Creating an Escape Room to Engage Students in Active Learning and to Achieve QSEN KSA’s

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CONFLICT OF INTEREST STATEMENT

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*No conflict of interest is present and there is no commercial support or endorsement is associated with this presentation*

Thank you for your interest
Learner Objectives

By the end of the presentation, each learner will be able to:

• State the background, purpose and underlying principles of an escape room
• List the main com steps in creating an escape room
• Identify at least three types of puzzles that can be used in an escape room
• Identify and ask any questions when planning and escape room
• Appreciate that the results of each escape will vary depending on the degree of difficulty
Introduced in Japan 2007 (Nicholson, 2015)

Gaining popularity worldwide

Is a popular form of entertainment for groups of individuals

Anyone can participate in this type of activity

In 2004, there were 22 escape room companies in USA

In 2018, the number has grown to >2,000
Benefits include: Teamwork, collaboration, critical thinking, communication skills (Hermanns et al., 2018)

Problem solving while under pressure

Engage students in active, hands-on learning

Solving puzzles require the use of psychomotor, cognitive and affective skills (Hermanns, et al., 2018)

Puzzles can be built around specific student learning outcomes or course objectives (QSEN KSA’s)
Linking the Puzzles

Puzzles can be arranged a number of ways;

- Puzzles should be linked together
- Difficult to guess or by chance
- Arranged from easy to difficult
- Anticipate need to provide clues to avoid gamer frustration
- Duo Mobile app on an IPAD to monitor and provide clues
- Timer! (create a sense of urgency)
- Test, test, test...have groups of people try it out!
Method

1. Visit an escape room or two
2. Identify learner objectives
4. Decide on the time allowance (60 minutes)
5. Identify space and budget
6. Identify sequence and flow of puzzles
7. Develop guidelines and rules

**Reassure all participants that NO DOORS are actually locked-anyone is free to leave at anytime**
Use a variety OF DIFFERENT TYPES OF PUZZLES AND LOCKS

Combination locks (3-4 numbers)

Combination locks (4 letter words)

Limit "red herrings" or false clues

Glow in the dark pens (put pen in locked box)

Arranging items in correct order (Book series)

USE Common puzzles (Sudoku) to provide combinations
Example: Millie’s Merry Manor

New admission to an Assisted living center

Narrative provides background (letter TO NIECE) and list of meds (Opioids, benzodiazepines) and clues pointing to over-sedation

Scene provides clues (manikin, empty wine bottle, Lab results…)

Items in the rook are things found in an assisted living (Shawl, quilt, playing cards, postcards and photo album and lots of antique, locked boxes)

Final puzzle is a choice of meds to give Millie—She needs NARCAN
Example of Puzzle Flow

NARCAN BOX (Key)

LOCKED BOX (Combination)

LOCKED BOX 1/3 (BOOKS)

LOCKED BOX 2/3 (BOOKS)

LOCKED BOX 3/3 (BOOKS)

LOCKED BOX (3-4 SYRINGES)

DECK OF CARDS

LOCKED BOX (POSTCARD)

CIPHER CODE A=1 Z=26

LOCKED BOX (GLOW PEN)

SUDUKO

PHARM BOOK (DRUG CLASSES)

NARRATIVE (LIST OF MEDS)
Results

N=22

2 COHORTS (F18, SP19)

LEVEL 2 NURSING STUDENTS (5TH SEMESTER)
BACCALAUREATE DEGREE PROGRAM

MENTAL HEALTH COURSE
Survey Question 1
"This is my first experience in an escape room"

19 respondents rated their experience with the following scale:

- 1 = TOTALLY DISAGREE
- 2 = DISAGREE
- 3 = NEUTRAL
- 4 = AGREE
- 5 = TOTALLY AGREE

3 respondents rated the experience as NEUTRAL.
Survey Question 2
“This activity engaged and stimulated my attention”
Survey Question 3
“This activity helped me ‘think outside the box and be creating when solving problems’”
Survey Question 4
“This activity requires teamwork and cooperation”
Survey Question 5
“Solving the puzzles requires critical thinking”
Survey Question
“The amount of puzzles and degree of challenge was appropriate for my level of learning”
References
