

Resus Riddle: The Growing Utility of Gamification in Medical Education



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'I enjoyed the realistic scenarios
and found it more memorable
because it was interactive'

86% of UofG students
prefer interactive teaching

Aim

Provide an interactive
insight into paediatric
emergencies whilst
targeting curriculum gaps

Method

We developed a novel session covering Burns, Anaphylaxis,
Head Injury and Toxic Ingestion.

79 students participated in 'Escape Room' style scenarios in
a simulated environment, collaboratively solving puzzles
based on clinical guidelines.

Students were asked to rate confidence in each area pre and
post intervention. These scores were compared with a
control group (n=13), taught didactically.

'Exposure to conditions we haven't
otherwise covered. Opportunity for
team working. Encouraged to think
outside the box.'



Conclusions

- Deeper engagement leads to greater retention¹
- We must employ innovative strategies to make sessions engaging
- Novel workshops provide a low-risk, scalable alternative without overwhelming busy wards
- We need to effectively teach teamworking to prepare our students to to work in modern healthcare

Outcomes

- Average confidence scores pre workshop were **2.9**, increasing to **4.2** post workshop
- The control group scored **3.7** post lecture
- **100%** of students found the session improved their team working and communication

References

- 1.Kvam, P.H. (2000). The Effect of Active Learning Methods on Student Retention in Engineering Statistics. The American Statistician, 54(2), pp.136–140. doi:10.1080/00031305.2000.10474526.

