EdCaN Cancer Nursing Program (Entry to Specialty)

The National Cancer Nursing Education Project
February 2013
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Introduction

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Acknowledgements

The EdCaN Cancer Nursing Program (Entry to Specialty) was drawn from material developed for the National Cancer Nursing Education project, EdCaN. EdCaN was funded by the Australian Government through Cancer Australia.

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The EdCaN Cancer Nursing Program (Entry to Specialty) was originally developed in collaboration with Queensland Health’s Specialty Education Reference Group (Cancer Care) members. The original program developed in collaboration with this group has been adapted to ensure its relevance across all Australian States and Territories.

The EdCaN project team would like to thank the Specialist Cancer Nurses*, Nurse Managers, and Nurse Educators who have been integral to the development of this program:

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* All phrases that appear in bold are explained in ‘Key definitions and acronyms’ on page 11.
Resource links
Resource links may be included throughout the module. These links lead to interesting resources, articles or websites, and are designed to encourage you to explore other available information.

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Please refer to the EdCaN website for further information (www.cancerlearning.gov.au/edcan_resources)
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Introduction

Every nurse will at some stage be involved in caring for people affected by cancer. EdCaN, a national cancer nursing education project funded by the Australian Government through Cancer Australia, provides a national professional development framework for cancer nursing which describes varying contributions made by nurses at all phases of the cancer continuum. The Framework outlines the competency standards required of nurses working in different roles, in different settings, and at different points along this continuum (see Figure 1). EdCaN also provides a suite of learning resources to help nurses acquire the competencies outlined in the Framework.

The Framework recognises that nurses function at varying levels of competence ranging from beginning through to the advanced levels (characterised by more effective integration of theory, practice and experience together with increasing degrees of autonomy in judgements and intervention). Nurses therefore require access to ongoing professional development opportunities that will enable them to develop the level of competence in cancer control required to meet the changing needs of the populations they serve and the context of their practices.
The EdCaN Cancer Nursing Program (Entry to Specialty) has been developed to meet the needs of nurses who are new to specialist cancer settings. The program draws on material developed for EdCaN and provides a structured program of learning to meet the specific professional development needs of this group.

The EdCaN Cancer Nursing Program (Entry to Specialty) was originally developed in conjunction with Queensland Health, as part of their Queensland Transition Support Program: Cancer Care. The original program has been adapted to ensure it is relevant across all States and Territories.

The EdCaN Cancer Nursing Program (Entry to Specialty) is not intended to develop advanced practitioners in the cancer specialty, although participation in the program is an important step in a career pathway for Registered Nurses (RNs) who wish to undertake further professional development to achieve cancer nursing competencies at an advanced practice level. While the program has been developed primarily for RNs who commence practicing in a specialist cancer setting, components will also be relevant for RNs who care for people affected by cancer in a range of other settings such as acute medical and surgical units.
Expected Outcomes from the EdCaN Cancer Nursing Program (Entry to Specialty)

The EdCaN Framework defines specific competency standards and capabilities required for nurses performing at different levels of practice from beginning through to the advanced levels. For the purposes of the EdCaN Cancer Nursing Program (Entry to Specialty), the standard of practice expected for a RN following completion of a program of professional development and professional experience have been defined. These performance criteria are considered to reflect the standard of practice required of a Beginning Specialist Cancer Nurse (see Appendix 1).

The EdCaN Cancer Nursing Program (Entry to Specialty) is based on the assumption that all nurses have achieved beginning level knowledge and skills in care of people affected by cancer through previous education and clinical experiences in pre-registration programs. The EdCaN Cancer Nursing Program (Entry to Specialty) thus focuses on further development of the core knowledge and skills necessary to provide safe and effective nursing to people affected by cancer to the level of an advanced beginner capable of practising competently in a specialist cancer context.
Key definitions and acronyms

The following definitions provide a consistent frame of reference throughout the EdCaN Cancer Nursing Program (Entry to Specialty).

**Beginning Specialist Cancer Nurse** – a registered nurse who has completed a program of professional development and professional experience, and met performance criteria for an Beginning Specialist Cancer Nurse.

**Cancer control** – all actions that aim to reduce the burden of cancer on individuals and the community. This includes research, prevention, early detection and screening, treatment, education and support for people with cancer and their families and monitoring cancer outcomes. Cancer control is built on a broad population health model which focuses on the needs of people affected by cancer and the continuum of care. It encompasses the impact of diagnosis, active treatment, follow-up, survivorship, supportive care, and palliative care.

**Continuum of care** – includes the entire trajectory of the experience of people affected by cancer. Whilst this trajectory will vary for each individual, Australia’s National Service Improvement Framework for Cancer has identified five main phases that correspond to the critical elements of health services needed by people affected with cancer to respond to their disease-related and personal experiences. These phases are:
1. Reducing the risk of developing cancer.
2. Finding cancer as early as possible, if early treatment is effective.
3. Having the best treatment and support during active treatment.
4. Having the best treatment and support after and between periods of active treatment.
5. Having the best care at the end of life if the cancer is not cured.

**Domains of health** – include the physical, psychological, emotional, cultural, social, practical, spiritual and informational aspects of a person’s health and wellbeing.

**People affected by cancer** – people affected by all types of cancer including those at risk of developing cancer, people living with cancer, cancer survivors, carers, family members and significant others.

**Specialist Cancer Nurse (SCN)** – Some nurses will choose to become specialists in cancer control: these nurses are SCNs. Most SCNs work in dedicated cancer services and may be primarily responsible for care of people at a specific phase of their experience (e.g. during radiotherapy), or across all phases (e.g. Breast Care Nurse).
Aims of the EdCaN Cancer Nursing Program (Entry to Specialty)

The aim of the EdCaN Cancer Nursing Program (Entry to Specialty) is to develop cancer care nurses who are capable of meeting the needs of people affected by cancer.

