



Online Games for Increasing Clinical Staff's Learning and Satisfaction

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Introduction

The lead author looked for ways to increase staff participation in professional development programs.



How will Wayne Johns know when he is becoming dehydrated on the cattle drive?

- a. Dizzy - *Try Again*
- b. Leg cramps - *Try Again*
- d. Has not voided all day - *Try Again*
- e. All of the above - *Correct, You're right!*



Adventurer Floridiana Jones has well-controlled diabetes that he's been managing with diet and activity alone. Which of these teaching instructions is NOT an accurate statement regarding hyperglycemia?

- a. Your blood sugar can go over 200mg/dL for a brief time; but if it stays higher than that for days, then serious problems can develop. - *Try Again*
- b. Drinking plenty of sweet tea, lemonade, or sports drinks can help resolve the symptoms of hyperglycemia. - *Correct, Great Job!*
- c. Your blood sugar can be increased by emotional stress, illness, infection, or an insufficient amount of REM sleep. - *Try Again*



After using the tricorder, the results were: MEWS (modified early warning scale) score 2, due to respiratory rate of 20 and a temperature of 100.4. What should the nurse do?

- a. Go to the replicator and get a snack. - *Try Again*
- b. Call a Code Blue. - *Try Again*
- c. Monitor the patient for future changes as he is in the warning stage. - *Correct, Great Job!*
- d. Notify the android physician on call. - *Try Again*

Objectives

The purpose of the project was to develop web-based online games to support self-managed professional staff development programs for congestive heart failure, diabetes, and sepsis.

Methods

Nurse Educators developed questions using a **Cow Hunter**, for congestive heart failure, **Adventurer**, for diabetes, and **Alien Avatars**, for sepsis. These characters were used in web-based games and tested in classroom and individual settings.

Results

The team hypothesized that nurses who completed the games will report moderate to high satisfaction using web based games in a clinical setting.

Since starting the project, other departments have expressed interest in using gaming technology for educational purposes.

Conclusions

We anticipate this teaching method will augment staff knowledge and increase in popularity. The team is planning to produce additional modules with a focus on patient education.

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