

# Using Interactive Learning and an Escape Room Model to Increase Nursing Competency and Engagement

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# DECLARATIONS

- No conflict of interest for any member of the planning committee or any of the presenters has been identified for this program.
- There is no commercial support for today's program.
- In order to receive contact hours please sign the roster, complete the evaluation, and attend the entire program.
- Exeter Health Resources, Inc. is an approved provider of continuing nursing education by the American Nurses Association Massachusetts, an accredited approver by the American Nurses Credentialing Center's Commission on Accreditation

# OBJECTIVES

After this presentation we expect our audience will be able to do the following:

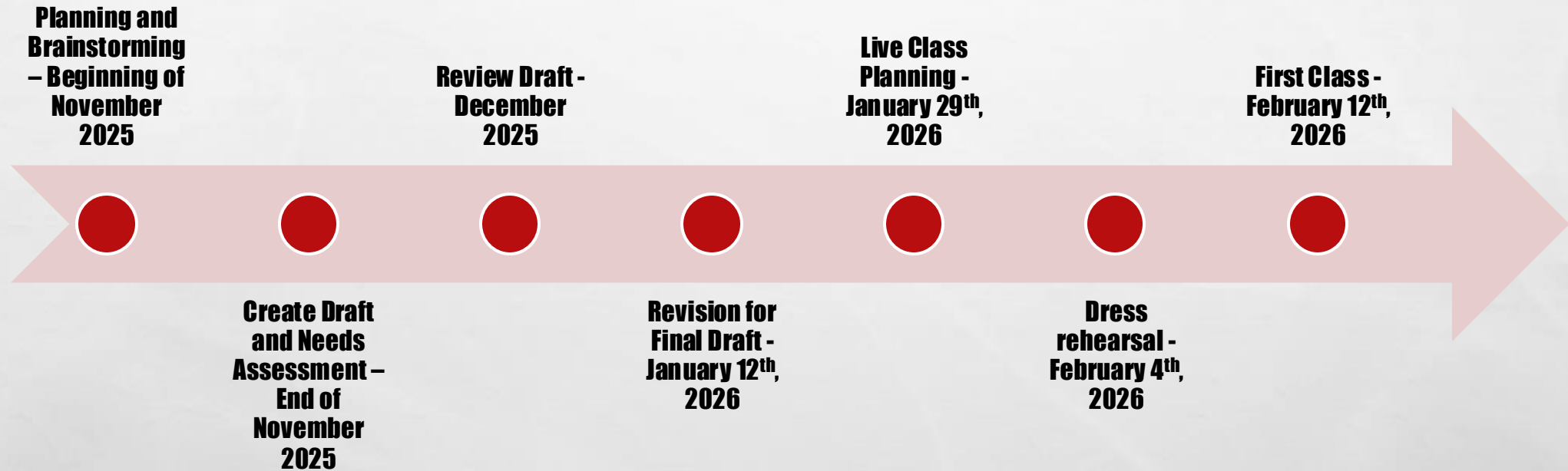
- Describe the design and implementation of an escape room model for annual nursing competency validation.
- Identify strategies to integrate institutional policies and procedures into interactive simulation scenarios.
- Evaluate the potential impact of interactive learning on nurse engagement, knowledge retention, and safety outcomes.

The background of the slide is a red brick wall. Several keys of different shapes and sizes are scattered across the wall, some appearing as cutouts with white outlines. A large, semi-transparent red rectangle is positioned on the left side of the slide, containing white text.

Throughout this presentation we will present the riddles that were given to learners in our escape room...here is your first one

Split up into small groups and complete the crossword puzzle.

# TIMELINE



**Planning to Launch Process took approximately 3 ½ months**

# STEP 1: IDEA

- Fresh idea
- BRAINSTORMING
- Educational Needs:
  - Staff engagement
  - Accommodation of different learning styles
  - Avoiding lecture
  - Promote teamwork and critical thinking stressful environment with real life scenario....

