

Transforming Palliative Emergency Education:

A Community based escape room model

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CONSISTENT CARE STARTS WITH SHARED CLINICAL REASONING

01 Background

Palliative emergencies demand timely, coordinated decisions. We transformed presentation based teaching into tabletop escape rooms, turning shared care plans into practical challenges that enabled clinical staff to recognise warning signs, discuss options and agree person centred actions together.

02 Stakeholder collaboration

St Barnabas Hospice, Lincolnshire Community Health Services, United Lincolnshire Hospitals and East Midlands Ambulance Service jointly developed complex plans of care. These provided a shared foundation for consistent management of palliative emergencies in the community, supporting people who wish to remain at home, in line with their preferences and agreed treatment plans.

03 Educational grounding

We designed the escape rooms to make staff time count through active participation, shared reasoning and reflection.

Learning through experience [1,4]: Clinical scenarios enabled staff to apply shared care plans to practical decisions.

Learning together [2,3]: Teams discussed clues, explained their reasoning and agreed answers before progressing.

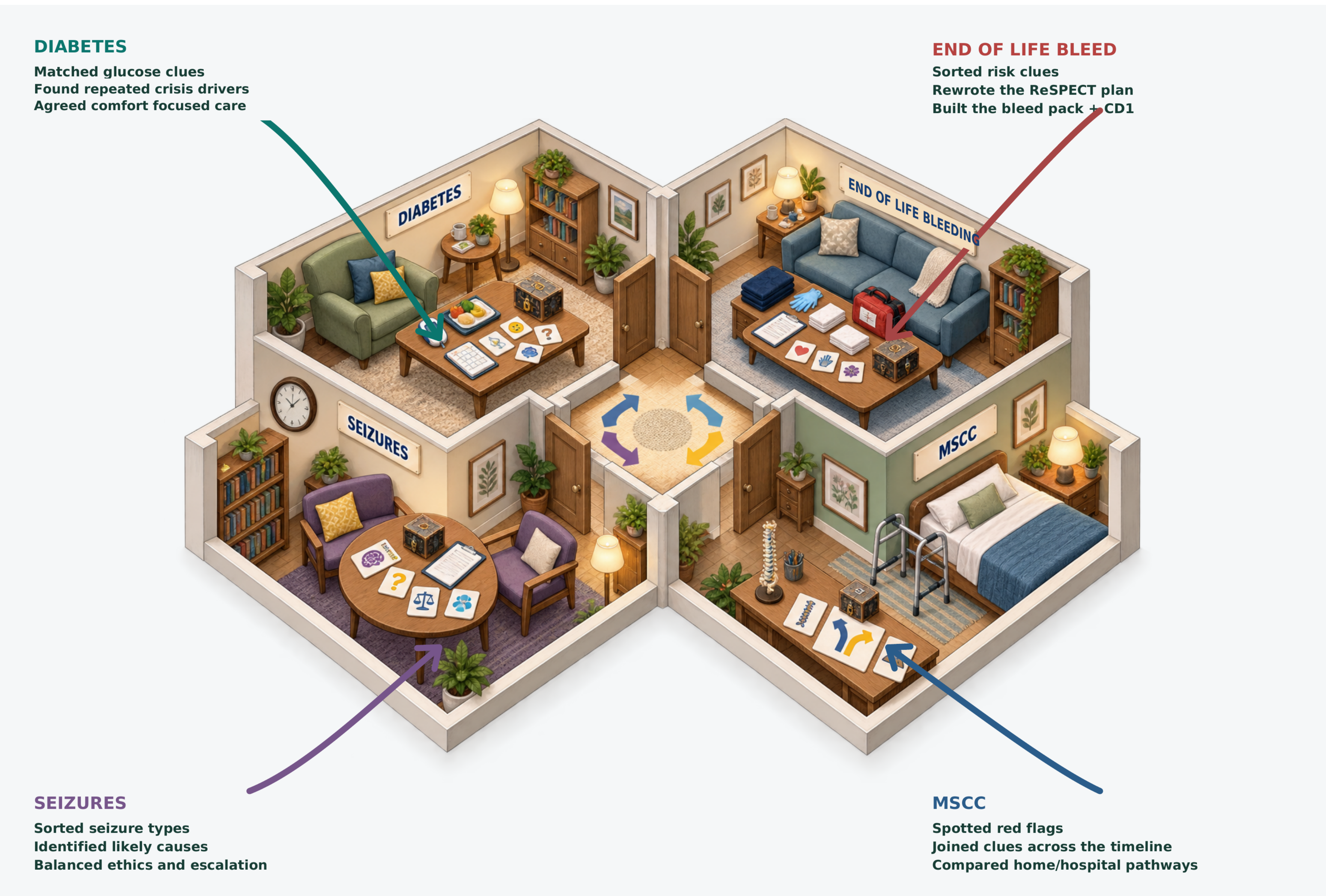
Retrieval practice [10]: Puzzles required staff to recall and apply knowledge, with correct answers unlocking the next stage.

