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## Escape the Unit: Breaking Free from Common Quality Pitfalls

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### BACKGROUND

- Graduate nurses were not using best practice when it came to things like needle safety and assessing patients at risk for suicide
- Literature has shown that “action learning as an interactive strategy was found more effective in increasing students’ knowledge” (p.195). Multiple sources, nursing journals, surgical education and even pharmaceutical education, support the use of interactive activities

### PROGRAM GOALS

- By using gaming, which is interactive and engaging for the learners, we intended to increase Nurse Residents’ comprehension of National Patient Safety Goals and help them retain that knowledge.



### IMPLEMENTATION

#### Development

- Review of literature and exploration of existing programs
- Assembled team of Facilitators and Librarian to assist with development
- Developed Escape Room Activity

#### Escape the Unit

- Takes place within multiple rooms
- Cohort split into groups of no more than 6 people
- Participants have 1 hour to Escape the Unit
- Escape Room consists of an initial puzzle, which leads to various scenarios and clues the participants need to solve and/or complete

#### Assessment

- Participants given a pre-activity questionnaire
- Participants given post-activity questionnaire
- Information used to gauge knowledge of National Patient Safety Goals (NPSG’s) gained from activity

### CONCLUSION

- Gaming is an effective way to engage learners and hold their interest
- Literature supports this type of activity as a way to increase retention of information
- Nurse Residents take this new knowledge and incorporate it into their daily practice
- We plan to continue to improve this activity and make any necessary changes to keep up with the National Patient Safety Goals of 2018 and beyond

### REFERENCES

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### OUTCOMES

Average knowledge of NPSGs Increased:



Participants were introduced to NPSGs they weren’t previously aware of:

**93.03%**

Participants found activity to be useful:

**96.78%**