

Research Report

PROJECT TITLE & AUTHORS

Project Title:	Effect of a Virtual Game, “Name That Band,” on Elders’ and PharmD Students’ Feelings of Social Isolation During COVID-19	
Project advisor name & email:	Ashley M. Campbell, PharmD, BCPS	acampbell@pharmacy.arizona.edu
Project advisor name & email:	Jeannie K. Lee, PharmD, BCPS, BCGP, FASHP	jlee@pharmacy.arizona.edu
Student name & email:	Alison M. Weygint	amweygint@pharmacy.arizona.edu
Student name & email:	Brooke T. Whittington	bwhittington@pharmacy.arizona.edu

PROPOSAL CHECKLIST

Completed (Y)	Checklist item
Y	Project title is clear and concise.
Y	Names and emails for project advisor(s) and up to five students per group are provided.
Y	Abstract is no more than 250 words and retains headings
Y	Introduction provides a definition of the topic under study, importance of the topic, and the issue addressed by the study and is no more than one single-spaced page.
Y	There is NO literature review section
Y	Purpose of project is clearly and concisely stated
Y	Methods section uses headings and represents a summary of the methods used. (Actual methods used should be described if they were modified from the proposal.)
Y	Data analysis described is appropriate and responds to the purpose.
Y	Appropriate tables are included in the results section.
Y	Text of results section interprets the findings reported in the tables, not repeating them.
Y	The discussion section includes a description of the most important findings, and relates findings to the literature.
Y	The final section of the discussion is the limitations section.
Y	The conclusions respond to the purpose statement.
Y	Reference list is complete and contains appropriate references, and reference style is applied correctly and consistently.
Y	Data collection/recording form(s) and/or questionnaire(s) are included in the appendix.
Y	Information is placed in the appropriate section—introduction, methods, results, etc.
Y	Template structure is maintained and all required sections are included. Red text instructions/examples are removed. Proposal is written in Times New

Roman 12-point font and does not exceed 10 single-spaced pages (excluding appendices). Proposal has been spell-checked and grammar-checked.

ABSTRACT

Specific Aims

To determine the effects of playing a virtual game, “Name That Band,” on St. Luke’s Home elders’ and the University of Arizona (UA) Doctor of Pharmacy (PharmD) students’ feelings of social isolation during the COVID-19 pandemic. To compare elders’ and PharmD students’ feelings of social isolation and loneliness pre-pandemic and before and after playing the game together and to assess which factors of the game make them feel more socially engaged.

Methods

Questionnaires were administered before and after a virtual game to residents at St. Luke’s Home and PharmD students at the UA R. Ken Coit College of Pharmacy. Participants were asked about their mood before COVID-19 and pre- and post-game, as well as their social interactions and feelings of loneliness using the Modified UCLA Three-Item Loneliness Scale, which assesses a composite score of lack of companionship, feelings of being left out, and isolation.

Results

Fifteen elders and eleven students participated in the game (n=26). All participants completed the pre-game survey and 25 completed the post-game survey. The elders reported a decreased total UCLA Loneliness Scale score post-game compared to pre-game (p=0.020). The students reported an increased total UCLA Loneliness Scale score during the pandemic than before COVID-19 (p=0.017). More elders and students felt ‘happy’ post-game compared with before the pandemic and pre-game. Playing a virtual game together helped elders and students feel more socially engaged.

Conclusions

Virtual game social interventions decreased feelings of isolation and increased engagement for older adults and PharmD students during the COVID-19 pandemic.

