



Patient Teaching and Education

COURSE SYLLABUS

2018

Course Facilitator: Cathy Kiteley

Course Offering: de Souza Institute

Course Format: eLearning

Contact Information: ckiteley@aol.com

Registration: Required

A. COURSE DESCRIPTION

This course was developed to help you identify the learning styles of patients and adjust their delivery of information based on this knowledge. This course was developed through a partnership between Cancer Care Ontario and de Souza Institute and built on the award winning program “Maximizing Patient Education Skills Workshop.” Patient centered care is defined as an approach that consciously adopts the patient’s perspective about what matters¹. This course offers information regarding adult learning, followed by information regarding learning and communication styles.

B. COURSE OBJECTIVES

The online course aims to help nurses and other health care professionals identify the learning styles of patients and adjust their delivery of information based on this knowledge. By the end of this course, you will be able to:

1. Understand the relationship between patient-centered care & patient education in improving patient satisfaction and develop rapport with a patient by applying the basic principles of communication, active listening and empathy;
2. Determine the learning and communication style of the providers and how it can be tailored to the patient’s style to ensure that health education is carried out effectively; and
3. Learn the principles of adult education, teaching and learning and apply learning from the course by working with case studies embedded in the online modules.

This course will assist you in achieving the following learning objectives:

- Describe patient-centered care and the principles of adult learning
- Identify strategies to engage in successful patient education learning relationships
- List the five dimensions of effective, active listening
- Incorporate the principles of effective communication into your practice
- Recognize and address the patients level of literacy and readiness to learn
- Identify the patient’s learning style during the patient encounter
- Determine your own learning and communication style to then be able to adapt to patient/family styles

C. MODE OF LEARNING

The main mechanisms to facilitate learning in this course will entail eLearning.

eLearning

eLearning, offered through the de Souza eLearning center, will cover the following activities: the application of knowledge, self-directed reading assignments, and 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 G on page 5 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 patient teaching and education. The content is up to date and the learning format is interactive.
- Readings: are intended to enhance the eLearning content surrounding key topic areas.
- Application of knowledge: There will be an end of course assignment to apply and consolidate your learning (see details in modes of evaluation section below).
- Discussion forum: via the eLearning platform is intended to engage all participants enrolled in the course. Participating in the discussion forum is mandatory. 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.

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 sections/modules and required readings. There are two course sections and each course section has a module.
- Discussion Forum: This is a mandatory discussion forum. Participants will be asked to post their teaching experiences in the discussion forum. Each member of the class will be asked to make two postings providing reflections and thoughts

to the other participants post(s). Please refer to page 6 for online discussion forum guidelines and Appendix A for grading rubric.

- An end of course assignment: This assignment is a required learning activity for this course. It consists of a formulating a 1000 word (paper format) teaching plan for a patient identified in module 2. The assignment will be graded as Pass/ Fail by the course facilitator. The content of the assignment should reflect learning from this course.
- 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 ePortfolio account and will receive a credit towards de Souza designation. Please note: the certificate of completion will be available two weeks after the closing of the online course.

Refer to Appendix B for grading rubric for the course.

E. TIME REQUIREMENT AND EXPECTATIONS FOR PARTICIPANTS

To be successful in completing this course, you are encouraged to set aside 2 to 3 hours each week to complete each section as learning is primarily self-directed. The total learning hours for this course is 10 hours.

Sections and modules are to be completed sequentially. 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 two sections/ modules through the eLearning system.

F. 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 48-hour time period during the week and on the weekend. Technical support is available by contacting support@desouzainstitute.com.

G. COURSE TIMELINE

The following sections/modules are to be completed in sequential order according to numerical identifier.

| Section/ Module | Topic | Post Date | Date to complete |
|-------------------------|--|--|--------------------------------------|
| Introduction | eLearning Center Orientation | Within first week of the course | Completion by the end of first week |
| 1 | Adult Learning | Within first week of the course | Completion by the end of first week |
| 2 | Learning Styles and Communication Styles | Within second week of the course | Completion by the end of second week |
| | Section 2 Discussion Forum Posting and responses | By the Wednesday of the third week of the course | Completion by the end of third week |
| Assignment | Due by the end of fourth week. | | |
| Final Evaluation | To be completed before the course ends | | |

H. FACILITATOR'S BIOGRAPHY

Catherine Kiteley is a clinical nurse specialist in the area of oncology and palliative care. She has both her Oncology and Palliative certification from the Canadian Nurses Association.