ESCAPE ROOM

## **STEP 2: PLANNING DATES**

- 398 Acute Care Nurses at Memorial
  - 16 max at each session, 2 teams of 8
  - 9 days with 3 sessions each day
- Not unit specific
- Times offered:
  - 0730-0930
  - 1230-1430
  - 1530-1730
- Extra hour for South 2 for unit-based skill coverage
- Space Planning
  - Knowles Hall
  - Tuesdays & Thursdays

# **RIDDLE #2**

**NOT A FASHION SCAN, NOT JUDGING TATTOOS,  
JUST TWO RNS LOOKING FOR PRESSURE ISSUES.  
FOUR EYES OPEN, NO SPOT MISSED,  
BECAUSE SKIN DOESN'T LIE WHEN DOCUMENTATION EXISTS.  
WHAT TEAMWORK TASK IS THIS WE CHECK?**

## FY 2026 Annual Skills Supply List

### Preparation/Day Of

- Sign in sheets
- 2 WOWs, set up playground
- 2 mannequins (w/ pressure inju
- 2 stretchers
- 2 stretcher sheets
- 2 pillows

### Cart:

- Educator resource binder includ
- Expo markers
- Measurements devices for Pressure Injuries
- Catheter Removal Algorithm Poster Board & matching cards x 2
- C collar x 2
- Lockbox x 2 set to 12345
- Magic pens x 2
- UMATTER puzzles x 2
- Expo markers & erasers
- Mitts, posey, soft wrist restraints x 2
- Copies of crossword puzzles
- Laminated riddles
- Head lac sticky pictures
- Timers
- Buzzers
- Chest tube & matching cards x 2
- Diabetes Toolkit x 2
- Treasure chest of prizes
- Escape room signs

### Debrief

- PowerPoint for debrief
- Laptop w/ hdmi cord
- Projector
- Screen

## Med Ctr FY 2026 Checklist: Acute Car Annual Skills for nurses

*Course Name: Med Ctr FY 2026 Checklist: Acut  
Annual Skills for nurses [v.1]*

**INSTITUTION:** UMass - UMass Memorial

**STATUS:** Not Yet Started

## Instructions

Evaluate the completion of each component of annual unit specific skills

|   |                                                                                           |     |       |
|---|-------------------------------------------------------------------------------------------|-----|-------|
| 1 | Chest Tube Management - PV, PL<br><a href="#">Add Comment</a> ▼                           | Met | Unmet |
| 2 | Dynamic Access and QA checklist process - LP<br><a href="#">Add Comment</a> ▼             | Met | Unmet |
| 3 | Pressure Injury identification and management - LP<br><a href="#">Add Comment</a> ▼       | Met | Unmet |
| 4 | Code Narrator documentation - PV, LP<br><a href="#">Add Comment</a> ▼                     | Met | Unmet |
| 5 | Post fall huddle and procedure - LP<br><a href="#">Add Comment</a> ▼                      | Met | Unmet |
| 6 | Restraint application and documentation - PV, LP<br><a href="#">Add Comment</a> ▼         | Met | Unmet |
| 7 | Indwelling Urethral catheter management and removal - LP<br><a href="#">Add Comment</a> ▼ | Met | Unmet |
| 8 | Diabetes Education Toolkit (PV, LP)<br><a href="#">Add Comment</a> ▼                      | Met | Unmet |

### Back Up/Extra

Ashleigh

Laura

# **STEP 4: MEETING #1 (NOVEMBER 10<sup>TH</sup>, 2025)**

- Rough outline
- Developed topics based off acute care needs assessment
  - Skin
  - Chest tubes
  - Falls
  - Diabetes education
  - Post Urethral Algorithm
  - Restraints
  - Rapid Response Documentation
  - QA checklist and scanning for another user

# **RIDDLE #3**

**I'M NOT A PIZZA, I'M NOT A FRIEND,  
BUT WHEN THINGS GO SIDEWAYS, I HELP DEFEND.  
I RUSH TO THE BEDSIDE, NO TIME TO NAP,  
YOU CALL MY NUMBER WHEN A PATIENT TAKES A SUDDEN SLAP.  
WHAT AM I?**

# **STEP 5: WRITING ESCAPE ROOM**

- Gill went to work
- Spent two days writing, erasing and writing
- Utilized AI to help with riddles
- Sent out drafts periodically for educator review
- Had to change outlines of content order while writing to make it make sense

