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Bridging gaps in cancer care for young adults: A collaborative e-learning initiative for oncology nurses

by Karine Bilodeau, Pegah Torabi, Charlotte Gélinas-Gagné, Billy Vinette, Pascale Rousseau, Benedicta Hartono, Ludovic Tamaro, and Nicolas Fernandez

ABSTRACT

Background: *The global incidence of cancer in young adults aged 18 to 39 has risen significantly, presenting unique challenges that permeate many aspects of their lives, from education to careers and finances. Despite expressing a desire for psychological support, many young adults are reluctant to share their concerns with nurses. As a result, these young adults may feel that their unique experience is not properly acknowledged and that their complex needs are not satisfied.*

Objectives: *This project aims to share the experience of developing an e-learning training for continuous nursing education, focusing on enhancing nurses' awareness, knowledge, and support for young adults with hematological cancer through a collaborative approach.*

Methods: *Utilizing verbatim data from co-design workshops, literature reviews, and The Leukemia & Lymphoma Society of Canada (LLSC) podcasts and resources, a multidisciplinary team developed three modules on understanding young adults, exploring psychosocial challenges, and providing effective support. Pedagogical approaches, inspired by Adult Learning Theory, were combined for a comprehensive and engaging learning experience.*

Findings: *The collaborative e-learning initiative provides a tailored educational experience for nurses that addresses young adults' unique needs and challenges. The program's innovation consists of collaboration with patient-partners and community organizations to design, develop and evaluate its content and its structure. The preliminary evaluation highlights the program's strong potential to enhance nurses' awareness in addressing the unique psychosocial needs of young adults.*

Keywords: young adults, cancer care, hematological cancer, psychosocial support, nurse education, patient-centred care, community resources

AUTHOR NOTES

Karine Bilodeau, RN, PhD, Faculty of Nursing, University of Montreal, PO Box 6128, Station Centre-ville, Montreal, Quebec, H3C 3J7, Canada ; Maisonneuve-Rosemont Hospital Research Center, 5415 Assomption Blvd, Montreal, Quebec, H1T 2M4, Canada
ORCid: http://orcid.org/0000-0002-0705-3426
karine.bilodeau.2@umontreal.ca

Pegah Torabi, MSc, Maisonneuve-Rosemont Hospital Research Center, 5415 Assomption Blvd, Montreal, Quebec, H1T 2M4, Canada
pegah.torabi@umontreal.ca

Charlotte Gélinas-Gagné, MA Ed, Maisonneuve-Rosemont Hospital Research Center, 5415 Assomption Blvd, Montreal, Quebec, H1T 2M4, Canada
charlotte.gelinas.gagne@umontreal.ca

Billy Vinette, RN, MSc, Faculty of Nursing, University of Montreal, PO Box 6128, Station Centre-ville, Montreal, Quebec, H3C 3J7, Canada; Maisonneuve-Rosemont Hospital Research Center, 5415 Assomption Blvd, Montreal, Quebec, H1T 2M4, Canada
billy.vinette@umontreal.ca

Pascale Rousseau, MA, Leukemia & Lymphoma Society of Canada
Pascale.Rousseau@lls.org

Benedicta Hartono, RN, BSc, Faculty of Nursing, University of Montreal, PO Box 6128, Station Centre-ville, Montreal, Quebec, H3C 3J7, Canada; Maisonneuve-Rosemont Hospital Research Center, 5415 Assomption Blvd, Montreal, Quebec, H1T 2M4, Canada
benedicta.hartono@umontreal.ca

Ludovic Tamaro, Maisonneuve-Rosemont Hospital Research Center, 5415 Assomption Blvd, Montreal, Quebec, H1T 2M4, Canada
ludovic.tamaro@hotmail.com

Nicolas Fernandez, PhD, Department of Family Medicine and Emergency Medicine, Faculty of Medicine, University of Montreal, 2900 Edouard Montpetit Blvd, Montreal, Quebec, H3T 1J4, Canada
nicolas.fernandez@umontreal.ca

*Corresponding author: Karine Bilodeau
email address: **Karine.bilodeau.2@umontreal.ca**

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IMPLICATIONS FOR PRACTICE

1. The e-learning content underscores the need for personalized psychosocial care for young adults (YA) diagnosed with cancer, highlighting the importance of integrating a holistic approach beyond medical needs and challenges.
2. The e-learning modules enhance nurses' awareness and knowledge of the psychosocial dimensions of YA cancer care, fostering improved competency and person-centred care.
3. The project contributes to improving and encouraging optimal use of community resources to allow for comprehensive YA support and to cultivate partnership with community partners.

