A serial killer kidnapped 5 different people and sat them down each with 2 pills in their hand and a glass of water. He told them each to take one pill but warned them that one was poisonous and the other was harmless. Whichever pill the victim didn’t take, the serial killer would take. Every victim somehow chose the poisonous pill and died. How did the serial killer get them all to take the poisonous pill?

A man was found on the floor dead with a cassette recorder in one hand and a gun in the other. When the police arrive at the scene they pressed play on the recorder. It was the man’s voice. He said, “I have nothing else to live for. I can’t go on,” followed by the sound of a gunshot. After listening, the police knew that this was a murder, not a suicide. How?
<table>
<thead>
<tr>
<th>ACHEIEVE</th>
<th>Escape Room Activity</th>
<th>Relevant Educational Learning Theories</th>
</tr>
</thead>
<tbody>
<tr>
<td>PCS: Task Switching</td>
<td>Level 1: Solves a puzzle amidst a chaotic environment; Level 2: Pays attention to discovered clues while completing a task; Level 3: Actively communicates with team members to clear new leads or solutions; Level 4: Actively manages environment to assign new tasks after a stage is completed.</td>
<td>Constructivist: Players see previous puzzle-solving knowledge to help progress. Collaborative: Players acquire new knowledge based on real-time puzzle-solving.</td>
</tr>
<tr>
<td>RCS1: Interpersonal and Communication Skills</td>
<td>Level 1: Establishes rapport with fellow players; Level 2: Negotiates and manages simple conflicts during the game; Level 3: Effectively communicates with struggling players to maintain stress when engaged in a complex puzzle; Level 4: Uses flexible communication strategies to assign appropriate tasks to assist with puzzle-solving.</td>
<td>Social Learning: Players initiate puzzle-solving behaviors with success. Behavioral: Positive behavior is reinforced by progression in the escape rooms.</td>
</tr>
<tr>
<td>RCS2: Teamwork and Collaboration</td>
<td>Level 1: Participates as an individual player; Level 2: Communicates pertinent clues and/or solutions to the team leader; Level 3: Demonstrates clear communication with team members; Level 4: Recommends changes in team behavior to solve complicated puzzles (i.e. assigns a new player to a problem or considers an alternative approach).</td>
<td>Social Learning: Players initiate puzzle-solving behaviors with success. Behavioral: Positive behavior is reinforced by progression in the escape rooms.</td>
</tr>
</tbody>
</table>
Was the Escape Room Experience similar to...

**Multi-tasking in ED**
- **YES**: 60%
- **Neutral**: 10%
- **NO**: 30%

**Teamwork in ED**
- **YES**: 78%
- **Neutral**: 11%
- **NO**: 11%

How did the teamwork and communication during the escape room activity compare to your ICU clinical team?
- **Extremely Similar**: 29%
- **Neutral**: 22%
- **Dissimilar**: 10%

Did the escape room activity improve your teamwork and communication with your ICU clinical team?
- **Strongly Agree**: 43%
- **Neutral**: 10%
- **Dissimilar**: 28%

How do you feel more comfortable reaching out to the PGY2s after escape room activity?
- **Strongly Agree**: 25%
- **Agree**: 40%
- **Neutral**: 35%

The escape room made it easier to provide direction and support the PGY1s.
- **Strongly Agree**: 40%
- **Agree**: 30%
- **Neutral**: 30%
References


• Zhang, X.C., Lim, H., et al. 2018. Trapped as a group, escape as a team: Applying gamification to incorporate team-building skills through an escape room experience. *Cureus*, 10(3).