

### Introduction:

Gridlocked is an interactive game meant to teach those involved in emergency care about the systems level considerations involved in running an emergency department. This game was co-designed with emergency medicine faculty and medical students and can also be used as an important learning tool by incorporating the use of tailored lesson plans to allow players to focus on learning certain objectives.

Lesson plans can be developed in order to tailor learning towards specific objectives. See our website for lesson plans we have created with objectives we consider important in mind. You may also complete the lesson plan template below to develop your own lesson plan. This will involve you filling out the specific goals of the plan, as well as the changes to game setup and gameplay required to achieve these learning goals. Be sure to share your plans with us @GridlockedGame on Twitter.

### Section I: Scenario Details

<b>Scenario Title</b>	Short-Staffed Nurses
<b>Scenario Developer(s)</b>	Nandini Nandeeshia & Jana Balakumaran
<b>Contact E-Mail</b>	<a href="mailto:nandeen@mcmaster.ca">nandeen@mcmaster.ca</a>
<b>Date of Development</b>	June 2018
<b>Target Learning Group</b>	Medical students, residents, physicians and other health care professionals
<b>Expansion Pack Required</b>	No
<b>Summary of Scenario</b>	This shift in the ED is short-staffed on nurses due to high turnover rates among nurses, lack of full-time positions and nursing burnout. As a result, nursing interventions are accumulating and will need to be adequately dealt with before patients can be admitted/discharged safely.
<b>Learning Goals</b>	<ul style="list-style-type: none"><li>• Experience a shift in the ED at a time when nurses are short-staffed.</li><li>• Develop strategies for re-allocation of resources to complete patient interventions and admit/discharge patients safely.</li><li>• Learn about the full scope of nursing practice to optimize on resources available on a multi-disciplinary team.</li></ul>
<b>Approximate Timing</b>	1 hour



### Section II: Scenario Setup

This section will teach you how to set up the game to achieve the learning goals mentioned above. Most of the variation in setup comes from the deck setup section, which will outline the desired order of the patient and event cards. The board setup will tell you how (if at all) you should set up the board differently to start the game.

