ATAQ: An Innovative ONS Program

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ATAQ: An Initiative of CLIR

- Funded by ONS Foundation Center for Leadership, Information and Research
- Three components
  - Professional Education
  - Patient Education
  - Research

Project Team

- Project team met in Pittsburgh (1999)
- Project leader – Debra Wujcik RN, MSN, AOCN®
- Purpose of project was to improve the management of neutropenia
- ATAQ
  - Appropriate Treatment Assures Quality

 ATAQ Professional Education

- Development of 3 ½ day courses
  - Ponte Vedra Beach, FL (1999)
  - Absecon, NJ (1999)
  - Dana Point, CA (2000)
- 673 nurses attended
- Dissemination projects were required
  - Group or individual
  - > 17,400 people were reached

 ATAQ Professional Education

- Project Leader – Teresa Knoop, MSN, RN, AOCN®
- Development of 1 day conference
  - 10 regional conferences over two years (2001-2002)
- 448 nurses attended
- Dissemination projects required
ATAQ Patient Education

- Project Leader
- NeutroPHIL campaign
- Poster series (4 poster/set)
- Patient education booklets
- NeutroPHIL
- NeutroFILO (Spanish translation)
- Flipchart

2003 ATAQ Projects

- Knowledge™ CD-ROM
- Project Leader – Denise Korn, RN, MSN, OCN®
- Games and case studies address
  - Anemia
  - Thrombocytopenia
  - Neutropenia
- Crossword puzzles included for additional learning activities

2003 ATAQ Projects

- Quality Improvement Project
- Project Leader – Colleen Lemoine, APRN, MN, AOCN®
- Monograph of CQI initiatives
  - Introduction to Performance Improvement (PI)
  - Review of Nursing Practice
  - Review of Standards/Evidence
  - Case Studies
  - Resources
    - Article reprints
    - CD with sample forms and guidelines

2003 ATAQ National Conference

- Project Leader – Theresa Gillespie, PhD, BA, BSN, MA, RN
- 200 participants
- National speakers, web cast lecture, debut of gaming CD, and CQI monograph
- Dissemination projects required
2003 ATAQ National Conference
- Course highlights
- Current concepts of hematopoiesis in colony-stimulating factors
- Overview of myelosuppression
- Assessment of the neutropenic patient
- Use of colony-stimulating factors
- Case studies
- Management of infections
- Complications related to neutropenia
- How to influence decision makers
- Impact of the nurse in quality cancer care

2003 Web Conferences
- Series of three web conference presentations related to hematologic toxicities
  - “Risk Assessment and Risk Models for Hematologic Toxicities”
  - “Clinical Guidelines and Evidence for Risk Assessment and Interventions”
  - “Educating Patients, the Public, and Providers About Hematologic Toxicities”

TITAN: An EONS Educational Initiative
Jan Foubert
President, EONS

Cancer Nursing in Europe
- Cancer Nursing is not recognized as a specialty in most European countries
- Postgraduate Cancer Nursing Programs are available in most European countries
- Significant diversity in cancer nursing practice across Europe
- Europe is expanding rapidly
- Risk that diversity in practice will increase
- The provision of high quality education programs can help harmonize cancer nursing practice

European Oncology Nursing Society (EONS)

EONS’s Policy on Education Initiatives
- Cancer nursing educational initiatives should be:
  - Based on a learning needs assessment and expert opinion
  - Practice-driven and promote reflective practice
  - Reflect the diversity of cancer nursing practice across Europe
  - Pilot tested to demonstrate applicability of program across a number of European countries
  - Accredited by EONS
  - Available in as many languages as possible
TITAN arose from EONS’ commitment to education and improving the quality of care that cancer patients receive.

TITAN was inspired by the ONS ATAQ programme and is supported by an educational grant from Amgen (Europe).

The Working Group attended ONS’s National Conference on Hematologic Toxicities, Dallas, October 04.

