

## M.Sc. Patient Navigation (Oncology)

[Syllabus Approved by Board of Studies, Medical & Health Sciences]

<b>Programme Code</b>	:	Programme Code: HLTH23
<b>Programme Details</b>	:	M.Sc PATIENT NAVIGATION (ONCOLOGY)
<b>Programme Learning Outcomes (PLOs / PSOs)</b>	:	Mentioned below
<b>Eligibility Criteria</b>	:	<p><b>Only Indian Nationals can apply.</b> Full time Graduation/Post graduation from UGC recognized University with minimum 50% marks preferably in Medical Social Work, Sociology, Psychology, Public Health, Communications, MBBS, Graduate in Medicine (Allopathy, Homeopathy, Ayurveda, Unani, Siddha), BDS, BOT, BPT Nursing, Pharmacy, BSc, Paramedical Technology, Hospital Administration or Engineering/technology. Graduate/Post graduate from any other disciplines can also apply</p> <p>Two years work experience in patient navigation in oncology centre will be preferred</p>
<b>Duration of the Course</b>	:	2 YEARS
<b>Programme Structure (Credit-Based)</b>	:	NA
<b>Detailed Course Syllabus</b>	:	ANNEXED IN THE BELOW FORMAT
<b>Teaching–Learning Methodologies</b>	:	2 YEARS PROGRAM ANNEXED IN THE BELOW FORMAT.
<b>Examination &amp; Evaluation System</b>	:	ANNEXED IN THE BELOW FORMAT.
<b>Internship/Project/Dissertation Guidelines</b>	:	1 YEAR MANDATORY INTERNSHIP/WORK EXPERIENCE AT TMC CENTRE
<b>Program In Charge</b>	:	NISHU SINGH GOEL nishu.goel@tmc.gov.in

# Patient Navigation (Oncology)

*Programme Code: Programme Code:* HLTH23

## *Programme Objectives:*

- Create a Task force of professional Patient Navigators to compliment Clinical Care with Psychosocial Care for bringing about equity in cancer-care delivery.

These individuals should be able to effectively work in communities (rural, urban and semi-urban) and cancer treating spaces (hospitals, cancer specialty units, and tertiary care institutes) to effectively mitigate barriers to cancer care. They will aid in achieving national goals of early detection, improving cancer awareness and literacy; assist in clinical care coordination for compliance and reducing attrition for better care outcomes. They will also form an integral support in palliative care and end of life services. At the end of the course the students will be able to evolve and run patient navigation services at hospitals and cancer care centers.

## *Learning Outcomes:*

On completion of MSc in Patient Navigation in Oncology, the students will be able to understand and implement:

### **Patient-centric care**

- Help patients and caregivers in accessing cancer care and navigating healthcare systems.
  - Identify appropriate and credible resources responsive to patient needs
  - Provide patients and caregivers evidence-based information and refer to clinical staff to answer questions about clinical information, treatment choices, and potential outcomes.
  - Empower patients to communicate their preferences and priorities for treatment to their healthcare team; facilitate decision making in the patients' healthcare.
  - Empower patients to participate in their wellness self-management and health promotion resources.
  - Conduct active follow up activities with patients to support adherence to treatment plan, aid referrals to supportive resources.
  - Patient feedback to improve services
  - Advance health equity, improve quality, and reduce health disparities.
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### **Learnings into Practice**

- Exhibit foundation knowledge of medical and cancer terminology; knowledge of cancer, cancer treatment protocols and supportive care options, including risks and benefits of clinical trials and integrative therapies, understanding of health system operations and principles, evidence-based information regarding cancer screening, diagnosis, treatment, and survivorship.
- Identify psycho-social determinants of care
- Referrals of patients to avenues of physical, financial needs, knowledge of funding, insurance and other patient allied services
- Support a smooth transition of patients across screening, diagnosis, active treatment, survivorship, and/or end-of-life care, working with the patient's clinical care team
- Advocate for quality patient care and optimal patient care systems.
- Organize and prioritize resources to optimize access to care across the cancer continuum for the most vulnerable patients
- Work with other healthcare professionals to establish and maintain a climate of mutual respect, dignity, diversity, ethical integrity, and trust.
- Work with communities for prevention of cancer and promotion of cancer-care

### **Skill-Based Communication**

- Help patients optimize time with their doctors and treatment team (e.g., prioritize questions, clarify information with treatment team).
- Communicate effectively with patients, families, and the public to build trusting relationships across a broad range of socioeconomic and cultural backgrounds.
- Employ active listening and remain solutions-oriented in interactions with patients and their families with members of the healthcare team.
- Encourage active communication between patients and/or families and healthcare providers to optimize patient outcomes.
- Communicate effectively with navigator colleagues, healthcare professionals, and health-related agencies to promote patient navigation services and leverage community resources to assist patients.
- Demonstrate empathy, integrity, honesty, and compassion in difficult conversations.
- Apply insight and understanding about emotions and human responses to emotions to create and maintain positive interpersonal interactions.

### **Self-Awareness, Development & Care**

- Set learning and improvement goals; identify and perform learning activities that address one's gaps in knowledge, skills, attitudes, and abilities.
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- Demonstrate healthy coping mechanisms to respond to stress and burnout; employ self-care strategies.
- Manage possible and actual conflicts between personal and professional responsibilities.
- Dealing with uncertainty, loss and bereavement
- Introspection and Reflection

### **Improvise and Improve the Discipline**

- Contribute to patient navigation program development, implementation, and evaluation.
  - Use evaluation data (barriers to care, patient encounters, resource provision, population health disparities data, and quality indicators) to collaboratively improve navigation process and participate in quality improvement.
  - Continually identify, analyze, and use new knowledge to mitigate barriers to care.
  - Maintain comprehensive, timely, and legible records capturing ongoing patient barriers, patient interactions, barrier resolution, and other evaluation metrics and report data to show value to administrators.
  - Incorporate feedback on performance to improve daily work.
  - Promote navigation role, responsibilities, and value the patients, providers, and the larger community.
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**LIST of COURSES**

<b>SR. NO.</b>	<b>SEMESTER/ YEAR</b>	<b>SUBJECT TITLE</b>	<b>HOURS</b>
1	<b>SEM I &amp; II (FIRST YEAR)</b>	Preventive Oncology Management	30
2		Introduction to Oncology	37.5
3		Introduction to Hospital Administration	23
4		Breast Oncology Management	30
5		Head & Neck Oncology Management	30
6		Gastrointestinal Oncology Management	30
7		Gynaecological Oncology Management	30
8		Adult Hematology Oncology Management	30
9		Thoracic Oncology Management	15
10		Urological Oncology Management	15
11		Bone and Soft Tissue Oncology Management	15
13		Mental Health, Well-being and Psychosocial Care	30
14		Health Psychology	30
15		Micro-Skills & Counselling Process	60
16		Human Growth and Development	30
17		Trauma Informed Systems	30
18		Health Economics	15