Following successful completion of the EdCaN Cancer Nursing Program (Entry to Specialty) the participant will be able to:

1. assess the health status of people affected by cancer to formulate an individualised plan of care.
2. adapt care based on the contextual influences impacting on the health status of people affected by cancer
3. integrate evidence based practices in the delivery of safe and effective care for people affected by cancer
4. collaborate in multidisciplinary cancer control efforts
5. demonstrate a commitment to continuing professional development.
Using the EdCaN Cancer Nursing Program (Entry to Specialty)

The EdCaN Cancer Nursing Program (Entry to Specialty) has been designed as a structured program of learning. The program includes a series of learning modules to assist those involved in facilitating transition of nurses to work effectively in specialist cancer settings. The learning modules can be incorporated into existing graduate nurse and professional development programs. It is intended that the modules be adapted to the needs of particular professional development opportunities. A suite of educator resources are available online to assist educators to use the EdCaN learning resources.

The EdCaN Cancer Nursing Program (Entry to Specialty) utilises the principles of blended learning. Learning is supported by the inclusion of clinically focused learning activities, readings and case studies. Participants complete the modules via self-paced learning. Completion of the modules needs to be supported by educators, preceptors and clinicians in the participant’s practice setting. This support is designed to promote integration of knowledge to clinical practice.

Progress against program learning objectives can be assessed at appropriate time points using the Integrated Clinical Assessment Tool (ICAT). Participants should also be encouraged to reflect upon their practice and critically analyse their skills by completing a reflective journal.

Completion of the program may enable participants to receive advanced standing towards further study, subject to approval of relevant education providers.
Program overview

The EdCaN Cancer Nursing Program (Entry to Specialty) has been developed as a structured program of learning for nurses new to a specialist cancer setting. The program uses the principles of flexible delivery and is supported by a suite of modules that follows the continuum of care underpinned by a person centred approach.
<table>
<thead>
<tr>
<th>Module Name</th>
<th>Learning objectives</th>
<th>Time to complete (approximate)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module One</strong></td>
<td></td>
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<tr>
<td><em>The Cancer Experience</em></td>
<td>1. Describe the experiences and common concerns of people affected by cancer across the cancer journey.</td>
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<td></td>
<td>2. Outline unique needs and nursing care considerations for individuals affected by cancer at specific developmental stages.</td>
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<td>3. Appraise common personal and community perceptions of cancer and its management.</td>
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<td>4. Describe the core functions of nurses that contribute to improved experiences and outcomes for people affected by cancer.</td>
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<td>5. Describe principles for delivering effective cancer services and their application in local service models.</td>
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<td></td>
<td>6. Actively participate in continuing professional development activities relevant to development of nursing practice at a beginning specialist cancer nurse level.</td>
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<tr>
<td><strong>Module Two</strong></td>
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<tr>
<td><em>Cancer Biology</em></td>
<td>1. Describe the underlying mechanisms associated with the development of common cancers.</td>
<td>16 hours</td>
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<td>2. Explain the pathophysiology underpinning signs and symptoms associated with development and progression of cancer.</td>
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<td>3. Identify strategies to provide information, education and support to people undergoing investigation of symptoms suggestive of cancer.</td>
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<td></td>
<td>4. Explain the role of various diagnostic tests for key cancers.</td>
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<tr>
<td><strong>Module Three</strong></td>
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<tr>
<td><em>Core Skills in Cancer Care</em></td>
<td>1. Demonstrate effective supportive communication to establish and maintain therapeutic relationships with people affected by cancer.</td>
<td>80 hours</td>
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<tr>
<td></td>
<td>2. Perform a comprehensive assessment to identify the impact of common disease and treatment effects on all domains of health for the person affected by cancer.</td>
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<td></td>
<td>3. Recognise and manage common oncological emergencies experienced by people affected by cancer.</td>
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<td>4. Describe potential hazards that impact on safe and effective care delivery of cancer services.</td>
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<td>5. Identify evidence based strategies for ensuring personal safety when caring for people affected by cancer.</td>
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<td>6. Demonstrate competent and safe practice in the following core skills (as relevant to practice area):</td>
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<td></td>
<td>• Radiation safety</td>
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<td></td>
<td>• Safe handling of cytotoxic medications and related waste</td>
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<td></td>
<td>• Fundamental principles and management of Central Venous Access Devices (CVAD).</td>
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<tr>
<td>Module Name</td>
<td>Learning objectives</td>
<td>Time to complete (approximate)</td>
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</tbody>
</table>
| **Module Four**  
*Cancer Treatment Principles* | 1. Outline the implications of staging and grading on a person’s cancer journey.  
2. Explain the principles of cancer treatment planning.  
3. Identify the role of evidence based treatment guidelines in the context of a multidisciplinary approach to planning treatment.  
4. Identify the nurse’s role in supporting the person affected by cancer to participate in decisions about treatment and their care.  
5. Describe the principle mechanisms of action for the major treatment modalities used in the management of cancer.  
6. Identify early and late effects commonly associated with cancer treatments.  
7. Outline the role of clinical trials in cancer treatment.  
8. Identify nursing implications associated with caring for the person considering, or undergoing, a cancer clinical trial.  
9. Identify sources of evidence based information and support for people who engage in complementary and alternative health practices. | 40 hours |
| **Module Five**  
*Cancer Supportive Care Principles* | 1. Identify key supportive care needs for people during and after treatment for cancer.  
2. Demonstrate safe and effective assessment of supportive care needs during and after treatment using evidence based frameworks.  
3. Implement supportive care interventions that are tailored to an individual’s clinical, personal and social circumstances.  
4. Identify supportive care needs of people affected by advanced and progressing cancer across all domains of health.  
5. Implement evidence based interventions to support people affected by cancer to optimise their quality of life and functional abilities at the end of life, consistent with their preferences and abilities. | 20 hours |
| **Module Six: Part One**  
*Providing care for the person having cancer surgery* | 1. Perform a comprehensive health assessment on a person prior to, and following, cancer surgery.  
2. Analyse clinical, psychological and social data to formulate and implement an individualised plan of care for the person having cancer surgery.  
3. Demonstrate delivery of effective nursing care to prevent, detect and manage early and late effects associated with cancer surgery.  
4. Demonstrate effective educational strategies in providing individualised information to the person having cancer surgery. | 20 hours |
<table>
<thead>
<tr>
<th>Module Name</th>
<th>Learning objectives</th>
<th>Time to complete (approximate)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module Six: Part Two</strong>&lt;br&gt;Providing care for the person having radiotherapy for cancer</td>
<td>1. Perform a comprehensive health assessment on a person prior to, during, and following radiotherapy.&lt;br&gt;2. Analyse clinical, psychological and social data to formulate and implement an individualised plan of care for the person having radiotherapy.&lt;br&gt;3. Demonstrate delivery of effective nursing care to prevent, detect, and manage early and late effects associated with radiotherapy.&lt;br&gt;4. Demonstrate safe practice based on ALARA principles.&lt;br&gt;5. Demonstrate effective educational strategies in providing individualised information to the person having radiotherapy.</td>
<td>20 hours</td>
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</tbody>
</table>

