

# Mock Code Mystery

A Complete Guide to Run a Simulation-based  
Activity Promoting NGN Success

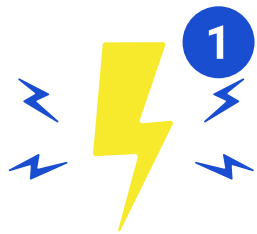


## ESCAPE ROOM

# Mock Code Mystery

The objective is to use teamwork and communication to successfully "escape" from this escape room. This simulation-based activity is designed for undergraduate health professions students with BLS Certification. Group size: 3-4 students.

## 7 ESCAPE ROOM GROUND RULES- SAFETY FIRST!!



**1** Electricity is real- do not put yourself in harm's way! There are no clues hidden in outlets. If you need to defibrillate the patient, do NOT do so until you have verbally told everyone to stand clear AND visually confirmed that nobody is touching the patient.



**2** Don't climb on stuff! -there are no clues out of reach.

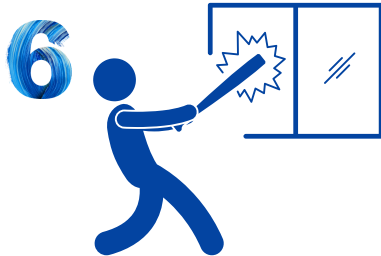


**3** The room is not really locked. If you need to leave, you can.



**4** Alarms are real- If you are instructed to leave, do so immediately.

**5** Phone/device use is allowed for solving clues ONLY (no pics during the game).



No excessive use of force--please don't break our stuff! Some clues are in fragile containers- you must **unlock** the **lock**--do not rip open the container or you will be disqualified.



**7** Keep this experience confidential- do not share it with others...besides why would you give them an advantage to beat your time?!?!





# Mock Code Mystery



You have been asked to help out with a tour in the sim lab. It will start shortly.

The group of people arriving are interested in learning more about your program and what simulation-based learning looks like. Your team will be helping the visitors with hands-on resuscitation activities.

The simulation lab coordinator stepped out for a few minutes to pick up the cookies and punch for the event refreshments. Before the coordinator ran out the door she mentioned that the visitors are potential donors. And, depending on their experience today, may be willing to donate funding to completely revamp the simulation lab! So, you need to be on your A Game.

In order to be completely ready for the tour, your group must go through a dry run...but in a very specific way. The sim coordinator always asks you to stretch your critical thinking skills. In typical fashion, instead of just telling you what to do, she left clues around the room that you need to find. Piece them together with the knowledge and experiences you already have, and you'll be fine. But, there's no time to lose. The visitors will be here in 15 minutes.

Your time starts.....NOW!

# FACULTY OBSERVATION CHECKLIST /NOTES

RECOGNIZE  
CUES

ANALYZE  
CUES

PRIORITIZE  
HYPOTHESIS

GENERATE  
SOLUTIONS

TAKE  
ACTION

EVALUATE  
OUTCOMES

Knowledge (I)

Environment (E)

Task complexity (E)

Skills (I)

Resources (E)

Prior experience (I)

Time pressure (E)

