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Sexual Health and Counselling in Prostate Cancer

COURSE SYLLABUS

2024

Facilitators:

Erin Prisciak, MRT(T), BSc

Christine Zarowski, RN, BSN

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**Course Offering:** de Souza Institute in partnership with Movember and the Sexual Health and Rehabilitation eTraining Program (SHAReTraining)

**Course Format:** Real-time online seminar & eLearning

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

**Registration:** Required

**Pre-requisite:** None

## A. INTRODUCTION

Prostate cancer impacts widely on people's sexual health and wellbeing. Research shows that persons affected by prostate cancer want support, education, and counselling in this area. While health care professionals acknowledge that sexual health is within their scope of practice, few health professionals consistently assess or intervene to assist patients' cancer settings with sexual health problems.

The *Sexual Health and Counselling in Prostate Cancer* course is designed to equip health care professionals with the skills and knowledge necessary to deliver sexual health support to patients and their partners impacted by prostate cancer. Education, support, and guidance in the development of future prostate cancer specific sexual health programs are also addressed.

<b>Domain of Practice</b>	Patient Teaching and Coaching
<b>Learning Hours</b>	40 hours
<b>de Souza Credit</b>	1 credit

## B. COURSE DESCRIPTION

This course encourages participants to:

1. Examine the ways in which their own and society's, attitudes, values, and biases impact their beliefs about sexual health.
2. Increase knowledge regarding the ways in which patients and their partners affected by prostate cancer struggle to maintain healthy sexuality.
3. Develop the knowledge and skills required to conduct assessments and provide interventions for common sexual health issues that arise in prostate cancer care.

Attention to issues of diversity will be integrated throughout.

## C. COURSE OBJECTIVES

### Learning Objectives

1. Examine personal and societal attitudes, values, and biases that facilitate, or create barriers to, sexual health care in the cancer care setting.
2. Understand sexual function across the lifespan, including anatomy, physiology, psychology and social/relational aspects of sexuality.
3. Demonstrate knowledge of sexual response and biophysical/ biopsychosocial models.
4. Understand the impact of prostate cancer and treatment on sexuality and normal sexual function.
5. Describe an integrated model of sexual health care that can be integrated into the clinical cancer care settings.
6. Discuss the role of participants' own discipline, as well as, the role of the interprofessional team in addressing sexual health concerns of prostate cancer patients and their partners prior to and following treatment.
7. Develop skill and demonstrate understanding of the PLISSIT Model as a framework for sexual health intervention.
8. Develop knowledge and comfort in discussing sexual concerns with people from various backgrounds.
9. Develop skill in intervening with common sexual health problems for patients with prostate cancer and for their partners (who may have problems of their own).
10. Demonstrate understanding of professional boundaries, scope, and ethics.
11. Describe strategies for professional self-care.

### Interprofessional Collaboration Objectives:

1. Understand the roles, responsibilities, and professional capabilities of other professions on the team.
2. Analyze interprofessional functions within health care teams. Understand the theoretical and philosophical differences among team members, as well as, areas of commonality across disciplines.
3. Develop theoretical understandings of collaboration and interprofessional teamwork in the context of sexual health. This includes forming and maintaining interprofessional team relationships, as well as, conflict management strategies.
4. Enhance self-awareness, cultural competency, and relational practices for effective interprofessional team work.
5. Analyze practice environments and their influence on team collaboration and

provision of sexual health care. “Practice environment” is understood to include the broader community.

**Competencies:**

1. Discusses theories of sexuality, intimacy, and intervention that inform sexual health care.
2. Demonstrates a comprehensive understanding of sexual function across the lifespan, including anatomy, physiology, psychology and social/relational aspects of sexuality.
3. Describes the impact of prostate cancer and its treatment on the interrelated domains of sexual health throughout the course of recovery.
4. Comprehensively assesses sexual health concerns that may arise for both men and women in the context of prostate cancer.
5. Intervenes effectively, including counselling for individuals, couples and groups, to address the interrelated domains of sexual health needs in prostate cancer.
6. Demonstrates comprehensive knowledge of sexual health information resources and facilitates access to resources relevant to individual needs and preferences.
7. Demonstrates sufficient knowledge regarding the biomedical aspects of prostate cancer in order to be confident in giving appropriate instruction on the use of pro-erectile aids and devices.
8. Adjusts teaching and coaching to reflect factors such as life stage, culture, education, decision-making, and communication styles that influence learning.
9. Consults and collaborates with other members of the health-care team to facilitate a coordinated interprofessional approach to sexual health care, including the knowledge of when to refer.
10. Identifies situations beyond the practitioner’s scope of practice or expertise that require referral.
11. Discusses key ethical issues that may arise in sexual health care and appropriate responses.
12. Demonstrates effective leadership as a site champion in developing sexual health services for the prostate cancer population.

## D. MODES OF LEARNING

The course includes an eLearning and a weekly online seminar time.

### **eLearning:**

Participants are expected to use the online resources to do independent work for each section and week. Online resources include text and multimedia resources - content modules, case studies, interviews, narratives, plays, and other dramatic productions.