<p>| <strong>Module Six: Part Three</strong>&lt;br&gt;Providing care for the person having antineoplastic agents for cancer | 1. Perform a comprehensive health assessment on a person prior to, during, and following antineoplastic agents.&lt;br&gt;2. Analyse clinical, psychological and social data to formulate and implement an individualised plan of care for the person having antineoplastic agents.&lt;br&gt;3. Demonstrate delivery of effective nursing care to prevent, detect, and manage early and late effects associated with antineoplastic agents.&lt;br&gt;4. Demonstrate effective educational strategies in providing individualised information to the person having antineoplastic agents.&lt;br&gt;5. Demonstrate safe practice in the care of the person receiving cytotoxic agents.&lt;br&gt;6. Demonstrate competence in the administration of antineoplastic agents. | 20 hours |</p>
<table>
<thead>
<tr>
<th>Module Name</th>
<th>Learning objectives</th>
<th>Time to complete (approximate)</th>
</tr>
</thead>
</table>
| **Module Six: Part Four**  
Providing care for the person receiving cancer biological and molecular targeted therapies | 1. Perform a comprehensive health assessment on a person prior to, during, and following biological and molecular targeted therapies.  
2. Analyse clinical, psychological and social data to formulate and implement an individualised plan of care for the person having biological and molecular targeted therapies.  
3. Demonstrate delivery of effective nursing care to prevent, detect, and manage early and late effects associated with biological and molecular targeted therapies.  
4. Demonstrate effective educational strategies in providing individualised information to the person having biological and molecular targeted therapies.  
5. Demonstrate safe practice in the care of the person receiving cytotoxic agents.  
6. Demonstrate competence in the administration of biological and molecular targeted therapies. | 20 hours |
| **Module Six: Part Five**  
Providing care for the person undergoing a haematopoietic stem cell transplantation | 1. Perform a comprehensive health assessment on a person prior to, during, and following haematopoietic stem cell transplantation.  
2. Analyse clinical, psychological and social data to formulate and implement an individualised plan of care for the person having haematopoietic stem cell transplantation.  
3. Demonstrate delivery of effective nursing care to prevent, detect, and manage early and late effects associated with haematopoietic stem cell transplantation.  
4. Demonstrate effective educational strategies in providing individualised information to the person having haematopoietic stem cell transplantation.  
5. Demonstrate competence in the administration of bone marrow/haematopoietic stem cells. | 20 hours |
Structure and time frame for completion

The EdCaN Cancer Nursing Program (Entry to Specialty) has been developed as a structured program of learning for nurses new to a specialist cancer setting. Modules should be completed within a 12 month timeframe.

It is recommended that Module 1: The Cancer Experience, be completed prior to commencing subsequent modules. Specialist Nurse Educators can alter the program to meet the needs of the local context.

It is expected that completing the entire EdCaN Cancer Nursing Program (Entry to Specialty) will take approximately 240 hours of learning. Modules 1 to 5 are considered mandatory; the selection of modules within module 6 should be based on their relevance to the individual practitioner and their cancer workplace setting.
Assessment of learning outcomes can be negotiated by the EdCaN Cancer Nursing Program (Entry to Specialty) participant and their workplace.

A suggested assessment plan is outlined below.

<table>
<thead>
<tr>
<th>Assessment item</th>
<th>Length</th>
<th>Weight</th>
<th>Due</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrated Clinical Assessment Tool (ICAT)</td>
<td>N/A</td>
<td>Achieved / Not achieved</td>
<td>Program participant completes relevant learning modules and clinical skills throughout year</td>
<td>Application of knowledge, skills and attitudes in the clinical practice setting:</td>
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<td></td>
<td></td>
<td></td>
<td>Assessed by preceptor as deemed appropriate by workplace. (E.g. at 4 months and 12 months)</td>
<td>• Comprehensive health assessment</td>
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<tr>
<td></td>
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<td></td>
<td></td>
<td>• Radiation safety</td>
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<td>• Safe handling of cytotoxic medications and related waste</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>• Management of CVADs</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Administration of antineoplastic agents</td>
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<td></td>
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<td></td>
<td></td>
<td>• Administration of cancer biological and molecular targeted therapies</td>
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<td></td>
<td>• Administration of bone marrow/ stem cell infusions</td>
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</table>

Reflective journal  
4500 words (Max)  
Achieved / Not achieved  
2 activities per month (250 words per piece). Assessment pieces due at:  
• 3 months  
• 6 months  
• 12 months  
Participants are to maintain an ongoing clinical journal, comprising of reflections on their practice.  
These reflective activities are identified by the individual in collaboration with their Nurse Educator/Clinical Facilitator or Preceptor.  
The reflective activities should include new clinical learning experiences that have challenged the participant to critically evaluate their practice.

Case study  
2500 words  
Achieved / Not achieved  
12 months (Within 4 weeks of completing all modules)  
Participant to choose the topic relevant to the clinical practice setting.
Module and topic map

The following table is a guide to the content of the EdCaN Cancer Nursing Program (Entry to Specialty), as at the time of publishing. The most current content will always be available at [www.cancerlearning.gov.au/edcan_resources](http://www.cancerlearning.gov.au/edcan_resources).

