



Operator Manual

Escape Room – “Passenger in Cabin 2310”



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1 Introduction

The aim of this manual is to support the implementation and installation of the escape room scenario entitled “Passenger in Cabin 2310” which has been developed in the Medical School of the Aristotle University of Thessaloniki in the framework of the Escape4Health project funded by Erasmus+ Programme of the EC.

Escape Rooms are games created to be played by teams of players following a specific plot in order to solve puzzles and riddles. The “Passenger in Cabin 2310” escape room is an educational escape room targeting pre- and post-graduates of medical education and healthcare professionals who may familiarise with out-patient clinics or pre-hospital care, clinical skills, emergency care, covid-19 protection measures, triage, elements of primary healthcare etc. As a result, this manual can be of use by clinical teachers, academics and teachers overall in order to setup this specific educational escape room, or inspire them in order to create their own scenarios fitting their own identified learning objectives. It provides a comprehensive guide to the features of the Escape Room, and encompasses all aspects of it, such as installation, setup, and usage. Its purpose is to provide step-by-step instructions and helpful tips.

1.1 Aim of the escape room

The aim of the “Passenger in Cabin 2310” escape room is to engage and motivate learners through an interactive experience for understanding the basics of emergency care outside of the hospital and in the context of a plausible real life scenario. It can serve as a learning event where students may see how they are at the stage and where they can contribute to the safe care of patients in high quality.

The topic of the scenario is situated within the COVID-19 era, and it can be useful for the following target groups:

- a. Undergraduate medical students
- b. Post-graduate medical students & Residents
- c. Certified paramedical staff
- d. Clinical teachers

The aim of the escape room is variant in each target group, as it can be used to exercise existing knowledge and skills in the case of post-graduate students and paramedical staff, it can be used to facilitate the acquisition of new knowledge and skills in the case of undergraduate students, but also to help identify curriculum gaps in the case of clinical teachers, who will be observing the outcomes of their teaching in this game-based educational activity.

The activities within the scenario are applying the ABCDE workflow and the BLS workflow, it relies also on various skills and knowledge that students may have already acquired, and it is designed to be used in various contexts with varying time constraints, various places and within different educational settings as described below:

Time Allocation: There is no exact appropriate duration for the escape room experience, but it is expected to last between 40-50 min plus 40-50 minutes for feedback. Shorter or longer times may be affected by the number of participants, their knowledge and confidence, but also by the group dynamics.

Location: The “Passenger in Cabin 2310” has been allocated a dedicated space by the Lab of Medical Physics and Digital Innovation where it is accessible all-year round.

However, as described in Section 2, it can be installed in various locations utilizing some space separators and a small number of furniture and equipment. Outdoor installation has not been trialled.

Setting: Conditions under which the escape room is installed and run may vary, for example the room can run for educational purposes but also for demonstration purposes. The setting and space can be conducive to creating an immersive atmosphere that enhances the overall experience. The setting entails also the validity and duration of the feedback session, as the education-purpose session is expected to have a longer feedback session than a demonstration session.

Number of participants: The ideal number of participants is around 6 persons, however a smaller number (at least 3) and larger (up to 8) have been trialled and can be acceptable.

1.2 Learning objectives

Learning outcome: Having completed the escape room scenario, participants are expected to have an enjoyable gamified group educational experience, in which they should be able to collaborate with each other in a stressful setting, demonstrate that they can apply some of the clinical skills of early semesters, distinguish cases where more expert knowledge is required, coordinate multi-professional collaboration, and demonstrate basic understanding of the workflows supporting emergency care such as the ABCDE approach, BLS workflow and the underlying manual clinical skills required.

Learning objectives

- Reinforce the COVID protocol for Personal Protection Equipment
- Understand the need for actions before A in ABCDE protocol there needs to be certain that there is no bleeding.
- Understand the ABCDE procedure step A check Airway.
- Understand the ABCDE procedure step part B: Check for breathing. Also, reinforce the knowledge that when dealing with emergency patient outside a medical facility they must contact emergency services.
- Understand the ABCDE procedure step C- circulation. Demonstrate knowledge of defibrillate-able rhythm in ECG.
- Demonstrate an understanding of the Glasgow Coma Scale.
- Describe the correct transportation process of a recently resuscitated victim.

1.3 Structure of the Escape Room

The escape room session is divided into three distinct parts: the Briefing phase, the Escape Room phase, and the Debriefing phase. These parts ensure a well-rounded and immersive experience for the participants. In the Briefing phase participants receive an introduction to the rules of the escape room which lasts around 10 minutes. The Escape Room phase is the core of the educational game, where participants actively engage in following the scenario and resolve puzzles which will allow them to perform the required clinical skills. This phase lasts approximately 40-50 minutes. The Debriefing phase

includes a discussion between participants, where they reflect of the skills performed and identify areas for learning. This phase lasts around 30 minutes.

