



### Goals

- Introduce concepts and tools to pediatric ED nurses caring for patients reporting sexual assault (SA)
- Provide education in a game-based format that is engaging and encourages teamwork and collaboration
- Address organizational "pain point" of lack of experience with EMR downtime procedures and paper charting practice

### Learning Objectives

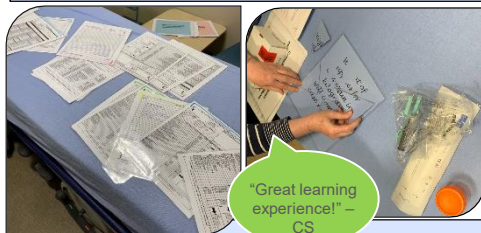
- Identify patient appropriate for SA exam
- Engage critical thinking skills to determine RN assessments appropriate for patient presentation
- Practice advocating for patient autonomy that is not always possible in pediatric EDs
- Identify aspects of SA evidence collection kit applicable to RN scope of practice
- Recognize documentation unique to SA patient
- Anticipate provider orders
- Practice trauma informed care
- Practice hands-on documentation using EMR downtime procedures and paper charting

### Design, Setting, Participants

Design: Prospective cohort study

Setting: Suburban pediatric teaching hospital expanding from an urgent care to an ED without SANE representation

Participants: 56 ED RNs employed at facility during expansion



"Great learning experience!" – CS



"More education should be like this" – SH

### Methods

Participants completed prior to Escape Room:

- Pre-intervention survey using previously validated scale
- 20-minute PowerPoint including common terms and acronyms, parameters of evidence collection, applicable organization policies

Escape Room activity challenged participants to:

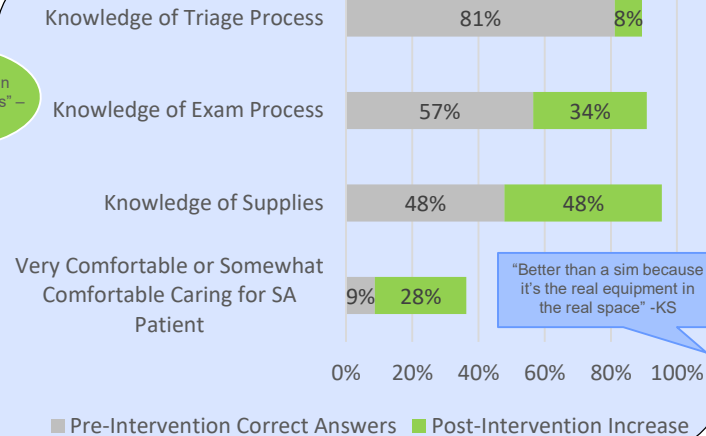
- Access EMR downtime charts
- Consider patient age, time since assault, and emergent conditions
- Choose applicable RN assessments & anticipate provider orders
- Gain access to new cart and find supplies rarely utilized in pediatrics
- Document practices unique to SA patients
- Navigate all aspects of paper chart
- Educate patients and family of follow-up unique to patients reporting SA
- Utilize trauma informed care to choose comfort measures, promote autonomy, and engaging hospital and community resources

Participants completed after Escape Room:

- Post-intervention survey using previously validated scale



### Results



### Conclusions & Implications

Providing engaging, game-based education activity offers:

- Vastly increases comfort level with new processes and procedures
- Significantly increases knowledge
- Increases competence with downtime procedures
- Including organizational "pain point" (EMR downtime practice) assisted in obtaining financial support of RN time
- Unique learning experience **applicable to other disciplines, care areas**
- Sixteen SA patients have been cared for at the expanded facility, rather than transferred as was previous practice, 24 months post-education

### References

Hermans, M., et al (2017). Using an "Escape room" toolbox approach to enhance pharmacology education. *Journal of Nursing Education and Practice*, 8(4), 89. <https://doi.org/10.5430/jnep.v8n4p89>

Escape Rooms for Learning: A Systematic Review. (2019). Proceedings of the 12th European Conference on Game Based Learning. <https://doi.org/10.34190/gbl.19.179>