<table>
<thead>
<tr>
<th>Module One – the cancer experience</th>
<th>The aim of this module is to develop the ability of the <strong>Beginning Specialist Cancer Nurse</strong> to apply fundamental concepts of cancer care across all domains of nursing practice.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overview</strong></td>
<td><strong>Topics discussed</strong></td>
</tr>
<tr>
<td></td>
<td>• Cancer control.</td>
</tr>
<tr>
<td></td>
<td>• The cancer experience:</td>
</tr>
<tr>
<td></td>
<td>◦ For nurses working in cancer control.</td>
</tr>
<tr>
<td></td>
<td>◦ For the person diagnosed with cancer.</td>
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<tr>
<td></td>
<td>• Cancer in special population groups:</td>
</tr>
<tr>
<td></td>
<td>◦ Cancer in children.</td>
</tr>
<tr>
<td></td>
<td>◦ Cancer in adolescents and young adults.</td>
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<td></td>
<td>◦ Cancer in the older person.</td>
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<tr>
<td></td>
<td>◦ Cancer in culturally and linguistically diverse groups.</td>
</tr>
<tr>
<td></td>
<td>• Multidisciplinary approaches in cancer control.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module Two – the biology of cancer</th>
<th>The aim of this module is to develop knowledge of fundamental concepts in cancer care in order for the <strong>Advanced Beginner In Cancer Care</strong> to demonstrate competence across all domains of practice.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overview</strong></td>
<td><strong>Topics discussed</strong></td>
</tr>
<tr>
<td></td>
<td>• Normal and abnormal cell proliferation</td>
</tr>
<tr>
<td></td>
<td>• What is cancer?</td>
</tr>
<tr>
<td></td>
<td>◦ The role of genetics, hormones, and the immune system.</td>
</tr>
<tr>
<td></td>
<td>◦ How cancer spreads.</td>
</tr>
<tr>
<td></td>
<td>◦ Benign versus malignant growth.</td>
</tr>
<tr>
<td></td>
<td>◦ Tumour nomenclature.</td>
</tr>
<tr>
<td></td>
<td>• Cancer signs and symptoms.</td>
</tr>
</tbody>
</table>
# Module Three – core skills in cancer care

## Overview

The aim of this module is to develop the ability of the **Beginning Specialist Cancer Nurse** to demonstrate competence in the core skills required to provide nursing care for people with cancer.

## Topics discussed

- Supportive communication with people affected by cancer.
- Comprehensive health assessment skills in cancer care.
- Diagnosing and dealing with oncological emergencies:
  - Febrile neutropaenia and sepsis.
  - Tumour lysis syndrome.
  - Metastatic spinal cord compression.
  - Superior vena cava syndrome.
  - Disseminated intravascular coagulation.
  - Hypercalcaemia.
- Managing hazards in the delivery of cancer care:
  - Principles of radiation safety.
  - Principles of cytotoxic safety.
- Central venous access devices in cancer care.
- A number of EdCaN competency assessment tools (CATs) may be relevant to the completion of this module:
  - Antineoplastic agent administration.
  - Care of febrile neutropaenia.
  - Management of central venous access devices.
  - Therapeutic communication.

# Module Four – cancer treatment principles

## Overview

The aim of this module is to continue to develop the ability of the **Beginning Specialist Cancer Nurse** to provide care to people undergoing treatment for cancer.

## Topics discussed

- Grading and staging of cancer.
- Principles of treatment planning.
- Communication principles to support treatment decision making.
- Multidisciplinary teams and treatment planning, including for people in special population groups:
  - Older people with cancer.
  - Children and young people with cancer.
- Evidence based approaches to cancer treatment.
- Clinical trials in cancer treatment.
- Overview of treatment modalities:
  - Surgery.
  - Radiotherapy.
  - Antineoplastic therapy.
  - Biological and molecular targeted therapies.
  - Haematopoietic stem cell transplantation.
- Complementary and alternative medicines.
## Module Five – principles of supportive care in cancer

### Overview
The aim of this module is to develop the ability of the **Beginning Specialist Cancer Nurse** to demonstrate competence in providing evidence-based supportive care to people with cancer.

### Topics discussed
- Overview of supportive care.
- Framework for supportive care.
- Identifying supportive care needs.
- Responding to supportive care needs.
- Communication with special population groups:
  - Communicating with carers.
  - Communicating with parents and children.
- Discussing end of life care.
- Barriers to providing evidence-based supportive care.

## Module Six – Providing care for the person having treatment for cancer

### Module Six: Part One – Providing care for the person having treatment for cancer

### Overview
The aim of this module is to develop the ability of the **Beginning Specialist Cancer Nurse** to demonstrate competence across all domains of practice when caring for the person having cancer surgery.

### Topics discussed
- Factors influencing the use of surgery.
- Care of the person having surgery for cancer.
  - Individual and site-specific health assessments.
  - Pre-operative education.
  - Discharge from hospital.

### Part Two – providing care for the person having radiotherapy for cancer

### Overview
The aim of this module is to develop the ability of the **Beginning Specialist Cancer Nurse** to demonstrate competence across all domains of practice when caring for the person having radiotherapy for cancer.

### Topics discussed
- Factors influencing the use of radiotherapy.
- Care of the person having radiotherapy for cancer.
  - Treatment planning and preparation.
  - Treatment delivery modalities.
  - Management of responses to radiotherapy.
Part Three – providing care for the person having antineoplastic agents for cancer

**Overview**
The aim of this module is to develop the ability of the Beginning Specialist Cancer Nurse to demonstrate competence across all domains of practice when caring for the person receiving antineoplastic agents for cancer.

**Topics discussed**
- Factors influencing the use of antineoplastic agents.
- Classification of antineoplastic agents.
- Factors influencing agent selection and administration.
- Professional responsibilities associated with administration of antineoplastic agents.
- Care of the person having antineoplastic agents for cancer:
  - Management of responses to antineoplastic agents.
- The EdCaN CAT on Antineoplastic agent administration may be relevant to the completion of this module.

Part Four – providing care for the person receiving biological and molecular targeted therapies for cancer

**Overview**
The aim of this module is to develop the ability of the Beginning Specialist Cancer Nurse to demonstrate competence across all domains of practice when caring for the person receiving biological or molecular targeted therapies for cancer.

**Topics discussed**
- Overview of biological and molecular targeted therapies in cancer control.
- Categories of biological and molecular targeted therapies.
- Care of the person having biological and molecular targeted therapies for cancer:
  - Management of responses to therapy.

Part Five – providing care for the person undergoing hematopoietic stem cell transplantation (HSCT)

**Overview**
The aim of this module is to develop the ability of the Beginning Specialist Cancer Nurse to demonstrate competence across all domains of practice when caring for the person undergoing haematopoietic stem cell transplantation.