The figure below illustrates the time allocation for each phase. The estimated durations are general guidelines and can vary based on the group size, the participants level (undergraduates or post-graduates), their synthesis and the familiarity between participants.

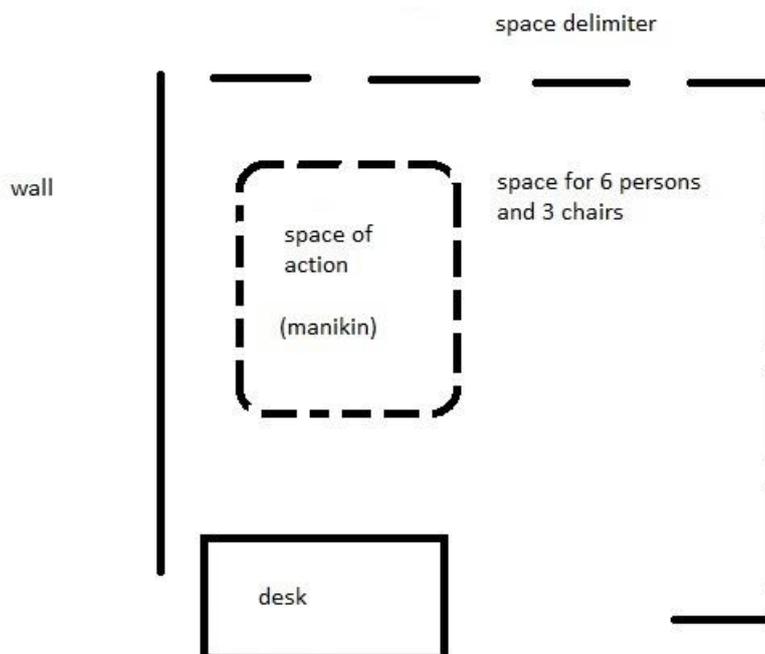


2 Installing the Escape Room

The “Passenger in Cabin 2310” installation entails some space-related and some material and equipment-related requirements.

2.1 Space requirements

The picture below demonstrates the form of the space required, which is estimated to be around 9 sq.m.



2.2 Required furniture

The furniture required is as follows:

- a desk
- some chairs
- a table

2.3 Medical equipment list

The medical material and equipment that is required is described and visualised in the following table:

Material	Visualisation
<ul style="list-style-type: none"> • a mannequin lying on the floor (simulating half human body allowing to practice CPR techniques – chest compressions - automatic feedback is not mandatory as the facilitator can observe and assess the process) 	
<ul style="list-style-type: none"> • a sphygmomanometer 	
<ul style="list-style-type: none"> • an electronic thermometer 	
<ul style="list-style-type: none"> • an electronic oximeter 	
<ul style="list-style-type: none"> • a covid-19 test, positive 	
<ul style="list-style-type: none"> • a set of PPE kits, one per participant (gloves & mask) 	
<ul style="list-style-type: none"> • an AED training kit 	
<ul style="list-style-type: none"> • an adrenaline box (a set of 4 small containers of medication) 	

<ul style="list-style-type: none"> • a breathing aid set (bag, valve, mask) 	
<ul style="list-style-type: none"> • an oropharyngeal set 	

2.4 Non-medical equipment list

The non-medical material and equipment that is required is described and visualised in the following table:

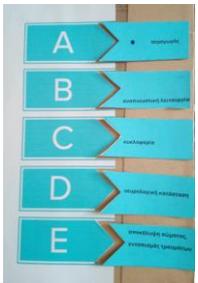
<ul style="list-style-type: none"> • smartphone(s) able to read QR codes 	
<ul style="list-style-type: none"> • a bag (contains some of the medical equipment) 	
<ul style="list-style-type: none"> • 6 number-combination locks <ul style="list-style-type: none"> - 4 locks with 3 digits - 2 locks with 4 digits 	
<ul style="list-style-type: none"> • 5 Boxes 	
<ul style="list-style-type: none"> • an 1-hour timer 	
<ul style="list-style-type: none"> • a telephone 	
<ul style="list-style-type: none"> • a screen (monitor) to display videos and guidance to the participants, visible from outside and from within the escape room 	
<ul style="list-style-type: none"> • a small wireless portable speaker 	

<ul style="list-style-type: none"> • a small trash-bin 	
<ul style="list-style-type: none"> • A notepad and a pen. • The notepad is a printed template indicating: Name, Temperature, Pulse, Blood Pressure, Saturation 	
<ul style="list-style-type: none"> • a multi-plug with extension of a couple of meters 	