SR. NO.	SEMESTER / YEAR	SUBJECT TITLE	HOURS
19		Health Humanities - 1	30
20		Health Communication	60
21		Patient Navigation	23
22		Research Methods - 1	30
23		Field work (Observership)	150
24	SEM III & IV (SECOND YEAR)	Ethics	30
25		Research Methods - 2	30
26		Health Humanities – 2	30
27		Paediatric Cancer Care	15
28		Paediatric Hemat Oncology Management	15
29		Paediatric Solid Tumour Management	15
30		Neuro Oncology Management	15
31		Palliative Management	30
32		Organizational Behavior	30
33		Fieldwork	150
34		Specialization	90
35		Research	420
<b>TOTAL</b>			<b>1643</b>

## DETAILED SYLLABUS

### ▪ Preventive Oncology Management (30 hours)

#### *Course Details:*

- Orientation and Introduction to Preventive Oncology
- Concept of Cancer Epidemiology and Screening
- Patient Navigation Process & Role in Communities and Hospitals for Early detection and Prevention
- Tobacco & Lifestyle related Risk Factors in Cancer
- Overview of Cancer Units under CEE
- National Programmes & Public Health Systems
- Communication, Education & Health Promotion
- Overview of Activities from other Centres
- Orientation of Department of Preventive Oncology in TMC centres (creation and development models)
- National Cancer Grid Online Learning Module
- 2- day Workshop on Cancer Epidemiology & Public Health
- Practical Learning/Observership/Skill Lab:
  - PO OPD
    - Centre for Cancer Epidemiology
    - Community visits

#### *Course Outcomes:*

- To understand cancer epidemiology and risk factors Understand and apply principles of cancer prevention
- Design & Evaluate Cancer Screening Programmes & develop context appropriate early detection initiatives
- Promote Community-Based Interventions

▪ **Introduction to Oncology (38 hours)**

**Course Details:**

- Orientation of Patient Pathway in a Hospital
- Diagnostics in Onco-care
  - Introduction to Investigation – Blood investigations
  - Introduction to Radiology
  - Introduction to Pathology
- Treatment Modalities
  - Introduction to Surgical Oncology
  - PAC
  - Introduction to Medical Oncology
  - Introduction to Radiation Oncology
    - Palliative Medicine
    - Rehabilitative Services
- Role of Patient Navigation in Cancer Care Management
- Hygiene, Sanitation and Infection Control
- Medical Literature
- Practical Learning/Observership/Skill Lab:
  - Surgical Oncology
  - Medical Oncology
  - Radio-diagnosis
  - Radiation Oncology
  - Surgical Pathology
  - Joint Clinic
  - Kevat Counselling room
  - MSW
  - Front office Pvt OPD
  - Front office Gen OPD
  - Waiting Area Pvt
  - Waiting Area Gen
  - Yojana counter
  - IPD Counter

**Course Outcomes:**

- To understand common cancers globally & in India
- Learn about prevention, risk factors, signs & symptoms, early detection and screening of common cancers
- Build capacity for health education, promotion and communication
- Approaches and skills of community patient navigation

▪ **Introduction to Hospital Administration (22.5 hours)**

***Course Rationale:***

Efficient Hospital Management can play a role in saving more lives. With the advent of Specialised Healthcare and rapid development in technologies the health sector is emerging as one of the fastest growing sectors in India. Several Corporate Institutions and business organisations have forayed into the healthcare sector, while the existing Trust aided and

Government funded hospitals are embracing the concept of professionals managing these hospitals. This is resulting in the healthcare delivery system becoming more organised, systematic and efficient. Hence, the industry needs individuals who can handle these challenges.

This course prepares students for administrative roles in the hospital sector through training in management of clinical and support services, basics of financial management, Information technology in healthcare, Health Insurance and Quality management.

***Course Details:***

- Introduction to Healthcare Systems
- Hospital Support & Administrative Services
- Patient Navigation in Hospitals
- Legal and Financial Aspect
- Patient Engagement and Communication
- Healthcare Quality and Technology
- Practical Activities and Case-Based Learning
  - Case Study Discussion on Tertiary care Centres in Rural and Urban Demographics
  - Overview of security services
  - Fire Safety
  - Research & Evaluation
- Practical Learning/Observership/Skill Lab:
  - CSSD
  - Laundry
  - Biomedical waste department
  - Biomedical engineering
  - Maintenance
  - Kitchen & Cafeteria
  - Nutrition clinic
  - IT Department
  - Occupational therapy
  - Physiotherapy

- Pharmacy
- Drug store
- Medical records department
- Purchase- General & Surgical
- Housekeeping
- Time keepers' office
- Nursing
- MSW
- Front office
- Public Relations office
- Hospital Rounds of gates & security counters
- MJPJAY Counter
- HBB CRO
- Gen Registration & MSW
- Admin/HRD
- Accounts/Billing

***Course Outcomes:***

To enable to:

- Analyze and assess various situations in the hospital
- Act as a linkage between clinicians, managers, staff and the patient
- Implement management decisions through action plans
- Work in teams and help in team building across different faculties and departments in the hospital
- Identify problem areas and integrate practices that help towards quality improvement in hospitals

## ▪ **Breast Oncology Management (30 hours)**

### **Course Outcomes:**

The student should understand:

- Basic anatomy, physiology of the site (Breast)
- Common pathologies affecting these sub sites with specific attention to cancer
- Working knowledge of principles of management of cancer
- Broad principles of management of cancer by stage appropriate cancer-care
- Resources necessary for the management of cancer
- Timelines involved and costs in treatment
- A holistic multi professional team approach and its application in cancer-care

### **Course Details:**

- Introduction to Breast Cancer
  - Screening of Breast Cancer
  - Risk factors- Breast Cancer
  - Incidence of Breast cancer
  - History: Trajectory of breast cancer through ages
  - Diagnosis and Staging:
  - Treatment
    - **Surgical management** of Breast Cancer (Basic)
    - Surgical management of breast cancer- (Advanced)
    - Reconstruction in Breast Cancer
    - Role of **Radiotherapy** in breast cancer (Basic)
    - Role of Radiotherapy (Advanced)
    - **Systemic therapy** for breast cancer- Hormone receptor positive tumors- Adjuvant/Neoadjuvant
    - Crisis Navigation in Medical Oncology
    - **Patient/Survivor Narratives**
    - **Survivorship issues** in Breast cancer & Teleconsultation
  - Pain management in breast Cancer
  - Genetic counselling and testing for hereditary cancers
  - Navigation of vulnerable population in Breast Cancer, pregnancy & ageing
  - Digital Navigation tools & AI in patient support
  - Patient navigation in Breast DMG services
  - Quality Metrics and Outcome Tracking in Navigation
  - Psychological issues in Breast cancer
  - Care giver burden in Breast cancer patients
  - Rehabilitative services in breast cancer -management of surgical sequelae(post op services)
  - Lymphedema Management
  - Palliative Care Where and when?
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- Research in Breast cancer
- Clinical research in Navigation
- Demographic Perspectives on Breast Cancer
- Setting up of an oncology facility in a remote area
- **Social Support** in Breast Cancer (Case Discussion)
- Health communication & literacy
- Practical Learning/Observership/Skill Lab
  - Breast Private OPD
  - Breast General OPD
  - Other Areas
    - CRS
    - Pain Clinic
    - Pre-op counselling class
    - Post op class
    - Daycare
    - OPD Counter
    - Physiotherapy
    - Occupational therapy
    - Pain clinic
    - Palliative OPD
    - Genetic Clinic
    - MSW
    - Kevat Counselling Room

