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**Patient Navigation**

COURSE SYLLABUS

2019

Course Facilitator: Valrie Hursefield

Course Author: Joanne Crawford

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**Course Offering:** de Souza Institute

**Course Format:** eLearning

**Contact Information:** [support@desouzainstitute.com](mailto:support@desouzainstitute.com)

**Registration:** Required

## A. COURSE DESCRIPTION

This course will focus on the fundamental principles of navigation as they apply to oncology. 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 patient-centred approach that emphasizes support of holistic domains of need will provide the navigator with tools and resources across the trajectory of care.

## B. COURSE OBJECTIVES

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

- List the domains of need, and the phases of need along the cancer trajectory
- Incorporate the Social-Cognitive Transition Model of Adjustment into your practice
- Identify patient communication cues and how to overcome communication barriers
- Apply a patient-centered approach to assessment using tools such as FIFE, ESAS-r, Canadian Problem Checklist, and Symptom Management Guidelines to provide consistent physical, psychosocial, and practical patient assessments
- Using adult learning principles, apply patient education techniques to learning styles, identify the type of information the patient is seeking, and assess the patient's readiness to learn
- Use the Calgary Family Assessment tool and the 5 elements of cultural competence to incorporate culturally appropriate care into your practice
- Explain the importance of self-care for the health care professional in preventing compassion fatigue and burnout
- Identify social supports and resources in your community to share with patients/families/caregivers

## C. MODE OF LEARNING

The main mechanism for participant learning in this course will be eLearning. eLearning, offered through the de Souza eLearning center, will cover the following activities: the application of knowledge, independent readings, and discussion forum participation. The eLearning environment fosters a self-directed, student-centered approach for participants to progress through the modules at a convenient time each week. The course timetable in *Section G* of the course syllabus outlines weekly course requirements for participants.

- Learning and application: Sections and modules are developed by the de Souza education team to reflect the latest knowledge in patient navigation. The content and the learning formats are interactive to facilitate individualized learning.
- Readings are intended to enhance the eLearning content surrounding key topic areas.
- Discussion forums are 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 is available 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 modules/units/sections, 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.
- A collaborative case study throughout the course.
- An assignment in weeks 7 and 8 consisting of finding and sharing a patient resource.
- 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 all of the above requirements, you will receive a downloadable certificate of completion via your de Souza Institute 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.

#### **E. EXPECTATIONS FOR PARTICIPANTS**

To be successful in completing this course, you are encouraged to set aside approximately 3-4 hours each week to complete each section as learning is primarily self-directed. The total learning hours credits for this course are 28 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 course timeline: section H of syllabus). Participants will be 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 postings from other participants in each of the seven collaborative forums. Please refer to the grading rubric for the discussion forums (In the Appendix). 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 for all participants. You will be expected to complete all of the sections/modules in the course eLearning system. We are able to determine your activity and time accessing each module. See modes of evaluation: section D for information on the course assignment.

It is the expectation that participants complete the course work and assignments within the course timeline. Failure to submit collaboration forum postings and assignments by the completion date will result in an automatic grade of 0. **Written permission for an extension must be obtained from the course facilitator prior to the due date.** In order to obtain a certificate of completion, you are expected to have completed the entire course content.

#### 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 email queries within 48 hours, with the exception of weekends and holidays.

You can reach me at [froopie@hotmail.com](mailto:froopie@hotmail.com).

Technical support is available by contacting [support@desouzainstitute.com](mailto:support@desouzainstitute.com)

**G. COURSE TIMELINE**

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

<b>Section/ Module</b>	<b>Topic</b>	<b>Post Date</b>	<b>Date to complete</b>
<b>Introduction</b>	eLearning Center Orientation	Week 1: Starts on Monday	Sunday of week 1
<b>1</b>	Intro to Patient Navigation	Week 1: Starts on Monday	Sunday of week 1
<b>2</b>	Communication	Week 2: Starts on Monday	Sunday of week 2
<b>3</b>	Assessment	Week 3: Starts on Monday	Sunday of week 3
<b>4</b>	Screening for Distress	Week 4: starts on Monday	Sunday of week 4
<b>5</b>	Culture and Diversity	Week 5: starts on Monday	Sunday of week 5
<b>6</b>	Social Support and Resources	Week 6: starts on Monday	Sunday of week 6
<b>7</b>	Nurse Self care	Week 7: starts on Monday	Sunday of week 7
<b>8</b>	Patient resource assignment	Week 8: starts on Monday of week 8  Week 9: starts on Monday	Post assignment by Sunday of week 8  Respond to colleagues posts by Sunday of week 9
<b>Final Evaluation</b>		Post course evaluation is open on Monday of week 10	Complete evaluation by Sunday at midnight of week 10. Course closes on Sunday of week 10

## H. FACILITATOR'S BIOGRAPHY

### **Valrie Hursefield, RN, BA, MHA, CHPCN(C), CVAA(C)**

Valrie, a clinical nurse educator at the William Osler Health System, has experience in a variety of clinical nursing areas, but has specialized in oncology and palliative care since 2006.

Val completed her nursing education in Bedfordshire, England, and holds a BA in Health Care and a Master's Degree in Health Administration. Val completed the Oncology Nursing Distance Education Course (ONDEC) certificate course in 2011, attained the CNA Hospice Palliative Care (CHPCNc) certification in 2012, and the Canadian vascular access certification (CVAAC) in 2014. She is also the third recipient in Ontario of the de Souza APN designation; having completed a clinical fellowship research project on advance care planning.

Outside her clinical role, Val is dedicated to supporting academic and career progression of nurses and other health care professionals, in her role as a course lecturer with Humber College.

## I. GUIDELINES FOR ONLINE DISCUSSION

Discussion related to course content will take place in the collaboration forums. The collaboration discussion forums provide you with the opportunity to share ideas and clarify your understanding of course content and readings. Your postings will consist of thoughtful reflections based on the questions 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 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 2 out of 3 for each discussion week/section. Please refer to grading rubric for the course, and the grading rubric for the discussion forums (In Appendix).

## J. SOCIAL FORUM

The 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.

## K. 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 CINAHL 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/>

## L. 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](mailto:support@desouzainstitute.com)

## M. POLICIES AND PROCEDURES

[Academic Honesty and Copyright Policy](#)

[Cancellation, 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. Grading Rubrics: Course and Collaboration Forums

### Grading Rubric for Course

Component	Description	Percentage of Final Grade
Collaboration Forums	Participation in all discussion forums	26%
Case study: John Seto	Complete the case study questions from modules 1-6 (Each case study forum is worth <b>8%</b> )	48%
Patient resource assignment	Patient resource assignment Resource:14%; Posts to colleagues:12%  <b>The passing grade for this course is 70%</b>	26%



**Grading Rubric for Collaboration Forums**

Grading Criteria	Grading for Discussion Forum Collaboration and Contribution			
	0	1	2	3
<b>Timely collaborative forum discussion contributions</b>	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
<b>Able to identify key concepts</b>	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
<b>Demonstrates comprehension of concepts in various contexts</b>	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)
<b>Knowledge integration through critical thinking and/or reflection</b>	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
<b>Integration of a collaborative approach in addressing key issues</b>	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.**