# **STEP 6: MEETING #2 (DECEMBER 2025)**

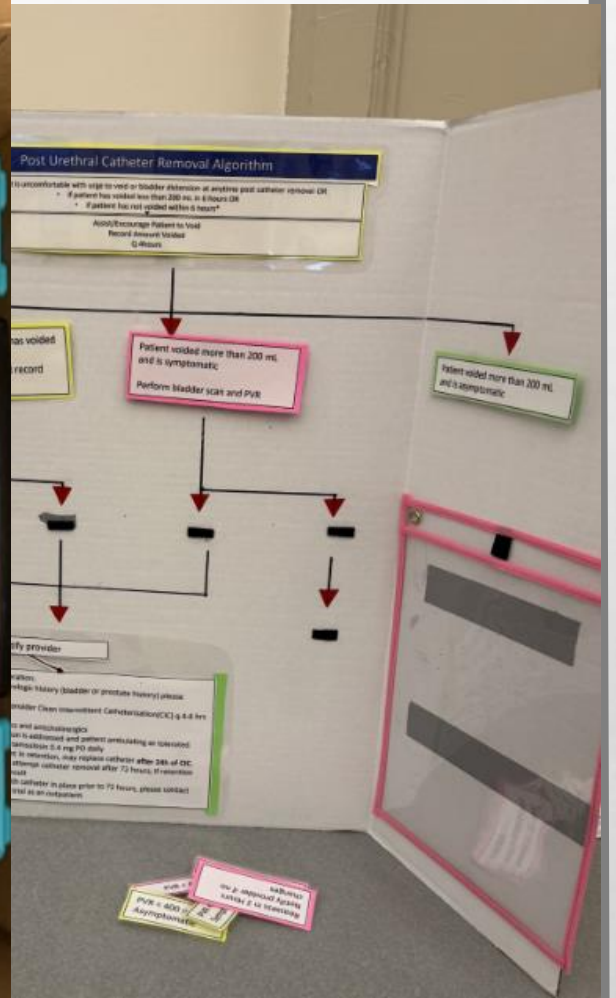
- Going over 1st outline
- Developed plans for execution and activities
- Worked on FAQ page with additional topics not in escape room

# **RIDDLE #4**

**I TRAVEL WITH YOU TO EVERY ROOM,  
I'M FULL OF INFO, BUT I'M NOT A BROOM.  
I WHISPER SECRETS ONLY NURSES KNOW,  
I'M SHARED AT THE BEDSIDE SO EVERYONE'S IN THE KNOW.  
WHAT AM I?**

# **STEP 7: MEETING #3 (JANUARY 12<sup>TH</sup> 2026)**

- Continued to review content and plan for live classes



e – treasure loot

# **RIDDLE #5**

**I HOLD WITHOUT HURTING,  
I STOP WITHOUT FORCE.  
I KEEP YOU SAFE  
WHEN YOUR MIND CHANGES COURSE.**

**I'M NOT A LOCK,  
I'M NOT A FIGHT,  
I'M USED WITH CARE  
AND ONLY WHEN RIGHT. WHAT AM I?**

# **STEP 9: DRESS REHEARSAL (FEBRUARY 4TH, 2026)**

- Met in the sim lab to run through a dress rehearsal
- Set up escape room with the supplies gathered
- Two of us were facilitators, two of us were RNs going through the escape room, others watched and took notes
- Timed escape room to see how long it would take to get through
- PDSA – needed to bold key facilitator actions in binder
- Tweaked activities that needed adjustments
- Included documentation piece with WOW's and epic playground
- Created slides to help with introductions and FAQ Debrief – needed to help with different learning styles