INTRODUCTION

Between 1990 and 2019, the average age-standardized global incidence of cancer in adolescents and young adults has seen a notable rise, reaching 40 cases per 100,000 in 2019 (Wen et al., 2021). Each year, around 1.2 million new cases of invasive cancer are diagnosed worldwide in youth (Bray et al., 2018). In the United States, approximately 80,000 young adults (YAs) aged 18 to 39 are diagnosed with cancer each year (American Cancer Society, 2020). This age group represents about 5% of all cancer diagnoses. With around 8,000 cases occurring in Canada each year, this clientele is one of the most underserved

by cancer care services and community resources (Canadian Cancer Society, 2023; Canadian Partnership Against Cancer, 2019). Cancer in YAs is distinct from other cancer-diagnosed age groups due to significant variations in tumour genomics and biology, as well as the unique challenges and unmet needs faced from diagnosis to survivorship (Bilodeau et al., 2021; Ferrari et al., 2021). Young adulthood covers the transitional period in life, characterized by various physical, emotional, and psychosocial changes (Alvarez et al., 2022). During this time, individuals typically embark on or advance in their careers, pursue higher education, and have the opportunity to contribute more significantly to society (Alvarez et al., 2022). Cancer diagnosis can significantly alter the future of YAs, resulting in significant impacts, such as feelings of isolation, anxiety, and depression, disrupting education or career paths, and financial hardships (Bilodeau et al., 2021; Ghazal et al., 2021; Kaul et al., 2017).

Given these complex challenges, YAs affected by cancer express a general desire to have better support from nurses to adequately address their psychosocial needs throughout their cancer trajectory (El-Akhras & Bilodeau, 2023). Indeed, nurses can play a key role in the assessment of YAs' psychosocial needs and in guiding them towards the appropriate resources (El-Akhras, 2022). Furthermore, most YAs want to establish a trusting relationship with their nurses to help them express their emotions and feelings according to their individual pace (El-Akhras, 2022). However, many are often reluctant to share their psychological concerns with their nurses (Tay et al., 2018). In parallel, many nurses perceive that limitations with respect to time and resources significantly hinder their ability to offer psychosocial support (Chen et al., 2017).

In addition, limited understanding and awareness of the unique psychosocial needs and challenges experienced by this age group are also barriers to the oncology nurse's ability to explore psychosocial needs or to offer psychosocial support to YAs diagnosed with cancer (Bradford & Chan, 2017; El-Akhras & Bilodeau, 2023; Galán et al., 2017). Specifically, YAs with hematological cancers face a unique set of challenges, both due to the nature of their disease and the often-intensive treatments involved, such as chemotherapy, radiation, and bone marrow transplants (Husson et al., 2018). These treatments can lead to long hospital stays, further isolation, and disruption to their life trajectories. YAs with hematological cancers also experience heightened vulnerability to infection and other complications, making their cancer journey particularly complex (Baker & Syrjala, 2018). Psychosocial issues, such as body image disturbances due to fertility concerns (Wettergren et al., 2017), to hair loss (Flynn et al., 2011) as well as feelings of isolation, are often intensified in this group, as are concerns about career disruption and long-term health outcomes (Husson et al., 2018).

A wide range of online educational programs has been developed by various organizations, all aimed at enhancing psychosocial care for cancer patients, but they do not seem to distinguish between cancer types or patient age (Dana-Farber Cancer Institute, 2025; de Souza Institute & Canadian Association of Psychosocial Oncology, 2024; van Klinken et al., 2023).

Therefore, given the aforementioned barriers to practice as well as YAs' desire for tailored, comprehensive support that acknowledges their unique life circumstances, there is a need to identify and develop innovative ways to educate and train nurses in order to improve their awareness and knowledge of age-specific psychosocial support and psychological and social challenges experienced by YAs with cancer (El-Akhras, 2022; El-Akhras & Bilodeau, 2023; Ferrari et al., 2021). To better support nurses with the care of YAs with hematological cancer, our team developed an e-learning training program.

