

Comprehensive Asthma Program Outline

Introduction

The Comprehensive Asthma Program offered by Pear Healthcare Solutions Inc. has been developed for healthcare professionals who wish to develop their knowledge and skills in the management of asthma. The program was developed and reviewed by faculty with experience in asthma management.

It has been accredited by the Canadian Council for Continuing Education in Pharmacy (CCCEP) with **7 CEUs** being awarded.

The Comprehensive Asthma Program has also been approved by the Canadian Network for Respiratory Care (CNRC). Therefore, participants who successfully complete the required programs are eligible to challenge the Asthma Educator certification exam.

This outline provides an overview of the program, including:

- topics covered
- average hours for completion
- evaluations

PROGRAM FACULTY

- Tom Smiley, BScPhm, PharmD, CTE (author)
- Michael Boivin, BScPhm, CTE, CDE (author)
- Andrea White Markham, RRT, CRE, CTE (author and assessor)
- Anna Romano BScPhm, CRE, CTE (reviewer and assessor)
- Alan Kaplan, MD CCFP (EM) FCFP (reviewer)

Program Prerequisites

WHO IS ELIGIBLE TO TAKE THIS PROGRAM?

While anyone who is interested in these topics is eligible to take the program and receive a Certificate of Completion, only those candidates who meet the following criteria will be eligible to challenge the CNRC's credentialing exams:

- *“holds a degree or diploma in a recognized healthcare profession,*
- *scope of practice includes counseling clients” (CNRC, 2016¹)*

You will be asked to identify your credentials and year and school? of graduation when you enroll in the program.

For more information on the exams, including the competencies/learning objectives covered by the exams, please see [CNRC - Certification exams](#).

WHAT PROGRAMS DO I NEED TO COMPLETE TO BE ELIGIBLE TO CHALLENGE THE CNRC CERTIFICATION EXAM?

The programs that are required vary depending on the exam you plan to challenge.

The table below will clarify which Pear Healthcare Solutions (www.healthlearning.ca) programs are required for the various CNRC certification exams.

¹CNRC, (2016). Requirements for Challenging the Certified Asthma Educator (CAE) Exam. [http://cnrhome.net/certifiedasthmaeducators\(cae\).html](http://cnrhome.net/certifiedasthmaeducators(cae).html). Accessed January 17, 2017. healthlearning.ca

While you may take any of the sections and take them in any order, the **following table identifies the sections you must complete to be eligible to challenge the exam.**

CERTIFICATION EXAM	COURSES REQUIRED
Certified Asthma Educator	Pear Comprehensive Asthma Program Pear Foundational Health Education Program
Certified Respiratory Educator	Pear Comprehensive Asthma Program Pear Comprehensive COPD Program Pear Foundational Health Education Program
Certified COPD Educator (US only)*	Pear Comprehensive COPD Program Pear Foundational Health Education Program
Certified Tobacco Educator	Pear Comprehensive Tobacco Education Program Pear Foundational Health Education Program

*CNRC COPD Educator exam is available for U.S. registrants only.

If you have not yet met the criteria for one of the CNRC exams, yet have completed the equivalent of one or two sections with a different provider who is currently approved by the CNRC, you are free to take Pear’s course(s) to complete your required courses and challenge the CNRC exam.

Please check with CNRC for eligibility of other programs you may have taken. The list of approved programs can be found at <http://cnrchome.net/CNAC%20approved%20Educator%20Programs.html>.

Pear Healthcare Solutions Inc. will provide CNRC with confirmation of the programs that you have successfully completed should you register to challenge an exam. You will be asked for permission for Pear Healthcare Solutions to share this information with CNRC when you register to participate in the program.

Program Content

HOW LONG WILL EACH SECTION TAKE TO COMPLETE?

- Each section consists of a number of modules that take approximately 30-45 minutes to complete.
- You may choose to spend more time on the topic by completing supplemental reading.
- Modules conclude with a short quiz that takes approximately 5-10 minutes to complete.
- The time to complete the assessments will vary.
- Please see the table below for examples of program content and approximate time requirements for completion.

Program	Section	Modules (approximately 30-45 minutes each)
Asthma	Program Outline	Faculty Prerequisites Content Evaluation Contact information
	Asthma Definition and Personal and Societal Impact	Definition and Personal and Societal Impact Natural History, Pathogenesis and Pathophysiology Identification and Avoidance of Asthma Triggers Effects of Life Circumstances on Asthma Symptoms
	Diagnosis and Monitoring	Symptoms and Assessment Diagnosis and Monitoring of Asthma A Closer Look at Lung Function Tests Allergy-Related (Atopic) Asthma
	Chronic Disease Management	Control Assessment and Approach to Management Self-Management Management of Asthma during Life's Circumstances Follow-up Pharmacotherapy Pharmacotherapy Administration
	Demonstration Assignments	Device demonstration, including PEF meter and inhalers Demonstration of Teaching Asthma Action Plan

Evaluation

HOW MANY AND WHAT TYPE OF ASSESSMENTS ARE REQUIRED IN THESE PROGRAMS?