▪ **Head & Neck Oncology Management (30 hours)**

**Course Details:**

- Epidemiology & Natural History of HN Cancers
  - Evolution in treatment of Head & Neck Cancer
  - Screening & Early Detection
  - Initial Workup and Diagnosis
  - Role of Imaging in HN Cancer
  - Role & Importance of Pathology in HN Cancers
  - Treatment
  - Thyroid Gland Tumours
  - Salivary Gland Tumours
  - Trends in Head & Neck Cancers
  - Role of Physiotherapy in Head and Neck Cancers
  - Role of Dentistry and Prosthetics in Head and Neck Cancers
  - Importance of Nutrition in Head & Neck Cancers
  - Occupational therapy in Head & Neck Cancers
  - Psycho-oncology & Patient Perspectives
  - Palliation & patient perspectives in Head & Neck Cancer
  - Symptom management in Palliative care: Nausea vomiting, dyspnea, other symptoms
  - Quality of life across all age groups
  - Community Support & Social Navigation
  - Ethics, Consent & Communication
  - Patient Advocacy
  - Patient/Survivor Narratives
  - Research in HNC
  - Patient Navigation in Head & Neck Cancer Services
  - Practical Learning/Observership/Skill Lab:
    - SO OPD (Gen)
    - SO OPD (Pvt)
    - MO OPD (Gen)
    - MO OPD (Pvt)
    - RO OPD (Gen)
    - RO OPD (Pvt)
    - Daycare
    - Palliative Clinic
    - Speech & Swallowing
    - Minor OT
    - PTA Clinic
    - Physiotherapy
    - Occupational therapy
    - Casualty
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- RT planning & simulation
- Kevat Counselling room
- Nutrition clinic
- PAC
- General OPD counter
- Dental Clinic

***Course Outcomes:***

The student should understand:

- Basic anatomy, physiology of the site (Head & Neck)
- Common pathologies affecting these sub sites with specific attention to cancer
- Working knowledge of principles of management of cancer
- Broad principles of management of cancer by stage appropriate cancer-care
- Resources necessary for the management of cancer
- Timelines involved and costs in treatment
- A holistic multi professional team approach and its application in cancer-care

▪ **Gastrointestinal Oncology Management (30 hours)**

**Course Details:**

- Introduction to GI cancers
- Risk Factors, Screening and Registries
- Incidence of GI cancers
- Diagnosis and Staging
- Initial Workup after diagnosis
- Treatment
- Rehabilitation
- Palliative Care
- Patient/Survivor Narratives
- Research
- Practical Learning/Observership/Skill Lab:
  - Liver Clinic (Gen OPD)
  - Radiation OPD (Gen OPD)
  - Medical Onc (Gen OPD)
  - Surgical Onc (Gen OPD)
  - Nutrition Clinic (Gen OPD)
  - OPD Counter (Pvt OPD)
  - Radiation OPD (Pvt OPD)
  - Medical Onc Pvt OPD)
  - Surgical Onc (Pvt OPD)
  - OPD Counter (Med GI)
  - Stoma Clinic
  - Med GI Consultation Room

**Course Outcomes:**

The student should understand:

- Basic anatomy, physiology of the site (Gastro-intestinal cancers)
- Common pathologies affecting these sub sites with specific attention to cancer
- Working knowledge of principles of management of cancer
- Broad principles of management of cancer by stage appropriate cancer-care
- Resources necessary for the management of cancer
- Timelines involved and costs in treatment
- A holistic multi professional team approach and its application in cancer-care

## ▪ **Gynecological Oncology Management (30 hours)**

### ***Course Details:***

- Overview of Gynecological malignancies
  - Basic anatomy, physiology of different sites within Gynaecological cancers
  - An Overview of Pathology workflow with emphasis on Gynec pathology
  - Role of Imaging in Gynecology Oncology
  - Molecular diagnostics
  - Initial work-up after diagnosis
  - Surgical principles for gynecological cancers
  - Role of Radiotherapy in gynaecological malignancies
  - Role of chemotherapy in gynaecological malignancies
  - Rare Uterine Sarcomas
  - Gynecological Emergencies
  - Pain management in gynecological cancers
  - Nutrition for Gynecological cancer patients
  - Role of Intervention Radiology in Gynecology Oncology
  - Research in Gynecology Cancers
  - History and future of Gynecological cancers
  - Post treatment rehabilitation counselling – hygiene, local care, vaginal dilation, mobilization goals, sex education & relationship counseling
  - Post treatment rehabilitation & rehabilitative services (physiotherapy&occupational therapy)
  - Fertility Counselling
  - Role of Medical Social Worker and Social and Financial Support for Treatment Compliance
  - Patient/Survivor Narratives
  - Psychosocial issues in Gynecological cancers
  - Palliative care in Gynecology Oncology
  - Role of Patient Navigator in Gynec DMG services
  
  - *Practical Learning/Observership/Skill Lab:*
    - SO OPD (Pvt)
    - SO OPD (Gen)
    - MO OPD (Pvt)
    - MO OPD (Gen)
    - RO OPD (Pvt)
    - RO OPD (Gen)
    - MSW
    - Kevat Counselling room
    - Day Care
    - Occupational Therapy
    - Physiotherapy
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- Palliative OPD
- Genetic Clinic
- Radiology
- Pathology
- Catheter clinic
- Minor OT (outside area)
- Casualty
- PAC
- Pain clinic

***Course Outcomes:***

The student should understand:

- Basic anatomy, physiology of the site (gynecological cancers)
- Common pathologies affecting these sub sites with specific attention to cancer
- Working knowledge of principles of management of cancer
- Broad principles of management of cancer by stage appropriate cancer-care
- Resources necessary for the management of cancer
- Timelines involved and costs in treatment
- A holistic multi professional team approach and its application in cancer-care

▪ **Adult Hematology Oncology Management (30 hours)**

**Course Outcomes:**

The student should understand:

- Basic anatomy, physiology of the site (adult hematological cancers)
- Common pathologies affecting these sub sites with specific attention to cancer
- Working knowledge of principles of management of cancer
- Broad principles of management of cancer by stage appropriate cancer-care
- Resources necessary for the management of cancer
- Timelines involved and costs in treatment
- A holistic multi professional team approach and its application in cancer-care

**Course Details:**

- Basic investigations (blood, bone marrow, biopsy, radiology, nuclear medicine) and their relevance in hematological cancer
- Basics of acute and chronic leukaemias (presentation, workup, broad treatment outline, prognostication)
- Overview of lymphomas in adults (presentation, workup, broad treatment outline, prognostication)
- Multiple Myeloma (presentation, workup, broad treatment outline, prognostication)
- Overview of oncological emergencies in haematological malignancies
- Role of blood and blood products in the management of hematological malignancies
- Less common hematological cancers - MDS/MPN etc
- Patient/Survivor Narratives

