Implementation and evaluation of a new quality and patient safety module component across ten postgraduate nursing programmes:
Case study from the Irish context

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Background

- Serious game as a tool where education is the goal rather than entertainment

- PlayDecide – open access discussion game, with role playing component

- Successful means to discuss challenging, sensitive or controversial topics

PlayDecide is a card game for simple, respectful & fact-based group discussion.

GET STARTED

play decide

Image: https://playdecide.eu/

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Background

- **PlayDecide Patient Safety -** co-designed with patients, healthcare staff and researchers.

- Found to be valuable patient safety educational tool and effective in encouraging discussion

- Significant change in the reporting behaviour of junior doctors (Ward *et al.*, 2019)

- Need to include QPS in graduate nursing programmes

Ward et al. BMC Medical Education (2019) 19:232
https://doi.org/10.1186/s12909-019-1655-2

BMC Medical Education

RESEARCH ARTICLE   Open Access

The co-design, implementation and evaluation of a serious board game 'PlayDecide patient safety' to educate junior doctors about patient safety and the importance of reporting safety concerns

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Story Card ①	Story Card ②	Story Card ③

How to play

Your facilitator will guide you through the game's three phases: **Information gathering**, **discussion**, and **shared group response**.

The session will take approximately 50-60 minutes.

At the start of the session please choose a set of cards from the following pages, to help prompt discussions. Each set includes:

- One **story card**, describing a brief scenario involving a patient safety situation from the perspective of a patient or healthcare worker.

- Two **info cards** featuring information relating to patient safety and error reporting.

- Two **issue cards** featuring key issues relevant to patient safety and error reporting.

At the end of the session, your facilitator will ask you to refer to the **position statements** (see the last page of this document) and choose which one best reflects your position on error reporting and patient safety.

Stages of the PlayDecide: Patient Safety game

1.Information gathering

Clarify your personal view on the subject, reading and selecting the cards which you feel are most important or of interest to you. The facilitator will invite each player to summarise their cards in their own words.
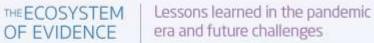**Approx. 20 min.**

2. Discussion

Together with the other players, start discussing and identify one or more larger themes that you all feel relevant. Everyone gets a chance to speak. Discuss in-depth themes that the group is most interested in.
Approx. 20 min.

3. Shared group response

Reflect on the theme(s) that the group has identified and the cards that sustain the arguments. As a group, can you reach a positive consensus on a policy position that reflects the group's view? You can formulate a new common policy, if you wish.
Approx. 10 min.

Aims

This project sought to update the Clinical Practicum module (across 10 Graduate Diploma Specialist Nursing Practice programmes in one University) to align to contemporary knowledge and best practice in QPS, and to align to national policy and procedures for QPS practice.

Evaluation explored: student feedback (qualitative), perceptions of psychological safety (Edmondson, 1999) and safety culture (Sexton et al., 2006), students' perceived learning gains (Seymour et al., 2000).

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Methods

Implementation

- Process of on-going consultation with colleagues; playing PlayDecide game with colleagues

- Outlining value/benefits for staff and students

Evaluation (pre: December 2022/Jan 2023; post March/April 2023)

- Online anonymous survey via qualitrics.com with standardised questionnaires

- Learning gains questionnaire added post-implementation

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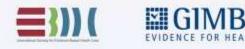
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Results

- New content (2 x 60-min lectures) that align with current knowledge, theories, and approaches to understanding and managing quality and safety in healthcare.

- Small group learning with PlayDecide Patient Safety game and group assignment to reflect on shared learning, relevance to theory and policy and implications for their own practice.

- Successfully implemented across 10 TG programmes, ~200 students.

Results – Pilot evaluation

- N=66 at baseline; N=36 post-implementation

- No significant difference over time in perceptions of psychological safety or safety culture ($p > 0.05$).

- Learning gains (n=36)

  - *Main concepts explored in this class:* 91% moderate/good/great gain (78% good/great)

  - *Helps address real world issues:* 87.5% moderate/good/great gain (72% good/great)

  - ***Confidence that you can apply this quality and patient safety knowledge in your clinical setting***: 96% moderate/good/great gain (69% good/great)

Results - qualitative

How understanding of quality and patient safety has changed:

- "Its everyone responsibility to ensure quality and safety at work, not just managers or quality officers"

- "I am more aware and have the skills to recognise and follow up on issues"

Views on the PlayDecide game

- 75% felt game was 'much help' or 'a great help' in supporting learning

- "Listening to each other, no judgement, relaxed atmosphere- easier to speak your concerns and opinions"

- "Very interactive, helps you relate concepts to certain patients etc. and makes them easier to be remembered"

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Results - qualitative

Perception of skills gained

- "(…) more assertive and aware when an error occurs that it should be highlighted to avoid repetition"

- "gained confidence in acknowledging issues and the importance of creating a positive culture around submitting incident forms"

- "(…) articulate concerns better"

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Limitations

- Low response rate to survey post-implementation

- Challenge in engaging students in evaluation of course material

- Lack of data to compare impact of QPS learning to previous years

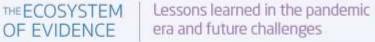THE ECOSYSTEM OF EVIDENCE | Lessons learned in the pandemic era and future challenges

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Conclusions

- Implementation of revised QPS component successful through close collaboration and communication with colleagues

- Outlining value and gain for staff, students and using opportunity to promote consistency across programme were key

- Students enjoyed the game, reporting it positively impacted learning, and had practical relevance on their day-to-day work in healthcare settings

- Data collection on-going for future cohorts

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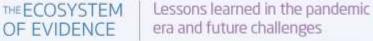Thanks to our UCD School of Nursing, Midwifery and Health Systems colleagues for their support.

UCD School of Nursing, Midwifery and Health Systems
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