

“Best malignant hyperthermia teaching moment I have ever experienced.” - Anonymous

Introduction

While preparations for the annual malignant hyperthermia education were being planned, considerations were given to the instructional design.

Conventional methods utilized in the past were challenged with alternative approaches to improve learning outcomes.

Literature research review provided extensive information supporting the use of gamification in a professional setting.

Studies indicate escape rooms provide motivation, increase engagement and immediate feedback.

A decision was made to use this form of educational delivery with goals to increase knowledge, improve retention and promote teambuilding.

Methodology

A learning gap assessment was performed.

Objectives were created to close the learning gap.

Research on how to create an effective escape room experience was conducted .

Seven challenges were created based on the objectives.

- Match the Roles Challenge
- Triggering Agents Challenge
- Signs and Symptoms Challenge
- Get Help Challenge
- Medication Station Challenge
- MH Cart Scavenger Hunt Challenge
- Final Escape MH Policy Challenge

Timed challenge activities consisted of a word search, scavenger hunt, matching game, word scramble, mixing station and puzzle.



Perioperative nurse students participated as moderators at each challenge to guide the progression of the teams.



Perioperative staff receiving instruction for the Medication Station Challenge.

Results

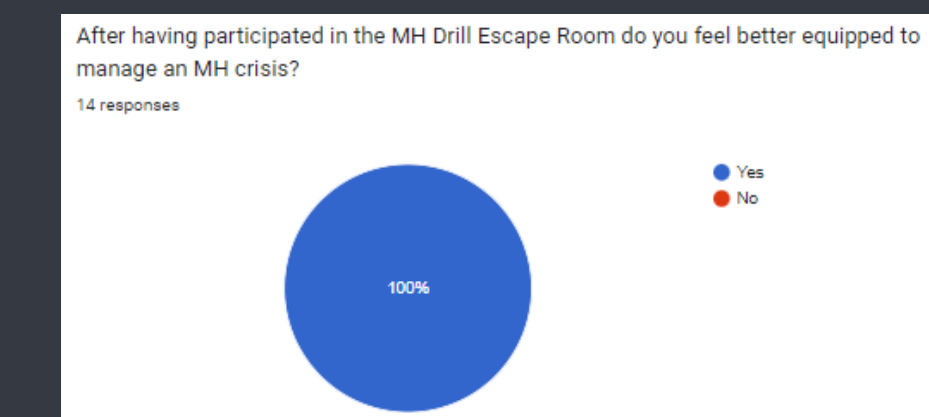


Figure 1. MH Escape Survey.

100% of respondent's felt they were better equipped to manage an MH crisis.

We have found implementing gamification into our teaching modality improved staff motivation to learn which supported the educational goals.



Figure 2. MH Escape Survey.