

Advanced and Metastatic Urothelial Cancer: Care Coordination Webinar

FACILITATOR INSTRUCTION SHEET

Overview

This Facilitator Instruction Sheet provides two models you may use when presenting this webinar to an audience: a participate together model and a virtual classroom model. Both methodologies involve discussion around the materials after the group has watched the video.

Below is a proposed agenda, materials requirements, and specific guidelines for each portion of the agenda. There are also some alternatives listed for materials and activities. These are simply suggestions for how you might adapt the presentation and activities for your group and environment.

Schedule

Proposed Agenda

Length of session: 1.5 hours

- **Pre-session:** Ensure all participants can see a shared screen.
- **Instructions and setup:** 5 minutes
- **Watch webinar:** 60 minutes
- **Group discussion:** 15 minutes
- **Next steps:** 5 minutes

Materials

- Audio and video equipment for participants to see and hear the webinar
- Access to the interactive webinar

Presentation and Activities

Instructions (5 minutes) and webinar (60 minutes)

Consider the size of the group and the setup of the room when deciding how to conduct the webinar review. You may need to adapt your plan, so take a few minutes at the beginning to solidify your approach for your learners. Here are two options.

Option 1: As participants watch the webinar, pause at the points indicated. Ask the group the optional discussion questions found at the end of this document, and encourage participants to write down their answers. You will discuss the questions after the webinar is viewed.

Option 2: Do not pause the webinar. Ask all questions after the group has viewed the entire webinar, and discuss their responses. See “Group discussion” below.

Group discussion (20 minutes)

After the webinar has ended, ask the group to discuss each question and identify the most frequent responses. If the group is large, consider splitting participants into subgroups and appoint a leader to guide the discussion.

Next steps (5 minutes)

Resolve any outstanding questions and take a few minutes to discuss next steps.

- Make a list of unanswered questions (e.g., variances in the scenario, how something is handled in your institution).
- Determine who will find the answer to each of the questions.
- Determine how you will inform the group of the answers you find (e.g., follow-up meeting, email).
- Agree to hold each other accountable. This may be a group activity or you may ask people to pair up.
- Ask the group or pairs to define how they will hold each other accountable. Examples include the following:
 - Reach out when you encounter a situation like the one presented in the case study so you can discuss.
 - Agree to coach (and be open to coaching) if someone is seen not implementing what was learned.
- Reinforce how learners can earn NCPD contact hours.

Virtual Session Considerations

If you are holding this session virtually, you’ll have a few additional considerations.

- **Model 1: Participate Together**
 - To allow everyone to see and participate simultaneously, ask the participants to join with both video and audio, which is an option in most meeting applications (e.g., Zoom, GoToMeeting). You will need to share your screen and audio with the group, and you can usually find the audio settings in the advanced settings. Be sure to familiarize yourself with the platform in advance so you are not figuring it out as the session gets started.
 - With this model, you have a few options for reviewing the webinar.
 - In Option 1, the virtual format makes sharing answers more challenging. Consider asking people submit their answers or vote in the chat or polling functionality.
 - In Option 2, if you want to divide the group into teams, explore the application’s functionality for breakout groups. You will need to appoint a group leader who can share their screen (and audio) with the group and walk through the webinar. This model may require a presession with the group leaders to ensure they understand the technology and the activity.

- Group discussion for both models
 - A large group discussion in a virtual format is difficult, particularly if you can't see all of the participants. Because of the lost visual cues and connection lags, a virtual session will need to be a little more structured than an in-person session.
 - Ask participants to use an emoji (e.g., raised hand) to indicate when they would like to be called on to speak.
 - Conduct the conversation in a round-robin in which everyone speaks. This could be a predetermined order that you share in the chat or you could call on people in whatever order you determine. Alternatively, after a person speaks, they could call on the next person to share.

Optional Discussion Questions

Pause the recording at 2:58, after slide 4.

1. What are the characteristics of the patients with bladder cancer you see in your setting?
2. How do your patients compare to Mr. Khan in the case study?
3. In which department do you work? Do you see patients early in their care or later, with advanced disease?
4. Do you participate in clinical trials in your setting?

Pause the recording at 18:50, after slide 20.

5. What drug treatments are used most frequently in your setting to treat advanced and metastatic bladder or urothelial cancer?
6. What side effects do you see with immunotherapy in your setting?
7. Share three points to remember about oral chemotherapy administration.

Pause the recording at 46:00, just after slide 40.

8. What surgical procedures do you see most frequently in your setting?



9. How does a palliative care or supportive care team differ from hospice?

10. What is the process to refer patients to a palliative care or supportive care team in your setting?