

Special project funding to develop research teams and address issues in continuing care

Background

Through ICcer's Community Needs Driven Research Network (CNDRN) consultation process in 2012/13 a number of issues or themes have been identified by direct care providers as important for needing more research and/or dissemination of research findings to improve care.

Top Ten Themes Identified in the CNDRN Consultation Process

Theme
Mental Health related issues
Education related issues
System navigation and transition of care
Technology for adult learning and point of care
Role definition within the CC sector
Staff retention and recruitment
Working with families
Care giving
Intercultural issues
Need for Recreation and Rehabilitation staff

Four special themes, location-dependent

Theme	Province Area
Palliative Care, end of life and hospice	Edmonton
RAI Research	Calgary and Edmonton
AHS Policy Inconsistencies	Southern Alberta
First Nations issues	Northern Alberta

More information on each theme is available at http://www.iccer.ca/cndrn_results.html. These themes will be updated on an ongoing basis through regular consultations.

What we are offering

ICCER is encouraging researchers/providers/educators to identify a viable project tackling one or more of the identified issues, and to establish a team of researchers, providers, educators, and policy makers to develop functioning research/implementation teams, test out ideas, and apply for grants.

ICCER has funds to provide seed funding to at least two groups in 2015/16. Applicants can receive up to \$10,000 for a special project providing further learnings into one of the identified areas of need. If groups do not apply for the full \$10,000, additional special projects may be awarded.

Criteria for special project funding

1. Special projects can include:

- pilot or demonstration projects;
- literature reviews or syntheses; or
- knowledge translation or dissemination projects.

2. Special projects must:

- include at least one ICCER member as a partner;
- address at least one of the top issues identified on page 1;
- be able to demonstrate how a team will be developed to do further work in the issue;
- have a tangible product within the fiscal year; and
- have the ability to generate additional research proposals to further research and dissemination related to the issue.

3. Submit a brief (no more than 2 pages, Ariel 10 font, 1 inch margins) description of what the pilot or demonstration project is going to do. In the document you should identify the project leader and other team members, including their affiliations.

4. Clearly identify how the money will be spent and justify any extraordinary expenses.

5. Project funds provided by ICCER may only be used for direct costs of projects/research. Funds awarded by ICCER may not be used on institutional overhead or indirect administrative support.

Submit application to Sandra Woodhead Lyons, Executive Director, ICCER (sandra@iccer.ca) by **31 March 2015**.

Examples of past special projects

In 2013/14 ICCER funded two special projects:

1. **Challenging/responsive Behaviours** (mental health related issues) - Dr. Suzette Brémault-Phillips and her team were funded to conduct a secondary analysis of the results of a one-day symposium held November 2012 and identify the next steps in developing, implementing, and sustaining a Behavioural Supports Alberta. As a result of that work, Dr. Brémault-Phillips was able to access funding from Alberta Innovates Health Solutions to hold a follow up symposium in February 2014, and to develop proposals to apply to several granting agencies. Having been able to develop relationships with providers, academics, and policy-makers, she was able to have a core research team to help pull together the research proposals.

NOTE: This project furthered work into challenging/responsive behaviours by doing secondary analysis, developing a key group of interested researchers, further disseminating information, and developing grant proposals for further research, including pilot projects. This project was not a pilot or demonstration

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project. As a result of this work, Dr. Brémault-Phillips now has three research grants related to addressing responsive behaviours and is holding the 3rd BSA symposium in February 2015 with support from ICCER.

2. **Learning Circles** (adult learning related issues) - Learning circles were implemented in Bethany Care Society. Funds were provided Mr. Don McLeod (Bethany Care Society) to evaluate the implementation process at Bethany Care Society so that the learnings could be used elsewhere. As a result of the project, a core research team has been pulled together and a grant application to expand learning circle implementation has been submitted.

NOTE: This project was a pilot project that led to the development of evaluation and implementation tools. The research/implementation team is now trying to additional grant funding to test the tools by expanding learning circles in the pilot organizations and implementing new learning circles in other provider organizations. The special project funding allowed the team to conduct the pilot, and to develop a cohesive team of researchers, providers, and academics to do further work in this area.

In 2014/15 ICCER funded four special projects:

1. **Developing an Educational Model to Support the Care of Aboriginal Populations in Continuing Care in Remote Northern Communities** (First Nations issues and education related issues). Dr. Sharla King (UofA) and Dr. Vincella Thompson (Keyano College) were funded to develop a pilot project using a community consultation and engagement process to develop and evaluate an educational model focused on aboriginal health for patients in continuing care living in remote northern communities. This educational model will: 1) create capacity in instructors from Keyano College to develop interprofessional simulation scenarios; and 2) develop knowledge and skills in pre-diploma students at Keyano College and practitioners in Fort McMurray and Fort Chipewyan through delivery of the simulation scenarios.

2. **Metasynthesis study of Transitions Experienced by Family Caregivers of Persons at the End of Life** (palliative care, caregiving, and working with families related issues) – Dr. Wendy Duggleby and team were funded to conduct a metasynthesis study to (1) describe the experience of transitions experienced by family caregivers caring for persons at the end of life and (2) describe potential triggers and what influences this experience.

3. **A comparison of the Effectiveness of electronic vs paper-based documentation** (technology, role definition, and caregiving related issues) Ms. Jane Tse (Wing Kei) and team were provided with funds to conduct an exploratory study examining the impact of technology to support the health care aide role in clinical documentation and education strategies that contribute to effective interdisciplinary communication. Applying a case study approach, this research will compare electronic versus paper-based documentation tools and processes across two continuing care organizations.

4. **Talking the talk and walking the walk: scoping cultural awareness training options for staff working with older Canadians in CC in AB** (adult education and intercultural issues) Dr. Lorraine Venturato (UofC) and team were funded to conduct a pilot project looking at: 1) identifying the cultural competency training options available to migrant workers and new Canadians (particularly from non-English speaking backgrounds) who work in the continuing care sector in Alberta; and 2) explore cultural awareness training needs of migrant workers and new Canadians in the continuing care sector.