

OCSA
Ontario Community
Support Association

ONTARIO
HOME CARE
ASSOCIATION
BRINGING HEALTH CARE HOME



NURSING LEADERSHIP PROGRAM

My Home Care Nurse Education

On-Line Home Care Nurse Leadership
Canadian Home Care Association Summit
Quebec City, Quebec - November 4, 2010

ABOUT OHCA AND OCSA



The Ontario Home Care Association (OHCA) is an organization of home health and social care service providers and serves as *the voice of home care in Ontario™*. OHCA advocates for a strong home care system that supports Ontarians to stay safe and independent at home.

OHCA members deliver nursing care, home support services, personal care, physiotherapy, occupational therapy, social work, dietetics, speech language therapy and medical equipment in the home.



The Ontario Community Support Association (OCSA) is the voice of home and community support, representing hundreds of agencies, 25,000 staff and 100,000 volunteers across Ontario. Last year these volunteers donated over 2.5 million hours of service. The OCSA works with their members to ensure that issues which affect community services are heard and addressed by government policy makers, other health organizations, the media and the general public.



OBJECTIVES

- ① To review the program development process
- ① To provide an overview of the learning modules
- ① To describe learning materials and program implementation



ACKNOWLEDGEMENTS

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ACKNOWLEDGEMENTS

- ◎ Ontario Ministry of Health and Long-Term Care
 - ◎ Nursing Secretariat
- ◎ Team of Organizations and Nursing Leaders Working Collaboratively



HISTORY AND CONTEXT

- ⊙ Increased focus and demand on Home Health Care
- ⊙ Growing acuity and complexity
- ⊙ New Graduate Guarantee was initiated in February 2007 in Ontario
 - ⊙ Goal: All new graduate nurses would be able to access full time employment
- ⊙ Home Health uptake limited
- ⊙ Dialogue and Discussion with Nursing Secretariat regarding possibilities



ISSUE AND BARRIERS

- ⊙ Leadership competency identified as one factor impacting uptake
 - ⊙ Limited opportunity in nursing curriculum for new graduates to build leadership capacity
 - ⊙ Home Health Care is decentralized so the competency development process had to fit with that environment and ensure accessibility
 - ⊙ New graduates perceive Home Health as limited in its opportunity
 - ⊙ When new graduates come to Home Health the transition is difficult



DECISION

- ◎ OCSA and OHCA developed a proposal that would address three top leadership competencies for new nurses or nurses new to home care
 1. Communication
 2. Conflict Resolution
 3. Systems Thinking and Advocacy
- ◎ Partnership between Ontario Home Care Association and Ontario Community Support Association
 - Collaboration to be inclusive of all nurses working in the home health care
- ◎ Funding was granted to create an online Nursing Leadership Program that included knowledge library, community of practice



PROCESS

- ◎ Identified Project Team
 - ◎ Access to Nurse Leaders through both associations
- ◎ Hired Project Leader
- ◎ Literature Search (including environmental scan and survey of some new grads who were working in home health care)
- ◎ Selecting Vendor/Developer
- ◎ Evaluation Framework



DEVELOPMENT PROCESS

- ⊙ Needs assessment conducted
- ⊙ Topics:
 - ⊙ Overview of Home Care
 - ⊙ Communications
 - ⊙ Live interview
 - ⊙ Conflict Resolution
 - ⊙ Integration of Facilitation as a key concept
 - ⊙ Systems Thinking and Advocacy
 - ⊙ Case study with reflective questions at the individual client/family, organizational and system levels
- ⊙ Program implementation: Q4 2009 - Q4 - 2010



DESIGN ELEMENTS

- ① Theory: Content based on evidence
- ① Practice
 - ② Interview
 - ② Reflection
- ① Pre-Test
- ① Post-Test
- ① Evaluation
- ① Interactivity