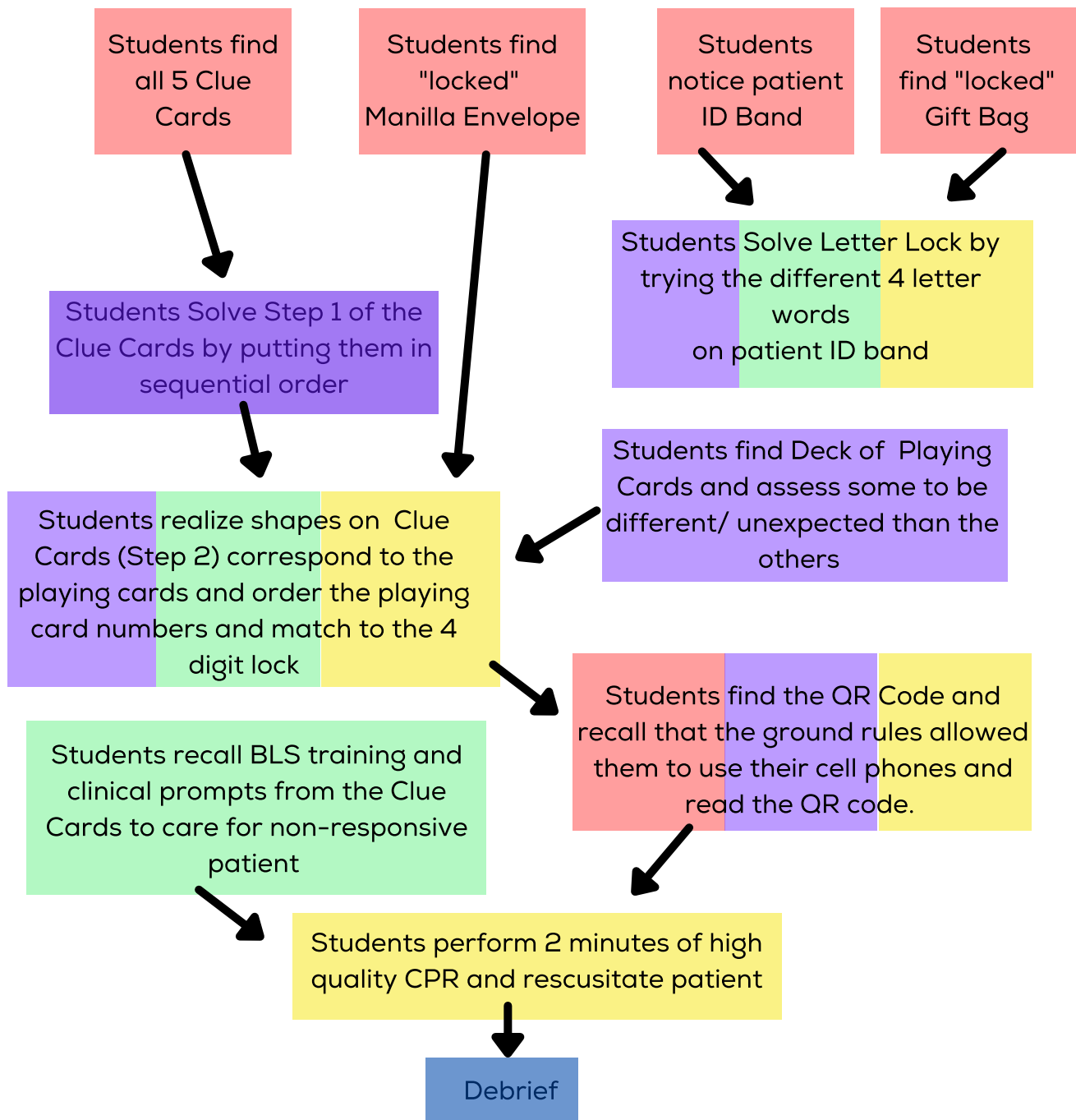
## DEBRIEFING QUESTIONS

1. How are you feeling?
2. The objectives were to "use teamwork and communication to successfully "escape" from this escape room. How did that go?
3. Who, if anyone, emerged as a leader? How was that determined?
4. What did you learn about your teammates in this experience?
5. Describe a moment in the escape room experience when you were a little stuck. How did you get unstuck?
6. Describe a time where you did or didn't speak up. Why or why didn't you?
7. There was some pressure applied in this experience with the limited time before the tourists arrived, funding was at stake, and you were resuscitating a patient in cardiac arrest. What were some things you did to overcome the stress?
8. If a patient you care for in the future goes into cardiac arrest, what can you take away and apply from this experience?
9. What skill would you like more practice doing? What equipment would you like to work with to be more comfortable?
10. What can you apply in your communication and teamwork both personally and professionally?



# Mock Code Mystery

## Escape Room Flow Chart (Faculty Use Only)



NCSBN CJMM Layer 3

RECOGNIZE  
CUES

ANALYZE  
CUES

PRIORITIZE  
HYPOTHESIS

GENERATE  
SOLUTIONS

TAKE  
ACTION

EVALUATE  
OUTCOMES

# FACULTY USE ONLY

## Equipment

Gather the Following:

1. A **timer**– students have 15 minutes to complete this escape room (and 20–30 minutes for debriefing).
2. A **mannequin** with chest compression capabilities or a **CPR task trainer** lying on a bed or stretcher with head of bed raised (The mannequin should be in NSR, breathing, and responsive through the simulation until the point where the students read the QR Code.)
3. A **bed or stretcher** that can have the head lowered for CPR
4. **Back Board**
5. **Ambu bag**
6. **AED trainer** (optional)
7. **Box of Gloves**
8. Printout, cut, and laminate items on the next 2 pages
9. A **4-digit letter lock** set to ROSE
10. A customizable **4-digit number lock** set to: 9-4-7-3
11. A manilla envelop. Put the QR code from below into it, fold the top down a few times and lock it with the number lock.
12. Two Different **Decks of cards**—such as main deck red backs, with the following blue backed cards added:
  - 4 Hearts
  - 3 Clubs
  - 9 Spades
  - 7 Diamonds

Only the main deck will be used during the escape room. Place this deck of cards into the gift bag.


13. A **gift bag** containing the deck of cards. Fold the top folded over twice, and carefully add a hole to put the lock through. Locked with the letter lock (see #9 above). Put it in the drawer of the bedside stand or somewhere else near the patient.


# FACULTY USE ONLY

## DIRECTIONS:

- Print this page and the next page, cut out the clues and laminate the clue cards for durability.
- Hide them in the following locations:
  - 1.Clubs clue card: on bed near CPR lever or handle to lower HOB
  - 2.Diamonds clue card: with the ambu bag
  - 3.Hearts clue card: next to backboard
  - 4.Spades clue card: Near telephone or code "button"
  - 5.Clue card with no shape: in/near glove box

## SBAR to Code Team Leader

- Patient diagnosis
- Time of Witnessed arrest or found
- Time CPR started
- Time of first shock (OR, that the AED didn't require shock) 

Perform high quality  
CPR (30 chest  
compressions:  
2 ventilations)  
until AED 


gives furth directions,  
Code Team arrives, or  
the patient has Return  
of Spontaneous  
Circulation (ROSC)

Check:  
responsiveness,  
carotid pulse,  
breathing

Call for  
help/activate Code  
Team/retrieve code  
cart/defibrillator



# FACULTY USE ONLY

Start chest   
compressions (while  
wearing gloves)  
RIGHT AWAY

Ventilate when ambu  
bag is available/Use  
backboard when  
available/Follow AED  
audible directions as  
soon as available

Confirm  
patient's  
resuscitation  
status at the  
beginning of  
the shift

Patient wrist band: Cut, laminate, and attach on patient's wrist with tape.



Name: Jude Moon  
MR#: 1234567  
Provider: Dr. Ryan Plant

Date of Birth: 7/15/xx (68 yo)  
Code Status: Full Code  
Allergies: Rose



Final clue: Cut, laminate, and put into the manilla envelope locked with the 4-digit number lock. Students can view a message by opening their phone's camera app- the camera will show them this statement - "Quick! Go check on your patient!" At that time, put the mannequin into cardiac arrest. Once learners complete 2 minutes of good quality CPR, end the Escape Room!