**Topics discussed**
- Principles of HSCT:
  - Haematopoiesis.
  - Transplant immunology.
- Donor considerations.
- Different sources of stem cells.
- Harvesting and storage of haematopoietic stem cells.
- Recipient considerations.
- Bone marrow registries.
- Care of the person having HSCT for cancer:
  - Conditioning.
  - Reinfusion.
  - Engraftment and recovery.
  - Management of responses to HSCT.
  - Discharge and follow up care.
References


The Beginning Specialist Cancer Nurse performance criteria underpin the EdCaN Cancer Nursing Program (Entry to Specialty).

The following tables outline these criteria and demonstrate their relationship with the EdCaN specialist cancer nurse competency standards.
## Domain 1: Professional practice

This domain comprises competencies that reflect the SCN’s ability to develop professionally, participate effectively in clinical governance and influence cancer control efforts at the systems level.

### SOME NURSES

<table>
<thead>
<tr>
<th>EdCaN Performance Criteria for a Beginning Specialist Cancer Nurse</th>
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<th>EdCaN competency standards for a Specialist Cancer Nurse</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrates safe and effective practice based on local and national guidelines, policies and procedures related to cancer care</td>
<td>• Demonstrates an understanding of national and global trends in cancer control.</td>
<td>Competency 1.1 Engages in and contributes to informed critique and exerts influence at the professional and systems level of health and cancer care.</td>
</tr>
<tr>
<td>• Operates within a multidisciplinary team framework</td>
<td>• Understands the impact of health and organisational policy on the delivery of cancer services.</td>
<td></td>
</tr>
<tr>
<td>• Consults effectively with specialist cancer nurses to maintain scope of practice and ensure the needs of the person affected by cancer are met</td>
<td>• Contributes to initiatives within the cancer consumer movement, the profession, multidisciplinary team and health-care systems aimed at enhancing cancer-control efforts.</td>
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<tr>
<td></td>
<td>• Participates actively in workplace, professional, consumer and other organisations relevant to cancer nursing and cancer care.</td>
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<td></td>
<td>• Articulates and promotes the contribution of specialist cancer nursing to outcomes for the person affected by cancer in clinical, professional and policy contexts</td>
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</table>
## Domain 1: Professional practice (continued)

### SOME NURSES

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<tr>
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</tr>
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</table>
| 1. Demonstrates a commitment to maintaining competence through participation in professional development activities relevant to cancer care.  
2. Adapts practice according to responses and feedback from people affected by cancer and other members of the health-care team about individual effectiveness as a beginning specialist cancer nurse.  
3. Actively participates in own performance review processes in accordance with local facilities procedures. | 1. Demonstrates awareness of and observes boundaries of practice in accordance with professional and organisational role descriptions, guidelines and standards for specialist cancer nursing and cancer care.  
2. Demonstrates a commitment to maintaining competence through participation in professional development activities relevant to cancer care.  
3. Implements processes for obtaining and responding to information from people affected by cancer and other members of the health-care team about the effectiveness of SCN clinical practice.  
4. Participates in professional clinical supervision and/or other peer-review processes for monitoring the appropriateness of personal and professional responses to individual situations.  
5. Participates actively in performance review processes. | Competency 1.2  
Uses appropriate mechanisms for monitoring own performance and competence as an SCN. |

- **Competency 1.2**
  - Uses appropriate mechanisms for monitoring own performance and competence as an SCN.

<table>
<thead>
<tr>
<th>Competency 1.3</th>
<th>Practises in accordance with legislative, professional and ethical standards for nursing and cancer care.</th>
</tr>
</thead>
</table>
| 1. Complies with legislation relevant to cancer.  
2. Responds effectively to ethical issues that arise in cancer care.  
3. Practises in a way that acknowledges the impact of cancer on the culture, dignity, values, beliefs and rights of people affected by cancer. |  
1. Complies with legislation relevant to cancer.  
2. Responds effectively to ethical issues that arise in cancer care.  
3. Practises in a way that acknowledges the impact of cancer on the culture, dignity, values, beliefs and rights of people affected by cancer. |

## Domain 1: Professional practice (continued)

- **Competency 1.3**
  - Practises in accordance with legislative, professional and ethical standards for nursing and cancer care.
### Domain 2: Critical thinking and analysis

This domain comprises competencies that reflect the SCN’s ability to practise within an evidence-based framework, participate in ongoing professional development, ensure optimal standards of cancer care and lead the ongoing development of cancer nursing.

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<thead>
<tr>
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<th>EdCaN competency standards for a Specialist Cancer Nurse</th>
</tr>
</thead>
</table>
| **Competency 2.1** | • Uses recognised standards and guidelines in cancer care to guide practice  
• Participates in activities that contribute to improvements in safety and cancer care outcomes  
• Demonstrates the skills and values of critical reflection and lifelong learning to inform own practice | • Assesses and critiques cancer-care outcomes against established benchmarks, standards and guidelines.  
• Conducts and supports activities that contribute to improvements in safety and cancer-care outcomes.  
• Demonstrates the skills and values of critical reflection and lifelong learning to generate knowledge for practice. | **Competency 2.1**  
Contributes to quality improvement activities aimed at improving outcomes for people affected by cancer. |
| **Competency 2.2** | • Uses evidence-based resources to improve the health outcomes of people affected by cancer  
• Identifies research findings relevant to clinical decision making  
• Critically reflects upon research  
• Uses current information technology and resources relevant to cancer nursing and the development of practice | • Identifies and appraises research evidence relevant to improving the health outcomes of people affected by cancer.  
• Integrates relevant research findings and other developments in decision-making about cancer-care.  
• Demonstrates high-level skills in the use of information technology relevant to cancer nursing and the development of practice.  
• Fosters a spirit of inquiry and contributes to cancer nursing and cancer research. | **Competency 2.2**  
Practises within an evidence-based framework and contributes to the development of evidence for practice |
| **Competency 2.3** | • Uses relevant sources to seek additional information when presented with complex or challenging situations  
• Identifies learning needs through critical reflection, performance review and assessment of local practice needs  
• Demonstrates knowledge of relevant professional development resources and activities in cancer nursing | • Uses relevant sources to seek additional information when presented with complex or challenging situations.  
• Identifies learning needs through critical reflection, performance review and assessment of emerging developments in the practice of specialist cancer nursing.  
• Demonstrates knowledge of relevant professional development resources and activities in specialist cancer nursing. | **Competency 2.3**  
Embraces continuing professional development to ensure practices that incorporate best available evidence and emerging developments in specialist cancer nursing and cancer care |
### Domain 2: Critical thinking and analysis (continued)

