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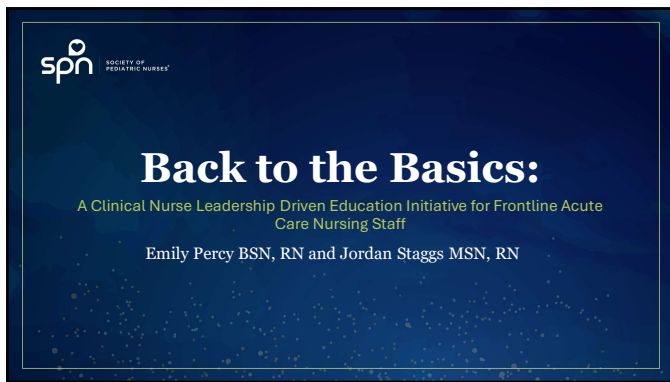
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### Objectives:

- Identify the components of game based learning.
- Describe the benefits of game based learning for nursing staff within the acute care setting.
- Evaluate the impact of utilizing game based methodology for nursing engagement both within the microsystem and the healthcare system.



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### Background:



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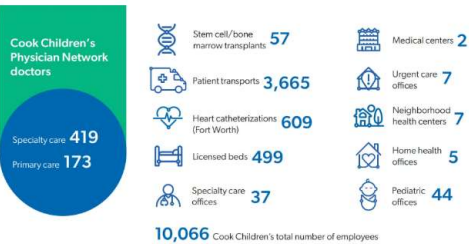
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### Background:



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### Background:

**Patient stays**  
9 days/3 days  
From inpatient - Outpatient  
Average length of stay  
43,903  
Medical/surgical patient days  
30,042  
Neonatal intensive care patient days  
47,800  
Specialty care patient days  
11,125  
Pediatric intensive care patient days

**Surgeries**  
26,703  
Outpatient  
3,121  
Inpatient  
479  
Cardiothoracic procedures  
5  
Deep brain stimulations

**Visits**  
847,828  
Specialty care offices  
666,927  
Pediatric offices  
361,557  
Emergency/urgent care  
133,194  
Neighborhood clinics  
89,899  
Virtual care/telehealth  
19,849  
Home health/rehabilitation  
1,980  
Home health nursing

**Admissions**  
1,097  
Neonatal intensive care unit  
2,666  
Pediatric intensive care unit  
11,500  
Cook Children's Medical Center  
330  
Cardiovascular intensive care unit

 THE POSSIBILITIES  April 30, 2025 - May 2, 2025 + Disneyland Hotel 

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### Background:

#### Our Promise



Knowing every child's life is sacred, we promise to improve the well-being of every child in our care and our communities.

To live up to this promise, Cook Children's combines the art of caring with the use of leading technology and extraordinary collaboration to provide exceptional care for every child, every day.

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### Background:

- Unit Demographics:
  - Pediatric surgery trauma unit
  - 32 private patient rooms
  - East and West



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**Background:**



 THE POSSIBILITIES

 35<sup>th</sup>

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**Background:**

- Unit Leadership:
  - Nurse Managers – Days and Nights
  - Nurse Supervisors – Days and Nights
  - Clinical Nurse Leader
  - Professional Development Coordinator



 THE POSSIBILITIES

 35<sup>th</sup>

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**Background:**

- Nurses
  - Day Shift - 32
  - Night Shift – 31
- Ancillary Staff
  - Day Shift - 7
  - Night Shift - 7
- Child Life Therapist - 2



 THE POSSIBILITIES

 35<sup>th</sup>

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**Background:**

- Survey:
  - December 2024
  - n= 39



imagine THE POSSIBILITIES

35th

April 30, 2025 - May 2, 2025 + Disneyland Hotel

spn

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**Background:**

- Physician collaboration
- Quality audits
- Leadership rounding



imagine THE POSSIBILITIES

35th

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**Audience:**

- Charge nurses
- Nurses on unit less than year



imagine THE POSSIBILITIES

35th

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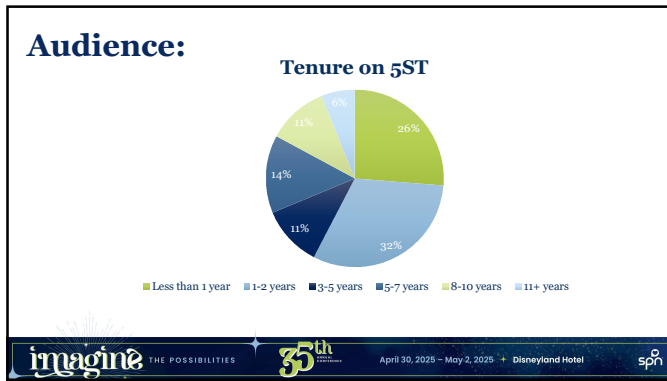
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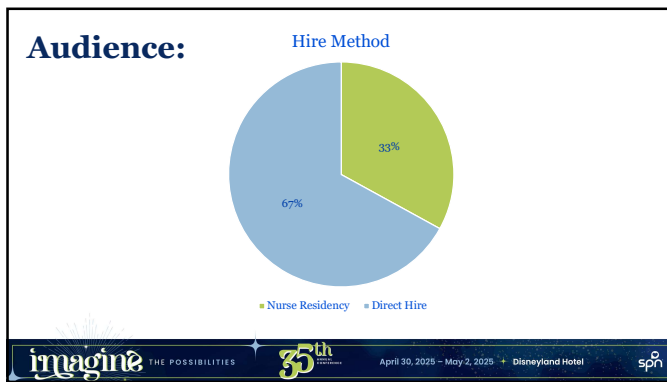
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**Literature Review:**

