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**Certified Pediatric Hematology/Oncology Nurse (CPHON) Certification Exam  
Study Group**

**COURSE SYLLABUS**

2018

Course Facilitator: Vanessa Slobogian

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**Course Offering:** de Souza Institute

**Course Format:** eLearning and Workshop

**Contact Information:** [Vanessa.Slobogian@albertahealthservices.ca](mailto:Vanessa.Slobogian@albertahealthservices.ca)

**Registration:** Required

## **A. COURSE DESCRIPTION**

The developments in diagnosis and treatment of childhood cancers and hematological disorders have steadily increased over the last few decades. While the incidence of pediatric cancers has increased, the mortality rate has decreased. The purpose of this study group is to prepare participants to successfully obtain pediatric hematology/oncology (CPHON) certification through the Oncology Nursing Certification Corporation (ONCC). The study group will use principles of adult learning and be offered through the de Souza Institute eLearning platform. The course will provide a comprehensive review of pediatric hematology and oncology conditions, as well as treatment and supportive care of pediatric hematology & oncology patients and their families.

## **B. COURSE OBJECTIVES**

The objectives below follow the CPHON test blueprint and will act as a guide for the study group. Each module will contain specific and measurable objectives that will assist study group participants in exam preparation.

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

- Differentiate types of childhood cancers, based on pathophysiology, staging, genetics, clinical manifestations, treatment, as well as nursing assessment and interventions.
- Differentiate types of childhood hematologic disorders, based on pathophysiology, clinical manifestations, prognostic factors, treatment, as well as nursing assessment and interventions.
- Examine childhood cancer treatments, chemotherapy & biotherapy, radiation, surgery and stem-cell transplant.
- Outline supportive care and symptom management in the pediatric hematology/oncology patient.
- Discuss psychosocial dimensions of care and the impact of a cancer diagnosis in the pediatric hematology/oncology patient and family.
- Provide end of life care to the pediatric hematology/oncology patient and psychosocial care of the dying patient and family.
- Examine pediatric oncologic and hematologic emergencies and emergency management.
- Identify long-term follow-up and survivorship issues.
- Identify the role of health promotion and health maintenance in the care of the pediatric oncology patient.
- Integrate professional performance and practice considerations for the pediatric hematology/oncology nurse.

### C. MODE OF LEARNING

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

#### **Part 1 will be provided in an online environment**

The study group will be facilitated through online learning. Participants are required to complete 12 online learning units as well as the introductory material.

**eLearning**, offered through the de Souza eLearning centre, will cover the following activities: the application of knowledge, self-directed reading assignments, quizzes, activities and optional discussion forum participation. The eLearning environment fosters a self-directed approach for participants to progress through the modules at a convenient time, either at home or work. The course timetable in Section H on page 7 of the course syllabus outlines weekly expectations for participants.

- Learning and application: Sections and modules are developed by de Souza education team to reflect the latest knowledge in Pediatric Hematology and Oncology. The content is up to date and the learning format is interactive.
- Readings are intended to enhance the eLearning content surrounding key topic areas.
- Discussion forum via the eLearning platform is intended to engage all participants enrolled in the course. 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 knowledge acquisition, understanding, and sharing. It is encouraged that you share experiences, ideas or resources from clinical practice with others in the course.
- Technical support will be provided throughout the course.

#### **Part 2 will facilitate experiential learning through a webcast session**

A symposium session will take place at the conclusion of the study group to help you prepare for the certification exam. The symposium provides additional learning based on the CPHON© certification competencies and the learning needs of participants. The competencies selected for review will be based on the study group participants' knowledge gaps identified in the pre-study group knowledge quiz, and based on participants' initial areas of lower confidence in practice. In addition, a mock exam developed by oncology experts using the CPHON© Test blueprint will take place in June 2018. Participants will have the opportunity to review the results of their mock exam and identify core priorities for future study.

#### D. MODES OF EVALUATION

As part of the evaluation process, you are required to complete the following:

- A baseline evaluation: this survey assesses your knowledge, attitude, confidence, and learning methods before you begin the eLearning modules for the course.
- eLearning modules/units/sections, quizzes, activities, required readings and discussion forum postings: It is recommended that you will participate in a meaningful way to demonstrate learning through the weekly collaborative forum discussions.
- Symposium: attending the one day symposium is optional. If you attend the symposium, you must complete the symposium day evaluation.
- Post evaluation: At the end of the course, you will be required to complete a post course evaluation. This will be facilitated electronically through eLearning.

When you have met the all the above requirements, you will receive a downloadable certificate of completion via your account. Please note: the certificate of completion will be available two weeks after the closing of the online course.

