

LOGGING INTO YOUR PROFILE

To access the MCAP Online modules, you will be logging into your profile using the username and password that you created when you first registered with Communicate2Integrate to submit your application for the program.

Simply go to <https://communicate2integrate.ca/login> and log in using your username and password used when you registered with C2I. If you've forgotten your password, click on the **Forgot Your Password** link to reset your password.

NAVIGATING THE DASHBOARD

Once you have logged in, you will be taken to your dashboard, where you will be able to access the online content. Think of your dashboard as the “one-stop shop” as you move through the online modules. All program announcements, available courses, certificates, evaluations, and resources (videos and handouts) are accessible through your dashboard. You can also use the dashboard to send a message directly to instructors or your fellow colleagues.

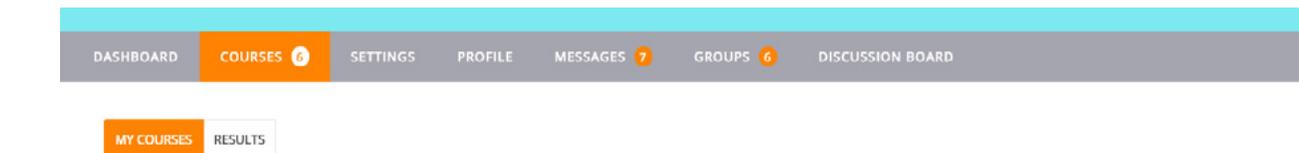
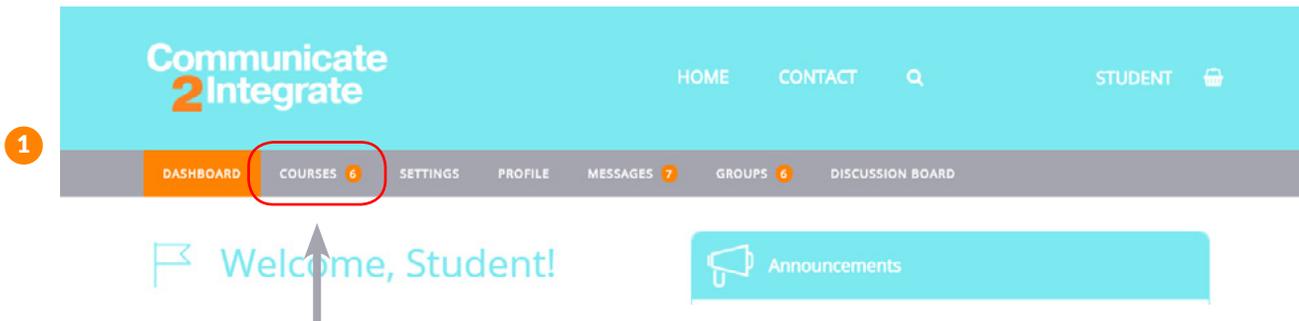
The screenshot shows the Communicate2Integrate dashboard. At the top, there is a navigation bar with the logo on the left and links for HOME, CONTACT, and a search icon. On the right of the navigation bar is a 'STUDENT' link with a user icon. Below this is a secondary navigation bar with tabs: DASHBOARD (highlighted), COURSES (6), SETTINGS, PROFILE, MESSAGES (7), GROUPS (6), and DISCUSSION BOARD. The main content area features a 'Welcome, Student!' message with a flag icon. To the right is an 'Announcements' section with a megaphone icon. Below the welcome message is a 'Your Profile' section showing 'Student' with contact details and an 'Edit profile' link. A circular profile picture placeholder with a bee icon is also visible. Two arrows point from a tip icon to the 'Edit profile' link and the profile picture placeholder.



TIP: If your contact details have changed, please ensure that you update your profile by clicking on the **Edit profile** link on the dashboard. Please upload your photo if you have not already done so.

ACCESSING MCAP ONLINE MODULES

To begin a course, you can either click on the **Courses** tab in the navigational bar and then access the module from the courses page, or use the **Courses** window underneath your profile and the Announcements window:



Module 1: An Introduction to Patient-Centred Care

"It's easy to see the patient as a problem in search of a medical solution. In the patient-centred approach, the patient is a person and the diagnosis is a conversation."



