

Building Leadership Capacity of New Graduates in Home Health Care

3rd National Community Health
Nursing Conference
June 17-19 2009
Calgary



Acknowledgements

- Ministry of Health and Long Term Care
 - Nursing Secretariat
 - Funding for Development
- Team of Organizations and Nursing Leaders Working Collaboratively

Name	Title	Credentials	Organization
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Susan Thorning	Chief Executive Officer		Ontario Community Support Association
Wendy Theis	Vice President, Government Relations	RN	Comcare Health Services
Deborah Simon	Chief Nursing Officer and Vice President Client Services	RN, BA(Admin), MBA	VHA Home HealthCare
Holly Quinn	National Director of Clinical Programs	RN, BScN, MHS	Bayshore Home Health
Sherry Huckstep	Executive Director Operations, Chief of Practice	RN, BScN, MPA	Victorian Order of Nurses
Penny Nelligan	Project Lead	RN, BScN, MS Community Health	Consultant



The Vision

 Nursing leaders



History and Context

- Increased focus and demand on Home Health Care
- Growing acuity and complexity
- New Graduate Guarantee in Ontario was in progress (include year span)
 - 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

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



Process

- Project Charter
- 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



Module Development


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



Design Elements

 Theory: Content based on evidence

 Practice

 Interview

 Reflection

 Pre Test

 Post Test

 Evaluation

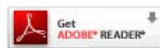
 Interactivity



Portal Home Page



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Effective Communication Module: Introduction Page

Home Care Module 1: Effective Communication

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 therapeutic communication
- Identify the purpose of therapeutic communication
- Describe the characteristics of therapeutic communications
- Apply active listening and therapeutic communication skills
- Compare and contrast the use of selected verbal and non verbal strategies to facilitate therapeutic communication

[pre-test](#)

[effective communication eLearning](#)

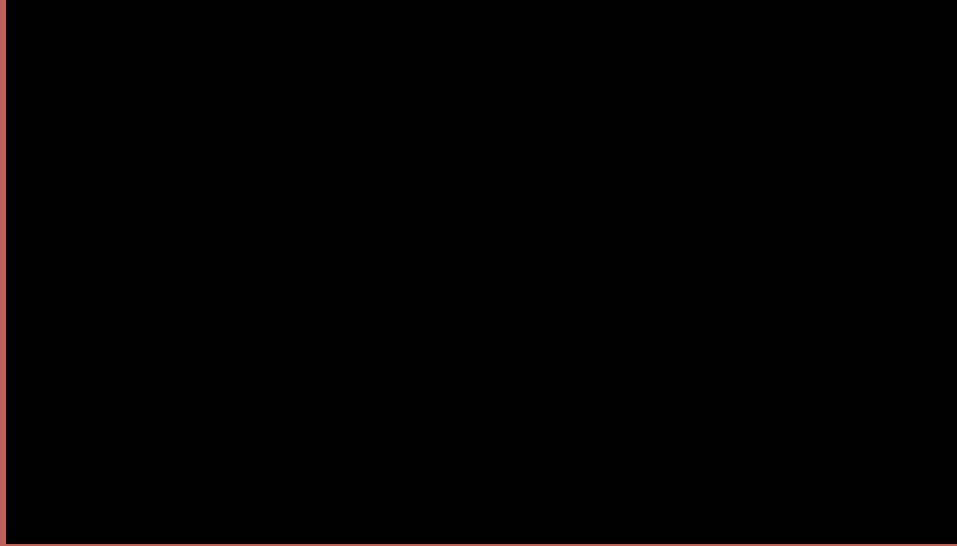
[clinical scenario](#)

[post-test](#)

[evaluation](#)

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Effective Communication: Interview



Effective Communication Module: Pre test

Home Care Module 1: Effective Communication

Pre-test: Effective Communication

Instructions: select an answer for all questions then hit the SUBMIT button. If you put in an incorrect answer, hit the RESET button to clear all questions.

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

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

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Reflective Questions (Systems Thinking Module)



HOME CARE

Individual

Q: How did the palliative care nurse demonstrate systems thinking in this clip?

Q: How would you advocate for supports for Mrs. B

Organizational

Q: Where there any issues identified that may require organizational practice change.

System

Q: What action would you take if you noted a trend in client reluctance to lifts in the home? What change in practice could you design to facilitate a better outcome?

Effective Communication Module : Post Test

Home Care Module 1: Effective Communication

Post-test: Effective Communication

Instructions: select an answer for all questions then hit the SUBMIT button. If you put in an incorrect answer, hit the RESET button to clear all questions.

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

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Evaluation



Job Impact Questionnaire

1. To what extent have you applied the knowledge, skills or attitudes taught in the Basic Communication Skills module to your job? For each area of learning, select the number on the 5-point scale that best reflects your rating. If the learning was not applicable to your job, indicate *Not Applicable*.

Knowledge/Skills/Attitudes	Not at All	1	2	3	4	5	To a Great Extent	Not Applicable
1. <i>Listening for themes</i>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
2. <i>Assessed non verbal cues</i>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
3. <i>Clarification</i>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
4. <i>Paraphrasing</i>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
5. <i>Use of Silence</i>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
If you used other aspects of your training, briefly describe what you used: <input type="text"/>								

2. To what extent has this training improved your performance in each of the areas below?

Performance Areas	Not at All	1	2	3	4	5	To a Great Extent	Not Applicable
1. <i>Built rapport with the client</i>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
2. <i>Gathering information</i>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
3. <i>Identifying clients' strengths</i>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
4. <i>Identifying issues</i>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
5. <i>With client, identified where the client wants to go</i>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
6. <i>With client identified their plan for getting there</i>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
If there are other aspects of your job that you are doing more effectively, efficiently, or better as a result of training, briefly describe these improvements: <input type="text"/>								

Discussion Board


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
topics **discuss** help

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



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General Mynurseeducation Discussions

Forums	Topics	Posts	Last Post
 General Discussion Discuss here any general information about this site	0	0	by on 31-04-2009 14:00:00

Module Specific

Forums	Topics	Posts	Last Post
 Challenges What is the most difficult challenge you have faced with Effective Communication Skills?	0	0	by on 31-04-2009 14:00:00
 Need to know In your opinion, what do patients and/or caregivers need to know about Effective Communication Skills?	0	0	by on 31-04-2009 14:00:00
 Suggested topics What other topics would you like addressed in the area of Effective Communication Skills?	0	0	by on 31-04-2009 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 31-04-2009 14:00:00

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My Nurse Education

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Next Steps

- Module completed
- Pilot
- Launch
- Continuous Improvement
- Final Report to Ministry



Expected Outcomes

Evaluation Framework

❏ *Process*

- ❑ *Development*

- ❑ *Survey*

❏ *Outcome*

- ❑ *Satisfaction*

- ❑ *Useability*

- ❑ *Participation*

- ❑ *CSTD Tools*

- *Immediate Impact*

- *Job Impact*

- *Effective Practice Impact*



Lessons Learned

- Value of Project Management tools that can assist in blending cultures and expectations
- Selection of project manager
- Clarity of Requirements for Vendor
- Vendor selection
- Expectation clarification and resource alignment for advisory team




Next Steps

- Marketing Plan
- Collaborative Nursing Leadership team will continue to oversee the product and its evolution
- Paving the way for other collaborative work regarding nursing practice, research care delivery



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