

Take Care of Karen

Teaching implementation conversations through
play

Bard Wartena, NHL Stenden University of applied Sciences



DISCLOSURE SLIDE
for presentations at the

GAMES FOR HEALTH EUROPE 2026 CONFERENCE

I herewith confirm that there is not any conflict of interest with the conference organization or any of its sponsors.

GAMEPLAY

Sirmizzalot

Health Innovation

Design
Research



**Bard
Wartena**

Games



INNOVEREN DOE JE SAMEN
Hoe gaaf je vorm aan co-creatie met mensen met een visuele beperking?

Innoveren doe je samen

PRINCIPES

- Doel documenten vooraf
- Beschrijf afbeeldingen
- Gebruik toegankelijke tools
- Vooraf testen met ervaringsdeskundigen
- Gebruik toegankelijke ruimtes

RANDVOORWAARDEN

Voor de bijeenkomst:

- Start met bijzondereheden
- Kennismaken
- Dynamie maken
- Samenrollen
- Eenvoudig taalgebruik
- Beschrijf creaties en afbeeldingen

Tijlene de bijeenkomst:

- Start met bijzondereheden
- Kennismaken
- Dynamie maken
- Samenrollen
- Eenvoudig taalgebruik
- Beschrijf creaties en afbeeldingen

MEER INZICHTEN CHECK QR CODE

STAPPENPLAN

1. Ontwerpdoel
2. Methode
3. Plan de Principes
4. Draaiboek
5. Uitvoeren
6. Co-reflectie

1. Bepaal je ontwerpdoel

2. Kies een methode

3. Check de randvoorwaarden

4. Maak een draaiboek

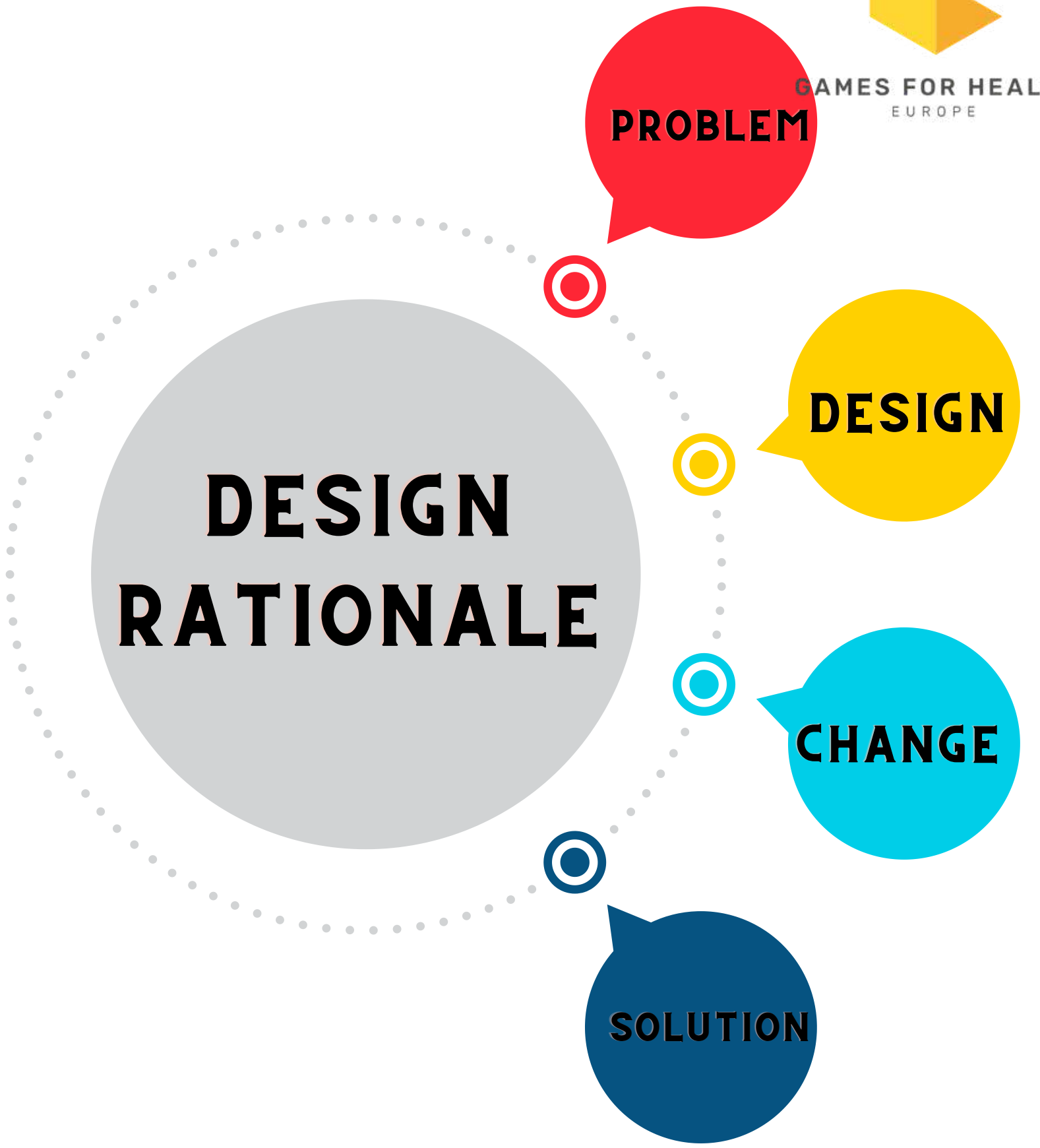
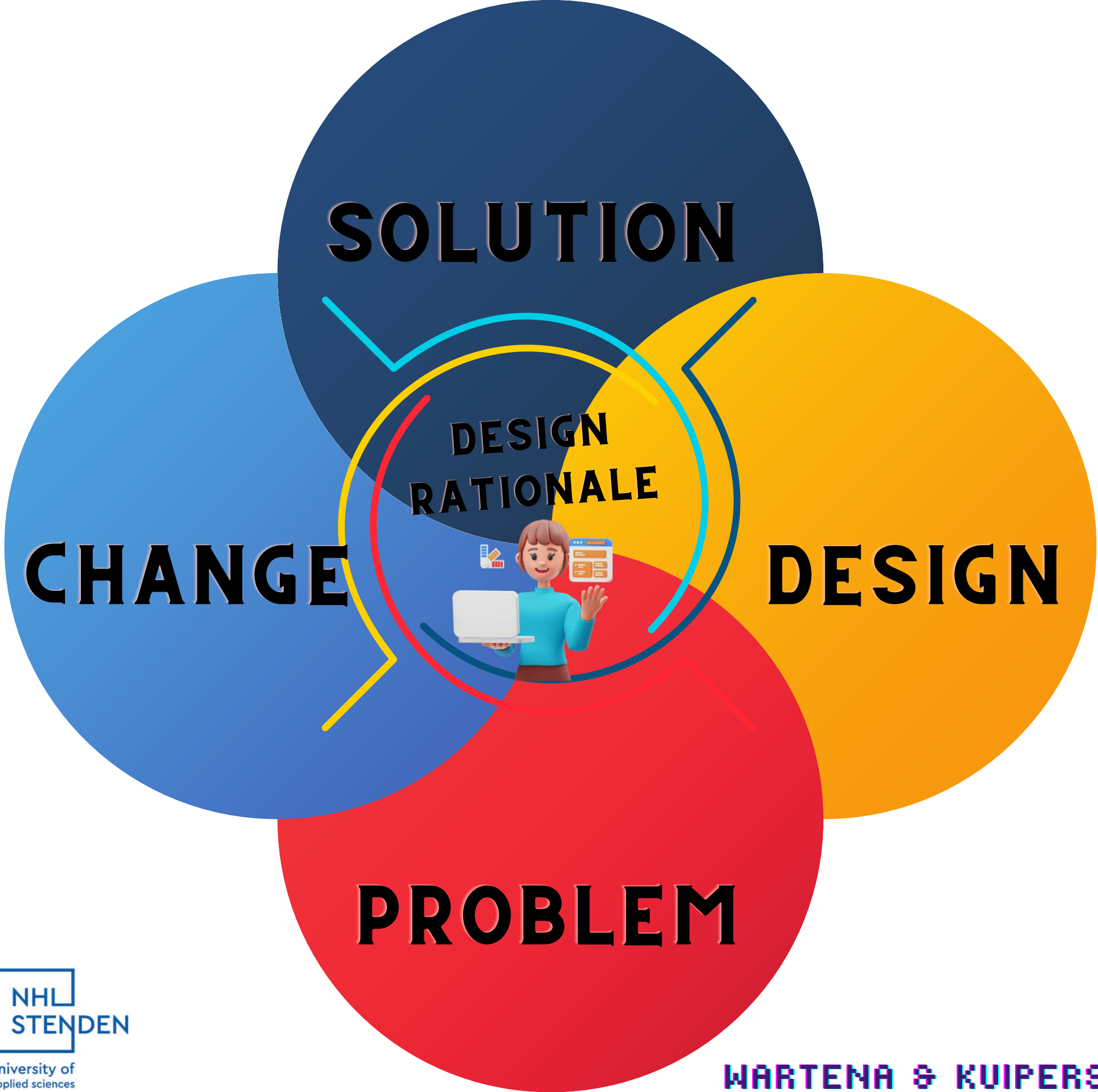
5. Uitvoeren

6. Napraten

Visio7



GAMES FOR HEALTH
EUROPE





GAMES FOR HEALTH
EUROPE





Implementation succeeds socially first

The question is not only “does the innovation work?” but also “will people work with it?”

