



LEARN

Learning through
Evidence, Action and
Reflection Networks

L.E.A.R.N Communities of Practice Consultation Findings with the TCANs

Presented by: Irene Lambraki, OTRU

Presented to: The Ministry of Health Promotion

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Presentation Outline

- TCAN Consultations
- Methods
- Findings
- Recommendations



TCAN Consultations



Purpose

- To understand how to foster the development of L.E.A.R.N Communities of Practice (COP)

TCAN Consultations

- Seven TCAN Consultations (January to April 2008)
 - six were face-to-face & one via teleconference
 - each consultation lasted up to three hours
 - TCAN co-facilitators
 - Melody Roberts (OTRU) and Kirsten Sears (PTCC)
- Other co-facilitators:*
- OTRU - John Garcia
 - PTCC - Mary-Anne Diosi, Lynn Johnston and Krista Galic

TCAN Consultations

- Input solicited from 100 TCAN members on:
 - content areas for COP
 - structure of COP, and
 - desired learning products



Methods



Data Sources

- Flip charts summarizing main points
- Detailed discussion notes

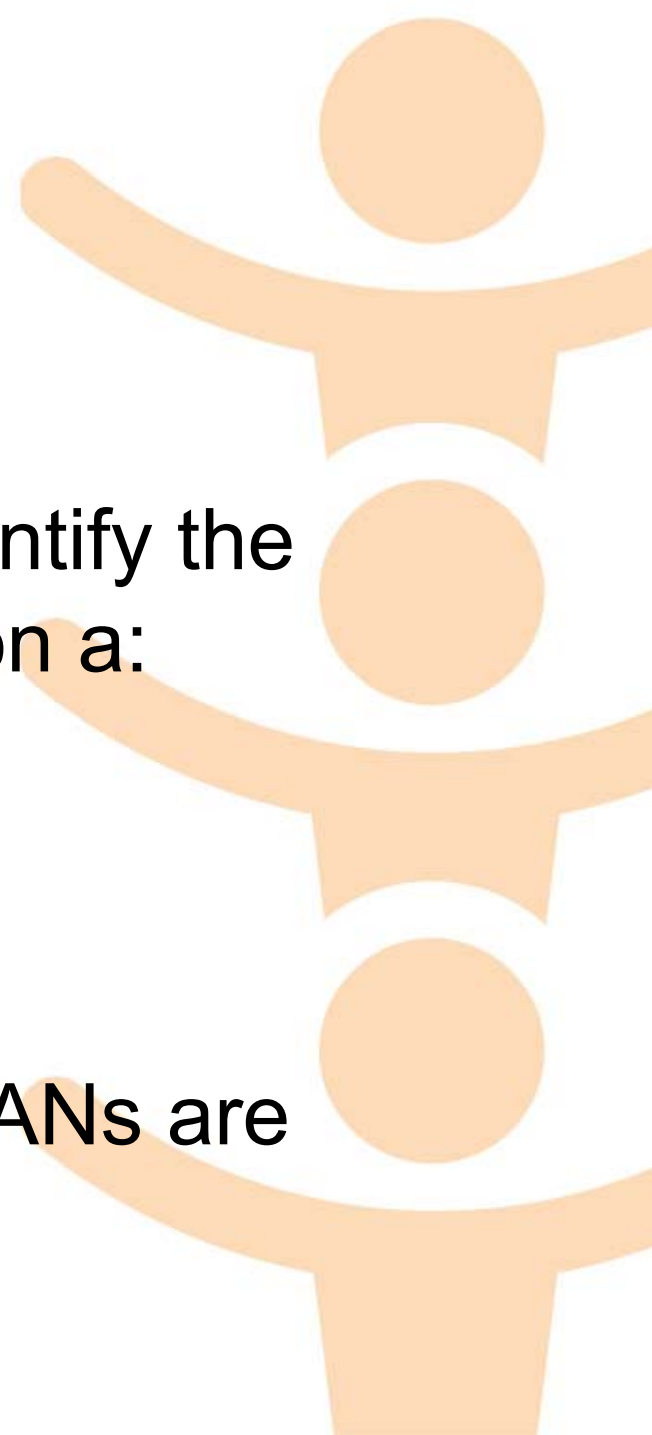
Analysis

- Data sources qualitatively coded and analysed using NVivo 2.0 Software (QSR 1999)