### **Weekly Online Seminars:**

Participants register and attend a seminar time with a particular interprofessional group of healthcare professionals. These groups will meet for 1.5 hours with a facilitator each week using videoconference/virtual classroom. During the weeks of presentations, the group will meet for 2 hours (weeks 8-12). Using guided activities and exercises, the small groups will have opportunities to develop and practice interprofessional collaboration skills as well as opportunities to learn with, from, and about each other. Links to the online seminars will be provided in the course homepage on eLearning centre.

### **Course Textbooks:**

In addition to the weekly readings, there are some textbooks you will find helpful, but only one is required.

#### **Required**

- Mulhall, J.P. (2008). *Saving your sex life: A guide for men with prostate cancer*. Munster, IN: Hilton.

#### **Supplemental**

- Katz, A. (2012). *Prostate cancer and the man you love: Supporting and caring for your partner*. Lanham, MD: Rowman & Littlefield.
- Maurice, W.L. (1999). *Sexual medicine in primary care*. St. Louis, MO: Mosby.  
<https://kinseyinstitute.org/collections/archival/sexual-medicine-in-primary-care.php>

N.B. The Maurice text, while out of print, can be found online at the Kinsey Institute through the link above.

## E. MODES OF EVALUATION

**Participant Baseline Survey:** This survey gathers information on participants' clinical experiences and areas/skills that each participant would like to enhance or address through this course.

**Participation in Online Seminars:** Participants will be required to attend and actively participate in at least 9 out of 12 online weekly live sessions.

**Discussion Board:** Participants are expected to contribute regularly and meaningfully to online discussions and posted reflection questions on the discussion board. Participants can post to discussion boards 24/7. Please review the discussion board at least 3-4 times per week. Although participants are expected to respond to the *Question of the Week*. Participants are also free to comment on any aspect of the course materials that they find provocative or interesting.

**Assignments:** There is no grade given for this course. However, to receive a certificate of completion, course participants are expected to complete EITHER of the assignments listed below:

### 1. Self-directed Site Champion Project

The goal of this project is to develop competency in effective leadership as a site champion in developing sexual health services for the prostate cancer population. This self-directed project can take many forms depending on each individual's needs. All projects should also be for use at participants' facility.

Some examples of projects are:

- A draft article that could be submitted to an academic journal and that has been shared with colleagues for editorial input prior
- A PowerPoint presentation that could be presented at a conference, to staff or similar
- A lunch and learn presentation for staff
- A poster to be posted at the work facility
- A resource binder for staff
- A YouTube video for staff
- Create a blog for staff

- Create a brochure

Participants will bring their project idea to faculty and fellow students by posting it in the *Project Forum*. By Week 2 participants are required to provide a brief description of their idea and, from this, participants will develop their project so that by the end of the course participants have a completed product. Participants will present their project to the class during week 12. We encourage participants to journal their thoughts and ideas that evolve out of class discussions and work on their project on the discussion board under the Forum entitled "Leadership and Championship Ideas". There participants can post resources, readings, thoughts on leadership and the like. These can take the form of academic or lay readings, videos, pictures, one's own writing etc. with the intent that they form a collective repository of resources for the group, as well as evolving ideas about the different projects.

Participants will meet individually with one of the course facilitators on 2 occasions during the course via phone or email, to discuss learning experience with the project, or more generally, depending on participants' needs.

**OR**

## **2. Case Study Presentation**

Each participant will select a particular case from his or her own practice for presentation using the Case Study Forum and discussion on their assigned date during the course. Participants and facilitators will review and comment on the cases posted in the forum. During the weeks 8-11 (depending on the size of the group) each participant will have 20 minutes to discuss their case with the group and obtain additional feedback.

**Post-course Evaluation:** At the end of the course, participants will be required to complete a "Participant Post Survey" to provide feedback on whether the content met their professional practice needs. These surveys are facilitated electronically through eLearning.

## F. FACILITATOR AVAILABILITY

Facilitator for this course will be responsible to guide the eLearning component including online discussion, to lead online seminar sessions, to be available for questions throughout the course and to provide final grade. The response time from a participant enquiry to a facilitator response ranges from 24 hour to 48 hours. Technical support is available by contacting [support@desouzainstitute.com](mailto:support@desouzainstitute.com)



**COURSE TIMELINE**

<b>Introduction to Prostate Cancer &amp; Sexual Health</b>	
<b>Week 1</b>	<ul style="list-style-type: none"> <li>• Orientation to the course</li> <li>• Creating an interprofessional community of learning in cyberspace</li> <li>• The experience of prostate cancer</li> </ul>
<b>Sexual Anatomy &amp; Function</b>	
<b>Week 2</b>	<ul style="list-style-type: none"> <li>• Sexual anatomy</li> <li>• Models of sexual response</li> </ul>
<b>Sexual Health Myths, Stereotypes &amp; Boundaries</b>	
<b>Week 3</b>	<ul style="list-style-type: none"> <li>• Rationale for sexual health care in prostate cancer</li> <li>• Enhancing skill, knowledge, and comfort</li> <li>• Exploring sexual health myths and stereotypes</li> </ul>
<b>An Integrated Model of Sexual Health Care</b>	
<b>Week 4</b>	<ul style="list-style-type: none"> <li>• Philosophy of care in addressing sexual health</li> <li>• An integrated model of sexual health</li> </ul>
<b>Sexual Health Assessment</b>	
<b>Week 5</b>	<ul style="list-style-type: none"> <li>• Sexual health assessment</li> <li>• The Prism model</li> <li>• Revisiting the PLISSIT model</li> </ul>
<b>Interventions with Couples I</b>	
<b>Week 6</b>	<ul style="list-style-type: none"> <li>• Using an integrated model of sexual health with couples</li> <li>• Resuming sexual activity (intercourse &amp; outercourse)</li> <li>• Maintaining intimacy (closeness &amp; connection)</li> </ul>