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WEBSITE DEMONSTRATION



PROGRAM FORMAT

- ③ Approximately one-hour session per module
- ③ PowerPoint with voice-over
- ③ Demonstrations with video
- ③ Asynchronous discussion board
- ③ Downloadable PDFs of slides

help



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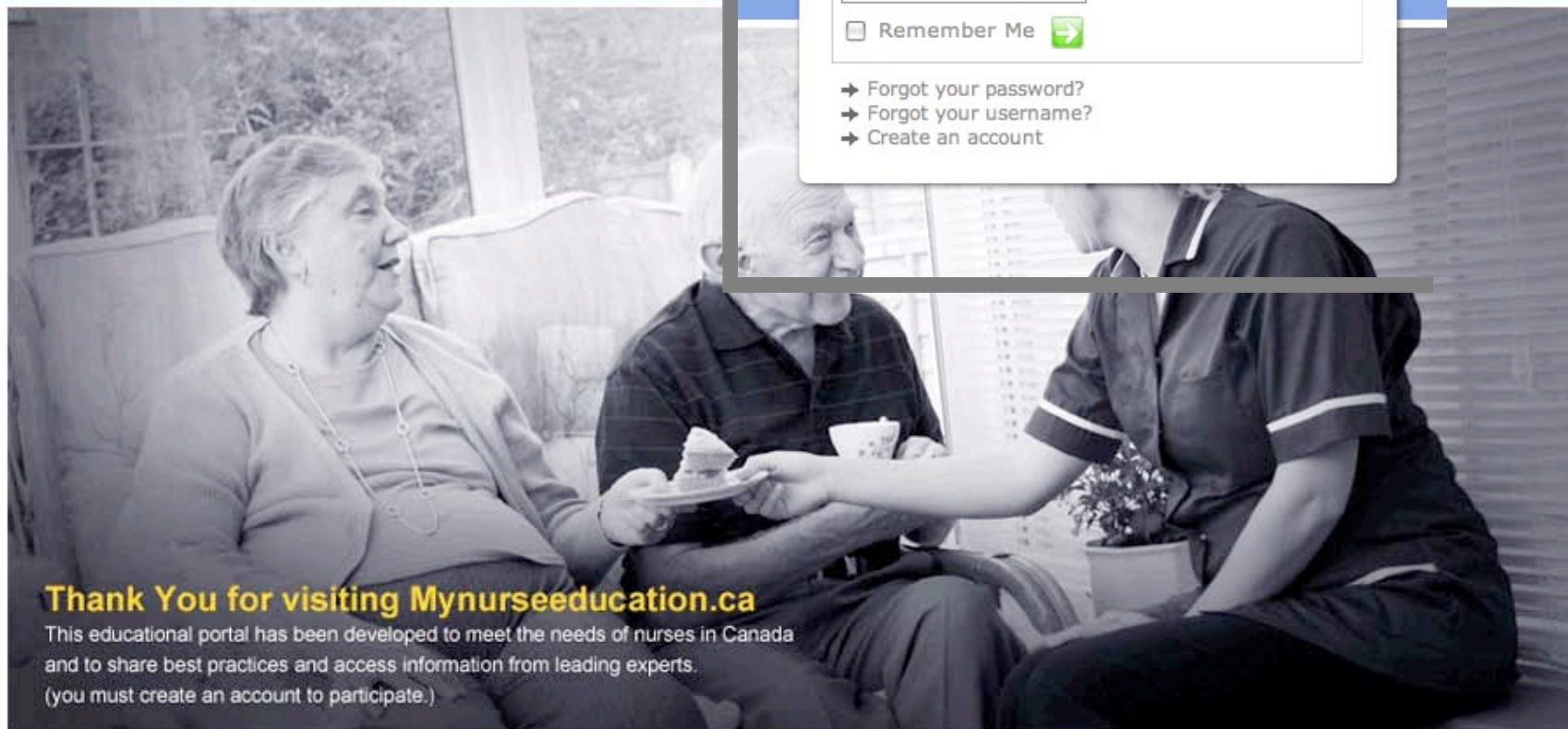
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(you must create an account to participate.)



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Topics Listing

please select a topic area below to get started.

➔ Home Care

Nursing Leadership Resources for Home Health Nurses • 3 MODULES

Educational Programs:

As life-long learners, healthcare providers bring a unique compilation of knowledge and experience to every continuing education program.

