

Provincial Advisory Committee

Meeting Minutes – June 14, 2021

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Welcome, Conflicts of Interest & Additions to the Agenda

- Additions to agenda
 - None

Follow-Up From April Meeting

- Updates on special initiatives raised
 - Amplifying the voice of Ontario's long-term care sector in the development of the first Canadian standard on *Operation and Infection Prevention and Control of LTC Homes*
 - A proposal has been submitted to the government to expand and accelerate the work in the Ontario CLRI at Bruyère's 2021-22 Implementation Plan
 - *Successful Student Placements in Residential Seniors Care: Effective Preceptoring & Student Coordination to Prepare & Recruit the Future Workforce*
 - A proposal has been submitted to the government
 - 7-hour training course for PSWs with wage support
 - Enhancing student coordinator support in homes based on the number of students they host. Coordinators will be supported with wage support and in an ECHO-style program for training and mentoring. Includes support for retirement home coordinators as well.
 - *Implementation, Spread and Scale of the [ALPHA Program](#) to Expand Skills and Employment Opportunities in Long Term Care*
 - The ALPHA Program has received both federal funding and Government of Ontario funding. ALPHA is launching in July for new PSW and Nursing hires in LTC. Virtual student clinical experiences will start in the fall. Interested homes and colleges/universities can get in touch with info@clri-ltc.ca
 - The ALPHA team is also looking for experts, residents and care partners to provide input on the content of the orientation training. Wage support is available for participating experts.

Review of Annual Report

The Ministry of Long-term Care requires that the Ontario CLRI submits an annual report. The report presents a compilation of outputs from all three host organizations and highlights select outcomes.

Discussion/comments from PAC members:

- Several PAC members commented that the report was informative. They were impressed by the volume of work the Ontario CLRI was able to do this past year, despite cancelling in-person training.
- It is good to see the Program's reach growing, that several years of data are presented. Programs like the Ontario CLRI take a while to establish and this shows the benefit of steady and

long-term investment. The report is starting to show how the Ontario CLRI is progressing and points that the Ontario CLRI is well-placed to go forward.

- We will have opportunities to understand the data even further next year – who are the users? Who are the repeat users? How are they using our resources and training?
- The work of Ontario CLRI is wide. Will there be a brief executive summary?
 - Yes, will be shared with PAC when ready.
 - There is also the Overview of Impacts section in the annual report.
- Will the evaluation team be able to tease out the difference in data between in-person learning and virtual training? A PAC member's experience is that many students are upset about the loss of in-person placements because they feel the experience was not the same. Students saw a disconnect between what they were looking at on-screen and what they needed to learn.
 - Ontario CLRI: we are conscious of the fact that many LTC home team members prefer face-to-face training. The goal is that once feasible to restart, eLearning courses will enhance in-person training (for example, as a pre-requisite to in-person training).
 - Resident representative: if residents are integrated into the training for students, they would get the residents' perspectives that may help fill that gap.
 - College representative: in the pandemic, students have been relying on a lot of virtual training and simulations. Hopefully in the fall delivery will be more hybrid so that we can do both. Simulations have a limit but many students are very used to technology. We see a need to highlight the beauty of LTC to these students, who are often more drawn to other specialties like pediatrics.
 - For example at Niagra College, students still have had placements (100% of PSW students and Nursing students) in LTC homes. The goal is to add retirement settings. This is often the first placement but it may work better to have this placement later in their curriculum so they have more skills to apply.

Ontario CLRI's eLearning Hub: LearnDash

Overview

Before developing the learning management system (LMS) website (learn.clri-ltc.ca), standalone eLearning courses were available to users in the resource library on the main Ontario CLRI website (clri-ltc.ca). We could not track the number of users (beyond a simple count of page views), understand who those users were, which courses they were choosing, whether the courses were being completed, and whether users were satisfied with their learning experience.

The primary advantage of delivering courses via an LMS is user registration: it helps track enrollment and completion rates, along with collecting feedback on courses and learning modality. Secondary benefits include the ability to integrate the LMS with other tools, including Hubspot and Constant Contact, enabling us to develop a more nuanced profile of our audience.

Walkthrough of LearnDash

After learners complete their free registration, they can enter the Learning Management System. They can choose from a menu of courses that includes a description of the learning content. They can enroll in a course by clicking on the tile and can begin it immediately or come back and find it listed in the “Your courses” page. In all courses, multiple means of engagement are used to motivate learners. Several courses are also available in French.