Methods

Analysis *(continued)*

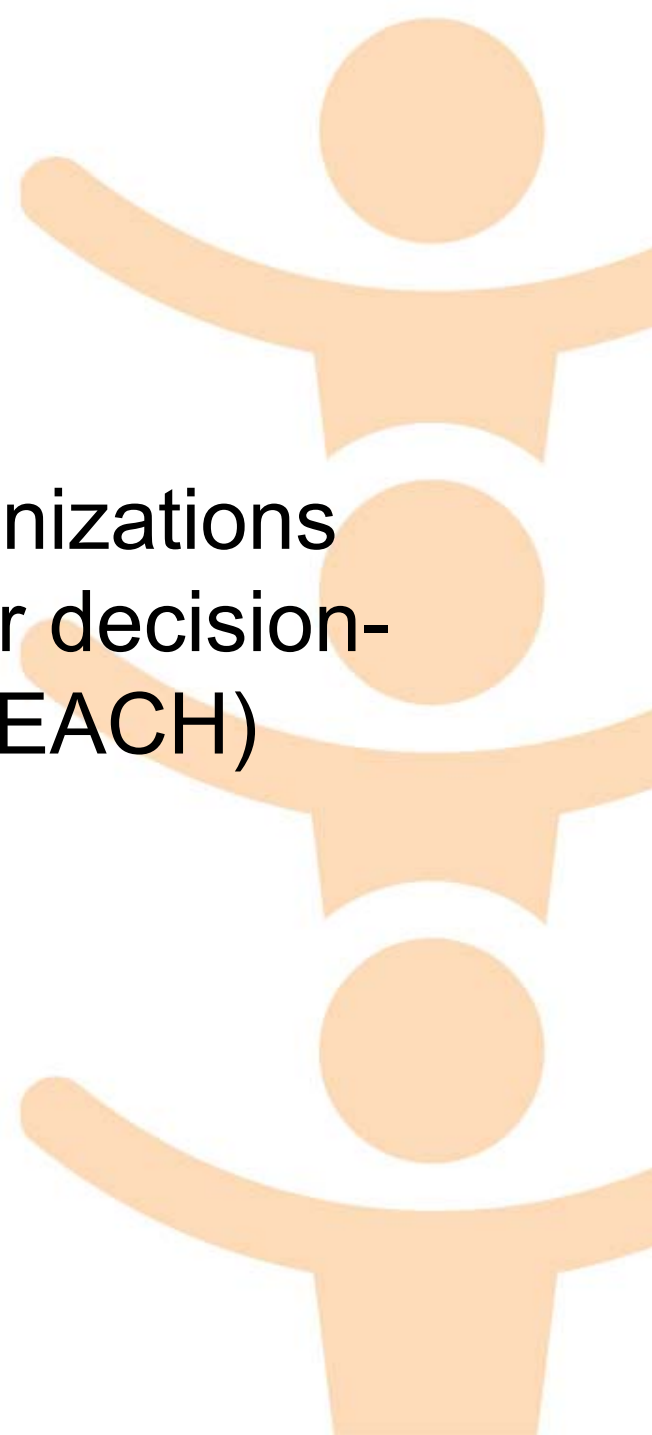
- Frequencies tabulated to identify the number of TCAN that mention a:
 - given content area
 - COP structure / process issue
 - particular learning product
- Issues mentioned by ≥ 5 TCANs are considered priorities



Methods

Analysis *(continued)*

- Issues relevant to other organizations were tabulated to inform their decision-making (e.g. MHP, OTRU, TEACH)



Findings: *Content Areas*

- 8/32 content areas mentioned by ≥ 5 TCANs

<i>Protection</i>	# TCAN
Smoke-Free Vehicles with Kids	n=7
Enforcement Practices	n=6
Smoke-Free Public Spaces	n=6
Smoke-Free Housing	n=5

Findings: *Content Areas*

<i>Prevention</i>	# TCAN
Tobacco-Free Recreation & Sports	n=5

<i>Cessation</i>	# TCAN
Youth Cessation	n=5
Cessation for Young Adults (18-30)	n=5

Findings: *Content Areas*

<i>Other (Unique) Content Areas</i>	# TCAN
Cessation for Priority Populations (e.g. pregnant, multi-cultural, mental health, co-morbidities, etc)	n=5
Rural and Urban Approaches	n=4
Organizational Learning	n=3
Aboriginal Communities	n=2

Findings: *COP Structure*

What COP Need:

- Differentiate from others by offering “true professional development”
- Develop Terms of Reference
- Communicate the value of COP (e.g. Ministry and local public health agencies’ support)

Findings: *COP Structure*

How to Structure COP:

- COP with technological and human elements
- One-stop online shopping divided by 3 SFO pillars (or by setting)



