



GUIDE FOR IMPROVED LEARNING WHEN USING THE PERSON-CENTRED CARE GAME

- IN HEALTH AND SOCIAL CARE AND RELATED EDUCATIONAL
PROGRAMMES

**GPCC - The University of Gothenburg
Centre for Person-centred Care**



INTRODUCTION

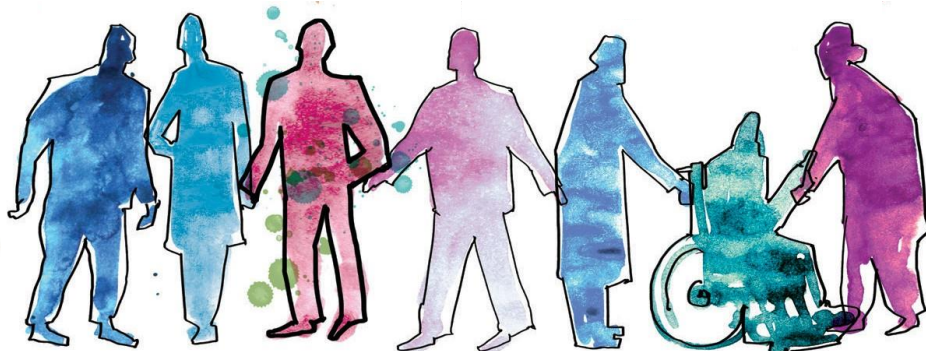
This document is a guide to the person-centred care game - a digital game aimed at providing a profound understanding of person-centredness in health and social care - also called person-centred care.

This guide aims to provide support and guidance in conducting group discussions that can complement individually playing the game. It is important to emphasize that the guide is general in nature, which means that you can adapt it to your own health and social care setting. It may also be used as part of an educational programme and adapted to a student context. The terms context, setting, organisation and workplace all refer to the framework in which health and social care activities take place, which also includes related educational programmes.

Detailed information about how to play the game can be found in Appendix 1 and about the different levels of the game in Appendix 2. The guide concludes with an epilogue.

PERSON-CENTRED CARE

Person-centredness in health and social care provision is in this guide termed person-centred care, which comprises the person's own experience of her/his situation, including health status, resources, impediments and needs. Person-centred care involves a partnership between patients, their significant others and health and social care professionals. The starting point is listening to the person's narrative, which -together with taking clinical results into account - forms the basis of the individual's healthcare plan.



THE PERSON-CENTRED CARE GAME

The person-centred care game was developed in collaboration between researchers and pedagogues at the GPCC (Centre for Person-Centred Care at the University of Gothenburg), colleagues at HPH (Swedish network for Health Promoting Healthcare) and clinical staff, patients and students.

The game consists of several levels that follow the progress on a map. The players are given different assignments to complete both during the game and when not actively playing it. The game contains a notice board with film clips (movie room) and texts as well as a quiz to be completed at the end of the game. Some levels of the game may seem repetitive. However, the aim is to provide players with experiences of different situations and the opportunity to genuinely engage with the person-centred approach as the game progresses. Once the player has completed the game, she/he can download a certificate.

WHAT IS THE PURPOSE OF THE GAME?

The purpose is to learn - in an amusing and professional way - WHAT person-centred care means and HOW to apply it in practice. As a player, you will be given the opportunity to reflect on and learn more about person-centred care, to understand the person-centred approach, including how it can be applied in your own organisation.

WHY PLAY A GAME?

Gamification refers to the use of game mechanics in contexts that are not traditionally associated with gaming, such as education, health and social care provision. Gaming is characterized by exploration, experimenting and play. The person-centred care game makes learning more varied, enabling the use of multiple senses, thus contributing to more joyful learning.

”A JOYFUL AND INNOVATIVE WAY TO REFLECT”

- Registered nurse in clinical practice

GUIDE

This guide facilitates discussion about person-centredness within health and social care organisations. The moderator is responsible for setting the stage for the group meetings and for ensuring that the conversations move forward.