<b>Interventions with Couples II</b>	
<b>Week 7</b>	<ul style="list-style-type: none"> <li>• Using an integrated model of sexual health with couples</li> <li>• Resuming sexual activity (intercourse &amp; outercourse)</li> <li>• Maintaining intimacy (closeness &amp; connection)</li> </ul>
<b>Intervention Needs of Gay &amp; Bisexual Men</b>	
<b>Week 8</b>	<ul style="list-style-type: none"> <li>• Addressing the needs of gay and bisexual men</li> <li>• Case study presentations</li> </ul>
<b>Interventions for Erectile Rehabilitation</b>	
<b>Week 9</b>	<ul style="list-style-type: none"> <li>• Erectile rehabilitation</li> <li>• Pro-erectile therapies</li> <li>• Case study presentations</li> </ul>
<b>Interventions &amp; ADT</b>	
<b>Week 10</b>	<ul style="list-style-type: none"> <li>• ADT and sexual function</li> <li>• Case study presentations</li> </ul>
<b>Self-Care, Professional Ethics &amp; Maintaining a Sexual Health Practice</b>	
<b>Week 11</b>	<ul style="list-style-type: none"> <li>• Self-care and ethics in the context of providing sexual health care</li> <li>• Case study presentations</li> </ul>
<b>Leadership in Sexual Health Care</b>	
<b>Week 12</b>	<ul style="list-style-type: none"> <li>• Leadership and change theory in the context of providing sexual health care</li> <li>• Project Presentations</li> <li>• What it means to be a site champion</li> </ul>

### ***Statutory Holidays***

When the scheduled seminar falls on a statutory holiday, groups will need to negotiate with their group facilitator about how to make up the seminar time in order that all the topics are covered, i.e., to have a longer seminar the week following or preceding the holiday.

## G. FACILITATOR'S BIOGRAPHY

### **Erin Prisciak, MRT(T), BSc**

Erin has been a Radiation Therapist for almost 10 years. She has worked in Ottawa ON, Oshawa ON, St Johns NFLD, and Toronto ON. Currently, she is working at Princess Margaret Cancer Centre, and specializes in prostate and cervical radiation treatments.

### **Christine Zarowski, RN, BSN**

Christine has her Bachelor of Science in Nursing and has worked in the area of rehabilitation since 1986. She is a Part Time Clinical Instructor for British Columbia Institute of Technology (BCIT). In January 2002, she joined the Sexual Health Rehabilitation Service at the G.F. Strong Rehabilitation Centre where she helped to provide information and support to patients and families who were experiencing changes to sexuality as a result of a disability. In June 2013, Christine joined the Prostate Cancer Supportive Care Program to develop and run a Sexual Health Service, which provides education and support to patients and partners as they deal with the sexual consequences associated with prostate cancer treatment. In November 2021, Christine became a health coach for the SHAReClinic.

## H. GUIDELINES FOR ONLINE DISCUSSION

Discussion related to course content will take place in the collaboration discussion forums. The collaboration discussion forums provide participants with the opportunity to share ideas and clarify their understanding of course content and readings.

## K. SOCIAL FORUM

The social forum is provided the participants, to post news, items of general interest, share information about themselves 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.

## L. VIRTUAL LIBRARY

The de Souza Institute has a virtual library <http://library.desouzainstitute.com/login> that can be accessed to those registered in this course or any other de Souza Institute continuing education program. This invaluable resource enables participants to access over 1500 e-Journals, 200 e-books and 8 on-line databases such as CINHALL or Ovid-Medline. Participants can use the virtual library to access the required reading materials for the course. The virtual library can be accessed 24 hours a day using de Souza Institute login and password.

## M. TECHNICAL SUPPORT

### eLearning Centre Orientation

If this is the first time participants are taking a course offered by the de Souza Institute, please complete the eLearning Centre Orientation. This is designed to introduce participants to online learning and help understand how to navigate through the de Souza Institute eLearning center and courses. The goal of eLearning orientation is to address common questions in order to facilitate a dynamic and meaningful learning experience.

### de Souza Support

If participants have questions about the content of the course, please email the course facilitator. For assistance accessing or navigating the eLearning Center, please refer to the eLearning Orientation course. If participants have questions or have any general technical difficulties please contact [support@desouzainstitute.com](mailto:support@desouzainstitute.com)

## N. 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 the course educator if participants have specific questions related to local protocols and policies as they vary among healthcare organizations.