INTRODUCTION

- Active learning strategies in Canadian medical schools
- Passive spectator to active participant
- Has been shown to increase enjoyment, information retention, faculty/student interactions 1-5.

Escape rooms: immersive games in which players are locked into a room and required to solve a series of riddles to escape within a set time limit.

OBJECTIVE

1. Implement a Vascular Escape Room.

METHODS

- We designed an Escape Room based on Vascular Surgery clerkship objectives:
  - Peripheral arterial disease
  - Carotid stenosis
  - AAA
  - Acute limb ischemia
- Knowledge-based problems
- Technical skills: ultrasound, endovascular practice board, embolotherapy
- Recruitment via an email sent to the University of Ottawa medical students
- 6 review articles provided as preparation material

RESULTS

BASELINE CHARACTERISTICS

- 13 medical students forming 4 teams
  - 9 males, 4 females
  - 1 first year, 4 second year
- 1 had done a previous observership in vascular surgery
- 6 had previous experience in an Escape Room and they all found it enjoyable

DEBRIEF INTERVIEW

- Enjoyed practical exercises (3 teams)
- Would like to see Escape Rooms integrated in the medical curriculum (2 teams)

ONLINE SURVEY ON PREPARATION MATERIAL

- Average time spent preparing: 83.5 min (35-120 min)
- Average % of readings completed: 62.5% (41.7-100%)
- 2 participants used external resources as well

100% would like to have more of this type of activity in the medical curriculum.

DATA COLLECTION

- Direct observation
- Debriefing interview session
- Satisfaction survey
- Web-based survey

OBSERVATIONAL DATA

- Successful escape: 3/4 teams
- Average time: 56.8 ± 3.87 min
- Average number of hints: 6.25 ± 2.75

Team strategy

Table 2: Individual vs collaborative

<table>
<thead>
<tr>
<th></th>
<th>Individual (n=2)</th>
<th>Collaborative (n=2)</th>
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</thead>
<tbody>
<tr>
<td>Successful escape</td>
<td>1/2 teams</td>
<td>2/2 teams</td>
</tr>
<tr>
<td>Average time</td>
<td>60 min</td>
<td>53.6 ± 1.98 min</td>
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</tbody>
</table>

Table 3: Answering questions vs trial and error

<table>
<thead>
<tr>
<th></th>
<th>Answering questions (n=3)</th>
<th>Trial and error (n=1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Successful escape</td>
<td>3/3 teams</td>
<td>0/1 teams</td>
</tr>
<tr>
<td>Average time</td>
<td>55.7 ± 3.95 min</td>
<td>60 min</td>
</tr>
</tbody>
</table>

CONCLUSION

By combining knowledge-based problems, technical skills, and CanMEDS roles into an Escape Room, we have developed a learning platform that is enjoyable and could provide an adjunct to traditional didactic lectures.

RESOURCES: