

**California University of Pennsylvania  
Cancer Care Assessment, Intervention & Training (CCAIT) Program  
Validation Template**

<b>Project Name:</b>	California University of Pennsylvania Cancer Care Assessment, Intervention & Training (CCAIT) Program
<b>Competency:</b>	Psycho-social aspects of cancer
<b>Sub-competencies:</b>	IIIB 1a-b-c Recognizing signs & symptoms of cancer related depression & anxiety. Explaining management of depression and anxiety with patients with cancer. Explaining useful coping mechanisms after cancer diagnosis
<b>Learner Characteristics:</b>	A MSW social worker who is affiliated with the Field Education Program at California University of PA.
<b>Learner Preparation:</b>	A Master level social worker with a minimum of two year post graduate social work practice in a human service agency in southwestern Pennsylvania.

<b>Instructional Activities</b>	<b>Evaluation Strategies</b>	<b>Indicators</b>	<b>Notes to the Instructors</b>
<p><b>Introduction:</b> Review the goals &amp; objectives of the training.</p> <p>Introduce C-Change and the psycho-social competencies along with relevant theory and research (CBT, DBT, PIE, Crisis Intervention, Traumatology, Problem-Solving, Empowerment).</p>	<p>Pre Test</p> <p>Post test</p>	<p>Degree of change in score between pre and post test.</p>	<p>Instructor will make sure that participants have a clear understanding of C-Change and their goals &amp; objectives. Carefully review only the competencies that we are charged with addressing.</p> <p>Instructor will initially apply Freire’s Learning for Social Change Theory to help field instructors recognize need for competencies. Mezirow’s Theory of Transformative Learning and Knowles Principles of Andragogy will be used for the actual training.</p>

Instructional Activities	Evaluation Strategies	Indicators	Notes to the Instructors
<p><b>Case Study:</b></p> <p>Power point on at least four case studies of people affected by cancer. Will present a case using a child, an adolescent, an adult and an older adult.</p>	<p>Case-related discussion questions with individual responses initially submitted through on-line format to insure that each response is original.</p>	<ol style="list-style-type: none"> <li>1. Field Instructor's ability to accurately identify the level of anxiety &amp;/or depression.</li> <li>2. Completion of embedded assignments in power point presentation.</li> <li>3. Ability to select appropriate measure for anxiety &amp;/or depression</li> <li>4. Ability to apply appropriate theory to individual situation.</li> <li>5 Ability to explain management of anxiety &amp;/or depression</li> <li>6. apply theory in explaining coping skills</li> </ol>	<p>Instructor will begin with inquiry about participant's experience with working with an individual and/or family affected by cancer (direct or indirect victim).</p> <p>Dialog with field instructor to explore use of psychosocial communication related to the identification of, management of and coping skills for anxiety and depression to identify any past experiences with C-Change competencies.</p> <p>Apply Freire's Learning for Social Change theory to help field instructors identify their own strengths, the strengths of the individuals involved in the case study, and the problems/deficiencies with the current types of communication related to anxiety and depression associated with practice involving individuals and families affected by cancer.</p>

<p><b>Didactic Exercise:</b></p> <p>Power point discussion on appropriate social work theories, measures, interventions &amp; coping mechanisms for use when applying competency IIIB 1 a-b-c</p>	<p>Complete embedded assignments.</p>	<p>Individual evidence of application of theory, measures, interventions and coping mechanisms</p>	<p>Engage participants throughout the presentations and through assignments. Keep it interactive.</p>
<p><b>Interactive Exercise:</b></p> <p>Simulated interviews using various case studies.</p>	<p>Individualized review of transcript</p>	<p>Appropriate psychosocial communication is used.</p> <p>Able to recognize signs &amp; symptoms of depression &amp; anxiety.</p> <p>Able to explain the management of depression &amp; anxiety.</p>	<p>Instructor should acknowledge MSW's past experience and knowledge, while incorporating new competencies.</p>
<p><b>Closure:</b></p> <p>Field Instructors will demonstrate effective application of psychosocial communication</p>	<p>Rubric</p> <p>Measured independently by two separate evaluators.</p>	<p>3.5 to 5 range on scale of zero to five</p>	
<p><b>Remedial Activities:</b></p>	<p>View video</p>		
<p><b>Enhancement Activities:</b></p>	<p>Participate in dialogue on-line, introduce their own case study for discussion, use discussion board on-line to reinforce skills &amp; receive feedback on their assessment. Paid work in clinic with students &amp; clients.</p>		

