

PROGRAM:

# REFUGEE ESCAPE ROOM

2020



Institut Català de la Salut  
Programa de salut Internacional

**INTRODUCCIÓN:**

We are pleased to present a new teaching tool within the International Health Program at the Catalan Institute of Health in Barcelona (PROSICS), Refugee Escape Room.

The original idea of this activity came from Lloy Willie (PhD), professor of Master of Public Health in the Schulich School of Medicine and Dentistry at Western University in London, Ontario and Núria Serre Delcor (PhD), responsible for research on the health of immigrants in PROSICS, at Hospital Vall d'Hebron, in Barcelona.

This tool was created in an educational setting as a consequence of the “migratory crisis” that started in Europe in the 2010s and the migratory phenomenon in Latin America, where people migrate towards countries in the north as a result of different warlike conflicts, political situations or economic crisis; in response to the needs expressed by different professionals (health care and social health care) and different postgraduate students (health science, public health, international health or global health fields).

The gamification is the use of game elements in an educational setting (in this case the classroom) with the objective to produce leisurely emotions on your own thus improving the learning experience. The use of games not only improves the learning experience in a scientific context, but also improves the values of life.

The principal objective is to create awareness about social challenges to health that vulnerable immigrants face.

#### Specific Objectives

- 1) Increase knowledge about epidemiological, chronological and health aspects in relation to people that recently arrived as a consequence of the migration crisis.
- 2) To better intercultural competency and self-efficacy of the professionals that work directly or indirectly with immigrants that have recently arrived in Europe.

The students that complete the whole course will have the following competencies:

- Know **how to apply the acquired knowledge and have an ability to solve problems** in a new or unfamiliar environment within broader contexts related to their area of study.
- The ability **to integrate knowledge and confront the complexity of making judgements** based on information that may be incomplete or limited, including reflections of social and ethical responsibilities linked to the application of their knowledge and judgements.

- Know **how to analyze the health sector in a social and political context of poverty** and think of the advantages and inconveniences of different healthcare organizations.
- Know **how to determine appropriate forms of action in emergencies and disasters** in order to evaluate the available resources and the needs of the population.
- **Work in multidisciplinary teams** in diverse and complex social and cultural environments and recognize the diversity and multiculturalism.
- Utilize the critical **capacity to learn in a collaborative form**, with the purpose of teaching.
- **Promote respect** and safeguard human dignity in any field.
- **Promote ethical and social commitment** as a basis for developing a respectful attitude towards all forms of culture, peace and environment.
- Deepen the knowledge of the profession and the **political, economic, social and cultural contexts** in which the professional activity will be developed.
- **Encourage the initiative and the autonomy** of professionals in precarious situations, conflicts or catastrophes.
- **Generate new ideas** (imagination, creativity, originality)
- Develop a **capacity in decision making**.
- **Have group discussions and agree on a common position** regarding controversial issues.

The course lasts for 3 hours and is in person. Throughout the activity, the active participation of the students is encouraged by means of question and answer sessions, resolution of puzzles, and through decision making and debate.

We hope that this course will contribute to the training of professionals that are interested in international and global health, dealing with different clinical, social and organizational aspects.

### **Brief summary of the origins of the course**

Since 1983, the Drassanes International Health and Medicine Unit (UMTSID) of the Catalan Health Institute has been involved in the university training in tropical medicine and international health.

Since February of 2012, the UMTSID has been a part of the International Health Program of the Catalan Institute (PROSICS) in conjunction with the Infectious Disease Service of Vall d'Hebron University Hospital, adopting the name of Tropical Medicine and International Health Unit from Vall d'Hebron-Drassanes. In this unit different tasks are carried out: attention to the traveler and international vaccination; assistance to the traveler and immigrants; laboratory; community health tasks; research; teaching; cooperation and collaboration with external centers (Brazil, Mozambique and Angola).

Since 2015 the Vall d'Hebron Research Institute (VHIR) and the Vall d'Hebron classroom have supported PROSICS Barcelona in the organization of courses as institutions in the public health sector that promote and develop research and teach innovation in bio-sanitation at the Vall d'Hebron University Hospital.

In November 2017, the first version of the Refugee Escape Room (RER) was created. The authors of this activity are Lloy Wilie (PhD), professor of the Masters in Public Health at the Schulich School of Medicine and Dentistry at Western University in London, Ontario and Núria Serre Delcor (PhD), responsible for the Health and immigration research of PROSICS, Hospital Vall d'Hebron, Barcelona, with the collaboration of different university students of health sciences. Since its creation, various editions of the tool have been carried out with the intention of improving methodological aspects. The actual impact of this activity is currently being analyzed with the collaboration of the European project MyHealth ([www.healthonthemove.net](http://www.healthonthemove.net)).

