

“Save Patient B.”

An Escape Game in a Cytotoxic Production Unit

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Introduction and Objectives

Conducting an internal audit and identifying non-compliances within the CPU

Analysis of all errors detected throughout the process

Strengthen ongoing training for the entire team

Decision to implement an innovative tool to consolidate training

Design and test an immersive educational Escape Game (EG) for CPU staff to enhance continuing professional development.

Method

Topics covered

- Rules for entering the cleanroom (hygiene, clothing, etc.)
- Knowledge of chemotherapy protocols
- Detection of errors on manufacturing sheets
- Mastery of double visual checks
- Management of reallocations and proper storage of bags

Participant evaluation

- Overall satisfaction
- Stress caused by participation
- Knowledge reactivation
- Relevance of puzzles and training
- Long-term retention of knowledge
- Difficulty of puzzles
- Duration of the entire training course

Scenario developed by:
1 pharmacist,
2 residents
and 2
technicians

Introductory
and immersive
briefing

Pair activity
with 8
chronological
puzzles

Debriefing
covering key
points and
mistakes

Results



Escape Game completed by:

- 2 pairs of pharmacy technicians
- 3 pairs of pharmacists/residents



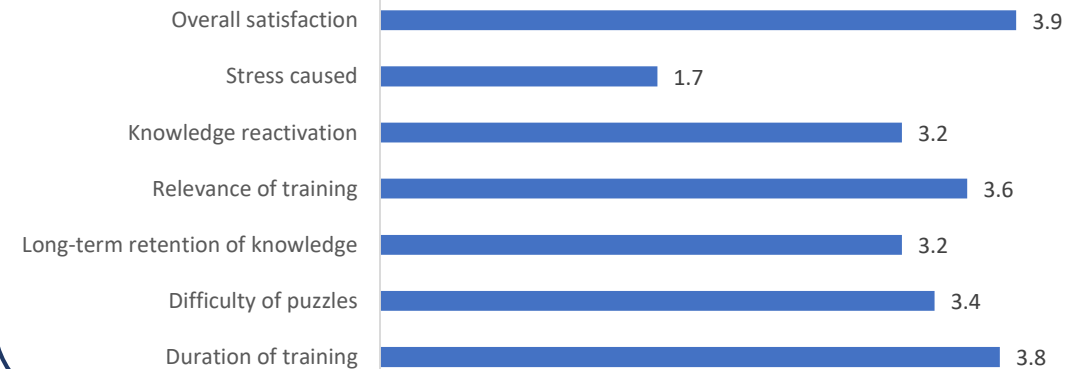
Average time taken to complete the EG for the 5 pairs



Required hints for all pairs

Level of participant satisfaction

(Assessed using a 4-point LIKERT scale)



Discussion / Conclusion

The setting up of an EG within the CPU was appreciated and, according to the participants, enabled them to **consolidate their knowledge**. The **debriefing time** was particularly enriching for the whole team, and enabled many questions to be addressed. The longer-term objective is to continue this type of edutainment training by creating **new scenarios**. A simulation of broken vials had also already been set up in our unit. A longer-term assessment of the impact of these serious games will need to be considered.