Taking people with you means:

- making room for earlier project experiences
- translating innovation into daily routines
- creating ownership instead of compliance
- turning “not now” into a realistic next step

In practice, resistance is often a mix of:

PROJECT MEMORY

“We have seen pilots disappear before.”

TIME PRESSURE

“We already have too much on our plate.”

IDENTITY & EXPERTISE

“Will this fit the way we care?”

SHARED RISK/OWNERSHIP

“Who will carry this when it goes live?”

From resistance to resonance

Our aim is not to “win” the conversation, but to help people re-enter the project with enough safety, clarity, and agency.

1. Acknowledge the history

Earlier pilots, rushed roll-outs, and half-finished promises shape today’s response.

2. Make the next step concrete

People engage faster when the ask is small, specific, and realistic in their own workflow.

3. Co-create the way forward

Shared decisions build ownership, not just temporary compliance.

This is exactly the space where students need rehearsal.

Not another theory model only. A safe place to practise what to say when implementation becomes relational.

TAKING CARE OF KAREN



AI-GENERATED (OPENAI IMAGE MODEL), COMMISSIONED BY THE AUTHOR, 2025.



The game: Take Care of Karen

A curriculum-embedded, card-based serious game for implementation conversations

3–6 players

6–8 min rounds

role rotation

Players rotate as:

Professional • Karen • Observer

- each round starts from a realistic implementation scenario
- students select conversation techniques before they speak
- a Heat meter makes escalation and de-escalation visible
- the goal is a workable project outcome, not a perfect answer

Laat OMA thuis



Opinies
Meningen
Adviezen

Wees een OEN



Open
Eerlijk
Nieuwsgierig

Smeer NIVEA



Niet
Invullen
Voor
Een
Ander

Denk aan ANNA



Alles
Navragen
Niets
Annemen

Doe DIK



Denk
In
Kwaliteiten

Gebruik LSD



Luisteren
Samenvatten
Doorvragen



What students actually learn

Conversation quality becomes visible and discussable

Rubric/Score in the game

- recognition and contact
- structure and boundaries
- explanation and choice
- probing instead of assuming
- self-regulation under pressure

Behaviours we want to strengthen

- ask questions that uncover what people need to participate
- explain the value of a technology clearly and credibly
- motivate stakeholders while staying realistic about constraints
- create a shared “we” around the project instead of isolated tasks
- connect communication choices to implementation planning



How one round works

Fast enough for a classroom, concrete enough for field projects



1. Draw the case

Situation, role, and context pressure set the scene.

2. Set the frame

The Professional states the goal, boundary, and time.

3. Play the conversation

Students choose techniques and watch the Heat go up or down.

4. Score and debrief

The group discusses what moved the project forward.

Scoring: Heat starts at 3. Good fit +1, mismatch -1. Win: Heat ≤ 2 + goal reached. (also winning doesn't matter)

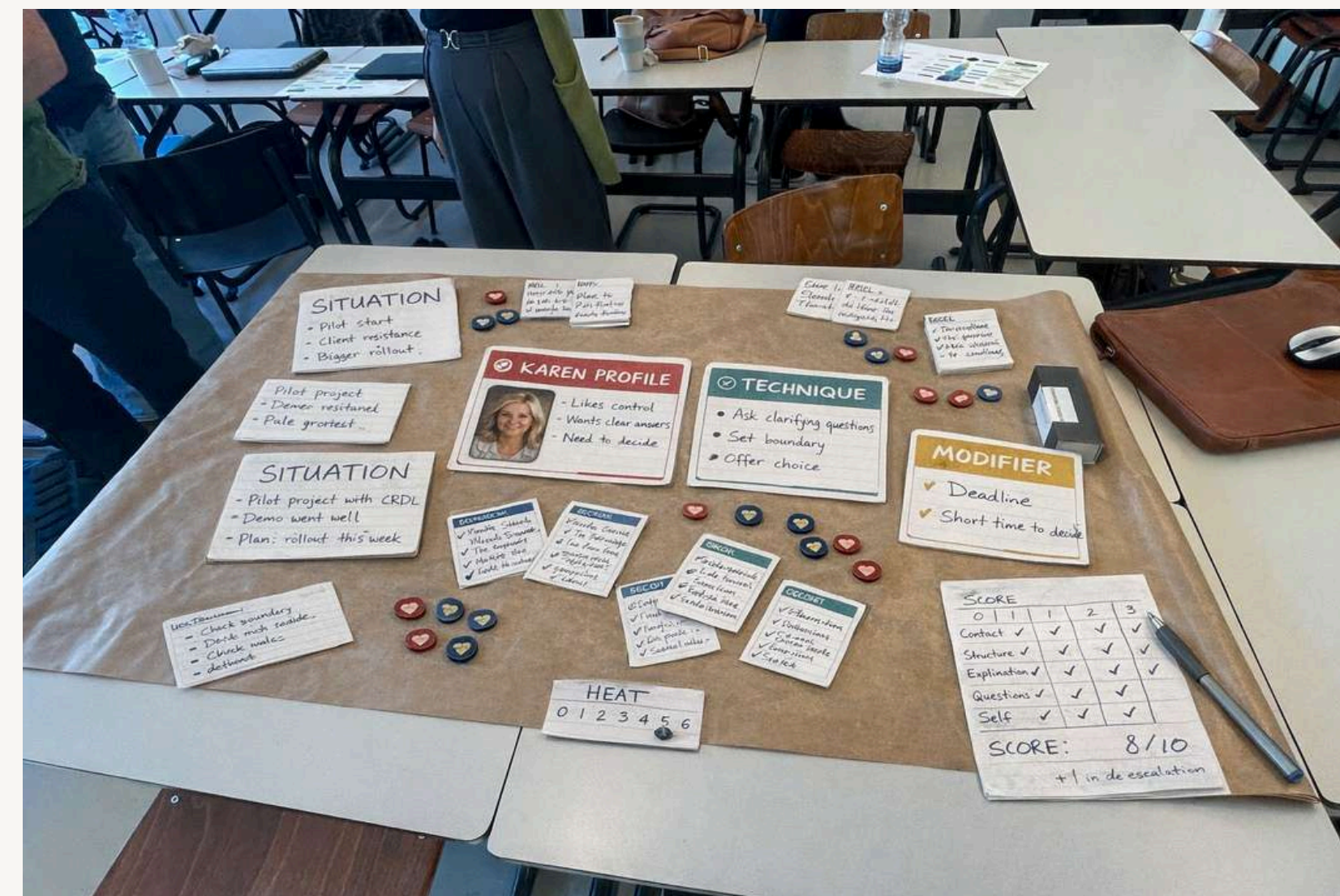
WHY IT WORKS IN CLASS

Short rounds create repetition, shared language, and low-stakes feedback.



What is in the deck

Implementation scenarios, resistance profiles, techniques, modifiers, and space for students' own cases



Situation cards

Profile cards

Technique cards

Modifier cards

Blank case cards



A typical implementation moment

Not “do people like innovation?” but “what do they need to move one step further?”

Scenario

Pilot start on the ward

“We have seen this before. It starts with a lot of enthusiasm and then it just becomes extra work.”

Project goal

Agree on a first small trial that fits the actual workflow.

Technique 1

ANNA

Always ask, never assume

Technique 2

DESC

Describe, Express, Specify, Consequences

What students practise here

- surface the project memory behind the resistance
- show that the concern is heard without giving up direction
- move from general frustration to a concrete next step
- leave the conversation with a shared constraint or decision



Where it fits in the curriculum

Used with Master Health Innovation and Associate Degree Zorg en Technologie students

Before fieldwork

Students build a shared language for resistance, ownership, and realistic next steps.

language + framing

During projects

They bring their own implementation cases into the game and rehearse stakeholder conversations.

practice + feedback

After play

The debrief feeds reflection, implementation plans, and choices about how to continue in practice.

transfer + reflection

Because students often know the model before they can handle the moment.



Three takeaways

If we want innovations to land, we have to teach the conversations that carry them into practice

1 Resistance is data

It tells us something about project memory, capacity, ownership, or fit.

2 Practice beats explanation alone

Students need repetition in realistic situations before they face them in the field.

3 Play makes feedback easier

The game creates a shared language for reflection without making students defensive.

I would love to exchange ideas with anyone using games to teach implementation, co-creation, or stakeholder work.

BARTERING WITH BRAD

Negotiation conversations through play



GAMES FOR HEALTH
EUROPE

What's in it for us?

DEAL METER

6
5
4
3
2
1

ASK



OFFER



CONSTRAINT



NHL
STENDEN



Thank
you!

bard.wartena@nhlstenden.com

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Thank you

Take Care of Karen

Bard Wartena
NHL Stenden University of Applied Sciences

Questions & conversation

