

## BACKGROUND

The Perianesthesia Olympics was a groundbreaking quality improvement (QI) project designed to elevate the confidence of perianesthesia staff in performing perianesthesia practice related tasks. This initiative sought to reinforce perianesthesia practices by incorporating evidence-based guidelines and principles of adult learning into a professional development activity that was fun and engaging without impacting the learner's motivation in participating in the activity.

## OBJECTIVES

### Innovative Education:

Develop and implement innovative educational strategies to improve the quality of patient care without decreasing learner engagement and motivation.

### Promote Professional Development:

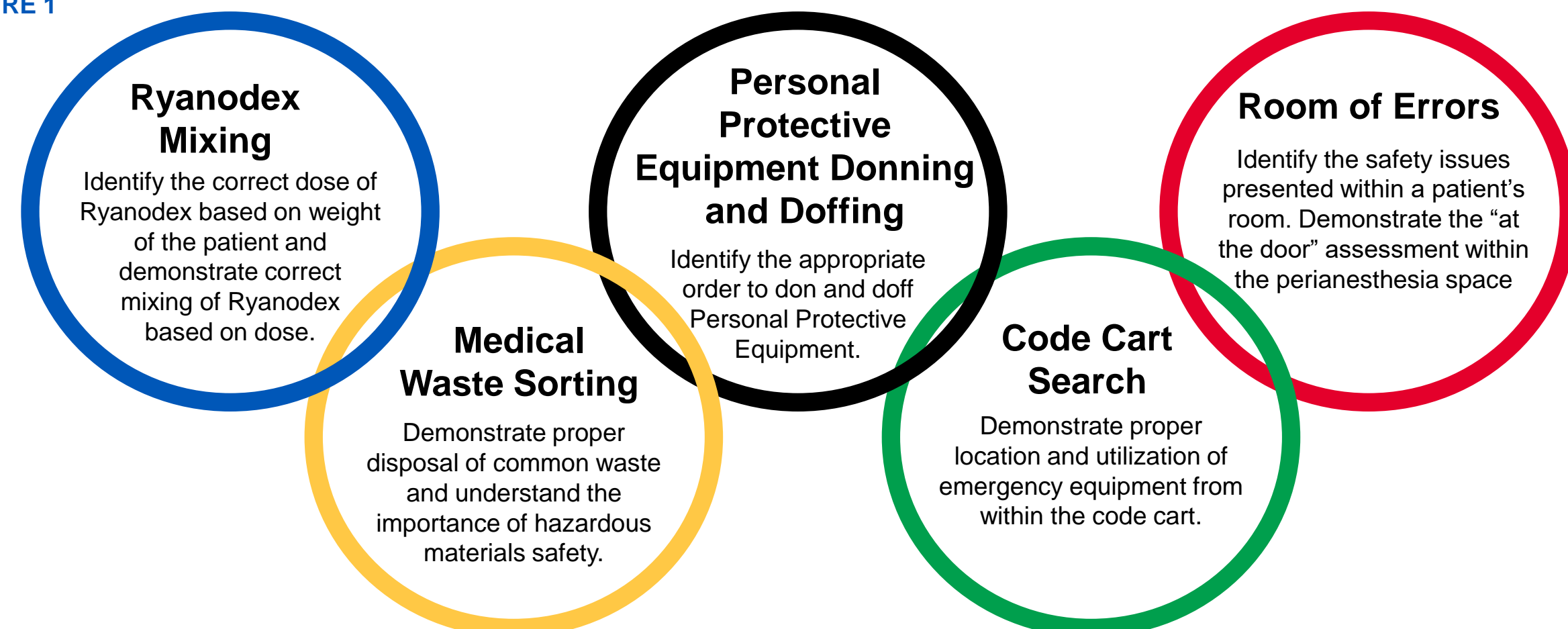
Identify and implement educational activities that support the skills and confidence of nursing staff, enhancing their ability to perform high-risk, low-volume tasks within daily practice.

## METHODS

The perianesthesia Nursing Education Specialist (NES) team identified common tasks related to safety within the perianesthesia setting that applied to all campuses and perianesthesia units. The NES team chose the Olympic theme to coincide with the Summer 2024 Olympics. They developed five games with the following objectives represented in Figure 1.

All five games had a timing and accuracy component. Participants completed a survey prior to beginning each game to identify their level of confidence in completing the main task associated with the game as well as how motivated they were to actively participate in the game on a Likert scale. The learner then played the game, and their time of completion was recorded. After they finished each game, the learner immediately completed a post survey indicating their level of confidence in completing the main task associated with the game as well as how motivated they were to participate in the game. At the end of the games, the NESs determine the top-performing perianesthesia unit by comparing the best times recorded for each game across all campuses. A final post survey was sent to participants two months after the games ended to collect qualitative learner feedback regarding the professional development activity including how it enhanced their understanding of the practice and barriers they experienced.

