

Learning Essential Approaches to Palliative & End-of-Life Care (LEAP)

Courseware Design

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LEAP Courseware Development Overview

Design Guiding Principles

- Apply adult learning best practices
- Provide flexible, modular approach
- Focus on practical aspects of HPC
- Model inter-professional practice
- Integrate physical, psychological, social and spiritual care domains
- Delivered as designed, LEAP is inherently spiritually engaging

Unique Design Elements

- *Creating Context* module engages beyond clinical education “norm”
- *Creating Context* can be “purposefully disorienting”
- *Constructivism*, experiential and Situated Learning are embedded
- Courseware package genesis in a weekend retreat-based experience

Design Influences

- Pallium Project (Phase I) – 2001/02 focus on rural/remote HPC needs
- Pallium Project (Ph II) – 2004/06 broader primary-care approach
- Phase II – collective Knowledge-Building Community approach
- LEAP V1.1 (2006) kit governed by inter-professional and -provincial advisory committee/peers

Design Influences

- Embedded evidence-based practice
- Respected practice-based evidence
- Included Canadian HPC experts and skilled front-line HPC clinicians
- Extensive formative evaluation from early outreach education courses
- Rigor/discipline of blind review
- Transparent, accountable process

Learning Methods

- Ice-breaker (purposeful introduction)
- Theory-bursts within modules
- Small group learning
- Case-based learning
- Large-group, case-based learning
- Large-group discussions
- Critical reflection (e.g., video use)

Other Design Considerations

- Modular/object-based for flexible use
- Address specific disciplinary and common (inter) disciplinary needs
- Structuring of modules
 - Variety/illustrates interconnectedness
 - Some tools needed early (e.g., ethics)
 - Frames the holistic approach to HPC
 - Mitigates topic/module “shopping”

Flexible Module Uses

- Modular design supports different delivery options/content uses
- Local circumstances/opportunities often drive available delivery options
- Weekend intensive retreat; monthly “evening at the U”; once per week
- Compensate for longitudinal/transversal learning objective impact

Theory Burst Overview

- Enable common, essential theory
- Informed by cognitive psychology (e.g., mental maps, schemas)
- Constructing new practice knowledge (“know how”) rooted in “know what”
- Enable a common inter-professional base of key HPC practice knowledge

Other Design Considerations

- Socio-drama videos ill-structured
- Videos focus on reflection/discussion
- Constructivism informed by learner experiences/insights/perspectives
- Problem-based, case study learning
- Learn together, work better together
- Respect various disciplinary realities

Other Design Considerations

- Purposefully enable reflective- and critically-reflective practice
- Engage neuro-biological/bio-emotive domains for learning/practice change
- *Creating Context* module a critical process enabler for reflection/change
- Facilitators need HPC clinical base
- Facilitator mentoring/induction wise
