Two Minutes to Win It: Game for Knowledge and Skills Evaluation

Critical decision making using fundamental skills is a challenging combination to evaluate. The active learning strategy game termed Two Minutes to Win It uses timed activities to evaluate the knowledge and skills of prebaccalaureate senior nursing students. The activity can be used to address class or individual deficits in knowledge or skills acquisition.

Goals and Objectives

The overarching goal of Two Minutes to Win It was to provide a comprehensive evaluation of student knowledge and skills using faculty, peer, and self-assessment. Specific objectives included collaboration with peers and faculty to improve the quality of health care delivery and the articulation and demonstration of the knowledge, skills, and attitudes required to deliver patient-centered care. Competencies from the Quality and Safety Education in Nursing (QSEN, 2014) project were addressed within the game and discussed during the debriefing period.

Patient-centered care was incorporated in a health-promotion activity aimed at the needs of a Hispanic client; peer debriefing was used after every activity. Thus, teamwork and collaboration, evidence-based practice, and quality improvement were applauded by having students use the Agency for Healthcare Research and Quality Web site (U.S. Department of Health and Human Services, 2016) to locate and address the variety of nursing courses, and allows for peer and faculty collaboration and evaluation. Students requested that the activity be replicated in other courses as a means to foster quality learning.

Strategy Description

Stations were set up around the classroom with various objectives pertaining to the performance of a skill, delivery of education, or knowledge of a concept. The class was split in half, and each student was randomly assigned the role of leader or participant. Each station included a directions card for the designated student leader and resources for the student participant to complete the activity. For example, one station included a central line model, sterile gloves, and directions for the student leader to direct the student participant to change the dressing while maintaining sterility. The student participant practices the skill while the student leader assesses and offers feedback. Each station offers a different skill for practice (e.g., catheter insertion) or activity that evaluates knowledge of a concept (e.g., smoking cessation education).

A time clock with escalating music and a 2-minute buzzer were displayed on the overhead projector. Students were allowed to begin when the music started and were required to stop when the 2-minute buzzer sounded. A debriefing period was used to allow leaders and participants to discuss the activity, and then students proceeded to the next station.

Student Results and Reactions

Students who participated in the active learning strategy verbalized increased awareness of weaknesses and improved confidence. Constructive criticism included requests that more than 2 minutes be allocated for challenging skills, such as artificial airway suctioning. Quantifiable data included scores from the HESI (Health Education Systems, Inc.) standardized test. In the category of QSEN, the class scored above recommended levels on all 15 areas tested.

Correlation to Nursing Education and Practice

The Two Minutes to Win It game is an andragogical approach that meets the diverse needs of adult learners and can be used to incorporate each competency of the QSEN (2014) project. The learning strategy is active, can be applied to a variety of nursing courses, and allows for peer and faculty collaboration and evaluation. Students requested that the activity be replicated in other courses as a means to foster quality learning.

References


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