

Creating online learning that won't put learners to sleep

Presenters: Kathleen Yue and Katie Green (UBC medical student)

Education on a palliative approach needs to be provided to care providers in non-palliative specialist settings, but there are significant barriers to access. Time away from direct care is the most common barrier. Additionally, even when resources are created that require little time investment, learners complain about “yet another boring, click-through module”, or “just a lecture that’s given online”.

To address this concern, a provincial palliative care organization is creating a series of widely accessible interdisciplinary online modules that would provide education on palliative core competencies through engagement with health care providers and students in all care settings.

Previous research has shown that online education which uses simulated clinical scenarios can be an effective and engaging method of online teaching in health care.¹ Perceived clinical relevance of the scenario and performance feedback and evaluation are key factors in module development that have been identified as important for both participant engagement and learning.

Based on these principles, an interactive, virtual scenario-based learning module was developed. Before module creation, a survey was conducted to better understand online learning preferences amongst various ages, health disciplines and care settings. Once module content was complete it was first reviewed by palliative care experts for relevance and accuracy. After content review, focus groups were held with student and practicing health care providers to explore user experience, engagement and learning throughout the module. This project will serve as a pilot for future modules on the other domains of palliative care core competencies.