



Provincial Standardized Chemotherapy and Biotherapy

2019 Course Syllabus

CancerControl Alberta Course Facilitators:

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Course Offering: de Souza Institute & O-PREP

Course Format: eLearning and Workshop

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Registration: Required

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A. COURSE DESCRIPTION

The Provincial Standardized Chemotherapy and Biotherapy Course (PSCB) is one component of many in a comprehensive systemic therapy education program. It is designed to support nurses to build knowledge and skills in chemotherapy and biotherapy administration and care. John Miller's (2008) *Holistic Curriculum* model provides the philosophical framework for the course, interweaving a whole person approach with best evidence.

This course is offered in collaboration with the Oncology Practice Readiness Education Program (O-PREP) in Alberta and the de Souza Institute in Ontario. The PSCB reflects O-PREP's mandate to provide specialized oncology education that is standardized, portable, timely, accessible, and evidence-based. The program reflects international, national, and provincial best practice standards, including the Canadian Association of Nurses in Oncology (CANO) and Cancer Care Ontario (CCO).

The course goals are as follows:

- To provide nurses with comprehensive holistic standardized chemotherapy and biotherapy education.
- To support patient safety by integrating safety theory within all levels of curriculum.
- To support knowledge translation and application of evidence based practice in systemic therapy.
- To integrate best practice recommendations into a comprehensive curriculum.

Participants will receive a Certificate of Completion upon successfully passing all required course activities.

Note: This is not a certification course to administer chemotherapy and/or biotherapy.

B. COURSE OBJECTIVES

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

1. Demonstrate a holistic, person-centered approach to chemotherapy and biotherapy nursing care.
2. Identify various treatment modalities used in cancer treatment, with emphasis on chemotherapy and biotherapy.
3. Describe different phases of drug development and clinical trials, and the oncology nurses' role in clinical trials.
4. Summarize factors that influence a person's response to chemotherapy and biotherapy.
5. Identify commonly used chemotherapy and biotherapy agents, their mechanisms of action, administration recommendations, infusion related issues, and side effects.
6. Review and analyze chemotherapy orders and calculations.
7. Discuss safe handling issues for chemotherapy and biotherapy, which include principles and practice for safe administration, handling, and spill management.

8. Consider and apply safety issues and theoretical principles for common chemotherapy and biotherapy scenarios, which include: human factors theories, pump safety literature, cognitive checking principles, and guidelines for independent double checks.
9. Identify nursing procedures and interventions for administration of oral, intramuscular, subcutaneous, and intravenous routes. The focus is on oral and intravenous administration since they are the most common routes of administration.
10. Identify immediate adverse events and long-term side effects of common chemotherapy and biotherapy agents and appropriate management.
11. Discuss symptom management and related teaching points for patients and families, as guided by evidence-based education principles.
12. Identify internal and external resources to support patients and families in the community.
13. Articulate ethical and legal considerations frequently encountered in practice and apply frameworks to guide decision-making in ethical dilemmas.
14. Demonstrate documentation that is consistent with recommendations for practice.

C. MODES OF LEARNING

eLearning: the de Souza eLearning center fosters a self-directed approach for participants (see Course Timetable, in Section G).

- **Learning and application:** course content is developed by the de Souza education team to reflect the latest evidence. Content is up-to-date and the learning format is interactive. Learning activities include: online modules, quizzes, and case studies.
- **Readings:** are intended to enhance key topic areas. Required readings further explain important concepts. Other readings are optional and intended to enhance understanding.
- **Assignments:** engage participants to apply essential competencies. There are two mandatory assignments marked by the facilitator; feedback is provided. They are due by 2355h on the date stated in the Course Timeline.

Workshop: nurses work through problem-based case studies in a 7.5 hour workshop (0830h-1630h). The workshop includes: practical, hands-on experience for patient assessment and side effect management, hazardous drugs and safe handling, intravenous administration, and review of core concepts.

The workshop occurs between week 10 and 11 of the course, details will be communicated by the local site Facilitator. Attendance is mandatory.