BACKGROUND: CONTEXT OF THE E-LEARNING PROJECT

Since 2019, our research team based in Montreal (province of Quebec, Canada) has been dedicated to enhancing cancer care and services for YAs. On August 2019, we organized a first workshop that brought together stakeholders (non-profit community organisations, clinicians) and young individuals diagnosed with cancer to identify the needs of YAs and explore services dedicated to them (Bilodeau, Hartono, et al., 2022). The findings indicated that current community services for YAs are not fully utilized due to a lack of awareness and knowledge among healthcare professionals about the specific challenges and needs of YAs, as well as existing resources that aim to satisfy their needs (Bilodeau, Hartono, et al., 2022). As such, the workshop emphasized the need for better educational resources for healthcare professionals, including nurses (Bilodeau, Hartono, et al., 2022). In May 2022, another co-design workshop was developed in collaboration with The Leukemia & Lymphoma Society of Canada (LLSC), engaging YAs in an integrated virtual reality workshop and conversations guided by co-design experts. Analysis of the workshop discussions revealed that YAs also need to effectively communicate their needs to nurses and improve their relationship with them. Therefore, considering these two co-design workshops results and insights from previous literature, an online educational activity for nurses has been designed and planned in collaboration with the LLSC, and a young adult patient-partner. This educational activity provides information about key themes, such as a description of the YA population, their psychosocial challenges and needs, and potential approaches and strategies for supporting this population. This educational activity was developed in collaboration with the LLSC to improve resources adapted for YAs, enhance nurses' knowledge about available resources, and enable nurses to better guide YAs in accessing appropriate services.

The aim of this article is to share the experience of co-developing an e-learning training for continuous nursing education that addresses psychosocial issues faced by YAs diagnosed with hematological cancer. Additionally, it presents preliminary data on the impact of this training on nursing practice.

METHODS: E-LEARNING CONTENT DEVELOPMENT

This learning activity integrates various educational tools, including verbatim quotes from participants of the 2022 co-design workshop (ethical certificate issued by the Centre intégré

universitaire de santé et de services sociaux de l'Est-de-l'Île-de Montréal [# 2022-2917]), a literature review, and podcasts and resources exploring the experiences of YAs diagnosed with cancer produced by the LLSC. First, content analysis of the transcribed verbatim of YAs in the workshops (Saldaña, 2016), as well as content analysis of previous work and existing literature were done to identify key themes regarding the needs and challenges of YAs. Then, a young adult patient-partner played a crucial role in confirming the key themes and contributed to prioritizing the training plan and content. This process was guided by focusing on the needs and challenges that hold greater significance for YAs throughout their care journeys, spanning from cancer diagnosis to post-treatment. Next, the diverse resources from the LLSC, including podcasts interviews and narratives of YAs, were categorized according to the themes of the previous analysis, and integrated into educational content. These resources will aid nurses in understanding YAs' perspectives on key needs and challenges faced throughout their cancer trajectory, ultimately fostering a deeper understanding beyond theoretical knowledge.

Objectives and pedagogical approaches

The overarching goal of this e-learning training program for nurses is to better understand the psychosocial challenges experienced by young adults affected by cancer to provide enhanced support throughout their care journey. After this training, participants will be skilled at identifying the distinctive psychosocial needs of this demographic, elucidating the significance of employing a tailored care approach for young adults impacted by cancer, articulating strategies to address the specific needs of this group, and gaining a deeper understanding of the psychosocial challenges faced by young adults with cancer to offer more comprehensive support throughout their care journey. Information about the different sections, subsections, objectives, and examples of educational strategies for each module is provided in Figure 1.

Inspired by Adult Learning Theory (Knowles et al., 2015), we combined various educational activities to foster an effective, cognitively engaging learning environment, reinvesting the learner's previous experiences in addition to providing problem-based examples and continuing education credits to promote nurses' intrinsic motivation. We used textual information as a foundational source, incorporating quizzes and open-ended questions to engage nurses in deeper thought, promote critical thinking, and enhance their understanding. Patient stories, podcast excerpts, and links to external resources offered by LLSC were also integrated, offering a dynamic learning experience, and enabling nurses to enrich their understanding through diverse resources.

This training is offered to nurses on LLSC's Continuing Education website, a Massive Open Online Course (MOOC) platform that is free, easily accessible, and readily sortable for future use. The platform has been selected to provide learner-centered education for healthcare professionals, allowing them to learn at their convenience from anywhere and at any time, regardless of their schedule (Kumari & Naaz, 2020). The total length of the e-learning activity is 60 minutes in asynchronous format.

This educational activity was accredited for continuous nursing education credits to motivate participation and aid nurses in obtaining their annual education credits. Nurses participate in continuing education to acquire the required annual education credits for the legal maintenance of their licensure (Jho & Kang, 2016; Mlambo et al., 2021). O'Brien Pott et al. (2021) explained that the most crucial factor influencing the selection and participation of nurses in continuing education activities is the availability of formal credit. While obtaining continuing education credits is important, we also rely on nurse's natural curiosity and internalized responsibility for offering optimal humanistic care to their patients.

Before the official launch of this training on the LLSC's Continuing Education website for healthcare professionals, a pretest was conducted with nine individuals (nurses, nonprofit representatives, and the patient-partner).