## REFUGEE ESCAPE ROOM

### **Structure:**

- Theoretical framework: session in the classroom with the introduction of basic aspects of health and immigration using audiovisual material and question and answer sessions. (30 minutes).
- Escape Room, set of tracks (2 hours).
- Student debate (30 minutes).

### **Organization:**

Unit of Tropical Medicine and International Health of Vall d'Hebron-Drassanes. University Hospital Vall d'Hebron.

PROSICS- Barcelona (Program of International Health of the Catalan Institute of Health)

### **Direction**

Núria Serre Delcor (PROSICS Barcelona)

### **Technical Secretary**

Aula Vall d'Hebron

### **Address to:**

Professionals and students of health science and social science (physicians, nurses, anthropologists, psychologists, social workers, educators, reception technicians...) who want to know the basic and fundamental aspects of health and immigration related to the migratory crisis of 2010.

### **Start date of the course and calendar:**

To agree with the interested entity. This is a 3-hour course taught in the morning or afternoon.

### **Number of seats available:**

15-40 seats

### **Course Materials:**

Content:

- Audiovisual material developed by the teaching staff
- Clues of the puzzles to be solved by the participant
- Computer with internet connection and data show
- Two rooms (>40m<sup>2</sup>) with 4 tables and seats for the students.

### **Evaluation:**

- Assistance during 3 hours of the course

### **Accreditation:**

The accreditation of the Catalan Council for Continuing Education has been requested.

### **Registration for the Course:**

The interested institutions will get in touch and register for the course using the website <https://www.cursosproscics-vhir.org/inicio>

### **Course Prices**

The cost of the course will be:

- 850 euros (includes Vall d'Hebron classrooms)
- 700 euros (the external institution should provide two classrooms, tables, seats, computer, internet connection, and data show).

The cost of the registration will be returned in full if the activity is cancelled 48 hours before the agreed date of execution.

### **Teaching methodology:**

- Theoretical framework: session in the classroom with the introduction of basic aspects of health and immigration using audiovisual material and question and answers (30 minutes)
- Gamification technique: Escape Room, track set (2 hours). After the explanation of the context of the game, rules, and the formation of groups in fictitious family blocks, the game is divided into two parts. In the first part, aspects related to health and immigration are worked on from the participant's knowledge. During this phase (game of clues) the

participants must solve puzzles related to epidemiological, legal and chronological, and health factors to be able to advance in the game. In the second, the participant finds themselves with a fictitious border control and they must overcome different bureaucratic challenges.

- Semi structured debate on the experience will occur throughout the entire process (30 minutes)

The activity has an eminently practical focus on a fictitious situation that students must solve in groups (cooperative work within the group), but also includes competitive aspects among different groups.

**Summary:**

Onsite training: 3 hours. Refugee Escape Room. Gamification.

		Time Change	Dates	Responsible Tutor	Module Coordination
Structure	Description	3 hours	To be determined		Nuria Serre
Theoretical Framework	Introduction of basic aspects of health and immigration	30 minutes		Núria Serre	
Escape Room	Context of the game, rules and familiar groups	30 minutes		Núria Serre (+ 4 facilitators)	
	First phase: knowledge	45 minutes			
	Second phase: fictitious border	45 minutes			
Debate	Semi-structured debate on the student's experience	30 minutes		Núria Serre	



## REFUGEE ESCAPE ROOM PROGRAM SUM UP

Gaming (gamification) is the use of elements of the game in a non-recreational context, in this case the classroom, with the aim of producing real emotions and improving the learning experience. The use of games not only improves the learning experience in a scientific context but also in the values of life. This course is based on the methodology of the Escape Room and has a face to face structure. The tutors have different cultural and professional profiles in the area of health and immigration.

### **Main objective**

In this course we will be aware of the social and health challenges faced by the most vulnerable immigrants.

### **Specific Objectives**

- 1) Increase the knowledge on epidemiological, chronological and health aspects in relation to people that have recently arrived as a result of the migratory crisis.
- 2) Improve intercultural competency and self-efficacy in professionals that work directly or indirectly with immigrants newly arrived in Europe.

### **Content:**

- Theoretical framework: session in the classroom with the introduction of basic aspects of health and immigration using audiovisual material and questions and answers (30 minutes). Núria Serre Delcor
- Gamification Technique: Escape Room, track set (2 hours). Núria Serre Delcor (jointly with other tutors)
  - Context of the game, rules and the formation of groups in fictitious family blocks, the game is divided into two parts.
  - Tests of knowledge
  - Border tests
  - Semi-structured debate about the experience throughout the entire process (30 minutes) Núria Serre Delcor.