#### E. COMPETENCIES

The Association of Pediatric Hematology/Oncology Nurses has developed two separate Standards of Practice documents;

- Pediatric Oncology Nursing: Scope and Standards of Practice (2007)
- Pediatric Hematology Nursing: Scope and Standards of Practice (2009)

Standards of practice and professional performance describe the roles and responsibilities of the pediatric oncology and hematology nurse. The standards of practice may be applied in all settings and across the continuum of care, including physical care, growth and development, psychosocial care, education, palliative care, long-term survival, transition into adult care, and wellness strategies. (APHON, 2009)

The standards of practice and professional performance may be used as a resource for a variety of purposes, including educating consumers about the practice of pediatric oncology and hematology nursing, providing additional guidelines for regulatory and other legal agencies, developing job descriptions and evaluating job performance, providing consistency in the care of children and adolescents with cancer and hematologic disorders, and providing a reference of nursing practice standards for pediatric oncology/hematology nurses (APHON, 2009).

Apply for CPHON certification

To apply for initial CPHON certification, you need to have current, active, unrestricted RN license at the time of application and examination, and:

- A minimum of one year (12 months) experience as an RN within the three years (36 months) prior to application, and
- A minimum of 1,000 hours of pediatric oncology or hematology nursing practice within the two-and-one-half years (30 months) prior to application.
- Completion of 10 contact hours of accredited continuing education in oncology nursing or an academic elective in oncology within the past three years (ie APHON Safe Handling and Administration of Chemotherapy and Biotherapy course).

This course gives learners the opportunity to apply theoretical and clinical competencies of a practicing pediatric hematology/oncology nurse (CPHON blue print, appendix A).

Participants will study the following competency categories that will prepare them to certify as a fully competent CPHON nurse (CPHON blue print, appendix A):

- Psychosocial dimension of care - 10%
- Disease related biology - 10%
- Treatment - 23%
- Supportive care and symptom management - 22%
- Pediatric oncologic and hematologic emergencies - 13%
- Long-term follow-up and survivorship - 8%
- Health maintenance - 2%
- End of life care - 6%
- Professional performance - 6%

Please click the link below for the CPHON Test blueprint:

[http://www.oncc.org/files/CPHON\\_TestContentOutline.pdf](http://www.oncc.org/files/CPHON_TestContentOutline.pdf)

For more information on the CPHON exam registration, click the link below:

<http://www.oncc.org/certifications/certified-pediatric-hematology-oncology-nurse-cphon>

The 2018 exam date can be found with the following link

<http://www.oncc.org/certifications/certified-pediatric-hematology-oncology-nurse-cphon>

## F. TIME REQUIREMENT AND EXPECTATIONS FOR PARTICIPANTS

To be successful in completing the requirements of this study group, you are encouraged to set aside 5 hours each week to complete each section as learning is primarily self-directed.

- At least 3 hours completing recommended readings and reviewing posted content in the eLearning Centre.
- At least 2 hours completing interactive activities, engaging with other learners, exchanging knowledge, experiences and ideas.

Sections and modules are to be completed sequentially; participants can choose to go ahead and complete learning activities in multiple sections and modules at once.

Your course activity completion will be reflected in your grade book. Evidence of engagement through active participation will result in a positive learning experience. You will be expected to complete all four sections/ modules through the eLearning system. It is strongly recommended for participants not to plan a vacation during the course offering period.

## G. FACILITATOR AVAILABILITY

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 modules, and be available to you for questions throughout the course. You can expect me to respond to your queries within 24-hour time period during the week and 48 hours on the weekend. Technical support is available by contacting [support@desouzainstitute.com](mailto:support@desouzainstitute.com).

**H. COURSE TIMELINE**

The baseline survey and study group baseline quiz must be completed first. The post evaluation survey must be completed before the course ends. The course timeline provided below is provided as a guide.