Format

This online training is offered through the LLSC Continuing Education platform, integrating LLSC resources, data from previous literature, and the experiential knowledge of the patient-partner. Distinguishing itself from other training and e-learning modules hosted on the LLSC Continuing Education platform, our team has chosen an autonomous navigation style of learning. In this approach, learners have the freedom to navigate between pages at their own pace, as opposed to the conventional narrated PowerPoint format. Each module integrates concise informational slides and incorporates various interactive tools to capture and sustain the learner's attention effectively. Additionally, we prioritized visually appealing formats to enhance the overall learning experience. Throughout the modules, links to supplementary materials are provided, allowing learners to explore additional resources. Figure 2 displays screenshots of the training, showcasing this unique approach.

Post-training evaluation results

Post-training evaluation is believed to be crucial for assessing the degree to which the intended training objectives are realized and for ensuring the effectiveness of training in enhancing nurses' knowledge and skills (Jiao et al., 2021). Our evaluation included multiple-choice and open-ended questions to assess the achievement of training objectives and to evaluate the impact of the training module on learners' reactions, knowledge, and intentions, following the first two levels of the New World Kirkpatrick Model of evaluation (Kirkpatrick & Kirkpatrick, 2022).

A total of 70 individuals completed the training between January 2024 and May 2024, with 43 of them completing the evaluation. Remarkably, 88% of participants agreed or strongly agreed that the training significantly enhanced their knowledge, while 98% agreed or strongly agreed that they will apply the knowledge gained in their practice (Table 1).

To evaluate how participants intended to change their practice based on newly acquired knowledge from training, we followed Wellings et al.'s (2017) study recommendation and utilized qualitative analysis to categorize their responses to

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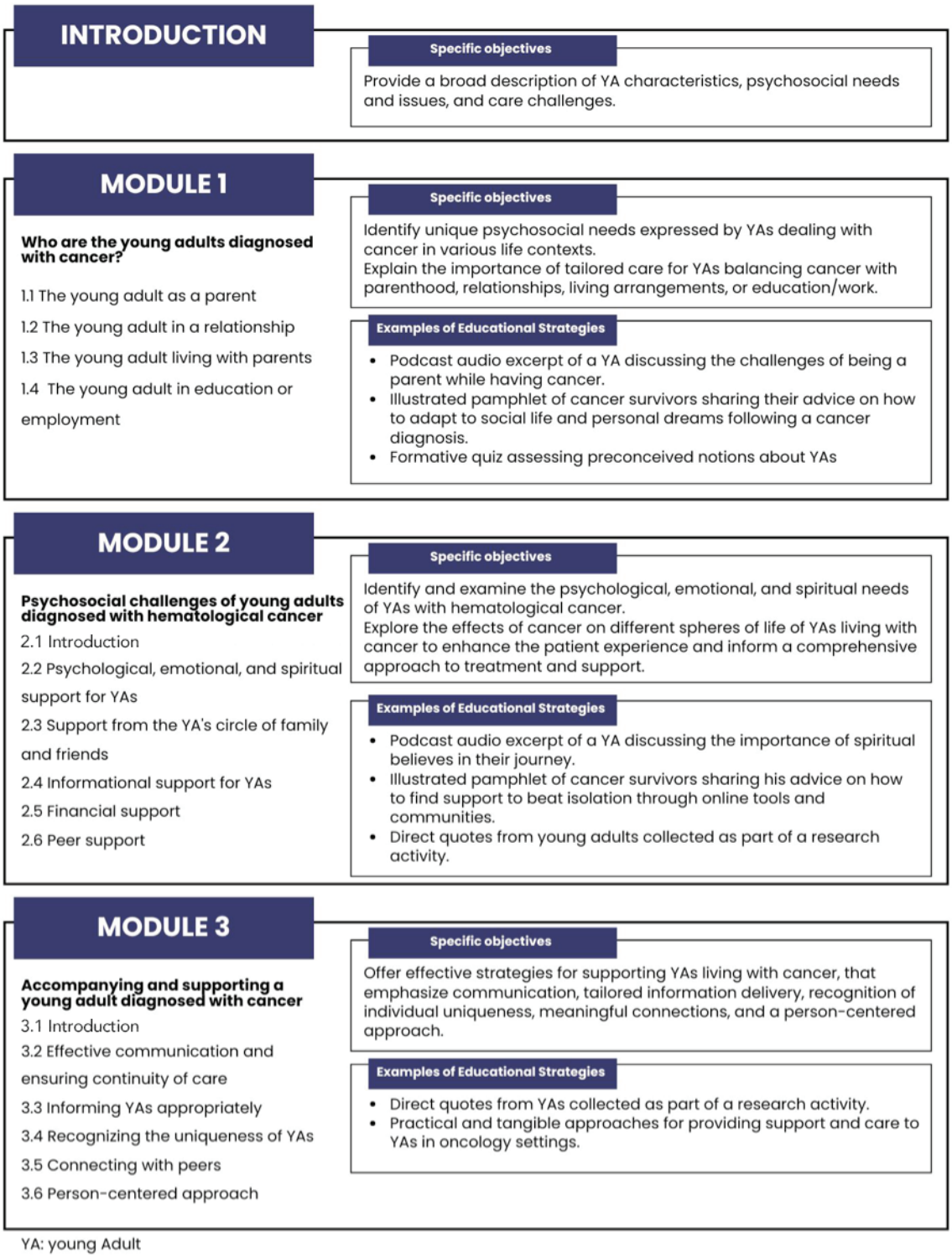
Figure 1

Overview of the E-Learning Training



YA: young Adult

Figure 2

Screenshots of E-Learning Modules

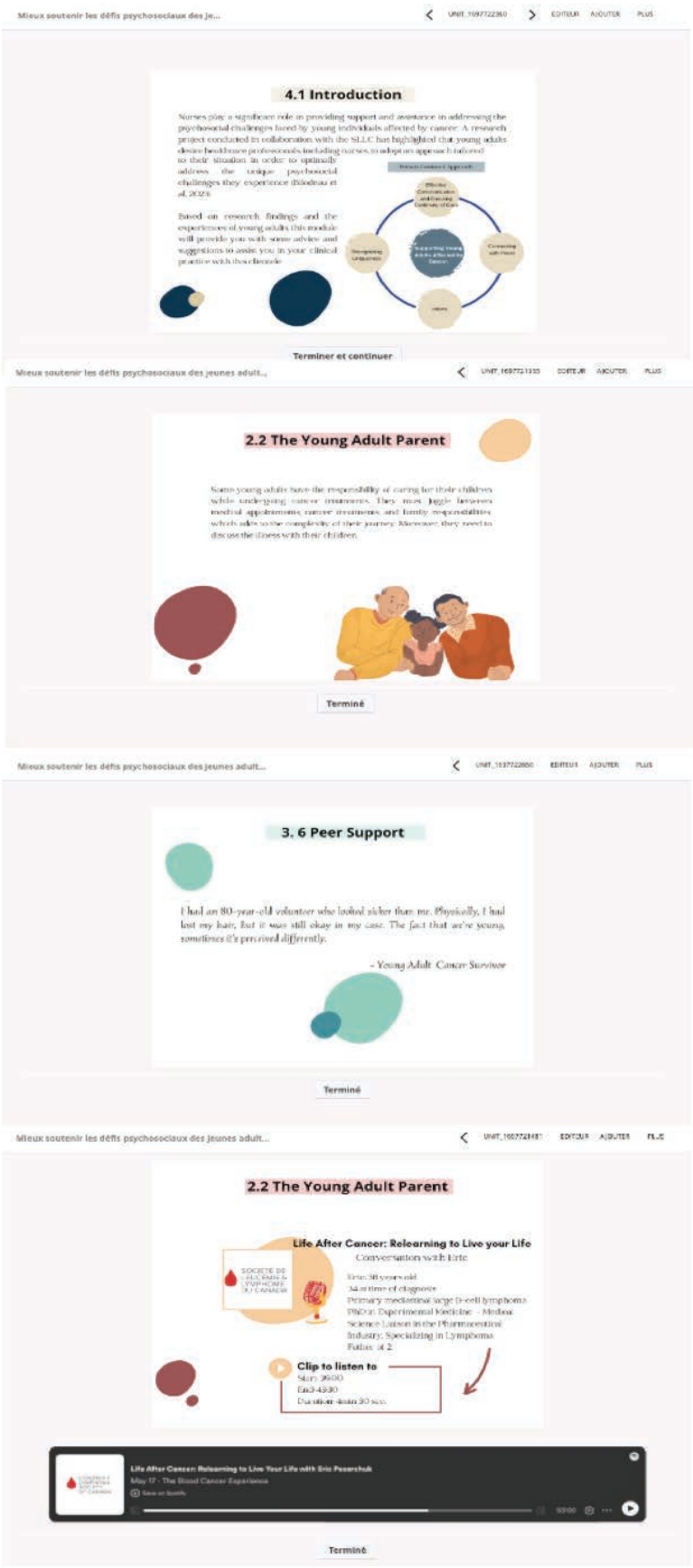


Table 1

Frequency and direction of outcomes

Evaluation Outcome (*n* = 43)	1	2	3	4	5	Examples
Content						
The learning objectives are clearly defined	1 (2%)	0 (0%)	0 (0%)	8 (19%)	34 (79%)	*"Good, clear and concise training." (P13)* *"Great training without any superfluous content, which keeps you focused throughout the entire training" (P24)*
Relevance						
The content of the training met my needs and concerns	0 (0%)	0 (0%)	4 (9%)	12 (28%)	27 (63%)	*"Training was very well done and focused on our day-to-day work." (P28)* *"Training relevant to the realities of the hemato-oncology department, with concretely applicable elements as well." (P34)*
Format						
Scenarios, clinical case studies or formative questions are clearly stated	0 (0%)	4 (9%)	16 (37%)	21 (49%)	2 (5%)	*"I loved the little audio extracts, and I also appreciated the fact that the content was also in reading form. We don't all have the same way of learning, and I liked the fact that there was both." (P9)* *"Very enjoyable to read, beautiful format and infographics make it interactive." (P26)*
The platform is easy to navigate	0 (0%)	2 (5%)	12 (28%)	27 (63%)	2 (5%)	
The duration of the training is sufficient for the topic addressed	0 (0%)	1 (2%)	24 (56%)	17 (40%)	1 (2%)	
Change in nurses' knowledge and attitude						
This training has allowed me to improve my level of knowledge	0 (0%)	0 (0%)	5 (12%)	15 (35%)	23 (53%)	*"Very interesting training. I loved the Podcasts, Stephanie's choice as interviewer showed us that peers who have experienced cancer are super important for sharing concerns, and survivorship. It's interesting to know what patients expect from their nurse. "(P37)* *"I really enjoyed the podcasts, it's very enriching to hear the interviews with these survivors. I must admit that I'd never thought of offering a peer buddy system to one of my patients, and I'm going to discuss the matter with my work team." (P41)*
I will recommend this training to my co-workers	0 (0%)	0 (0%)	4 (9%)	15 (35%)	24 (56%)	
Nurses' intention to change practice						
