

Using Educational Gamification to Understand Future Care Planning

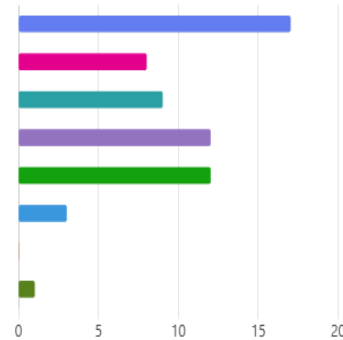
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OUTCOMES & RESULTS

- 22 people took part in the escape room over 5 sessions.
- 17 people responded to the MS Forms Questionnaire
- All respondents thought the activity was fun
- 71% respondents thought it was educational or challenging.
- 47% said they found it easy to follow with 53% stated it was informative
- 18% thought it was confusing
- 71% of participants thought escape room raised their awareness of ways to plan ahead for ageing and ill health with 18% stating the activity may have raised their awareness, the remaining 12% did not think their awareness was raised.
- A key theme was team building - 10 people highlighted working as part of a team was the most enjoyable aspect.
- Take Away messages included – 'New & different way to learn', 'think about digital legacy more', 'powerful teaching method', 'thinking more about public health perspectives of FCP', 'may run the session in my own area', and 'this was a good staff wellbeing session'.

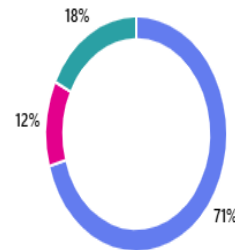
1. Was your experience of the Escape Room activity (tick all that apply)

Fun	17
Easy to follow	8
Informative	9
Educational	12
Challenging	12
Confusing	3
Too difficult	0
Other	1



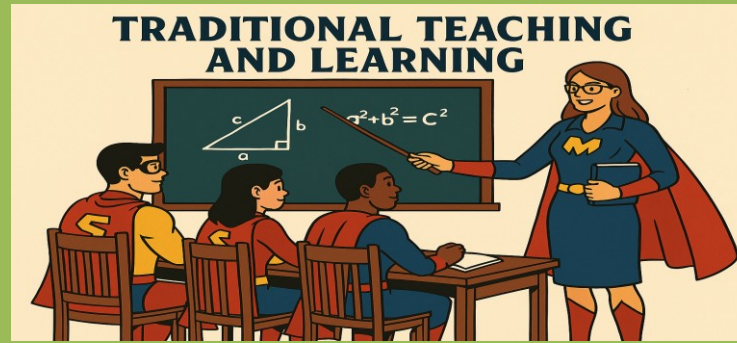
2. Did the escape room raise your awareness of ways to plan ahead for ageing and ill health

Yes	12
No	2
Maybe	3
Other (please specify)	0



INTRODUCTION

Traditional methods of teaching and learning may not reflect the complexity and emotional sensitivity involved in discussing Future Care Planning (FCP). Experiential learning approaches, including educational gamification, may enhance engagement, reflection and shared understanding within teams ⁽¹⁾



TRADITIONAL TEACHING AND LEARNING

Aim

Introduce educational gamification strategy to increase learning motivation, encourage team work, recognise triggers for discussions, effective communication and discovering what matters most when delivering person centred care for individuals and their families. In addition the authors thought it was important to highlight caring responsibilities and challenges when aging in 21st century



METHODOLOGY

An interactive escape room style learning activity using a realistic palliative care scenario was designed by Scottish Partnership for Palliative Care ⁽²⁾. Resources were available free of charge and launched for Death Awareness week 2025. We delivered the FCP escape room on 5 separate occasions over 12 months. The time limited activity *Puzzles, Powers and Prescience* offers a peer group learning opportunity where they discovered clues, solved puzzles and completed tasks aligned with key topics and national strategic drivers in palliative care ^(3,4). Each team worked collaboratively to complete the tasks addressing key aspects of FCP. Short facilitated reflective discussions followed each session. On completion, each participant received printed literature including comic and digital legacy information. Evaluation data was collected using:

- Post session Debrief
- Questionnaires
- Quantitative ratings & free text comments



CONCLUSION

The interactive format enabled safe exploration of complex and emotive issues whilst increasing digital legacy awareness in FCP. Escape room style learning offers an innovative and effective approach to team building, by promoting collaboration, reflection and person centred practice. It also promotes professional development and motivation in learning and was reported to improve staff wellbeing which in turn may enhance the staff/ patient experience. Further developments for future sessions includes offering to the wider workforce and publicise team completion times through a winners board. Consideration will also be taken in to developing further escape room style education in various palliative care topics.

References:

1. Dugdol-Menéndez, J., Jiménez-Arberas, E., Ruiz-Fernández, M.L., Fernández-Valera, D., Mok, A. and Merayo-Lloves, J. (2021) 'A collaborative escape room as gamification strategy to increase learning motivation and develop curricular skills of occupational therapy students', *BMC Medical Education*, 21(1), p. 544. Available at: <https://doi.org/10.1186/s12909-021-02973-5>
2. Good Life Good Death Good Grief (2025) *Escape Room, Good Life, Good Death, Good Grief*. Edinburgh: Scottish Partnerships for Palliative Care. Available at: <https://www.goodlifedeathgrief.org.uk/escape-room/> (Accessed: 29 January 2026).
3. Scottish Government (2025) *Palliative Care Matters for All: palliative care strategy 2025 to 2030*. Edinburgh: Scottish Government. Available at: <https://www.gov.scot/publications/palliative-care-matters-palliative-care-strategy-202530/> (Accessed: 29 January 2026)
4. NHS Education for Scotland and Scottish Social Services Council (2025) *Palliative Care Education Framework 2025*. Edinburgh: NES. Available at: <https://learn.nes.nhs.scot/86634> (Accessed: 29 January 2026).