Patient Navigation

COURSE SYLLABUS

2026

Course Facilitator: Aronela Benea

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Reviewer: Jennifer Anderson

Course Offering: de Souza Institute

Course Format: eLearning

Contact Information: support@desouzainstitute.com

Registration: Required

A. COURSE DESCRIPTION

Domain of Practice	Patient Teaching and Coaching
Learning Hours	28 hours
de Souza Credit	0.5 credit

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.

- <u>Learning and application</u>: 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.
- <u>Readings</u> are intended to enhance the eLearning content surrounding key topic areas.
- <u>Discussion forums</u> are intended to engage all participants enrolled in the course. This form of learning 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.
- <u>Case Studies</u> 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 <u>all of the modules</u> 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 for answering questions related to course content, monitoring the registration process, facilitate the eLearning modules, and be available to participants for questions throughout the course. Facilitator will respond to email queries within 48 hours, except weekends and holidays.

Facilitator contact: aronela.benea@wchospital.ca

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	Week 1: Starts on Monday	Sunday of week 1
1	Intro to Patient Navigation	Week 1: Starts on Monday	Sunday of week 1
2	Information and Education	Week 2: Starts on Monday	Sunday of week 2
3	Assessment	Week 3:Starts on Monday	Sunday of week 3
4	Communication	Week 4: starts on Monday	Sunday of week 4
5	Screening for Emotional Distress	Week 5: starts on Monday	Sunday of week 5
6	Culture and Diversity	Week 6-7: starts on Monday	Sunday of week 7
7	Social Support and Resources	Week 8: starts on Monday	Sunday of week 8
Final Evaluation		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

Aronela Benea RN, BScN, MScN,

Aronela Benea is an Advanced Practice Nurse at Women's College Hospital in the After Cancer Treatment Transition (ACTT) Clinic. She completed her RN training in Romania in 1990. Aronela obtained her BScN degree (Internationally Educated Nurses Program) in 2009 and her MScN degree in 2012 from York University as the top graduating student. She is the recipient of a couple of awards and scholarships from Canadian Nurses Foundation, RNAO, and York University. She has worked in oncology clinical care and research since 2008. Aronela has a special interest in cancer survivorship care and research. In her current role, she provides cancer survivorship care to patients with various cancers and facilitates their transition back to primary care practitioners. She has been involved in studies exploring late and persisting effects of cancer treatment and self-management in cancer care. Aronela is a member of the CANO Research Committee and the CCO Patient Symptom Management Group.

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 promptly before the section ends 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 course's content, 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

M. POLICIES AND PROCEDURES

Academic Honesty and Copyright Policy

Cancellation, Incomplete and No Show Policy

Request for Accommodation 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
Case Studies (5 cases)	Case study submissions for modules 2-6	**40** Each case study = 8%
Discussion Forums (7 forums)	Posting and replies in all discussion forums	**56** Each discussion forum = 8%
Discussion Forum Participation	Based on participation in all discussion forums	**4**
Passing grade for the course = 75%		

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**:		
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:

Score = ____ / 8   (per case study)

Detailed Rubric for Discussion Forums

Criteria	2	1	0
Timely contribution to the forum	1 post and 1 or more responses	1 post, no responses to colleagues' posts	Late or not posted * (see note)
Able to identify key concepts in the module	Provides postings containing a clear understanding of key concepts	Demonstrate limited understanding of key concepts	No evidence to identify key concepts
Demonstrates comprehension of concepts in various contexts	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
Knowledge integration through critical thinking and/or reflection	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

Score = ____   / 8 (per discussion forum)

* 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
Participation and Engagement in Discussion Forums	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
Score = _____ / 4 (course total)			