I intend to apply the knowledge gained during training to my practice	0 (0%)	0 (0%)	1 (2%)	17 (40%)	25 (58%)	*"I will take a more person-centered approach, addressing them by their first name if they feel comfortable, showing interest in their activities, asking about their emotions and experiences, making myself available to answer questions and provide additional information. I will also seek opportunities to connect them with peers." (P41)* *"I will try to adopt a different approach than with older people affected by cancer. I will ask if they prefer to be addressed by their first name. While I am already a good listener and enjoy conversing with my patients, I will ask more questions and ensure that their needs are met." (P6)*

Note. 1: Completely disagree; 2: Disagree; 3: Neither agree nor disagree; 4: Agree; 5: Completely agree.

the open-question: "What changes could I make to my clinical practice to better address the psychosocial needs of young adults living with cancer?" (Table 2). This analysis revealed nine themes, indicating that more than half of the participants expressed a commitment to allocate additional time to actively listen to their patients and delve deeper into their interests, emotions, and concerns in their future practice.

Furthermore, responses from the post-training evaluation will be diligently reviewed by the research team on a regular basis, and adjustments to the educational resources will be made in response to this feedback. This iterative feedback loop ensures that the training remains current with the evolving learning needs and preferences of the nurses, fostering a continuous improvement process that optimizes the educational experience of the learner and maximizes the effectiveness of the activity.

DISCUSSION

This project aimed to develop an e-learning training for continuous nursing education, focusing on enhancing nurses' awareness, knowledge, and support for young adults with hematological cancer. The innovation behind this project lies in the collaborative approach with a community organization and YA patient-partner. This unique approach allows a comprehensive e-learning training based on the lived experienced of YAs, that also utilizes the existing community resources offered by LLSC. Moreover, this collaboration has proven to be mutually beneficial, enhancing the visibility and recognition of LLSC's existing resources for YAs. With this project, YAs and community perspectives were considered, underlining the value of shared insights in developing, implementing and evaluating educational activities.