Section/ Module	Topic	Post Date	Date to complete
Introduction	eLearning Center Orientation	Within first week of the course	End of first week of the course
Getting Started	Baseline Participant Survey	Within first week of the course	End of first week of the course
Getting Started	Pediatric Hematology/Oncology Baseline Quiz	Within first week of the course	End of first week of the course
1	Introduction to Pediatric Hematology and Oncology Nursing	March 12	March 16
2	Modalities of Cancer Treatment (Chemotherapy, Biotherapy, Surgery and Radiation)	March 19	March 23
3	Haematopoetic Stem Cell Transplant	March 26	March 30
4	Oncological Emergencies	April 2	April 6
5	Leukemia and Lymphoma	April 9	April 13
6	Central Nervous System Tumors	April 16	April 20
7	Solid Tumors	April 23	April 27
8	Hematology	April 30	May 4
9	Symptom Management, Supportive Care and Psychosocial Dimensions of Care	May 7	May 11
10	Late Effects	May 14	May 18
11	End of Life Care	May 21	May 25
12	Professional Performance	May 28	June 1
	Symposium session/Mock Exam	TBD	
	Final Study Group Evaluation	August 31	

## I. FACILITATOR'S BIOGRAPHY

Vanessa has been a pediatric hematology/oncology/BMT nurse since she started her nursing career at the Alberta Children's Hospital in Calgary, Alberta in 2007. Since that time Vanessa has had the opportunity to hold many different nursing roles across the pediatric oncology continuum including working as a staff nurse in both the inpatient and outpatient areas, helping to develop and subsequently working within the Hospital at Home Program (providing outpatient oncology treatment to children in their homes), case manager and Clinical Nurse Specialist – BMT. Vanessa has also had the opportunity to share her passion for this area of practice when she worked for the University of Calgary as a Sessional Instructor in the pediatric oncology setting. Vanessa has a BN from the University of Calgary (2007) and a MN with a teaching focus from Athabasca University (2014). She obtained her CPHON certification in 2010.

Vanessa's research interests include exploring the professional impact of personal social media use by health professionals, as well as how the incidence of central line associated blood stream infections for BMT patients can lead to optimization of nursing care.

### [Additional Information Regarding Learning At de Souza Institute](#)

## A. GUIDELINES FOR ONLINE DISCUSSION

Discussion related to course content will take place in the collaboration discussion forums. The collaboration discussion forums provide you with the opportunity to share ideas and clarify your understanding of course content and readings. Online discussion is optional.

To avoid excessively long postings, try to keep your posting less than 400 words in length. Try to avoid repetitive messages like "I agree with your posting" unless you are following them with additional information, new ideas or issues. Don't be afraid to disagree with your facilitator or peers as long as you phrase your thoughts respectfully. The idea is to stimulate a thoughtful dialogue, so we all need to take responsibility to both contribute to the discussion and keep it lively and on-going.

## B. SOCIAL FORUM

This social forum is provided for you, the participants, to post news, items of general interest, share information about yourselves and to raise topics of interest beyond the specific questions being discussed in the module-specific forums. All messages of a social nature can be posted in the social forum. This forum is open to all participants, including the facilitator.



### C. VIRTUAL LIBRARY

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 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 <https://library.desouzainstitute.com/login>

### D. TECHNICAL SUPPORT

#### eLearning Centre Orientation

If this is the first time you are taking a course offered by de Souza Institute, please complete the eLearning Centre Orientation course (free of charge). This course is designed to introduce you to online learning and help you understand how to navigate through the de Souza Institute eLearning centre and courses. It is strongly recommended that you complete this orientation so you will be able to successfully navigate de Souza's eLearning environment.

#### de Souza Support

If you have questions about the content of a course please email your course facilitator. If you need assistance accessing or navigating the eLearning Centre, please refer to the eLearning Orientation course. If you have questions or have any general technical difficulties please contact [support@desouzainstitute.com](mailto:support@desouzainstitute.com).

### E. POLICIES AND PROCEDURES

Click the links below to read de Souza Institute's Academic Honesty and Copyright; and Cancellation, Incomplete and No Show policies.

[Academic Honesty and Copyright Policy](#)

[Cancellations, Incomplete and No Show Policy](#)

Course content and resources provided in this course are based on best practice guidelines from provincial and national bodies. Please consult your educator if you have specific questions related to local protocols and policies as they vary among healthcare organizations.

Appendix A

CPHON® TEST CONTENT OUTLINE (TEST BLUEPRINT)

