

Escaping Didactic Education: An Escape Room Simulation for Nurses

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STATEMENT OF THE PROBLEM

- Ineffective communication and lack of critical thinking skills in new graduate nurses are shown to increase the incidence of unsafe hospital events.
- Our Nurse Residency Program (NRP) nurses prefer interactive, simulated scenario type education versus didactic instruction.
- The objective of this pilot was to promote critical thinking and communication skills while engaging 16 NRP nurses in an adult active learning modality.

BACKGROUND

- The project was conducted at a 181-bed rural hospital in North Carolina. 1 of 12 in a Virginia-based healthcare system.
- Educational content focused on patient safety and NRP curriculum paired with nursing quality indicators (NQI).

METHODOLOGY

- This was a qualitative study using a convenience sample.
- Escape rooms scenarios were developed by educators based on NQIs and modeled after several examples from larger teaching systems.

RESULTS

- The core theme from the qualitative nurse feedback was “exceeds expectations”.
- NRP nurses’ comments included “liked the teamwork”, “liked critical thinking aspects”, “made learning fun”, and “fantastic method for teaching critical thinking”.
- No negative feedback themes were identified.

ESCAPE ROOM COMPONENTS

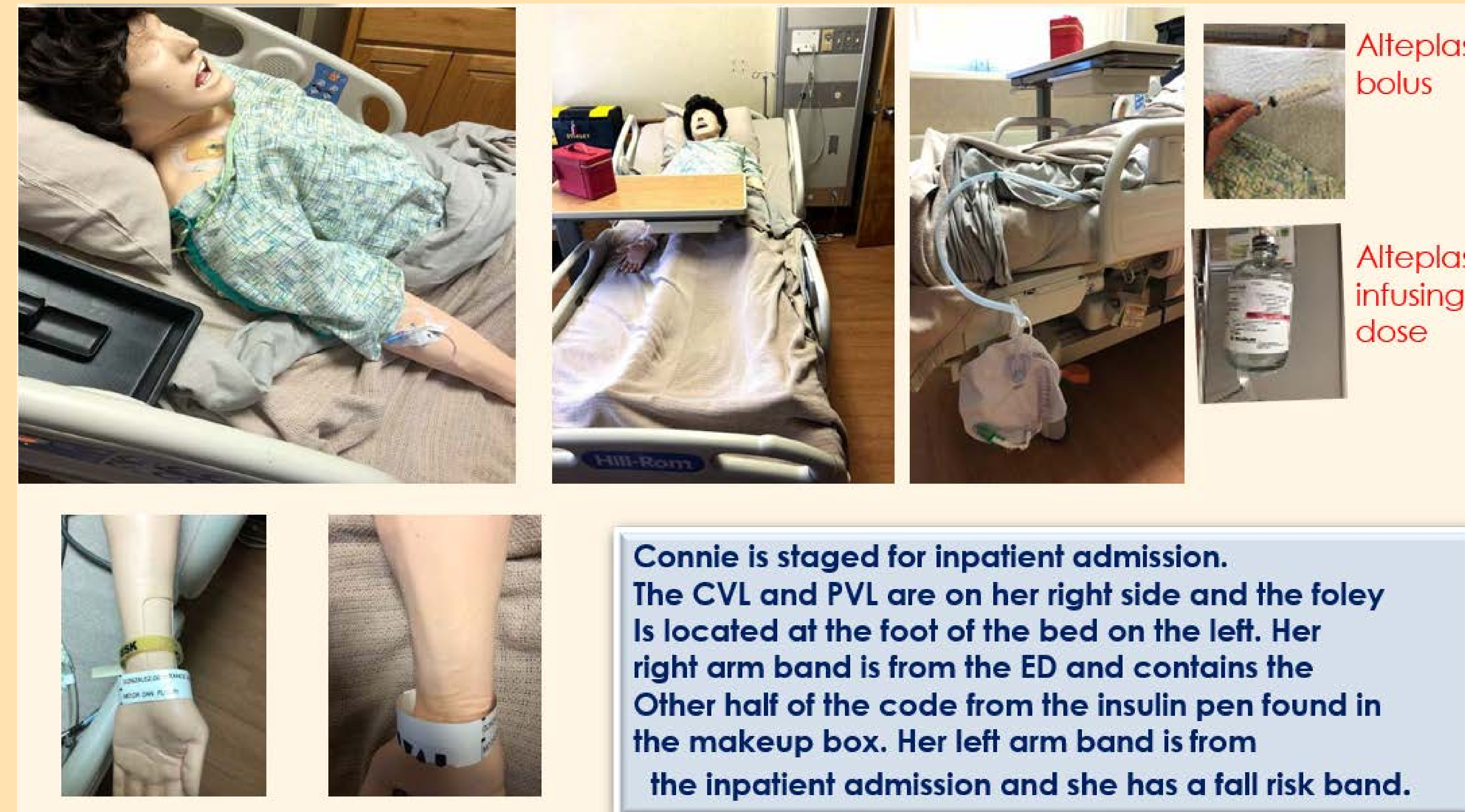


Figure 1. Patient Set Up.

