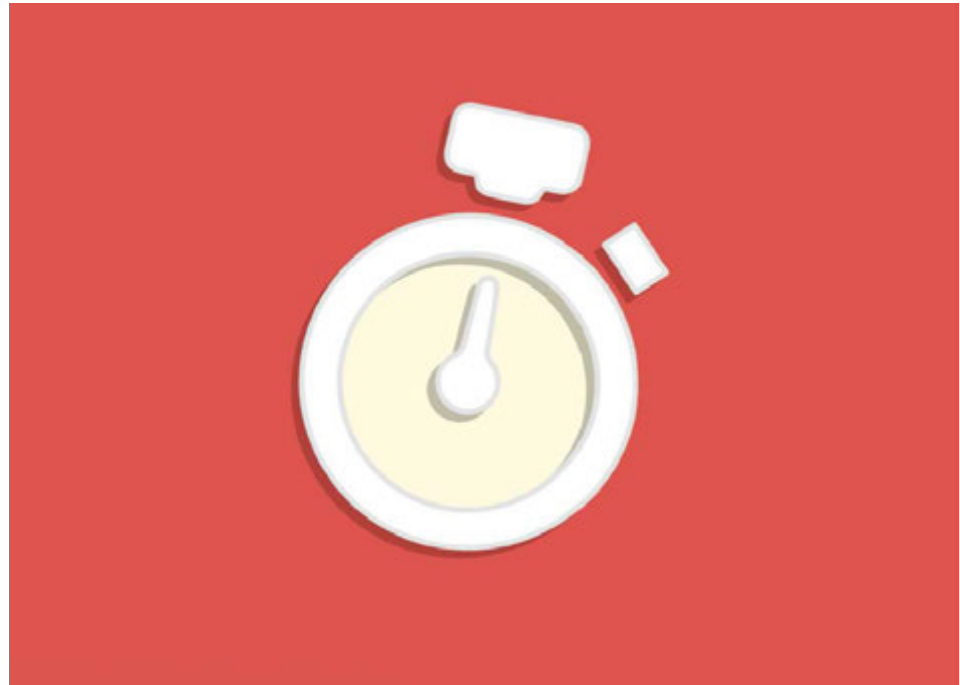


# The Rules..2

- When the time is up the first team gives their answer.
- The team asking the question “judge” the answer
- If the answer is “judged” correct the team move their counter 2 squares forward.
- Their turn ends
- The next team rolls the dice. ... as before.



- Landing on this square
- Pick up a fast card
- Read it out loud to the group
- Follow instruction



# Roll the dice

- Rolling a double – has no significance
- 1<sup>st</sup> team to the end of the track ( or the furthest along – even number of questions)
- 30 minutes

**WINS**











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