# **RIDDLE #6**

**I'M NOT THE WORK,  
BUT I PROVE IT'S DONE.  
I ASK THE QUESTIONS  
BEFORE PROBLEMS RUN.**

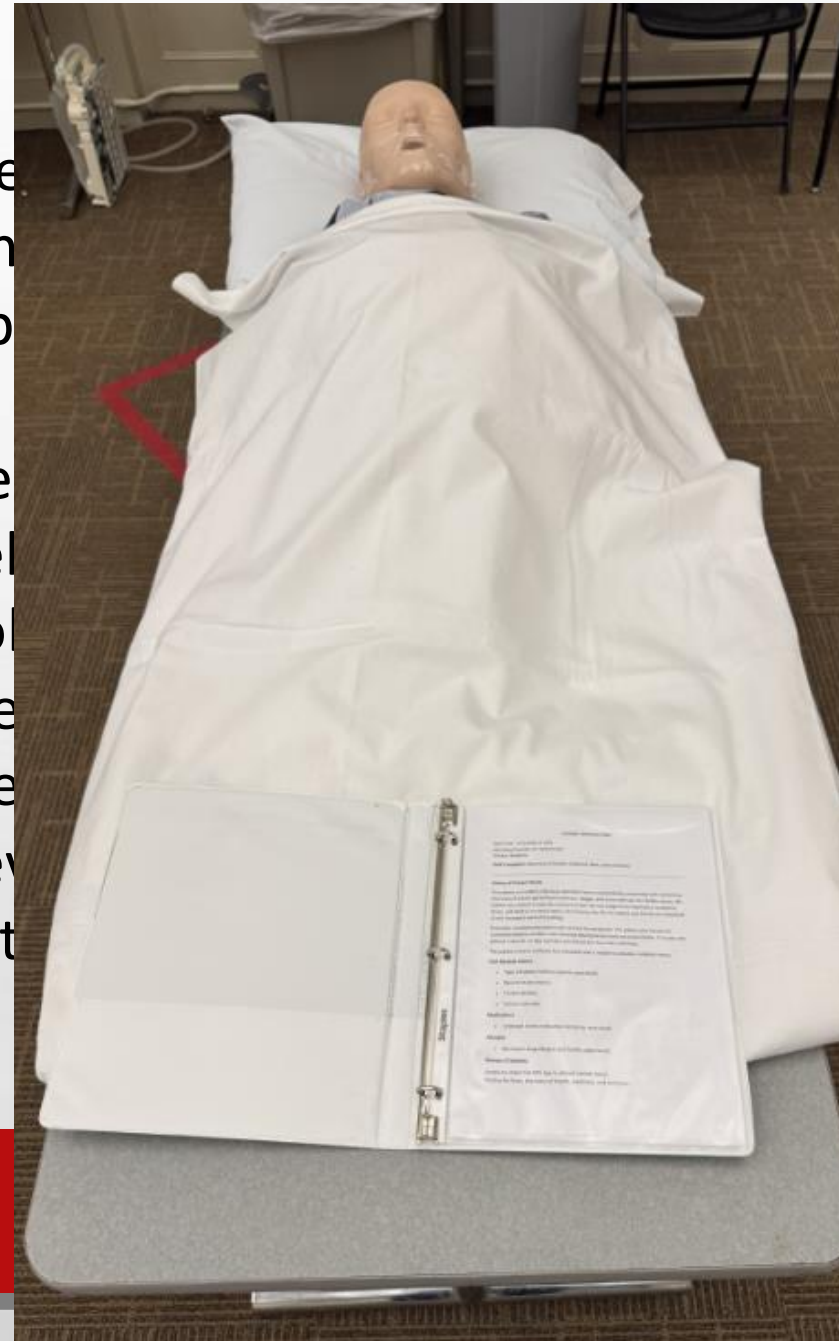
**I CATCH THE MISSES,  
KEEP STANDARDS TIGHT.  
CHECKED LINE BY LINE  
TO MAKE THINGS RIGHT.**

**WHAT AM I?**

# STEP SESS PDSA



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# **RIDDLE #7**

**I ARRIVE UNINVITED,  
THROUGH TUBING I CREEP.  
I TURN A SIMPLE DEVICE  
INTO A PROBLEM NOT CHEAP.**

**PREVENT ME WITH CARE,  
WITH REMOVAL THAT'S TIMELY.  
IF I SHOW UP UNCHECKED,  
THINGS GET VERY UN-LIVELY.**

**WHAT AM I?**

# SURVEY FEEDBACK

"I enjoyed the escape room as a skills refresher, it was fun working as a team"

"You all did a great job with this it was fun and very informative!"