Each module will end with a quiz of 7-10 multiple choice questions. You must achieve an average score of 70% or greater for the section to successfully complete that section. You will be given two opportunities to complete each quiz. If you do not achieve a score of 70% on any individual quiz, you may wish to contact the faculty for additional help. If you do not successfully achieve a passing score on a section, i.e. do not achieve an average score of 70% on all the quizzes in that section, you must contact the faculty to identify a learning plan that includes next steps to complete the section.

Some modules are reflection or demonstration (video) assignments. These assignments must be submitted for evaluation to Pear Healthcare Solutions Inc. and this may be done in a variety of ways:

Submit your assignments by doing the following:

1. Click the link bit.ly/pearassignments or copy and paste bit.ly/pearassignments into the address bar of your web browser
2. Drag and drop your file(s) into Dropbox
3. Add a title to your file with:
 - the date "YYYY-MM-DD"
 - your "First and Last Name" (e.g. "2017-01-31 John Smith")

Note: Once you submit your file, the Pear team will be notified automatically.

If you are unable to use Dropbox for submissions, please contact Anna Romano at a.romano@pearhealthcare.com for alternate methods.

WHAT ARE THE ASSIGNMENTS REQUIRED FOR SUBMISSION?

The following table provides an overview of the assignments that require submission according to each section.

The table provides brief information related to the assignment and the time requirement for each assignment.

Details of two of the assignments can be located in the sample rubrics found after the table.

Program	Assessment	Time Requirements	Other Information
Asthma	Demonstration of Peak Flow Meter and Demonstration of technique for 3 inhaler devices	20 minutes (includes prep and videotaping of technique)	Submit video of your demonstrations ~two minutes per device
Asthma (OR COPD)	Demonstration of patient education* (Action Plan) and self-evaluation	45-60 minutes (includes prep, 10-minute video taping, etc.)	Submit video and written self-evaluation 10-minute intervention
Asthma (OR COPD OR Patient Education)	Capstone** Written assignment based on one of three cases that includes disease management and education theory	60 minutes	Submit word document (narrative or table or point-form format acceptable)

*The Demonstration of patient education (Action Plan) assignment must be completed in either the Comprehensive Asthma or Comprehensive COPD Programs. You may choose to teach an Asthma or COPD Action Plan.

**The Capstone assignment must be completed in either the Comprehensive Asthma, Comprehensive COPD, or Comprehensive Patient Education Programs. If you completed the demonstration of patient education in Asthma, then you must complete this assignment in COPD, and vice versa. See the rubric for more information.

WHAT ARE THE TIMELINES FOR SUBMISSION?

All assignments must be received by Pear Healthcare Solutions at least 6 weeks prior to the CNRC credentialing exam to be assured that you will be eligible to challenge the exam. This timeline allows time for Pear Healthcare Solutions faculty to score submissions, provide feedback, for resubmissions and scoring to occur should this be required and Pear Healthcare Solutions consultation with CNRC regarding eligible candidates within 10 days of the exam.

MAY I SEE THE RUBRICS?

The following are samples of the rubrics for the demonstration assignments for this program.

Device Demonstration Rubric

Device Criteria	Satisfactory/ Not Satisfactory	Comments
Key messages include: <ul style="list-style-type: none"> • Priming information if appropriate • Preparation of device • How to place device in mouth, etc. • Inhalation instructions • How to repeat if necessary • How to know if dose was delivered • How to know if device is empty • Medications available in device • Expiry date of device/medication • Storage information 		
Cleaning instructions include: <ul style="list-style-type: none"> • Wash? • Dry cleaning? • How to take apart/put together if required • Frequency 		

Peak Flow Meter Demonstration Rubric

The following rubric will be used for your peak flow meter demonstration

Peak Flow Meter	Satisfactory/ N/A	Unsatisfactory
Ensure indicator is at “zero”		
Stand or sit up		
Take a full breath in to TLC		
Place PFM in mouth, past teeth and make a tight seal		
Blow out hard and fast for ~ 1 sec		
Remove PFM from mouth		
Check &/or record result		
Return the indicator to “zero”		
Repeat effort until 3 acceptable results obtained		
Record the best of 3 acceptable results		
Brief instructions for care		

Demonstration of Patient Education Rubric

This rubric is used for self-assessment prior to completing the reflection. It will also be used by the faculty to provide you with feedback on your patient education. See the assignment for more information.

Criteria	Comments
BOPPPS	B – O – P – P – P – S –
Linked to patient goal	
Age/stage	
Identified barriers	
Appropriate use of theory/model to overcome barriers	
Build in success	
Effective communication	
Patient in control	
Patient involved and doing the work	
Built knowledge	

Reflection on patient education based on self-assessment

The faculty will identify where you have met the criteria for your reflection. Faculty may also make comments on your reflection regarding statements you make, however these may not affect the scoring.