- Helped us to define priority topics for TITAN
- Provided ideas for the TITAN program structure
- Provided a vision of what TITAN could become in future years

European learning needs assessment

Total number of responses = 455
(319 from ECCO 12)

21 countries represented in total

Characterizing the respondents

- 43% oncology nurses
- 21% clinical nurse specialists
- 12% lecturers*
- 11% nurse managers

- 75% care for patients receiving chemotherapy
  - France
  - Italy
  - Netherlands
  - UK

- 57% aged 41–60

- 57% care for inpatients
- 39% care for outpatients

- 11.3 yrs average oncology nursing experience

Learning needs assessment

- Nurses want to take on more responsibility
- Nurses are strongly interested in learning more

- 64%+ believe nurses should have greater responsibility in educating patients
- 90% want to learn more about neutropenia and anaemia, notably:
  - patient education
  - risk assessment
  - management of anaemia/neutropenic episodes

* 75% of German respondents were lecturers/clinical teachers
Learning needs assessment

- 70% of respondents had not received education in neutropenia or anaemia in the last three years
- Knowledge deficits exist for both anaemia and neutropenia
- Variable awareness of the incidence and implications of haematological toxicities in patients with cancer

Knowledge deficits exist

- Only 21% defined neutropenia correctly as an ANC <2x10^9/L
  - 38% Netherlands
  - 14% UK
  - 39% did not identify age as a risk factor prior to chemotherapy
    - 49% France
    - 26% Netherlands
    - 57% UK
- <36% showed knowledge of the guidelines for primary prophylaxis with growth factors
  - 51% Netherlands
  - 48% UK

The learning environment

- CPE is 100% mandatory only in UK
- For those undertaking CPE, >50% are undertaking 1–19 hours of study per year
- little, if any, focus on hematologic toxicities
- The employer will provide financial support in 69% of cases
  - almost 50% of respondents pay for some CPE themselves
- The majority rate accreditation of CPE courses as very/extremely important

Conclusions – the opportunity

- Nurses are willing to take on more responsibility
- Nurses are strongly interested in learning more
- No financial support
- No CPE/training
- Low responsibility in patients’ education
- Good assessment and management
- Greater responsibility in patients’ education
- Poor assessment and management
- High quality care
- Poor quality care

TITAN Program structure

- Application of knowledge
- Dissemination project
- Evidence-based practice
- TITAN course
- Basic background
- Pre-course reading

TITAN course

- 7 hours

TITAN course

- 6 months

TITAN Program structure

- ~1 hour

The TITAN program

- Structure
  - Self-learning module
  - Practice-driven one-day course
    - lectures
    - case studies
    - panel discussion
    - activities
  - Dissemination project

- Content
  - Basic hematology background
  - Signs, causes and impact of hematological toxicities
  - Risk assessment
  - Management of hematological toxicities
  - Patient education
TITAN materials

Pilot phase

Four pilot courses run in conjunction with national oncology nursing societies:
- Ireland March ’04
- France June ’04
- The Netherlands September ’04
- The UK November ’04

Ireland pilot team, March 2004

Feedback from the pilot phase

Overall consensus that TITAN is a very valuable course
- Well structured program
- Content extremely relevant
- Presentations pitched at the right level
- Importance of case studies emphasised
  - Local case studies most useful
- General demand for guidelines and assessment tools

Implementing TITAN

- Dec ’04 Evaluate feedback from pilot courses and dissemination projects
- Jan ’05 Develop final TITAN materials
  - Translation into Dutch, French, German, Italian and Spanish
- May ’05 onwards TITAN courses in conjunction with national oncology nursing societies in over 20 countries

TITAN COURSES IN 2005/06
Conclusion

- A systematic approach was adopted to modify the ATAQ program for use with a European nursing audience
- Language barriers and heterogeneity of cancer nursing practice addressed as part of process
- The success of the TITAN program demonstrates:
  - Importance of developing education programs in a systematic and culturally sensitive manner
  - Value of international collaboration to avoid duplication of effort