DEVELOPING A DISABILITY MANAGEMENT COURSE

by

Margaret G. A. Creen

R.N., Hamilton Civic Hospital, 1972

COHN(C), Certification in Occupational Health Nursing in Canada, 1995.

COHN-S, American Certification in Occupational Health Nursing Specialty, 1995.

BScN., Ryerson University, 2002

CDMP, Certified Disability Management Professional, 2003

PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF

THE REQUIREMENTS FOR THE DEGREE OF

MASTER OF ARTS

in

DISABILITY MANAGEMENT

THE UNIVERSITY OF NORTHERN BRITISH COLUMBIA

July 2005

© Margaret G. A. Creen

ABSTRACT

This project was undertaken from January 2003 until April 2004. The purpose was to develop and then teach a web-based Disability Management course for the post-R.N. Occupational Health and Safety Program at Humber College in Toronto, Ontario. The paper will outline the many steps taken to develop the course as well as some discussion on the literature to support the growing need for courses in this specialty area. This will include samples of lessons and other necessary documents required in the planning, development, implementation and approval of such a course. The evaluation was conducted using the Centre for Disease Control and Prevention Model as well as the Social Marketing Model.

TABLE OF CONTENTS

Dedicated to
Heather, Karen, Laura and Julie

Thank you for your love and support in all that I do.

Developing a Disability Management Course

It is evident within the occupational health field that there is a growing interest in disability management (hereinafter refered to as 'DM') in workplaces in Ontario and across Canada. Recently a labour market survey of employers, union and disability providers was conducted that showed a demand for disability professionals in the future. It also showed that the "most common method of obtaining specific DM training was through workshops (65%)" (Harder and Voaklander, 2003, p.3). The survey goes on to show a need for education at all levels in this emeging field and it was felt that enhanced training would improve the current outcomes of disability management in workplaces.

Early in 2003 it was identified by a small group of Occupational Health Nurses (hereinafter referred to as 'OHN's') that there was a lack of educational opportunities in DM in Ontario. The steps of the nursing process which include; assessment, planning, implementation and evaluation, were used to further explore the problem. The author, along with a few other OHN's, tried to determine how this lack of educational opportunities could be rectified using an existing course at Humber College. The initial assessment showed that an opportunity did exist. Following this assessment further planning took place to develop a web-based DM course over a 15-month period. This was followed by a pilot project with only a few students taking the course using the new materials, and then further evaluation occurred. This paper will explain in more detail the process that was undertaken.

Research shows that there are an increased number of educational institutes and associations who are trying to meet this educational need of offering DM courses. A few

examples would be the National Institute of Disability Management and Research (www.nidmar.ca), Mohawk College (www.mohawkc.on.ca), British Columbia Institute of Technology (www.bcit.ca), Grant MacEwan College (www.macewan.ca), University of Northern British Columbia (UNBC) (www.unbc.bc.ca), and The Ontario Occupational Health Nurses Association (OOHNA) (www.oohna.on.ca).

It should be noted that many of the above mentioned educational institutions have gone to distance education and in most cases are offerring this via online learning. At the 2002 Registered Nurses Association of Ontario international conference one of the keynote speakers Dr. Dyanne Affonso, Dean of Nursing at the University of Toronto spoke of nursing education needing to "occur in "new, differrent, and innovative" ways" (Carter, 2003, p. 24). Web-based online learning is a relatively new and a unique way of learning for most nurses so would meet the definition of new, different and innovative as describe by Dr. Affonso. Web-based learning can also be a very practical way to study for many busy professionals. Carter, when describing the best strategies for part-time distance learning states that "learning specific principles require: a strong practice connection between the nurse-learner's tasks and the real-world experience…[as well as] a climate that accepts error and hesitation as natural components of the learning experience" (2003, p. 26-27). These strategies support the option of web-based disability management courses being offerred to students to improve their practice in this field.

Another recent Canadian development within the disability international arena is the two new certification designations of Certified Return to Work Coordinators and the Certified Disability Management Professional (Scott, Brittnell, Creen and Harder, 2003, p. 9). In order to qualify for the examination, students will require not only practical experience,

but also credible education in the disability management area. Some of this training need can be met by community college or university courses.

According to a recent survey over half of the occupational health nurses in Ontario spend more than 50% of their time on diasbility management, however, many nurses are seeking training in this field (Institute for Work and Health and Ontario Occupational Health Nurses, 2002). To date this educational opportunity has not been a large component within the occupational health certificate course at Humber College. A new disability training program at Humber College would support this identified need for more qualified practitioners in the field.

Education and certification are important for other reasons as well. The American Board of Occupational Health Nurses does an educational survey every year as part of their ongoing needs evaluation. In 2003 the survey shows that professional certification not only shows the competency of the practitioner but also indicates that having certification seems to be a positive indicator of increased job satisfaction (Palmer, p.513). The Canadian Nurses Association Certification programs have found similar results of increased job satisfaction in their surveys of those taking the certification examinations. It would therefore follow that nurses who have education in DM and who would then be eligible for the DM certification examinations would show more proficiency in the field of DM and as a result have increased job satisfaction from the process.

There were three major concerns identified by occupational health nurses that led to the development of this project. These were lack of DM courses within the Toronto region, fear of loss of job to other professionals and the increased requirement to have skills in DM for the workplace jobs that are advertised.

3

At the onset of this project there were no DM courses available at either the community college or university level within the Toronto region. A number of Occupational Health Nurses saw this as a weakness in the Occupational Health Nursing Certificate Program at Humber College. One of the faculty in the department at the College agreed that there was an opportunity to include disability management as part of the course cirriculum within the certificate program as it was felt that disability management was a critical skill required for OHN's in the workplace today.

The concern of the OHN's was that a number of professionals from differrent disciplines were starting to get involved in an area that in the past has been predominently part of the OHN role in the workplace. OHN's had predominently been the ones to manage return to work for employees injured or ill from workplace (occupational) injuries or non-occupational absences. It was felt that unless nursing faculties encourage knowledge in this developing field that job opportunities would soon be lost to other professional and non-professional parties. Within the nursing profession continuing education is an expectation of the annual certificate of competence from the registering body. Therefore, for a number of reasons, having a DM course was seen as an opportunity by the nursing faculty at Humber College.

A faculty member in the Occupational Health Nurse Certification courses at the College identified that disability management is a critical skill that needs to be taught within the certificate course. As a result another nurse consultant and the author were approached to discuss the possibility of developing a course for Humber College. They were approached because they were already planning three separate one-day workshops in Ontario for the

Ontario Occupational Health Nurses Association. In discussion, the suggestion of a web-based model was made and is supported in the literature.

The initial step was to have a meeting with the Program Coordinator, Continuing Education Nursing, to discuss the possibility of having disability management become part of the curriculum in the Occupational Health and Safety Certificate Program. One of the current faculty members in the program raised the concern late in 2002 and the Coordinator was open to discuss this possible change in their program.

After this initial discussion, a meeting was arranged early in 2003 at Humber College. As all three of us had either taken or taught parts of the program in the past there was discussion of how the nine courses could be adjusted to allow for a disability management course without adding an additional course. It was thought that there was some duplication in courses within the certificate program and perhaps there would be a way to reorganize the curriculum to facilitate the inclusion of a disability course. Upon review, it was found that there were a number of courses that had components which could be covered more appropriately in the DM course such as WCB case management, business communication skills and cost-benefit analysis and that a shift could occur with a few other courses as well. By the end of the initial meeting there was an agreement for the consultant and the author to undertake the development of a disability course to be taught initially in January of 2004. It was thought that the change would have minimal impact on the certificate course itself, however, may actually generate some overall interest in the Humber OH nursing certificate. It was also thought that some employers may prefer to send staff to this local course other than those courses out of province such as the National Institute of Disability Management and Research courses out of British Columbia or Dalhousie University in Atlantic Canada.

Given that this was to be part of an existing program, the primary target population was already identified as nurses enrolled in the OHN certificate program. In addition, since DM is being done by a broad base of people with various backgrounds, it was suggested that a secondary target population would be other related health professionals or those working in the field of human resources and benefits. This multidisciplinary approach is supported in the literature (Dyck, 2002). As a result Humber College agreed to allow a more open registration in this course.

According to McKenzie and Smelter (2001) goals and objectives provide the groundwork for an effective program. Goals are the "statement of intent" or program purpose (McKenzie and Smelter, 201, p.124). Objectives are more precise steps that assist with moving the project from the assessment stage to the planning or intervention strategies. To develop a program it is necessary to set objectives including:

1. Timelines,

2. Resources/responsibilities,

3. Reading materials or texts,

4. Budget, and

5. Final approval.

In order to ensure sufficient students for 2004 the course description needed to be in the 2003/4 Continuing Education Calendar. Since the calendar was going to print within a few weeks, it was agreed that a short descriptive paragraph would be submitted to Humber College by mid February 2003, along with a brief outline of the topics to be covered in the course (see appendix). Using e-mail discussion, we completed this paragraph within the

necessary timeframe. The project was underway with the goal of offering a fifteen-week course to be taught jointly by both the consultant and the author.

