



PATIENT NAVIGATION IN ONCOLOGY NURSING

COURSE SYLLABUS

August 2011

Educator: Joanne Crawford

Course Offering: de Souza Institute

Course Format: 7 eLearning Modules + one day workshop

Contact Information: jcrawfor@desouzanurse.ca

Registration: Required

A. INSTRUCTOR BIOGRAPHY

Joanne Crawford has been a nurse for 26 years and brings varied experience to her role as an educator at de Souza Institute. Joanne has worked in a number of health care settings including neurosurgery, emergency, ICU, home care (VON) and the Canadian Cancer Society's Cancer Information Service. It was the latter experience of working with cancer patients and their families that Joanne discovered her passion for oncology nursing. The supportive counseling, problem-solving and guidance in assisting patients and families to find supportive care and local community services within Ontario provided the greatest satisfaction. Soon afterwards, Joanne began to work at a regional cancer center attending to patients receiving active treatment for breast, colorectal, gastrointestinal cancers, and metastatic cancers. Shortly after, her focus shifted to a more upstream approach towards cancer prevention; whereby, she took on a role in a public health unit in cancer prevention and screening. Joanne has been working along the cancer continuum for over 16 years. She completed the Oncology Nursing Curriculum, a post-diploma BScN at McMaster University, certification in oncology (CNA) and her MSc at McMaster University. She is continuing her lifelong learning as a PhD student at the University of Toronto.

B. COURSE DESCRIPTION

This course will focus on the fundamental principles of navigation as they apply to the scope of nursing practice in oncology. Oncology nursing standards and professional nursing standards will be reviewed to contextualize the key attributes essential to the role of nursing in effective navigation. Theoretical models will be highlighted to enhance understanding of the supportive care needs of patients, as well as the process of patient adjustment to cancer. A key aim of the course is twofold: to engage students through online learning incorporating self-directed learning activities; and a practical session comprised of a one day workshop to apply new learning through practice with simulated case studies utilizing standardized patients.

C. COURSE OBJECTIVES

By the end of this course, you will be able to:

- Apply the Supportive Care Model in identifying patient needs upon entry into the cancer system and throughout the cancer trajectory;
- Appreciate the navigator role in the context of cancer care and with respect to nursing function;
- Conceptualize with depth the process of adjustment patients undergo with cancer by grasping the main constructs of the Social Cognitive Transition Model of Adjustment;
- Apply the essential features that constitute effective communication skills within the nurse-patient interaction;

- Appreciate and understand the extent of assessment that needs to take place in meeting patient needs;
- Recognize and utilize an assessment tool that effectively enables comprehensive assessment of patient distress;
- Recognize the importance of cultural sensitivity and the tailoring methods that constitute effective caring of diverse populations;
- Comprehend the importance of care coordination and collaborative practice in facilitating effective navigation; and
- Effectively assist and guide cancer patients to resources in health services and community services.

D. METHODS OF LEARNING

The main mechanisms to facilitate learning in this course will entail both eLearning and on ground learning delivered in two parts:

Part 1 will be provided in an on-line environment

- This self-directed approach allows students to progress through the seven modules at their convenience either at home or work with the utilization of a computer; each module will take approximately 20-30 minutes to complete
- Readings are meant to enhance the eLearning content
- On-line discussion and support will be provided during the length of time required to complete the online learning modules
- Each module including readings, posting to the discussion forums, and questions should take 2-3 hours/week of your time to complete

Part 2 will facilitate experiential learning in an on ground environment

- This one day workshop provides an opportunity to integrate eLearning content, participate in case scenario activities, practices with standardized patients, and gain some knowledge related to key community services

E. eLearning MODULE COMPONENT

Module	Topic	Post Date	Date to complete
Introduction	eLearning Center Orientation	September 12, 2011	September 18, 2011
1	Introduction to patient navigation	September 19, 2011	September 25, 2011
2	Communication	September 26, 2011	October 2, 2011
3	Assessment & patient education	October 3, 2011	October 9, 2011
4	Screening for distress	October 10, 2011	October 16, 2011
5	Culture & diversity	October 17, 2011	October 23, 2011
6	Social support & resources	October 24, 2011	October 30, 2011
7	Oncology nurse: Caring for self	October 31, 2011	November 6, 2011
Workshop	Patient Navigation	November 18, 2011	Toronto

F. FORMAT FOR WORKSHOP

The aim of the workshop is to provide an opportunity to gain some practical experience with knowledge gained from eLearning component utilizing small group discussion, problem-solving and standardized patients. This provides an avenue to practice skills and trial new techniques in a non-threatening environment with peers.

