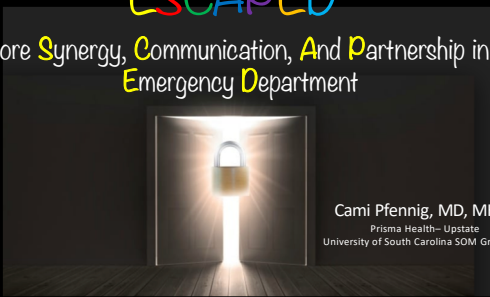


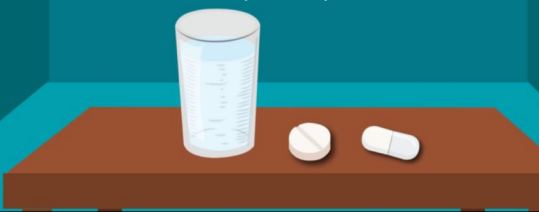
ESCAPED

Explore Synergy, Communication, And Partnership in the Emergency Department


Cami Pfennig, MD, MHPE
Prisma Health- Upstate
University of South Carolina SOM Greenville



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?




BREAKOUT

Play Now SC - Greenville Menu

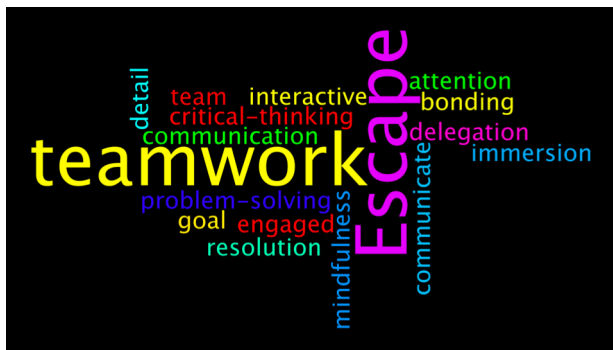
BREAKOUT BRIEF

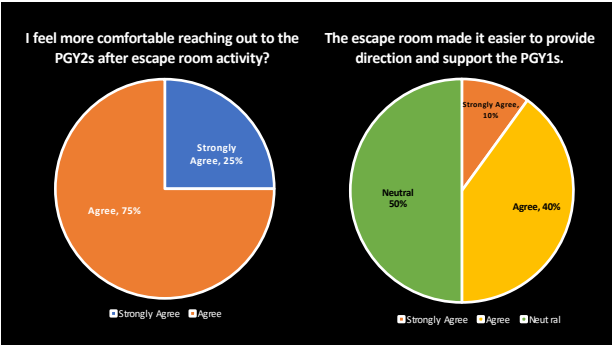
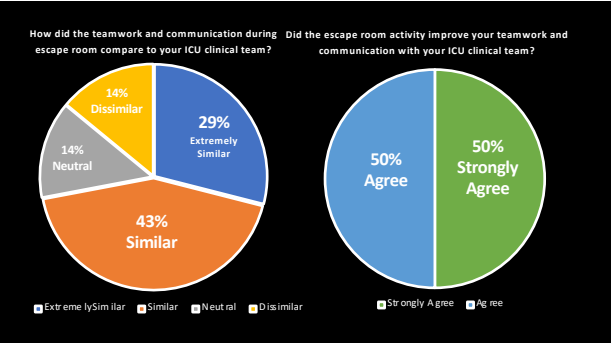
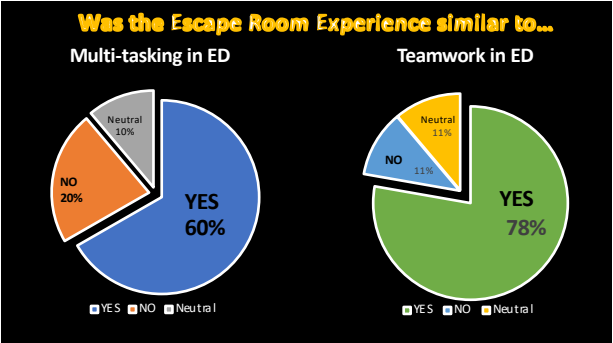
A Life-Sized Game of Twists & Turns
[Launch Video Briefing](#)





ACGME Milestone	Escape Room Activity	Relevant Educational Learning Theories
PC8: Task Switching	Level 1: Solves a single puzzle amidst a chaotic environment; Level 2: Pays attention to discovered clues while completing a task; Level 3: Actively communicates with team members to share new hints or solutions; Level 4: Actively reassesses environment to assign new tasks after a stage is completed	Constructivist: Players use previous puzzle-solving knowledge to help process clues. Cognitivist: Players acquire new knowledge based on real-time puzzle solving
ICS1: Interpersonal and Communication Skills	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 minimize stress when engaged in a complex puzzle; Level 4: Uses flexible communication strategies to assign appropriate tasks to assist with puzzle-solving	Social Learning: Players imitate puzzle-solving behaviors with success. Behaviorism: Positive behavior is reinforced by progression in the escape room
ICS2: Leading Patient-Centered Care Teams	Level 1: Participate 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 behaviors to solve complicated puzzles (i.e. assigns a new player to a problem or considers an alternate approach)	Social Learning: Players imitate puzzle-solving behaviors with success. Behaviorism: Positive behavior is reinforced by progression in the escape room





References

- Al Achkar, M., Hanauer, M., Colavecchia, C., & Seehusen, D. A. (2018). Interprofessional education in graduate medical education: survey study of residency program directors. *BMC medical education*, 18(1), 11.
- Clarke, S, Peel, et al. 2017. EscapED: A Framework for Creating Educational Escape Rooms and Interactive Games to For Higher/Further Education. *International Journal of Serious Games*, 4, (3), 73-86.
- Kinio, A., Dufresne, L, et al. 2017. Break out of the classroom: The use of escape rooms as an alternative learning strategy for surgical education. *Journal of Vascular Surgery*, 66(3), 76.
- Malt, G. (2015). Cochrane Review Brief: Interprofessional Education: Effects On Professional Practice and Healthcare Outcomes. *Online Journal of Issues in nursing*, 20(2), 12.
- Nicholson, S. 2015. Peeking behind the locked door: A survey of escape room facilities. White Paper available at <http://scottishobson.com/whitepapers/white.pdf>
- Pan, R., Lo, H., and Neustaedter, C. 2017. Collaboration, awareness, and communication in real-life escape rooms. In *Proceedings of the 2017 Conference on Designing Interactive Systems* (pp. 1353-1364). ACM.
- Wiemker, M., Elumir, E. and Clare, A. 2015. Escape room games. *Game Based Learning*, 55.
- Zhang, X.C., Lee, 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).