▪ **Thoracic Oncology Management (15 hours)**

**Course Details:**

- Introduction to Lung Cancer: epidemiology, causative factors, clinical features and natural history
- Screening in lung cancer
- Preventive methods in lung cancer and tobacco control policies
- Initial workup, diagnosis and staging of lung cancer
- Pathology, Molecular profiling, NGS, liquid biopsy and clinical implications in lung cancer
- Role of Radiology in lung cancer, understanding RECIST and patterns of response to immunotherapy
- Interventional Radiology in lung cancer
- Early stage lung cancer, including principles of surgery and mediastinal staging
- Post operative rehabilitation in lung cancer
- Workup for chemotherapy and immunotherapy in lung cancer, common chemo-immunotherapeutic agents being used and side effects
- Neoadjuvant therapy in lung cancer
- Adjuvant therapy in lung cancer
- Principles, outcomes and toxicities of thoracic Radiation therapy with special focus on management of locally advanced lung cancers and palliative RT
- Locally advanced Lung cancer: Principles of systemic therapy
- Metastatic lung cancer: Principles of treatment, TKIs and other targeted therapy
- Oligometastatic lung cancer and principles of management
- Metastatic lung cancer: Principles of palliation, early palliative care and end of life care
- Small cell lung cancer: Clinical presentation, initial workup, staging, treatment
- Oncological emergencies in Lung cancer: Approach and management, with special focus on brain metastasis, spinal cord compression and SVCO
- Geriatric oncology and management of lung cancer in elderly
- Supportive care in Lung cancer: With focus on Breathlessness, Pain, altered sensorium
- Role of Psycho-oncology in Lung cancers
- Role of Physiotherapy in Lung cancers
  
- Importance of Nutrition in lung cancer
- Social aspect of lung cancer, social support and The Lung Connect project
- Research and trial designs in lung cancer, including future goals and targets
- Challenges in the management of lung cancer in India
- Survivorship in lung cancer
- Patient/Survivor Narratives
- Navigation in Lung Cancers
- ***Practical Learning/Observership/Skill Lab:***
  - Thoracic OPD (General & Private)

- Radiology
- Daycare
- Catheter clinic
- Geriatric clinic
- Interventional radiology
- Chest physician clinic
- Palliative OPD
- Nutrition clinic
- Psycho oncology
- Physiotherapy
- Occupational therapy
- MSW
- Kevat counselling room
- Joint clinic

***Course Outcomes:***

The student should understand:

- Basic anatomy, physiology of the site (thorax)
- Common pathologies affecting these sub sites with specific attention to cancer
- Working knowledge of principles of management of cancer
- Broad principles of management of cancer by stage appropriate cancer-care
- Resources necessary for the management of cancer
- Timelines involved and costs in treatment
- A holistic multi professional team approach and its application in cancer-care

▪ **Urological Oncology Management (15 hours)**

***Course Details:***

- Diagnosis, Staging and Principles of Surgery for Uro-genetial Cancer
- Role and Principles of Radiation Therapy in urogenital cancer
- Role and principles of Chemotherapy in Testicular cancer
- Post Treatment Rehabilitation and Social Support in Urological Cancers
- Role of Patient Navigation in Uro-DMG services
- Patient/Survivor Narratives

***Course Outcomes:***

The student should understand:

- Basic anatomy, physiology of the site (urological cancers)
- Common pathologies affecting these sub-sites with specific attention to cancer
- Working knowledge of principles of management of cancer
- Broad principles of management of cancer by stage appropriate cancer-care
- Resources necessary for the management of cancer
- Timelines involved and costs in treatment
- A holistic multi professional team approach and its application in cancer-care

## ▪ Bone & Soft Tissue Oncology Management (15 hours)

### Course Details:

- Incidence of Bone and Soft Tissue Tumours in India
  - Common Bone Tumors
  - Common Soft Tissue Sarcomas
- Early signs and symptoms
- Diagnosis & Staging in Bone and Soft Tissue Tumours
  - Role of Radiology
  - Tissue Diagnosis
  - Investigations
- Principles of Surgery for Bone and Soft Tissue Tumours
- Reconstruction in Bone Tumours
- Reconstruction in Soft Tissue Tumours
  
- Role and Principles of Radiation Therapy in Bone and Soft Tissue Tumours
- Role and principles of Chemotherapy in Bone and Soft Tissue Tumours
- Emergencies in Bone and Soft Tissue Tumours
- Patient Experience in BST: Survivor Narratives & Patient Stories
- Quality of life across all age groups
- Rehabilitative Services & Social Support
- Moderated Debate: *In a growing female child with distal femur tumor - discuss choice of surgery (amputation / rotationplasty / expensive expandable prosthesis)*
- Patient Navigation in Bone and Soft Tissue DMG services
- Psychosocial Considerations:
  - Adolescents & Young Adults (AYA) body image issues
  - Amputation anxiety
  - Fertility concerns
  - School/work interruption
  - Long-term disability support
  - Financial burden (prosthetics, rehab)
- Survivorship
- Patient/Survivor Narratives
- Research in BST
- Role of palliative medicine
- Practical Learning/Observership/Skill Lab:
  - BST OPD
  - Rehabilitation Department

***Course Outcomes:***

- Basic anatomy, physiology of the site (bone and soft tissue)
- Common pathologies affecting these sub sites with specific attention to cancer
- Working knowledge of principles of management of cancer
- Broad principles of management of cancer by stage appropriate cancer-care
- Resources necessary for the management of cancer
- Timelines involved and costs in treatment
- A holistic multi professional team approach and its application in cancer-care

▪ **Mental Health and Well-being and psychosocial care (30 hours)**

***Course Overview:***

The main task of a patient navigator is to work with the medical team to promote mental health in patients and their families and help them in resolving their psychological distress. This module introduces learners to concepts and frameworks related to mental health and wellbeing. Some of the key debates related to mental health and wellbeing are introduced to help understand the various biological, psychological and socio-cultural factors which cause psychological distress. This module aims at imparting knowledge recognizing signs and symptoms, and knowing when to refer and whom to refer.

***Course Details:***

- Introduction to mental health
- Models of mental health problems
- Signs and symptoms of mental health problems
- Assessment of psychological distress.
- Grief therapy
- Building resilience

***Course Outcomes:***

- To understand basic concepts beliefs and practices with regard to mental health, illness and well-being
- To reflect on ways in which stigma, prejudice and stereotypes associated with mental illness affect our attitudes and behaviors towards persons with mental illness
- To conceptualize mental health and distress from clinical, social and structural vulnerability lens as well as from a disability perspective
- To be exposed to the broad spectrum of psychopathology and disorders.
- To use the knowledge of understanding psychopathology in context of intervention and referral.