D. COURSE REQUIREMENTS AND EVALUATIONS

The participant is responsible to complete all evaluations and course requirements below:

- **Baseline survey:** assesses knowledge, attitudes, and confidence before beginning the course.
- **Pre-knowledge test:** assesses knowledge of chemotherapy and biotherapy prior to the course.
- **Foundations modules and quiz:** before accessing Sections 4-17, the Foundations quiz must be passed with a mark of **70% or higher (2 attempts)**. Individuals that have not completed O-PREP Foundations are strongly advised to review the four modules that correspond to the quiz.
- **eLearning:** All modules and quizzes must be completed. Two online assignments must be completed by the indicated due date. Please view the grading rubric in Appendix A

for details on how the assignments will be marked. A comprehensive case study must be completed, as a review activity, after completing course module activities. You must receive a pass mark of 70% or greater on all course content before the course exam becomes available to you.

- **Workshop:** attendance, participation, and evaluation is mandatory to complete the course. Attendance is recorded at the workshop and in the eLearning course.
- **Final exam:** Participants must write the final exam by the course end date. There are 44 multiple choice questions. Participants are given 1.5 hours (90 minutes) to complete the exam. **A passing grade is >82 (36/44 questions, 2 attempts).** The exam is open book. No talking is permitted during the exam. The invigilator must be present for the full 90 minutes. It is recommended to attempt the exam at least 1 week before the course ends in case a re-write is necessary.
- **Post evaluation:** The post-course evaluation must be completed.
- **Certificate of Completion:** Once all requirements are met and evaluations are complete, a downloadable Certificate of Completion and credit towards de Souza designation is made available in the 'My Account' section two weeks after closing of the course.

E. COMPETENCIES

A number of competencies are evident within each module and encompass CANO and CARNA practice standards.

CANO:

- Comprehensive health assessment
- Supportive and therapeutic relationships
- Management of cancer symptoms and treatment side effects
- Teaching and coaching
- Facilitating continuity of care/ navigating the system
- Decision-making and advocacy
- Professional practice and leadership

CANO National Strategy for Chemotherapy Standards: http://www.cano-acio.ca/national_chemotherapy_administration_standards

CARNA:

- Responsibility and accountability
- Knowledge-based practice
- Ethical Practice
- Service to the public
- Self-regulation

CARNA Standards & Guidelines: <http://www.nurses.ab.ca/content/carna/home/practice-and-learning/nursing-practice/document-library.html>

F. TIME REQUIREMENT AND EXPECTATIONS FOR PARTICIPANTS

This course is a significant amount of work. To be successful, **at least 5 hours per week** of self-directed work is needed. Time spent to complete course activities will vary from learner to learner. However, course completion provides **35 learning hours** which can be used for continuing education.

Expectations for Participants: Sections and modules are to be completed sequentially. The Course Timeline provides a guide to pace learning week by week (Section G). Assignments must be submitted as indicated in the Course Timeline. Engagement through active participation during the course will result in a positive learning experience.

Workshop (mandatory): Participants are expected to complete all course sections, bring completed pre-workshop homework, and actively participate in all workshop activities.

Study Guides: Writable/printable study guides correspond with each module. These are an *optional* tool to help identify, organize, and recall key information. They can also be used as a resource to support the open-book exam.

Review Section: Case studies are provided at the end of the course to facilitate application of essential concepts to relevant practice scenarios. It is mandatory to complete one case; however, both can be completed to enhance learning.

G. COURSE TIMELINE

Section	Topic	Week	Date to Complete By
Intro	eLearning Center Orientation (optional, but highly recommended)	1	January 11, 2019
1	Review course resources	1	Use throughout the course
2	Cancer Care System and Person Centred Approach	1	January 11, 2019
3	Foundations Introductory Units to Cancer and Quiz (70% pass).	1	January 14, 2019
4	Diagnosis, Staging & Treatment	1/2	January 14-18, 2019
5	Clinical Trials	2	January 21, 2019
6	Patient Education	2	January 21, 2019
7	Safe Handling	3	Module: Jan 21-25, 2019 Assignment 1 Due: Jan 28, 2018 (9/12 to pass).
8	Safety Theory	3	January 28, 2019
9	Assessment	4	February 4, 2019
10	Administration	4	February 4, 2019
11	Cancer and Aging	4/5	February 4-11, 2019
12	Chemotherapeutic Agents	5	February 11, 2019
13	Biotherapy	5/6	February 15, 2019
14	Oral Systemic Therapies	6	February 15, 2019
15	Adverse Effects	7	Module by Feb 19, 2019 Assignment 2 Due: February 25, 2019 (9/12
16	Immediate Complications	8	March 4, 2019
17	Ethical and Legal Concerns in Oncology Nursing Practice	8	March 4, 2019
Case Studies	Complete Solid Tumour and/or Hematology case study(ies).	8/9	March 11, 2019
Workshop	Complete Case Study for workshop. Facilitated in-person, onsite at local cancer centre.	10-11	Week of March 11 or week of March 18, 2019.
Exam	Covers all course content. *Aim to write the exam a week before the course closes, between March 25-April 1, 2019.		By course end date: April 8, 2019 (36/44 to pass).
Evaluation	Post-course evaluation		By course end date: April 8, 2019.