- Game-based learning: skill and knowledge development
  - Repetition
  - Autonomy
  - Engagement in professional development
- Proven efficacy in nursing education programs
- Focus on simulation and virtual reality

THE POSSIBILITIES
 
 April 30, 2025 - May 2, 2025

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## Conceptual Framework

**Strengths:**

- Nurses want to participate

**Weaknesses:**

- Time available outside of working hours to reallocate to work activities
- Willingness to come in on their day off (r/t burnout)

**Opportunities:**

- Clinical Nurse Leader role

**Threats:**

- Participation Requirements, competing orientation activities

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## Conceptual Framework

**Plan**  
What is the objective of the test? Population?  
Develop the action plan of tasks – who, when, what  
How will you measure the impact of the test?  
What do you predict will happen?

**Do - test the change**  
Record the results  
Record qualitative feedback

**Study**  
What were the results from the test?  
Was your prediction correct?  
Identify reasons learned

**Act**  
Adapt – do you need to make revisions & re-test?  
Adapt – do you need to scale up a successful test?  
Attention – did your test fail but you were able to learn from it?

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## Implementation Strategies

*Back to the Basics*

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[illegible]

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[illegible]

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## Implementation Strategies

- Newsletter
- Staff Meeting
- Poster in Conference Room
- Leadership Rounding

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## Implementation Strategies

- Incentive money from quality program
- Prize bucket

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## Evaluation: Barriers

**Plan**  
What is the objective of the test? Population?  
Develop the action plan of tests - who, when, what  
How will you measure the impact of the test?  
What do you predict will happen?

**Do - test the change**  
Record the results  
Record qualitative feedback

**Study**  
What were the results from the test?  
Was your prediction correct?  
Identify lessons learned

**Act**  
Adapt - do you need to make revisions & re-test?  
Adopt - do you need to scale up a successful test?  
Abandon - did your test fail but you were able to learn from it?