FIGURE 1

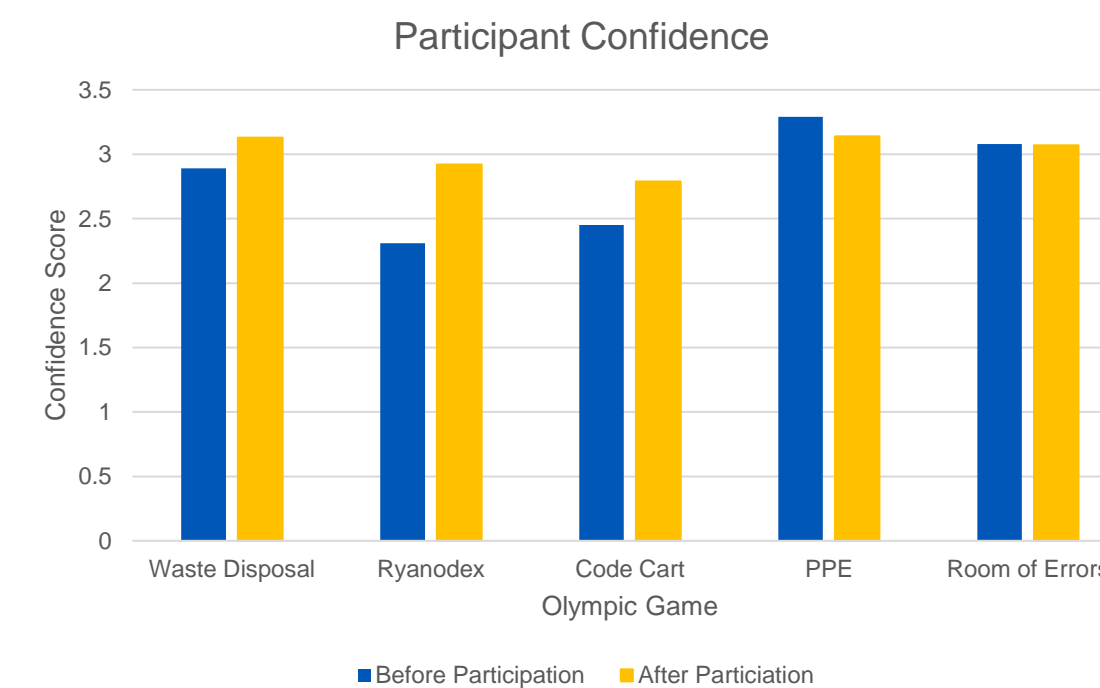


## RESULTS

Overall feedback on the games was positive. Learners appreciated it being quick education and enjoyable to participate in.

- **280 Participants:** Learners attended from unit 1 (n=110, 39%), Unit 2 (n=91, 33%) and Unit 3 (n=79, 28%).
- **99.6% Effective:** Learners felt the Olympics were an effective teaching method for focused topics.
- **95% Motivated:** Learners post-game indicated somewhat motivated to completely motivated to participate in the educational activity.
- **83.8% Confident:** Learners post-game indicated somewhat confident to completely confident in performing the skills within the games.

FIGURE 2



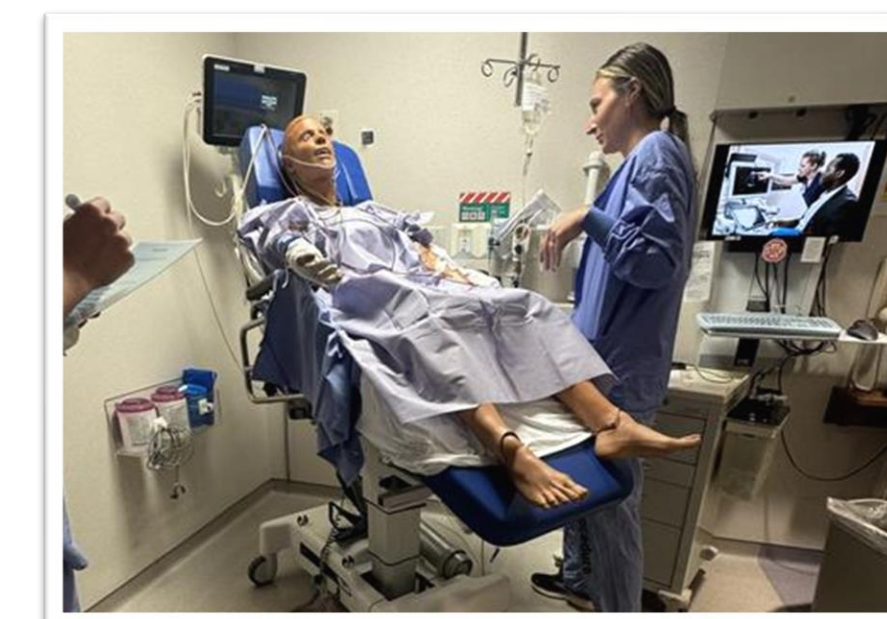
The mean scores of participants reflecting on confidence for each game before and after participating in the game.