<b>Scenario Vignette:</b>	Where have all the nurses gone?																																															
<b>Deck Setup:</b>	<p>The following cards should be placed at the top of the deck in the order provided below:</p> <table border="1" data-bbox="505 737 1414 1060"> <thead> <tr> <th data-bbox="505 737 683 768">Cards 1-10</th> <th data-bbox="683 737 927 768">Cards 11-20</th> <th data-bbox="927 737 1206 768">Cards 21-30</th> <th data-bbox="1206 737 1414 768">Cards 31-37</th> </tr> </thead> <tbody> <tr> <td data-bbox="505 768 683 800">CTAS 3-23</td> <td data-bbox="683 768 927 800">CTAS 2-19</td> <td data-bbox="927 768 1206 800">E-22 - Needle Stick Injury</td> <td data-bbox="1206 768 1414 800">CTAS 1-6</td> </tr> <tr> <td data-bbox="505 800 683 831">CTAS 3-17</td> <td data-bbox="683 800 927 831">CTAS 2-2</td> <td data-bbox="927 800 1206 831">CTAS 1-2</td> <td data-bbox="1206 800 1414 831">CTAS 3-9</td> </tr> <tr> <td data-bbox="505 831 683 863">CTAS 1-4</td> <td data-bbox="683 831 927 863">E13 - Shift change!</td> <td data-bbox="927 831 1206 863">CTAS 4-17</td> <td data-bbox="1206 831 1414 863">CTAS 3-22</td> </tr> <tr> <td data-bbox="505 863 683 894">CTAS 1-7</td> <td data-bbox="683 863 927 894">CTAS 4-24</td> <td data-bbox="927 863 1206 894">CTAS 2-12</td> <td data-bbox="1206 863 1414 894">E-23 – Mistriage</td> </tr> <tr> <td data-bbox="505 894 683 926">CTAS 1-5</td> <td data-bbox="683 894 927 926">CTAS 4-4</td> <td data-bbox="927 894 1206 926">CTAS 3-31</td> <td data-bbox="1206 894 1414 926">CTAS 2-22</td> </tr> <tr> <td data-bbox="505 926 683 957">CTAS 2-5</td> <td data-bbox="683 926 927 957">CTAS 4-21</td> <td data-bbox="927 926 1206 957">CTAS 2-16</td> <td data-bbox="1206 926 1414 957">CTAS 2-13</td> </tr> <tr> <td data-bbox="505 957 683 989">CTAS 2-8</td> <td data-bbox="683 957 927 989">CTAS 5-3</td> <td data-bbox="927 957 1206 989">CODE BLUE card</td> <td data-bbox="1206 957 1414 989">CODE BLUE card</td> </tr> <tr> <td data-bbox="505 989 683 1020">CTAS 2-11</td> <td data-bbox="683 989 927 1020">CTAS 3-26</td> <td data-bbox="927 989 1206 1020">CTAS 4-14</td> <td></td> </tr> <tr> <td data-bbox="505 1020 683 1052">CTAS 5-10</td> <td data-bbox="683 1020 927 1052">E-14 - GridlockED!</td> <td data-bbox="927 1020 1206 1052">CTAS 2-14</td> <td></td> </tr> <tr> <td data-bbox="505 1052 683 1083">CTAS 3-21</td> <td data-bbox="683 1052 927 1083">CTAS 3-28</td> <td data-bbox="927 1052 1206 1083">CTAS 4-3</td> <td></td> </tr> </tbody> </table> <p data-bbox="505 1100 1414 1161"><i>Keep aside CTAS 1-1, CTAS 1-8, CTAS 1-10, and CTAS 1-3 for a surprise addition in turn 6. The rest of the cards can be shuffled and arranged randomly.</i></p> <p data-bbox="505 1199 1414 1287"><b>End of Turn 1 ask:</b> “What has been the biggest limitation to effective patient care and flow processes in the ED thus far?”</p> <p data-bbox="505 1325 1414 1486"><b>End of Turn 2 Suggest:</b> “All nurses are occupied with patient interventions, and 1 resident is available to perform two additional RN interventions in this turn. After this action is complete, ask “What was the impact of additional support offered by other members of the healthcare team during a nursing staff shortage?”</p> <p data-bbox="505 1524 1414 1646"><b>Beginning of Turn 6 BEFORE 5 cards have been drawn:</b> <i>One of the nurses has taken an emergency sick leave, no extra staff is able to offer backup, remove one of the nurses from play. Throw in the following high acuity cards: CTAS 1-1, CTAS 1-8, CTAS 1-10, and CTAS 1-3</i></p>				Cards 1-10	Cards 11-20	Cards 21-30	Cards 31-37	CTAS 3-23	CTAS 2-19	E-22 - Needle Stick Injury	CTAS 1-6	CTAS 3-17	CTAS 2-2	CTAS 1-2	CTAS 3-9	CTAS 1-4	E13 - Shift change!	CTAS 4-17	CTAS 3-22	CTAS 1-7	CTAS 4-24	CTAS 2-12	E-23 – Mistriage	CTAS 1-5	CTAS 4-4	CTAS 3-31	CTAS 2-22	CTAS 2-5	CTAS 4-21	CTAS 2-16	CTAS 2-13	CTAS 2-8	CTAS 5-3	CODE BLUE card	CODE BLUE card	CTAS 2-11	CTAS 3-26	CTAS 4-14		CTAS 5-10	E-14 - GridlockED!	CTAS 2-14		CTAS 3-21	CTAS 3-28	CTAS 4-3	
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<b>Board Setup:</b>	No changes																																															
<b>Other Changes:</b>	Can suggest that the ED has hired new nurses at the beginning of Turn 7 if the game is going too slow.																																															

### Section III: Debriefing Guide

<p><b>Why is this learning goal important?</b></p>	<p>Nurses are often short-staffed due to high turn-over rates, nursing burn-out and inadequate funding leading to fewer nursing positions. Lack of nursing support places stress on individual nurses as well as the rest of the health care team. As a result, flow processes in the ED are encumbered. These challenges will help learners understand the importance of effectively allocating nursing resources in various areas of the ED. Students also have the opportunity to learn about the scope of practice of various inter-professionals which will improve teamwork while making optimal use of the skills/resources available on a multi-disciplinary team.</p>
<p><b>What were the key moments or decisions that took place during the game?</b></p>	<ul style="list-style-type: none"> <li>● What are some stresses on the health care team that arose due to the nursing shortage, especially at the beginning of turn 6 when a nurse had called in sick?</li> <li>● How can all members of the healthcare team support each other when there are staffing shortages?</li> <li>● During gameplay, was it possible to adequately allocate nursing staff to areas in the ED as needed? How did students attempt to allocate staff appropriately to stabilize CTAS 1 and 2 patients, especially at the beginning of turn 6?</li> <li>● How did you work as a team?</li> </ul>
<p><b>What went well? Why do you think this was the case?</b></p>	
<p><b>What went poorly? Why do you think this was the case?</b></p>	
<p><b>What would you change next time you are in this type of scenario?</b></p>	<ul style="list-style-type: none"> <li>● Were there any improvements that could have been made in terms of team dynamics?</li> <li>● How can the emergency department be better prepared for staffing issues?</li> <li>● Is there anything that would have helped the shift go even smoother?</li> </ul>