We suggest seven meetings over a period of time in order to allow for a process of reflection, both at individual level and at group level. Ideally, the group participants should represent all the relevant roles in their organisation.

Meetings may take place when required, but we suggest using time already set aside for meetings to allow the participants sufficient time to reflect on person-centred care. You may of course merge and adapt the components that you consider most important for your own organisation.

MEETING 1

EVERYONE SHOULD HAVE PLAYED LEVELS 1, 2, 3

During the first meeting you will be able to reflect on person-centred care as a group. Hence, it is important to begin by introducing yourselves.

Use your individual notes from the game. Reflect on what partnership and personal resources mean to you and then continue to discuss within the group.

Next, as a group watch the film clip 'Partnership' and then answer the questions. Take notes in a manner that suits you, for example on a whiteboard, in order to visualize the discussion.

QUESTIONS TO BE ANSWERED INDIVIDUALLY

What does partnership mean to you?

- All of us have personal resources that help us in our everyday lives. These could be inner strengths, abilities and prerequisites. Think about your own strengths and which they are.
- How is person-centred care talked about in the staff room? Was any of it familiar to you?
- Make a note of what you have learnt after having played levels 1, 2 and 3.

QUESTIONS TO BE ANSWERED AS A GROUP

- Share your reflections from playing levels 1, 2 and 3 with the group.
- What personal resources come to mind? Write them down and present your notes and visualisations to each other.

MEETING 2

EVERYONE SHOULD HAVE PLAYED LEVEL 4

Start by interviewing each other about your personal resources in your everyday life. Present an experience from your own organisation. It does not matter if you have already done this exercise earlier in the game, as sharing experiences deepens understanding. Did any of you identify unexpected personal resources in yourself or in your fellow players?

Now continue by watching the film clip 'Patients' together and then think about and discuss the questions below. Feel free to use the example of a healthcare plan provided in the game layout. Does it seem familiar? In your view, what are the advantages of a well-prepared conversation?

QUESTIONS TO BE ANSWERED AS A GROUP

- What do you think is important when formulating a healthcare plan?
- Consider how you could develop your documentation (journal notes, healthcare plan, referrals) in order to make it more person-centred?
- What does it mean to reach an agreement with the patient about her/his healthcare plan?

MEETING 3

EVERYONE SHOULD HAVE PLAYED LEVELS 5 and 6

During the first two meetings, the game was based on each individual's thoughts and duties. Now start thinking about your shared situation throughout the organisation as a whole. Together, try to identify person-centred activities as well as similarities and differences between them in terms of working methods in accordance with a person-centred approach in your own organisation.

Feel free to watch some of the film clips where the different professional roles are presented. Make notes on a whiteboard in order to have a good overview during the discussion.

QUESTIONS TO BE ANSWERED INDIVIDUALLY

Consider your own work situation and reflect upon advantages and disadvantages in relation to person-centred care.

QUESTIONS TO BE ANSWERED AS A GROUP

Describe your work situation to the group.

- What do you as a team have in common and what are the differences between your various roles?
- What do you currently do that is person-centred?
- What could be changed and improved?



MEETING 4

EVERYONE SHOULD HAVE PLAYED LEVELS 7 and 8

In meeting 3, you analysed your organisation. The aim of meeting 4 is to reflect upon which changes and adaptations you could make. Reflect upon what and how you can make changes already today. Start by reflecting individually for a moment. Thereafter, take a few minutes to allow for everyone to write down their thoughts on the organisation and its person-centred working methods on post-it notes. Put all the notes on a wall and then organise them with the aim of determining if there is a pattern between them. Continue by organising the notes into three categories; work effort, sub-targets and vision, where work effort is the journey towards the vision. Feel free to create a priority list of things that you may have already started working on. Sub-targets are usually required to achieve the vision, which comprises everything that you want to achieve, i.e., the dream scenario for a well-functioning organisation.

EXAMPLES OF CATEGORISATION:

Feel free to take a picture of the categorisation and organisational plan that you have completed, so that you can revisit it later on to see how the organisation has developed.

WORK EFFORT

Define the joint forums that exist or create new forums.

SUB-TARGETS

Increase the understanding between the groups.

