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**CNA Hospice Palliative Care Study Group**

COURSE SYLLABUS

2020

Course Facilitator: Samantha Scime

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**Course Offering:** de Souza Institute

**Course Format:** eLearning and Workshop

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

**Registration:** Required

## A. COURSE DESCRIPTION

As the number of people diagnosed with cancer continues to increase, specialized knowledge is required across the cancer continuum to provide safe, competent nursing care. Despite advances in interventions to treat symptoms and alleviate suffering, many people do not have access to caregivers who provide specialized care to people living with advanced illness. Hospice Palliative Care Nurses require specialized knowledge to competently care for patients with advanced illness and at the end of life. "Hospice palliative care nursing has a commitment to public and professional education, leadership, research and advocacy in caring for the person and family living with advanced illness" (Canadian Hospice Palliative Care Association Nursing Standards Committee, 2002, p. 8).

The 2018 de Souza Hospice Palliative Care Study Group offers preparatory work to assist independent adult learners as they study to write the CNA Hospice Palliative Care exam between May 1 and 14, 2018. Participants will examine theories and concepts in order to achieve specific competencies as outlined in the CNA exam study guide blueprint. Based on this blueprint, the exam content consists of competencies of a fully competent practicing hospice palliative care nurse with at least two years of experience.

## B. COURSE OBJECTIVES

By the end of the study group, you will be able to:

- Articulate the unique and primary responsibility of the hospice palliative care nurse to advocate for a persons' right to maintain his/her quality of life for as long as possible
- Describe how to support an individual and their family to experience a dignified and comfortable death.
- Identify how to collaborate with members of an interprofessional team to meet the physical, psychosocial and spiritual needs of the person and his/her family living with life-limiting illness.
- Describe and articulate how exemplary care is guided by best practice, is evidence-informed and respects the dignity and integrity of the person and family,
- Interpret how hospice palliative care nursing includes a therapeutic relationship
- Describe the implementation of a comprehensive, coordinated care plan that emphasizes compassionate whole-person care, including the physical, psychosocial and spiritual domains.

- Describe and identify care that spans the continuum, including the developmental continuum (infancy to geriatrics) from the diagnosis of a life-limiting illness until death of the person and includes bereavement for the family.
- Interpret specialized knowledge, skill, attitude and creativity as integral components of primary, secondary and tertiary care provided to the person living with life-limiting illness and the family.
- Differentiate and use the unique body of knowledge of hospice palliative care nursing practice that includes assessment and management of pain and other symptoms, as well as psychosocial, spiritual, grief and bereavement needs.
- Describe and demonstrate through case studies ethical principles that are integrated in the provision of hospice palliative care and service delivery.
- Incorporate leadership, education, research, mentorship, collaboration, coordination and advocacy as essential components to advance the clinical delivery of hospice palliative care nursing.

## C. MODE OF LEARNING

The main mechanisms to facilitate learning in this course will entail eLearning and workshop. An integrative approach will be used with the competency categories embedded within each learning mode. This approach is reflective of the requirements for knowledge synthesis for the CNA exam and the complexities nurses experience in clinical practice.

### ***eLearning***

eLearning, offered through the de Souza eLearning centre, will cover the following activities: the application of knowledge, self-directed reading assignments, quizzes, activities and optional discussion forum participation. The eLearning environment fosters a self-directed approach for participants to progress through the modules at a convenient time, either at home or work. The course timetable in Section H on page 6 and 7 of the course syllabus outlines weekly expectations for participants.

- Learning and application: Sections and modules are developed by de Souza education team to reflect the latest knowledge in Hospice Palliative Care. The content is up to date and the learning format is interactive.
- Readings are intended to enhance the eLearning content surrounding key topic areas.
- Discussion forum via the eLearning platform is 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 will be provided throughout the course.

### ***Workshop/ symposium***

A ½ day (webcast) or full one day (in-person in Toronto) symposium will be held for participants who registered with CNA for the 2018 exam to facilitate targeted review of the CNA competencies. The competencies selected for review will be based on the study group participants' knowledge gaps identified in the pre-study group knowledge quiz, and based on participants' initial areas of lower confidence in practice. In addition, a mock exam will be held. Participants will have an opportunity to review the results of their mock exam and identify core priorities for future study. Date March/April TBD 2018.