Findings: *COP Structure*

<i>Technological Elements</i>	≥ 5 TCANs
Up-to-date repository (L.E.A.R.N products, tobacco links, legal cases)	
Cyber-library (journal access varies)	
Discussion / bulletin boards with chat options	
Listserv	

- ≤ 4 TCANs mentioned webinars, teleconference, videoconference, facebook, e-mail, journal clubs

Findings: *COP Structure*

Technological elements should:

- work (avoid Ontario e-health portal approach)
- adapt to older technology
- consider security issues and restrictions in local public health agencies
- match users' skill-level and be user-friendly
- be selected / developed in consultation with experts and users

Findings: *COP* Structure

<i>Human Elements</i>	6 TCANs
Face-to-face meetings	
Facilitator to coordinate COP activities	

Frequency of COP Participation:

- annual face-face meeting with monthly communications via technology
 - e.g. 10 teleconferences / year @ 1 hr each

Findings: COP Structure

<i>Nature of COP Participation</i>	3 TCANs
Voluntary participation	
Core group of members responsible for COP activities	
Reward leaders	
Consider size of COP (e.g. too many = lose interest)	

To facilitate interactions consider developing:

- up-to-date electronic searchable contact list
- volunteer handbook
- SFO newsletter on what's happening across 3 pillars

Findings: *Learning Products*

<i>Learning Products</i>	# TCAN
Tobacco Control Glossary	n=3
“How to” Tools / Resources	n=3
Brochures / Pamphlets	n=1
Fact sheets with primary references	n=1
Reading Lists	n=1
Action research agenda to fill gaps	n=1
Calendar of key tobacco control dates	n=1

Findings: *Learning Products*

PTCC Training Needs (n=6)

- Orientation training for new staff
- Test Shopper Training
- Smoker's Helpline Tutorial
- Follow-up trainings after PTCC workshops
- Offer training beyond public health

**TEACH-relevant trainings also mentioned*

Findings: *Learning Products*

- ***Documenting Practices*** (n=6 TCANs)
 - Lessons learned from High School Grants / Innovative Programs
 - Job shadowing practices for new staff
 - Working with isolated communities
 - Reaching Aboriginal communities
 - Approaches to dealing with contraband

Findings: *Learning Products*

Documentation projects currently underway:

- Tobacco-Free Recreation and Sports
- Smoke-free parks bylaw development
- Peer Educators – New Canadians
- Youth Triage

Findings: *Learning Products*

Evidence-Based Reviews (n=3 TCANs)

- Comprehensive Cessation
- Youth Cessation
- Smokeless Tobacco and Tobacco-Free Recreation and Sports
- Smoke-Free Car Legislation
- Teleconferencing
- Efficacy of Social Networking Sites

Recommendations

Content Areas

- Identify from 8 content areas most frequently mentioned
- Consider less frequently mentioned content areas unique to regions (e.g. urban / rural issues)
- Involve TCANs in decision-making process

Recommendations

COP Structure

- Differentiate L.E.A.R.N COP from others by featuring “experts” and mentoring opportunities
- Work with Ministry of Health Promotion and local public health agencies to ensure their support for L.E.A.R.N COP

Recommendations

COP Structure (*continued*)

- Periodic face-to-face meetings essential to maintain COP momentum
 - COP facilitator to *initially* coordinate activities
 - Consider ideas for rewarding leaders and inspire COP members to take responsibility for COP
- Regularly employ a variety of technological applications (e.g. *online repository and cyber-library, discussion boards, listserv, webinars, teleconferences*)

Recommendations

Learning Products

- Develop practice-relevant learning products
- Learning products should enhance knowledge, skills and abilities of practitioners
- Ensure learning products can credibly inform practitioners' decision-making needs
- Need to assess documented practices as useful?
- Resolve resource sharing issues (copyright) and offer learning products in multiple modes (dvd, pdf)

Next Steps

1. Select the pool of content areas for pilot COP.
Identify how to address the remaining content areas (e.g. PTCC training, etc).
Decide on types of learning products.
Engage TCANs to finalize content areas and learning products.
2. Think through structures to put in place for COPs (individual COP may require different structures)
3. Work with TCANs to identify possible COP members
4. Develop terms of reference for the pilot COPs with COP members

Next Steps

5. Develop a marketing strategy or selling package that communicates the value of COPs
6. Develop an evaluation and learning strategy for the COPs
7. Develop roles and responsibilities within the L.E.A.R.N project
8. Other issues that relate to the management of the L.E.A.R.N project and pilot COPs.