



Introduction to Evidence Based Practice and Communication

COURSE SYLLABUS

2019

Course Facilitator: Jiahui Wong

Course Authors: Ashley Clarke and Jiahui Wong

Course Offering: de Souza Institute

Course Format: eLearning

Contact Information: Jiahui Wong – jiahui.wong@desouzainstitute.com

Registration: Required

A. COURSE DESCRIPTION

The purpose of this online course is to expand on basic principles of eHealth and Informatics in health care. The course will focus primarily on the issues, challenges, and opportunities related to eHealth and healthcare. 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 healthcare practice specific to oncology. History and trends will be explored as well as future directions within the field.

Furthermore, participants will learn how to find evidenced based and up-to-date information and articles that are accessible (de Souza Institute Virtual Library) to health care professionals, and analyze information to guide clinical decision making.

B. COURSE OBJECTIVES

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

- Explain the history of informatics and eHealth in relation to healthcare practice.
- Give examples of barriers and benefits of using and adopting eHealth in healthcare.
- Relate basic moral and ethical principles to issues involving healthcare practice and eHealth.
- List and explain some future trends in eHealth.
- Summarize how to empower patients with eHealth.
- Describe various methods of disseminating information in healthcare using eHealth.
- Find information through the use of a systematic search process of various information sources.
- Critically appraise the information for its quality, impact, and applicability in oncology practice.
- Integrate the critical appraisal with clinical expertise and a patient's unique characteristic in order to apply it to decision-making and the planning of care in practice.

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 4 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 eHealth and in critical appraisal of journal articles. The content is up to date and the learning format is interactive.
- Readings, activities and assignments 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.

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.
- Five eLearning units, required readings and discussion forum postings: It is expected that you will participate in a meaningful way to demonstrate learning through the weekly collaborative forum discussions.
- Successfully pass all discussion forum postings, activities and assignments.
- Assignment: This consists of three parts.
 1. Creating an answerable question (Part 1)
 2. Searching for literature on a given topic (Part 2)
 3. A full literature search and review based on your question from Part 1
- 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.

To see grading rubric for the course, refer to Appendix B.

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 14 hours.

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 but must participate in the course discussion forum for each section/module within the set timeline (refer to timeline-page 4). Participants are expected to:

- a) Address and respond to content specific questions from the course facilitator; and
- b) Contribute to group discussions by providing substantive comments, and by reviewing and responding to posting from 1 other participant. Please avoid simplistic comments such as "*I agree*".

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 five sections through the eLearning system. It is strongly recommended for participants not to plan a vacation during the course offering period.

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

G. COURSE TIMELINE

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

Unit	Topic	Post Date	Date to complete
Introduction	eLearning Center Orientation	Within first week of the course	Completion by the end of first week
1	Introduction and Review of Basic eHealth Concepts	Within first week of the course	Completion by the end of first week
2	Ethics, Standards, and Future Trends	Within second week of the course	Completion by the end of second week
3	The Future of Medical Technology	Within second week of the course	Completion by the end of second week
4	Advancing Practice Through eHealth	Within third week of the course	Completion by the end of third week
5	Using Online Publications to Inform Practice	unit 5 includes a three-part assignment	See assignment
Assignment	Assignment Part 1	Completion by the end of third week	
	Assignment Part 2	Completion by the end of forth week	
	Assignment Part 3	Completion by the end of fifth week	
Final Evaluation	Complete Participant Post Survey by end of sixth week.		

H. FACILITATOR'S BIOGRAPHY

Dr. Jiahui Wong has been involved in research and program evaluation over the past 15 years in pharmaceutical, educational, and health services area. Jiahui has an MSc in Epidemiology from Laval University in Quebec and a PhD from the Institute of Medical Science, University of Toronto. She completed her postdoctoral training at the Centre for Addiction and Mental Health focusing on the pharmacological management of osteoporosis among post-menopausal women with psychosis. Her recent research activities include instrument developments on attitudes and behaviours in genetic testing; phase 3 clinical trials on psychosocial interventions for breast cancer survivors as well as program evaluation in nursing education. Jiahui is an assistant professor at the Faculty of Medicine, University of Toronto and manager for curriculum and program evaluation at de Souza Institute, UHN.

[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 fewer 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. In order to successfully pass the discussion forum, you must obtain a minimum of 11 out of 15 for each discussion forum. Please refer to 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

Click on the links below to read de Souza Institute's Policies and Procedures.

[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 Rubric

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)

**Grade is the sum total score for each category, ranging from 0-15.
A grade of 11 or higher (73%) is considered satisfactory.**

Appendix B: Grading Rubric for Course

Component	Description	Percentage of Final Grade
Collaboration Forums	Participation in the 3 mandatory discussion forums, reflective questions associated with each module. <ul style="list-style-type: none">• Section 1 Forum – 10%• Section 2 Forum – 20%• Section 4 Forum – 10%	40%
Practical Application	Assignment – Section 5 <ul style="list-style-type: none">• Part 1 – 10%• Part 2 – 20%• Part 3 – 30%	60%
	The passing grade for this course is 73%	