VISION

More collaboration between the professionals and patients/close relatives and friends.

QUESTIONS TO BE ANSWERED INDIVIDUALLY

- What could be a reasonable change in your organisation? Take notes if needed.

QUESTIONS TO BE ANSWERED IN GROUP

- How can you as a group make reasonable changes in your organisation?

MEETING 5

EVERYONE SHOULD HAVE PLAYED LEVEL 9

Complete the quiz together and discuss the questions, views and opinions that arise. Feel free to watch the film clip 'The Swedish Association of Health Professions' together. Summarise and evaluate the meetings you have had so far.

QUESTIONS TO BE ANSWERED AS A GROUP

- How have your thoughts around partnership changed during the course of the game?
- How has your opinion of person-centred care changed? Please reflect and discuss together.

MEETING 6

WHEN THE GAME COMES TO AN END

Preferably, this meeting should take place a couple of months after meeting 5, in order for everyone to gain sufficient experience and be able to reflect upon their current everyday practice. Start with the individual questions and then continue to the group questions where you can use the categorisation or organisational plan that you previously created (meeting 4). Have a discussion and look at how the organisation has developed. Have you achieved any sub-targets together? How can you work in order to come closer to your vision? For further inspiration, feel free to watch the film clip 'Ubuntu', in which you will encounter a creative way to visualise and talk about person-centred care.

QUESTIONS TO BE ANSWERED INDIVIDUALLY

- Identify three achievements and three challenges in your current work situation connected to person-centred care.
- Now that you are working in a more person-centred way, how has this affected the organisation?

QUESTIONS TO BE ANSWERED AS A GROUP

- What do you need to do in order to facilitate working in an even more person-centred way? Make a list of what you can do and prioritise what is doable in your organisation right now.

MEETING 7

MORE INFORMATION

More material is available if desired. It is advisable to meet on a continuous basis to further discuss situations you may come across regarding person-centred care. Listen, plan and document to continue your work towards the goal of achieving sustainable health through sustainable care.

MORE MATERIAL

Stay up to date with new research and information.

<https://www.gu.se/en/gpcc>

WHERE TO FIND US

 www.facebook.com/gpcc.gu

<https://www.gu.se/en/gpcc/keep-in-touch-gpcc-in-social-media-and-newsletter>



EPILOGUE

In summary, person-centredness in health and social care is both an ethical approach and a view of the human being to serve as a guide in everyday life.

Person-centred care involves a partnership between patients, their significant others and health and social care professionals. Based on attentive listening (often in the presence of significant others) to the patient's narrative and taking account of clinical results, the health professional and patient together write a healthcare plan that contains goals and strategies as well as short- and long-term follow-ups.

Together we create a culture and an organisation characterised by person-centred ethics that the philosopher Paul Ricœur describes as, "The strive for a good life, with and for others in just organisations". In our context, a good life means health, as we work in partnership in an equitable organisation.

To conclude we would like to highlight the vision of one of the game's creators at GPCC.

“SUSTAINABLE HEALTH THROUGH SUSTAINABLE CARE: TO PREVENT AND REDUCE SUFFERING AND TO STRENGTHEN THE EFFICIENCY OF HEALTH CARE THROUGH PERSON-CENTRED CARE.”



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APPENDIX 1 - DETAILED INFORMATION ABOUT HOW TO PLAY THE GAME

BEFORE THE MEETING

Download the app “The person-centred care game”. The game can be downloaded from the App Store and Google Play to mobile phones and digital tablets. In order for everyone to have the same prerequisites, prior to each meeting all the participants should have played the level that is expected of them. If someone has not played at the required level, please allow them to play that level before the meeting. You may bring the game to the meetings or print out the notes that you have taken when playing the game.

In order to get the most out of each meeting, it may be worthwhile agreeing on a code of conduct for the group. Below you will find some questions that we suggest you discuss together at the first meeting.

- What rules of conduct should we adhere to as a group?
- What expectations do we have of each other?
- How will we ensure that everyone can participate in a collegial discussion in an equal way?
- If necessary, how do we leave the group during an ongoing meeting?

