



eHealth Nursing & Oncology

Course Syllabus

Winter 2011

Course Faculty:

Ashleigh Pugh-Clarke, MN, BScN, RN, CON(C)

eHealth Nursing & Oncology

Course Description

The purpose of this online course is to expand on basic principles of eHealth and Informatics in healthcare. The course will focus primarily on the issues, challenges, and opportunities related to eHealth and nursing. In order to align with language used by the Registered Nurses' Association of Ontario (RNAO), all information and communication technologies will be encompassed within the term eHealth. Participants will explore concepts in eHealth relating to their own nursing practice specific to oncology. History and trends will be explored as well as future directions within the field.

Course Objectives:

Upon completion of this course, students will be able to:

- Explain the history of informatics and eHealth in relation to nursing practice.
- Give examples of barriers and benefits of using and adopting eHealth in nursing.
- Relate basic moral and ethical principles to issues involving nursing practice and eHealth.
- List and explain some future trends in eHealth.
- Summarize how to empower patients with eHealth.
- Demonstrate the ability to use social media in relation to current nursing practice.
- Describe various methods of disseminating information in nursing using eHealth.

Course Prerequisites:

Participants **must** complete the free RNAO eHealth course prior to being admitted into the course. Nurses do not have to be RNAO members to take the course which can be accessed at <http://elearning.rnao.ca/#ehealth>. Participants will take a short online test prior to being granted access to the

course content, and must receive at least an 80% to gain access to the course.

Modes of Learning

The course will be delivered in four modules within the de Souza eLearning Centre. Participants may work through each module independently and at their own pace while contributing to course discussions/assignments within the group discussion forums within the eLearning centre.

Modes of Evaluation

At the beginning of the course, participants will be given a pre-test which contains questions relating to content from the RNAO *eHealth for Every Nurse* eLearning course. Students must obtain an 80% in order to be able to move forward with the de Souza *eHealth Nursing & Oncology* Course.

There will be specific activities assigned within each module to be completed and discussed in the online discussion forum. At the completion of each week participants will be given feedback by the instructor.

In order to receive a certificate of course completion (which can be used towards the de Souza Nurse designation), students must:

- Work through and complete all 4 modules of the course.
- Complete each assigned activity and receive a “pass” from the instructor.

Audience

This course is designed for any nurse with an interest in technology and the resulting changing face of healthcare. Any nurse in Ontario who cares for cancer patients at any phase on the cancer continuum may take this course. There is a prerequisite course that must be first completed prior to taking this course see below for more information.

Supporting References

Module 1:

- Canada Health Infoway. (2010). Retrieved from <http://www.infoway-inforoute.ca/lang-en/>.
- Canadian Institute for Health Information. (February 2010). *Regulated Nurses: Canadian Trends, 2004 to 2008*. Retrieved from http://secure.cihi.ca/cihiweb/products/regulated_nurses_2004_2008_en.pdf.
- Canadian Nurses Association. (2001). What is Nursing Informatics and why is it so important? *Canadian Nurses Association Bulletin: Nursing Now*, 11. 1-4.
- Canadian Nurses Association. (2010). *Nurse One Portal*. Retrieved from <http://www.nurseone.ca>.
- CBC News. (2006, August 31). Alberta woman dies over chemotherapy overdose. *CBC News (online)*, Retrieved from <http://www.cbc.ca/canada/edmonton/story/2006/08/31/cancer-death.html> .
- Colbert, H. (July 2008). Incorporating human factors into healthcare [video presentation]. Retrieved from http://www.medsp.umontreal.ca/medialab/movies/HColbert_HHF/HColbert_HHF.html .
- Della-Mea, V., (2001). What is e-Health (2): The death of telemedicine? *Journal of Medical Internet Research*, 3(2), e22.
- eHealth Ontario. (2008-2010). Retrieved from <http://www.ehealthontario.on.ca/index.asp>.
- Hosrky, J., Kuperman, G.J, & Patel, V.L. (2005). Comprehensive analysis of a medication dosing error related to CPOE. *Journal of the American Medical Informatics Association*, 12(4), 377-382.
- Kwantlen Polytechnic University. (1999-2008). *Nursing informatics integration for the BSN in nursing program at Kwantlen Polytechnic University*. Retrieved from <http://www.nursing-informatics.com/kwantlen/overview.html>.
- Larson, J. (2008). *Exploring the generation gap in the nursing workforce*. Retrieved from http://www.nursezone.com/nursing-news-events/more-features/Exploring-the-Generation-Gap-in-the-Nursing-Workforce_20580.aspx
- Longhurst, C.A., Parast, L., Sandborg, C.I., Widen, E., Sullivan, J, Hahn, J.S., Dawes, C.G., & Sharek, P.J. (July 2010). Decrease in hospital-wide mortality rate after implementation of a commercially sold computerized physician order entry system. *Pediatrics*, 126(1), 14-21. Retrieved from www.pediatrics.org/cgi/doi/10.1542/peds.2009-3271
- Oh, H., Rizo, C., Enkin, M., & Jadad, A., (2005). What is eHealth?: a systematic review of published definitions. *Journal of Medical Informatics*, 7(1), e1.