INTRODUCTION

Coronavirus disease 2019 (COVID-19) is a virus that has brought on many unforeseen consequences, including feelings of isolation and loneliness. Our society’s assisted-living facilities have been greatly impacted by the pandemic because older adults and populations with underlying health conditions are more likely to experience severe complications and/or death from COVID-19.¹ In the 2020-2021 academic year, Doctor of Pharmacy (PharmD) students’ education had shifted to a primarily virtual environment, and students found themselves concerned with contracting the virus at work or in the community and infecting their loved ones or vulnerable patients. Therefore, both older adults residing in assisted-living facilities and PharmD students isolated themselves from others in an effort to avoid the repercussions of COVID-19.¹ This social isolation has led to increased loneliness and consequently worsened anxiety and depression, along with difficulties accessing medical care and support for activities of daily living, particularly in older adults.² With advancements in technology and increased access to technology, older adults and PharmD students may be able to combat their fears of COVID-19 and socially interact through virtual platforms.³

Social interaction is vital to staying mentally and physically healthy and living long lives.³ Older adults and students often experience similar feelings of loneliness because many are separated from their families or lack support systems.^{1,4} With isolation and social distancing measures implemented during

this pandemic, it has been even more difficult for people to interact socially.³ This is especially true for those who do not possess their own smartphone, tablet or computer, or who are not technologically-savvy.^{1,2} While every PharmD student likely uses a smartphone or laptop to attend classes via Zoom or communicate with others routinely, the elders at St. Luke's Home are low-income and most do not own personal devices or have limited experience with technology. Therefore, it was important to offer the elders and PharmD students an opportunity to participate in an activity that is safe, accessible, and fun, to promote social connection during the COVID-19 pandemic.

Before the COVID-19 pandemic, the elders at St. Luke's Home interacted and formed relationships with PharmD students from the University of Arizona by participating in monthly interprofessional health clinics.⁵ In an effort to maintain the social connection during COVID-19, some elders and PharmD students participated in a virtual game, "Name That Tune," in the fall of 2020, but the effects of the game on the elders' and PharmD students' feelings of social isolation were not assessed. The purpose of this study was to determine the effects of playing a virtual game, "Name That Band," on St. Luke's Home elders' and the University of Arizona PharmD students' feelings of social isolation during the COVID-19 pandemic.

METHODS

Design

This was a pre-post survey study that used data obtained from questionnaires administered before and after a social intervention using a virtual game. This study was approved by the University of Arizona Human Subjects Protection Program.

Subjects

To be eligible for this study, participants had to either be a resident at St. Luke's Home in Tucson, Arizona or be enrolled in the PharmD Program at the University of Arizona R. Ken Coit College of Pharmacy in the spring of 2021. Residents of St. Luke's Home were recruited using flyers posted at their facility. Doctor of Pharmacy students were recruited via email using college listservs.

Intervention

The intervention was the "Name That Band" virtual game. The game was played online over Zoom, where the participating elders and PharmD students guessed the band names of popular songs. Two PharmD students created the virtual game by creating a playlist of popular songs from the 1970s and 1980s. One of the creators of the game played the music while the other creator monitored and called on participants who motioned they had an answer. The PharmD students were instructed to wave into their camera or use a hand emoticon on Zoom to indicate they had an answer. The elders were also instructed to wave into the camera to indicate they had an answer. The elders played the game from a single room with one computer, which allowed them to be visible to the PharmD students playing on Zoom. The elders' computer was connected to a projector, which also allowed the elders to see all of the students' faces. All participants were muted on Zoom when not speaking to avoid any noise interruptions. Once a participant motioned that they had an answer, the creator stopped playing the song and the participant voiced their answer. No official scores were kept, but the elders and students played the game in teams and competed against each other.

Measures

Data was collected using two questionnaires, where the pre-intervention survey was given before the "Name That Band" game and the post-intervention survey was given immediately after participation

in the game. The surveys contained questions regarding participants' mood on a typical day, levels of social interaction, levels of technology use, questions from the Modified UCLA Three-Item Loneliness Scale⁶, demographic information, and questions about the game. These questions were specific to before the COVID-19 pandemic, pre-game, and post-game. The UCLA Three-Item Loneliness Scale⁶ questions were slightly modified to clearly identify the different points in time referenced in the questions so participants could respond appropriately. Participants could report a minimum total Modified UCLA Three-Item Loneliness Scale score of three, indicating less loneliness, and a maximum total score of nine, indicating more loneliness. The questionnaires used in the study are found in Appendix A.