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>• Actively participates in education and staff development activities relevant to cancer care</td>
<td>• Develops and contributes to education and staff development activities relevant to cancer care.</td>
<td>Competency 2.4 Provides advice and mentorship to nursing colleagues and others involved in cancer care to promote optimal standards.</td>
</tr>
<tr>
<td>• Utilise colleagues and networks to access advice and mentorship</td>
<td>• Provides advice and professional support to nursing colleagues and others involved in cancer care about clinical management and professional issues in cancer nursing.</td>
<td></td>
</tr>
<tr>
<td>• Seeks professional support from nursing colleagues and others involved in cancer care to establish professional networks</td>
<td>• Disseminates information about research and other developments in cancer care to nursing colleagues and others involved in cancer care.</td>
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</tr>
</tbody>
</table>

**Some Nurses**

- Competency 2.4 Provides advice and mentorship to nursing colleagues and others involved in cancer care to promote optimal standards.
Domain 3: Provision and coordination of care

Provision and coordination of care relates to the coordination, organisation and provision of nursing care. It includes the assessment, planning, implementation and evaluation of care for people affected by cancer, and consists of the following four practice dimensions:

- 3.1 disease- and treatment-related care
- 3.2 supportive care
- 3.3 coordinated care
- 3.4 information provision and education.

3.1 Disease and treatment-related care

This dimension comprises competency standards that reflect the SCN’s role in reducing risks as well as managing disease- and treatment-related responses across the cancer continuum. It includes reducing cancer risk, screening and diagnosis, treatment planning, treatment delivery (including participation in clinical trials) and follow-up care.

<table>
<thead>
<tr>
<th>EdCaN Performance Criteria for a Beginning Specialist Cancer Nurse</th>
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</tr>
</thead>
</table>
| • Demonstrates an understanding of the principles of cancer’s epidemiology, risk factors, and genetics | • Demonstrates an understanding of cancer’s epidemiology, risk factors, genetics and prevention strategies. | Competency 3.1.1
Participates in activities that contribute to reducing the risk of developing cancer and that promote early detection of cancer. |
| • Prepares, supports and monitors people undergoing diagnostic tests | • Provides evidence-based information and education to individuals and groups regarding cancer risk factors and preventive strategies. | |
| | • Provides evidence-based information to individuals and groups regarding recommended cancer screening programs and tests. | |
| | • Prepares, supports and monitors people undergoing cancer screening and diagnostic tests. | |
### Domain 3.1: Disease and treatment-related care (continued)

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<thead>
<tr>
<th>Some Nurses</th>
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</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrates understanding of the principles of biology and pathophysiology of cancer, its diagnosis and presentation across the disease continuum</td>
<td>• Demonstrates an understanding of the principles of biology and pathophysiology of cancer, its diagnosis and presentation across the disease continuum.</td>
<td>• Demonstrates understanding of the rationale for and mechanisms involved in cancer therapies and their related clinical effects, both acute and delayed.</td>
<td>Competency 3.1.2 Identifies potential and actual adverse effects of having cancer and receiving cancer therapies.</td>
</tr>
<tr>
<td>• Demonstrates understanding of the fundamental mechanisms involved in cancer therapies and their related clinical effects, both acute and delayed</td>
<td>• Demonstrates an understanding of the rationale for and mechanisms involved in cancer therapies and their related clinical effects, both acute and delayed.</td>
<td>• Demonstrates understanding of the implications of participation in cancer clinical trials for a person’s care.</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates understanding of the role of cancer clinical trials for a person’s care</td>
<td>• Demonstrates understanding of the implications of participation in cancer clinical trials for a person’s care.</td>
<td>• Undertakes and documents a comprehensive and timely assessment of current and potential effects and complications arising from having cancer, diagnostic tests and cancer treatments using a systematic, evidence-based approach.</td>
<td></td>
</tr>
<tr>
<td>• Undertakes and documents a comprehensive and timely assessment of current and potential effects experienced by the person affected by cancer using a systematic, evidence-based approach</td>
<td>• Undertakes and documents a comprehensive and timely assessment of current and potential effects and complications arising from having cancer, diagnostic tests and cancer treatments using a systematic, evidence-based approach.</td>
<td>• Interprets results of investigations and findings for the person affected by cancer according to needs and preferences, and for other members of the health-care team according to clinical requirements.</td>
<td></td>
</tr>
<tr>
<td>• Monitors and responds to potential adverse events associated with cancer and having cancer treatment, using evidence-based knowledge</td>
<td>• Monitors and responds to potential adverse events associated with cancer and having cancer treatment, using evidence-based knowledge.</td>
<td>• Anticipates, monitors and responds to potential adverse events associated with cancer and having cancer treatment, using evidence-based knowledge.</td>
<td></td>
</tr>
<tr>
<td>• Communicates outcomes of assessment with other members of the health-care team and the person affected by cancer following collaboration with the SCN to facilitate identification of current and potential adverse effects of having cancer and cancer treatment</td>
<td>• Communicates outcomes of assessment with other members of the health-care team and the person affected by cancer following collaboration with the SCN to facilitate identification of current and potential adverse effects of having cancer and cancer treatment.</td>
<td>• Communicates effectively with the person affected by cancer and other members of the health-care team to facilitate timely and comprehensive assessment and identification of current and potential adverse effects of having cancer and cancer treatment.</td>
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</tbody>
</table>
### Domain 3.1: Disease and treatment-related care (continued)

