

**2012**

**Collaborative Learning  
Environments Project**

**Site Report  
VON Miramichi**

Health Care Human Resource Sector Council

Final Report

3/31/2012

## CLE Project – Practice Site at Miramichi, NB

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The Collaborative Learning for Health Professionals initiative (CLE) was developed in 2009 by the Atlantic Advisory Committee on Health Human Resources. Funding was provided by Health Canada. CLE is a skills-building project with demonstration, research, and evaluation components. The purpose of the CLE was to assess the effectiveness of various approaches to strengthening interprofessional skills. These skills envisage communication, conflict resolution, role clarification, team functioning, patient/family-centredness, and collaborative leadership.

The CLE was delivered at four project sites the Advisory Committee for the Healthy Baby and Me (HBM) program in Miramichi, NB. The HBM is a national initiative, managed by the Victorian Order of Nurses.

Several contextual factors were important to the selection of the Advisory committee as a site. The Advisory Committee is multi-professional in its membership; members include a dietician, family physician, social worker, nurse educator, public health nurse, and other community-based service provider. Many are bilingual.

Miramichi, like other regions had experienced impacts of government policy changes and reorganization of the health sector. As well, in Miramichi, there had been changes to practice and procedures as a result of the creation of a regional hospital facility.

The Advisory Committee is chaired by a program facilitator. The twelve members meet irregularly. The meetings are held in various locations around the community, as the VON office space does not include a meeting room. In-between meetings, when necessary, the facilitator communicates with members of the Committee via e-mail for advice or reaction to issues. Many members of the Advisory Committee also interact with each other regularly in various other working groups (with other people) as well as service delivery and client support (beyond VON program).

Following discussions with CLE project staff, the NB Victorian Order of Nurses determined that, because no interaction with clients/patients was involved, ethics approval was not required for the CLE interventions.

In October 2010, CLE project staff attended a meeting of the Advisory Committee and described the CLE project. The members were enthusiastic about the opportunity enhance their skills. CLE project staff had the members of the Advisory Committee complete the CLE needs assessment tool (attached) during the meeting. The tool – in English and French - had been distributed electronically in advance of the meeting. The results showed skills gaps in conflict resolution / management. As well Committee members lacked confidence in their skills in managing the stress caused by change - policy and administrative - happening around them.

Due to the frequency and agenda of the Advisory Committee meetings, CLE project staff and the HBM program facilitator agreed that a workshop format was the best approach for delivering learning interventions. CLE project staff reviewed a number of existing learning modules to support the skills gaps identified by members of the Advisory Committee: self-directed and peer-led options like the CREW program and the Building a Better Tomorrow Resource Toolkit were deemed unsuitable for a group of volunteers who meet irregularly.

Instead, CLE project staff decided to develop two workshop-based modules to address the results of the needs assessment:

1. A two-day module (attached) was developed to build skills to manage the stress of change. The module included theoretical components as well as role playing and case studies; and
2. A learning module on managing conflict.

The Managing Stress of Change module was delivered in two parts: in February 2011 and in June 2011. There were fifteen participants. A follow-up activity was scheduled for December 2011 to discuss experiences with stress over the intervening months and evaluate the use of new skills. That follow-up session was cancelled at the request of the Advisory Committee. An alternate attempt to complete the follow-up to the Stress Management training was pursued via e-mail. CLE team devised a one-page survey (attached) for distribution to the workshop participants. Two individuals responded to the e-mail. The third attempt was made using telephone interviews. TW participants responded to the request for telephone interviews and indicated that they found the training beneficial and were still using the skills learned/re-learned at the sessions.

The learning module on managing conflict was designed for delivery in December, 2011. Scheduling of the session was done through a survey of Advisory Committee members. Training space and hospitality were contracted. Two weeks prior to the booked sessions only two participants were available on the chosen training dates. Repeated e-mails and telephone follow-up were unsuccessful in soliciting additional participation of Committee members or new training dates. The training was postponed.

The CLE project staff decided to revise the learning module and for delivery electronically. The CLE team negotiated development of the on-line course by the Nova Scotia Community College On-Line Learning group. The course is accessible on the CLE webpage at <http://www.hcsc.ca/> under the Projects and Publications Tab.

Advisory Committee members were advised of the electronic training program. Although not ideal, this approach may be less threatening and will allow individual members to access information and perhaps start to begin to apply some learning in a less threatening fashion in their work and home lives.