Rehearsing urgency [3,4]: Time limits and competition introduced pressure, prompting teams to prioritise and make decisions together.

Reflection and transformation [5,9]: Facilitated debriefing encouraged staff to question assumptions, consider other perspectives and connect learning to practice.

04 Inside the tabletop escape room

FOUR SCENARIOS / ONE SHARED APPROACH



05 Evaluation and learner feedback

67 attendees across five countywide sessions
Attendance reported by the project team.

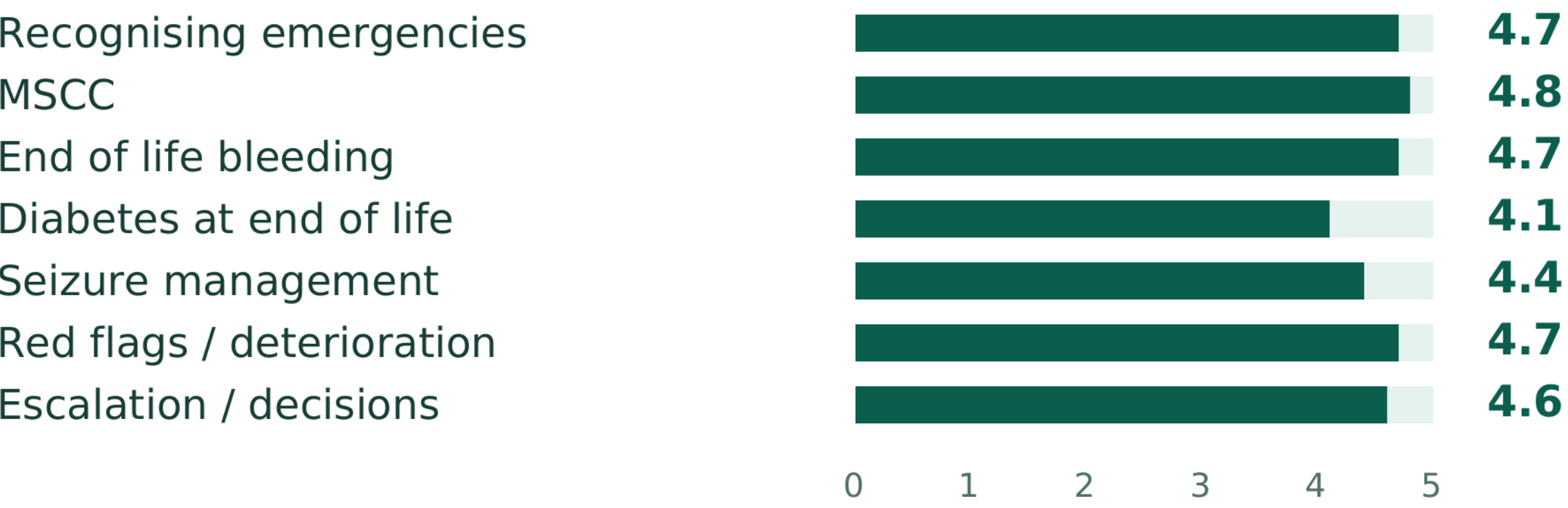
100% 67/67 respondents agreed or strongly agreed that delivery was of a high standard and that they enjoyed the training design.

Staff reported increased knowledge

All attendees were clinical staff working in palliative and end of life care. Responses reflect perceived improvement; baseline knowledge was not measured.

“My knowledge of the following has improved following attendance at this training.”

Average rating: 1 = strongly disagree; 5 = strongly agree.



“Brilliantly delivered, better than a PowerPoint.”

“Enjoyed the format and gained a lot from the opportunity for group discussion and feedback.”

“Very interactive and informative”

06 Next steps: a shared approach across the system

Extend a consistent teaching approach across organisations, supported by our collaboratively developed Padlet. This shared resource brings together care plans, clinical guidance, podcasts and patient information, enabling staff across the system to revisit learning and apply a consistent approach to palliative emergencies.

Key contributors

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