

Malignant Hyperthermia Escape Room: Body on Fire

Lisa Pittington RN, MSN, CNOR

BACKGROUND & SIGNIFICANCE

Malignant Hyperthermia (MH) is rarely seen but a dire condition, that requires rapid response and treatment to reduce body temperature.

- Previous MH education was monotonous + irrelevant
- Escape Room (ER) provided appealing + interactive method
- Stronger content recall + critical thinking
- High engagement + collaboration
- Emotions linked to learning
- Self-determination theory
- Immediate + concrete feedback
- Safe environment

PURPOSE

The purpose of this project was to promote perioperative staff education, competency, and collaboration for Malignant Hyperthermia using gamification and debrief session.

Game clues regard key components of MH care:

- Classic signs + symptoms with appropriate care
- Critical supplies + procedures

DISCUSSION

Interpretation of Results

New methods such as gamification with structured debriefing instead of rote repetitive annual scenarios:

- Improve confidence levels, team communication + participation
- Enhance engagement + learning with role clarity + rapid response
- Staff stated enjoyment + requests for like educational activities

METHODS

The perioperative educator:

- Researched the topic of MH
- Consulted the Association of periOperative Registered Nurses (AORN) Periop Corner discussion forum
- Researched gamification as a learning method
- Built a multidisciplinary educational program + constructive debriefing from shared game framework by Wisconsin educator
- Simulated symptoms and interventions for MH with visual, auditory, + kinesthetic clues
- Trialed MH ER with fellow educators
- Supervised 11 MH ER sessions of teams with 4-8 multidisciplinary staff members competing against time clock
- Conducted debrief after each session to explain the significance of each clue + actions
- Reviewed MH cart contents and location with teams
- Escape room education evaluation performed
 - Questions answered about MH
 - Experience as informative + fun
 - Confident to provide proper MH care in crisis

Recommendations for Practice

To support knowledge retention, individual MH ER clues are posted at regular intervals throughout the department to stimulate conversation and reinforce learning. Future gamification methods are being considered for AORN guidelines adherence on patient positioning, normothermia, and other high-risk events.

An additional project benefit is the collaboration between AORN educators with shared resources for further education + gamification promotions. Specialty forums create excellent spaces for educators to access relevant material + explore innovative pathways for educational training.

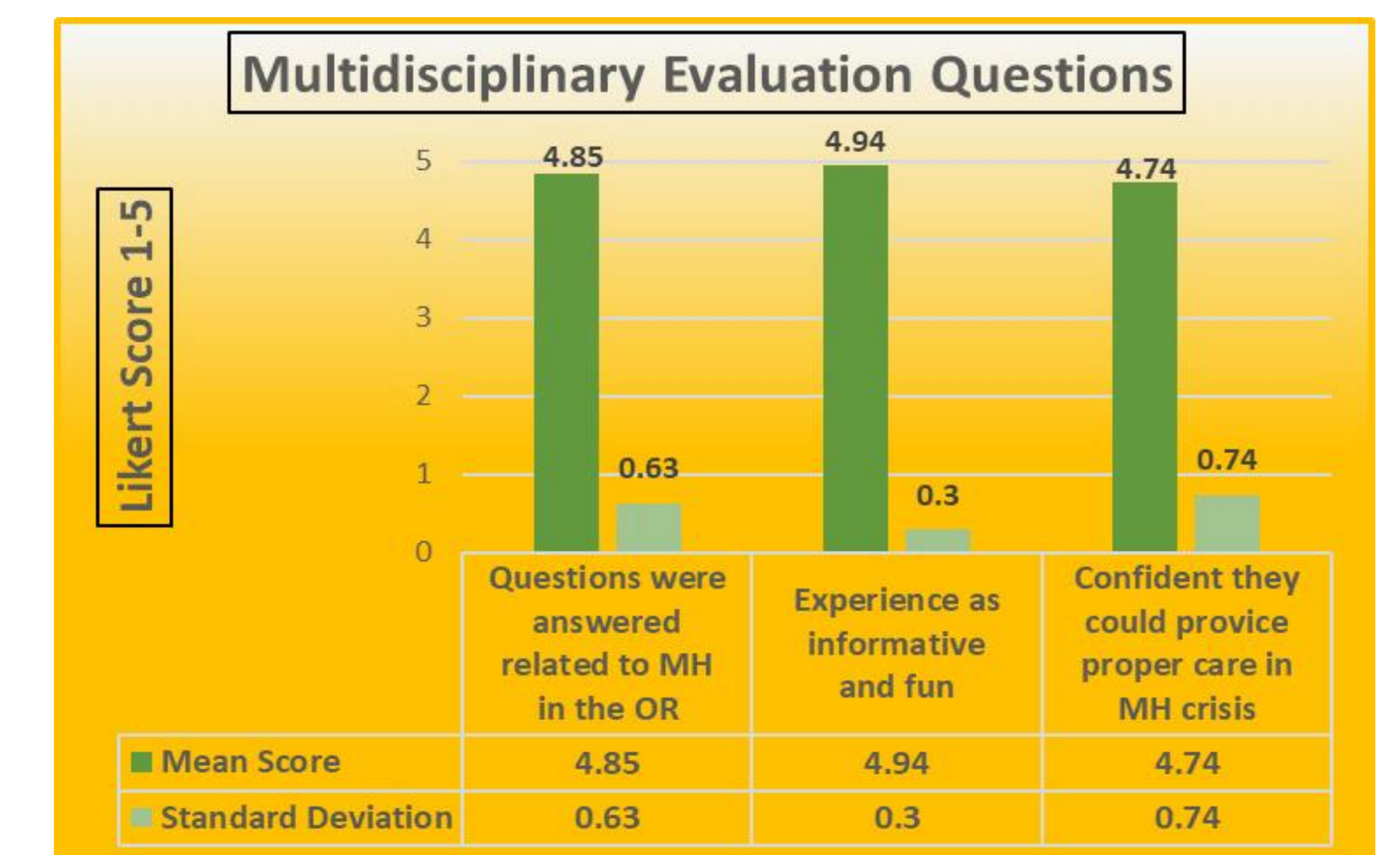
RESULTS

Example clues included:



Staff expressed:

- Memorable connections to interventions
- Higher engagement to learning experience with this new educational activity.



Conclusion

This new interdisciplinary exercise highlighted the value of all staff member actions. Team simulation enhanced engagement resulting in role clarity with rapid interventions. Innovative methods such as gamification with structured debriefing instead of rote didactic annual online modules improve:

- Staff confidence + Team communication
- Participation with stated enjoyment and requests for like educational activities.

References available upon request

*Corresponding author: Lisa.Pittington@BaptistHealth.net