

Escape Rx

Development of a bespoke, novel Educational Escape Room (EER) to improve learning outcomes for Phase 3 WMS MBChB students



Authors

Dr Ben Dickinson
Dr Phoebe Brobbey
Dr Penelope Hurst

Affiliations

Medical Education Department - University
Hospitals of Coventry and Warwickshire

Background

Gamification is gaining significant traction and evidential support in medical education. Extant literature purports it as a strategy to **meet the developing needs of a new generation of medical learners** (1).

One approach is the **Escape Room**, a popular recreational game format, where participants solve a series of puzzles in order to 'break out'. There is a growing body of evidence advocating the use of Escape Rooms in medical education with proponents citing **high student engagement** as a key strength (2).



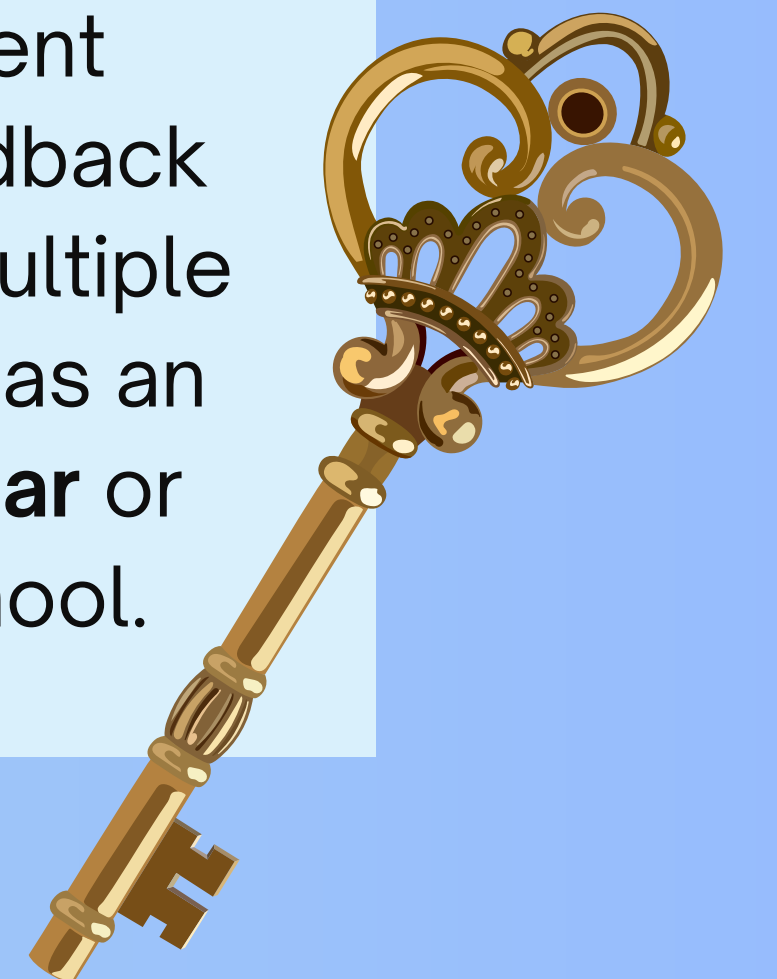
Innovation

We report the design, development and delivery of an Educational Escape Room (EER) for Phase 3 Warwick Medical School Students at University Hospital, Coventry. The EER was purposively structured for the **Care of the Medical Patient (CMP)** block and follows a single **patient journey** across a **variety of healthcare interfaces**. Design aims were to provide non-didactic support to the existing curriculum and facilitate development of both clinical knowledge and non-technical skills.

Method

Feedback data were collected using an online **post-session questionnaire** with both quantitative and qualitative elements. Data were collected Jan - Jul 2024.

The session has been **very positively received** by students, scoring unanimously highly on engagement metrics (Figure 2). Free-text feedback aligns with this (Figure 3), with multiple students describing the session as an **educational highlight of their year** or even of their time at medical school.



