

OP19

Card Game in Death and Dying Classroom for Medical Students

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Introduction: Advance Care Plan (ACP) is a part of comprehensive palliative care. In Thailand, undergraduate medical curriculum has not implemented palliative care and ACP as a core teaching topic for students yet. Life Unlocking Card Game is an end-of-life conversation card game that aims to bridge this gap.

This study aims to assess second-year medical students' attitude of death by using Life Unlocking Card Game and its effectiveness to teach about death and dying.

Method: Convenience sampling methods. All (48) of second-year medical students participated in an end-of-life conversation game (8 games with 6 students within each group). Students then joined focus group interview to give feedback regarding

- 1) their experience and attitude towards the card game
- 2) its practicability in understand the concepts of death and ACP
- 3) their opinion of this teaching method.

Seven students also joined individual semi-structured interviews afterwards. We used content analysis along with investigator triangulation and methodological triangulation methods for the analysis.

Findings: Five primary themes emerged:

- 1) Safe space to disclose personal issues
- 2) Seeing the world through different views
- 3) Surprise elements
- 4) Death distant closure
- 5) Changed behaviour

Using Prochaska's transtheoretical model as a framework, 15 (31.25%) of the students changed their behaviour to contemplation stage while 33 (68.75%) shifted to preparation stage after the game.

Conclusion: Life Unlocking Card Game proves to be an effective tool to teach death and dying issues and also ACP in second-year medical students.