It was concluded that the majority of the work would be done in the spring /summer as both participants already had a number of business commitments in the fall. This would allow for any fine-tuning to occur in the fall prior to the course commencement. The final course development needed to be completed and reviewed by Humber College prior to the course staring in January 2004.

This was to be a shared experience using the strengths of both developers. The one consultant had taught a variety of college courses and the author had a great deal of practical experience as well as additional knowledge and skills gained in the Masters program at UNBC. The author also wanted to take on the challenge of developing and teaching a course for the first time. She also had hoped to learn from the consultant's experience in teaching while enhancing her own skills.

The biggest barrier to the project was seen as finding the time to produce the final product while managing current commitments. The Coordinator at Humber College shared that sometimes the last few modules are not complete until the time of the course but agreed to assist in monitoring this concern.

After discussion, it was agreed that each person would be responsible to develop 5 weeks of the course independently for review by the other developer and that 5 weeks would be done jointly. The initial target was to have the course at least in draft by the end of August 2003.

The means of communicating regarding the course was via web using WebCT. Although the author was very familiar with it as a student, the other consultant had no

experience with this product. Neither party was familiar with the developer module of the system. The Coordinator reassured us that we could develop the weekly modules in Word with additional information in PowerPoint etc. and she would arrange for the posting of any documents to the site. She also said that she would be available for consultation throughout the process and would also arrange for access to WebCT, the on-line database for reading materials, library access and passwords.

After some discussion it was agreed to use Diane Dyck's book as the primary text along with Barbara Humphrey's book on Human Rights. It was possible there could be a compendium of reading articles as well.

Since the college had access to on-line databases of literature it was decided that the author should investigate what the students had easy access to and if there were any additional readings we might use. In addition there would be some discussions on any needed copyright agreements before arranging the printing of materials. We were informed that the librarian could assist with the copyright concerns once the selection of the final articles was completed.

We were aware that the American Association of Occupational Health Nurses Journal would be a good source for some of the readings for this introductory nursing course. The articles post 1994 are available on the Humber College library database, therefore it was decided to use this journal wherever possible and decide later if a compendium of articles was required. Trying to get access to check what was available on the database became a barrier that had a huge impact on the timeline and initial development of the course.

No real budget was required for the project leaders as the development would be done on home computers and then sent to the College for posting to the WebCT site. As

developers we were informed about a Web Camp that could be available in the summer for teaching instructors on using WebCT to develop or change the modules. In April the author put her name forward to attend this course. It was also decided that there was no requirement for a cost/benefit analysis at this time, however, Humber College had committed to having the effectiveness of the course and impact to the program reviewed over time.

The Coordinator has the responsibility for changes in the continuing education nursing programs, however must get approval for the course description and staffing from the Dean of Nursing. After our initial meeting she was able to get approval from the Dean to proceed with development of a disability management course as part of the OHN certificate program. The sylabus or final course outline would also need to have final approval from the Dean. This was completed in November 2003 after a few suggested changes. (see appendix).

In March 2003, the author contacted the College to get a copy of the "Handbook for Developers and Instructors". This is an extensive tool to assist in course development within WebCT for Humber College faculty. This tool is set out in modules to follow step by step in course development. It has various templates to assist with developing learning modules, creating the critical path and assignment sheets. It also includes various tips to teaching on-line, strategies for interactivity along with technical information. The technical information describes information on accounts, updating course content pages, managing discussions, e-mail, quizzes and student assessments. The Learning module template was to be followed for the development of the course. Towards the end of the project the critical path module was to be completed also using the template from the handbook.

The Handbook was not reviewed until early May because of internal delays. In order to understand the WebCT developer's module more comprehensively, a meeting was

arranged at the College later in the month to start development. Both developers attended a meeting on May 21st and were given access passwords to the WebCT site and shown more of the features of the program. During that visit, arrangements were made for a library card, however the librarian for the nursing programs was unavailable for further discussion.

The attempts to contact the librarian regarding access to the database to check for reading materials were problematic because of a number of administrative errors, summer holidays and access not initially being approved. It took numerous attempt and contacts to finally discover that the surname "Creen" as opposed to "Green" was part of the trouble with access. Finally late in September access was granted.

In the interim, progress continued with finding articles that could be part of the reading materials. As both developers were also assisting with the development of a DM program for the Occupational Health and Safety Masters program at McGill University, we had the opportunity to discuss the literature reviews with four other professionals before deciding on the readings for the Humber course.

Throughout the summer months, the author continued to pull together a draft plan for the learning modules to include: the weekly topic, readings from the texts, articles, other sources (i.e. websites) or discussion questions. Preliminary planning was also continuing regarding appropriate assignments and how the grades might be distributed for the course. After some feedback from the consultant, the second drafts of course objectives were adjusted. In late August, the author asked for some feedback from a faculty member on the initial development. Using a sample supplied from another course, the author was able to draft a course outline in the format Humber College required. Early in September, the author was able to send to Humber College the draft objectives for the course outline along with

some of the emerging details on the learning modules. After getting feedback, from both the Coordinator and another faculty member, development continued.

By the end of September, three drafts had been completed, each with more details than the previous one. At this point, the fourth draft was submitted to Humber College for review. Towards the end of the month, feedback was received and the author was finally able to reach the Librarian and IT staff regarding access to sites.

The month of October focused on completing the learning modules. All parts of the modules needed to be completed. A fair amount of time was needed to review the literature and decide which readings were more appropriate for each module. The author kept Humber College informed of the progress.

Unfortunately the co-developer became busy with other commitments throughout October and November and was not able to maintain her role and as a result the author continued with the project on her own. The author met with the Coordinator to review the modules that had been completed and in discussion it was agreed that the remaining modules would complete by December 20th in time for posting.

Throughout November the remaining modules were completed and transferred into html format for submission to Humber College. The final product was completed and provided to the College on December 12, 2003 (see sample modules appendix " ?").

The pilot course was taught from January 3 until April 17, 2003. The first hurdle was that the textbooks were not in the bookstore for the first 10 days. This resulted in more frequent communication with the students early in the course and having to adjust timeframes for discussions as well as the first assignment. Since no one wanted the dates to be extended, there was a bit of overlap in the discussions for the first 3-4 weeks of the course,

otherwise the weekly discussions continued as planned. Within a week of the completion of the course the final marks were submitted to the College.

There were a number of learning opportunities throughout the project timeframes. These were from both the perspective of developing a program for adult learners and also as an educator teaching my first course at a community college level. The following will be a discussion of some adult principles and how this relates to being an effective educator in this setting.

Many educational activities are designed to initiate behavioural changes and increase knowledge and skills within a subject area. In helping adults to learn Knowles andragogy model is based on six major assumptions of: the need to know, the learner's self-concept, the role of the learner's experience, readiness to learn, orientation to learning, and motivation (Krasner, Radeheaver and Sibbald, 2001). For learning to develop and continue to impact the behaviour of the students in the future they need to be engaged in the learning process in all of the above areas. As adult learners there will also be a large variance in the experience, backgrounds, learning styles, interests and goals of the students. This was considered in both planning the course and in the weekly discussions throughout the pilot project.

According to the literature it is understood that current and past interactions as well as cultural background could have an influence on the effectiveness of the educational experience (Krasner, Radeheaver and Sibbald, 2001; Rogers, 1994). Having knowledge of the cultural and ethnic background of the students can provide valuable information and insight into their learning needs. In this setting the only way to understand their background and experience was based on the self-reported introduction at the start of the course. One or two of the students gave a good overview of their past experiences, however one student

shared little and seemed to have two names and initially it was hard to understand what to call her. It was noticed because she signed her work different than the name in the registration list. As facilitator, the author asked which name was preferred and then explained to the group that one was her preferred name and the other her birth name. One student explained to the author privately that English was her second language and hoped this would not be too much of a problem. There was also one student who did not feel very comfortable with a computer but went on to say that she was willing to try this method of learning.

Some students were in the course to learn about disability management for the first time, others were trying to complete the certificate as a requirement for certification examinations, while a third group were trying to break into the field of occupational health nursing. In the author's role as facilitator all of the unique needs of the students needed to be met. During the development stages the weekly discussions were developed in a way to allow students to either discuss the topic from the textbook information or their own experience. Of course there was encouragement to always be looking at ways to improve future situations by taking into consideration both experience and new learning. It was important to respect the students as self-directed learners as participants in their own learning rather than passive recipients (Rogers, 1994). The WebCT on-line format does allow for a significant amount expectation and self-direction of the students in their own learning.