<table>
<thead>
<tr>
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<th>EdCaN competency standards for a Specialist Cancer Nurse</th>
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</thead>
<tbody>
<tr>
<td>• Plans and delivers nursing care to prevent, minimise and manage the acute and delayed effects of having cancer and its treatment based on systematic assessment of the person affected by cancer</td>
<td>• Collaborates with people affected by cancer and other members of the health-care team in planning and implementing care to prevent, minimise and manage the acute and delayed effects of having cancer and its treatment.</td>
<td>Competency 3.1.3 Participates in the safe and effective management of cancer and the delivery of cancer treatments</td>
</tr>
<tr>
<td>• Identifies treatment protocols and clinical guidelines, including non-pharmacological treatments, in the context of cancer</td>
<td>• Demonstrates knowledge of and adherence to treatment protocols and clinical guidelines, including non-pharmacological treatments, in the context of cancer.</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates safe and effective use of clinical procedures and technologies in the provision of optimum care related to cancer treatment and palliation</td>
<td>• Demonstrates safe and effective use of clinical procedures and technologies in the provision of optimum care related to cancer treatment and palliation.</td>
<td></td>
</tr>
<tr>
<td>• Continuously evaluates the condition and response of the person affected by cancer to interventions in a timely manner, using validated and focused assessment tools</td>
<td>• Continuously evaluates the condition and response of the person affected by cancer to interventions in a timely manner, using validated and focused assessment tools.</td>
<td></td>
</tr>
<tr>
<td>• Modifies the management plan in collaboration with the multidisciplinary team when necessary to achieve optimal health outcomes for people affected by cancer</td>
<td>• Modifies the management plan when necessary to achieve optimal health outcomes for people affected by cancer.</td>
<td></td>
</tr>
</tbody>
</table>
3.2 Supportive care

This dimension comprises competency standards that reflect the SCN’s ability to identify multiple needs across all domains of health throughout the cancer continuum. It includes implementation of evidence-based supportive care interventions in a flexible and responsive manner, in the context of a collaborative multidisciplinary approach to care, to achieve optimal health outcomes.

### SOME NURSES

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</tr>
</thead>
</table>
| • Demonstrates understanding of the impact of cancer and its treatment on all domains of health for the person affected by cancer | • Demonstrates an understanding of the impact of cancer and its treatment on the interrelated physical, psychological, financial, social, sexual and spiritual aspects of well-being of the person affected by cancer. | Competency 3.2.1
Identifies, validates and prioritises potential and actual health needs across all domains of health of the person affected by cancer throughout the cancer continuum. |
| • Undertakes and documents comprehensive and timely assessment of current and potential health needs, including co-morbid conditions and support needs across the cancer continuum | • Undertakes and documents comprehensive and timely assessment of current and potential or unpredictable health needs, including co-morbid conditions and support needs across the cancer continuum. | |
| • Communicates effectively with members of the multidisciplinary team and refers appropriately to facilitate efficient, timely and comprehensive assessment and identification of current and potential needs of the person affected by cancer | • Routinely assesses people affected by cancer for psychosocial risk factors and distress, at the time of diagnosis and on a regular basis using a systematic, evidence-based approach. | |
| | • Communicates effectively with other members of the health-care team and refers appropriately to facilitate efficient, timely and comprehensive assessment and identification of current and potential needs of the person affected by cancer. | |
## Domain 3.2: Supportive care (continued)

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<tr>
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</tr>
</thead>
</table>
| • Plans and delivers care within a multidisciplinary approach to meet health and support needs of the person affected by cancer | • Collaborates with people affected by cancer and other members of the health-care team, in planning and implementing care to meet the multiple health and support needs of the person affected by cancer. | **Competency 3.2.2**  
Effectively provides and ensures access to a range of supportive care services and interventions to meet the multiple health needs of the person affected by cancer. |
| • Applies knowledge of clinical and supportive care guidelines and evidence in the context of cancer | • Applies comprehensive knowledge of clinical and supportive care guidelines and evidence in the context of cancer. | |
| • Identifies the role of supportive care services available to the person affected by cancer and refers them to the relevant service provider | • Demonstrates skilled use of therapeutic nursing interventions for meeting the physical, psychological, social, sexual and spiritual needs of the person affected by cancer throughout the disease continuum, including identification of the need for referral for additional support. | |
| • Adapts and prioritises nursing care of the person affected by cancer in collaboration with the SCN, according to their needs across all domains of health and clinical circumstances | • Adapts and prioritises practice guidelines and interventions according to the cultural, spiritual and social contexts and clinical circumstances of people affected by cancer. | |
| • Determines the effectiveness of nursing interventions on clinical outcomes via regular and ongoing assessment of the person affected by cancer, and modifies the management plan in consultation with the multidisciplinary team and SCN | • Continuously evaluates the condition and response of the person affected by cancer to interventions in a timely manner and modifies the management plan when necessary to achieve optimal health outcomes. | |
| • Identifies and documents the person’s use of complementary and alternative health-care practices and communicates this with appropriate members of the multidisciplinary team | • Assesses the person’s use of and response to complementary and alternative health-care practices, as well as possible interactions with standard therapies throughout the cancer continuum. | |
3.3 Coordinated care

This dimension incorporates competencies reflecting the SCN’s ability to facilitate a coordinated approach to care planning, implementation and evaluation by ensuring a comprehensive range of health and support services are delivered by the multidisciplinary team in a timely, flexible and efficient manner in response to the needs of the person affected by cancer.

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<thead>
<tr>
<th>SOME NURSES</th>
<th>Competency 3.3.1</th>
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<tr>
<td>EdCaN Performance Criteria for a Beginning Specialist Cancer Nurse</td>
<td>EdCaN Performance criteria for a Specialist Cancer Nurse</td>
</tr>
<tr>
<td>- Plans and delivers care using a comprehensive care plan incorporating interventions to promote continuity of care</td>
<td>- Develops, implements, documents and continuously reviews a comprehensive care plan incorporating interventions to promote continuity of care.</td>
</tr>
<tr>
<td>- Ensures that the person affected by cancer has access to information and resources to enable continuity of their care</td>
<td>- Ensures that the person affected by cancer has access to information and resources to enable continuity of their care and facilitate linkages between past, current and future care experiences.</td>
</tr>
<tr>
<td>- Identifies health services and community resources relevant to cancer care across the continuum</td>
<td>- Promotes the efficient exchange of information between care providers and health-care settings regarding the clinical, practical and support needs, preferences and care plans for the person affected by cancer.</td>
</tr>
<tr>
<td>- Refers individuals to service providers in various care contexts to facilitate the delivery of services in a coordinated, consistent and timely manner in collaboration with the SCN and multidisciplinary team</td>
<td>- Demonstrates a comprehensive knowledge of health services and community resources relevant to cancer care across the continuum.</td>
</tr>
<tr>
<td></td>
<td>- Liaises and collaborates with service providers in various care contexts to facilitate the delivery of services in a coordinated, consistent and timely manner.</td>
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</table>
3.4 Information provision and education

