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**Patient Navigation**

COURSE SYLLABUS

2024

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Reviewer: Jennifer Anderson

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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

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**Domain of Practice** Patient Teaching and Coaching

**Learning Hours** 28 hours

**de Souza Credit** 0.5 credit

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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 person-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 apply to patients and families across the cancer trajectory
- Identify disease specific patient care pathways to facilitate patient navigation
- Apply the FIFE interview tool to elicit the patient perspectives
- Apply teach-back and other methods to facilitate a patient's understanding of materials
- Apply a patient-centred approach to assessment using tools such as ESAS-r, Canadian Problem Checklist, and Symptom Management Guidelines to provide consistent physical, psychosocial, and practical patient assessments
- Describe spiritual assessment tools to use in clinical practice
- Identify challenges in health information communication due to low literacy and/or health literacy
- Explain how to develop and evaluate patient education materials for readability
- Recognize factors that contribute to a cancer patient's emotional distress, and develop a treatment plan and interventions to support the patient and family
- Recognize social determinants of health and their influence on wellbeing
- Describe cultural safety as it pertains to First Nations, Inuit and Métis (FNIM) peoples
- Provide examples of effective support for patients with a language barrier
- 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, covering the following activities: the application of knowledge, independent readings, discussion forum participation and case study assignment submissions. 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.
- Case Studies encourage the learner to apply critical thinking skills and new knowledge in various patient scenarios.
- Technical support is available throughout the course.

### D. MODES OF EVALUATION

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

- **Baseline evaluation**: this survey assesses your knowledge, attitude and confidence before you begin the eLearning modules for the course.
- **eLearning modules**: required readings and seven online modules.
- **Case studies and discussion forums** for each module: It is expected that you will participate in a meaningful way to demonstrate learning through the weekly collaborative forum discussion postings.
- **Course 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 hour credits for this course is **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 but must participate in the course discussion forum for each section/module within the set timeline (refer to course timeline: section G of syllabus).

Participants will be expected to:

- a) Address and respond to content specific questions from the course facilitator.
- 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. Please avoid simplistic comments such as "*I agree*".
- c) Complete the case studies and submit to the course facilitator per the course timetable.

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 modules in the course via the eLearning system.

It is the expectation that participants complete the course work within the course timeline. Failure to submit collaboration forum postings 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

The facilitator for this course will be responsible to answer questions related to course content, to monitor the registration process, to facilitate the eLearning modules, and be available to participants for questions throughout the course. Facilitator will respond to email queries within 48 hours, with the exception of weekends and holidays.

Facilitator contact: [wattsmitmaureen@gmail.com](mailto:wattsmitmaureen@gmail.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>	Information and Education	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>	Communication	Week 4: starts on Monday	Sunday of week 4
<b>5</b>	Screening for Emotional Distress	Week 5: starts on Monday	Sunday of week 5
<b>6</b>	Culture and Diversity	Week 6-7: starts on Monday	Sunday of week 7
<b>7</b>	Social Support and Resources	Week 8: starts on Monday	Sunday of week 8
<b>Final Evaluation</b>		Post course evaluation is open on Monday of week 9	Complete evaluation by Sunday at midnight of week 9. Course closes on Sunday of week 9

## H. FACILITATOR'S BIOGRAPHY

### Maureen Watt-Smit, RN, BScN, MN

Maureen has been nursing for over 30 years, and has worked in a variety of settings including community, ER, and ICU prior to moving to the oncology program at Grand River Hospital/Grand River Regional Cancer Centre (GRH/GRRCC) in Kitchener in 2003. Her initial focus in oncology was at the outpatient clinics as a Supportive Care Coordinator. In 2008 she acquired the Education Practice Lead role for the oncology program at GRH/GRRCC, providing education and practice support to nurses on the inpatient unit, the outpatient chemo suite and outpatient clinics. Her role expanded over the years to include participation in many oncology program activities including patient education and the development of the Patient Resource Centre at GRRCC. As part of her role, she was involved in many Cancer Care Ontario programs through GRRCC as Lead for Patient Education, Lead for the Psychosocial Oncology Program and Ontario Cancer Symptom Management Collaborative. Prior to retiring from GRH in 2018, Maureen worked as a Professional Practice Specialist at Grand River Hospital, using her expertise to develop and update policies, practices and nursing education toolkits for the hospital using a variety of teaching techniques and modalities. Maureen has worked part time and as a contract de Souza educator since 2012. She also worked as a contract tutor for level 4 BScN students.