According to Brookfield as cited in Krasner, Rodeheaver and Sibbald (2001) six principles of adult education include:

1)Participation [that] is voluntary; 2) respect for self worth is fostered; 3) adult

learning is collaborative; 4) ongoing evaluation is critical for success of the endeavor;

5) adult education is fosters a spirit of critical reflection; and 6) the aim of adult education is the nurturing of self-directed, empowered adults (p. 37).

The author incorporated these principles into her teaching style. The first week of the course the students had to read the information on the site and then complete a contract agreeing to the rules for participation and schedule as outlined. By having the entire course on the site and available each student was able to go at their own pace working ahead if they wished. This speaks to the course being self-directed with support if required. At the completion of each week the author gave feedback to the students as a whole and tried to summarize any important concepts or information on the topic. As part of the ongoing evaluation, feedback was given on the discussion marks at mid-point and two weeks prior to the end of the course. There was also individual encouragement when any student seemed to be having difficulty in the discussion.

According to Knowles as sited in Rogers (1994), the learning environment is characterized by physical comfort, mutual trust, respect, and helpfulness, freedom of expression and acceptance of differences (p. 312). The physical environment was completely the student's responsibility. In order to build trust, respect and freedom of expression the discussion activities were meant to be cooperative and encouraging to each other rather than competitive and judgemental. Although web-based discussion is relatively new, the experience of the author has been that students are quite respectful of other student's opinions and learn to express their ideas without becoming disrespectful of others. The sharing in the discussions gives a feeling of helping each other to learn by mutual inquiry. The use of discussion and case study examples clearly allow the students to exploit their experiences as learning opportunities for themselves and others. WebCT format also allows

the instructor to easily change the focus in the weekly discussions to meet the student needs. The author tried to always maintain open communication. The feedback from the students shows that this was a positive learning experience for all of the students completing the course.

Through the experience of a student not giving her sources in a research paper, the author began to understand not only more about plagiarism but also some of the difficulties of communicating entirely at a distance. Although the College had clear guidelines on plagiarism that had been outlined to the students there was clearly an interpretation problem in this case. As a new teacher, the author was a bit uncomfortable addressing this issue, however, with the support of other faculty was able to maintain the need for the student to redo her assignment. The subsequent discussion with the student reinforced the need to have clear communications on the assignments and allow some discussion prior to deadlines so that everyone had a clear understanding of the expectations. Monitoring student comprehension of assignments is critical in this kind of setting.

Both time and human resources were issues that could have been managed more effectively. The author found it hard to plan and develop the course given full time work, managing a university course and other professional commitments. Frequent breaks from the course development required constant re-reading to understand where work had stopped. It may be easier to remain focused if the development time is shorter and not at the same time as other major commitments. Despite this, being able to see progression was very encouraging especially towards the end of the project.

The human resources changed during the project. The initial plan was to develop this project with another consultant. As someone who learns well in a team environment it was

unfortunately that the co-developer was not able to follow through on her commitment and that this left the author to complete the project independantly. When planning a project with someone else it is important to consider the implications if the other person is unable to complete their responsibilities. It is always more difficult to work with others than alone and one always runs the risk of doing all the work oneself. A suggestion for future projects is that one person should be in charge of the project and that there should be more frequent checkpoints to see if the other participants are on track with their responsibilities. The positive aspect of this occurring during the project was that the author may never have tackled a project like this on her own. The circumstances, however, did prove to the author that she had the skills and knowledge to do this on her own. It was also shown that the author did know when to seek outside help and feedback.

Another drawback from the project being developed over such an extended timeframe was that there was a tendency to constantly try to be improving the modules. The author found that she had to continue to remind herself that this was an introductory course, not a full program.

Given a small class of five students, the author did spend a fair amount of time teaching. It will be interesting to see if, based on the student numbers the time required to teach the course changes when offered in the future.

The future opportunities arising out of this project are extensive. This was a positive learning experience for the author and given the opportunity would encourage others to pursue this type of project. Participating in the development of ciriculum, such as this project, could lead to other opportunities such as teaching in the field, article writing, literature reviews or further research.

Copies of various key documents are listed in the appendix to give the reader a firm understanding of the process taken. As mentioned in the proposal, Humber College prefers that the entire course not be provided due to copyright, however, they did not object to the University of Northern British Columbia committee reviewing a few of the modules. (See appendix)

This project was started in January 2003 and completed in April 2004, thus was done over a fifteen-month period. The end product, as stated in the project proposal, was the development of a disability management on-line course and subsequent teaching of the same. This objective has met the needs of Humber College as set out in the documents.

Upon review of the project the author used the Centre for Disease Control and Prevention Model and the Social Marketing (hereinafter referred to as 'SMART') Model by Niger (McKenzie and Smeltzer, 2001) to see if there were gaps in the process. According to the Centre for Disease Control and Prevention Model Phase 1 of problem identification and description, the problem and contributing factors was documented well. It was evident that the problem of needing educational opportunities on disability management was supported by the literature. When evaluating the goals the SMART model is a better fit for this type of program, however, both models speak clearly of having a primary target population and possible subgroups or secondary target populations. The fact that this course is part of the OH certificate program shows that OHN's are the primary target population, however, the secondary population is anyone else working in the disability filed.

Both models speak clearly about materials, messages including timelines, target dates and communication styles, all of which are addressed in the project document and end product. The pretesting and refining of the project at each stage, as outlined in SMART, was

not done although the course was run as a pilot with a reduced number of students. The SMART model process of continually returning to the consumer until the program is consistent with their views is an excellent process to assist with evaluation and should be considered in future projects (McKenzie and Smeltzer, 2001, p. 38).

During the implementation stage, both models talk about either refining the program or mid-course adjustments (McKenzie and Smeltzer, 2001). The refining was actually done more in the planning phase and after the course, however, there was some readjusting required almost immediately when the text was unavailable and periodically throughout the course due to some typing errors. There will continue to be some adjustments prior to the next course as well.

The feedback or evaluation stage was not as well arranged as expected. The developer misunderstood that WebCT had a built-in evaluation tool that the College controlled. This was not the case. The developers were to have arranged to have an evaluation questionnaire completed by the students. This will need to be developed for the next course. The author did, however, ask the students for feedback. Since they knew it was going to reviewed by their teacher they may not have been as honest as we would have liked. Feedback was received from the students and it was positive (see appendix). The author will work with the College before the commencement of the next course offering to prepare an evaluation tool.

Learning how to use the WebCT program from a developer's perspective was a challenge that the author has not yet fully mastered. It will require more use of the program in order to be comfortable with implementing further changes. By attending WebCT camp in June of 2004 some skills were learned that might help with future enhancements to the existing site.

The two models discussed fit well within the Nursing Process. For this project a problem was identified, the lack of educational opportunities in disability management. An assessment was done as to how this could be rectified using an existing program at Humber College. Planning and development of the course took place over a 15-month period. A pilot course took place and some evaluation occurred.

Learning in a distance educational environment is a process. According to Carter (2002), "like the learning it enables, instructional design is not an event but a process including analysis, design, development, implementation, and evaluation" (p. 25). The DM course will follow this pattern and will be continually improved and enhanced as it is tested on the students in the future.

References

Carter, L. (2003). Distance-wise reflections for Ontario nursing. *Canadian Nurse.* 99(10), 24-27.

Dyck, D.E.G. (2002). *Disability Management Theory, Strategy and Industry Practice.* Toronto: Buttersworth.

Harder, H. & Voaklander, D.C. (2003). Disability Management Career Awareness Survey. *International Journal of Disability, Community & Rehabilitation.* Retrieved September 29, 2003 from http://www.ijdcr.ca/VOL02_01_CAN/articles/harder.shtml

Humphrey, B. (2002). *Human Resources Guide to the Duty to Accommodate.* Aurora, Ontario: Canada Law Book Inc.

Institute of Work and Health and Ontario Occupational Health Nurses Association Survey. (2002). As presented at the OOHNA Conference, September 2003.

Krasner, D.L., Rodeheaver, G.T. & Sibbald, R.G., (2001). *Chronic Wound Care: A Clinical Source Book for Healthcare Professionals (3rd Ed).* Wayne,PA: HMP Communications.

McKenzie, J.F. & Smeltzer, J.L. (2001). *Planning, Implementing, and Evaluating Health Promotion Programs: A Primer (3rd Ed).* Toronto: Allyn and Bacon.

Palmer, C. (2003, Dec). The nursing shortage: an update for occupational health nurses, *The American Association of Occupational Health Nurses Journal.* 52(12), 510-513.

Rogers, B. (1994). *Occupational Health Nursing Concepts and Practice.* Philadelphia: W.B. Saunders Company.

Scott, L. (2002). OHN practice: the key steps in disability management. *Journal of the Ontario Occupational Health Nurses Association.* 21, 9-10.