OR

Courses		STATUS	ACTION
MCAP ONLINE			
Module 1: An Introduction to Patient-Centred Care	Details	In progress	Continue
Module 2: Giving Advice & Including the Patient in the Management Plan	Details	In progress	Continue
Module 3: Dealing with Teenagers	Details	In progress	Continue
Module 4: Dealing with Difficult Patients	Details	Not enrolled	Register



TIP: If it's your first time accessing a course, the button will say **START COURSE**. In subsequent sessions, it will say **CONTINUE COURSE** as per the demo screenshots.

WELCOME MESSAGE

At the start of each module, you will see a welcome message that contains information on how to navigate through the course and general course instructions. Please read this page prior to starting the course. In future modules, you may skip past this page.

Welcome to the course!

Thank you for taking this online course! Please read the following instructions to help ensure you have the best possible experience.



Important! You are the first cohort to take this course, so there might be problems! Please email any issues you find to [Deidre Lake](#) so the problems can be corrected. Thanks for your help.

Course Instructions

1. You will use the course outline to navigate through the course. Usually this outline will be displayed on the right of the course content, but for smaller screens it may be displayed below the course content. You can click each grey heading in the outline to see the content for that section of the course. Each item in a section is called a *unit* of the course.



Hint! Incomplete units have a small circle icon beside the unit name in the course outline. Completed units have a larger blue circle with a check mark. The icon color is changed to orange if that unit is currently being displayed.

2. After you start the course (not just yet!) the **Introductory Video** unit in the Introduction section of the course will be displayed. Follow the instructions to proceed.
3. Once you have completed a unit you should click the **Mark this Unit Complete** link in the control bar at the bottom of the page. This will add a check mark next to the unit name in the course outline. Now click the **Next Unit** link in the control bar to proceed.
4. Links to course assignments, documents, discussion board topics and other materials are generally highlighted in orange. **When you click these links the item will be opened in a new tab in your browser.** In some cases your browser may prompt you to download and/or confirm that you want to open the item before it can be viewed.



Important! When you are finished with a course item that has been opened in a new browser tab, then just close that tab. **Always return to this primary browser tab to continue with the course!**

5. You can jump around to different units using the course outline, but you must complete all units before you can receive your course certificate. Your instructor will send your certificate once all the course requirements are successfully completed.
6. Different components of the course are evaluated in different ways. For example:
 - You will receive a message from your instructor notifying you when your written assignments have been reviewed and marked.
 - Your **Discussion Board** and **Flipgrid** responses are not graded, but will be used as part of the instructor's overall determination of whether to award the certificate.
 - You should self-evaluate your own results after completing each checklist in the course.



Hint! Click your account name, then the **Courses** navigation link, then the **Results** tab to review the current status of all of your course checklists and assignments.

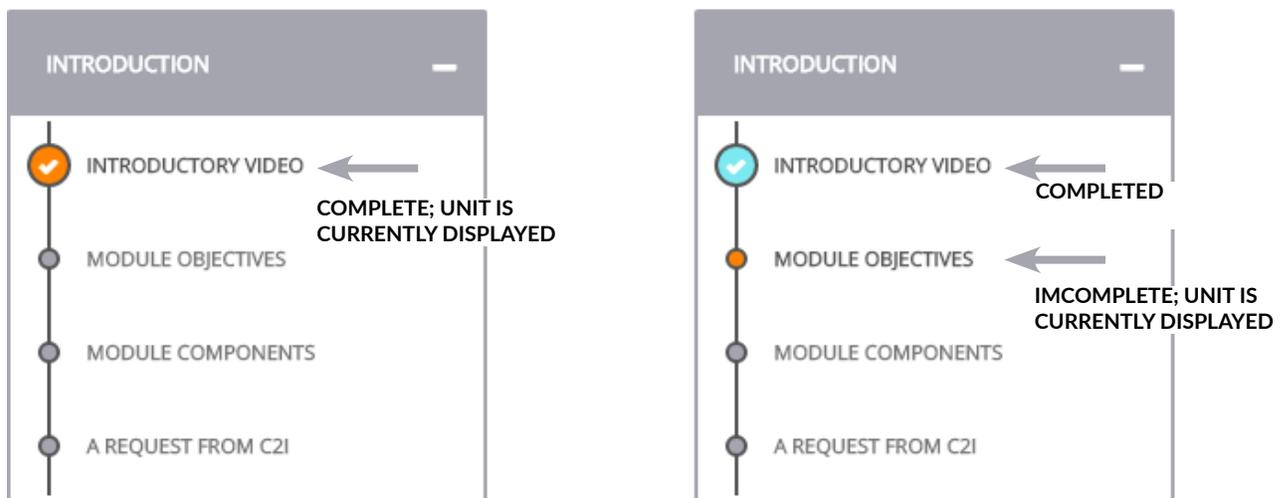
INTRODUCTION	—
INTRODUCTORY VIDEO	
MODULE OBJECTIVES	
MODULE COMPONENTS	
A REQUEST FROM C2I	
DEVELOPING AWARENESS	+
VIEWING AND CRITIQUING	+
DEEPENING UNDERSTANDING	+
ANALYSIS AND REFORMULATION	+
FINAL VIEW AND CRITIQUE	+
CLOSING	+



TIP: If you require these instructions again, simply go to the **Technical Support** forum using the icon in the footer and click on the topic **Course Instructions** to view.

NAVIGATIONAL TIP SHEET

1. Ensure that you click on **MARK THIS UNIT COMPLETE** after completing each component. Move onto the next component using the **NEXT UNIT** link.
2. Incomplete units have a small circle icon beside the unit name in the course outline. Completed units have a larger blue circle with a check mark. The icon color is changed to orange if that unit is currently being displayed. We recommend that you complete each unit in the order presented as they build on one another.



3. The icons in the footer are the quickest way to navigate through the WPLMS system. It provides easy access to the Dashboard, all discussion boards, Flipgrid, and resources. Note that clicking on the links below will open a new tab in your browser.



4. Additionally, when you click on any links to course assignments, documents, discussion board topics and other materials, these items will be opened in a new tab in your browser. When you are finished with a course item that has been opened in a new browser tab, then just close that tab. **Always return to the primary browser tab to continue with the course.**

GENERAL INFORMATION

1. You will continue to have access to the videos and handouts of each module throughout the program. Please note that these materials are copyrighted and are to be used for your educational purposes only. They are not to be distributed as this could jeopardize the future development of this program.
2. We estimate that each module should take approximately 15 hours to complete. To assist us in verifying this estimate, please make a note of how much time you spent on each unit as you navigate through the module. You will also be asked how much time you spent on the module as a whole in the evaluation.
3. Flipgrid is a new addition to the MCAP Online program that enables participants and instructors to engage through short videos. It may be intimidating at first to record yourself, but we have received positive feedback about Flipgrid from our first intake of participants. You will have an opportunity to create an intro video and “meet” your fellow colleagues. It’s always nice to put a face to a name, and we believe that this also fosters a sense of community and engagement, which is important in an online learning environment. If you have any issues with Flipgrid, visit the **Technical Support** forum.
4. You will be asked to submit an evaluation after completing each module. Your feedback (both negative and positive) is valuable to the continued development of this program and for reporting purposes to our funders. Please ensure that you complete these evaluations. We value any and all feedback.
5. Each module will be open for a two-week period. The advantage of MCAP Online is 24/7 access, which provides you the flexibility to complete the modules at your own pace. We recommend that you pace yourselves accordingly to maximize your learning. This will also allow our instructors ample time to provide you feedback on your assignments, and provide you time to engage with your fellow colleagues in discussion board topics.
6. You will receive an assessment after the completion of each module. For example, pacing is one area that you will be assessed on. Please note that you will not be “graded” on each module; these assessments are meant to provide you informal feedback. An example of the assessment rubric is attached at the end of this guide for your reference.
7. The next page is a copy of the evaluation you will receive from the instructor(s) for your purposes. In addition, you will receive a certificate of completion for your records.

We look forward to working with you. Welcome to MCAP Online!

INTERACTION	<ul style="list-style-type: none"> ❑ Little to no interaction with online colleagues and instructor(s). Responses to tasks are non-existent or incomplete. 	<ul style="list-style-type: none"> ❑ Some interaction with online colleagues and instructors. Responses to tasks are limited. 	<ul style="list-style-type: none"> ❑ Interacts with online colleagues and instructor(s). Responses to tasks are satisfactory. 	<ul style="list-style-type: none"> ❑ Interacts effectively with online colleagues and instructor(s). Responses to tasks are good/advanced. 	<ul style="list-style-type: none"> ❑ Highly engaged with online colleagues & instructor(s). Responses to tasks exceed expectations and adds to learning.
PACING	<ul style="list-style-type: none"> ❑ No evidence that the participant is pacing themselves throughout the timeframe allotted to complete the module. Tasks that are attempted are done minimally and typically at the last minute. 	<ul style="list-style-type: none"> ❑ Minimal evidence that the participant is pacing themselves throughout the timeframe allotted to complete the module. Tasks are typically done within the last few days before the closing of the module. 	<ul style="list-style-type: none"> ❑ Evidence that the participant is pacing themselves throughout the timeframe allotted to complete the module as expected. Tasks are attempted in sequence throughout the timeframe. 	<ul style="list-style-type: none"> ❑ Evidence that the participant is pacing themselves throughout the timeframe allotted to complete the module. Participant moves through tasks in a sequenced and timely manner. 	<ul style="list-style-type: none"> ❑ Clear evidence that the participant is pacing themselves throughout the timeframe to complete the module in order to maximize learning (i.e., obtain feedback from instructor, engage with online colleagues).
FLUENCY /PROFICIENCY	<ul style="list-style-type: none"> ❑ Not fluent. Grammatical errors are frequent and often impede communication. Written and/or pronunciation errors frequently impede comprehension. Has limited vocabulary. 	<ul style="list-style-type: none"> ❑ Reasonably fluent. Grammatical errors sometimes impede communication. Written and/or pronunciation errors sometimes impede understanding. Vocabulary is sufficient. 	<ul style="list-style-type: none"> ❑ Fluent. Grammatical errors are rare and seldom impede communication. Pronunciation errors seldom impede understanding. Vocabulary is adequate. 	<ul style="list-style-type: none"> ❑ Fluent and professional. Grammatical errors do not impede communication. Pronunciation differences are mostly accentual and rarely cause misunderstanding. Vocabulary is well developed. 	<ul style="list-style-type: none"> ❑ Fluent, professional, and native-like. Grammatical errors are unnoticeable. Pronunciation causes no communication difficulties and accent does not impede understanding. Vocabulary adapted for the audience (patient or colleagues).
QUALITY OF RESPONSES	<ul style="list-style-type: none"> ❑ Responses to tasks are often unclear and unorganized, are lacking in content and/or contain little to no thought, and are brief and/or do not address the task. In general, responses are insufficient to assess participant's knowledge and understanding of materials/tasks. 	<ul style="list-style-type: none"> ❑ Responses to tasks are sometimes unclear and unorganized, lacking in content and/or contain little thought/reflection, and are brief. Overall, responses are limited making it difficult to assess participant's knowledge and understanding of materials/tasks. 	<ul style="list-style-type: none"> ❑ Responses to tasks are relatively clear and organized, knowledgeable and thoughtful and of appropriate length and degree of relevant detail. Overall, responses are satisfactory and demonstrate that the participant understands the materials/tasks. 	<ul style="list-style-type: none"> ❑ Responses to tasks are clear and organized, knowledgeable and thoughtful and of appropriate length and degree of relevant detail. Overall, responses contribute to online learning. Responses contain multiple perspectives based on the question/situation. 	<ul style="list-style-type: none"> ❑ Responses to tasks are always organized, knowledgeable and thoughtful and of appropriate length and degree of relevant detail. Able to identify ambiguities and address them. Considers multiple perspectives in their responses according to the question/situation. Responses demonstrate that the participant is drawing on personal experiences or knowledge.
	Insufficient	Marginal	Satisfactory	Good/Advanced	Superior

INSTRUCTOR COMMENTS/NOTES: