

Dancing to Save Lives?

An Innovative Approach to Enhance Trauma Education Retention



INTRODUCTION

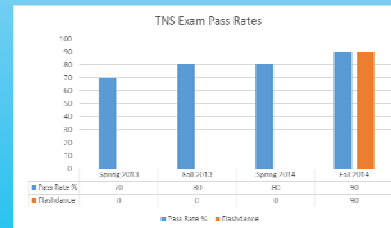
Formative assessments are tools for assessing content retention, providing valuable feedback to students and teachers. In medical education, information technology-supported games can accommodate large classes divided into student teams while fostering active engagement (Schlegel & Selfridge, 2015).

The addition of the Trauma Flash Dance Game to the Trauma Nurse Specialist (TNS) Program has been successful in increasing exam pass rates.

WHAT IS TNS?

TNS is a mandated program by the Illinois Department of Public Health (IDPH) for all Level I and Level II Trauma centers. At any time, at least two TNS trained nurses must be on staff to care for victims of traumatic injuries.

TNS is a 10 week mandated program facilitated by a TNS Course Coordinator in the State of Illinois. It is co-sponsored by the IDPH Division of EMS and Highway Safety. The program is presented at the graduate level focusing on care of the trauma patient across the continuum, including care in the pre-hospital, resuscitative, perioperative and intensive care phases with a strong emphasis on pathophysiology and multidisciplinary coordination (State of Illinois Trauma Nurse Specialist Course, 2014). TNS encompasses didactic and active learning with simulation and skills labs.



FLASH DANCE GAME

Trauma Flash Dance game includes samples of subjects the student may see on the TNS exam. Each answer card is laminated with the answer the player must guess, as well as the category name on the back of the card to aid in the player to know the content of the clue their team mates are giving them.

Interactive game that allows the TNS students to see what areas of the curriculum remain an issue for them.

The game is played on the last day of regular class, so each student has an opportunity to work on any area they may still need to study in order to pass the 150 question TNS test.

FLASH DANCE GAME RULES

- 1.) Only 1 team may go at a time
- 2.) Only 1 team member at a time from each group may be the contestant; the other team members are responsible for giving clues so the contestant can guess what is written on the card
- 3.) The contestant may not look at what is written on the card
- 4.) Team members may give clues in the form of words or actions in order for the contestant to guess the term(s) written on the card—Team members may not say the word, but a derivative may be used if needed **ALL CLUES** must be in trauma related form.
- 5.) Teams will have 1 minute to guess as many correct answers
- 6.) Teams can pass the question if they fill the contestant is not able to correctly answer; the question will remain in play
- 7.) Teams will be awarded 1 point per correct answer
- 8.) Team members may not guess the answer when it is not their team's turn.
- 9.) The team will with the most points at the end of the game is the winner.

CONCLUSIONS

Educational game competitions provide formative assessments and feedback for students and faculty alike, enhancing learning and teaching processes (Schlegel & Selfridge, 2015).

With the addition of the Trauma Flash Dance Game, there was a significant increase in the passing rate of the TNS exam.

The students are given real-time feedback to correct or incorrect answers and if needed detailed explanations. This often generates discussion of the subject and allows for clarification of the material.

REFERENCES

- Schlegel, E.F.M. & Selfridge, N.J. (2015). Fun, collaboration and formative assessment: Skinquization, a class wide gaming competition in a medical school with a large class. *Medical Teacher*, 36(5), 447-449. doi: 10.3109/0142159X.2014.888409.
- State of Illinois Trauma Nurse Specialist Course. Retrieved from illinoistraumanurse.org

