

# A Systematic Review Protocol Was Used To Assess the Usefulness of Educational Escape Rooms in Health Professions Education

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## Abstract

Educational escape rooms are an emerging form of experiential learning that has been gaining popularity in health professions education. An educational escape room is a physical or digital game in which players are placed in a simulated environment and must use critical thinking and problem-solving skills to solve puzzles and challenges to escape the room. The aim of this systematic review is to assess the usefulness of educational escape rooms in health professions education.

**Keywords:** Health professions education • Protocol • Educational escape rooms

## Introduction

This systematic review will be conducted in accordance with the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines. The review will include studies that have evaluated the use of educational escape rooms in health professions education, including medicine, nursing, and allied health professions. The following databases will be searched for relevant studies: PubMed, CINAHL, Embase, and PsycINFO. The search terms will include "educational escape room", "health professions education", "medicine", "nursing", "allied health professions", and their combinations. The search will be limited to studies published between January 2010 and September 2021.

## Data extraction and analysis

Two reviewers will independently screen the titles and abstracts of the studies retrieved from the search. Full-text articles will be retrieved for studies that meet the inclusion criteria. Data will be extracted using a standardized form that includes information on study design, sample size, intervention, outcome measures, and results. The quality of the studies will be assessed using the Cochrane Risk of Bias tool for randomized controlled trials and the Newcastle-Ottawa Scale for non-randomized studies. The data will be synthesized using a narrative synthesis approach, as the studies are expected to be heterogeneous in terms of design and outcomes.

## Literature Review

Educational escape rooms have the potential to be an effective and engaging form of experiential learning in health professions education. This systematic review will provide a comprehensive assessment of the

effectiveness of educational escape rooms in improving learning outcomes and student engagement and motivation in health professions education. The findings of this review can inform the development of educational escape rooms and their implementation in health professions education. Limitations of this review include the potential for publication bias and the heterogeneity of the included studies.

Health professions education is a broad field that encompasses the training and education of healthcare professionals such as doctors, nurses, and other allied health professionals. This education is critical to ensuring that healthcare providers have the knowledge, skills, and attitudes necessary to provide high-quality patient care. The field of health professions education has evolved significantly over the years, with advances in technology, changes in healthcare delivery systems, and new research and evidence-based practices. This has led to new approaches to teaching and learning, including the use of simulation, interprofessional education, and competency-based education [1].

One of the key goals of health professions education is to prepare healthcare professionals to provide patient-centered care. This means that healthcare providers must be able to communicate effectively with patients, understand and respect their cultural beliefs and values, and work collaboratively with other members of the healthcare team to provide coordinated care. To achieve this goal, health professions education must focus on developing a range of skills and competencies in healthcare professionals. These include clinical skills, communication skills, critical thinking and problem-solving skills, cultural competence, and teamwork and collaboration skills [2,3].

## Discussion

Clinical skills refer to the ability of healthcare professionals to perform clinical tasks such as conducting physical examinations, interpreting diagnostic tests, and prescribing medications. Communication skills are critical to building relationships with patients and other members of the healthcare team, as well as to providing effective patient education and counseling. Critical thinking and problem-solving skills are essential for healthcare professionals to diagnose and treat complex health conditions, as well as to identify and address issues related to patient safety and quality of care. Cultural competence is necessary to ensure that healthcare providers can work effectively with patients from diverse backgrounds and understand the impact of cultural beliefs and values on health and illness [4].

Teamwork and collaboration skills are critical for healthcare professionals to work effectively with other members of the healthcare team, including physicians, nurses, and other allied health professionals. This is especially

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important in the context of interprofessional education, which emphasizes the importance of collaboration and communication between different healthcare professions. There are many different approaches to health professions education, including traditional classroom-based instruction, clinical training, simulation-based education, and online learning. Each approach has its own strengths and weaknesses, and the choice of approach will depend on a variety of factors such as the learning objectives, available resources, and student population [5].

Simulation-based education has become increasingly popular in health professions education. This approach involves the use of simulated environments, equipment, and patients to provide learners with realistic clinical experiences. Simulation-based education can be used to teach a variety of clinical skills, from basic procedures such as venipuncture and intravenous cannulation to complex clinical scenarios such as cardiac arrest and trauma. Interprofessional education is another important approach to health professions education. This approach emphasizes the importance of collaboration and communication between different healthcare professions and is designed to prepare healthcare professionals to work effectively as members of a healthcare team. Interprofessional education can take many forms, including team-based learning, case-based learning, and simulation-based education. Competency-based education is an approach to health professions education that focuses on the development of specific competencies or skills that are necessary for effective clinical practice. This approach emphasizes the importance of assessing learner competencies through objective measures and providing targeted feedback to help learners improve their skills [6].

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## Conclusion

In recent years, there has been growing interest in the use of technology to enhance health professions education. Online learning, mobile applications, and other digital tools can provide learners with access to educational resources anytime, anywhere. These tools can also be used to facilitate communication and collaboration between learners and instructors, as well as to provide learners with personalized feedback and support. In conclusion, health professions education is a critical component of healthcare delivery,

providing healthcare professionals with the knowledge, skills, and attitudes necessary to provide high-quality patient care. This education must focus on developing a range of skills and competencies in healthcare professionals, including

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## Acknowledgement

None.

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## Conflict of Interest

None.

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