2.5 Riddles and Puzzles materials

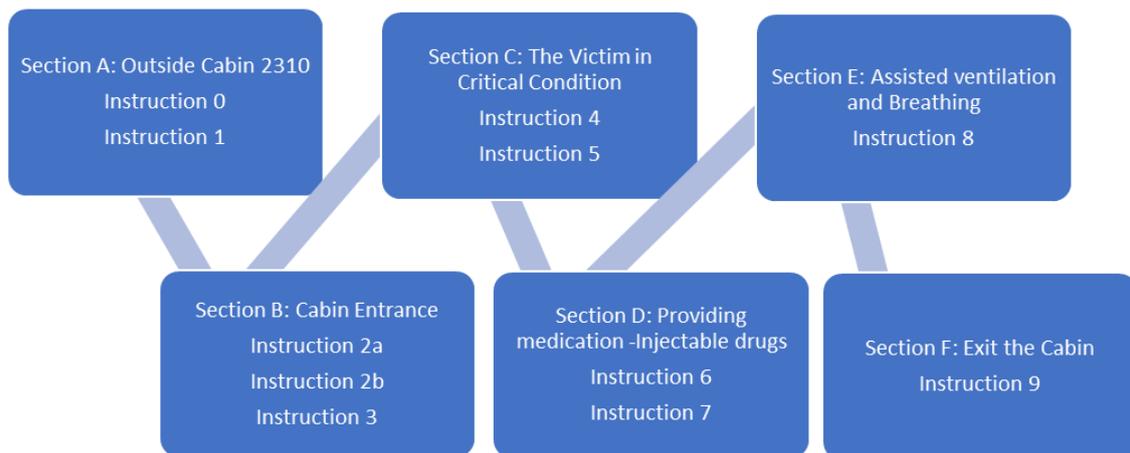
The materials for puzzles and riddles that are required are described and visualised in the following table:

<ul style="list-style-type: none"> • an ID pendant (placed in the mouth of the manikin) 	
<ul style="list-style-type: none"> • a QR code targeting the image of various stains (these may be printed on a carpet image) 	
<ul style="list-style-type: none"> • a QR code targeting an online quiz 	
<ul style="list-style-type: none"> • a set of tickets of the cruise ship 	

		
<ul style="list-style-type: none"> • “ABCDE” puzzle 		
<ul style="list-style-type: none"> • “SURVIVAL CHAIN” puzzle 		
<ul style="list-style-type: none"> • Injectable medicine kit 		
<ul style="list-style-type: none"> • Video Clips of cardiac rhythm puzzle 		
<ul style="list-style-type: none"> • Video clips (moodboard and announcements) 		

3 Setting-up the Escape Room

When setting up the escape room “Passenger in Cabin 2310” the scenario applies riddles and actions that need to be complete. These are organized into 5 sections which are depicted in the following graph and described in the following sections.



3.1 Section A: Outside the Cabin 2310

Setting preparations

Participants and Facilitator are standing outside the main escape room area. There exist, depending on availability, either a real door or a printed poster showing a Door or any other material demonstrating that there exist an entrance, where we have fastened the door locker.

On the door we attach the note of Instruction 0.

On the desk we place the PPE sets, the tickets, the monitor and the Instruction/Riddle 1.

Actions

We distribute the tickets and PPE kits to the 6 participants. If the participants are less, some will get 2 kits and tickets each.

MEDIA 1. Moodboard clip (A clip with lounge music and images of a cruise ship)

MEDIA 2. News Clip (A video clip where the broadcaster delivers news about a cruise ship in which COVID-19 has been diagnosed and the doctors taking part in a Medical Conference are now in danger)

MEDIA 3. Announcement clip (An announcement about doctors' assistance required in Cabin 2310)

The participants are waiting, watching the news broadcast and following the instructions of: a) announcements, b) the door note – Instruction 0, c) the Instruction 1.

The participants solve the 1st riddle, using the words cards.

They unlock the door and they get in the cabin.

Instruction 0: (on the door of cabin 2310)

Professor AB is unconscious in his cabin. Heart problem or an infectious disease? Hurry up for help following the prescribed protocols.

Inside the room a screen will give you information about the completion of your mission. PPE will open your way to cabin 2310. Your time starts NOW!

Instruction 1: (on the table with PPE)

Find the code that unlocks the door. Use your PPT kits.

Form the phrase correctly and select the,, number from the number-line formed on the back.



Illustration of Riddle

Collate the phrase and choose the 2nd, 4th and 1st number that appear on the back

Attention please! There is a risk of communicable disease.