**PDSA Cycle**

**COOK CHILDREN'S**

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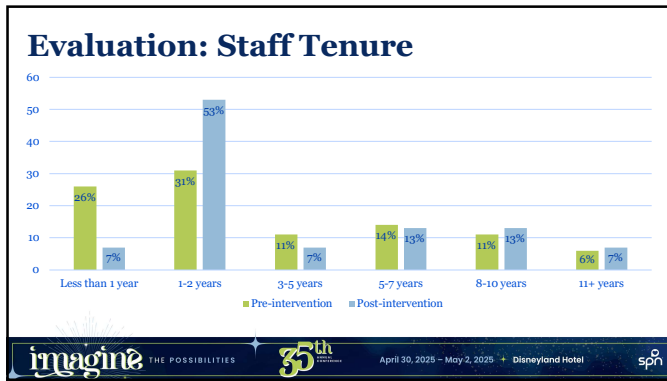
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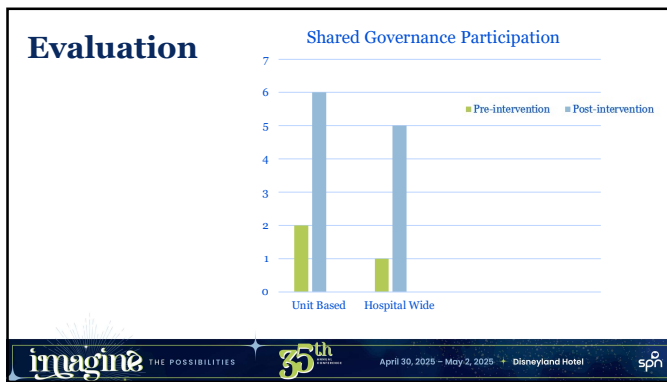
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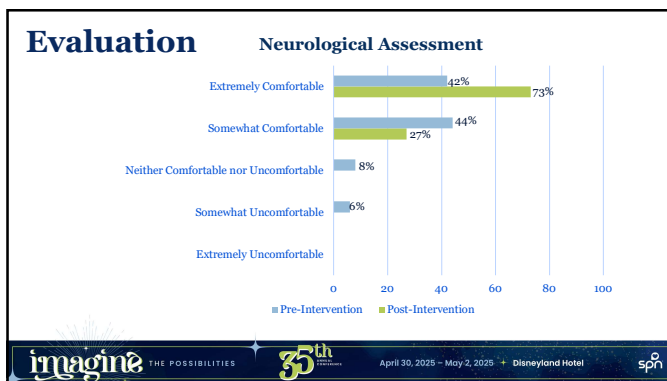
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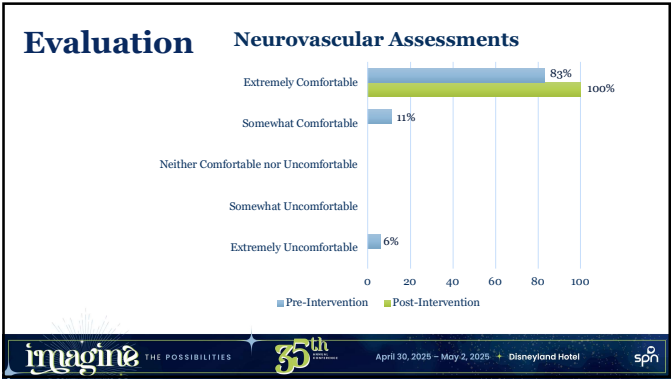
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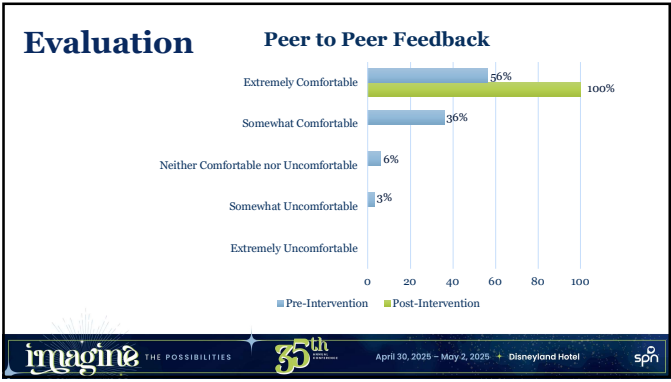
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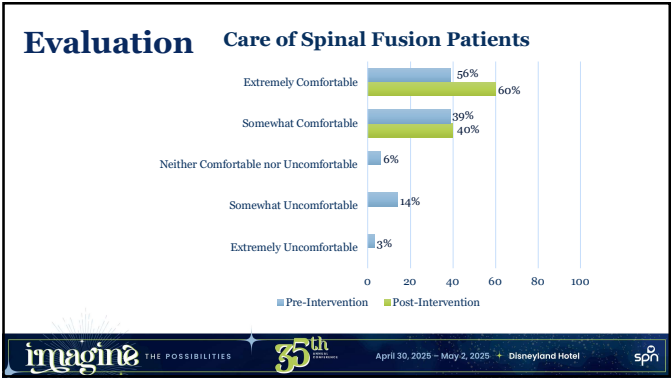
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## Evaluation

- Unit Guide Class
  - Pre-intervention: 9 unit guides
  - Post-intervention: 19 unit guides with several more RNs enrolled
- Professional Development Program Participation
- Increased participation in QAPI meetings
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## Evaluation: Staff Feedback

- It was a helpful refresher and a fun “competition”
- I feel like it could have included more hands on practice during shifts to achieve boxes
- I would love it be more hands on demonstration with small groups
- It's hard to complete when we are floated
- I enjoyed back to the basics when I had enough time during shifts to complete my squares
- Thank you! 😊



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## Relevance to Pediatric Nursing

- Increased participation in shared governance, professional development, and continuing education
- Increased resiliency
- Decreased burnout
- Decreased practice drift
- Decreased missed cares



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### Project Update:

Upon completion of data analysis and feedback review back to the basics has been transitioned into our new nurse orientation process. Each participant has 6 months to complete their game board. Formal mentoring occurs throughout that time period with their preceptor and leadership team to offer guidance and support.



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### Resources

1 Bhatarasakoon, P. & Chiaranal, C. (2024). Bridging the Gap from Theory to Practice: Teaching Evidence-based Nursing Strategies for Developing Critical Thinkers and Lifelong Learners. *Pacific Rim International Journal of Nursing Research*, 28(3), 469-478.

2 Biggs, J. & Tang, C. (2020). *Constructive Alignment: An Outcomes-Based Approach to Teaching Anatomy*. Springer Nature Switzerland AG, (23-30).

3 Choosang, S., Niratchada, C., & Pongkiatchai, R. (2023). Instructional Design: Under the Concept of Game Based Learning for Nursing Education. *Journal of Food Health and Bioenvironmental Science*, 16(1), 60-70.

4 Ozdemir, E.K. & Dinc, L. (2022). Game-based learning in undergraduate nursing education: A systematic review of mixed-method studies. *Nurse Education in Practice*, 62. Doi: <https://doi.org/10.1016/j.nepr.2022.103375>

5 Vazquez-Catatayud, M., Garcia, R., Regaira-Martinez, E., Gomez-Urquiza, J. (2024). Real-world and game-based learning to enhance decision-making. *Nurse Education Today*, 140. Doi: <https://doi.org/10.1016/j.nedt.2024.106276>



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