Maureen graduated from the Registered Nursing Program at Conestoga College, completed a BScN from McMaster University, and a MN (teaching focus) from Athabasca University. She completed her de Souza Nurse designation in 2013, and has continued taking many de Souza courses including Psychosocial Oncology and Sexual Health Counselling in Cancer. Maureen completed LEAP education from PALLUM Canada Palliative Care in 2016. She previously was a member of the Canadian Association of Nurses in Oncology and was Canadian Oncology Nurse certified through the Canadian Nurses Association.

## I. GUIDELINES FOR ONLINE DISCUSSION FORUMS AND CASE STUDIES

### Collaboration Discussion Forums

**There are 7 discussion forums in the course.** The 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. Sharing of your experiences and giving examples in the collaboration forums is encouraged, as this helps integrate new concepts into practice.

Timeline for posting to the discussion forums: It is expected that participants provide their initial post to the collaboration forum no later than Thursday of each section which starts on Monday and ends on Sunday. This allows others to respond in a timely manner prior to the section end on Sunday at 11:59 p.m.

## Case Studies

**There are 5 case study submissions in the course.** The focus of the case study is to identify and prioritize the patients' needs from the domains of need, and provide appropriate assessments and interventions using tools and resources identified in the course. Each case study submission should be no longer than 1000 words or 2 pages. The case study submissions are due Sunday at 11:59 p.m.

## 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. This is the preferred location to share resources, links to websites, or other information of benefit to course participants. 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 the 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

### Grading Rubric for Course

Component	Description	Percentage of Final Grade
<b>Case Studies (5 cases)</b>	Case study submissions for modules 2-6	<b>40</b> Each case study = 8%
<b>Discussion Forums (7 forums)</b>	Posting and replies in all discussion forums	<b>56</b> Each discussion forum = 8%
<b>Discussion Forum Participation</b>	Based on participation in all discussion forums	<b>4</b>
<b>Passing grade for the course = 75%</b>		

### Detailed Rubric for Case Studies

Criteria			
Content	Excellent (2)	Good (1)	Needs Improvement (0)
Accurately describing the unique needs of a patient/family and linking them to the domain of need or priority concern as identified by the patient/family	Grade:		
Demonstrating a clear understanding of how patient / family contextual factors (including background and disease stages) can affect their needs	Grade:		
Providing well-defined approaches to assess and/or address patient/family needs	Grade:		
Presenting clear justification / rationale for the approach – based on the learning from the module and the reading materials	Grade:		
<b>Score = ____ / 8 (per case study)</b>			

**Detailed Rubric for Discussion Forums**

Criteria	2	1	0
<b>Timely contribution to the forum</b>	1 post and 1 or more responses	1 post, no responses to colleagues' posts	<u>Late or not posted</u> * (see note)
<b>Able to identify key concepts in the module</b>	Provides postings containing a clear understanding of key concepts	Demonstrate limited understanding of key concepts	No evidence to identify key concepts
<b>Demonstrates comprehension of concepts in various contexts</b>	Provides example(s) of application in practice and describes a wholistic patient centred approach	Provides example(s) of application in practice with limited application of patient centred approach	No evidence to infer relationship between theory and practice
<b>Knowledge integration through critical thinking and/or reflection</b>	Evidence of strong reflective thought pertaining to personal perspectives and professional development	Little evidence of critical thinking / reflective thought pertaining to personal perspectives and professional development	No evidence of critical thinking and/or reflective thought pertaining to personal perspectives and professional development
<b>Score = ____ / 8 (per discussion forum)</b>			

\* **Note:** Late posts are given an automatic a grade of 0 out of 8 unless written permission for an extension is given by course facilitator.

### Detailed Rubric for Discussion Forum Participation

Criteria	4	2	0
<b>Participation and Engagement in Discussion Forums</b>	Effort is beyond expectations; seeks out and provides additional resources to enhance group learning, engages in lively discussion in at least six discussion forums	Participates actively by engaging in lively discussions in at least half of the discussion forums	Participates in limited way with very few interactions with colleagues in discussion forums throughout the course
<b>Score = ____ / 4 (course total)</b>			