3

6

5

1

4

2

Solution: 613

3.2 Section B: Inside the Cabin 2310

Setting preparations

The manikin is on the floor, on a printed carpet, one can see 3 of the 4 QR codes that are printed on the carpet, the body of the manikin covers the 4th. [instead of a carpet, one can attach to the floor the 4 QR Codes]

All medical and non-medical equipment is placed on a table in the room, and on chairs, within their respective boxes. Every box (and bag) includes one of the 5 round cards of Instruction/Riddle 9.

Actions

- Participants must check the victim's response. The Professor does not respond.
- They check the status of Professor AB following the ABCDE protocol.
- They must get the victim in a position suitable to check the airway (A).

MEDIA: Abnormal Breathing Clip (sound of abnormal breathing)

- They hear an audio signal from the speaker that the victim has irregular breathing (B). Also, at the same time, the patient status with breathing and pulse is shown on the screen.
- Inside the victim's mouth they find a riddle tag that instructs them if there is bleeding (C). Also for the bleeding (C) information is found in one of the QR on the floor. They scan it and find the code for Professor AB's bag.

- In the Professor's bag they find an oximeter, a thermometer, a blood pressure monitor. Following the instructions they record the values from measurements of the person who has read the instruction.

MEDIA: OK Clip (a clip showing a patient monitor with vital signs that correlate to normal heart function with average heart rate, blood pressure and normal cardiac rhythm)

- Participants must call the Medical Center to report the values from their measurements. They solve the phone number puzzle and talk to the Escape Room facilitator.

Instruction 2a: (ID in the mouth, text or QR Code)

For "C" look on the floor and fill in the code. The first number is 8 _ _

Instruction 2b: (Carpet, stain, QRCode or text)

QR Code 1. Shoe Stains

QR Code 2. Wine Stains

QR Code 3. Coffee Stain

QR Code 4. There are no signs of bleeding. However, a dangerous infectious disease was transmitted inside the ship. The passenger reading this not is probably under a lot of stress. His colleagues must measure his vital signs (1.blood pressure, 2.pulse rate, 3.temperature, 4.saturation pressure). In the bag of Professor AB you will find the necessary equipment. Fill in the code _ 2 3 and open the bag of professor AB. Call the Emergency Medical Center and inform them of your results.

Instruction 3: (telephone device)

The ticket number is your help. You can call the Emergency Medical Center. If this device does not work, use your tablet. Call 0030...

For information and instructions use yellow numbers.

For emergency calls use red numbers.

Illustration of Riddles

Instruction 2a

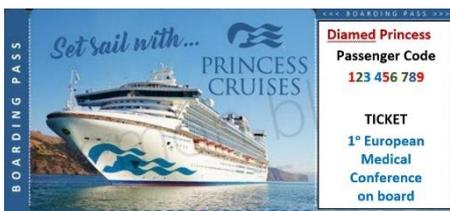


Instruction 2b: (Carpet, stain, QRCode or text)



Instruction 3:

6 Tickets need to be printed. If a group is smaller it is given all 6 of them saying they are needed, if a group is bigger we provide them PPEs but not additional tickets.



The 6 tickets need to indicate the colored numbers to produce the phone numbers in Instruction 3 above.

3.3 Section C: The victim is in critical condition

Setting preparations

Same as in Section B.

Actions

- While the participants contact the Medical Center, the Professor's condition worsens. Indications of cardiac arrest and collapse appear on the screen.

MEDIA: Panic Clip (a clip showing abnormal cardiac rhythm and sound of alarms of all vital signs having gone outside of the range of normal – noisy clip)

- Participants must apply CPR
- Participants must solve the ABCDE puzzle to open the defibrillator box.
- Participants use the defibrillator, following its instructions.
- The trainer selects scenarios for the defibrillator.
- The facilitator chooses to show the victim's resuscitation signs on the screen and an irregular breathing beep.

MEDIA: Abnormal Breathing Clip

- The facilitator chooses to display the shockable rhythm quiz clip.

MEDIA: Rhythm Quiz Clip

- Participants solve the on-screen quiz and use the code to open the box of injectable drugs.
- When the box of injectable drugs is open, the facilitator stops the Rhythm Quiz Clip

MEDIA: OK Clip.