- Ontario Ministry of Health and Long-Term Care. (1999-2008). *Ministry programs: telehealth Ontario*. Retrieved from <http://www.health.gov.on.ca/en/public/programs/telehealth/>
- Poon, E.G., Keohane, C.A., Yoon, C.S., Ditmore, M., et al. (May 2010). The effect of bar-code technology on the safety of medication administration. *The New England Journal of Medicine*, 362(18).1698-1707 Retrieved from <http://www.nejm.org/doi/pdf/10.1056/NEJMsa0907115>.
- Registered Nurses Association of Ontario. (2010). Retrieved from <http://www.rnao.org/Page.asp?PageID=122&ContentID=1204&SiteNodeID=143> .
- Saba, V.K., & McCormick, K.A. (2006). *Essentials of nursing informatics (4th edition)*. Toronto, ON: McGraw-Hill.
- Sunnybrook Health Sciences Centre. (2010). *MyChart*. Retrieved from http://www.sunnybrook.ca/content/?page=mychartlogin_learnmore.

Module 2:

- American Nursing Association. (2008). *Nursing Informatics: Scope & Standards of Practice*. Silver Springs, MD: American Nursing Association.
- American Nurses Credentialling Center. (2010). Informatics Nursing. Retrieved from <http://www.nursecredentialing.org/NurseSpecialties/Informatics.aspx>.
- Canadian Nurses Association (CNA). (2007) *CNA Position Statement: Nursing Information and Knowledge Management*. Retrieved from <http://www.cna-nurses.ca/CNA/documents/pdf/publications/PS87-Nursing-info-knowledge-e.pdf>
- Canadian Nurses Association (CNA). (2006). eNursing Strategy. Retrieved from <http://www.cna-nurses.ca/CNA/documents/pdf/publications/E-Nursing-Strategy-2006-e.pdf>
- Canadian Nurses Association (CNA). (2006) *CNA Position Statement:Telehealth: The Role of The Nurse*. Retrieved from http://www.cna-nurses.ca/CNA/documents/pdf/publications/PS89_Telehealth_e.pdf
- College of Nurses of Ontario (CNO). (2010). *Professional Standards*. Retrieved from <http://www.cno.org/prac/profstandards.html>.
- Department of Health & Human Services. (2010). *Health Insurance Portability and Accountability Act*. Retrieved from: <http://www.cms.gov/HIPAAGenInfo/>
- McGonigle, D., & Mastrian, K. (2009). *Nursing Informatics and the foundation of knowledge*. Toronto, ON: Jones & Bartlett.
- Registered Nurses Association of Ontario. (2010). *eHealth Nursing*. Retrieved from <http://www.rnao.org/ehealth>.
- Registered Nurses Association of Ontario. (2009), *RNAO eHealth Toolkit*.

Module 3:

American Nursing Association. (2008). *Nursing Informatics: Scope & Standards of Practice*. Silver Springs, MD: American Nursing Association.

Lanfranco, A.R, Castellanos, A.E., Desai, J.P., and Meyers, W.C., (2004). Robotic surgery: A current perspective: Background and history of surgical robots. *Annals of Surgery*. 239(1). Retrieved from Medscape: http://www.medscape.com/viewarticle/466691_2 .

National Cancer Institute. (2010). *Video Journey into Nanotechnology*. Retrieved from http://nano.cancer.gov/learn/understanding/video_journey.asp.

