Escaping the Ordinary
Applying the Escape Room Gaming Technique to Nursing Clinical Education

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Disclosure

The planning committee members and speaker have declared no conflict of interest in providing this program.

There has been no commercial support for the program.

The criteria for successful completion of the program:
– 90% attendance at the event
– submission of a completed evaluation form

Franciscan Health is an approved provider of continuing nursing education by the Ohio Nurses Association, an accredited approver by the American Nurses Credentialing Center’s Commission on Accreditation. (OBN-001-91).
Objectives

At the end of this presentation and associated activities, the participant will be able to:

- Describe the application of the escape room gaming technique in clinical nursing education.
- Develop a plan to apply the escape room gaming technique to the attendee’s educational context
What are your concerns in teaching/learning?

- Time—long class days or not time?
- Money
- Same old, same old...
- Disengaged learners
- Difficulty in assessing learning
- May have little application of learning
- Need to build in “soft” skills
Who are Your Learners?

- New graduates
- New hires
- Experienced nurses

- Interprofessional learning?
- Team development
iGen/GenZ

- Less work history
- Less interaction → less communication and less collaboration
- Desire for personalization
- Digital natives
- Used to technology in education
- Resilience

(Twenge, 2017)

Photo by Andrew Neel on Unsplash
Serious Gaming

- Serious vs. casual gaming (Abtas as cited in Wilkinson, 2016)
- Educational purpose (Abtas as cited in Wilkinson, 2016)
- Can still be entertaining (Abtas as cited in Wilkinson, 2016)
- Examples
  - Online CPR
  - Scavenger hunts
  - Online simulators
  - Escape rooms

Photo by JESHOOTS.COM on Unsplash
Escape Room

“Escape rooms are live-action team-based games where players discover clues, solve puzzles, and accomplish tasks in one or more rooms in order to accomplish a specific goal (usually escaping from the room) in a limited amount of time.” (Nicholson, 2015, p. 1)

Photo by James Sutton on Unsplash
Escape Room

Theoretical underpinnings

- Not completely clear
- Social learning
- Constructivism (Morrell & Ball, 2019)
- Adult learning (Morrell & Ball, 2019)
- Flow - Csikszentmihalyi (Garris et al., 2002)
Video Trailer

- [https://www.youtube.com/watch?v=55wC4pVICzU](https://www.youtube.com/watch?v=55wC4pVICzU)
Scenario & Instructions

- Divide into teams
- Room:
  - Stay in the room; once you get in the room, everything you need is there
  - Ignore the IV bag on the floor
- 3 hints
  - Bang on back door for help
- Need phone with QR code reader!
  - Use phone for calculator and QR functions ONLY and then as directed in game
- 45 minutes
- Back to room by ___
New Grad Trap!
Escape Room
Debrief

1. What did you learn from this experience?
2. Which tasks were the greatest challenge for you or your team to complete? How did you solve them?
3. What types of things did you do that helped you communicate well? Were there any challenges that arose?

Adapted from University of Minnesota (2018)
Debrief

4. How did you feel asking for help—from your team members or from the facilitators?
5. What did you learn from this experience that you will implement in your future professional practice?
6. Is there anything else you’d like to discuss about this experience?

Adapted from University of Minnesota (2018)
Escape Room Adaptations
Rebus Puzzle

- G +

- W +
Shock and Awe

Write in the type of shock caused by the etiologies listed below or treated by the med listed below:

1. Tension pneumothorax
2. Spinal cord injury
3. Heart attack caused by occlusion of the Left Main coronary artery
4. IM epi
5. Vasopressor of choice is norepinephrine
6. Surgical blood loss

Your next clue is revealed ___ ___ ___ ___ ___ ___ in Billing Department 1.
Multiple Choice

He sits up to breathe and coughs up pink, frothy sputum. After administering morphine IVP, the nurse expects to see which hemodynamic change?

1. Decreased cardiac output
2. Decreased SVR
3. Increased CVP
4. Increased HR

Question 7: When caring for a client after a massive MI, the nurse recognizes which of the following s/s as indicative of cardiogenic shock? Select all that apply.