▪ **Health Psychology (30 hours)**

**Course Overview:**

Health psychology, also referred to as medical psychology or behavioral medicine, applies psychological theory and research to health-related practices. It examines the interaction between biological, psychological, and social factors in influencing health, illness, and healthcare behaviors.

This course introduces students to the mind–body connection, the biopsychosocial model of health, lifestyle determinants of mental and physical well-being, stress physiology, substance use, and the psychological dimensions of chronic disease. Emphasis is placed on understanding prevention, health promotion, and non-pharmacological approaches to treatment.

**Course Details:**

- Introduction to Health Psychology
- Lifestyle and Mental Health
- Long-term effects of therapeutic lifestyle changes
- Stress
- Stress and the Body
- Stress and Mental Health
- Substance Use and Health
- Psychological Factors in Physical Diseases
- Role of trauma and psychosocial factors in:
  - Cardiovascular disease
  - Hypertension
  - Cancer
  - Diabetes
  - Chronic pain (including headaches)
  - Gastrointestinal disorders
  - Insomnia
  - Obesity
  - Skin conditions, epilepsy, incontinence (overview)
  - Non-pharmacological interventions for each

**Course Outcomes:**

By the end of the course, students will be able to:

- Understand the mutual interdependence of physical, psychological, and social health
- Differentiate between biomedical and biopsychosocial models of health
- Identify psychosocial determinants of illness and health behaviors
- Understand the impact of lifestyle, stress, and trauma on mental and physical health
- Describe non-pharmacological methods of prevention and management of physical and psychological disorders
- Recognise the psychological dimensions of chronic illness and substance use

## ▪ **Micro-Skills and Counselling Process (60 hours)**

### ***Course Overview:***

This course introduces students to the foundations of counselling within oncology and healthcare settings. It focuses on understanding the psychosocial impact of cancer, developing basic counselling skills, conducting intake sessions, working with patients and families, and maintaining professional self-care. The course is designed to balance conceptual understanding with applied skills through discussions, demonstrations, and role-plays.

### ***Course Details:***

- Introduction to Counselling
- Need for Counselling in Cancer Care
- Intake Sessions in Healthcare Settings
- Sample intake questions specific to cancer care
- Basic Counselling Skills
- Basic Counselling Interventions
- Working with Families and Caregivers
- Age-Appropriate Interventions
- Referral and collaborative work with psychologists and families
- Self-Care of Counsellor

### ***Course Outcomes:***

By the end of the course, students will be able to:

- Understand the role and scope of counselling in cancer care
- Differentiate between what counselling is and is not
- Conduct basic intake sessions in healthcare settings
- Apply foundational counselling micro-skills
- Use basic counselling interventions with patients, caregivers, and families
- Recognise caregiver distress and address misconceptions related to cancer
- Practice ethical boundaries and self-care as helping professionals

▪ **Human Growth & Development (2 credits, 30 hours)**

**Course Overview:**

The course on Human Growth and Development begins with an introduction to the field of human development. The theoretical perspectives, the debates, and the concepts will be examined and revisited during the course of the semester. The semester covers the lifespan, from prenatal development to old age, along with the relevant issues arising at each stage of the lifespan. The course provides an intensive study of human development by examination of the aspects of physical, cognitive, social and emotional development. A holistic view of human development and functioning will be encouraged. The course will help students integrate and apply knowledge of development patterns across the life stages.

**Course Details:**

- Understanding Human Development, Life-span human development, issues and debates in human development, principles of development.
- Significance of Context- Bronfenbrenner's Ecological theory of development, concept of the developmental niche, important contextual factors such as gender, ethnicity, socio-economic status, education
- Prenatal development, neonatal stage and infancy- Growth, change, health, nutrition. Physical and motor development, risks and vulnerability. Birth process.
- Early Childhood development- Physical Development in Early Childhood, Body Growth & Change, Health & Nutrition, Motor Development, Cognitive and Language Development; Early Childhood Education, Personality & Social Development, Significance of Family, Play, Gender for this stage
- Childhood-Physical Development, Health nutrition, Stress and coping. Cognitive Development-Piagetian Approach, Information Processing Theory, Development of Language. Personality & Social Development - Self-Concept, moral development. Importance of peers, family, school
- Adolescence-Physical Development –Puberty, Psychological Impact of Physical Change, Health, Sex and the Adolescent. Cognitive Development, Morals & Values. Importance of Peers and schools, identity and identity development in adolescence
- Emerging adulthood Concept, issues, relevance in Indian context
- Adulthood – Issues and concerns of adulthood, work, marriage, changing family patterns, adulthood and the family life cycle. The Indian context.
- Middle Adulthood – Issues and concerns, work and family concerns, retirement and preparation for retirement, physical and psychological issues in middle adulthood. Indian contextual realities.
- Late Adulthood – Issues and concerns, Physical and psychological issues. Caregiving and concerns for the care of the elderly. Indian contextual reality.

**Course Outcomes:**

- To understand the major theories on growth and development that emphasize on the concept of ongoing development throughout the life cycle.

- To understand normative development and use this knowledge in the human service profession
- To compare and contrast the different stages of human development and know the physical, cognitive and socio-emotional characteristics of each.
- To be able to establish the interrelationships among the various stages of human development and contexts of development.
- To identify significant developmental challenges and how those intersect with gender, culture, race, class and language.

## ▪ **Trauma Informed Systems (30 hours)**

### ***Course Overview:***

Cancer care systems can unintentionally overwhelm patients through uncertainty, fragmented communication, financial opacity, hierarchical decision-making, and procedural intensity. While individual providers may be compassionate, the system itself may not always feel safe or predictable.

This course approaches trauma not only as an individual psychological response but as a systems-level phenomenon shaped by institutional design, policies, communication structures, and power dynamics.

The course equips patient navigators to:

- Identify structural and procedural sources of re-traumatization
- Increase transparency and predictability in care pathways
- Strengthen interdepartmental coordination
- Advocate for dignity, safety, and informed participation
- Contribute to building trauma-informed oncology systems

### ***Course Details:***

- Trauma Beyond the Individual
- Systemic Re-traumatization in Hospitals
- Principles of Trauma-Informed Systems
- The Patient Navigator as Systems Bridge
- Trauma informed Communication Across Departments
- Structural & Cultural Trauma in Oncology
- Organizational Well-being & Secondary Trauma
- Building Trauma-Informed Oncology Systems

### ***Course Outcomes:***

By the end of the course, students will be able to:

- Understand trauma through a systems lens within oncology care
- Identify institutional practices that may retraumatize patients and families
- Apply trauma-informed principles to patient navigation workflows
- Strengthen communication and coordination across departments
- Reduce uncertainty and informational gaps in the patient journey
- Advocate for process improvements that enhance safety and trust
- Support organisational culture change toward trauma-informed care

▪ **Health Economics (1 credit)**

***Course Rationale:***

Assess the economic burden of cancer at the national, state, and local levels from the perspectives of patients and their families, health care providers, employers, health insurers, and society overall.