Data Collection

The elders responded to paper questionnaires and the PharmD students responded to the questionnaires on the REDCap link emailed to them. The elders received the surveys at two separate times (before and after the game) through the Programs Coordinator at St. Luke's Home, who provided site authorization for the study. The PharmD students were provided with two separate links for the pre- and post-game surveys. Each participant submitted the same unique code, made up of their favorite color and the date they were born (example: blue9), on both the pre-game and post-game surveys. This ensured the participants' pre- and post-game surveys could be matched, and the survey responses could not be traced back to an individual participant. Time for survey completion was provided to all participants before and after the game. There was also an option for the participants to decline the survey but still participate in the activity.

Data Analysis

The total Modified UCLA Three-Item Loneliness Scale scores before COVID-19 versus pre-game and pre-game versus post-game were expressed with medians and interquartile ranges and compared using a Wilcoxon Signed-Rank Test. The a-priori p-value was 0.05. Frequencies and percentages were used for descriptive data.

RESULTS

Fifteen elders and eleven students participated in the virtual game (n=26). All participants completed the pre-game survey and 25 completed the post-game survey. The demographic characteristics of the elders and students are shown in Table 1.

The medians and interquartile ranges for the total Modified UCLA Loneliness Scale scores before COVID-19 versus pre-game and pre-game versus post-game are shown in Tables 2 and 3, respectively. There was no significant difference in the total UCLA Loneliness Scale scores before COVID-19 versus pre-game for the elders. Compared to before the game, the elders' total UCLA Loneliness Scale score after participating in the game was significantly lower ($p=0.020$), as were the students' scores comparing their feelings before COVID-19 to pre-game ($p=0.017$). There was no significant difference in the total UCLA Loneliness Scale scores pre-game versus post-game for the PharmD students.

The majority of elders (78.6%) and students (54.5%) reported that the aspect of the activity that helped them feel more socially engaged was 'playing a game,' as shown in Figures 1 and 2, respectively. The participating elders' and students' reported moods before COVID-19, pre-game, and post-game are shown in Figures 3 and 4, respectively. For the elders (n=14), only one (7.1%) responded feeling 'excited' pre-game, whereas 8 (57.1%) responded with 'excited' post-game. Five (35.7%) elders responded as feeling 'happy' pre-game, and 8 (57.1%) responded with 'happy' post-game. There were also 2 (14.3%) elders that reported feeling 'joy' and 'super' in the 'other' category after playing the

game. For the PharmD students (n=11), 8 (72.7%) responded feeling ‘happy’ before COVID-19, 5 (45.5%) students reported feeling ‘happy’ during the pandemic (pre-game), and 10 (90.9%) reported feeling ‘happy’ post-game. One (9.1%) student responded feeling ‘sad’ before COVID-19, whereas 5 (45.5%) students felt ‘sad’ during the pandemic (pre-game). This trend was also seen in ‘nervous’ responses; 1 (9.1%) student reported feeling ‘nervous’ before COVID-19 and this response increased to 5 (45.5%) students during the pandemic (pre-game). Seven (63.6%) students reported feeling ‘tired’ pre-game, which decreased to 1 (9.1%) student post-game.

DISCUSSION

A significant finding from this study is that the elders had improved UCLA Loneliness Scale scores after participating in the virtual game compared with before playing the game, through their reports of feeling more companionship and decreased feelings of being left out and isolated. A higher percentage of elders also reported feeling ‘happy’ and ‘excited’ after playing the game than before playing the game. As expected, the students experienced a composite of increased lack of companionship and feelings of being left out and isolated during the COVID-19 pandemic (pre-game) than before the COVID-19 pandemic, as demonstrated by their UCLA Loneliness Scale scores. A higher percentage of students reported feeling ‘sad’ and ‘nervous’ during the pandemic than before COVID-19. More students also felt ‘happy’ and less students felt ‘tired’ after playing the game. Lastly, the aspect of the activity that helped elders and students feel more socially engaged was playing a game.