In interviews, two of the participants in the Managing Stress of Change learning module indicated that the training had been beneficial. They pointed to improved knowledge of their colleagues and their roles. They also identified that their confidence was enhanced. Following the June 2011, many of the participants requested that the learning module be repeated for others in the region.

The CLE project team also evaluated the participation (or lack thereof) in the second module. In consultation with the HBM facilitator, the team identified a number of contributing factors extraneous to the CLE project: some economic, others related to patterns of communication in the small community, and still others related to collective bargaining issues. Further, the facilitator advised there had been many public service cuts and perhaps employers of the Advisory Committee members could not afford to release employees for two consecutive days. Each of these undermined the willingness of the Advisory Committee members to participate in the December 2011 learning sessions.

In terms of contextual factors at this site, in November of 2011 there was a staffing change in the healthy Baby and Me Program in Miramichi: the more experienced of the two coordinators had secured alternate employment; meaning that the second co-coordinator would be assuming full responsibility

## Appendix 1 Needs Assessment Questionnaire

Health Canada and the departments of health in each of the four Atlantic provinces are working with several sites to identify supports available to clinicians and other care providers. As part of this project, we would ask you to rank 11 questions below for the Healthy Baby and Me program in Miramichi.

|   | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|---|----------------|-------|-----------|----------|-------------------|
| 1. I have good negotiation skills   |                |       |           |          |                   |
| 2. The health care professionals in my unit respect and trust each other  |                |       |           |          |                   |
| 3. I don't want to waste time learning with other health care professionals   |                |       |           |          |                   |
| 4. Patients would ultimately benefit if health care professionals work together   |                |       |           |          |                   |
| 5. Other health care professionals in my unit are effective at conflict management  |                |       |           |          |                   |
| 6. I am not sure what my professional role is in my organization  |                |       |           |          |                   |
| 7. I have used case studies to learn new skills   |                |       |           |          |                   |
| 8. I am better able than others in my unit to keep up with changes to policies and/or health care technologies                            |                |       |           |          |                   |
| 9. I have to acquire more team-work skills than other professionals in my unit  |                |       |           |          |                   |
| 10. Shared learning with individuals in other health professions will help me to communicate better with patients and other professionals |                |       |           |          |                   |
| 11. I have benefited from professional development courses.   |                |       |           |          |                   |

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Your answers will be confidential but we would ask you to please identify yourself by name.

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Santé Canada et les départements de santé dans chacune des quatre provinces de l'Atlantique travaillent avec plusieurs emplacements pour évaluer les méthodes de formation des travailleurs en équipe. Comme faisant partie de ce projet, nous vous demandons de classer les 12 phrases ci-dessous:

| Phrase   | Fortement en accord | D'accord | Incertain | Pas d'accord | Fortement en désaccord |
|--|---------------------|----------|-----------|--------------|------------------------|
| 1. Je possède de bonnes habiletés de communication.  |                     |          |           |              |                        |
| 2. Les animateurs du programme Bébés en santé et moi se respectent et se font confiance entre eux.   |                     |          |           |              |                        |
| 3. Je connais des organisations et individus dont le travail et les connaissances soutiennent le programme Bébés en santé et moi dans mon région.  |                     |          |           |              |                        |
| 4. La formation en groupe des animateurs améliorerait l'administration du programme Bébés en santé et moi au Nouveau Brunswick.  |                     |          |           |              |                        |
| 5. Les patients bénéficieraient ultimement si les professionnels des secteurs de santé et autres travaillaient ensemble.   |                     |          |           |              |                        |
| 6. Les autres animateurs du programme Bébés en santé et moi sont efficaces à la gestion de conflit.  |                     |          |           |              |                        |
| 7. Je reconnais quel est mon rôle dans le programme Bébés en santé et moi.   |                     |          |           |              |                        |
| 8. J'ai utilisé des études de cas afin d'apprendre de nouvelles habiletés.   |                     |          |           |              |                        |
| 9. Je suis mieux capable que les autres animateurs du programme Bébés en santé et moi de me tenir au courant des changements de politiques et/ou des technologies dans les soins de santé. |                     |          |           |              |                        |
| 10. Je dois acquérir plus d'habiletés que les autres animateurs du programme Bébés en santé et moi en fonction du travail d'équipe.  |                     |          |           |              |                        |
| 11. Partager l'apprentissage avec les autres individus animateurs du programme Bébés en santé et moi va m'aider à mieux communiquer avec les patients et les autres professionnels.        |                     |          |           |              |                        |
| 12. J'ai bénéficié de cours de perfectionnement professionnel.   |                     |          |           |              |                        |

