

# An Innovative Escape Room Approach to Teaching Infection Control to MBChB (ScotCOM) Medical Students.

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## Aim

To design and deliver an Infection Prevention and Control (IPC) teaching session for MBChB (ScotCOM) medical students at the University of St Andrews, with the objective of improving foundational infection control knowledge. This was achieved through an IPC escape room in which students worked collaboratively to solve clinical challenges.

## Objectives

Following collaboration between IPC and the Medical Education teams within NHS Fife, an escape room-based learning intervention was developed for St. Andrews MBChB (ScotCOM) medical students. The escape room was to focus on breaking the chain of infection.

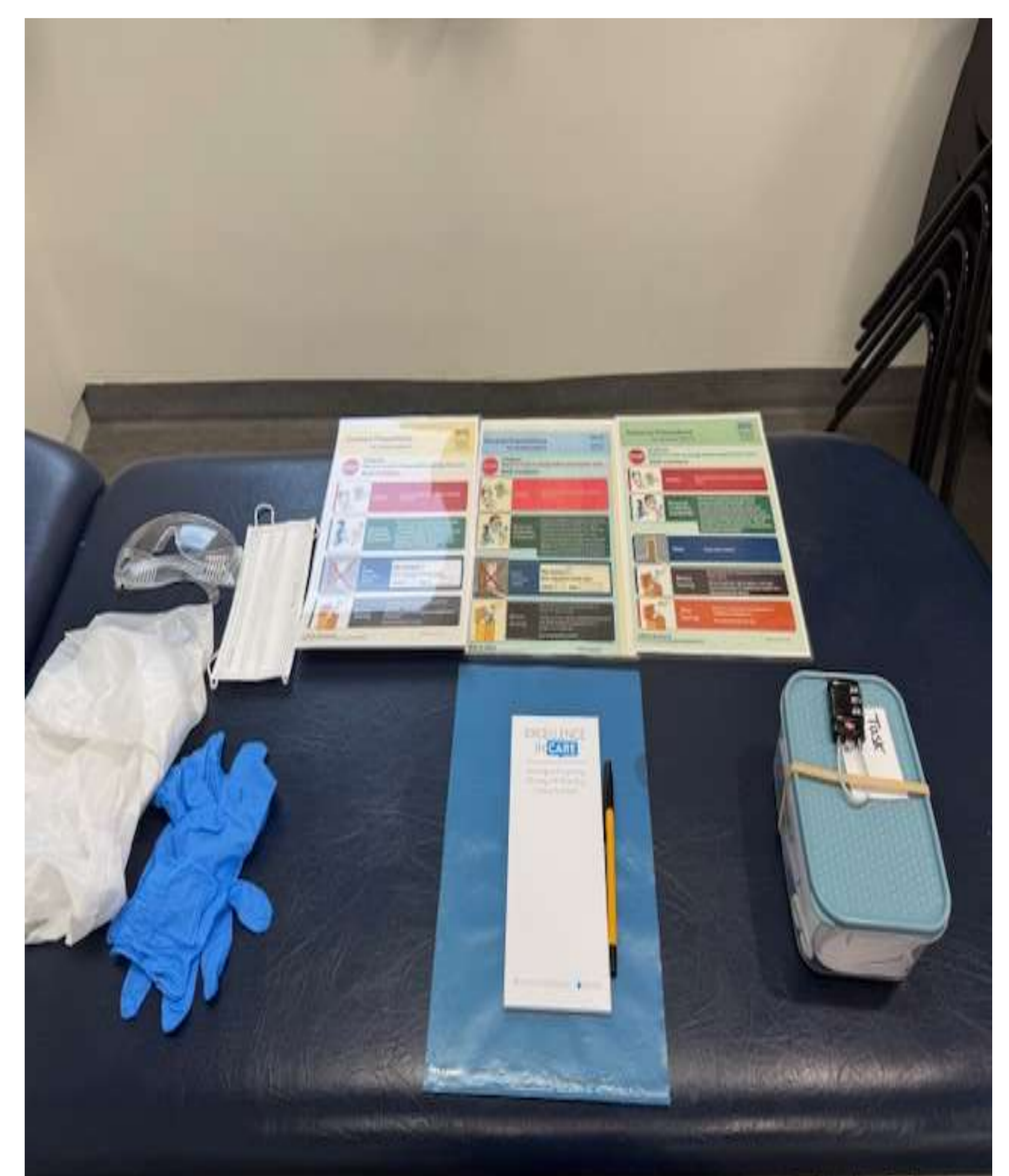
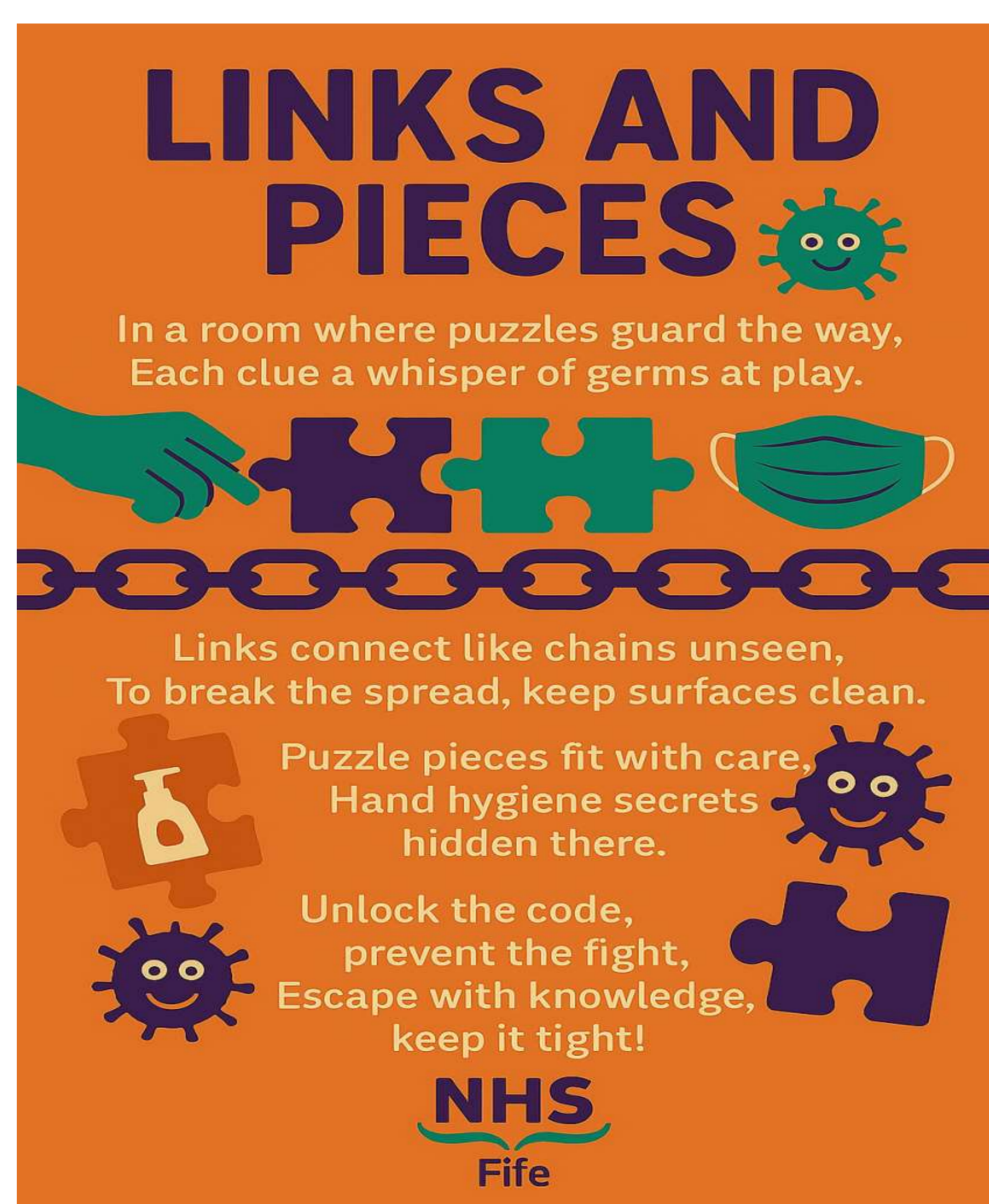
The escape room was designed using a constructivist approach, allowing learners to build their understanding of infection control through active problem solving and collaboration.

## Method

The escape room consisted of 5 tasks focusing on IPC concepts, managing a patient with *Clostridioides difficile* infection (CDI)

- Topics covered; patient placement, appropriate personal protective equipment (PPE), isolation requirements, appropriate sampling and antimicrobial stewardship.
- Each team was required to successfully complete the task to receive a key and puzzle piece to unlock the next box bringing the puzzle pieces together at the end.

## Results



This was achieved through the IPC escape room which students worked collaboratively to solve clinical problems. All teams worked through the escape room to achieve the learning outcomes. Other findings; also showed:-

- The session strengthened their knowledge prior to clinical placement
- Improved their knowledge on Standard Infection Control precautions and breaking the chain of infection
- Students reported high levels of engagement and valued the interactive nature of the session

## Conclusions

The session provided an effective opportunity for students to apply their knowledge in a practical, team based environment. Feedback highlighted the enjoyable and immersive format, with students noting that it supported their learning and simulated a realistic clinical scenario. The structure ensured that knowledge is constructed through experience, not simply delivered. The escape room proved to be a successful and innovative method for reinforcing IPC principles and enhancing learner engagement.