

Henry Ford Health System

## Henry Ford Health System Scholarly Commons

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### Escape the Confusion of Informed Consent

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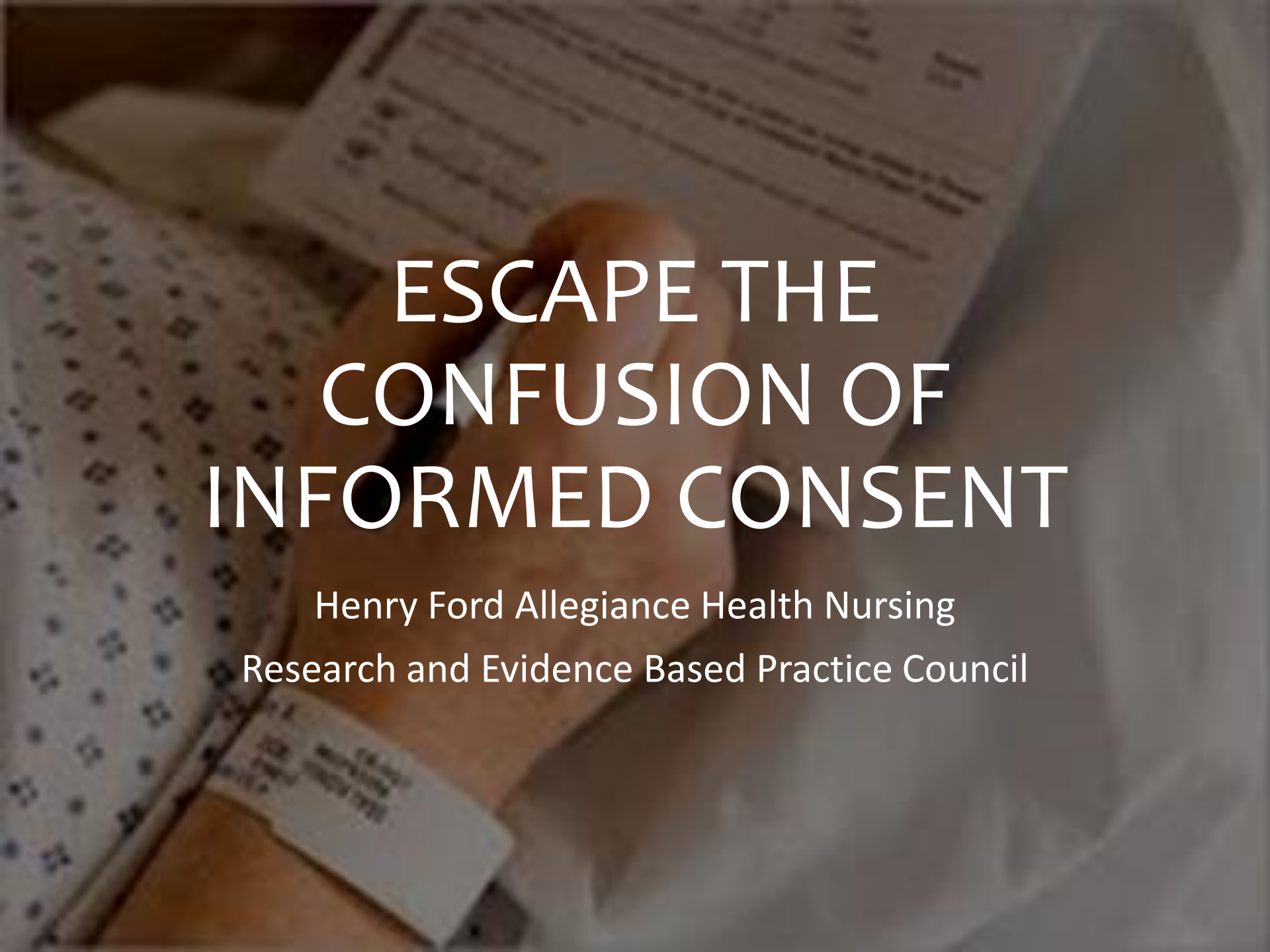
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**Authors**

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A hand holding a pen over a document, with a keyboard visible in the background. The image is dimmed and serves as a background for the text.

# ESCAPE THE CONFUSION OF INFORMED CONSENT

Henry Ford Allegiance Health Nursing  
Research and Evidence Based Practice Council

“What do you mean the consent isn't right?”



# ESCAPE THE CONFUSION OF INFORMED CONSENT

- Education surrounding this issue is deemed important
- Capturing nurses' attention has become difficult
- The challenge: digitally connected society using social media versus the traditional computer-based learning module

# ESCAPE THE CONFUSION OF INFORMED CONSENT

- Active learning strategies, such as escape rooms, may potentially enhance learning, knowledge retention and critical thinking skills.

# RESEARCH QUESTION

Is there a relationship between the post-test score average and the educational method used to teach/review informed consent policy?

## METHODS

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Prospective, simple randomized study design was used

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Research was conducted in conjunction with the annual Henry Ford Allegiance Health Skills Fair in May 2021

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A convenience sample of registered nurses from four surgical units received education on informed consent by self-selecting into one of two learning modalities: CBL completion or participation in an Escape Room



## METHODS

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All nurses completed a computerized pre-test on informed consent policy, followed by their selected activity of a CBL (done individually), or Escape Room (conducted in groups ranging between two to five persons).