Instruction 4: (at the monitor, critical condition clip)

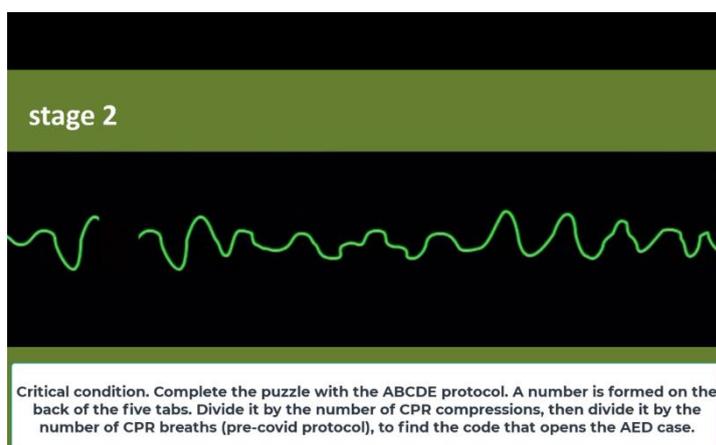
Situation critical. Complete the puzzle with the ABCDE Protocol. The back of the cards gives a five-digit number. Divide the number by 30 and then by 2. The result gives you the code to open the box with the AED.

Instruction 5: (at the monitor, rhythm quiz clip)

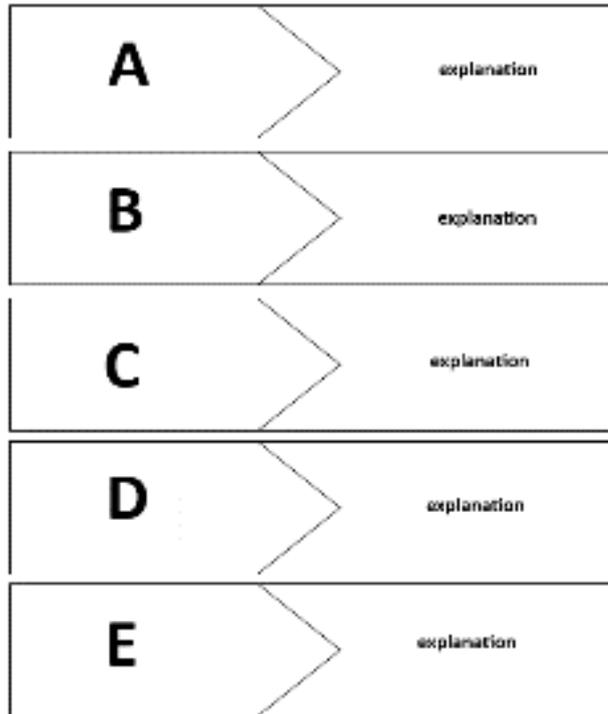
Find the defibrillating rate. Use the code number that comes with it, subtract 112 and find the combination that gives you access to the box of injectable medicine.

Illustration of Riddles

Instruction 4



The ABCDE Protocol needs to be printed in the form of a puzzle (the letter separated from its explanation) as shown in the picture below.



On the back of each explanation there is a number. The correct order of the explanations will give the resolution for the correct 5-digit number .

Instruction 5

<p>Find the shockable rhythm. Use the code number that comes with it, remove 112 and find the combination that gives you access to the box of injectables.</p>	678
789	456

[789-112=677]

3.4 Section D: Providing medication

Setting preparations

Same as in Section B and C

Actions

- The team has to open the box with injectable drugs and solve the riddle with liquids, tubes and syringes as team work. There is no medical value or knowledge required at this riddle.

- The code found in Instruction 6 opens the box with the adrenaline kit and Instruction 7.
- Participants must select the correct medication which is “adrenaline” and use its code to access the ventilation support kit.

Instruction 6: (in the injective kit)

Discover the secret formula of Professor AB. This will take you to the medicine you are looking for.

Fill the test tubes with the appropriate liquid, in the right amount.

Follow the color code on the liquids, test tubes and syringes.

In each tube select the number just above the liquid surface.

The 3 tubes give you the 3-digit code for the box with the medicine you need.

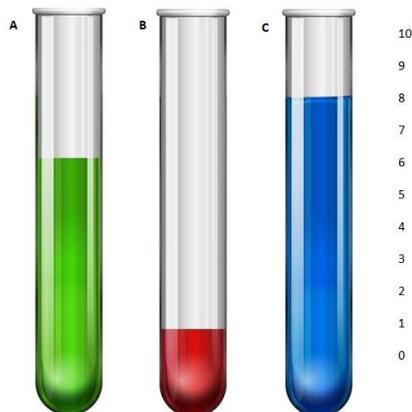
Instruction 7: (in the adrenaline kit)

Choose the right medicine for injection and use its code to access the breathing support kit.

Illustration of Riddle

Instruction 6

Set of 3 tubes, 3 syringes and 3 containers of liquid colors. The tubes include a 10-unit scale. The syringes indicate a color and the quantity. Participants must a) choose a color syringe, b) insert liquid with the appropriate color from the container, until they reach the indication of quantity, c) insert the liquid into the tube. When all 3 tubes are fill, the level of their scale forms the code resolution of the riddle (Number 618 – Green is at 6, Red is at 1, Blue is at 8)



Instruction 7

A set of 4 liquid containers (small bottles) indicating

Insulin 6832	Dopamine 2346	Adrenaline 3456	Adenine 9471
------------------------	-------------------------	---------------------------	------------------------

The code of the correct medication is the resolution of the riddle.