Educational programs must provide learners the opportunity to practice the knowledge they acquire from "real-life" experiences during an educational program.

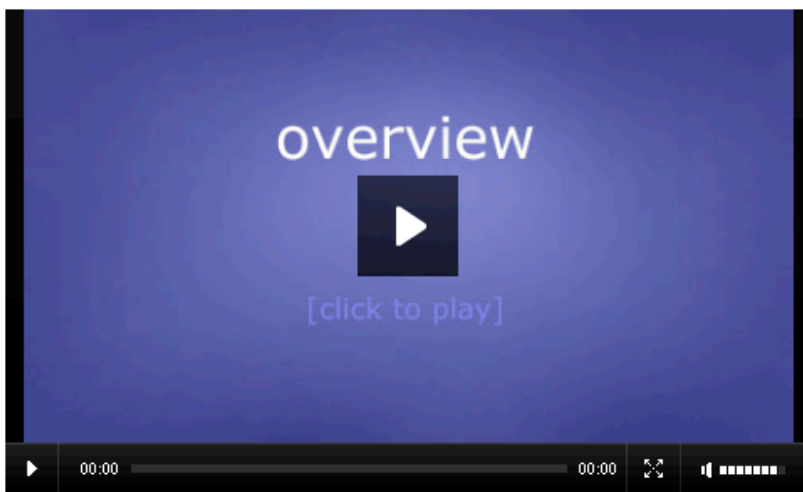
MyNurseEducation.com is striving towards:

- Addressing the interests of clients, healthcare providers and society
- Applying to or relating to, the clinical problems encountered in every day clinical practice
- Providing resources that are easily accessible, quickly utilized and readily understood
- Creating a learning environment which is not only rich in content expertise, but utilizes educational tools that are representative of the types of issues encountered daily by healthcare providers in their own practice.

Join us!

[email about partnerships](#)

Overview



WELCOME

Take a moment to watch this group of experts talk about **the big picture of Professional Home Care**. When your done, move on to the module selector. Click to select what you would like to review. You can go through the **Introduction** or go directly into one of the learning modules, such as **Effective Communication, Conflict Resolution** or **Systems Thinking & Advocacy**. Enjoy.

HOME CARE MODULE SELECTION

Introduction

module 1: Effective Communication

module 2: Conflict Resolution

module 3: Systems Thinking & Advocacy

Please Note. The information found in this website does not necessarily reflect the opinions or recommendations of the publisher or sponsors. Healthcare professionals should take into account the individual client's condition and consult officially approved monographs or guidelines before making the diagnosis, beginning treatment, care plans or following any procedures based on suggestions made in this program.

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Home Care

- Evolving and integral
- Recognized as a major foundation upon which other parts of the health care system rest
- Challenged to meet the demands of the acute care system
- Support primary care objectives
- Challenged to support more acute clients and meet needs that are culturally, clinically and linguistically specialized
- Home care is cost effective



Introduction

Communication is both a skill and an art. It is part of who we are and how we relate to the world.

After participating in this program, you will be able to:

- Describe how effective therapeutic communication skills promote and contribute to building and maintaining trusting relationships with home health care clients
- Describe communication techniques that facilitate, promote and ensure understanding and collaboration during an interview with a home health care client. Explore how these skills can be utilized to facilitate access for clients and families
- Describe how non-verbal communication techniques impact the outcome for effective communication from the perspective of the interviewer and the client
- Adapt communication style and techniques to facilitate an effective interview with a home health care client
- Identify the elements required for effective listening skills
- Objectively self-reflect on current communication skills (non-verbal and verbal) and style and identify areas for improvement
- Describe how attending skills can be used to increase effectiveness in teamwork in a decentralized environment and how these skills can support interprofessional collaboration
- Describe how these skills can support the nurse in creating health promotion and disease prevention plans with the client and families

select "pretest" on the right to continue.

pre-test

Pre-test - Effective Communication

Instructions: select an answer for all questions then hit the **SUBMIT** button. If you would like to change an answer before submitting, select the RESET button to clear **all** questions. **(*) Indicates input required.**

Select the answer that best reflects your communication knowledge or skill level in each area **before** participating in the *Effective Communication Skills* program. If the skills or knowledge are not important in your job, indicate *Not Applicable*.