Scott, L., Brittnell, S., Creen, M.,& Harder, H. (2003). The certification of a profession. *Journal of the Ontario Occupational Health Nurses Association.* 24, 9-13.

Appendix

Project Proposal Documents

1. Letter of September 12, 2003

2. Project Proposal document

Course Planning Documents

1. Activity Timeline

2. Course description for calendar

Course Development Documents

1. Course outline

2. Critical Path

3. Sample Lessons
   Module 4
   Module 5
   Module 9
   Module 12
   Module 13

Evaluation

1. Sylvia Segal

Project Proposal Documents

Letter of September 12, 2003

Project Proposal Document

September 12, 2003

Henry Harder
Dean of Disability Studies
UNBC

Dear Henry:
You have asked me to put into writing my plans for the Research Project that I have registered in towards my degree.

With the growing interest in disability management here in Ontario, I have been approached by Sylvia Segal to help develop a WebCT course that would be one of the nine required courses for nurses towards their Occupational Health Certificate at Humber College. Sylvia Segal   of Nursing programs will be overseeing the development as well as the subsequent running of the course in the future.

Liz Scott and I were approached together to do this prior to the January semester starting. I thought this would be an ideal project to further my experience using my existing skills in Disability Management and at the same time challenging me in the area of course development. I have, and continue to develop half and whole day workshops, however I have not previously assisted in such a large project of this kind. Liz and I have asked that those who in workplaces coordinate the STD, LTD or WSIB also be allowed to take this course independent of the certificate. This will broaden the scope of the course from just Occupational Health Nurses participating. Humber has agreed to this.

The plan is:
1. Meet with Sylvia Segal to understand the timelines and any assistance available,
2. Use any of the templates provider by Humber College to assist in the course development while at the same time learning more about WebCT and course development,
3. Plan 15 weeks of curriculum to be available via internet.
4. Research appropriate articles/materials for the students learning (i.e. from professional journals).
5. Arrange for these to be available with the appropriate releases. (Text books and articles)
6. Complete the lesson template for review by Humber College and finalize the course in sufficient time to move forward in the New Year.

Although Liz Scott has previously both developed and taught courses, I plan on taking the lead in documenting most of our discussions. This is to be a joint effort with me being able to learn from Liz's expertise and experience.

My understanding is that a committee has to be formed to review and oversee the project in order for me to use this for the Disability Management (MA program). I would expect that you, Henry would be a part of the committee from the University of Northern British

Columbia. For my other committee members I would like to have Liz Scott and Muriel Westmorland. Liz Scott is ideal as she has her Doctorate, is the principal in her own Disability Management business, is nearby in the Hamilton area and already involved in the project. Muriel Westmorland is a Professor at the School of Rehabilitation Science at Mc Master University in Hamilton. Muriel I feel will give me a different perspective than Liz, as her background is not Occupational Health Nursing but in another area of rehabilitation. I anticipate that through this involvement I may better understand the academia environment from a number of different perspectives. Both Liz and Muriel have agreed to participate.

I look forward to receiving approval for this project and am excited about this new learning opportunity. I look forward to hearing from you soon.

Yours truly,

Marg Creen, RN, BScN, COHN(C), COHN-S,
Disability Management Consultant,
Manulife Financial

Project Name:	Disability Course Development
Project Manager:	Marg Creen
Project Sponsor:	Sylvia Segal

Chair of Nursing Continuing Education Department, Humber College

Date Prepared: January 04

Project Concept

Problem/opportunity

There is a growing interest in disability management in Ontario and across Canada. At the present time there are no courses available to take in this area (Toronto region).This has been see by a number of Occupational Health Nurses as a weakness in the Occupational Health Nursing Certificate Program at Humber College. Also in the Occupational Health and Safety field a number of differrent professionals are starting to get involved in an area that in the past has been prodominently part of the Occupational Health Nursing role in the workplace that of managing return to work for employees injured or ill from workplace injuries or non-occupational absences. This presents an opportunity . Unless nursing departments encourage knowledge of this developing field then job opportunities will be lost to other professional and non-professional parties who avail themselves of the skills to do disability management which many nurses already exhibit.

Client needs

Through one of the professors in the department at the College it was identified that disability management (DM) is a critical skill that needs to be taught within the certificate course. It was thought that there was some duplication in courses within the certificate and perhaps there would be a way to reorganize the curriculum to facilitate a change to include a disability management course. Sylvia Segal, Chair of the Nursing Continuing Education Department was open to discuss this possibility.

Strategic alignment

Humber College decided to approach two occupational nurses working in this field specialty. They were both recognized speakers having completed 3 workshops around the province for the Ontario Occupational Health Nurses Association, that were extremely well received.

Project priorities

First priority was to adjust other courses so that no additional courses would be offered in the certificate while accommodating this course. This was to be done by a meeting of the coordinator (Sylvia), a professor in the course and the project leader.

Project Objective

1. Respond to the stated need of the College to develop a DM course.
2. It will be part of the OH Nursing Certificate- one of the nine courses. Some discussion will take place to determine if other than nursing students can attend.
3. Most participants will be Registered Nurses.
4. It will be a 15 week –45 hour course.
5. Calendar description required by mid February 2003 for inclusion in 2003/4 calendar.
6. The course development will be completed by December for availability January 2004.
7 Budget will not be required as project leader has all of the "normal" resources of information in the field of DM and Humber will provide the technical support to get the project on-line.

Change Control Process

Sylvia Segal thought that together we could deterine the best ways to reorganize the existing course. It was thought that the change would have minimal impact on the certificate course itself however may actually generate some overall interest in the Humber OH nursing certificate. It was thought that some employers may prefer to send staff to this local course other than spend money on the NIDMAR courses out of British Columbia.

Sylvia has the responsibility for changes in the nursing programs, however must get approval for the course description and staffing from the Dean of Nursing.

End Product Requirements

As stated earlier the project was to take place in 2003 over 6-8 months to develop a 15 week 45 hour course. This would be in modules to be presented via WebCt.

The development will include:

-meeting with a small committee to determine how to reorganize the existing courses to allow inclusion of this course,

-use of the template used by the College for their WebCt course development

- research for articles to include in the reading for students using professional journals etc.

- possible development of a reading text or arrange electronic availability through the library

- submit modules using the template in sufficient time for review prior to posting

Not included in the project:

- posting of the modules to WebCt
- arranging for the printing of text (readings) should it be decided to use one
- meeting with Dean for course approval

Alternative Information

In order to proceed, passwords and access to Humber WebCt site as well as the library databases will be necessary. This will need to be arranged with Sylvia Segal's assistance. Technological support will be required at the end of the project for posting of the modules and supporting documents.

Feasibility and Recommendations

No cost/benefit analysis is required for this project, although Humber College I'm sure will look at the effectiveness of the course and impact to the program over time.

Time to plan and develop the course is the challenge with working full time, course commitments and other professional and personal commitments. Initially it was thougth that there would be 2 project leaders working together on the project so that some of the responsibility would be shared. Marg was to do the majority of the work and use Liz Scott as a resource. (This did change during the development of the project)

Future opportunities arising out of this project are extensive. Given that there is a need identified by a number of colleges and universities they will need not only course developers in this unique field but also instructors. I personally have already been approached by NIDMAR to teach aspects of DM and St. Lawrence College has asked me to review their program and develop an advanced level program. Running parallel to this project I have also been on a steering committee assisting McGill University OH Masters Program to develop a disability course for 2004 at the Masters level.

My initial recommendation is that more students, if given the opportunity, pursue this type of project that could lead to other opportunities such as teaching in the field.

Project Infrastructure

Marg Creen will be leading this project. The entire responsibility for the successful completion lies with her. She will approach other resources as required in areas of inexperience or perceived weaknesses. As previously mentioned she will work closely with Sylvia Segal at the College in order to meet the requirements of the College. Others that could be approached for assistance are the WebCt technical assistants, librarian and others in the community.

One restraint identified in initial discussions is the copyright of the modules and the wish to not show any outside sources the course in its entirety. Sylvia has agreed that the outline, some of the discussion questions/assignments and a few sample modules could be shown to the committee in written documents rather than electronically. Marg suggested that she might be able to meet with some of the review committee to show the entire package, however it not be left with them. Also some documentation may be required from the College that the reviewers sign. The intent is that they will not use what they have been shown without appropriate recognition or releases.

Post-project review positioning

It is my understanding that a committee needs to be set to review the process that was undertaken. This committee will include Henry Harder, Chair Disability Management Program and another Associate Professor from UNBC as well as Muriel Westmorland, Professor School of Rehabilitation at McMaster University. Other than the committee I would expect that some discussion should take place with Humber College regarding how they saw the project unfolding as well as the work that was done to completion on their behalf. This would be to see that their needs were met in the timelines required. Sylvia Segal, Program Coordinator, CE Nursing Programs would be the Humber College representative.