Consistent with our study findings, a longitudinal study on a general Dutch population by Van der Velden and colleagues reported increased loneliness in the population due to the COVID-19 pandemic.⁷ Contrasting results from our study were found in a survey conducted by the National Social Life, Health, and Aging Project (NSHAP), which showed that older persons experienced more loneliness, depression, and reduced happiness during the pandemic even though they were using remote modalities to stay in contact with family or friends.⁸ It is important to note the NSHAP survey assessed general day-to-day life during the pandemic while this study assessed participant feelings immediately after an interactive, social game, which might explain the differences. Hawkley and colleagues suggest that in-person contact cannot be replaced with virtual modalities and more adaptable methods need to be implemented in order to protect older adults’ mental health and overall well-being. However, data from their study was analyzed retrospectively from 2015, showing that there was a gap in research during the pandemic.⁸ While the game used in our study was virtual, there were many components such as music and teamwork that may have triggered a sense of community during the unprecedented pandemic era.⁹

The findings from our study have implications that innovative, virtual game social interventions may have a role in decreasing feelings of isolation and increasing engagement in older adults and PharmD students during the pandemic. Additional research could assess how access to technology impacts feelings of social isolation during the COVID-19 pandemic. More research is also needed to identify sustained feelings of happiness and decreased loneliness, since we only assessed participants’ mood and feelings of loneliness immediately after playing the virtual game.

There were several limitations to this study. First, the sample size was small. For the elder group, this was likely due to the size of St. Luke’s Home, which houses approximately 30 elders, and the need for social distancing in the one room where elders completed the activity. For the student group, this was likely because of the activity’s close timing to final exams and potential virtual fatigue with most classes being online in the spring of 2021. Second, the elders did not have access to their own electronic devices like the students did, so participating in a group setting may have impacted the elders’ responses. Lastly, this game and surveys were completed in April of 2021, over a year after the pandemic was declared.

Therefore, the participants could have experienced recall bias when reflecting on their moods and experiences pre-pandemic.

CONCLUSION

Playing a virtual game with PharmD students during the COVID-19 pandemic decreased elders' feelings of social isolation and for some, increased their feelings of happiness and excitement. Students reported feeling more socially isolated during the COVID-19 pandemic than before the pandemic, and more students reported increased feelings of sadness and nervousness during the pandemic than before COVID-19. However, playing the virtual game increased more students' feelings of happiness compared with before the game and before the COVID-19 pandemic. The aspect of the virtual activity that improved social engagement for both the elders and students was playing a game, showing that virtual game social interventions may have a role in decreasing feelings of isolation and increasing engagement in older adults and PharmD students during the pandemic.

REFERENCES

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TABLES AND FIGURES

Table 1: Demographics

Characteristic	Elder	Student
Total, N	15	11
Age, N (%)		
20-30		10 (90.9%)
> 30		1 (9.1%)
< 65	1 (6.7%)	
65-75	9 (60%)	
> 75	5 (33.3%)	
Gender, N (%)		
Male	1 (6.7%)	1 (9.1%)
Female	14 (93.3%)	10 (90.9%)
Length of Residence at St. Luke's Home, N (%)		
< 1 year	5 (33.4%)	
1-3 years	6 (40%)	
3-5 years	2 (13.3%)	
> 5 years	2 (13.3%)	
Graduation Year, N (%)		
2022		2 (18.2%)
2023		5 (45.4%)
2024		4 (36.4%)
Participated in "Name That Tune" virtual game in the past, N (%)		
Yes	5 (33.3%)	9 (81.8%)
No	9 (60%)	2 (18.2%)
Unknown (did not respond)	1 (6.7%)	

Table 2: Total UCLA Loneliness Scale Score Median and Interquartile Range (IQR) Before COVID-19 vs. Pre-Game and Significance