1. To describe therapeutic communication (*)

- very poor
- poor
- average
- good
- very good
- not applicable

2. To identify the purpose of therapeutic communication (*)

- very poor
- poor
- average
- good
- very good
- not applicable

3. To describe the characteristics of therapeutic communications (*)

- very poor
- poor
- average
- good
- very good
- not applicable

My Home Care Nurse Education

Module 1: Effective Communication

Module 1 pre-test completed.

Continue

Effective Communication Pre-test Results

Select the number that best reflects your communication knowledge or skill level in each area **before** participating in the *Effective Communication Skills* program.

- 1. To describe therapeutic communication
Your Answer: good
- 2. To identify the purpose of therapeutic communication
Your Answer: good
- 3. To describe the characteristics of therapeutic communications
Your Answer: good
- 4. To apply active listening and therapeutic communication skills
Your Answer: good
- 5. To compare and contrast the use of selected verbal and non verbal strategies to facilitate therapeutic communication
Your Answer: good

Confidence in Applying Learning

- 1. How confident are you that you effectively apply communication knowledge or skills on the job?
Your Answer: confident

Describe your knowledge and skills gaps in Effective Communication:
Your Response: test

- pretest results**
- effective communication
- clinical scenario
- post-test
- evaluation
- resources
- discussion board (leaving module)



- pretest results
- effective communication
- clinical scenario**
- post-test
- evaluation
- resources
- discussion board (leaving module)

Communication/Interview Process Checklist

Initiating the Session

Establishing initial rapport

- Greets patient and obtains patient's name
- Introduces self, role and nature of interview; obtains consent if necessary
- Demonstrates respect and interest, attends to patient's physical comfort

Identifying the reason(s) for the consultation

- Identifies the patient's problems or the issues that the patient wishes to address with appropriate

Post-test: Effective Communication

Instructions: select an answer for all questions then hit the **SUBMIT** button. If you would like to change an answer before submitting, select the **RESET** button to clear **all** questions. **(*) Indicates input required.**

Learning

1. Select the answer that best reflects your communication knowledge or skill level in each area **before** and **after** participating in the program Basic Communication Skills. If the skills or knowledge are not important in your job, indicate *Not Applicable.* **(*) Indicates input required.**

To describe therapeutic communication (*)

- very poor
- poor
- average
- good
- very good
- not applicable

To identify the purpose of therapeutic communication (*)

- very poor
- poor
- average
- good
- very good
- not applicable

To describe the characteristics of therapeutic communications (*)

- very poor
- poor
- average
- good
- very good
- not applicable

To apply active listening and therapeutic communication skills (*)

- very poor
- poor
- average
- good
- very good
- not applicable

- pretest results
- effective communication
- clinical scenario
- post-test**
- evaluation
- resources
- discussion board (leaving module)

module 1 evaluation

Please rate how effective you found the methods used in the Nursing Education Online Program. Check the number on the 5-point scale below that best reflects your rating. If you did not participate in the activity or are unfamiliar with strategy or method, indicate *Not Applicable.*

The activities used in the training to initiate learning:

- | | | | | | | | |
|---|---------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------|
| | Not Effective | 1 | 2 | 3 | 4 | 5 | Very Effective |
| 1. Learning Module with PowerPoint and Narration | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | N/A |
| | Not Effective | 1 | 2 | 3 | 4 | 5 | Very Effective |
| 2. Standardized Patient Videos | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | N/A |
| | Not Effective | 1 | 2 | 3 | 4 | 5 | Very Effective |
| 3. Knowledge and Skills Checklist | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | N/A |
| | Not Effective | 1 | 2 | 3 | 4 | 5 | Very Effective |
| 4. Discussion Forums | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | N/A |
| | Not Effective | 1 | 2 | 3 | 4 | 5 | Very Effective |
| 5. Pre-/Post-tests | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | N/A |

Comments/suggestions for improvement?