***Course Inclusions***

- Economic Burden Assessment
- Cost-Effectiveness Analysis
- Policy and Insurance
- Access and Equity
- Health Technology Assessment
- Understand the principles of equity
- Financing of Cancer Care in India
- Costing & Economic Evaluation in Indian Oncology
- Provider Payment & Reimbursement in Indian Hospitals
- Health Technology Assessment (HTA) in India
- Financial Navigation & Patient-Centric Economics
- Health Economics & Outcomes Research (HEOR) – A Practice-Oriented Framework for Patient Navigators

▪ **Health Humanities – I (30 hours)**

**Course Details:**

- Introduction to Health Humanities
- Narrative Medicine
- The Visual Art and Medicine
- Pedagogical constructs in Health Humanities
- How can Health Humanities help us understand Ethics?
- The role of qualitative methods in health humanities 1 (Processes of collecting data)
- The role of qualitative methods in health humanities 2 (Analysing data- Principles )
  
- End Course Assignment: *Sensing – Reflecting –Internalising*
- Workshop (15 hours): DANCE TO EXPLORE THE HUMAN CONDITION

**Course Outcomes:**

By the end of the course; learners will be able to:

- Integrate humanities perspectives (literature, narrative, ethics, arts, philosophy) to deepen understanding of illness, suffering, and healing.
- Demonstrate narrative competence by interpreting patients' stories with empathy, cultural sensitivity, and contextual awareness.
- Critically analyze healthcare experiences through reflective writing and discussion, linking personal insights to professional practice.
- Examine ethical dilemmas in healthcare using moral reasoning frameworks and interdisciplinary perspectives.
- Recognize social determinants of health and their representation in art, literature, and lived narratives.
- Apply reflective practice skills to enhance communication, compassion, and patient-centered care.
- Engage in inter-professional dialogue that respects diverse viewpoints and lived experiences.
- Create expressive outputs (reflective essays, narratives, visual or performance-based pieces) demonstrating insight into human dimensions of care.

## ▪ **Health Communication (60 hours)**

### ***Course Overview:***

This course is tailored to get a grasp of basic health communication concepts and their applications, ranging from interpersonal and mass communication to digital communication. The skills required for effective health communication in different media are explored. The challenge of rapidly evolving technological innovations in the field of communication, especially health communication is also covered here along with practical demonstrations for tackling health misinformation which has become a menace with the spread of digital technology. The pedagogy will include interactive classroom lectures, assignments and group activities.

### ***Learning Outcomes:***

- Understand and expound on India's health sector, including developments in digital health
- Understand health related issues in-depth in order to be able to communicate about them effectively
- Critically assess health communication strategies and develop health-related content, including for digital media.
- Conduct patient-provider communication with empathy and clarity
- Write for and utilise both legacy and new media for health communication
- Be able to understand how to use media strategies for public health advocacy
- Work effectively in teams in an organizational set-up.

### ***Course Details:***

- Section I: Understanding Health Communication
- Section II: Health Communication Skills
- Section III: Digital Health, Tele health and AI
- Section IV: Health Communication Research

### ***Course Outcomes:***

- To provide an overview of the concepts and strategies of health communication, including digital health, with a focus on India
- To help understand contemporary issues in health communication
- To develop competency in various modes of communication required for the domain of health, including advocacy
- To develop analytical and critical skills regarding health-related information.
- To help develop teamwork in health organisations

▪ **Patient Navigation (1.5 credits, 22.5 hours)**

***Course Details:***

- Evolution of Patient Navigation and Core Components of Practice
- Assessments and Metrics of Patient Navigation Programs
- Navigation Tools & Scope for Practice
- Psychosocial Assessments
- Purpose and Process of Triaging
- Patient Advocacy
- Resource Mobilization and
- Systems and Documentation
- Models of Patient navigation
- Creating Navigation Programs in Diverse Demographics

***Course Outcomes:***

By the end of the module, the students will be able to:

- Understand fundamentals of Patient Navigation in Oncology
- Identify and address Barriers to Care
- Understand Navigation in Hospital Systems
- Culture Competencies in Care Delivery
- Care Coordination in Cancer Care Pathways

## **Research Methods– 1&2 (60 hours)**

### ***Course Details:***

- Introduction to Research Methods
- Types of Research
- Research Design
- Statistics
- Qualitative Research
- Scientific Writing & Dissemination
- Dissertation Development Workshop
  - Proposal Structuring
  - Timeline & Gantt Chart
  - Mock Viva

### ***Course Outcomes:***

To build competence in research questions, study design, ethics, data analysis, and publication.

▪ **Ethics (30 hours)**

***Course Rationale:***

Patient Navigators work at the ethical frontline of cancer care—between patients, families, clinicians, institutions, and funders. This course equips navigators to recognize, analyze, and respond to ethical dilemmas involving vulnerability, consent, confidentiality, financial distress, and power asymmetries, particularly in the Indian oncology context.

***Course Details:***

- Foundations of Ethics in Healthcare
- Patient Autonomy, Consent & Decision-Making
- Confidentiality, Privacy & Data Ethics
- Ethics of Vulnerability, Equity & Access
- Ethical Challenges in Patient Navigation Practice
- Organizational & Systems Ethics
- Research Ethics
- Professional Ethics & Identity Formation

***Course Outcomes:***

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

1. Identify ethical dilemmas in oncology navigation practice.
2. Apply ethical principles to real-world decisions.
3. Support informed, culturally sensitive patient decision-making.
4. Manage confidentiality and data ethically.
5. Navigate dual loyalty and moral distress responsibly.
6. Demonstrate professional ethical judgment within healthcare teams.

▪ **Health Humanities – II (30 hours)**

**Course Details:**

• **Narrative Assignment**

- This is an academic exercise where the student learns to critically review qualitative literature on aspects of cancer which are not biomedical, but which focus on psycho-socio-spiritual determinants of health and health outcomes, the human condition and societal responses to cancer.
- A single central theme\* will be created for a group of 4 students and based on a concept map will be broken down into 4 parts. Each student will work on a single part. If adequately done, the work may be publishable.
- For an intake of 20 students, 5 themes will be generated each year.
- The aim is to critically review published literature and synthesize the information. Because of the emphasis, the papers reviewed will largely use qualitative methodology.

\*examples of themes could include for instance, Stigma and cancer; Poverty and cancer; Resilience and cancer; Care giver burden and cancer; holistic cancer care – what does it mean etc.

**Course Outcomes:**

By the end of the course; learners will be able to:

- Integrate humanities perspectives (literature, narrative, ethics, arts, philosophy) to deepen understanding of illness, suffering, and healing.
- Demonstrate narrative competence by interpreting patients' stories with empathy, cultural sensitivity, and contextual awareness.
- Critically analyze healthcare experiences through reflective writing and discussion, linking personal insights to professional practice.
- Examine ethical dilemmas in healthcare using moral reasoning frameworks and interdisciplinary perspectives.
- Recognize social determinants of health and their representation in art, literature, and lived narratives.
- Apply reflective practice skills to enhance communication, compassion, and patient-centered care.
- Engage in inter-professional dialogue that respects diverse viewpoints and lived experiences.
- Create expressive outputs (reflective essays, narratives, visual or performance-based pieces) demonstrating insight into human dimensions of care.