Table 2

Commitment to Change in Practice

Themes	Frequency of the Theme	Example
Taking the time to actively listen and offer a comforting presence.	18	"Taking the time to make eye contact with them rather than talking to them while I'm providing care, and constantly working to improve my empathy and active listening skills."(P25)
Explore and show interest in their personal life, hobbies, and interests.	12	"Ask them more about their interests, not just their current experience. "(P3)
Address the patient by their first name if they feel comfortable to establish a close relationship.	9	"Call them by their first names." (P7)
Ask open-ended questions to encourage the free expression of emotions, needs and concerns.	8	"Take more time whenever possible to explore the distress experienced by young patients, by asking open-ended rather than closed-ended questions." (P34)
Recognizing and respecting the uniqueness of the young adult	7	"I can consider the specific aspects of a young adult's situation." (P18)
Provide clear information tailored to their needs.	7	"Provide clear and relevant information based on their health status." (P1)
Provide information and referral to appropriate services to meet psychosocial needs.	7	"Remember to inform them about support groups at the beginning of their hospitalization." (P25)
Establish connections with peers	6	"Offer more opportunities to share with peers. "(P3)
Involving the family in the care process	2	"Managing multiple appointments, ensuring that family and friends are present during treatment, and planning according to their individual family constraints. "(P18)

It is well documented that YAs diagnosed with cancer often do not report psychosocial issues (e.g. education, finance, anxiety) to their nurses because they believe these concerns are not medically relevant (Choi et al., 2022; El-Akhras & Bilodeau, 2023; Jin et al., 2021). Community organizations can offer services to meet the psychological needs of YAs throughout the cancer trajectory (Kaal et al., 2018; Sansom-Daly et al., 2021), however, many YAs and oncology nurses may lack awareness and knowledge of the services provided by these organizations. This lack of awareness may lead to the underutilization of the community organization's services (Bilodeau, Hartono, et al., 2022; Tiirola et al., 2021). Tiirola et al. (2021) highlight the necessity for cooperation among healthcare entities, nonprofit community organizations, and educational institutions in developing cancer support services for patients. This collaborative effort aims to increase awareness of the services provided by these community organizations and to refer more patients with psychosocial needs to the appropriate services (Tiirola et al., 2021). Therefore, this e-learning continuing education program was collaboratively developed by a team of nurse researchers, a representative of the LLSC, and a young adult patient-partner. All relevant materials and resources provided by the LLSC were thoroughly reviewed, optimized, and seamlessly integrated into the educational content. This strategic approach aims to raise nurses' awareness of the various available resources and empower them to efficiently and effectively refer YAs to the appropriate ones as well as services based on their psychosocial needs.

Each patient's story is unique, with needs and challenges that can vary based on the type of disease, prognosis, and the type of treatment received (Ciccarella et al., 2018). The project recognized the need to engage patients in each step of the research process to achieve a nuanced understanding YA's lived experience and ensure the relevance of the content. Patients become experts in their condition, closely observing healthcare professionals and the setting in which care is provided, while also experiencing the personal nature of clinical interactions (Bilodeau, Henriksen, et al., 2022; McMahon, 2021; Vinette, 2021). Sometimes, researchers and healthcare professionals may not have been aware of unmet or unanswered needs (Ciccarella et al., 2018). Therefore, we decided to involve a YA patient-partner as an advocate to incorporate real-world insight and depth into the planning, execution, and evaluation of this continuing education initiative. McMahon (2021) underline that engaging patients diagnosed with cancer as full partners in the planning, delivery, and evaluation of continuing professional education can increase sensitivity to and awareness of the real-world needs and priorities of clinical practice and enhance the overall impact of education. This collaborative approach also helps healthcare professionals see patients as individuals in their own world, acknowledging their expertise and creating a sense of empowerment for patients to make a positive difference in healthcare (McMahon, 2021).

Challenges using the educational platform of the LLSC

Implementing e-learning through The Leukemia & Lymphoma Society of Canada's (LLSC) educational platform presented several challenges. One major concern was the platform's limited memory and storage capacity, which restricted the size and variety of multimedia materials crucial for comprehensive training. Additionally, the layout options were insufficient, making it difficult to create visually engaging and user-friendly content. To address these limitations, we turned to Canva© for content design. This tool enabled us to craft visually appealing graphics and well-structured layouts, ensuring that the training materials were optimized for the platform and capable of delivering an informative, engaging experience for oncology nurses.

Implications for nursing practice

This continuing education activity has the potential to enhance nurses' understanding of the unique psychosocial needs of YAs diagnosed with hematological cancer, ultimately underlining the value of adopting a personalized approach to their care. Through this educational initiative, nurses can also acquire practical strategies to effectively address the specific needs of YAs diagnosed with cancer and provide tailored support throughout their care journey. This initiative was developed with the support and resources of the Leukemia & Lymphoma Society of Canada and was originally designed specifically to support young adults with hematological cancers. However, much of the educational content and resources can be adapted and applied to other young adult cancer populations.