TO PRINT

1. Open the person-centred care game and go to the “Reflection book”.
2. Choose the button “share” to be able to send your notes to your email.
3. Print the notes.

DURING THE MEETING

Before every meeting, the group should elect a moderator, which position may alternate between the group members. The moderator is responsible for the structure of the discussions and ensuring that everyone in the group is allowed space to speak.

1. Individual reflection, based on, for example, the questions that are presented in the guide.
2. Start with an introduction where each person gets the opportunity to share her/his thoughts.
3. A group conversation based on the questions mentioned in the guide.
4. A short break.
5. Continue the group discussion based on the questions.
6. A concluding round in which each person shares the message from the meeting that she/he found most important.

APPENDIX 2- GAME LEVELS

Below is a short summary of the different game levels. Please refer to this information as a team whenever needed.

LEVEL 1

Firstly, the focus is on you as a person, who you are and why you started working in health and social care.

What is your story? Your interpretations of your context will be included here, facilitated by reflections shared in the staff room in the game.

ASSIGNMENT:

Examine your own motive as to why you started working in health and social care.

LEVEL 2

This level is about you and your personal resources. Reflect on what resources you have. You will also meet a fictive person called Anna. Your assignment will be to listen attentively to her story and then design a healthcare plan with her.

ASSIGNMENT:

Reflect on your own resources. Meet the fictive person Anna in her home environment and design a healthcare plan.

LEVEL 3

This level is about the partnership between the carer and patient. What does partnership involve and what significance does it have for both parties? You will meet another fictive person, Sami. Listen carefully to what Sami has to say and work out a healthcare plan together.

ASSIGNMENT:

Reflect upon what it means to build a partnership with a patient. Meet the fictive patient Sami at the hospital and design a healthcare plan.

LEVEL 4

This level is also about personal resources, although now from a new perspective; the focus is on identifying the resources of someone present in your daily life. Watch one of the films in the movie room and reflect on the message in the film; what are your thoughts on the message?

ASSIGNMENT:

Watch one of the film clips. Try to identify resources in a person present in your daily life. Consider how you can develop your documentation (journal notes, healthcare plans, referrals) in order to make it more person-centred.

LEVEL 5

Pay attention to what you are currently doing in a person-centred way. What is already person-centred in your daily life? In which situations are you already an expert? Reflect upon your own organisation and highlight what is person-centred.

At the healthcare centre, you will meet the fictive person Marianne. Your assignment will be to listen attentively and create a healthcare plan with her.

ASSIGNMENT:

Identify what is person-centred in your own organisation. Meet the fictive person Marianne at the healthcare centre and create a healthcare plan.

LEVEL 6

We now we encourage you to reflect with a colleague during a lunch break. Talk about how you are currently working in a person-centred way. Find common denominators and reflect on the basic values of your organisation. Discuss how you can increase the person-centredness in your organisation.

ASSIGNMENT:

Have lunch with a colleague, reflect upon and discuss how you are working in a person-centred way in your organisation today.

LEVEL 7

Take time to listen attentively to Fatima and create a healthcare plan with her. Then create an adapted healthcare plan for your own organisation. It is not necessary to copy the suggested healthcare plan but you should reflect on how it can be adapted to the conditions in your own organisation.

ASSIGNMENT:

Meet with the fictive person Fatima via a link and create a healthcare plan. Adapt the healthcare plan to your organisation.

LEVEL 8

Now you should focus even more on reflecting on your own organisation and what could be improved today? How can it move forward, develop and become more person-centred? Try using the healthcare plan that you created at the previous level and see how it works.

ASSIGNMENT:

What could be changed in your organisation today? Try out your adapted healthcare plan with a patient at your workplace.

LEVEL 9

Earlier in the game, you reflected on partnership. Has your approach changed during the game? If so, in what way?

Next, there is a 33-questions quiz about person-centred care. You will answer questions such as “What is the difference between patient-centred and person-centred care?”

ASSIGNMENT:

Reflect upon your current perspective on partnership. Then complete the person-centred care quiz!