H. FACILITATOR CONTACT LIST

Please consult your facilitator if you have specific questions related to course content and local policies.

Amy Melnick, Tom Baker Cancer Centre: amy.melnick@ahs.ca

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I. CHEMOTHERAPY COMPETENCY MAINTENANCE COURSE

- The Chemotherapy Competency Maintenance Course is a self-paced course for nurses who have already completed the Provincial Standardized Chemotherapy and Biotherapy (PSCB) course.
- O-PREP and de Souza Institute recommend nurses take this course as a compliment to your organization's competency maintenance process.
- This course must be completed every 18 months and will show up in 'My Account' on your learning pathway after completion of the PSCB course.
- We recommend you set a reminder at 1-year post completion of PSCB to prepare to take this course.
- There is no de Souza credit for completing this course.

Additional Information Regarding Learning at de Souza Institute

SOCIAL FORUM: The social forum is open to facilitators and all participants to post news, share information, and raise topics of interest beyond the module-specific forums

VIRTUAL LIBRARY: The de Souza Institute has a virtual library which can be accessed to course participants. This resource provides access to over 1500 e-Journals, 200 e-books and 8 on-line databases such as CINHALL or Ovid-Medline.

TECHNICAL SUPPORT:

eLearning Centre Orientation: First-time learners to the de Souza Institute are strongly encouraged to complete the eLearning Centre Orientation course (free of charge). This course is designed as an introduction to online learning and how to navigate through the eLearning centre and courses.

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.

POLICIES AND PROCEDURES: Participants are expected to review de Souza Institute's Academic Honesty and Copyright, and cancellation, incomplete and no show policies below:

[Academic Honesty and Copyright Policy](#)

[Cancellations, Incomplete and No Show Policy](#)

Note: A failing mark will be reflected in the participant's 'My Account' if the course is dropped after the first assignment due date.

Appendix A: Assignment Grading Rubric

Grading Criteria				
	0	1	2	3
Able to identify key concepts	Assignment late or not posted or No evidence that essential cancer chemotherapy concepts are identified in the assignment	Incomplete assignment that offers limited understanding of core concepts relevant to cancer chemotherapy care in the case study	Provides a complete assignment containing a clear understanding of all core cancer chemotherapy concepts relevant in the case study	Provides additional evidence, resources or information related to key concept(s) from the assignment to enhance the learning experience
Demonstrates comprehension of concepts in various contexts	No evidence to infer relationship between theory and practice	Provides example(s) of application in practice of concepts relevant to the assignment with limited application of patient-centred approach (where applicable)	Provides example(s) of application in practice of concepts relevant to the assignment and considers a wholistic patient-centred approach (where applicable)	Provides example(s) of application in practice of concepts relevant to the assignment and describes a wholistic patient-centred approach including analysis (where applicable)
Knowledge integration through critical thinking and/or reflection	No evidence of critical thinking and/or reflective thought pertaining to the assignment, personal perspectives on critical issues and professional development	Little evidence of critical thinking/reflective thought pertaining to the assignment, personal perspectives on critical issues and professional development	Evidence of some reflective thought pertaining to the assignment, personal perspectives on critical issues and professional development	Evidence of strong reflective thought pertaining to the assignment, personal perspectives on critical issues and professional development
Integration of a collaborative approach in addressing key issues in the assignment case	No mention of collaborative care	Assignment brief or vague in description of working with patients and other professionals collaboratively (where applicable)	Assignment articulates a detailed example of how patients, families and other providers are involved collaboratively in care delivery (where applicable)	Assignment 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 9 or higher (75%) is considered satisfactory.