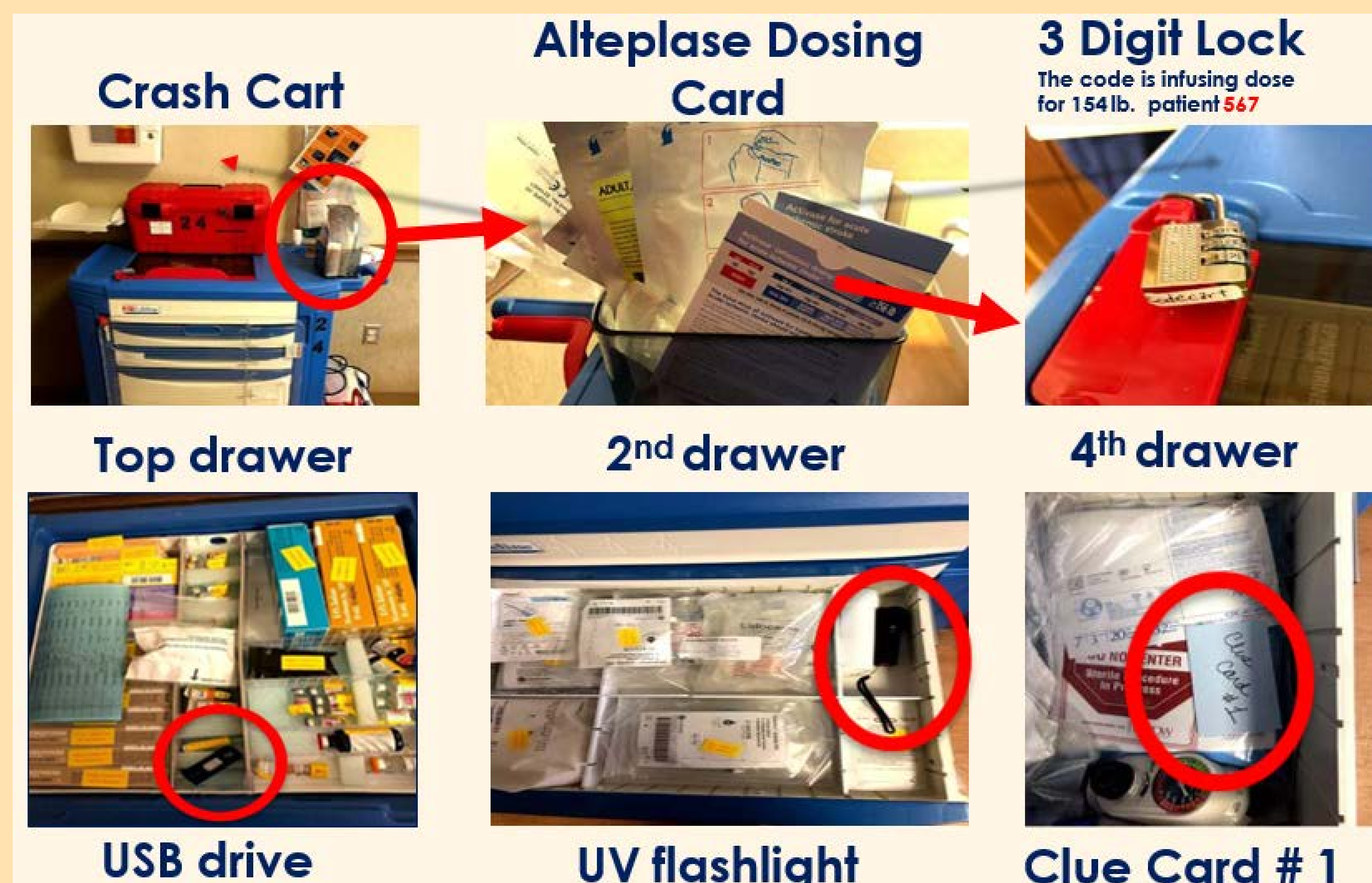


Figure 2. Crash Cart Set Up.