▪ **Pediatric Hematological Oncology Management (15 hours)**

***Course Details:***

- Orientation to Paediatric Oncology Module
- Infection control in Pediatric Cancers - Need of the hour
- M.S.W- An integral part of Pediatric Oncology
- When to suspect cancer in children
- Diet in Pediatric Cancer- Do's and Donts
- Overview of Pediatric Leukemias (Disease/Diagnosis/Protocols)
- Overview of Pediatric Lymphomas (Disease/Diagnosis/Protocol)
- Imaging in Pediatric Oncology
- Supportive care in Pediatric Oncology
- Clinical trials in Pediatric Oncology
- Survivorship
- Patient/Caregiver Narratives/Case discussions
- Clinical Psychology

***Course Outcomes:***

The student should understand:

- Basic anatomy, physiology of the site
- Common pathologies affecting these sub sites with specific attention to cancer
- Working knowledge of principles of management of cancer
- Broad principles of management of cancer by stage appropriate cancer-care
- Resources necessary for the management of cancer
- Timelines involved and costs in treatment
- A holistic multi professional team approach and its application in cancer-care

▪ **Pediatric Solid Tumor Management (15 hours)**

**Course Details:**

- Orientation to Paediatric Oncology Module
- Infection control in Pediatric Cancers- Need of the hour
- M.S.W- An integral part of Pediatric Oncology
- When to suspect cancer in children
- Diet in Pediatric Cancer- Do's and Donts
- Overview of Pediatric Solid Tumors (Except Bone and sarcomas)
- Overview of Pediatric Solid Tumors (Bone and sarcomas)
- Paediatric BST: Surgery
- Paediatric BST: Radiation Therapy
- Paediatric BST: Medical Oncology
- Imaging in Pediatric Oncology
- Supportive care in Pediatric Oncology
- Clinical trials in Pediatric Oncology
- Survivorship
- Patient/Caregiver Narratives/Case discussions
- Clinical Psychology

**Course Outcomes:**

The student should understand:

- Basic anatomy, physiology of the site
- Common pathologies affecting these sub sites with specific attention to cancer
- Working knowledge of principles of management of cancer
- Broad principles of management of cancer by stage appropriate cancer-care
- Resources necessary for the management of cancer
- Timelines involved and costs in treatment
- A holistic multi professional team approach and its application in cancer-care

▪ **Neurological Oncology Management (15 hours)**

**Course Details:**

- Overview, epidemiology and burden of CNS tumors. Indian data and considerations
- Risk factors, predisposing factors and Hereditary syndromes associated with CNS tumors including screening.
- Pathological spectrum of CNS tumors
- Overview of Cranial Tumors – Adult
- Overview of Spinal tumors
- Overview of Pediatric CNS tumors
- Clinical Evaluation of brain tumors - Neurological examination
- Neuropsychological and Functional evaluation of Patients with CNS tumors
- Seizures and their management
- Management of raised intracranial pressure and other emergencies
- Preoperative workup and assessment
- Imaging techniques in CNS tumors - radiology and bioimaging
- Surgical management of brain and spine tumors including advanced intraoperative adjuncts and perioperative management - 2 parts
- Radiotherapy techniques in CNS tumors including Proton - 2 parts
- Chemotherapy for CNS tumors
- Pediatric brain tumor management - challenges and strategies
- Rehabilitation in CNS tumors - Physical, occupational and speech language therapy
- Neurocognition issues and neuropsychological support
- Coping with neurological and neuocognitive deficits
- Palliative care, Pain and home based support system
- Caregiver burden and support for CNS tumors
- Coordinating multidisciplinary care for Patients with CNS tumors
- QOL, social and return to school/work Integration in CNS tumors
- Survivorship, long term effects and burden of care
- Patient/Survivor Narratives
- Practical Learning/Observership/Skill Lab:
  - General/Private Neuro OPD
  - Rehab Services

**Course Outcomes:**

The student should understand:

- Basic anatomy, physiology of the site
- Common pathologies affecting these sub sites with specific attention to cancer
- Working knowledge of principles of management of cancer
- Broad principles of management of cancer by stage appropriate cancer-care
- Resources necessary for the management of cancer
- Timelines involved and costs in treatment

- 
- A holistic multi professional team approach and its application in cancer-care

▪ **Palliative Medicine (30 hours)**

**Course Details:**

- Introduction to Palliative Medicine & Creating Access
  - Orientation to Palliative Medicine Department
  - Palliative Care across lifespan: Children, adolescents, geriatric
  - Pediatric Palliative care
  - Geriatric Palliative care
  - Prognostication/Cessation of disease modifying therapy
  - Transition to Palliative Care
  - Models of Delivery/Early Palliative Care
  - Myths and Misconceptions and QoL
  - *Quality Improvement Project as mandatory part of training*
  - Basics in communication skills with focus on Palliative Care (with role-plays)
  - Symptom Management in Palliative Care
    - Pain
    - Nausea/Vomiting/Dyspnea/Other Symptoms
  - Drugs used in palliative care with focus on narcotic analgesics
  - Nursing issues - Wound Stoma, Pressure Sores, Bladder and bowel care
  - Palliative care emergencies- identification and management
  - End of life Care
  - Complementary and alternative medicine in palliative care
  - Planning Home Care /Mapping Continuity of Care plans
    - Home based care, respite, hospice, hospital, community palliative care, nursing homes, networking and phone follow up
  - Comprehensive Care to address Goals of Care:
    - Physical – Symptom Management and Functionality
    - Psychological – Information needs and Communication regarding insight into diagnosis, prognosis, plan of care
    - Practical – Logistics, Rehabilitation needs
    - Anticipatory – Medications, Contact details, place of care
    - Decision Making – Decision maker, place of care
  - Focus on Living Will and starting a counter in the hospital.
  - Psychological and spiritual issues in palliative care
  - Social issues and spiritual issues in palliative care
  - Caregiver support
  - Palliative care rehabilitation
  - Self care, multidisciplinary team, volunteers
  - Case discussions
  - Ethics
  - Bereavement
  - Ethical and legal aspects - current scenario in India
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- Models of Palliative care delivery – HBCHRC Vizag and HBCH/MPMMCC Varanasi
- Practical Learning/Observership/Skill Lab:
  - Palliative OPD
  - Field Visit –Palliative care centers, respite care homes, hospices, home visits

**Course Outcomes:**

- To learn about principles of palliative care and symptom management
- To explain and appreciate the psychological, social and spiritual needs of patients with advanced cancer and their caregivers (in adults, children, and the aged)
- To understand nursing issues and caregiver needs of patients with advanced cancer
- To understand the importance of a multidisciplinary team approach to patient care and apply in practice
- To gain knowledge about the legal and ethical implications of caring for the terminally ill in an Indian context
- To learn about different service models of palliative care delivery

▪ **Organizational Behaviour (30 hours) (draft module)**

***Course Rationale:***

Patient Navigators operate at the intersection of patients, clinicians, administrators, and systems. Understanding Organizational Behaviour equips them to function effectively within hospital hierarchies, multidisciplinary teams, and complex health systems. Learners obtain comprehensive insights into the psychological and sociological aspects that influence behavior within organizations. The course covers key topics such as personality, perception, motivation, leadership, team dynamics, organizational culture, communication, conflict resolution, and change management. It includes macro-organizational issues such as structures, processes and culture to micro issues that affect individual employees such as motivation and personal effectiveness across the entire spectrum of organizations and institutions, namely for-profit commercial enterprises, public institutions, not-for-profits, social enterprises and entrepreneurial organizations.