Vos réponses seront confidentielles cependant nous vous demandons s'il vous plait de vous identifier

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## **Appendix 2 Advisory Committee Terms of Reference**

Advisory Committee Members will:

- Meet once every two months for the first six (6) months and then quarterly.
- Have a member who is appointed by the chairperson to take minutes at each meeting. The Chairperson will circulate the minutes to members with a copy to the Provincial Coordinator.
- Establish terms of reference at the first meeting.
- Explore new approaches for the delivery of services.
- Identify areas in which the project can fulfil unmet needs.
- Monitor and evaluate the quality of service.
- Develop a communication plan for the region served.
- Review terms of reference yearly.
- Consider all issues discussed as confidential.

### **Membership**

Membership selection and recruitment will be the responsibility of the Chairperson.

Committees will consist of the Community Outreach Worker, as Chairperson, service volunteer(s), project participants and representatives from appropriate community agencies and groups. A minimum number of members will be six.

### **Term of Office**

Members will be asked to serve a minimum one (1) year term with the possibility of renewed commitment annually.

# Stress Control Through Lifestyle Management Agenda Day 1

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Welcome and Refreshments

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Session One: Introductions and Course Overview

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Icebreaker: Clearing the Board

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Session Two: Defining Stress and How It Affects Us

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Tension Reducing Stretches

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BREAK

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Session Three: What Is Stress About?

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LUNCH

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Session Four: Building a Solid Foundation

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Stress Release...

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Session Five: Mental Strategies

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Relax...Relax... Let Go

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Wrap-Up & Evaluation Feedback

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# **Stress Control Through Lifestyle Management Agenda Day 2**

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Welcome

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Session Six: Stress at Work

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Session Seven: Time Management Tips

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Relaxation Session ...

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BREAK

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Session Eight: Stress at Home

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Session Nine: Drainer and Fillers

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A Personal Action Plan

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Stress Release...

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Wrap-Up & Evaluation Feedback

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## Appendix 4 Managing the Stress of Change-Evaluation Survey Results

### Summary of Course Feedback- CLE IP Education Module Stress Control Through Lifestyle Management

We welcome your comments about the time you have spent training with us. Please complete the following details so that we can continue to offer the best service possible. Pass them to your instructor at the end of the course.

**Name:** Eight Attendees/Seven Responses

**Email:** \_\_\_\_\_

**Course Title:** \_\_\_\_\_

**Trainer's Name:** \_\_\_\_\_

**Course Date:** \_\_\_\_\_

| Feedback                                      | Poor | Average | Good     | Excellent |
|---|------|---------|----------|-----------|
| Were the topics covered in sufficient detail? | ___  | ___     | <u>4</u> | <u>3</u>  |
| Was the content suited to your requirements?  | ___  | ___     | <u>3</u> | <u>4</u>  |
| How easy was the course to understand?        | ___  | ___     | ___      | <u>7</u>  |
| Would you recommend this course to others?    | ___  | ___     | <u>1</u> | <u>6</u>  |

#### Was the trainer prepared?

|  |     |     |          |          |
|--|-----|-----|----------|----------|
| How well conducted was the training?                         | ___ | ___ | ___      | <u>7</u> |
| How well paced was the delivery of information?              | ___ | ___ | <u>1</u> | <u>6</u> |
| How effectively did the trainer deliver the course material? | ___ | ___ | <u>1</u> | <u>6</u> |

#### Facilities

|  |     |     |          |          |
|--|-----|-----|----------|----------|
| Were the standard of the training rooms as you expected? | ___ | ___ | <u>7</u> | ___      |
| Was the standard of the equipment satisfactory?          | ___ | ___ | <u>4</u> | <u>3</u> |
| Were you satisfied with the refreshment facilities?      | ___ | ___ | ___      | <u>7</u> |

#### Summary

What, if anything, would you have improved on the course?

- June did an excellent job- enjoyed everything! The temperature of the room was an issue and I think a change of venue as suggested is a good idea.
- As you mentioned- the relaxation would have been better if we could have lain on the floor.
- I really enjoyed the day it was great!
- Room noisy, but acceptable, ½ day would have been OK.
- Better acoustics in room ,out of facilitator's control)

#### Further Comments?

Is there anything else you'd like us to know?

Looking forward to our next session!

Thank you!

Well done, very relaxing!

Thank you!