

Using Gamification to Increase Downtime Readiness

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PURPOSE

As VUMC began evaluating the downtime procedures and education process, it became clear that knowledge gaps existed for frontline staff. Users were assigned a learning module at orientation that went over downtime procedures, and management was reassigned the same module annually. Also, Nursing Informatics offered downtime education sessions periodically and worked with leaders to make sure downtime forms and other resources stayed up-to-date. Despite these efforts, especially in areas where (scheduled) downtime is uncommon, staff seemed unsure about downtime procedures when asked.

METHODS

To enhance the learning experience for staff, Nursing Informatics decided to deploy a new approach to downtime education—gamification. A 2019 study found that gamification increased knowledge retention and learner motivation (Woolwine, Romp, & Jackson, 2019). At VUMC, we designed an online escape game module that required the users to physically touch their downtime materials and look up answers to questions to 'escape' downtime. Using the ANIA Downtime Toolkit, we identified important aspects of downtime procedures that users needed to know. Our questions helped direct users to their downtime computer, showed them how to find a downtime lab requisition, helped them log in to the downtime applications available, and print downtime reports. We created and shared leaderboards to that units could compete to see who could escape fastest.

RESULTS

We asked users how prepared they felt for downtime prior to and after completing the downtime escape game module. On a scale of 1 to 5, with 1 being 'Not Prepared' and 5 being 'Well Prepared,' the average response before playing the game was 2.48. After playing the game, the average response was 3.77, indicating that users felt more prepared after playing the downtime escape game. We also asked users if they found this education method more effective compared to more traditional methods, and 72% responded yes. Feedback from the facilitators of the game indicated that staff enjoyed the exercise and most areas learned something new from the activity.



CONCLUSION

Overall, we were pleased with the engagement in this activity, and we will look to incorporate more gamification into our learning methods going forward. In the future, we will consider a pre- and post-activity evaluation of knowledge to assess learning effectiveness.

REFERENCES

Woolwine, Sarah MSN; Romp, Celeste R. MSN; Jackson, Barbara PhD. Game On: Evaluating the Impact of Gamification in Nursing Orientation on Motivation and Knowledge Retention. *Journal for Nurses in Professional Development* 35(5):p 255-260, 9/10 2019. | DOI: 10.1097/NND.0000000000000570 (Woolwine, Romp, & Jackson, 2019)