***Course Details:***

**1. Self in the Organisation**

What makes people different?

What drives people?

How do people learn?

How do people cope?

**2. Self and Other in the Organisation**

How do people work together?

How do people lead others?

How can people address conflict?

Is there something called culture?

**3. The Organisation as a Whole**

How are organisations structured?

How are people rewarded or punished in organisations?

▪ **Fieldwork (300 hours)**

- The students will undergo Fieldwork during their Clinical Oncology modules in the first & second years of the Degree Program
- Includes community led initiatives under department of Preventive oncology,
- Hospital based learnings in clinics, inpatients wards and rooms, day care, and other clinical areas. They also gain experience in handling administrative duties during this period.
- The field-work is chalked out in a site-specific format, similar to the theoretical module; so that all participants get exposure in all relevant areas

Assessment:

- Students maintain reflective journals for recording the fieldwork observations and experiences
- The journals are assessed on parameters of: attendance, submission, clinical understanding, patient-centered insight and Structure, Clarity & Professional Writing
- In each DMG posting/specialized area in Oncology, different stations will be identified and the students will be posted (on rotational basis), under the vigilance and guidance of supervisors who would daily assess their performance. They will also be mentored and guided by clinical champions.
- In addition to maintaining and submitting reflective journals; students are also expected to record their patient interactions in the Kevat Log Portal documenting individual patient interaction, the problems identified and solutions offered
- Feedback sessions will be conducted at the end of the internship tenure with consultants from the particular DMGs. These sessions will encourage two-way feedback between the interns and the DMG consultants. The consultants will brief the students on their performance as interns and suggest areas of improvement. The students will present their experiences within the DMG and put forth suggestions for improvement for better patient experience.
- In addition, weekly and monthly interaction sessions between students and Kevat Fellows/Supervisors will be convened to discuss unique cases and deliberate on approaches to better patient experience.

▪ **Specialization (90 hours)**

- As the final leg of their internship, students will be sent on out-postings at different cancer-care institutions across India including rural centres, to obtain a panoramic understanding of patient-facilitation and the large diversity of challenges in cancer-care.
- The students will also have the opportunity to identify chosen areas for super-specialization in navigation- eg: community, paediatrics, surgery, radiotherapy, chemotherapy, palliative medicine, financial navigation etc and will be given additional training in those verticals. The students will undergo the 1 yr year fellowship as super-specialization in the chosen verticals

## ▪ **Research-Dissertation (420 hours)**

For successful completion of the Masters Program in Patient Navigation, the students are required to submit a thesis. It should follow a systematic process where the researchable problem is identified, literature to support the thesis is elaborated, the problem is contextualized, data collection methods are specified (eg: sampling, measuring parameters), data is analyzed and discussion and conclusion based on the result of the study is noted.

- Project based course work will be assigned in the last semester of the second year of the Masters Program
- Topics will be announced in the beginning of the second semester, reflecting degree of relevance and rigor suitable to the Masters Program, along with an indicative reading list
- The students will submit a list of his/her three most preferred topics in the order of preference by the beginning of the internship period to the Head of the Program
- The Project Committee (Constituting the Program Head and two other faculty members) will allocate students to the guides in order of the average marks obtained in both the semester
- Preliminary presentation will be made by the students to the Project Committee. The Committee will make necessary suggestions to improve the thesis
- The students will make the final presentation to the Project Committee, 2 weeks after the Preliminary Presentation. The criteria for evaluation will be:
  - 10 marks for the quality of presentation
  - 15 marks for answers to questions
- The students will submit a bound hard copy of the dissertation to the Program Head, along with a soft copy by the end of the last semester
- The final dissertation will have a word limit of 5000 – 8000 words and will be typed in one and half spacing on one side of the paper
- The final thesis will be evaluated out of 75 marks by the Project Guide and accordingly Grade points will be given to the Projects
- A student who gets a grade 'F' will be deemed to have failed in the course. The student would however have an option of resubmitting a revised version within 2 months from the date of declaration of result. If the students fails this time too, he/she will not get any more chances to apply and would be deemed ineligible for the award of the Masters degree

The students will be mentored by a guide throughout the project. It is mandatory for the students to work on projects that have a practical focus and be related to present or immediate problem.

### **Components of the Thesis:**

The thesis must comprise of 5 distinct chapters. Each chapter must have a specific focus and objective. The titles of the 5 chapters are:

1. Introduction
-

2. Literature Review
3. Methods
4. Results or Findings
5. Discussion

The structure of the 5 chapters would be the same whether the research conducted is qualitative, quantitative or mixed methods research study.

#### Introduction:

- Must introduce the topic of the research
- Establish the statement of the problem and the research questions that the study seeks to answer
- Contextualize the topic of the study within the larger problem
- Sub-topics:
  - Statement of the problem (Information about the specific problem)
  - Background and Need (Background literature related to the problem and the gaps that still remain)
  - Purpose of the study (Focus and Goal of the study)
  - Research Questions
  - Other Significant Sections

#### Literature Review

- Identify the most relevant and significant research related to the topic
- Justification for the study (Must indicate gaps and weaknesses in the existing literature)

#### Methods:

- Methods and Design that were used to conduct the study
- Actual procedures used to conduct the study
- Sub-topics:
  - Setting (where the study was conducted)
  - Participants
  - Instructional or Interventional Materials
  - Tools used to collect Data
  - Procedure – How the data was collected/study implemented
  - Data Analysis (statistical/ qualitative/ mixed methods techniques used to analyze the data)

#### Results and Findings

- Presents the results and findings of the study
- Integrates narrative, numerical or tabular presentation of the outcomes of the study
- If the study is quantitative – descriptive statistics for the participant or the entire group may be used – eg: mean, median, mode, variance, standard deviation
- Inferential statistics may be used if the study is conducted on a large group or if different treatments are given to two arms of the study. It is used to indicate any differences observed in performance before and after the intervention

#### Discussion and Conclusion

- Based on results and findings
- Alignment of outcomes with objectives
- Way forward

### **Style Form**

Style form refers to both editorial and writing styles. Some of the critical elements include formatting headings, citations, references, tables, figures, etc.

Style form APA (American Psychological Association) is commonly used in social science discipline such as education, psychology, sociology, business, economics, nursing and social work.

It must be noted that the style form is not a research method but a tool in communicating the thesis developed.