National Human Genome Institute. (2010). Retrieved from <http://www.genome.gov/18016863>.

Retel, V.P., Hummel, M.J., & van Harten, W.H., (2008). Early phase technology assessment of nanotechnology in oncology. *Tumori*, 94(2), 284-290.

Module 4:

Ashleigh's Oncology Nursing Blog. Retrieved from http://www.desouzanurse.ca/blog_ashleigh.php.

Blogs in Plain English [Video file]. Retrieved from <http://www.youtube.com/watch?v=NN2I1pWXjXI>.

Duke University School of Nursing [Video file]. Retrieved from <http://www.youtube.com/watch?v=sL3D59MbnY&p=0892995C6AB3CB89&playnext=1&index=19>

Gerstel, J. (March 6, 2009). Technology improves health care delivery. Toronto Star. Retrieved from <http://www.thestar.com/article/597299>

Medscape Nurses [online journal]. (2010). *Electronic health records documentation in nursing: Background*. Retrieved from http://www.medscape.com/viewarticle/494147_2

Phil Baumann. (2009). *140 Health Care Uses for Twitter* [Blog Post]. Retrieved from <http://philbaumann.com/2009/01/16/140-health-care-uses-for-twitter/#comment-788>

Social Media in Plain English [Video file]. Retrieved from <http://www.youtube.com/watch?v=MpIOCIX1jPE>

The Machine is Us/ing Us [Video file]. Retrieved from http://www.youtube.com/watch?v=NLIgopyXT_g&feature=channel

Twitter in Plain English [Video file]. Retrieved from <http://www.youtube.com/watch?v=ddO9idmax0o>

Course Outline & January 2011 Timeline

Module	Mode of Delivery	Post Date	Date to complete
RNAO eHealth prerequisite Course	http://elearning.rnao.ca/#ehealth	N/A	By January 4
Module 1: Introduction & Review of Basic eHealth Concepts	eLearning & Discussion on Moodle	January 4	January 10
Module 2: eHealth: ethics, standards, and future trends	eLearning & Discussion on Moodle & participant activity	January 11	January 17
Module 3: The Future of Medical Technology	eLearning & Discussion on Moodle	January 18	January 24
Module 4: Advancing Practice through eHealth	eLearning, Discussion on Moodle & Participant activity	January 25	January 31

Expectations for Participation

Participants are expected to engage in all 4 modules in order to receive a certificate of completion and be able to use this course towards a de Souza designation. All participant activity can be tracked within the de Souza eLearning centre.

Facilitator Availability

Ashleigh will be available from Monday to Friday 0800 - 1600 (with occasional evening availability) to participate in online discussions and will respond within 24 hours of a participant's posting. On weekends, Ashleigh will respond to online discussion comments within 48 hours. If there are any alterations to this schedule, participants will be notified well in advance.

Facilitator's Biography

Ashleigh began her nursing career in Palliative Care at Royal Victoria Hospital in Barrie and then moved to Princess Margaret Hospital to work on a Medical and Radiation Inpatient Oncology Unit. She has a wide range of additional nursing experience ranging from forensic nursing to teaching in Seneca College's Collaborative BScN program in both classroom and clinical settings. Her interests include nursing informatics, education, and psychosocial issues relating to nursing. Ashleigh holds an Honours BScN (York University), an MN (University of Toronto) and was recently CNA certified in oncology.

Guidelines for Online Discussion

To ensure that this learning experience is the best for all participants in the *eHealth Nursing & Oncology* course, we would like to share with you some guidelines for building and working in an online community.

What is "Netiquette": It is network etiquette-- that is, the etiquette of cyberspace. Stated simply, it is a set of rules for on-line professional behaviour.

The list of core rules below, and the explanations that follow, are offered as a set of general guidelines for cyberspace behavior.

- **Rule 1: Adhere to the same standards of behavior online that you follow in real life.**
 - Perhaps because people sometimes forget that there's a human being on the other side of the computer, some people think that a lower standard of personal behavior is acceptable in cyberspace. This is not the case.
- **Rule 2: Communication Tips.**
 - Capitalizing, underlining or bolding a word or sentence could be construed as being angry. Do this cautiously. This action can be compared to non-verbal communication when you are face to face with a person.
- **Rule 3: Respect other people's time and bandwidth.**
 - When you send email or post to a discussion group, you're taking up other people's time (or hoping to). It's your responsibility to ensure that the time they spend reading your posting isn't wasted. Bandwidth is

the information-carrying capacity of the wires and channels that connect everyone in cyberspace. There's a limit to the amount of data that any piece of wiring can carry at any given moment -- even a state-of-the-art fiber-optic cable.