**Important note:** Participants who choose to travel to the workshop/symposium, meals, travel and accommodation expenses will **NOT** be reimbursed by de Souza Institute.

## **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, quizzes, activities, required readings and discussion forum postings: It is recommended that you will participate in a meaningful way to demonstrate learning through the weekly collaborative forum discussions.
- Symposium: attending the one-day symposium is optional. If you attend the symposium, you must complete the symposium day evaluation.
- 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 the all the above requirements, you will receive a downloadable certificate of completion via your ePortfolio account and will receive 16.5 learning hours. Please note: the certificate of completion will be available two weeks after the closing of the online course. Study Group ends May 14, 2018.

## **E. COMPETENCIES**

This course gives learners the opportunity to apply theoretical and clinical competencies of a practicing hospice palliative care nurse with at least two years of experience (CNA HPC Exam Blueprint, 2012, p. 1).

A number of competencies will be evident within each module and encompasses both the College of Nurses of Ontario Standards of Practice and Canadian Nurses Association Hospice Palliative Care Exam blueprint.

Participants will study the following competency categories that will prepare them to certify as a fully competent hospice palliative care nurse (CNA HPC Exam Blueprint, 2012, p. 5):

1. Care of the Person and Family
2. Pain Assessment and Management
3. Symptom Assessment and Management
4. Last Days/Hours/Imminent Death Care
5. Loss, Grief, and Bereavement Support
6. Interprofessional/Collaborative Practice
7. Education
8. Ethics and Legal Issues
9. Professional Development and Advocacy

See Appendix A to view Summary Chart of Hospice Palliative Care Nursing Exam Development Guidelines.

## **College of Nurses of Ontario Standards**

- Accountability
- Continuing competence
- Knowledge
- Knowledge application
- Leadership
- Relationships
- Professional relationships

### **Standards & guidelines link:**

<http://www.cno.org/learn-about-standards-guidelines/standards-and-guidelines/>

## **F. TIME REQUIREMENT AND EXPECTATIONS FOR PARTICIPANTS**

To be successful in completing the requirements of this study group, you are encouraged to set aside 2 to 3 hours each week to complete each section as learning is primarily self-directed. The total learning hours for this course is 16.5 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.

Your course activity completion will be reflected in your grade book. Evidence of engagement through active participation will result in a positive learning experience.

You will be expected to complete all four sections/ modules through the eLearning system. It is strongly recommended for participants not to plan a vacation during the course offering period.

For the final workshop session, participants have the option to attend a 6.5 hour workshop. For more information about the workshop refer to Section C.

### G. 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 queries within 24-hour time period during the business week and 48 hours on the weekend. Technical support is available by contacting [support@desouzainstitute.com](mailto:support@desouzainstitute.com) .

### H. COURSE TIMELINE

The baseline survey and HPC baseline quiz must be completed first. The sections/modules can be completed in any order. The course timeline provided below is provided as a guide.

Section/ Module	Topic	Post Date	Date to complete
<b>Introduction</b>	eLearning Center Orientation	Within first week of the course	End of first week of the course
<b>Getting Started</b>	<b>Baseline Participant Survey</b>	Within first week of the course	End of first week of the course
<b>Getting Started</b>	<b>HPC Baseline Quiz</b>	Within first week of the course	End of first week of the course
<b>1</b>	About Hospice Palliative Care	Within first week of the course	End of first week of the course
<b>2</b>	Hospice Palliative Care Research, Advocacy and Self Care	Within second week of the course	End of second week of the course
<b>3</b>	Care of the Person and Family	Within second week of the course	End of second week of the course
<b>4</b>	Pain Assessment and Management	Within third week of the course	End of third week of the course

5	Symptom Assessment and Management: Nutrition and Metabolic, GI and GU	Within fourth week of the course	End of fourth week of the course
6	Symptom Assessment and Management: Respiriology, Cardiology, Circulatory, Neuro-Cognitive & Musculoskeletal	Within fifth week of the course	End of fifth week of the course
7	Symptom Assessment and Management: Immune System, Skin and Mucous Membrane	Within sixth week of the course	End of sixth week of the course
8	Loss, Grief and Bereavement	Within seventh week of the course	End of seventh week of the course
9	Last Days/ Hours/ Imminent Death Care	Within seventh week of the course	End of seventh week of the course
10	Interprofessional/ Collaborative Practice/ Education	Within eighth week of the course	End of eighth week of the course
11	Ethical and Legal Issues	Within eighth week of the course	End of eighth week of the course
<b>Workshop</b>	Date to be determined- April 16, 2019		
<b>Final Evaluation</b>	Final Study Group Evaluation	End of study group – Complete by May 14, 2019	