3.5 Section E: Utilizing oropharyngeal kit and exiting the cabin

Setting preparations

Same as in Section B, C and D

Actions

- The participants open the ventilation support kit. They must choose the appropriate size of the oropharyngeal component. They have to assemble the oropharyngeal breathing support set and apply it to the victim's face.
- The manikin may not be suitable for application of the ventilation kit (depending on its type and model), but the team must know how to choose the right size of oropharyngeal component that could be applied on the manikin face. The color of the correct component is orange/yellow.
- Participants have a set of QR codes, each one has a different color border. The orange/yellow border (the correct one) includes a google form quiz.
- The participants have to answer the 4 questions of the google form quiz. The answers are relative with ABC and CPR protocols. Also, they have to collaborate each other to solve the quiz.

Instruction 8: (in the box with the oropharyngeal kit)

Choose the appropriate oropharyngeal component.

Assemble the oropharyngeal breathing support set. Apply it to the victim's face.

The color of the correct oropharyngeal component shows you the color of the correct QRC to find the next code.

Illustration of Riddle

Instruction 8

Choose the appropriate oropharyngeal component.

Assemble the oropharyngeal breathing support set. Apply it to the victim's face.

The color of the correct oropharyngeal component shows you the color of the correct QRC to find the next code.



3.6 Section E: The final riddle and exit

Setting preparations

Actions

- Participants open the Quiz of the correct QR Code of Instruction 8. All 4 QR Codes lead to a quiz, but only the orange one leads to the next riddle/instruction.
- Participants need to place the tabs in the correct order. When they do, and turn them around, on the back side there exist numbers which form a 5-digit code. If they follow the instructions they find the code that unlocks the door.
- 166 is the exit code, which is the Ambulance Calling Emergency Number in Greece, indicating that Emergency Care has arrived to pick up the victim.

Instruction 9: (quiz, submission message)

Find the dashboard with the "survival chain" and the circular tabs. The correct row of cards gives (on the back) a 5-digit number. Divide it by 166 and you will have the code that unlocks the door. Congratulations!

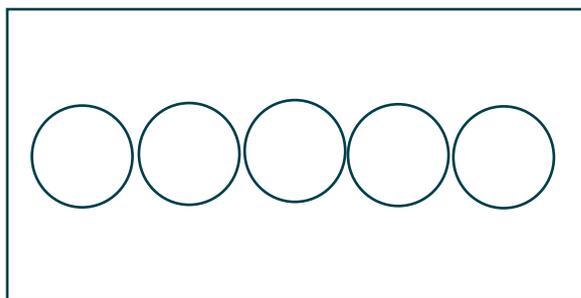
Illustration of Riddle

Instruction 9

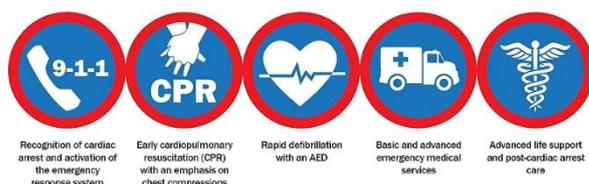
Printed 5 round cards



Printed frame with 5 circles



Puzzle Resolution



3.7 Overview of Riddles and Codes

Instruction	Code	Gives access to
Instruction 0	No code	Urges participants to the 1 st instruction
Instruction 1	613	Opens door
Instruction 2a	8_ _	Give access to professor's bag which has
Instruction 2b	_ 23	
Instruction 3	Phone number (yellow and red digits both work)	Urges to find the ABCDE protocol puzzle
Instruction 4	4951	AED
Instruction 5	677	Box of injectables
Instruction 6	618	Adrenaline
Instruction 7	3456	Ventillation support kit
Instruction 8	Yellow/orange QR	Quiz and Instruction 9
Instruction 9	112	Exit the Cabin – the ambulance has arrived to take the victim to hospital

4 Escape Room Briefing

The briefing section introduces participants to the aim and rules encompassing the escape room. During the briefing phase, the facilitator provides clear instructions and sets the foundations for a successful escape room game session. The detailed instructions are as follows:

1. Welcome

The facilitator greets the participants, introduces himself as the facilitator.

2. Overview

The facilitator explains the purpose of the escape room game, emphasizing the immersion and interactive character of the activity.