Assumptions

That a report needs to be written to further detail the project. The committee along with some of the sample documents will review this. Feedback will be received from both Humber College and the Project Review Committee on both the report and from the discussion on things to consider when doing a similar project in the future. After this is completed there may be an opportunity to write a journal article with learning outcomes and literature support of the project (although this is not in the scope of the project). There is an expectation that the project leader would teach the course and assist with any minor revisions.

Course Planning Documents

Activity Timeline

Course Description for Calendar

Activity Timeline

Jan 22/03	Approached, initial discussions
Jan 30	final descriptive to Sylvia for calendar
March	Requested "Handbook for Developers & Instructors"
April	Liz wants confirmation in writing for course
	Marg confirms interest in Web Camp
April 14	Confirm meeting for May 5 to have further discussion on expectations
May 21	Meeting finally takes place
	Discussion on texts, costs, handbook for templates etc.
	Liz and Marg got library cards
	Still no access to database
May 22	Sylvia to see about database access
May 29	E-mail from Sylvia saying templates sent – Not received
	Called and Sylvia away until August 22nd
July 3	Spoke to Jane regarding templates –Jane offered assistance
	Decided to download for now
July 16	Four full days (Jul-Sept)working on objectives for each week and outline
August 13	Document done on Federal Privacy Act
Aug 20	
Sept 3	Sent draft 4 to Sylvia along with sample document for legislation module for review
Sept 15	Instructor Handbook reviewed in detail also Humber College Information for Online learners – spent entire day
	Note to Liz asking her to use the template for the modules and saying that everything else needs to be transferred to the correct format in the modules
Sept 26	Received feedback from Sylvia on slight changes in format mainly and how to complete critical path appropriately
	Concern raised as Liz Scott had not submitted any modules even for review
	Connected with Librarian and spoke to IT – database access requested again
Oct 9	Sylvia sent the course outline for review
Oct w/ends	Constant working on modules, assigning articles, assignments and finalizing (few marathon days)
Oct 14	Liz said had not received the course outline for review
	Asked if she had done the WCB modules yet
Oct 26	Note to Liz asking if she is doing the modules 3,4,7,8,9,12 she is responsible for that I have been waiting for since August expressing concern that I was not able to f/u with the commitment we had made and that I would start working on the modules unless I heard from her
Nov 4	Arranged meeting with Sylvia and Liz on Monday Nov 10th at 9:30AM
Nov 10	Marg met with Sylvia. Liz did not attend, when called said there was a family illness. Sylvia to f/u with Liz for her modules and let me know results

Nov 24	Liz withdraws -Short message from Liz that due to specific parameters from UNBC she would tell Sylvia to remove her from the course and to deal with me for the entire project
Nov 25	Sylvia had not heard form Liz to f/u
	Marg started on other modules
Nov	Modules completed and transferred into html format
Dec12	Modules and specific readings and documents sent to Sylvia outlined in weekly modules
Jan 3-Apr	Taught pilot course 5 students
Apr 22	Final marks submitted to Sylvia along with some feedback received

Disability Management
Course No.: OHLT 203   TRN:6860203
This course provides information on current legislation, acts and regulations that govern disability management interventions. Steps in the disability management process from claim initiation to return to work will be delineated. Leadership and decision-making skills will be highlighted. Cost benefit analysis and return on investment will be included.

Prerequisite(s): OHLT 101 Occupational Health Nursing 1 and CBED 202 Teaching Principles for Health professionals and OHLT 103 Occupational Health and Hygiene Surveillance.

Note: This course is also open for credit to other professionals involved in the disability management field. This includes: human resource professionals, safety professionals, physiotherapists, kinesiologists, rehabilitation caseworkers and occupational therapists. Those interested should contact Sylvia Segal 416-675-6622 ext. 4078.

Class Day	Time	Duration	Loc.
Winter			
91		Jan 5-Apr 12	Web

Fee: $355.95 (45 Hours)

Course Development Documents

Course Outline

Critical Path

Sample Lessons
Module 4
Module 5
Module 9
Module 12
Module 13

Faculty:	Marg Creen
Phone #:	(416) 496-1602 Ext. 274
Fax #:	(416) 496-1555
E-mail:	marg.creen@manulife.com
Room #:	M313 (c/o Sylvia Segal)

COURSE OUTLINE
ACADEMIC YEAR 2003-2004

> *It is the student's responsibility to retain course outlines for possible future use in support of applications for transfer credit to other educational institutions.*

PROGRAM: OCCUPATIONAL HEALTH & SAFETY NURSING
CONTINUING EDUCATION, NURSING

COURSE NUMBER/NAME: OHLT 203
DISABILITY MANAGEMENT

PRE-REQUISITE(S): OHLT 101, OHLT 103, CBED 202
NOTE:
THIS COURSE IS OPEN FOR CREDIT TO THE
FOLLOWING PROFESSIONALS INVOLVED IN
DISABILITY MANAGEMENT:
- HUMAN RESOURCE & SAFETY PROFESSIONALS,
  PHYSIOTHERAPISTS, KINESIOLOGISTS,
  REHABILITATION CASEWORKERS &
  OCCUPATIONAL THERAPISTS

PRE-REQUISITE FOR: OCCUPATIONAL HEALTH &
SAFETY NURSING CERTIFICATE

CREDIT VALUE: 3

TOTAL HOURS: 45

PROGRAM COORDINATOR: Sylvia Segal RN BScN MScN
OFFICE PHONE: (416) 675-6622 Ext. 4078
E-mail: sylvia.segal@humber.ca
FAX #: (416) 675-2015

APPROVED BY: _____   _____

ASSOCIATE DEAN   DATE

I   COURSE DESCRIPTION

This course provides information on current legislation, acts and regulations that govern disability management interventions. Steps in the disability management process from claim initiation to return to work will be delineated. Leadership and decision making skills plus effective methods of business communication will be highlighted. Cost benefit analysis and return on investment will be included.

II   LEARNING OUTCOMES

At the end of this course, the student will be able to:

A.   **Core Outcomes**

1.   Describe what is driving disability management today.

2.   Differentiate between absence management and disability management.

3.   Describe skills required for a nurse case manager.

4.   Identify how the financial arrangements can influence the approach in disability management.

B.   **Generic/Employability Skills Outcomes**

5.   Compare and contrast the players in a disability management program.

6.   Apply appropriate guidelines to assist in Return to Work (RTW) for specific complex condition situations.

7.   Plan business case and financial arrangements depending on the type of disability (Short-term disability –STD, Long-term disability –LTD, Workers Compensation –WCB, Workplace Safety and Insurance Board –WSIB.).

8.   Apply ethical and confidentiality standards necessary to work in disability management to different situations. (National Disability Management and Research (NIDMAR), Ontario Occupational Health Nurses Association (OOHNA), American Association of Occupational Health Nurses (AAOHN) , Ontario Ministry of Labour (MoL).

9.   Organize how to accommodate workers with disabilities back to their

work-force.

10.   Apply communication and problem solving skills to disability management situations.

11.   Use technology to locate, collect, evaluate and/or organize information   from a variety of sources.

III   COURSE CONTENT

Topic No.	Topic
1	Introduction
2	Overview of Disability Management
3	Disability Management Programs
4	Emerging Trends
5	WSIB
6	Ethics
7	Team Member Roles
8	Claims Process & Initiation
9	Claims Management Interventions
10	RTW
11	Rehabilitation
12	Business Communication
13	Cost Benefit/Business Case and Evaluations
14	Organizational Health and Certification
15	Final Evaluations

The topics, their order and length of time spent on each may vary depending on the interest and needs of each group.

IV   EVALUATION PROCEDURE

	Type of Assignment	Learning Outcome #	Weighting %
1.	Introduction Home Page	#11	1%
2.	Key Components of DM	#1,2,5,7,8	14%
3.	Ethics	#8	15%
4.	Web Site Comparison	#11	20%
5.	Best Practice	#6-11	20%
6.	Participation Discussion	#1-11	30%
		Total	100%

V   REQUIRED TEXTS AND OTHER LEARNING MATERIALS

Dyck, E.G. (2002). *Disability management: Theory, strategy & industry practice.*

2nd Edition. Toronto: Buttersworth.

Humphreys, G. (2002). *Human resources guide to the duty to accommodate.*

Aurora: Canada Law Book Inc.

NIDMAR (1999). *Occupation standards in disability management.*

VI   DELIVERY FORMAT

WebCT

VII   POLICIES AND PROCEDURES

It is the student's responsibility to be aware of the College's Academic Regulations and Rights.