Results

Figure 1. I feel that this session has addressed areas of medical patient care that I have not yet seen in clinical practice

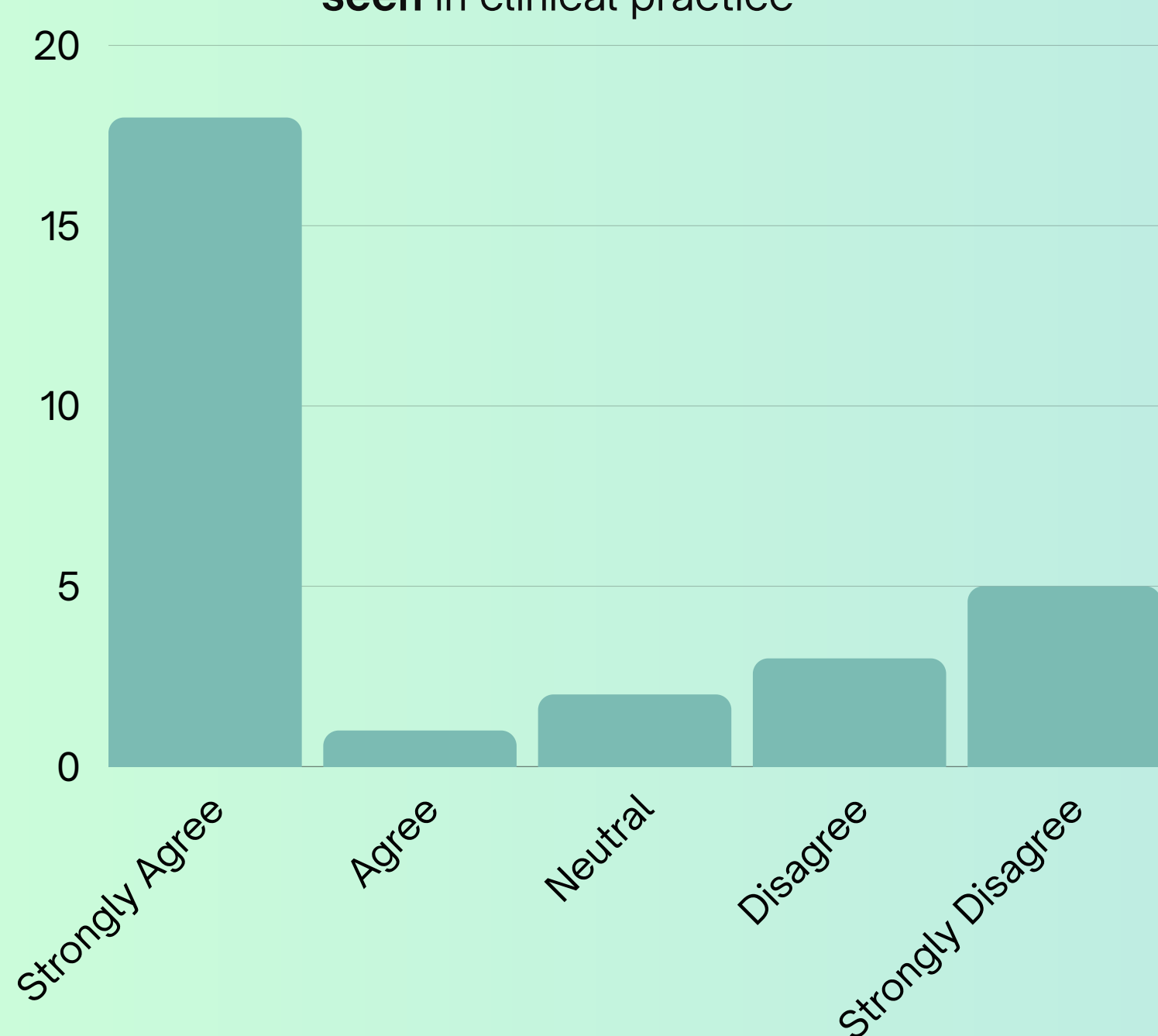
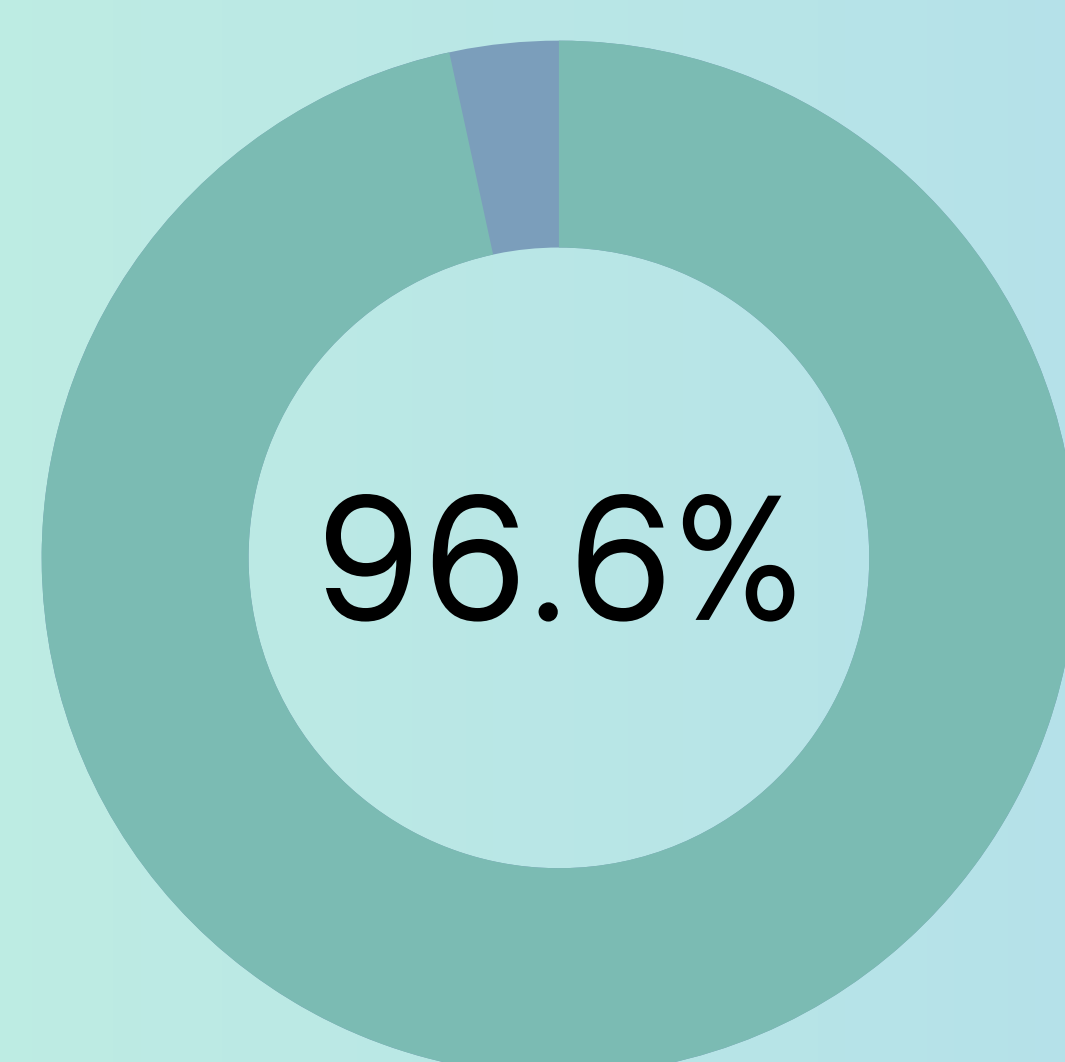


Figure 2. Percentage of students who rated the session maximally (4/4) for overall enjoyment



"Honestly the best session I've had this year!"

"Was absolutely amazing and some of the best teaching I have had in medical school to date!"

"Would be great to have more of them within the curriculum"

"Very stimulating and I learned so much in such a short space of time - rare with ADHD as I tend to zone out"

Absolutely fantastic use of gamification in MedEd! We want more!

Figure 3. Selection of student feedback comments from free-text section of post-event questionnaire

Conclusion

- EERs represent an **effective and enjoyable** adjunct to traditional curriculum delivery
- They may be particularly suited to students with specific **learning differences** who find traditional didactic teaching modes unengaging
- There is significant student demand for an **increase in gamified learning tools** in other areas of the MBChB curriculum

References

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