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Following the education, each participant completed a post-test on informed consent policy.

# ESCAPE ROOM



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Participants were introduced to Mr. Tenderbelly, a 75-year-old patient who presented to the emergency room with a 3-day history of abdominal pain.

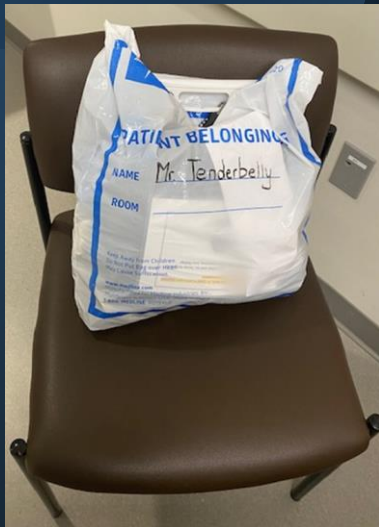
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As the participants move through the clues, they determine that Mr. Tenderbelly is pleasantly confused at times and notify his attending physician.

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They are led to search for the next of kin in his chart, but determine he has none---only his fiancé of many years.

# ESCAPE ROOM



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The participants are led to contact the fiancé who tells them that she is very familiar with Mr. Tenderbelly's wishes.

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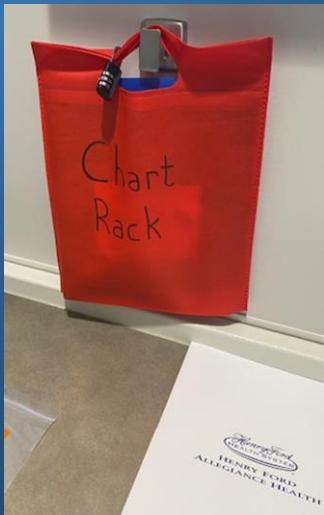
Can the fiancé sign the consent?

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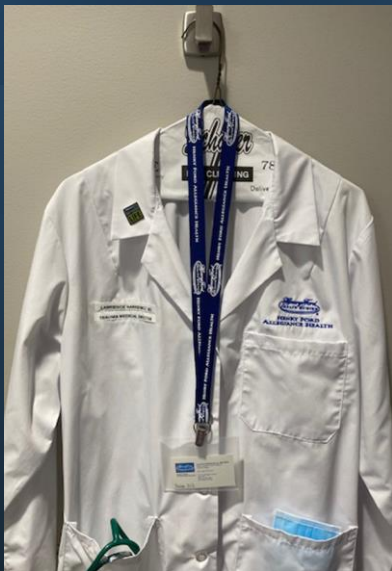
After speaking with the attending physician again, they determine they must contact Case Management.

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Case Management assists the fiancé in obtaining emergency Legal Guardianship.



## ESCAPE ROOM



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The fiancé returns from Probate Court with the guardianship paperwork.

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The participants determine they must call the attending physician.

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The physician meets the fiancé to obtain informed consent.

# METHODS

The pre-test and post-test were not identical but assessed the same concepts.

Regardless of which education method was selected pre and post tests were identical.

## DATA COLLECTION PROCEDURES

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Pre-tests and post-tests were linked using unique random numbers.

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Pre-tests and post-tests were completed via Survey Monkey.

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Variables collected included education level, years of nursing experience, and shift worked.

# ANALYSIS

51 cases qualified for data analysis; 30 individuals completed the Escape Room and 21 completed the CBL.



Pre-test averages and post-test averages were nearly identical at approximately 80%.



There was no difference in the post-test score average between those who completed the Escape Room versus CBL.

## ANALYSIS

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Half the participants worked night shifts and half worked day shift.

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Registered nurses who worked night shift and those with more experience were more likely to select the CBL option.



## IMPLICATIONS

- HFAH nurses demonstrated an adequate knowledge of the informed consent process by the pre-test scores of 80%.
- There was no statistically significant difference between the two study groups by education level, primary work unit, years of experience, nor number of monthly consents witnessed.

## IMPLICATIONS ON HYPOTHESES

- The primary hypothesis was that Escape Room training would be more effective than traditional Computer Based Learning.
- The CBL group saw a slight improvement (2.4%) in mean test score from the pre-test to the post-test. This was not a statistically significant change in mean test score (p-value=0.432, paired samples t-test).

## IMPLICATIONS ON HYPOTHESES

- The Escape Room group saw a slight decrease (2.6%) in mean test score from the pre-test to the post-test. This was also not a statistically significant change in mean test score (p-value=0.407, paired samples t-test).

## IMPLICATIONS ON HYPOTHESES

- Finally, even though the CBL saw an improved score and the Escape Room saw a drop in score after the training, the analysis showed to statistically significant difference in test score change due to the training between the CBL and ER study groups (p-value = 0.269, independent sample t-test).

## IMPLICATIONS

- Nursing has traditionally relied on lecture as the primary teaching methodology.
- There is little research to date on gaming as an educational strategy, despite the fact that it supports the principles of andragogy:
  1. Adults need to know why they need to learn something
  2. They need to learn experientially
  3. Adults approach learning as problem solving, and they learn best when the topic is of immediate value.

## IMPLICATIONS

This research contributes to the andragogy body of knowledge.

Further research is still needed to identify what subjects lend themselves to gaming as a teaching strategy.



QUESTIONS