3. Learning objectives

The facilitator presents that the learning objectives of the escape room scenario include protocols that have been taught at 1st and 2nd year of medical curriculum,

4. Rules and Guidelines

Explain the rules and guidelines of the escape room. Specify that the knowledge and skills are expected to lead their actions, while resolving riddles will allow them to get access to the equipment they will require at each phase. Emphasize that mistakes and errors are part of the learning experience. Encourage a supportive and collaborative atmosphere where participants can rely on teamwork to achieve their objectives.

Explain that clues will not be requested by participants, they will be provided by the facilitator if needed, in the form of a reminder or a replay of a video clip.

5. Narrative briefing:

The facilitator provides the narrative briefing for the escape room:

The participants are a group of healthcare professionals who are travelling on the “Diamed Princess” cruise ship on a medical conference. They are under the covid-19 era. They are called urgently by the staff of the ship to an isolated cabin where a patient has dropped unconscious. A COVID-19 test is dropped next to the patient. It shows positive. The participants have 60’ to deal with the emergency situation and collaborate with the paramedics so that the patient can safely be transported to the nearest treatment unit.

6. Moodboard clip with music

The facilitator starts the scenario with a moodboard clip with music and maintains it as long as it is needed for the participants to get in the mood (0.5 to 1.5 minutes).

5 Escape Room Debriefing.

The debriefing for this escape room is dependent on the educational activity that will implement it. Regarding the content, please refer to the following debriefing form (Appendix II) for driving the discussion between users and facilitators.

6 Escape Room Resetting.

When resetting the escape room there exist a few steps that need to be followed:

1. Throw away all utilized consumables
2. Reassemble medical equipment (AED, ABU, dress manikin etc)
3. Reassemble equipment into the boxes or place new (e.g. PPE sets)
4. Ensure that all instructions are in place
5. Add one of the 5 round cards of Instruction 9 in each box (and in the bag)
6. Reset all locks
7. Place the correct lock to each box
8. Charge wireless portable speaker

7 Appendix I. The “Passenger in Cabin 2310” Escape Room Full Script

The full scenario of the educational escape room installation is presented in this section. The scenario is structured following the riddles instructions. The different colors demonstrate the instructions for the participants, the instructions for the facilitator, the clips to be projected. It is also annotated with the points where educational assessment by the clinical facilitator can be made, points which can be utilized in the debriefing section and contribute to participants’ learning process.

Projected clips Instructions for the participants and point to be placed Instructions for the facilitator

Section A: Outside Cabin 2310

Waiting room, introduction

MOODBOARD CLIP

NEWS CLIP

Announcement clip

Instruction 0: CABIN DOOR 2310

CABIN 2310

Professor AB is unconscious in his cabin.

Heart problem or some other infectious disease?

Rush for help following prescribed protocols. Hurry up.

PPE will open your way to cabin 2310.

Subject of
assessment 1

Your time starts NOW!

Instruction 1: Table with 6 PPE sets

Find the code that unlocks the door lock.

Form the phrase correctly and choose the,, number

from the numerical sequence formed on the reverse side

[The phrase is:

Code 613, Padlock Green Bicycle Ring]



Section B: Cabin Entrance

victim in stable condition, team medical exam

[Facilitator demonstrates the Audio: Abnormal Breathing clip when the participants are at the "B" step, checking victims breathing]

MONITOR: "Abnormal breathing clip" or "Monitor OK clip"

Instruction 2a: PENDANT OR/AND QR CODE

For "C" look on the floor and fill in the code 8 _ _

Instruction 2b: CARPET STAINS OR QR CODE

- 1. Shoe stains
- 2. Wine stains
- 3. There are no traces of bleeding.

The passenger reading this note is probably under stress. His colleagues must measure his basic functions:

- pulses
- oxygen
- pressure
- temperature

Subject of assessment 2

In Professor AB's bag you will find the required equipment.

To open the bag, enter the code _ 2 3

The first digit is on the Professor conference card on his neck.

Call the Emergency Medical Center (EMC) and let them know your results.

[Bag Code 823, Padlock Small Red]

[During the measurements, they must receive a signal for the victim's condition]

Audio: Abnormal breathing clip or Monitor: OK clip

Instruction 3: TELEPHONE DEVICE

PASSENGER CODE your help is on your ticket. The call to EMC should only be made by mobile phone's numbers for immediate response. Use your mobile phone to make the call.

For information and instructions use the yellow digits numbers.

For emergency calls use the red digits numbers.

Subject of assessment 3

[At the phone call we remind them check the bag to find the puzzle with the ABCDE Protocol.]

Section C: The Victim in critical condition

AED, Rhythm quiz

[During the phone call, the victim's condition is getting worse. The facilitator shows to the screen the Panic clip]

MONITOR: PANIC CLIP

Instruction 4: On "Monitor Panic clip"

Critical condition. Complete the puzzle with the ABCDE protocol. A number is formed on the back of the five tabs. Divide it by the number of CPR compressions, then divide it by the number of CPR breaths (pre-covid protocol), to find the code that opens the AED case.