AGENDA (tentative)

- 0830-0900 Sign in & breakfast
- 0900-0945 Participant Introductions
- 0945-1100 Break out session: Two groups
1) Symptom management guideline: Case Study
2) Standardized Patients
- 1100-1115 Break
- 1115-1215 Break out session: Groups switch
1) Symptom management guideline: Case Study
2) Standardized Patients
- 1215-1315 Lunch
- 1315-1430 Cancer Support Service Presentations
- 1430-1445 Reflections and wrap up

G. COMPETENCIES

A number of competencies will be evident within each module and encompasses both the Canadian Association of Nurses in Oncology and the College of Ontario Standards of Practice. The competencies include providing patient centered care, holistic assessment, therapeutic relationships, effective communication, cultural sensitivity, conflict management, patient education (teaching and coaching), and providing supportive care by facilitating effective navigation of the cancer care system.

To address those competencies that need to be enhanced, students will be required to participate in reflective practice by documenting on both the CANO worksheet. Included in reflective practice is the opportunity for independent learning and integration of learning to practice. Documenting insights and learning will be valuable to track individual progress. The sharing of knowledge, challenges, and successes

with peers or other practitioners will foster collaborative process and decision-making with a goal to improve navigation for cancer patients and their families.

Additional resources, readings and web links will be provided to augment learning and in some cases will be required to enhance understanding in order to successfully complete a module. Armed with this increased knowledge, it is hoped that this will enable participants to make valuable contributions in oncology practice.

H. REQUIRED READINGS AND ACTIVITIES

All readings complement the eLearning component with the aim of enhancing knowledge surrounding key topic areas. It is expected that you complete both components. A list of readings by module will be provided. Additional references used in eLearning content will be provided at the end of each module.

I. RESOURCES AND USEFUL WEBSITE LINKS

There will be resources and/or activities posted with each module. If you are unable to complete the activities prior to the workshop, it would be hoped that they can prove useful in your practice at a later time. The resources provided in the eLearning center are intended for personal use ONLY taking into consideration that there may be other organizational practice and policy procedures in effect at each individual's workplace.

J. EXPECTATIONS FOR PARTICIPANTS

To be successful in completing this course, you are encouraged to set aside independent time to complete the modules as learning is primarily self-directed. Engaging in active participation that is suited to your learning style will most likely be productive and result in a positive learning experience. Although, learning pace varies by individual, you can expect to spend approximately 2-3 hours per module on the eLearning module plus the associated readings. Communication via the eLearning platform is a good method to engage others enrolled in the course so that you get to know each other for the face-to-face workshop. This is a form of learning that really depends on the active participation of the group. Online discussions regarding module content, readings or activities will enhance learning and sharing. It is encouraged that you share experiences, ideas or resources from clinical practice with others in the course.

You will be expected to complete the modules through the eLearning system. We are able to determine your activity and time accessing each module. In order to obtain a certificate of completion, you are expected to have completed the entire course which includes the eLearning and workshop components.

K. EXPECTATIONS OF EDUCATOR

As the facilitator for this course, I will be responsible to answer questions related to course content, to monitor the registration process, to facilitate the eLearning component, to facilitate the workshop and to be available to you for questions throughout the course. You can expect me to respond to your queries within a 24 hour time period during the week and 48 hours on the weekend.

L. COURSE EVALUATION PROCESS

1. As part of the evaluation process, we would like you to complete a baseline evaluation before you begin the eLearning modules for the course in order to assess knowledge, attitude, confidence, learning methods and outcomes, as well as overall satisfaction.
2. The next step is to complete the eLearning modules and required readings.
3. After the eLearning modules are complete based on the schedule, a one day workshop will be held.
4. At the end of the workshop, you will be required to complete a post course evaluation to assess confidence with new learning, learning method, usefulness to practice, standardized patient effectiveness, and overall satisfaction with the course. This will be facilitated electronically through the eLearning center.
5. When you have met the objectives by completing both the eLearning and workshop component, then you will receive your certificate electronically by email, and receive credit towards a de Souza designation.

M. RESOURCES

The de Souza Institute has a virtual library that can be accessed to those registered in this course or any other de Souza Institute continuing education program. This invaluable resource enables you to access over 1500 e-Journals, 200 e-books and 8 on-line databases such as CINHALL or Ovid-Medline. You can use the virtual library to access the required reading materials for your course. The virtual library can be accessed 24 hours a day at any location that has internet access using a login and password.

The direct link is <http://library.desouzanurse.ca:2048/login>