On the “Your courses” page, learners can also find and download their certificates of completion. These certificates list the name of the course, the date of completion, and the user’s name. Soon they will be able to include CLRI course certifications on their LinkedIn profiles if they want.

Additionally, those who complete all three Clinical Nursing Leadership (CNL) courses, learners can download a Canadian Nursing Association accredited certificate of completion, which they can use for 1 credit of professional development.

Knowledge mobilization activities

Early analysis of the user data shows that most people hear about the eLearning Hub through the CLRI eNewsletter and word of mouth (friends, colleagues, supervisors).

The need for implementation on the Surge Learning platform was identified during the eLearning CNL pilot. Many Ontario LTC homes use Surge Learning as their LMS and would prefer to access our resources to track their team members’ completion of a course.

Questions from PAC

- How will learners access CLRI courses on Surge Learning?
 - We will give Surge Learning the source materials through direct upload.
- Will you partner with the other learning platforms that the other 40% of homes use?
 - As a first step, we will pilot this type of collaboration with Surge Learning to make sure we can collect data and evaluation.
 - Discussions had started with City of Toronto homes (Enterprise Learning Initiative) and in the meantime, they participated in the CNL pilot and provided feedback.
- Are there guidelines for dropping registrants after a period of inactivity, etc.?
 - We have not developed these yet, we are still in the first year of the Hub.
- What percentage of learners are outside of Ontario?
 - We know where users come from by their postal code
 - We are starting soon a new registration form that will give us more information.
- What other knowledge mobilization activities should the Ontario CLRI consider?
 - Have we considered monetizing the Hub to users outside of Ontario?
 - We haven’t considered monetizing it yet.
 - How widely is the eLearning Hub marketed to outside Ontario organizations, conferences, etc.? You could leverage international platforms likes conferences to share this Hub.
 - This is a new resource, we have not promoted it through events yet.

- Continue sending email updates to the College Heads of Health Sciences' rep who shares them with colleagues.

Group Roundtable

Hastings County

- Updating airconditioning in homes
- Have new administration in infection control that will be instrumental in giving LTC nurses more time to concentrate on nursing.
- Working with staff educated in recreation and leadership, including implementing new assessment tools. This is a great example of how interprofessional expertise is being pulled into homes.

Family Councils of Ontario

- Working on eLearning courses
- Big focus on equity and inclusion in LTC homes for eLearning
- Exploring what helps families be engaged in LTC?

AdvantAge Ontario

- Started a diversity and inclusion advisory group for the Association.
- Created a [vaccine education module](#) to help homes implement the new vaccination policy including education for those who chose to not receive the vaccines. Available on the Association's website.

PeopleCare Communities

- How do we recover strong as an organization? For example, each day we still get multiple directives to implement, which is taxing for staff. We are exploring how to help with this as an organization. We are focused on how to accomplish a recovery for leaders and staff.
- Exciting research opportunities in homes:
 - Project to survey families and residents and staff around our essential caregiver program in one of our homes. Feedback will help guide what that program looks like in the future.
 - Design study with Carleton University – creating photo diaries with some of our homes that will feed into LTC Design standards work. It will also lead to small changes that can be implemented in PeopleCare homes.
 - Immunity study to determine the immunity level of each group (vaccinated, unvaccinated) to help determine the need for booster vaccination.

Roundtable updates and input received via email

- OLTCC would like to recommend that vaccine hesitancy be a priority topic for CLRI next year (including influenza).
- OARC would like to put forward for consideration collaborative work through Ontario CLRI:
 - Education for volunteers, students, staff around vaccination policy to address vaccine hesitancy – we need to have a consistent, standard education across the sector.
 - Public awareness campaign to build positive messaging and recruitment uptake.



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- LTCH Act opening around the fall – to have collaborative meetings to strengthen messaging and organize priorities in where the Act needs to change to support strengthening the system
- Quality Framework – working together with government to ensure that policy and decisions going forward embrace quality as defined from residents’ perspective, in collaboration with other aspects:
 - Self-determination, dignity, sense of home
 - Excellence in care, relational/emotionally based care

Adjourn

- **Next Meeting** - September 20 at 10:00am