CE Nursing policies and procedures will be handed out in class or will be posted on the WebCt site. Refer to the CE Nursing policies and procedures for supplementary tests, examinations or
projects.

www.registrar.humberc.on.ca/acregs.html

VIII   ACADEMIC CONCERNS/APPEALS

Students having an academic concern or questioning an academic decision should first discuss the matter directly with their professor; then with the program coordinator if the issue cannot be resolved; then with the Dean (or designate) if the prior two steps were unsuccessful. Reference should be made to the College's Academic Complaint and Appeal Policy.

IX   PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)

Course credits may be granted in recognition of prior learning. Application is made through the office of the Registrar. Visit our web site at www.humber.ca for an application form. Click on "admissions and registration" and follow the instructions. Click on "your future". A fee will be charged for each challenge/exemption.

Challenge Exam	Portfolio	Skills Test	Interview	Other (Specify)	Not Available For PLAR
X	X			Post graduate, college or university course of equivalent credit and standards.	

X   DISCLAIMER

While every effort is made by the professor to cover all material listed in the outline, the   order, content, and/or evaluation may change in the event of special circumstances

(e.g. time constraints due to inclement weather, sickness, College closure, technology/   equipment problems or changes, etc.). In any such case, students will be given   appropriate notification in writing, with approval from the Dean (or designate) of the

School.

It is the responsibility of each student to be knowledgeable of the Humber Academic   Regulations, the Program Academic Regulations and the Charter of Rights.

Critical Path
[OHLT 203 Disability Management, Winter 2004]

The *Critical Path* is the calendar, time line or schedule for the whole course. It is a key document because it sets out, module by module, everything you should do for success and when you should to it. You are advised to print out a copy of the *Critical Path* and to refer to it regularly. The *Critical Path* is subject to change at any time.

Module	Start Dates	Topics	Readings	Assignments (included in final grade)	Assignment Due Dates	Weight (% of final)
1	January 5	Introduction to course	- Handbook for Using *WebCT* - Text, pages __ - (etc.)	Assignment #1 1.1 Startup - Create Your Student Home Page	Jan. 11	1%
2	January 12	Overview Disability Management	Dyck p1-21 Boseman CCIHA	Discussion: 2.1	Jan 18	
3	January 17	Disability Management Programs	Dyck p45-76 Creen Moorhouse Scott Scott AAOHN Kalina	Discussion: 3.1 Assignment #2 3.2	Jan. 25	14%
4	January 26	Emerging Trends	Dyck p.434-441 Humphrey p.1-26, 38-54 Document – Privacy Act Optional readings	Discussion: 4.1 4.2 4.3	Feb 1	
5	February 2	WSIB	Dyck p.60-61, 86-87, 282-285 2 Creen articles WCB Historical	Discussion: 5.1 5.2	Feb 8	

Module	Start Dates	Topics	Readings	Assignments (included in final grade)	Assignment Due Dates	Weight (% of final)
			.doc WCB websites Benefits Canada			
6	February 9	Ethics	Dyck p. 413-421 NIDMAR p.40-45 OOHNA, AAOHN, HRPAO MoL Guidelines Rogers Sutton College copyright	Assignment #3 6.1	Feb 15	15%
7	February 16	Team Member Roles	Dyck p.25-42, 77-104 NIDMAR p.30-38	Discussion: 7.1 7.2 7.3	Feb 22	
8	February 23	Claim Process & Initiation	Dyck 46-64, 287-292 AAOHN OOHNA OH&S Financial Arrangements doc	Discussion 8.1 8.2 8.3	Feb 29	%
9	March1	Claims Management Interventions	Dyck 67-68, 126, 292, 217-231, 289 OOHNA,AAOHN, websites, articles	Discussion: 9.1 9.2 9.3 9.4	March 7	%
10	March 8	Return to Work	Dyck p.233-252 Other readings listed	Assignment #4 10.1	March 21	20%
11	March 15	Rehabilitation	Dyck p.105-139 TSA ppt	Discussion: 11.1 11.2 11.	March 21	
12	March 22	Business Communications	Dyck 251-279, 377-390 Other readings Doc communication tips Leadership doc PPT personality types	Discussion: 12.1 12.2 12.3	March 28	
13	March 29	Cost Benefit / Business Case and Evaluations	Dyck p.141-145, 190-216, 391-403, 421-423	Discussion: 13.1 13.2 13.3 Assignment	Apr 4 Apr 11	20%

Module	Start Dates	Topics	Readings	Assignments (included in final grade)	Assignment Due Dates	Weight (% of final)
				#5 13.1		
14	April 5	Organizational Health and Certification	NIDMAR web on certification Articles listed CCIHA	Discussion: 14.1 14.2 14.3	Apr 11	
15	April 12	Final Evaluations			Apr 18	
				Discussion participation		30%
						100%

Module # 4
Emerging Trends in the Duty to Accommodate

DESCRIPTION / OVERVIEW OF MODULE

The next 2 weeks are going to touch on a number of pieces of legislation or codes that impact the disability arena significantly. There is a difference that you will find across Canada and internationally. We hope to introduce you to some of those differences that may impact your work. The latest is the new federal privacy act that is called The Privacy Act and the Personal Information Protection and Electronic Documents Act (PIPEDA). Although the required readings only cover a portion of Barbara Humphrey's book I recommend you read it all during this course.

LEARNING OBJECTIVES

At the end of this module, you will be able to:

- Know where to access information on Human Rights, Workers Compensation, Disability Acts, as well as The Privacy Act and the Personal Information Protection and Electronic Documents Act (PIPEDA).

- Define a bona fide occupational requirement.

- Know the 3 considerations that define the "undue hardship" limit.

- Know how the Meiorin case has helped to define the essential duties of the job.

- Define when you have to create a job or not under Human Rights.

- Identify the impact of legislation on disability management policies, procedures and practices in a workplace.

- Be able to write a consent to release information for disability cases where 3 parties are involved.

TOPICS TO BE COVERED

Human Rights

Workplace Safety and Insurance Board (WSIB) and Acts

The Privacy Act and the Personal Information Protection and Electronic Documents Act (PIPEDA)

Consents

Americans and Ontarians with Disability Acts

REQUIRED READINGS FROM TEXTBOOK

Dyck (2003)The Impact of Changing Legislation on Disability management Efforts by Sharon Chadwick. p 434-441

Humprey,Barbara p.1-26, 38-54.

Read document attached on Privacy Act and see the site: Bill C-6 Protection of Personal Information in the Private Sector

http://www.parl.gc.ca/36/2/parlbus/chambus/house/bills/government/C-6/C-6_3/C-6TOCE.html

OCTransit case about someone absent 365 days in 9 years

http://www.emond-harnden.com/mar03/octranspo.html

REQUIRED RESEARCH

Web sites to research:

Americans With Disability Act (ADA) a history-

http://consumer/awpage,com/brochure/disab.shtml

Associations of Workers Compensation Boards of Canada www.awcbc.org/englush

Human Rights Code (actual code)

http://192.75.156.68/DBLaws/statutes/English/9Oh19_e.htm

Human Rights Research and Education Centre
www.uottawa.ca/hrrec/links/sitescan_e.html

Ontario Human Rights www.ohrc.on.ca/english/

Alberta Human Rights
www.albertahumanrights.ab.ca/publications/bull_duty_to_accom.asp

Ontarians with Disability Act (ODA) (26 pages)

www.odacomittee.net/major_docs.html

 www.gov.on.ca/citizenship/accessibility/english/act2001.html

See planning guide (40 pages) at

www.gov.on.ca/citizenship/english/accessibleplanningguide.html

The Family and Medical Leave Act of 1993 (USA)
www.dol.gov/dol/esa/public/regs/statutes/whd/fmla.htm

The Privacy Act and the Personal Information Protection and Electronic Documents Act
(PIPEDA) www.privcom.gc.ca/fs-fi/fs2001-02_e.asp or www.privcom.gc.ca/index_e.asp

Workplace Safety and Insurance Board www.wsib.on.ca

The WSI Act is available electronically at:

www.wsib.on.ca/wsib/wwsibsite.nsf/Public/WorkplaceSafetyandInsuranceAct

OTHER OPTIONAL READINGS

Interesting US article –DiBenedetto, D. (2003) Finding disability related information on
the web. *AAOHN Journal.*Vol51,No1 p.10-12.

Re: US Privacy Act

Kalina, C.M., Haag, A.B., and Tourigian, R. (2002) What are the implications of the ADA
in Case Management Practice? *AAOHN Journal*, Vol50, No4 p.158-160.

Kalina, C.M., Haag, A.B., Wassel, M., and Tourigian, R. (2001) How does the HIPPA
Privacy Standard affect Case Management? *AAOHN Journal,* Vol49, No11 p.508-511.

ASSIGNMENTS / ASSESSMENTS / EVALUATIONS (included in final grade)

Discussion on WbCT week 4.

4.1 Find and compare 2 Human Rights web sites. Does this relate to STD and LTD or just WSIB. Give reasons for your answer.