**California University of Pennsylvania Validation Template**  
**Learner Characteristic: Advanced Graduate Student**

<b>Project Name:</b>	Cancer Care Assessment, Intervention & Training (CCAIT) Program
<b>Competency:</b>	Psycho-social aspects of cancer
<b>Sub-competencies:</b>	III B1a-b-c Recognizing signs & symptoms of cancer related depression & anxiety. Explaining management of depression and anxiety with patients with cancer. Explaining useful coping mechanisms after cancer diagnosis
<b>Learner Characteristics:</b>	An advanced graduate student enrolled in the MSW Program at California University of PA
<b>Learner Preparation:</b>	Student will have completed most or all of the foundation component of the MSW Program.

<b>Instructional Activities</b>	<b>Evaluation Strategies</b>	<b>Indicators</b>	<b>Notes to the Instructors</b>
<p><b>Introduction:</b> Review the goals &amp; objectives of the training.</p> <p>Introduce C-Change and the psycho-social competencies along with relevant theory and research</p> <p>(CBT, DBT, PIE, Crisis Intervention, Traumatology, Problem-Solving, Empowerment)</p>	<p>Pre Test</p> <p>Post test</p>	<p>Degree of change in score between pre-and post test.</p>	<p>Instructor will make sure that participants have a clear understanding of C-Change and their goals &amp; objectives. Carefully review only the competencies that we are charged with addressing.</p> <p>Instructor will apply Mezirow's Theory of Transformative Learning and Knowles Principles of Andragogy.</p> <p>Instructor will assess individual student learning styles and apply this understanding to individualized work with each student.</p>

Instructional Activities	Evaluation Strategies	Indicators	Notes to the Instructors
<p><b>Case Study:</b></p> <p>Power point on at least four case studies of people affected by cancer. Will present a case using a child, an adolescent, an adult and an older adult.</p>	<p>Case-related discussion questions with individual responses initially submitted through on-line format to insure that each response is original</p>	<ol style="list-style-type: none"> <li>1. Field Instructor's ability to accurately identify the level of anxiety &amp;/or depression.</li> <li>2. Completion of embedded assignments in power point presentation.</li> <li>3. Ability to select appropriate measure for anxiety &amp;/or depression</li> <li>4. Ability to apply appropriate theory to individual situation.</li> <li>5 Ability to explain management of anxiety &amp;/or depression</li> <li>6. Apply theory in explaining coping skills</li> </ol>	<p>Instructor will inquire about student's experience with individuals and/or families affected by cancer. Use past experiences with C-Change competencies. (direct or indirect victim).</p> <p>Instructor will inquire about student's social work interventions and communication with individuals and families affected by cancer.</p> <p>Students will be asked to evaluate the quality of the social work interventions demonstrated through the Power Point presentations of case studies.</p> <p>Students will move from dependence to independence in focusing on and examining the assumptions that underlie feelings, beliefs, actions and communications and in testing the validity of each communication exchange</p>

<p><b>Didactic Exercise:</b></p> <p>Power point discussion on appropriate social work theories, measures, interventions &amp; coping mechanisms for use when applying competency IIB 1 a-b-c</p>	<p>Complete embedded assignments.</p>	<p>Individual evidence of application of theory, measures, interventions and coping mechanisms.</p>	<p>Engage participants throughout the presentations through assignments. Keep it interactive.</p>
<p><b>Interactive Exercise:</b></p> <p>Simulated interviews using various case studies.</p>	<p>Individualized review of transcript</p>	<p>Appropriate psycho-social communication is used.</p> <p>Able to recognize signs &amp; symptoms of depression &amp; anxiety.</p> <p>Able to explain the management of depression &amp; anxiety.</p>	<p>Instructor should acknowledge MSW's past experience and knowledge, while incorporating new competencies.</p>
<p><b>Closure:</b></p> <p>Field Instructors will demonstrate effective application of psychosocial communication</p>	<p>Rubric</p> <p>Measured independently by two separate evaluators.</p>	<p>3.5-5 range</p>	
<p><b>Remedial Activities:</b></p>	<p>View video</p>		
<p><b>Enhancement Activities:</b></p>	<p>Participate in dialogue on-line, introduce their own case study for discussion, use discussion board on-line to reinforce skills &amp; receive feedback on their assessment. Paid work in clinic with students &amp; clients.</p>		