



Cancer Care Education

Transcript

00:00:04:57 - 00:00:05:43

Ananya: Cancer Care Project author's interview.
Introduction.

00:00:08:15 - 00:01:18:36

Melba: Thank you Ananya for having me and to the TRU Open Press team. My name is Melba D'Souza, and I'm an associate professor at the School of Nursing. And I work with students and teach them in the undergraduate and graduate program at Thompson Rivers University. At the outset, I just want to acknowledge the Secwepemc nation and their generosity and Thompson Rivers University, which is on the unceded territory of the Secwepemc people where I live, work, learn and play. In partnership with the BC cancer and the Northwest Health Territories, we had to develop this learning needs assessment based on the life experiences, lived experiences of people going through cancer. And, one of that was about leveraging the learning in science and using that as a modality into how we can utilize digital tools for helping students, learning diverse aspects of cancer care and combining it with interdisciplinary psychosocial oncology so that students have some applications based on what it means to understand the lived experiences of people who go through cancer, especially with breast cancer.

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Ananya: What advantages will students gain from this project?

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Melba: One of the main advantages for students who have been through this project or will go through this project is having a high quality educational experience and also quality improvement through what a diverse aspects that people with breast cancer would have. The second part of that is the learning with interdisciplinary team members and the focus on cognitive load theory, on intersectionality theory, and on self determination theory, and how that applies to education and learning through the experiences that different populations could experience. Specially now at the time when there is a lot of advancing medical technology advancements in medical technology, especially with a lot of cancer modern treatments, and also diverse perspectives of different people, especially with the diverse towards 2SLGBTQAI+ people with marginalized and with different generations of population, there are diverse needs. So especially with the pandemic, there has been a change with the way we approach education, especially on an hybrid platform and a high flex platform. So these modules will help for learners, especially with students and community has different case studies from lived experiences, videos, simulation learning activities and diverse use of the different sensory systems that we would have in our learning and make it more engaging for the student and

community while learning through the different aspects in, cancer care, the treatments, and also looking at recovery and also transition into the community life.

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Ananya: How thoroughly does the project address fairness, inclusion and accessibility?

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Melba: One aspect in this project was addressing the different diverse populations and how equitable to make the learning to different learners, especially students and community in British Columbia. And the other aspect of how to make it accessible on a virtual platform, an open access platform where the education can be shared with diverse stakeholders. So one of them was looking at intersectionality. One of the chapters that we have and then on intersectionality through a trauma informed lens and also looking at anti-oppressive and anti-racism framework. So these frameworks will help the learner be guided and feel included in the learning and look at aspects of equity, diversity and inclusive approach. The other aspect of this is also looking at the indigeneity and looking at indigenous approaches to learning. The aspect of two, I think, and learning from traditional ways of knowing knowledge systems, and also looking at the diverse aspects of what it entails during the cancer care continuum. The third aspect of this is about the technological aspect of making it more user friendly and very basic using simple basic educational glossaries, resources, and supports and links to organizations and associations where one would find genuine, reliable and accurate information. So these aspects of the module will make it more user friendly and being able to access them in a platform that can be readily shareable, and also being able to visualize it, for different diverse learners, kinaesthetic learners, audio visual learners, and also being to a point where it can be integrated into whichever learning the taking from if they are wanting to grow better in the healthcare workforce and understand more about the health perspective. The second is if they want to grow in something, the cancer care knowledge and applications of that in their learning. And the third aspect of looking at framework where they could look at different social determinants of health. And this could be one aspect of looking at how vulnerable populations, risks are in the dimension of cancer care, especially with breast cancer.

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Ananya: In what ways do students acquire skills, insights, and understanding through the project?

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Melba: Oh one of the way this project brings to light is the universal design of learning. And the second aspect this project brings us about the equity, diversity and inclusive framework in a curriculum. So with that framework, there are different lenses that a student can place and understandings from what is the historical perspectives with cancer care and how the different dimensionality of interdisciplinary approaches and collaboration. So if students want to be involved with community organizations in the community, in British Columbia and in the nation in Canada, there are various organizations and associations that are online, and there are so many available in the community so that this learning can help a student to connect with the appropriate organizations that they want to grow with and want to sustain with their career growth, or build the foundations they want in healthcare and go diversified into very specific interdisciplinary approaches in cancer care. The second aspect of this work and skills that they could develop is looking at different lenses from lived experiences of people, especially with the breast cancer has their going through the cancer care continuum at the time the first aspects on their journey about the diagnosis, treatment and screening, and the second aspect of going through the post treatment and what it entails to be going through different therapies and recovering and coping through that, and also transitioning into the community and integrating their lives into having a better quality of life, a better productive life, and also using those experiences to share