4.2 Discuss BFOR and duty to accommodate. Use an example to illustrate this.

4.3 When might you use the ADA or ODA? In what kind of workplaces do you think they would be most used? What do you find unique or interesting in these acts? What will be the difficulties in implementing the ODA?

SUMMARY and NEXT STEPS

This is a lot of information to understand so take your time and ask questions among yourselves using examples from your work to make these individual pieces of legislation clear for you. These topics will likely surface throughout the entire course. Feel free to ask for others to share their experiences with you.

Module # 5
Workers' Compensation Legislation

DESCRIPTION / OVERVIEW OF MODULE

Workers Compensation (WC) began early in the 1900's. Initially it was to pay for the funerals of those who died in the workplace. This has changed drastically today. We will continue with some of the readings from last week and take you into the world of Workers Compensation in Ontario known as the Workplace Safety and Insurance Act (WSIA). You will find that there is a lot of information and we could do an entire course on this alone. Be sure to ask if you have specific questions now and throughout the course.

LEARNING OBJECTIVES

At the end of this module, you will be able to:

- Define the origin of Workers' Compensation Legislation and the basic premise on which it if formed

- Discuss the progression of amendments to the various Workers' Compensation (WC) Acts across Canada and the overall direction/evaluation of these changes

- Review the components of rate setting and the intent of experience rating

- Identify financial cost control strategies for companies

TOPICS TO BE COVERED

Workers Compensation in Ontario and across Canada

REQUIRED READINGS FROM TEXTBOOK

Dyck p.60-61, 86-87, 282-285

ADDITIONAL REQUIRED READINGS

WCB-Historical Overview.doc (see attachment)

Creen, M. (1998) The ABC's of the WSIB-a Paradigm Shift. *Journal of the Ontario Occupational Health Nurses Association.* (see attachment)

Creen, M. (1999) The New WSIB and Labour Market Re-entry. *Journal of the Ontario Occupational Health Nurses Association.* (see attachment)

Gergely, Tom. (January 2003) Viewpoint Workers' Compensation 101. Available at www.benefitscanada.com/content/legacy/Content/2003/01-03/viewpoint.pdf

See premium rate table at
www.wsib.on.ca/wsib/wsibsite.nsf/public/employers2004prtable

Please check out a number of the following websites in order to become familiar with how to access them when you need them, Most of the provincial Workers' Compensation Board websites and one USA and one international site is included.

Ontario www.wsib.on.ca

The WSI Act is available electronically at:

www.wsib.on.ca/wsib/wwsibsite.nsf/Public/WorkplaceSafetyandInsuranceAct

or at Ontario e-laws website:
http://192.75.156.68/DBLaws/Statutes/English/97w16_e.htm

another electronic law information site is:

http://wwwprivcom.gc.ca/index_e.asp

Quebec www.csst.qc.ca

Nunavut and NW Territories www.wcb.nt.ca/home.htm

New Brunbswick www.whscc.nb.ca

Nova Scotia www.wcb.ns.ca

British Columbia www.worksafebc.com   www.worksafe.com

Manitoba www.wcb.mb.ca

Alberta www.wcb.ab.ca

PEI www.wcb.pe.ca

Newfoundland www.whscc.nf.ca

Japan www.mhlw.go.jp/english/org/policy/p19.html

New York www.wcb.state.ny.us

www.whscc.com

INSTRUCTOR'S NOTES

First read the document on WCB a historical overview. Then see the 2 articles that I had published in the OOHNA Journals about the changing WCB, Check out a couple of websites to see if you can identify any differences in approaches by the different provinces in workers compensation. Also find and read the short Viewpoint by Gregely. The 2004 average premium rate is $2.19 for every $100 of insurable earnings, which remains unchanged from 2003. See the link to find your own industry rate group and premium for the next year.

If you are not on the mailing list for the WSIB Policy Report call 1-800-387-0750 Ext 4355 to receive this regularly free of charge. The March 2003 Policy Report had the Table of Rates for things like clothing allowance, meal allowances and room and board while traveling for appointments, mileage rate for the year ($0.34/km).etc. It also had facts and figures for 2003. They also give explanations of new policies or guidelines for old ones. You can also get it on the website at:
www.wsib.on.ca/wsib/wsibsite.nsf/public/PolicyReports

If you are doing a lot of WCB/WSIB claims management be sure to get your provincial Operational Policy manual as an excellent resource. This is costly however you can pay an annual fee and they will send you the updates as they occur.

OTHER RECOMMENDED READINGS AND/OR RESOURCES

Habeck, RV., Hunt,HA. (1999) Disability management perspectives: developing accommodating work environments through disability management. *American Rehabilitation (AM REHABIL).* 25(1): 18-25.

Ahrens, Amy and Mulholland, Kathy. (2000) Vocational rehabilitation and the evolution of disability management: an organizational case study. *Journal of Vocational Rehabilitation.* 15. 39-46.

ASSIGNMENTS / ASSESSMENTS / EVALUATIONS (included in final grade)

Discussion :

5.1 What did you see as differences in the approach of workers compensation in looking at a couple of the websites researched?

5.2 Explain why it is cost effective to return workers to modified work early? Why do you think Ontario has taken this approach? From your experience is it working?

SUMMARY and NEXT STEPS

There could be an entire course on workers compensation however the Office of the Employer's Advisor (OEA) does trainings that you can attend if your workplace pays premiums. I would suggest you ask about any future workshops or trainings that you can attend. They are an excellent resource.

Module # 9
Claims Management Interventions

DESCRIPTION / OVERVIEW OF MODULE

In the workplace this is the area you will spend most of your time. It will be critical to understand when you need to get help from outside sources for evaluations or things such as counseling. It is hard to separate the interventions from the return to work in many cases, so the next week readings may overlap a bit. Hopefully in the end you will see the entire process.

LEARNING OBJECTIVES

At the end of this module, you will be able to:

- Understand the role of preferred providers such as Third Party Administrators (TPA's), Employee Assistance Programs (EAP)

- Know when to initiate an Independent Medical Evaluation (IME) or Functional Assessment Evaluation (FAE) and role of these providers.

- Identify how an IME or FAE who gets the information and how it should be used.

TOPICS TO BE COVERED

IME's,

FAE's (FCE's)

EAP

REQUIRED READINGS FROM TEXTBOOK

Dyck, D. 67-68, 126,on IME's ; 292 IME/FAE; Chapter 8 (217-231) on EAP's, p.289 Referal Triggers.

ADDITIONAL REQUIRED READINGS

Jones,K. (1995) Functional Abilities Evaluations: A Tool for Return to Work. Journal of the Ontario Occupational Health Nurses Association.Vol 14,No 3. p.8-10. (if available)

Knoblauch,D. (2002). Managing Employee Health Problems- Optimal Use of Independent Medical Evaluations. AAOHN Journal Vol50,No12. p.549-552.

OMA Committee on Work and Health. (April 2002). Mental illness and workplace absenteeism: exploring risk factors and effective return to work strategies. *Ontario Medical Review* p.36-39.

Sharratt, A. (March 2003) Benefits: Silver Linings available at www.benefitscanada.com p.51-53.

Sharratt,A. (Nov 2002) Benefits: When a tragedy strikes. Available at www.benefitscanada.com p.101-102, 105.

Tate,D.G. (1992). Factors influencing injured Employees Return to Work. *Journal of Applied Rehabilitation Counseling* Vol 23,No2. p.17-20.

INSTRUCTOR'S NOTES

In managing cases or claims you will need to work with many different providers of care. It can be for treatment modalities or for testing and assessment reasons. There are a number of different providers available. You may want to take a quick look at what Dyck has to say about outsourcing in the text. We will cover it in more detail elsewhere. It is always good to know a few providers in your neighbourhood who you can go to for assistance.

I will share my ideas on the definitions of claim, case and disability management once everyone has completed some of the discussion questions for the week.

ASSIGNMENTS / ASSESSMENTS / EVALUATIONS (included in final grade)

WebCT Discussion:

9.1 Should nurses adjudicate the claim? What does this really mean? Is there a risk involved?

9.2 What is the difference between claim, case and absence management?

9.3 In what timeframes or circumstances would you do an IME or FAE?

9.4 How do you see EAP providers assisting you in RTW?

SUMMARY and NEXT STEPS

You may want to look at the next week readings and assignment to see more information as there is a number of articles that speak to the process in different situations. You may want to start some of your reading early.

Module # 12
Business Communication

DESCRIPTION / OVERVIEW OF MODULE

In order to be heard by senior management you need to learn to speak their language.

LEARNING OBJECTIVES

At the end of this module, you will be able to:

- Define the personality types of people that you may work with and how the approach for each may change how you do your job.

- Define leadership and how different leaders communicate.

- Identify skills you have to assist to get you heard by management and what skills need improving.