FIGURE 3

Game	Unit 1	Unit 2	Unit 3
Code Cart Search	2	1	3
Ryanodex Mixing	2	3	1
Waste Disposal	2	3	1
Don PPE	1	3	2
Doff PPE	2	1	3
Room of Errors	1	2	3
Total Points	10	13	13

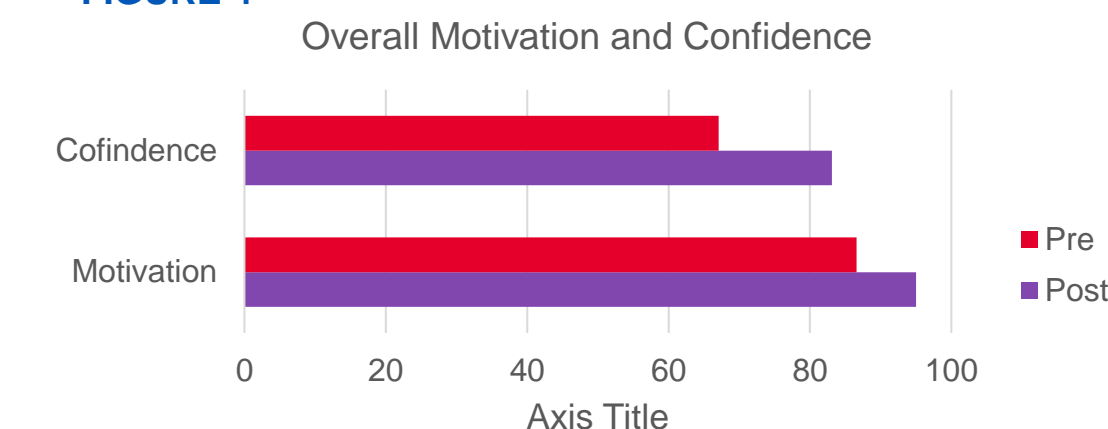
After each game, each location was awarded points based on game criteria such as time and accuracy. This reflected receiving a gold, silver or bronze medal for each game.

- **Improved Confidence:** Significant improvements in their confidence levels when performing perianesthesia-related tasks. This was measured through structured surveys conducted before and after each game. See Figure 2.
- **Maintained Motivation:** No negative effect on motivation of the learner incorporating competition and innovative teaching method.
- **Enhanced Skills:** The games effectively reinforced perianesthesia practices through evidence-based guidelines and principles of adult learning without interrupting large blocks of patient care time.
- **Cross Unit Collaboration:** The event fostered collaboration and competition among perianesthesia staff from different locations.
- **Team Recognition:** Methodist and Gonda tied for the Gold medal. We created traveling medals to display on the units along with earning frequent visits from the Treat Trolley for a week. See Figure 3.



Room of Errors had staff identify safety concerns using their quick assessment skills. Points were given based on intentional errors and identification of them within the time limit.

FIGURE 4



Comparison of overall ratings from pre-game to post-game participation among learners who indicated somewhat to completely motivated or confident on their survey.

"IT WAS A QUICK WAY TO  
LEARN NEW THINGS AND WAS  
A GREAT REVIEW AS WELL!"

- PERIANESTHESIA RN

## CHALLENGES

- Balancing patient care and providing education posed a challenge for nurses, making it difficult for them to find time to participate in the Olympic games.
- One unit planned to set up a game but lacked an available patient room, so the nurses joined another unit to participate.
- Ensuring the safety of simulated medications for Ryanodex mixing and the Code Cart Search required numerous safety checks to keep the items accounted for and out of patient use.
- Two of the sites received the same score, and there was no plan in place for handling ties.

## CONCLUSIONS

The Perianesthesia Olympic games integrated collaboration, innovation, evidence, and improved standards of care. The activity's design was shaped by multidisciplinary perspectives, ensuring alignment with practice gaps and learning needs.

The Perianesthesia Olympics received overwhelmingly positive feedback, with participants appreciating the quick and enjoyable educational format. A total of 280 perianesthesia nurses participated, with 99.6% finding the games an effective teaching method. Post-game surveys showed that 95% of learners were motivated and 83.8% felt confident in performing the skills post participation. The initiative significantly improved confidence levels without negatively affecting motivation reinforcing perianesthesia practices aimed at improving patient outcomes (see Figure 4). The event also fostered collaboration and recognized team achievements, with medal presentation to the highest scoring participants.

The Olympic games provided staff with a hands-on learning opportunity to review high risk, low volume experiences while reinforcing the location of important life-saving medications and equipment. Staff exercised their critical thinking skills in a competitive environment increasing awareness of knowledge gaps and identifying safety issues.