**In order to receive a certificate of completion all course requirements must be met and successfully completed by **May 15, 2020.****

## I. FACILITATOR'S BIOGRAPHY

Samantha has grown her passion for oncology in both inpatient and outpatient settings, as well as, an urgent care unit for patients experiencing oncologic emergencies. Over the course of her career, Samantha has sat on several committees and chaired the Oncology Patient and Family Education committee, Oncology Nursing Journal Club and Cancer-related Sexual Health Working Group at St. Michael's Hospital. As a member of these committees, she had the opportunity to lead a variety of quality improvement projects including two award-winning patient education initiatives which have been presented both at the local and national level. Samantha has contributed to the

oncology nursing community as a nursing student preceptor, teaching assistant at University of Toronto's Faculty of Nursing, Director of Communications for Toronto's Canadian Association of Nurses in Oncology (CANO) chapter and as a CANO board member. Samantha completed her BScN at McMaster University and her Master of Nursing at the University of Toronto. Samantha also obtained her Oncology CNA certificate in 2016.

## [Additional Information Regarding Learning at de Souza Institute](#)

### **A. GUIDELINES FOR ONLINE DISCUSSION**

Discussion related to course content will take place in the collaboration discussion forums. The collaboration discussion forums provide you with the opportunity to share ideas and clarify your understanding of course content and readings. Online discussion is optional.

To avoid excessively long postings, try to keep your posting less than 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.

### **B. SOCIAL FORUM**

This 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.

### **C. VIRTUAL LIBRARY**

de Souza Institute has a virtual library that can be accessed by 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/login>



## D. TECHNICAL SUPPORT

### eLearning Centre Orientation

If this is the first time you are taking a course offered by 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).

## E. POLICIES AND PROCEDURES

Click the links below to read de Souza Institute's Academic Honesty and Copyright; and Cancellation, Incomplete and No Show policies.

[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 your educator if you have specific questions related to local protocols and policies as they vary among healthcare organizations.

**Appendix A**

Summary Chart Hospice Palliative Care Nursing Certification Exam Development Guidelines as seen in [Exam Blueprint](#) and Specialty Competencies by Canadian Nurses Association 2012 (page p. 9).

<b>STRUCTURAL VARIABLES</b>			
Examination Length and Format	Approximately 165 multiple-choice questions		
Question Presentation	40-50% independent questions 50-60% case-based questions		
The Cognitive Domain	Knowledge/Comprehension	20-30% of the questions	
	Application	50-60% of the questions	
	Critical Thinking	15-25% of the questions	
Competency Categories	Care of the Person and Family	12-15% of the questions	
	Pain Assessment and Management	15-22% of the questions	
	Symptom Assessment and Management	20-27% of the questions	
	Last Days/Hours/Imminent Death Care	15-20% of the questions	
	Loss, Grief and Bereavement Support	5-8% of the questions	
	Interprofessional/Collaborative Practice	7-10% of the questions	
	Education	7-10% of the questions	
	Ethics and Legal Issues	5-8% of the questions	
	Professional Development and Advocacy	5-8% of the questions	
<b>CONTEXTUAL VARIABLES</b>			
Age and Gender	<b>Male</b>	<b>Female</b>	
	0 to 18 years	3-10%	3-10%
	19 to 64 years	20-25%	20-25%
	65+ years	20-27%	20-27%
Culture	Questions are included that measure awareness, sensitivity, and respect for different cultural values, beliefs, and practices and vulnerable populations.		
Health Situation	In the development of the Hospice Palliative Care Certification Examination, the person is viewed holistically. The health situations reflect a cross-section of diseases within the continuum of advanced life-limiting illness and address physical, psychosocial and spiritual aspects of care which includes the person, family, and care provider.		
Health-Care Environment	It is recognized that Hospice Palliative Care nursing is practiced in a variety of settings. In this exam, the health-care environment is specified only where it is required for clarity or in order to provide guidance to the examinee.		