



OBJECTIVES

1. Identify empirically-derived life care planning educational standards in contemporary practice.
2. Discuss curriculum development for life care planning training.
3. Discuss best practices in life care planning education delivery methods.

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APPROACH TO COURSE DESIGN

- Evidence-based
- Contemporary
- Flexible
- Responsive to changes in professional and instructional settings, technologies, and student cohorts

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OBJECTIVE 1

Life Care Planning Educational Standards

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SELECTING LIFE CARE PLANNING STANDARDS

1. Current
2. Published in the literature or by a life care planning organization regardless of discipline, geography, institution, etc.

WHAT STANDARDS WERE USED? ROLE & FUNCTION STUDIES

- Pomeranz, J. L., Yu, N. S., & Reid, C. (2010). Role and function study of life care planners. *Journal of Life Care Planning*, 9(3), 57-118.
- International Commission on Health Care Certification. (2018). R&F study factor loadings of Job Task Inventory (JTI). Midlothian, VA: Author.

WHAT STANDARDS WERE USED? STANDARDS OF PRACTICE

- International Academy of Life Care Planners. (2015). *Standards of practice for life care planners* (3rd ed.). Retrieved from https://cdn.ymaws.com/rehabpro.org/resource/resmgr/files/RehabPro/Standards_of_Practice_for_Li.pdf

OBJECTIVE 2

Curriculum Mapping

WHAT IS A CURRICULUM?

“encompasses everything that teachers teach to students in a school or course, including the instructional materials and techniques they use”

Source: <https://www.edglossary.org/curriculum-mapping/>

WHAT IS A CURRICULUM MAP?

“the process indexing or diagraming a curriculum to identify and address academic gaps, redundancies, and misalignments for purposes of improving the overall coherence of a course of study and, by extension, its effectiveness”

Source: <https://www.edglossary.org/curriculum-mapping/>

WHAT DID WE FIND WHEN WE DID CURRICULUM MAPPING?

- Overlaps between the sources:
Methodology
- Differences between the sources
- Growing expectations for the life care planner, therefore, the curriculum

OBJECTIVE 3

Educational Delivery Methods

THE CONCEPT

Instructional Design

WHAT IS INSTRUCTIONAL DESIGN?

“the creation of learning experiences and materials in a manner that results in the acquisition *and* application of knowledge and skills ... [following] a system of assessing needs, designing a process, developing materials[,] and evaluating it’s [sic] effectiveness”

Source: <https://www.td.org/talent-development-glossary-terms/what-is-instructional-design>

QUALITY MATTERS



The Educational Standards: Quality Matters

WHAT IS QUALITY MATTERS?

“Quality Matters is the global organization leading quality assurance in online and innovative digital teaching and learning environments”

Source: <https://www.qualitymatters.org/why-quality-matters/about-qm>

QUALITY MATTERS STANDARDS FOR HIGHER EDUCATION (6th ed.)

1. Course Overview and Introduction
2. Learning Objectives/Competencies
3. Assessment and Measurement
4. Instructional Materials

Source: <https://www.qualitymatters.org/sites/default/files/PDFs/StandardsfromtheQMHigherEducationRubric.pdf>

QUALITY MATTERS STANDARDS FOR HIGHER EDUCATION (6th ed.)

5. Learning Activities and Learner Interaction
6. Course Technology
7. Learner Support
8. Accessibility and Usability

Source: <https://www.qualitymatters.org/sites/default/files/PDFs/StandardsfromtheQMHigherEducationRubric.pdf>

WHAT DID WE END UP WITH? THE PILOT.

- Based on 18-year historic, 6-module, 136-hour synchronous learning structure, 11 college credits
- Module mapping to align life care planning educational standards with learning materials and assessments
- Module learning objectives based on life care planning educational standard

WHAT DID WE END UP WITH? THE PILOT.

- Multi-faceted assessments (i.e., case studies, practical applications, academic research methods and applications) and measures (i.e., report rubric)
- Instructional materials including required textbooks, government sources, peer-reviewed literature, interviews with professionals in the field, etc.

WHAT DID WE END UP WITH? THE PILOT.

- Technology – learning management system (LMS), Zoom video conferencing
- Learner support includes access to leaders in the field, access to university library resources and search methods, individual support for development of sample life care plan, etc.

WHAT DID WE END UP WITH? THE PILOT.

- Evaluation of pilot based on current structure
- Ongoing post-instructional mentorship

COMMENTS ON PILOT RE-DESIGN

ICHCC

STUDENTS

WHAT DID WE END UP WITH? ADDITIONAL R&F STUDIES

- Manzetti, C., Bate, B. T., Pettengill, A. (2014). A survey of nurse life care planners: A role delineation study in the United States. *AANLCP Journal of Nurse Life Care Planning*, 14(3), 694-707.

WHAT DID WE END UP WITH? ADDITIONAL PRACTICE STANDARDS

- American Academy of Physician Life Care Planners. (2014). *Standards of practice*. Retrieved from <http://aaplcp.org/About/PracticeStandarts.aspx>
- American Association of Nurse Life Care Planners. (2015). *Nurse life care planning standards of practice*. Salt Lake City, UT: Author.

WHAT DID WE END UP WITH? OTHER

- Johnson, C. B., Pomeranz, J. L., & Stetten, N. E. (2018). Life care planning consensus and majority statements, 2000-2018: Are they still relevant and reliable? A Delphi study. *Journal of Life Care Planning*, 16(4), 5-13.

WHAT DID WE END UP WITH?

- **Expanded program**
 - 8-modules
 - 180 contact hours
 - 16 college credits at Capital University Law School
 - Launching: February 2020
 - Capacity: 14 students

MODULES 1-3

- **MODULE 1: Introduction:** History; Professional Issues; Evidence-Based Standards; Life Care Plan & Medical Cost Projection Assessment
- **MODULE 2: Adult:** Amputation; Brain Injury; Burns; Polytrauma; Sensory; Spinal Cord Injury; Transplants
- **MODULE 3: Pediatric:** Brachial Plexus; Cerebral Palsy; Childhood Sexual Abuse; Epilepsy; Respiratory

MODULES 4-8

- **MODULE 4: Advanced & Special Issues:** Aging; Chronic Pain & Conditions; Mental Health; Premorbid & Co-Morbid Conditions
- **MODULE 5:** Pricing; Collateral Sources; Critique/Rebuttal Of Life Care Plan
- **MODULE 6:** Vocational, Avocational, Educational Issues; Economic & Structured Settlements
- **MODULE 7:** Life Care Plan Development & Report
- **MODULE 8:** Life Care Planning Litigation Practicum

WHAT DID WE END UP WITH? CHANGES

- Rubrics for individual assignments
- Accessible materials (i.e., PowerPoints, PDFs, videos, etc.)
- Continued program re-evaluation creating a dynamic, iterative process



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- International Academy of Life Care Planners. (2015). *Standards of practice for life care planners* (3rd ed.). Retrieved from https://cdn.ymaws.com/rehabpro.org/resource/resmgr/files/RehabPro/Standards_of_Practice_for_Li.pdf
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- Pomeranz, J. L., Yu, N. S., & Reid, C. (2010). Role and function study of life care planners. *Journal of Life Care Planning*, 9(3), 57-118.
- Quality Matters. (2018). *Specific review standards from the QM higher education rubric* (6th ed.). Annapolis, MD: Author.
- The glossary of education reform for journalists, parents, and community members. (2013). *Curriculum mapping*. Retrieved from <https://www.edglossary.org/curriculum-mapping/>