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**Teaching and Research**  
**Interactive Board Game Project**  
**Lincoln University Grant for Summer of 2026**  
**Salary Supplements total of 6,600**

**Project Description**

This project aims to develop an interactive, classroom-based learning tool to enhance students' understanding of mental disorders. I created a game titled, "*Wincovery*", a traditional four-player board game (Copyright registered with the Library of Congress, August 4, 2011), designed to provide a tangible and engaging method for exploring topics such as mental health conditions, stigma, symptoms, treatment options, coping strategies, and relapse prevention.

All content within the game is grounded in reputable sources, including the Centers for Disease Control and Prevention (CDC), the National Alliance on Mental Illness (NAMI), the American Psychological Association (APA), and the American Psychiatric Association (2023). Currently, only a blueprint of the game exists. Faculty grant funding would support student's stipend to develop four physical prototypes. Ideally, the selected student will have experience in visual arts (painting and drawing), graphic design, and digital illustration.

Importantly, *Wincovery* is not intended for commercial distribution. It will serve exclusively as a supplemental instructional tool to support mental health education in the classroom.

**Project Goals and Objectives**

The primary objective is to produce functional prototypes of *Wincovery* for use in undergraduate courses focused on mental health and human services. By introducing this game into the classroom, students will have the opportunity to engage with complex mental health topics through face-to-face, interactive learning—without reliance on digital technology.

This format encourages collaborative learning and fosters a socially immersive educational experience, allowing students to process and discuss mental health concepts in real time with their peers.

Teaching and Learning Enhancement at Lincoln University

Research supports the efficacy of active learning strategies in higher education. According to *The Harvard Gazette* (2019), active learning—particularly when integrated with traditional lectures—significantly enhances student engagement and comprehension. Tools like *Wincovery*

can complement course materials such as textbooks and scholarly articles, offering students a dynamic way to reinforce key concepts.

As a classroom activity, *Wincovery* aligns with Lincoln University's commitment to inclusive and experiential learning. It provides faculty with a meaningful resource to facilitate discussions around mental illness, mental health and well-being, and the reduction of stigma—while promoting empathy, understanding, and peer collaboration.

### **Eligible Students**

Any Lincoln University student that is participating in a class where the board game is being utilized.

### **Success of the Project**

The successful integration of *Wincovery* into classroom instruction will offer students a unique opportunity to engage with foundational concepts related to mental health disorders in an interactive and socially immersive format. By participating in the game, students will explore topics such as mental illness, stigma, symptoms, treatment options, and coping strategies in a manner that is both accessible and relatable.

Each player selects a figurine representing a specific mental disorder and navigates the game board to uncover information and insights about their chosen condition. This experiential approach encourages empathy, critical thinking, and peer dialogue—enhancing students' understanding beyond traditional lecture or text-based methods.

Detailed game mechanics and content are outlined in the accompanying documents.

### **Dissemination**

1. Project outcome to be shared with Lincoln University's faculty.
2. Future goals towards expanding the use of *Wincovery* in the academic classroom setting.

The initial phase of the project will involve selecting two student collaborators during the Spring 2026 semester. These students will begin work on the board game prototype in Summer 2026. Selected students should have skills in visual arts, graphic design, or digital illustration to support the development of the game's visual and structural elements.

Faculty and student collaborators will work together to identify and purchase the materials needed to construct the physical components of the board game. A detailed outline of projected costs is provided in the "Justification of Expense" section.

To complete the prototype, students will need access to a computer, digital design software, and a printer capable of producing high-quality graphics and game materials.

## **Budget/Justification of Expense**

Game expenses are as follows- (The selected students will have the flexibility to modify game materials as needed during the prototype development process, ensuring alignment with design goals and educational objectives).

### **Game Materials**

1. Purchase online from-Amazon- game cards pieces and boards for 4 prototypes- estimated cost of 150 dollars.
2. Purchase online from -Hero Forge- custom designed mini figures estimated at 20 dollars per figurine a total of 16 mini figurines-estimated cost is 320 dollars.
3. One hundred dollars for any other purchase of extra materials needed to print out game parts, such as game cards

Combined estimated cost for the materials is 600 dollars

1,500 dollars requested for the board game to cover taxes, delivery services and any other unplanned expenses

1,500 per student for time and labor to use the materials to design the game

3,000 for faculty for time, overseeing the labor, research and facilitating the two art students

Total cost: 6,600

### **Timeline**

**Students will be selected before or by the end of April**

**May- Selected students will communicate with faculty their schedule and plans to begin working on the game project.**

#### **June 2026**

Week one- Materials should be selected and ordered. The purchase should include enough materials to make four prototypes of the game.

Week two- Students and faculty will meet once the game materials have been shipped.

Week three- Students should begin with a blueprint on how to begin designing the game.

Week four- Students should begin working on the game board with confirmation from the faculty member.

#### **July 2026**

Week one- Students should meet with faculty to report progress.

Week two- Students should continue working on the project.

Week three- Student should meet with faculty to report progress.

Week four- Students should report to the faculty member completion of games.

**August 2026**

Students should deliver in person the board game prototypes to the overseeing faculty member for review of the finished product.