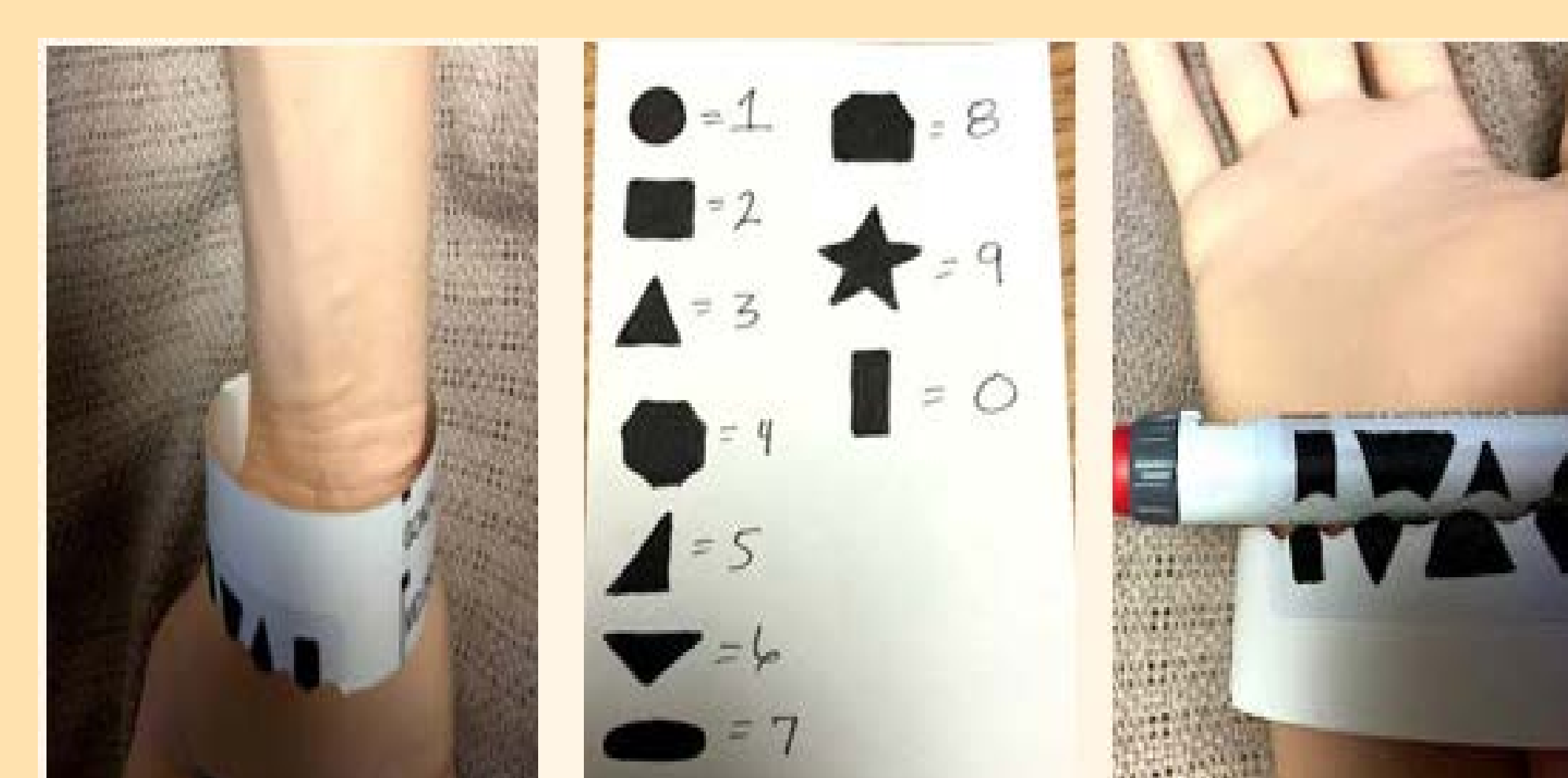


Figure 3. Decoder card, insulin pen, and wrist band instructions.



Figure 4. Blood glucose reading and MD orders written in invisible ink.

CONCLUSIONS

- The qualitative results of the pilot suggest that simulated scenario type education such as an escape room activity can promote critical thinking and communication skills while engaging NRP nurses.
- Anecdotal evidence suggest that the escape room education met our nurses’ learning needs and led to a higher level of self-reported self-efficacy in our practice setting, thus potentially fostering patient safety.
- The cost of setting up the escape room was minimal.
- Not having quantitative measures (i.e. self-efficacy) was a barrier which will be removed when implementing the next cohort.
- Preliminary findings from the pilot study are generalizable to NRP content.
- Results may be applicable to other organizations that utilize the Vizient/AACN NRP model.

REFERENCES

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- Hermanns, M., Deal, B., Campbell, A. M., Hillhouse, S., Opella, J. B., Faigle, C., & Campbell IV, R. H. (2017). Using an “Escape Room” toolbox approach to enhance pharmacology education. *Journal of Nursing Education and Practice*, 8(4), 89.

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