and be an advocate for patients or family members and caregivers in the community so that they are more resilient and growing with their lives with the appropriate measures they could get from community. The second aspect that the faculties that they could get is about the learning. This is more about the high quality education and about utilizing appropriate practice informed resources. So some of the context that is based in British Columbia with rural settings, remote settings, with senior people who are, aging populations and also with today's 2SLGBTQAI+ people, there are few dimensions that could look at into the cultural competencies, cultural sensitivity and also cultural approach and how best one would approach a person who has lived through this experience and using that has the leverage in their education to being supporters, advocates, and also growing to learn and understand, how to be able to interact with people through these lenses. Example volunteering - in some of the healthcare fields and understanding what what it means to be able to, be part of community education. Second part is in the community, there are different community education organizations, fairs, and even different like cancer care organizations that have different programs. So this will help the student to understand that perspective and being able to engage and being part of these, peer support systems in place, peer ambassador in the community, and also being part of the caregivers and looking at different aspects of how they can be a more diversified use of virtual education in the open press and using it more as they are learning into applying in their science field.

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Ananya: What might a future project scope entail?

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Melba: From this part of it, one of the aspect is diversifying the learning from the science and technology and education as part of this different modules that were built into this hybrid delivery system. And one of the aspects that we are going into is looking at how cancer navigation, survivorship and interdisciplinary approaches can be part of a curriculum.

So this is a online learning of cancer care education. But how it can be taken into developing a credit based stackable certificate course is one aspect of looking at it. And the second aspect is how to integrate it for students and community who are taking this course into a continuing adult education program. And the third aspect of is how this kind of courses can be reviewed and be integrated into elective courses, into a curriculum that is interdisciplinary, nursing or health care, and being used as a field which can use theory based and also practice based approaches that can be part of this curriculum of getting that diverse experiences in building their knowledge in the theory foundations of this course, building their practical applications from the practice oriented fields that are used in experiences. The third aspect is also experiential learning has the curiosity of learning different aspects of what the cancer journey is addressing the different aspects of physical, mental, social, spiritual and comprehensive care that a person would require based on their needs and also looking at the aspects of cultural competency, cultural diversity a person could have when they are going through this journey and trying to understand whole language, communication, being a part of one of the skills that one could take on from learning in this course, and learning to address these aspects in their own applications. The third is also looking at how this would fit into a program and into this program, and go into a graduate education that can be a part of developing the skills for a student and community to get hands on approaches to learning diverse aspects of cancer care and the education that's related to it, and also navigating awareness, which is an informed awareness that comes from going through the modules and getting a better understanding of what are the diverse aspects of the learning needs in cancer care. Looking at what can be the modalities that could look into recovery, coping and resilience, and also looking at how this program can be reviewed and credentialed and also acquitted so that they can be a credit equivalency for it in the programs that they want to take on in the future for any student who is

going through high or secondary school or at the graduate level in a university based education.

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Ananya: How sustainable is the project regarding funding, upkeep and continuous improvement?

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Melba: One of the aspects that this project was had a lot of support from the Breast Cancer Society of Canada, from the Internal Research Fund at Thompson Rivers University, and it was also supported by the Thompson Rivers University Open learning team members, so that we were able to provide a base for this in a hybrid platform in an open education resource.

So one of the aspect of looking long term for sustaining this project is looking at a planetary education, where we are having an eye lens on the carbon footprint and emissions and reducing that. And the second aspect is looking at the aspect of the patient and the caregiver and their life experiences, and what is the outcome they are looking at? more of a positive with their lens in their lives. And the third aspect is about the student and the community who is learning and applying this education lens into their own practice field. But that practice will be a social field or an arts field or a legal field or even a health science field. So that is one aspect of looking at future funding for digital literacy applications for a base, for developing more of a ongoing learning with this and continuing, professional development and continuing education credits through this, and also a part of where we can sustain it through looking at different grants, we are applying for teacher are and programs that could be built on our health literacy and health informatics, and also looking at how these education platforms can be more strengthened with building digital laboratories for students through this cancer care education and how students can engage in a digital platform or a simulation lab. And one of the chapters is dealing about simulation, and that how that can be leveraged in the science field for gaining high quality education with virtual simulation and with virtual designing and looking at sustaining different projects and having funding to be able to support students who want to be part of growing this digital simulation lab as part of the cancer care education. Second is also navigating the awareness of how in a community, there are different aspects of how the student is growing and connecting and networking and building their own professional networking through getting a more rigorous, knowledge based education and also a practice based education. So that lens towards their own growing and, understanding in the practice field that they have. So one aspect is looking at multi year level funding from federal government and from British Columbia, from Michael Smith Health Research and also some of the communities that we work academic university networking, across the provinces in Canada, especially where there is a lot to learn from the kind of cancer education different provinces have to offer and network, and also building that cancer care consortium in Thompson Rivers university as part of a digital platform and looking at sustaining this interdisciplinary psychosocial oncology through a laboratory that is built in a virtual environment and also built through students who are going to grow in their own business fields or into their own aspects of how they're going to be certified. And take this as one of the programs that can build all the skills or leverage the science that they have, so that they could be credited into the work that they have.

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Ananya: Thank you for the interview Melba.