[five digits: 2,9,7,06,0 at puzzles card 297.060:30:2=4951
Code 4951, Padlock red large in AED cardboard box]

Use of the AED [Scenario No ...]

**The facilitator stops the Panic Clip when the defibrillator is used
Time for CPR 2"-3"**

The facilitator turns off the defibrillator and presents a signal of victim's condition]

MONITOR: Abnormal breathing clip

MONITOR: RHYTHM QUIZ CLIP

Instruction 5: MONITOR: RHYTHM QUIZ CLIP

Looking for a shockable rhythm: Find the shockable rhythm. Use the code number that comes with it, remove 112 and find the combination that gives you access to the box of injectables.

[Code 677, Padlock gray small on injection box gray velvet]

[The facilitator stops the RHYTHM QUIZ clip and shows the MONITOR: OK CLIP]

MONITOR: OK RHYTHM CLIP or/and Abnormal breathing CLIP

Subject of assessment 4

Subject of assessment 5

Subject of assessment 6

Subject of assessment 7

Subject of assessment 8

Section D: Injectable drugs

Color code, Adrenaline

Instruction 6: INJECTABLE KIT

Discover Professor AB's secret formula. This will lead you to the treatment you are looking for.

1. Fill the test tubes with the appropriate substance, in the correct amount.
2. Follow the color code on the substances, tubes and syringes.
3. In each test tube select the number just above the surface of the liquid.
4. The 3 tubes give you the 3-digit code for the medicine box you need.

[Code 618, Bordeaux padlock on wooden medication box]

Subject of
assessment 9

Instruction 7: ADRENALINE KIT

Select the correct medication and use its code to access the ventilation support kit.

[Code 3456, Padlock gold large in transparent Ambu set box]

Section E: Assisted ventilation and breathing

Oropharyngeal + Ambu set + mask, Digital quiz

Post-riddle

Instruction 8: Oropharyngeal set

Choose the appropriate oropharyngeal component.

Assemble the oropharyngeal breathing support set. Apply it to the victim's face.

The color of the correct oropharyngeal component shows you the color of the correct QRC to find the next code.

Subject of assessment 10

Subject of assessment 11



[The yellow/orange pipe is the correct one]

https://docs.google.com/forms/d/e/1FAIpQLSdf9AbDI67IDC5IThLWEwVUoni29icESwzLWaG0D5fQcsrdCg/viewform?usp=sf_link **[quiz 2 for the correct answer]**

https://docs.google.com/forms/d/e/1FAIpQLScFXE3OJtlv29cMH42nf-i_-kUkyBNm2ftEsR0D_a86iNGHg/viewform?usp=sf_link

[quiz 1-3 for the 3 wrong answers]

Section F: The final post riddle

Life survival chain riddle/puzzle

Subject of
assessment 12**Instruction 9: Digital Quiz SUBMISSION:**

Find the "survival chain" board somewhere in the cabin. Use the circular tabs you have found in the boxes. Place the tabs in the correct order. Turn them over to the back side. A 5-digit number is formed. Divide it by 166 and you have the code that unlocks the door to your exit. Congratulations! Good team work!

Subject of
assessment 13[Number 112 to get out. $18592/166=112$]**[Facilitator communicates orally with participants, checking the final key-number]**

8 Appendix II. Template Debriefing Sheet for Healthcare Escape Room Activity on Emergency Out of Hospital Workflow.

Project Number	2020-1-ES01-KA203-083263
Project title:	Escape4Health: Escape Room Enhanced Multi-professional Healthcare Training and Education

Debriefing Form Escape4Health

Date:/...../..... Session:

Facilitator(s):

A. Discussion on clinical skills

A.1. Question for the whole team: What do you think didn't go very well? What do you think you can improve?

Note: If the answer shows that they didn't understand where they are lacking, it means that they do not know the subject.

If they correctly point out where they fell short, it means that they have the right knowledge but need more practical application

A.2. Assessment of clinical skills

Skills	Player 1	Player 2	Player 3	Player 4	Player 5	Player 6
Pressure – pulse						
O2 – pulse						
Temperature measurement						
Algorithm ABC						
CPR						
Use of a defibrillator						
Assisted breathing (oropharyngeal, Ambu)						
Familiarity with equipment						

B. Discussion about how the group works

B.1. How did you find the cooperation within the team?

B.2. Now that you've experienced it, how would you organise your team for your next mission?

B.3. If you were working alone or even with a partner of your choice, would you have handled the incident better?

