

ESCAPE The Typical Classroom Humdrum

An Innovative Approach to Nurse Practitioner Education

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Issue of Concern

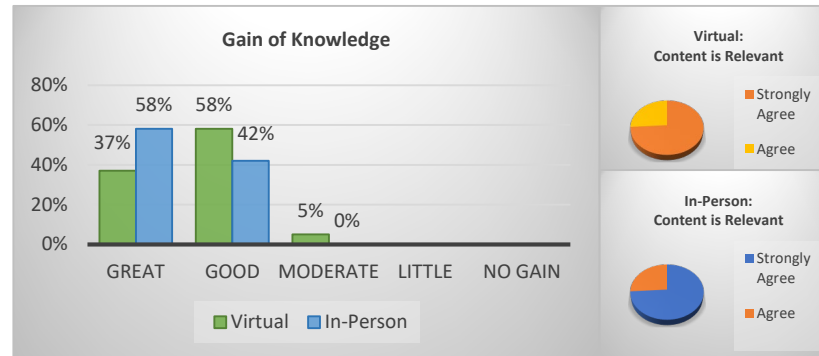
- Family Nurse Practitioner (FNP) students must learn the fundamentals of primary care to be able to deliver safe and effective care
- Curricula must include core competencies for FNP education (American Association of Colleges of Nursing, 2021)
- Graduate nursing students have a variety of learning styles and needs; therefore, faculty need to use a variety of teaching/learning designs to help keep students engaged

Background and Review of Literature

- Escape rooms were originally developed for entertainment (Taraldsen, Haara, Lysne, Jensen & Jenssen, 2020)
- Game based learning is related to active learning, creativity, problem solving and social interaction (Taraldsen et al., 2020)
- Active learning and creative thinking are important for the transfer and use of classroom-acquired knowledge in the clinical setting (Hoke & Robbins, 2005)
- Educational escape rooms learning goals describe specific content knowledge and content related skills (Veldkamp, van de Grint, Knippels, & Joolingen, 2020)

Purpose of Escape Room Activities

- Coronary Heart Disease (CHD) risk factors, evaluation, treatment goals of hypertension and hyperlipidemia
- Evaluation of abdominal pain; identification and treatment of Clostridium difficile toxin
- Chronic kidney disease screening (CKD), progression, patient education and treatment strategies



Theoretical Framework

Learner centered design theory (Soloway, Guzdian & Hay, 1994)

- Goal is to move beyond didactic instruction
- Various modalities are used such as visual, voice, text, and technology
- Students are active in creating meaning from the modalities they participate in

Methods

- Total time for case study work was 1-2 hours.
- 19 students were surveyed following completion of the virtual and in-person escape rooms
- Virtual aspects (via Google Forms)
 - During a class meeting, students accessed case studies virtually and individually worked through questions while at SiMCentral.
- Physical aspects (hands on live version)
 - During a class meeting, students accessed parts of case studies in different rooms. Students were divided into groups and answered questions to earn letters. Students then had to put the letters together to make a word that formulated the diagnosis.

Conclusions

- Active learning within the escape room activities was evaluated as an effective learning method for content covered during the semester
- Focused activities assisted FNP students in strengthening knowledge base of CKD, CHD, hypertension and abdominal pain
- 100% of FNP students surveyed agreed that both the virtual and in-person escape rooms met the outlined objectives
- 76% of students strongly agreed and 24% agreed that the content was relevant
- FNP students achieved an overall better gain of knowledge during the in-person escape room

Future Plans

- Set time limits for case work
- Build in debriefing within each escape room activity
- Utilize interprofessional experiences within case studies
- Incorporate high fidelity simulation or standardized patients for case studies use within the escape room activity
- Utilize innovative team building techniques among students within escape room activity
- Analyze student comments regarding their experiences to improve future escape rooms



"The escape room allowed me to see my knowledge in an interactive way without being graded or recorded."



"I enjoyed the interaction with the team and the critical thinking."

"I enjoyed the interactive nature of the escape room... would like more of these."