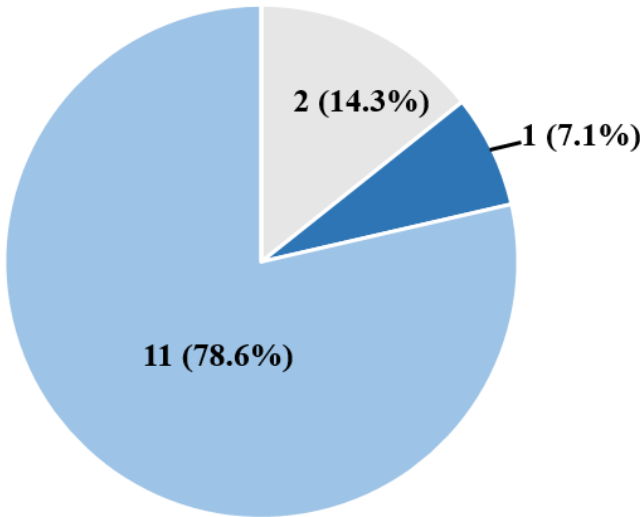
	Before COVID-19 (median [IQR])	Pre-Game (median [IQR])	p-value^a
Elders	3 [3-6.5]	4 [4-6]	0.886
Students	4 [3-6]	6 [6-7]	0.017

^ap-value is for a Wilcoxon Signed-Rank Test.

Table 3: Total UCLA Loneliness Scale Score Median and Interquartile Range (IQR) Pre-Game vs. Post-Game and Significance

	Pre-Game (median [IQR])	Post-Game (median [IQR])	p-value ^a
Elders	4 [4-6]	3 [3-4.75]	0.020
Students	6 [6-7]	6 [3.5-6]	0.090

^ap-value is for a Wilcoxon Signed-Rank Test.