Over her career, Cathy has engaged extensively in research, professional practice and education. She holds a master's degree in nursing from U of T and has been involved in teaching activities at de Souza Institute, LEAP and the University of Toronto. Prior to retiring from her full time role at Trillium Health Partners, she was an active clinician and regularly mentored nursing, inter-professional and medical students in oncology and palliative care. She was part of the development team for several CCO symptom management guides. She taught and evaluated workshops in emotional care, led an innovation in triaging and navigating palliative care referrals at Trillium, and she also facilitates numerous programs at Wellspring cancer wellness centre.

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. To receive a perfect grade, you must make at least two postings for each discussion forum. Your first posting will consist of a thoughtful reflection of the question posed. Additional postings can either initiate a line of discussion or be in response to another learner's posting.

Although your posting should fully articulate your thoughts on a given topic, it should also be concise. To avoid excessively long postings, try to keep your posting under 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 instructor 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. In order to successfully pass the discussion forum, you must obtain a minimum of 11 out of 15 for each mandatory discussion forum. Please refer to discussion forum grading rubric below (Appendix A).

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

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 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 the 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.

E. POLICIES AND PROCEDURES

Please click on the links below to view de Souza Institute's 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: Discussion Forum Grading

| Grading Criteria | Grading for Discussion Forum Collaboration and Contribution | | | |
|--|---|---|---|--|
| | 0 | 1 | 2 | 3 |
| Timely collaborative forum discussion contributions | Late or not posted OR No responses to other participants and facilitator(s) | Only 1 topic posted per discussion forum within timeline OR Only 1 response to other participants or facilitator(s) | 1 topic posted per discussion forum within timeline OR 2 responses posted to other participants or facilitator(s) within timeline | 1 topic posted per discussion forum within timeline AND 2 or more responses posted to other participants or facilitator(s) within timeline |
| Able to identify key concepts | Late or not posted OR No evidence that concepts are identified in collaborative discussion | Incomplete posting that offers limited understanding of core concepts | Provides postings containing a clear understanding of all core concepts | Provides additional evidence, resources or information related to key concept(s) to enhance the learning experience |
| Demonstrates comprehension of concepts in various contexts | Late or not posted OR No evidence to infer relationship between theory and practice | Provides example(s) of application in practice with limited application of patient-centred approach (where applicable) | Provides example(s) of application in practice and describes a wholistic patient-centred approach (where applicable) | Provides example(s) of application in practice and describes a wholistic patient-centred approach including analysis (where applicable) |
| Knowledge integration through critical thinking and/or reflection | Late or not posted OR No evidence of critical thinking and/or reflective thought pertaining to personal perspectives and professional development | Little evidence of critical thinking/reflective thought pertaining to personal perspectives and professional development | Evidence of some reflective thought pertaining to personal perspectives and professional development | Evidence of strong reflective thought pertaining to personal perspectives and professional development |
| Integration of a collaborative approach in addressing key issues | Late or not posted OR No mention of collaborative person centred care | Posting brief or vague in describing working with patients and other professionals (where applicable) | Posting articulates a detailed example of how patients, families and other providers are involved collaboratively in care delivery (where applicable) | Posting articulates process and results of team based care, i.e., working together, sharing a common goal, leveraging resources, and providing right service in the right place (where applicable) |

A grade of 11 or higher (73%) is considered satisfactory.

Appendix B: Grading Rubric for Course

| Component | Description | Percentage of Final Grade |
|------------------------------|--|----------------------------------|
| Sections | Complete module 1 | 15% |
| | Complete module 2 | 15% |
| Practical Application | Discussion Forum Posting and respond to postings of two participants. (11/15) *see discussion forum grading rubric | 20% |
| Assignment | Teaching Plan [passing grade 70% (21/30)] | 50% |

The passing grade for this course is 80%