- Understand how to write a report to senior management

TOPICS TO BE COVERED

Public speaking

Personality types

REQUIRED READINGS FROM TEXTBOOK

Dyck,D. Chapter 10 p.251-279 chapter 14 p.377-390

ADDITIONAL REQUIRED READINGS

Pierce, Karen H. (1998). Project Management Skills. *AAOHN Journal.* Vol. 46, No 8. p.391-404.

Sitzman, K. (2001). Factors to consider before giving a presentation. *AAOHN Journal* Vol.49,No12. p.580.

Stasser, P.B. (2002). Managing during times of uncertainty Part 1 – short term strategies. *AAOHN Journal.* Vol50. No 4. p. 165-166.

DiBenedetto,D. (2001). Finding business information and benchmarks for successful programs –Bizhealth Check.com. *AAOHN Journal.*Vol.49 No 9. p.420-421.

Dyck,D. (2002). Internal and external consulting: Assisting clients with managing work, health and psychological issues. *AAOHN Journal.*Vol50. No 3. p. 111-119.

INSTRUCTOR'S NOTES

In the business world you need to learn to speak the language of whomever you are hoping to work with or influence. This skill of business acumen does not always come naturally to all people. Effective delivery of a message takes first effective preparation and listening skills before you can respond professionally. Think of a meeting you have attended recently. Was it well run? Did people look engaged? Was the volume of the speakers adequate? Could the speaker be seen as well as heard? You have to know your audience well in order to be prepared. Do you always know who will be attending the meeting? You should!

"It takes five hundred small details to add up to one favorable impression" –Cary Grant

Communication and leadership skills tend to go hand in hand. See the slides that were part of the OOHNA Conference presentation that I did in September 2003. Personality styles are important to know when working in a team or when presenting to a group of people. Who are the decision-makers? How do they like to be communicated to? You are probably familiar with "Colours" or Myers Brigg testing or other personality tests. See where you fit in the slides shown. Which quadrant does your team members fit? Family members?

See tips on meetings, presentations and e-mails. These tips are not new however are worth going over again and again.

Many of us do not take adequate time for preparation and practice prior to meetings or presentations. You need to focus on your audience, understand the purpose of the

meeting, organize the content, be creative in opening to get their attention, have a dynamic closing and rehearse, rehearse, rehearse! Afterwards ask for structured feedback for learning.

E-mails are easy to access, use and send/receive but can have an informal feel. Disadvantages of e-mail are that they are over-used, often inappropriately used, unchangeable once sent, has no tone or body language so can be an unclear communication style.

If you are doing a written report for an occupational health program or a disability management program the components are similar. You should include:

- A cover page
- Executive summary
- Rationale
- Any assumptions or parameters imposed by either the workplace demographics or company constraints
- Needs assessment – may be statistics, a literature search, a survey before and after, benchmarking data etc.
- Objectives of the report
- Implementation of the plan
- Marketing roll-out plan
- Budget –either set or needs, should include staffing time and costs as a resource
- Conclusions – include the desired impact expected or seen.

Remember most business senior management read the executive summary to get all of the information in one concise page. That part is done last and is most important to get their attention.

Another skill being used more in business is that of Project Management. This is a disciplined systematic approach to a project. This is a skill you may wish to acquire in the future.

ASSIGNMENTS / ASSESSMENTS / EVALUATIONS (included in final grade)

WebCT Discussion:

12.1 Share with the class either your own personality or leadership style or what you think someone at work would be. Give examples of situations that went well and one that did not probably because you had the correct or wrong approach.

12.2 Who do you see as your clients?

12.3 Do you see yourself as an internal consultant? Explain your decision.

SUMMARY and NEXT STEPS

We have touched on the importance of being recognized as part of the leadership in the company. Another way to be noticed is to justify your services financially. This will be discussed next week along with a topic that is rarely done well in the workplace but is a critical component in the nursing process that of evaluations.

Module # 13
Cost Benefit/Business Case and Evaluations

DESCRIPTION / OVERVIEW OF MODULE

It is necessary today to put together a business case to support the fine work that you are doing. In my previous work in one employer I saved 3 million dollars in WCB costs in the first 6 months of putting in a program. Over the next 2 years they saved a total of over 5 million dollars in using one integrated approach for STD, LTD and WCB. If there has not been a program in place it is easy to see returns on your investments of time and resources very quickly. You know that the CEO and CFO are looking for a return on their investment of your time, salary etc. in managing this new modified work program. How do you go about validating to them that it is truly cost-effective?

LEARNING OBJECTIVES

At the end of this module, you will be able to:

- Develop a cost-benefit analysis for management using your data

- Understand and be able to identify the kind of data you should collect in order to perform a cost-benefit analysis

- Understand the importance of doing a program evaluation

TOPICS TO BE COVERED

Cost-benefit analysis (CBA)

Why measure program outcomes?

Data collection and management

Auditing

Outsourcing Services

REQUIRED READINGS FROM TEXTBOOK

Dyck,D. chapter 6 p. 141-145 (CBA) continue to 190, chapter 7 p. 191-216, Chapter 15 p. 391-403, Chapter 16 p.421-423. (Blaney, S. Impact of rising health care costs on disability management programs)

ADDITIONAL REQUIRED READINGS

AAOHN Advisory (1996) Cost benefit and cost effectiveness analyses. (if available check www.aaohn,org)

Cantor, A. Disability in the Workplace: Effective and cost-effective accommodation planning. Available www.interlog.com/~acantor

Kalina,C.M., (1998). Linking resources to process in disability management. *AAOHN Journal.* Vol46.No 8. p.385-390. (if available)

Shaw, J. (Spring 1992) Cost Benefit Analysis Case Study:- Managing Workers' Compensation : a proposal from occupational health. *Journal of the Ontario Occupational Health Nurses Association.* p.24-25. (if available)

Browne, R. (Spring 1992) Cost/Benefit Analysis. *Journal of the Ontario Occupational Health Nurses Association.* p.22-23. (if available)

Amann, M.C.(2001) The Policy and procedure manual- keeping it current. *AAOHN Journal.* Vol 49, No2. p.69-71.

Dyck,D. (2002) Outsourcing Occupational Health Services: Critical elements. *AAOHN Journal.* Vol 50. No.2. p.83-93.

Salazar, M.K., Graham,K.Y., Lantz,B. (1999). Evaluating case management services for injured workers: use of a quality assessment model. *AAOHN Journal.* Vol47, No.8. p.348-354.

Van Popel, M.N.M., de Vet, H.C.W., Smid, T., Bouter,L.M. (2002). Measuring sick leave: a comparison of self-reported data on sick leave and data from company records. *Occupational Medicine.* Vol52, No8 p.485-490. Copyright Society of Occupational

INSTRUCTOR'S NOTES

More workplaces are asking for occupational health nurses to prove that the program they propose or have done is cost-effective. If nurses do not do this other professions will take on the opportunity. See the text as well as the document to explain how to go about doing this.

ASSIGNMENTS / ASSESSMENTS / EVALUATIONS (included in final grade)

WebCT Discussion:

13.1 The financial officer has just approached you saying that the RTW program has made the WSIB costs more manageable and he wanted to know if you could do the same for the non-occupational absenteeism? What kind of information would you need to answer him? Where would you get the information? If he tells you that one division has 10 out of the 12 absences over the last 6 months for "burn-out", what else do you need to know? What would you discuss as part of the meeting with this person and the Director of Human Resources?

13.2 Considering your own workplace should you outsource the disability program to a third-party provider? Discuss the pros and cons.

13.3 What evaluations are being done in your workplaces? How often should they be done? What approach would you take as you move forward? Is this different than what you would have done in the past?

Assignment #5:

13.1 Compare Chapter 7 text DM Best practices with the NIDMAR standards. Due end of next week.

SUMMARY and NEXT STEPS

It is critical that you become familiar and comfortable talking about finances. To be considered part of the business environment you need to speak the language. The strongest language you can use is dollars and cents! Look at your workplace. Are you set

up to be able to clearly validate your disability program? If not what needs to change to be able to do this?

Evaluations

Sylvia Segal letter to UNBC

HUMBER
School of Health Sciences

Oct. 8/04

Henry Harder

Dear Henry,

I am writing to you on behalf of Margaret Creen who is a part time teacher here at Humber through continuing education, Nursing.

She developed the on line course OHLT 203 91 Disability Management. I acted as Marg's mentor in this process. She completed the development of this course with minimal supervision. She is an exceptional teacher and was a pleasure to work with her. The only assistance she required was with use of the WebCt formatting.

I have had the opportunity to mentor several on line teachers this past year. Marg was by far the most creative and independent. Having experienced on line education herself, she was very sensitive to the student's needs.

If there is any further information I can share with you, I would be happy to have you contact me.

Sylvia Segal RN MScN

Program Coordinator
CE Nursing, Humber
416-675-6622 Ext. 4078
sylvia.segal@humber.ca