■ Seeing faces ■ Hearing voices ■ Playing a game ■ Other

Figure 1: Aspect of the Activity That Made Elders Feel More Socially Engaged

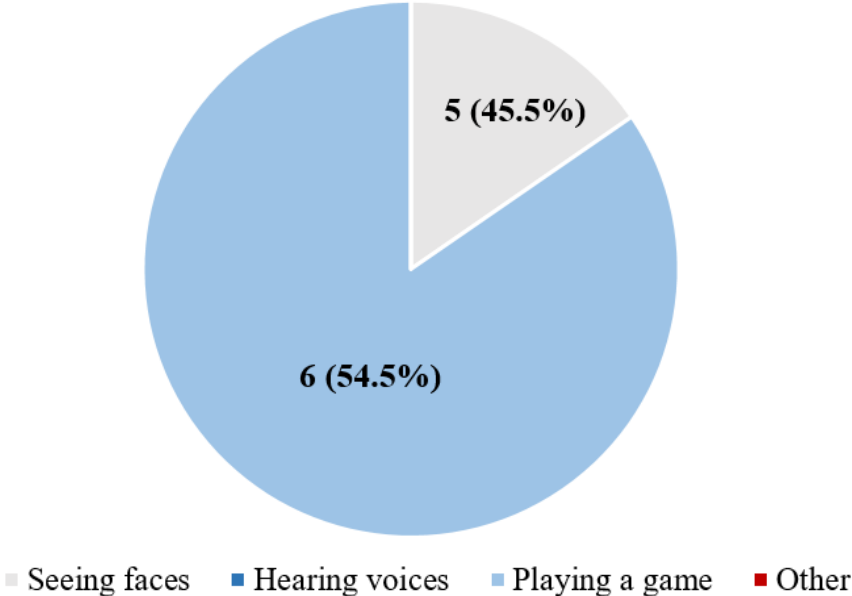


Figure 2: Aspect of the Activity That Made Students Feel More Socially Engaged

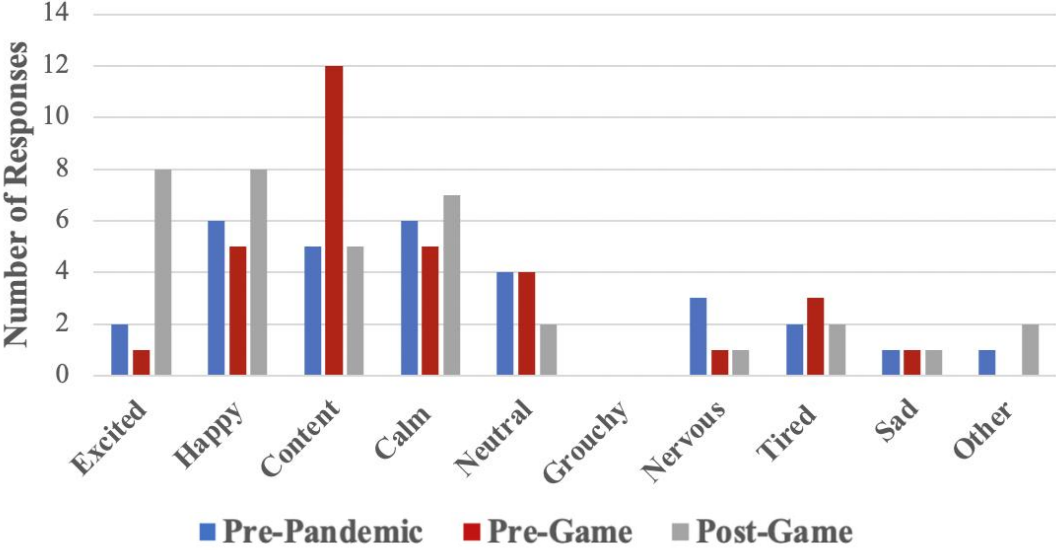


Figure 3: Elders' Reported Moods Pre-Pandemic, Pre-Game, and Post-Game

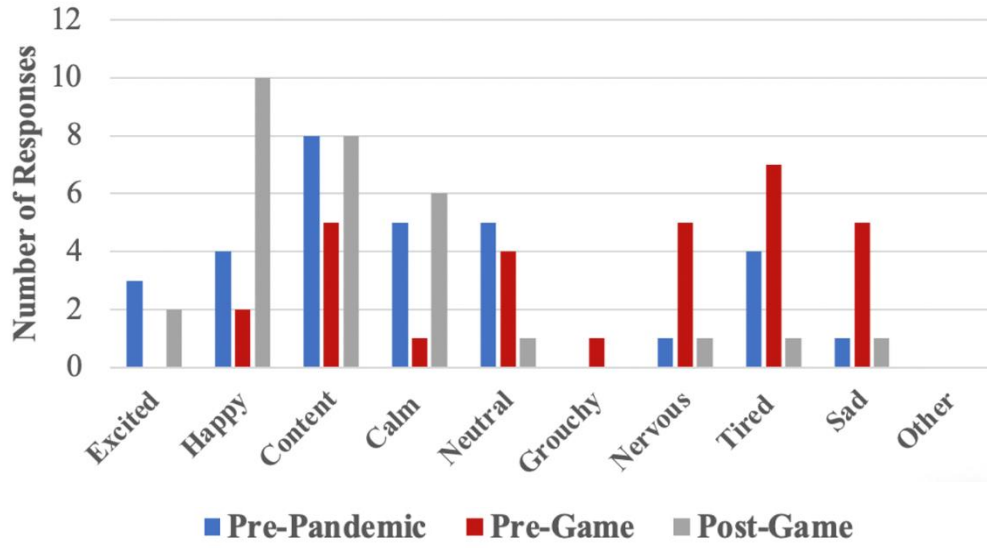


Figure 4: Students' Reported Moods Pre-Pandemic, Pre-Game, and Post-Game

APPENDICES

APPENDIX A: DATA COLLECTION FORMS

Elder Pre-Game Questionnaire:

Code: write your favorite color + day of the date you were born (ex: Blue9): _____

“NAME THAT BAND” PRE-GAME SURVEY

This questionnaire has been designed to assess the effect of playing “Name That Band” on feelings of social isolation during COVID-19.

Part I: BEFORE the COVID-19 pandemic

For the following questions please circle the best answer to each question to the best of your ability, based on your feelings BEFORE the COVID-19 pandemic.