This project highlights the necessity for nurse educators to identify underserved patient populations affected by cancer in their clinical practice and to develop training plans, in collaboration with patient-partners and community organizations, that better equip nurses to address unmet needs and challenges of this population. The primary objective of this e-learning training program is to deepen comprehension of the psychosocial hurdles encountered by young adults impacted by cancer, ultimately leading to the delivery of improved support across their care trajectory. By the end of the training, nurses will excel in recognizing the unique psychosocial requirements of this demographic, highlighting the importance of employing a customized care approach for young adults affected by cancer, articulating effective strategies to meet their specific needs, and have a better understanding of the psychosocial challenges faced by young adults with cancer. It was also demonstrated that nurse educators can integrate different pedagogical elements – such as varied texts, open-ended questions, patient stories, podcasts, and links to external resources – to enhance the learning experience and to promote engagement and customization of training to suit nursing practice. Additionally, the project underscores the importance for nurse educators to go beyond the confines of their usual practice environment to explore professional, national, or other associations and identify content and resources beneficial for underserved patients diagnosed with cancer. Collaborating with these organizations is crucial for optimizing resources and addressing the needs of these individuals, as it contributes to facilitating access to appropriate services.

Finally, this approach could be replicated to offer more tailored support and care for underserved patients diagnosed with cancer, such as YAs from ethnic minorities (Cheung et al., 2021), older adults (Liu et al., 2020), and individuals from indigenous (Nash et al., 2020) and LGBTQ+ communities (Dunne et al., 2023). In designing educational activities, the involvement of community organizations can effectively target specific needs and knowledge gaps, allowing for tailored design priorities focused on knowledge-based content (Rodriguez et al., 2020).

Future development and challenges of the e-learning training program

This e-learning training program has the potential for continuous improvement and future development. To enhance the program, ongoing collaboration with young adults (YAs), healthcare professionals, and community organizations will be essential. This can be achieved through regular feedback sessions where participants share their experiences and suggest improvements, ensuring that the content remains relevant and impactful. Incorporating new findings from ongoing research and addressing emerging psychosocial challenges faced by YAs will also enrich the training material. Additionally, expanding the variety of multimedia resources—such as interactive case studies and simulation scenarios—could foster a deeper understanding through real-life applications.

Anticipated challenges in implementing this training program include varying levels of digital literacy among nurses, which may affect their ability to fully engage with the e-learning platform. To mitigate this, pre-training sessions and a user-friendly design will be essential to ensure all participants can navigate the material effectively. Another anticipated challenge is the need to maintain nurse engagement amidst busy schedules; strategies like offering incentives for participation (e.g., Continuing Education Unit) and integrating real-time discussion forums could help foster a sense of community among participants. Finally, publicizing the training is one of the biggest challenges. Nurses can be reached through social media, association newsletters, and word of mouth. Despite these efforts, it remains challenging to connect with nurses effectively.

CONCLUSION

In conclusion, this project represents a significant step towards addressing the unique psychosocial needs of YAs living with and beyond cancer through a collaborative and innovative approach to nursing education. Considering the distinct challenges, unmet needs and the rising global incidence of YAs diagnosed with cancer, it is crucial that a specialized attention be dedicated to this population.

The development of an e-learning training program – enriched by the lived experiences of YAs, oncology nurses, nurse researchers, community organizations and a patient-partner – represents a progressive innovation in nursing education. By integrating various pedagogical approaches, this initiative aims to enhance nurse's awareness, knowledge, and support for YAs facing an hematological cancer diagnosis. The inclusion of diverse resources – such as direct quotes, information from the existing literature review, podcasts, and patient stories – creates a dynamic and engaging learning experience for nurses on the LLSC Continuing Education platform. From a clinical perspective, this project holds profound implications for nursing practice. It provides nurses with the necessary tools and insights to address the nuanced psychosocial needs of YAs with cancer, fostering a more holistic, person-centered approach to oncology nursing. By promoting awareness, empathy, and personalized care, this project contributes to improving the overall quality of care YAs facing the challenges of a cancer diagnosis.

RESOURCES

To access the e-learning continuing information describe in this article, please refer to the LLSC training page at: **https://hcpen-llsca-nada.talentlms.com/catalog/info/id:274**

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AUTHORSHIP

Conceptualization (KB, NF); Data curation (BV), Formal analysis (BV, BH, LT); Funding acquisition (KB); Methodology (KB, NF, PR); Project administration (KB, CGG, BV); Validation (KB, CGG, LT); Roles/Writing – original draft (PT, KB); Writing – review & editing (KB, CGG, BV, NF, PR, LT, BH)

DECLARATIONS OF INTEREST

None

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