"The reinforcement of some things that aren't necessarily practiced every day such as documenting meds for other users was very helpful"

"Nice refresher on pressure injury and rapid response documentation!"

"More code documentation"

"Made the learning interesting and put us in a higher stakes situation where we are more likely to remember it during another high stakes situation. It can be hard to remember things in stressful situations but making it fast paced in learning helps link the information and make it easier to remember later"

# FINAL RIDDLE

**I COME FROM WITHIN BUT I'M OFTEN REPLACED,  
I UNLOCK THE DOOR SUGARS CAN'T FACE.  
WITHOUT ME, THE BLOOD RUNS DANGEROUSLY SWEET.  
WHAT AM I?**

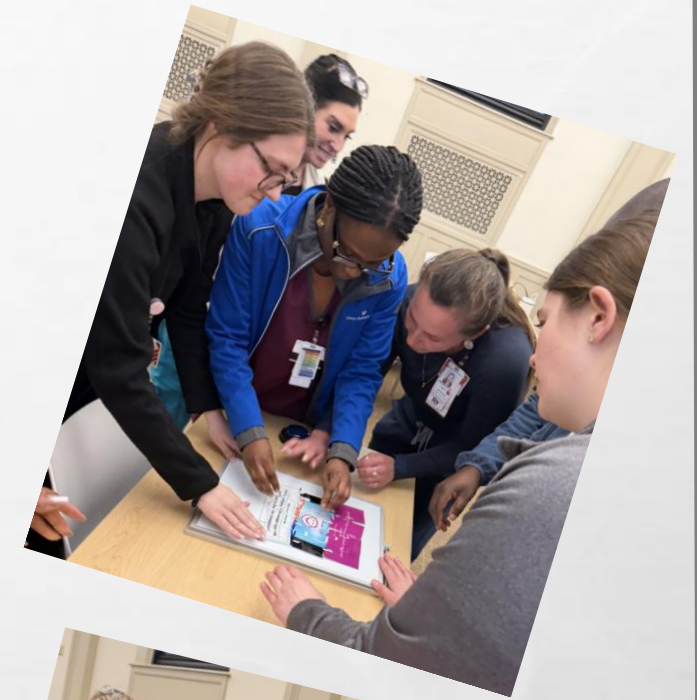
# **BARRIERS**

- Understanding new process for sign up
- Finding Knowles hall
- Wifi in Knowles Hall
- Parking in garage
- Late giving report
- Broken equipment
- Union language

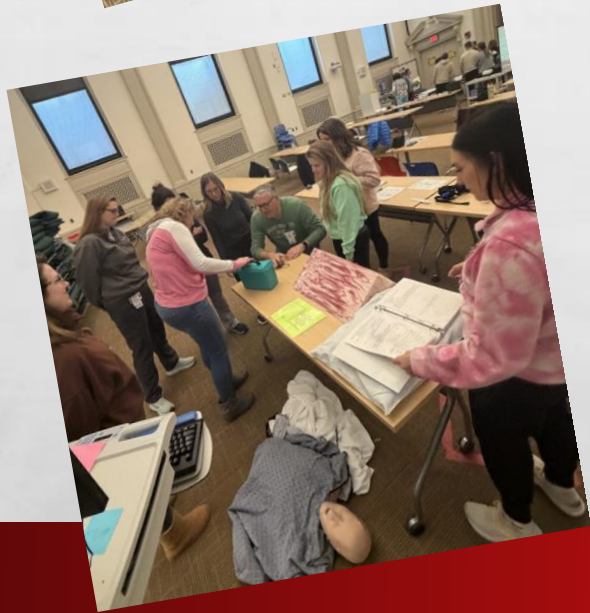
# HELPFUL TIPS

- Start planning early
- Post sign up genius early
- Don't make it floor specific education days
- Manager engagement to help facilitate staff to sign up
- PDSA
- Allow for staff feedback – voices heard





**QUESTIONS?**



# REFERENCES

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