- I. Psychosocial Dimensions of Care — 9%**
  - A. Principles of growth and development
  - B. Effects of acute and chronic illness on the patient and family
  - C. Patient and family support
  - D. Psychosocial adaptation of the patient and family
  - E. Cultural and spiritual beliefs and rituals
  - F. Family systems theory
  - G. Community resources
- II. Disease Related Biology — 12%**
  - A. General
    - 1. Types of childhood cancers
    - 2. Types of hematologic disorders
    - 3. Epidemiology
    - 4. Clinical presentation
    - 5. Anatomy and physiology
    - 6. Procedures and imaging
    - 7. Genetics
  - B. Pathophysiology
    - 1. Microbiology
    - 2. Hematopoiesis
    - 3. Immunology
    - 4. Bone marrow failure
    - 5. White blood cell disorders
    - 6. Red blood cell disorders
    - 7. Platelet disorders
    - 8. Coagulation disorders
  - C. Diagnosis and Prognosis
    - 1. Laboratory values
    - 2. Staging and grading
    - 3. Cytogenetics and histology
- III. Treatment — 22%**
  - A. Principles of:
    - 1. Chemotherapy
    - 2. Biotherapy
    - 3. Radiation therapy
    - 4. Hematopoietic stem cell transplantation
    - 5. Hematologic disorder therapies
    - 6. Surgery
    - 7. Emerging therapies (e.g. I-MIBG, proton beam radiation, gene therapy, vaccine therapy)
    - 8. Complementary and integrative modalities
  - B. Side effects related to:
    - 1. Chemotherapy
    - 2. Biotherapy
    - 3. Radiation therapy
    - 4. Hematopoietic stem cell transplantation
    - 5. Hematologic disorder therapies
    - 6. Surgery
    - 7. Emerging therapies (e.g. I-MIBG, proton beam radiation, gene therapy, vaccine therapy)
- IV. Supportive Care and Symptom Management — 20%**
  - A. General
    - 1. Pain management
    - 2. Sleep disturbance and fatigue
    - 3. Anxiety and depression
    - 4. Venous access devices
    - 5. Medical devices (e.g. pumps, shunts, tubes)
    - 6. Nutritional support
    - 7. Discharge planning
    - 8. Delayed healing and wound care
  - B. System specific alterations:
    - 1. Neurological
    - 2. Respiratory
    - 3. Cardiovascular
    - 4. Gastrointestinal
    - 5. Renal/genitourinary
    - 6. Musculoskeletal
    - 7. Integumentary
    - 8. Endocrine
    - 9. Reproductive
    - 10. Hematological
    - 11. Immunological
- V. Pediatric Oncologic and Hematologic Emergencies — 14%**
  - A. Anaphylaxis
  - B. Acute chest syndrome
  - C. Bowel obstruction
  - D. Cardiac tamponade
  - E. Cerebrovascular accident
  - F. Diabetes insipidus
  - G. Disseminated intravascular coagulation
  - H. Hemorrhage
  - I. Hyperleukocytosis
  - J. Increased intracranial pressure
  - K. Pancreatitis
  - L. Pericardial and pleural effusions
  - M. Priapism
  - N. Respiratory distress
  - O. Seizures
  - P. Septic Shock
  - Q. Sinusoidal obstructive syndrome (i.e. venocclusive disease)
  - R. Spinal cord compression
  - S. Splenic sequestration
  - T. Superior vena cava syndrome
  - U. Syndrome of inappropriate antidiuretic hormone
  - V. Thrombosis
  - W. Tumor lysis syndrome
  - X. Typhlitis
  - Y. Vaso-occlusive crisis
- VI. Health Maintenance and Survivorship — 8%**
  - A. Health Maintenance
    - 1. Immunizations
    - 2. Health promotion and injury prevention
    - 3. Wellness and anticipatory guidance
    - 4. Transition to primary health care
    - 5. Reproductive health and sexuality
  - B. Survivorship
    - 1. Psychosocial adaptation
    - 2. Socioeconomic issues
    - 3. Late effects of:
      - a. Chemotherapy and biotherapy
      - b. Radiation therapy
      - c. Hematopoietic stem cell transplantation
      - d. Surgical interventions
      - e. Chronic hematologic disease and treatment
      - f. Blood product administration
- VII. Palliative and End-of-Life Care — 8%**
  - A. Palliative care
  - B. Hospice
  - C. Physical and comfort care
  - D. Grief and bereavement
  - E. Family and caregiver support
  - F. Legacy building and memory making
- VIII. Professional Performance — 7%**
  - A. Scope and standards of nursing practice
  - B. Professional practice guidelines (e.g., APHON, COG, ONS)
  - C. Ethics
  - D. Cultural competence
  - E. Spiritual competence
  - F. Therapeutic communication and relationships
  - G. Interdisciplinary collaboration
  - H. Regulatory standards and guidelines (e.g., OSHA, FACT, TJC)
  - I. Healthcare legislation
  - J. Principles of teaching and learning
  - K. Professional boundaries
  - L. Quality improvement
  - M. Patient safety
  - N. Research and evidence-based practice
  - O. Professional self-care strategies
  - P. Clinical trials (e.g. phases, accessing trials, elements of informed consent)

Please note: ONCC uses generic names of drugs used in treatment, not brand names, as listed.