The learning delivery method(s):

- | | | | | | | | |
|--|---------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------|
| | Not Effective | 1 | 2 | 3 | 4 | 5 | Very Effective |
| 6. Self-study e-learning | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | N/A |
| | Not Effective | 1 | 2 | 3 | 4 | 5 | Very Effective |
| 7. Coaching through streaming video | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | N/A |

- pretest results
- effective communication
- clinical scenario
- post-test
- evaluation**
- resources
- discussion board (leaving module)




Module 1: Effective Communication

[back to module selection](#)

effective communication resources

article to come

Attachments:

 Effective Communication	[This is a freely downloadable copy of the Effective Communication module presentation]	182 Kb
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-
- pretest results
-
- effective communication
-
- clinical scenario
-
- post-test
-
- evaluation
-
- resources**
-
- discussion board (leaving module)

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Welcome eavillapmc
Last visit was 11-01-2010 14:59:05



General Mynurseeducation Discussions

Forums	Topics	Posts	Last Post
 General Discussion Discuss here any general information about this site	2	1	by suevan@homecareontario.ca  on 11-01-2010 13:36:25

Module Specific

Forums	Topics	Posts	Last Post
 Challenges What is the most difficult challenge you have faced with Effective Communication Skills?	1	0	by nest444  on 08-07-2009 17:31:11
 Need to know In your opinion, what do patients and/or caregivers need to know about Effective Communication Skills?	0	0	by on 31-12-1969 14:00:00
 Suggested topics What other topics would you like addressed in the area of Effective Communication Skills?	0	0	by on 31-12-1969 14:00:00
 Take home messages What are the key take home messages from these modules that you found useful and will implement in your practice?	0	0	by on 31-12-1969 14:00:00



Module 2: Conflict Resolution

[back to module selection](#)



pretest results

conflict resolution

clinical scenario

post-test

evaluation

resources

discussion board (leaving module)

Learning Objectives

- **After participating in this program, you will be able to:**
 - Describe a system
 - Identify a complex, adaptive model that is consistent with systems thinking
 - Identify the role of home health care within the health care system
 - Describe home health care situations that can be understood by examining the complex and dynamic interactions that are part of them, and how this understanding assists in creating, with clients, their care plans
 - Define advocacy
 - Describe how home health care nurses use advocacy to meet the clients' identified needs to enhance individual and community capacity for self-advocacy

pretest results

systems thinking and advocacy

clinical scenario - clip 1

reflective exercise 1

clinical scenario - clip 2

reflective exercise 2

clinical scenario - clip 3

reflective exercise 3

post-test

evaluation

resources

discussion board (leaving module)

2 / 22

00:16 / 10:39





- pretest results
- systems thinking and advocacy
- clinical scenario - clip 1**
- reflective exercise 1
- clinical scenario - clip 2
- reflective exercise 2
- clinical scenario - clip 3
- reflective exercise 3
- post-test
- evaluation
- resources
- discussion board (leaving module)



reflective exercise 1

Individual

1. How did the palliative care nurse demonstrate systems thinking in clip1?

Organizational

2. You had to stay longer to conduct the visit than planned, do you have an organizational policy and procedure to follow that addresses extended visits?

System

3. Given clients deterioration you need to increase nursing visit frequency and add home support for care giver relief. Who would you access in the system to facilitate this change?

submit reset

- pretest results
- systems thinking and advocacy
- clinical scenario - clip 1
- reflective exercise 1**
- clinical scenario - clip 2
- reflective exercise 2
- clinical scenario - clip 3
- reflective exercise 3
- post-test
- evaluation
- resources
- discussion board (leaving module)



NEXT STEPS

- ③ The OHCA and OCSA are committed to Collaborative Nursing Leadership that will continue to oversee the product and its evolution
- ③ Paving the way for other collaborative work regarding nursing practice and care delivery for Home Care in Ontario

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THANK YOU!

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