1. BEFORE the COVID-19 pandemic, how did you feel on a typical day? (Select up to three words that best described your mood)

- Excited Happy Content Calm Neutral
 Grouchy Nervous Tired Sad Other: _____

2. BEFORE the COVID-19 pandemic, how often did you talk to people living outside of your home?

Hardly ever	Some of the time	Often
1	2	3

3. BEFORE the COVID-19 pandemic, how often did you interact with people living inside your home?

Hardly ever	Some of the time	Often
1	2	3

4. BEFORE the COVID-19 pandemic, how often did you see people (in-person or virtually) living outside of your home?

Hardly ever	Some of the time	Often
1	2	3

5. BEFORE the COVID-19 pandemic, rate how often you used technology (computer, email, smartphone) to communicate with others:

Hardly ever	Some of the time	Often
1	2	3

6. BEFORE the COVID-19 pandemic, how often did you lack companionship (company, friendship)?

Hardly ever	Some of the time	Often
1	2	3

7. BEFORE the COVID-19 pandemic, how often did you feel left out?

Hardly ever	Some of the time	Often
1	2	3

8. BEFORE the COVID-19 pandemic, how often did you feel isolated from others?

Hardly ever	Some of the time	Often
1	2	3

Part II: At this moment in time

For the following questions, please circle the best answer to each question to the best of your ability, based on your feelings at this moment in time.

9. How do you feel right now? (Select up to three words that best describe your mood)

- Excited Happy Content Calm Neutral
 Grouchy Nervous Tired Sad Other: _____

10. How often do you talk to people living outside of your home?

Hardly ever	Some of the time	Often
1	2	3

11. How often do you interact with people living inside your home?

Hardly ever	Some of the time	Often
1	2	3

12. How often do you see people (in-person or virtually) living outside of your home?

Hardly ever	Some of the time	Often
1	2	3

13. Rate how often you use technology to communicate with others:

Hardly ever	Some of the time	Often
1	2	3

14. How often do you lack companionship (company, friendship)?

Hardly ever	Some of the time	Often
1	2	3

15. How often do you feel left out?

Hardly ever	Some of the time	Often
1	2	3

16. How often do you feel isolated from others?

Hardly ever	Some of the time	Often
1	2	3

Part III: Demographics

For the following questions please fill-in or check the best answer to each question to the best of your ability.

17. Age: < 65 65-75 >75

18. Gender: Male Female Non-binary

19. Race:

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or other Pacific Islander
- White
- Multiracial/Other _____
- Prefer not to answer

20. Ethnicity: Hispanic Non-Hispanic

21. How long have you lived at St. Luke's?

- <1 year 1-3 years 3-5 years >5 years

22. Did you participate in the "Name That Tune" virtual game?

- Yes No

Elder Post-Game Questionnaire:

Code: write your favorite color + day of the date you were born (ex: Blue9): _____

“NAME THAT BAND” POST-GAME SURVEY

This questionnaire has been designed to assess the effect of playing “Name That Band” on feelings of social isolation during COVID-19.

Part IV: At this moment in time
 For the following questions, please circle the best answer to each question to the best of your ability, based on your feelings at this moment in time.

1. How do you feel right now? (Select up to three words that best describe your mood)

- Excited Happy Content Calm Neutral
 Grouchy Nervous Tired Sad Other: _____

2. Compared to before playing the game, do you feel you lack companionship (company, friendship)?

Hardly ever	Some of the time	Often
1	2	3

3. Compared to before playing the game, do you feel left out?

Hardly ever	Some of the time	Often
1	2	3

4. Compared to before playing the game, do you feel isolated from others?

Hardly ever	Some of the time	Often
1	2	3

5. Did you feel like you made a positive impact on the students?

- Yes No Maybe

6. What ONE aspect of the activity helped you feel more social?

- a. Seeing faces
- b. Hearing voices
- c. Playing a game
- d. Other: _____

7. Would you like to play a game like this regularly?

Yes No Maybe

8. Optional: How would you improve this activity?

Student Pre-Game Questionnaire:

Code: write your favorite color + day of the date you were born (ex: Blue9): _____

“NAME THAT BAND” PRE-GAME SURVEY

This questionnaire has been designed to assess the effect of playing “Name That Band” on feelings of social isolation during COVID-19.

Part I: BEFORE the COVID-19 pandemic

For the following questions please circle the best answer to each question to the best of your ability, based on your feelings BEFORE the COVID-19 pandemic.