- Today, it is easy to copy everyone when responding to an e-mail. Before you copy people on your messages, ask yourself whether they really need to know . If the answer is no, don't waste their time. If the answer is maybe, think twice before you hit the send key.
- **Rule 4: Make yourself look good online.**
 - The quality of your writing is important. So spelling and grammar do count. In addition, make sure your notes are clear and logical. It's perfectly possible to write a paragraph that contains no errors in grammar or spelling, but still makes no sense whatsoever. Keep it simple.
 - Finally, be pleasant and polite. Don't use offensive language, and don't be confrontational for the sake of confrontation.
- **Rule 5: Share expert knowledge.**
 - The strength of cyberspace is in its numbers. Asking questions online works because a lot of knowledgeable people are reading the questions. The Internet itself was founded and grew because scientists wanted to share information. Don't be afraid to share what you know.
 - When you anticipate that you'll get a lot of answers to a question, it's customary to request replies by email instead of to the group. When you get all those responses, write up a summary and post it to the discussion group. That way, everyone benefits from the experts who took the time to write to you and saves the time of many if they were to read all messages.
 - Posting expert resource lists and bibliographies, from lists of online legal resources is helpful for others.
 - Sharing your knowledge is fun. It's a long-time net tradition. And it makes the world a better place.
- **Rule 6: Help keep “flaming” under control.**
 - "Flaming" is what people do when they express a strongly held opinion without holding back any emotion. Tact is not its objective.

- Netiquette does forbid the perpetuation of flaming – a series of angry letters, most of them from two or three people directed toward each other, that can dominate the tone and destroy the camaraderie of a discussion group. It's unfair to the other members of the group and an unfair monopolization of bandwidth.
- **Rule 7: Respect other people's privacy.**
 - Of course, you'd never dream of going through your colleagues' desk drawers. So naturally you wouldn't read their email either. Failing to respect other people's privacy is bad Netiquette.
- **Rule 8: Be forgiving of other people's mistakes.**
 - Everyone was a network newbie once. So when someone makes a mistake -- whether it's a spelling error or a silly question or an unnecessarily long answer -- be kind about it. If it's a minor error, even if you feel strongly about it, think twice before reacting.
 - If you do decide to inform someone of a mistake, point it out politely and preferably by private email rather than in public. Give people the benefit of the doubt.

These Guidelines were adapted from the University of Toronto October 2009

Virtual Library

All participants will be granted access to the de Souza Institute Virtual Library (www.library.desouzanurse.ca) once being enrolled in the eLearning course. Access to the Virtual Library includes the duration of the course plus two weeks (6 weeks total).

eMentorship & de Souza Institute

Are you interested in:

- Expanding your professional network?
- Proving yourself as a valuable leader?
- Enhancing your personal and professional role development?
- Cementing your role as an Oncology Nursing expert?
- Enhancing your job satisfaction?
- Developing new knowledge and skills?
- Fostering the development of Oncology Nursing colleagues?

Then you are WANTED to participate in Canada's first Mentorship Program for oncology nurses working in Ontario.

The Mentorship Program includes:

- A rigorous and confidential process to match mentees to high quality mentors with appropriate expertise
- A 1-day Mentorship Orientation Workshop to link mentors and mentees and to develop mentorship skills
- A 1-day Career Directions Workshop to allow nurses to reflect on their current and future career plans
- Access to a dedicated and password-protected website with electronic resources and supports to facilitate mentor and mentee interaction
- Participation in the program evaluation
- Participants in distance mentoring relationships will receive financial support for face-to-face interactions
- Mentors' employers will receive \$500 for salary replacement to support mentor participation in the Mentorship Orientation Workshop

To participate as a MENTOR click the link below:

- [Mentor for Specialized/Generalist Nurses.](#)

To participate as a MENTEE click the link below:

- [Mentee for Specialized/Generalist Nurses.](#)

For further information please contact the Program Manager at onment@mcmaster.ca