This dimension incorporates competencies reflecting the SCN’s ability to provide comprehensive, coordinated, specialised and individualised information and education to the person affected by cancer about the pathophysiology of cancer and its physical and psychological effects, treatment approaches and self-management strategies. The provision of such information and education is based on evidence-based educational strategies that are consistent with the individual’s clinical circumstances, preferences, information and self-care needs.

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</tr>
</thead>
<tbody>
<tr>
<td>• Assesses the understanding of the person affected by cancer of their clinical circumstances, treatment and care plan, and their preference for information.</td>
<td>• Assesses the understanding of the person affected by cancer of their clinical circumstances, treatment and care plan, and their preference for information.</td>
<td>competency 3.4.1 Provides comprehensive and specialised information in a coordinated manner to assist people affected by cancer to achieve optimal health outcomes, reduce distress and make informed decisions.</td>
</tr>
<tr>
<td>• Provides information that reflects fundamental knowledge of the pathophysiology and progression of cancer, and current evidence regarding cancer treatments across the care continuum.</td>
<td>• Provides information that reflects knowledge of the pathophysiology and progression of cancer, including the episodic and chronic nature of cancer, and current evidence regarding cancer treatments across the care continuum.</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates knowledge of information resources for the person affected by cancer and facilitates access to resources relevant to their needs and preferences.</td>
<td>• Demonstrates comprehensive knowledge of information resources for the person affected by cancer and facilitates access to resources relevant to their needs and preferences.</td>
<td></td>
</tr>
<tr>
<td>• Collaborates with other members of the health-care team to ensure a coordinated and documented approach to providing consistent and timely information to people affected by cancer, avoiding duplication and addressing gaps where required.</td>
<td>• Uses a range of evidence-based strategies for delivering, tailoring and reinforcing information and addressing common concerns and myths relevant to the information needs and preferences of the person affected by cancer.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Collaborates with other members of the health-care team to ensure a coordinated and documented approach to providing consistent and timely information to people affected by cancer, avoiding duplication and addressing gaps where required.</td>
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<td></td>
<td>• Clarifies and interprets information gained by the person affected by cancer from professional and public sources regarding cancer and its management.</td>
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### Domain 3.4: Information provision and education (continued)

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<tr>
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</thead>
<tbody>
<tr>
<td>• Provides information and refers to other health professionals and resources to support the person affected by cancer to participate in decisions about their treatment and care at all stages of the cancer continuum according to their preferences.</td>
<td>• Provides information and refers to other health professionals and resources to ensure the person affected by cancer has the capacity to participate in decisions about their treatment and care at all stages of the cancer continuum (including participation in clinical trials), according to their preferences.</td>
<td>Competency 3.4.2</td>
</tr>
<tr>
<td>• Participate in the provision of evidence-based educational interventions to assist people affected by cancer to develop knowledge, skills and confidence to manage their health needs and the problems associated with cancer and its treatments.</td>
<td>• Implement evidence-based educational interventions to assist people affected by cancer to develop knowledge, skills and confidence to manage their health needs and the problems associated with cancer and its treatments.</td>
<td>Provides education to the person affected by cancer to enable them to be active participants in their care and engage in self-management of health-related needs where appropriate to achieve optimal health outcomes across the cancer continuum.</td>
</tr>
<tr>
<td>• Documents the response of the person affected by cancer to educational interventions and modifies educational strategies when necessary, in collaboration with the multidisciplinary team, to achieve optimal health outcomes.</td>
<td>• Consults and collaborates with other members of the health-care team to facilitate a multidisciplinary and coordinated approach to promoting the ability of the person affected by cancer to self-manage health needs and problems associated with cancer and its treatments.</td>
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</tr>
<tr>
<td></td>
<td>• Continuously evaluates and documents the response of the person affected by cancer to educational interventions and modifies educational strategies when necessary, to achieve optimal health outcomes.</td>
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</tbody>
</table>
Domain 4: Collaborative and therapeutic practice

This domain comprises competencies reflecting the SCN’s ability to develop effective collaborative relationships with people affected by cancer that will assist to maximise health outcomes, and to establish a collaborative approach to working effectively as part of a multidisciplinary team across the care continuum. These competencies include recognition of the critical interdependence between the roles of the SCN, other health professionals and organisations and the establishment of partnerships with people affected by cancer to maximise outcomes.

<table>
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</thead>
<tbody>
<tr>
<td>Competency 4.1</td>
<td>Uses effective communication skills to establish and maintain therapeutic relationships with people affected by cancer throughout the cancer journey.</td>
<td>Uses effective communication skills to establish and maintain therapeutic relationships with people affected by cancer throughout the cancer journey, while ensuring they have access to appropriate information on which to base their decisions.</td>
<td>Develops therapeutic relationships with people affected by cancer to anticipate and meet their multiple care needs across the cancer continuum.</td>
</tr>
<tr>
<td></td>
<td>Assesses and documents preferences and decisions of the person affected by cancer regarding care and treatment.</td>
<td>Actively explores and documents preferences and decisions of the person affected by cancer regarding care and treatment throughout the cancer journey, while ensuring they have access to appropriate information on which to base their decisions.</td>
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<tr>
<td></td>
<td>Promotes the ability of the person affected by cancer to participate in care decisions and self-management of their health needs according to their preferences and resources.</td>
<td>Promotes the ability of the person affected by cancer to participate in care decisions and self-management of their health needs according to their preferences and resources, recognising that these may change over time.</td>
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<tr>
<td></td>
<td>Collaborates with the person affected by cancer in care planning and implementation to establish therapeutic goals consistent with the person’s needs and decisions.</td>
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</table>