1. BEFORE the COVID-19 pandemic, how did you feel on a typical day? (Select up to three words that best described your mood)

- Excited Happy Content Calm Neutral
 Grouchy Nervous Tired Sad Other: _____

2. BEFORE the COVID-19 pandemic, how often did you talk to people living outside of your home?

Hardly ever	Some of the time	Often
1	2	3

3. BEFORE the COVID-19 pandemic, how often did you interact with people living inside your home? Select ‘not applicable’ if you lived alone BEFORE the pandemic.

Not applicable	Hardly ever	Some of the time	Often
0	1	2	3

4. BEFORE the COVID-19 pandemic, how often did you see people (in-person or virtually) living outside of your home?

Hardly ever	Some of the time	Often
1	2	3

5. BEFORE the COVID-19 pandemic, rate how often you used technology (computer, email, smartphone) to communicate with others:

Hardly ever	Some of the time	Often
1	2	3

6. BEFORE the COVID-19 pandemic, how often did you lack companionship (company, friendship)?

Hardly ever	Some of the time	Often
1	2	3

7. BEFORE the COVID-19 pandemic, how often did you feel left out?

Hardly ever	Some of the time	Often
1	2	3

8. BEFORE the COVID-19 pandemic, how often did you feel isolated from others?

Hardly ever	Some of the time	Often
1	2	3

Part II: At this moment in time

For the following questions, please circle the best answer to each question to the best of your ability, based on your feelings at this moment in time.

9. How do you feel right now? (Select up to three words that best describe your mood)

- Excited Happy Content Calm Neutral
 Grouchy Nervous Tired Sad Other: _____

10. How often do you talk to people living outside of your home?

Hardly ever	Some of the time	Often
1	2	3

11. How often do you interact with people living inside your home? Select 'not applicable' if you currently live alone.

Not applicable	Hardly ever	Some of the time	Often
0	1	2	3

12. How often do you see people (in-person or virtually) living outside of your home?

Hardly ever	Some of the time	Often
1	2	3

13. Rate how often you use technology (computer, email, smartphone) to communicate with others:

Hardly ever	Some of the time	Often
1	2	3

14. How often do you lack companionship (company, friendship)?

Hardly ever	Some of the time	Often
1	2	3

15. How often do you feel left out?

Hardly ever	Some of the time	Often
1	2	3

16. How often do you feel isolated from others?

Hardly ever	Some of the time	Often
1	2	3

Part III: Demographics

For the following questions please fill-in or check the best answer to each question to the best of your ability.

17. Age: 20-30 >30

18. Gender:

Male Female Non-binary

19. Year of Graduation:

2021 2022 2023 2024

20. Race:

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or other Pacific Islander
- White
- Multiracial/Other _____
- Prefer not to answer

21. Ethnicity:

- Hispanic
- Non-Hispanic

22. Did you participate in the “Name That Tune” virtual game?

- Yes
- No

Student Post-Game Questionnaire:

Code: write your favorite color + day of the date you were born (ex: Blue9): _____

“NAME THAT BAND” POST-GAME SURVEY

This questionnaire has been designed to assess the effect of playing “Name That Band” on feelings of social isolation during COVID-19.

Part IV: At this moment in time

For the following questions, please circle the best answer to each question to the best of your ability, based on your feelings at this moment in time.

1. How do you feel right now? (Select up to three words that best describe your mood)

- Excited Happy Content Calm Neutral
 Grouchy Nervous Tired Sad Other: _____

2. Compared to before playing the game, do you feel you lack companionship (company, friendship)?

Hardly ever	Some of the time	Often
1	2	3

3. Compared to before playing the game, do you feel left out?

Hardly ever	Some of the time	Often
1	2	3

4. Compared to before playing the game, do you feel isolated from others?

Hardly ever	Some of the time	Often
1	2	3

5. Did you feel like you made a positive impact on the elders?

- Yes No Maybe

6. What ONE aspect of the activity helped you feel more social?

- a. Seeing faces
 b. Hearing voices
 c. Playing a game
 d. Other: _____

7. Would you like to play a game like this regularly?

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Yes No Maybe

8. Optional: How would you improve this activity? _____