Reflection contains:	Yes/ No	Comments
Overall reaction to viewing your video.		
Identification of what was accomplished in the session		
Identification of gaps in the session		
Exploration of reaction to above (i.e. reaction to accomplishments and gaps)		
Exploration of rationale for reaction		
Development of goal statement based on findings		
Development of plan to improve skills. Plan includes strategies to achieve goal and to evaluate progress/success.		

Capstone Project

This rubric is used to score your capstone submission. It has a pass mark of 75%.

	1 Partially meets criteria with major errors or omissions	2 Meets criteria with minor errors and/or omissions	3 Fully meets criteria
Assessment	Assessment includes one domain. Explanation contains major errors or omissions.	Assessment includes two domains. Explanation has some clarity with minor errors or omissions.	Assessment includes psychosocial, physical and educational domains.
Rationale for assessment	No rationale OR Rationale does not relate to patient or assessment OR contains critical errors and omissions.	Explanation is clear with some analysis of relevance to patient. May contain minor errors and omissions.	Explanation is clear and includes critical analysis of relevance to patient.
SMART goal	Only one statement provided that not meet SMART goal criteria.	Goal meets 3 of 5 SMART criteria. OR only one statement provided.	Goals written from educator and patient perspective. Goals meet all the SMART criteria.
Management recommendations	Demonstrates poor understanding of disease management with major errors and omissions. Does not address comorbidity. Does not address education strategies.	Demonstrates basic understanding of disease management. Some discussion of management of comorbidity. Some discussion of education strategy. May contain minor errors and omissions.	Demonstrates comprehensive insight and understanding of disease management specific to this patient AND includes comorbid conditions. Demonstrates understanding of application of education theory to this case.
Application of theory/model(s)	Demonstrates poor understanding of behaviour change as it applies to this patient, including major errors and omissions.	Demonstrates basic understanding of behaviour change as it applies to this patient. May contain minor errors and omissions.	In depth discussion of the model or theory of behaviour change includes simple definition and provides insight and understanding of behaviour change as it applies to this patient.
Rationale for theory/model(s)	Little or no discussion of rationale for application of theory/model to this patient. OR	Discussion of rationale for application of theory/model is clear with some analysis of relevance to the patient.	Discussion of rationale clearly identifies critical analysis of the adaptation of specific areas of the model or theory as they apply to the patient.

	Rationale contains critical errors or omissions.	May contain minor errors and omissions.	
Community support and team members	Little or no discussion of community support. No discussion of team approach to management for this patient.	Provides suggestions for current community supports and some rationale for recommendations. Makes reference to team members.	Provides insight into rationale for team approach to manage complex cases. Provides linkages to other health professionals including discussion of roles. Identifies relevant community supports with rationale.
Evaluation	Evaluation is cursory OR does not relate to goal. Evaluation contains major errors/omissions.	Evaluation relates to the goal and evaluates significant portions of the patient's health status and adherence to the management plan. May contain minor errors/omissions.	Provides a comprehensive outline for the evaluation of the patient's ongoing health status and adherence to management plan. Identifies clear linkage to patient's and educator's goals.
Grammar	Language difficult to understand. Contains more than 7 spelling/grammar errors.	Language is understandable. Contains 3-7 spelling/grammar errors.	Language is clear, cohesive, complete, coherent and courteous. Less than 3 spelling/grammar errors.
References	Few citations in text. Citations are not up-to-date and/or relevant. Citations consistently do not meet criteria.	Most citations are up-to-date and relevant. Most citations meet one criteria.	Citations are up-to-date and relevant. Citations consistently meet either APA (i.e., author, publication date in text) and alphabetical order in reference list). OR Vancouver reference style ([1] numbered in text and listed in order found in text). See links below for more detailed instructions.
<p>Vancouver reference style http://openjournals.net/files/Ref/VANCOUVER%20Reference%20guide.pdf (most healthcare journals use this)</p> <p>APA style http://www.apastyle.org/learn/quick-guide-on-references.aspx (most education articles use this)</p>			
<p>Total (Pass 22.5/30 or 75%)</p> <p>Comments</p>			

HOW LONG DOES IT TAKE TO RECEIVE FEEDBACK ON MY ASSIGNMENTS?

Written and videotaped assignments will be assessed and feedback provided within 10 working days of submission unless otherwise notified by faculty. Online quizzes provide immediate feedback once submitted.

Other Information

HOW LONG DO I HAVE TO COMPLETE EACH SECTION?

You have 2 years from your registration to complete the section. In some cases, extensions may be granted, e.g. maternity leave. Extensions are granted on a case-by-case basis. If you require an extension you must apply in writing to the Director of Respiratory Education (Anna Romano) including:

- Request for extension
- Reason for extension
- Revised completion date
- Any other relevant information

WHO DO I CONTACT WITH QUESTIONS?

If you have any questions about the content of the modules or quizzes, or the assessments, please contact Anna Romano at a.romano@pearhealthcare.com