



## ERA+ Clinical Leadership in Nursing Education



# Clinical Leadership in Nursing Education

## Inspirational good practice

### “EBP Escape room game”

*This example shows practical leadership skills that are applied in educational settings. These practices were identified and collected during the Erasmus+ KA220-HED project “Clinical Leadership in Nursing Education,” co-funded by the Erasmus+ programme of the European Union. The content is based on existing practices, with good examples submitted by project partners and stakeholders, recognized as validated examples from professional practice.*

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# 1. Contact Information

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## 2. Short description of the teaching method

The EBP escape room game is an innovative way to gain knowledge about evidence-based practice (EBP) and to implement EBP in an innovative way in classes and in daily clinical practice. The EBP game is a serious game and it is targeted for healthcare students and professionals. The game can be played individually or in a group in a classroom setting or outside the classroom. The EBP game offers a risk-free way to practice in a safe environment, without the full responsibility of a real patient.

## 3. Why should colleagues use this method to strengthen clinical leadership?

The game fosters players' evidence-based practice (EBP) skills while also developing problem-solving and teamwork abilities, especially when played in a group. It offers a modern and engaging way to approach an important topic.

Evidence-based practice supports clinical leadership by providing a solid foundation for informed, effective, and safe decision-making. Clinical leaders rely on EBP skills to ensure that nursing interventions are grounded in the best available research rather than tradition.

Furthermore, these skills strengthen leadership by enhancing critical thinking and clinical judgment, enabling leaders to select the most appropriate interventions and solutions.

## 4. Competencies related to clinical leadership

**Primary competences** – **secondary competences** addressed by this good practice

Domain – ethics

- Ethical competence (**ethical principles and values; professional integrity and accountability**)

Domain – professional nursing

- Clinical competence** (*clinical competence in specific clinical area; nursing process; health promotion*)
- Quality management competence** (*quality of care; patient safety*)
- Evidence based practice competence** (*evidence based practice*)
- Decision making competence** (*critical thinking; decision making; problem solving*)
- Self-development competence** (*continuous professional development*)

Domain – innovation and change

- Visioning competence (*future-oriented thinking; understanding the big picture; finding innovative approaches; questioning*)
- Change management competence (*initiating change; advocating change; implementing change*)

Domain – influencing and advocacy

- Influencing competence (*influencing others; motivating others*)
- Patient advocacy competence (*patient advocacy*)

Domain – team leadership

- Team leadership competence (*team formation, team coordination, positive working atmosphere*)
- Guidance competence (*supervision, mentoring*)

Domain – communication and collaboration

- Communication competence** (*effective communication, dialogical competence*)
- Collaboration competence** (*interprofessional collaboration; professional collaboration*)

*Specific behaviors practiced:*

(e.g., giving feedback, speaking up, handling conflict, setting priorities, situational awareness, etc.)

## 5. Timeline

It is recommended to reserve 2–4 hours for the game session. Ideally, the session should be followed by a short teaching session in which the teacher reviews the steps of evidence-based practice (EBP) with the students. This helps ensure that students not only engage with the game but also gain a clear and structured understanding of the EBP process.

## 6. Student guidance

Students can play the game individually, and it provides hints to support their progress. It is recommended that one to two teachers be present in the classroom to assist students if they are unable to proceed and to facilitate the final discussion.

## 7. Required materials / Conditions

All the material will be available on the project website  
<https://innopixel.dk/projects/evidence-based-practice/>

## 8. Evaluation / Follow-up

*The game will give feedback to the player. If the players succeed in completing the game, they have to require knowledge of the 5 steps of the EBP.*

## 9. Results / effects on students

Serious games support student learning, enhance knowledge, and are often enjoyable to play. However, it is important to keep in mind that they may require some level of prior gaming competence, and not all students enjoy learning through games. Therefore, games are best used as a complement to traditional classroom teaching.

## 10. Tips for colleagues

Play the game yourself first so that you can better support the students. Make sure the game is installed, and clear instructions are available. It is also beneficial if students have had prior teaching sessions on evidence-based practice (EBP).

## 11. Practical example / anecdote (optional)

The method is effective if students can complete some or all of the tasks in the game and enjoy the experience while playing.

## 12. Visual material (optional)

N/A
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