"WHO WANTS TO BE A NURSE?"
GAMING METHODS FOR TEACHING NURSING STUDENTS

Vanessa Gant Clark, MSN, RN; D. Nicole Coxe, MSN, RN; Janice Skipper, MSN, RN; Kirstin Pennington, MSN, RN; Pharen Grant, MSN, RN; Erica Grate-Simmons, MSN, RN

THE STRUGGLE IS REAL!
INNOVATIVE WAYS TO PROMOTE CRITICAL THINKING

Nurse educators often struggle with innovative ways to promote critical thinking that is fun yet challenging. In this day and age of technology, educators must find unique and innovative ways of capturing the student's attention and increasing their critical thinking.

Gaming was first introduced in the early 1980's. The genesis of gaming was presented as an alternate teaching method for capturing students' attention, retention and increasing critical thinking. Students often felt like lecture were boring and did not capture a variety of learning styles. There is very little interaction and engagement with the audience.

ABSTRACT
GAMING IS AN INNOVATIVE TOOL FOR TEACHING

Gaming is an innovative tool for teaching nursing students that is both fun and competitive. Gaming promotes learning activities that encourages critical thinking, active participation, and retention of information for longer periods of time. Gaming is a teaching methodology with preset rules that are familiar to the nursing student. This teaching method helps to promote interactive learning that helps the nursing student with putting classroom theory into practice. Research has shown that gaming increases the student's enjoyment of learning. In addition to promoting active participation, gaming facilitates opportunities for students to work together, increase communication and think "outside the box." Who wants to be a nurse?" is designed after the popular television game show, "Who wants to be a millionaire?" This particular gaming not only involves the student assigned to the patient, but also lends the opportunity for other students and staff nurses.

HISTORY

Gaming was introduced in the early 1980's. The genesis of gaming was presented as an alternate teaching method for capturing students' attention, retention and increasing critical thinking. Students often felt like lecture were boring and did not capture a variety of learning styles. There is very little interaction and engagement with the audience.

LEARNER ENGAGEMENT METHODS
CREATIVE LEARNING

When nursing students are caring for patients on the medical surgical wards, they are asked a variety of questions regarding the care of their patients. These questions can range from medications to the primary diagnosis and how other body systems are affected. Students are challenged with using the nursing process to safely and effectively care for the acutely ill patient. The questions are tailored on the primary diagnosis, the patient, the student's knowledge and the semester. If a student is unable to answer a question correctly, he or she has an opportunity to play, "Who wants to be a nurse?" The nursing student is given two options, either phone a friend or 50/50. If he/she chooses to phone a friend, the student will inform the host (clinical instructor) of whom he/she wants to call. The student can call anyone to include staff nurses except the clinical instructor. The host "calls" the person and informs him/her that the student has a question and there is a 30 second time max to ask and answer the question. At the end of the call the student can either use the answer or opt for a 50/50. In the 50/50 round, the student is given two possible answers; therefore, giving the student a 50% chance of getting the correct answer.