

Earlier Diagnosis of Pancreatic Cancer

- **Industry:** Healthcare
- **Timeline:** 5 weeks, Spring 2026
- **Tools Used:** Articulate Storyline, Gemini

1. Project Overview & The Problem

- **The Background:** This learning experience is designed for hospitals, and healthcare businesses. It is effective for both practitioners and patients, to learn about pancreatic cancer.
- **The Business Problem:** 80% of pancreatic cancer patients are diagnosed at stage IV/V of the disease where the five-year survival rate is 3%. When pancreatic cancer is diagnosed at stage I/II, the five-year survival rate can jump to 44%. The performance gap is that health practitioners do not diagnose pancreatic cancer early because they default to the most likely cause of a symptom, see many patients and there are time constraints, tests are expensive and we want to avoid over testing, and diabetes is viewed as a diagnosis not a potential symptom. Late diagnosis and treatment can cost considerably more than early treatment. Of course there is the human cost.

2. My Role & Contributions

- **Role:** Instructional Designer
- **Scope:** I conducted a needs analysis based on extensive research, created the design document and storyboard. I built it in Articulate Storyline.

3. The Target Audience & Learning Objectives

- **Audience:** This learning experience is designed for health care practitioners, to recognize the symptoms of pancreatic cancer and refer patients earlier. I also wanted to make the training accessible to patients, or anyone who would be interested and invested in early pancreatic cancer diagnosis.
- **Terminal Objective:** Upon completing this module, learners will be able to recognize symptom clusters of pancreatic cancer and identify why pancreatic cancer is not diagnosed early in 80% of cases.

4. My Design Process & Strategies

- **Instructional Strategy:** I applied the ADDIE MODEL and used Action Mapping to focus on performance gaps and target behaviors in scenario-based learning. I gave information in the first part of the module to make this learning widely accessible and informative, and focused on a scenario-based simulation (Action Mapping) with less information in the second part of the learning experience.
- **Engagement & Interactivity:** I designed a scenario-based branching simulation to let learners make safe-to-fail decisions. I created games for formative and summative assessment. I used clear language and built in learner control and autonomy based on adult learning theory.

5. Challenges & Solutions

- **Challenge:** This was a personally motivated project because my father died of pancreatic cancer. I wish he had been diagnosed earlier and believe he could have been. I am also transitioning from teaching and have been working to upskill in a dedicated way.
- **Solution:** I leaned in and worked to make this learning straightforward in addressing a very difficult problem.