1. Decreased cardiac output
2. Decreased HR
3. Increased MAP
4. Increased ejection fraction (EF)
5. Decreased blood pressure
# Mason Cipher

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Google Form

DIGITAL ESCAPE ROOM

5 DIRECTIONAL LOCK (U,D,L,R)

Your answer

SUBMIT

Never submit passwords through Google Forms.
Online Quizzes

Which of the following is a qualitative observation?

- she is six feet tall
- we caught three fish
- I brought a dozen donuts
- the room smells like lilacs
Skill Performance
## Preliminary Outcomes

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<td>I learned from my peers during the cardiovascular escape room.</td>
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<td>I feel I was able to engage with my teammates to learn material.</td>
<td>4.5</td>
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<td>I would recommend this activity to other students.</td>
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<td>The non-educational portions (eg, lockboxes, puzzles, etc.) distracted me from learning about cardiovascular conditions.</td>
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Qualitative Outcomes

● Logistics of learning activity
● Cognitive learning
● Team learning
● Professional practice skills

(Morrell & Eukel, n.d.)
Preparation

- Time to prepare (Cain, 2019; Eukel et al., 2017; Morrell & Ball, 2019)
- Create overall objectives
- Decide on task objectives
- Budget
- Links between tasks
  - Autopilot: locks, words, etc.
  - Faculty prompting tasks
- Pilot and feedback (Morrell & Eukel, n.d.; Wise, 2018)
- Room set-up time
Game

- Space(s): classroom, sim room, unit, hospital
- Dividing groups: 4-5 people (Cain, 2019; Gomez et al., 2019; Morrell & Ball, 2019)
- Instructions (Cain, 2019; Morrell & Ball, 2019)
- Hints: free use or negative consequences? (Cain, 2019; Morrell & Ball, 2019)
  - Resources
  - Facilitator(s): face-to-face or using technology (Cain, 2019; Eukel et al., 2017; Morrell & Ball, 2019)
- Start with simple task (Morrell & Ball, 2019)
- Overall objective: competition or time limit?
- Timing
After

- **Debrief**
  - Time
  - Topics (University of Minnesota, 2018)
    - Game
    - Tasks
    - Team interactions

- Clean up and organizing for future games
- Improvements for next game
Application

1. Work with a partner or group
2. Pick a topic (class, competency, etc.)
3. Pick one content objective
4. How could you assess it during an escape room?
   a. Pick a puzzle type
   b. Type of solution: Answer opens up next puzzle? Or check answer with educator?
Resources

Overall design


● Designing a game escape room, but applicable tips:
  https://lockpapperscissors.co/escape-room-design-blueprint

Task ideas

● https://lockpapperscissors.co/escape-room-puzzle-ideas

Contact

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Photo by Host Sorter on Unsplash


References


References


References for Video Trailer

PVD:

Vfib:
Cosmos Magazine: https://cosmos-magazine.imgix.net/file/spina/photo/3789/130416_defibrillator_1.jpg?ixlib=rails-1.1.0&h=695&w=657

Anatomy pic


ICU patient

ICU team
References for Video Trailer

Unable to locate citation
CPR
Safe Heats Training Ltd. (n.d.) Defibrillator courses. Retrieved from https://www.safeheartstraining.co.uk/defibrillator-courses
Necrotic toes
Heart pic
Raynauds
Myositis Support and Understanding. Retrieved from
Silent Killer
BP
Healthline https://www.healthline.com/hlcmsresource/images/imce/high-blood-pressure-hypertension-symptoms_thumb.jpg
References for Video Trailer

Pericarditis echo Pinterest
https://i.pinimg.com/originals/0f/9f/49/0f9f49c37559324d7df37c667c470206.jpg
CXR
Heart anatomy
123RF
Athelosclerosis
Another heart attack
Surgery
References for Video Trailer

IV fluids


Hand bleed

12 lead
Congratulations! You Have ESCAPED!