Directions

Workplace Skills Initiative Phase 1:
A Needs Assessment of Essential Skills in the Workplace for Housekeepers and Food Service Workers in British Columbia

June 2008
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Summary

This document reports on research completed in the spring of 2008 on the essential skills and workplace literacy training needs of housekeepers and food service workers in hospitals across British Columbia.

This report is organized into four themes: recommendations and strategies; profiling the sector; resources and curriculum; and pilot projects. The findings of the research are presented, as appropriate, under each of these themes, in the context of known sector-wide data.

We begin with Recommendations and Strategy based on what we heard from respondents, what the literature tells us, and our understanding of the opportunities for effective response to both. Key recommendations include:

- develop sector-wide partnerships through a provincial advisory committee;
- develop best practices for essential skills in this sector
- build on the past success of a learner-centred approach
- deliver training as local solutions; develop and embedded essential skills training in curricula
- pilot in several locations
- conduct a comprehensive evaluation with multiple stakeholder interests in mind.

Our plan includes disseminating the general lessons learned from particular pilots and materials development to the entire BC healthcare sector. Recommendations that are beyond the scope of this project are included in Appendix F.

Following the outline of this strategic approach, Profiling the Sector provides a demographic context for the report. This is followed by a description of the employers in the sector and a profile of the jobs based on both the established essential skills classifications and employers’ and employees’ reported experience of the job in terms of their daily activities.

This section also presents the training needs for the sector that were identified by this research. Foremost amongst these findings is the need to understand essential skills in the context of housekeeping and food service work in 2008. Managers and workers recognized the benefits of essential skills training given the increasing knowledge and skills requirements they report for both food service and housekeeping in healthcare. Workers are eager for learning opportunities; unions are keen to support members in developing skills and knowledge; governments, in turn, are interested in sector development, and employers see value in supporting effective workplace skills development.

The section concludes with a discussion of possible partnerships to support proposed strategic activities. Appendix B provides sample job postings for both housekeepers and
food service workers. Appendix D discusses the pre-requisites for Care Aid Training as an example of a laddering career option.

In *Resources and Curriculum*, materials that could be adapted for use with an essential skills lens are highlighted. Suggested materials may be adapted from other geographical regions or other sectors, or they may be updated from a workplace literacy model. The full Literature and Resource Survey is included as Appendix C.

In the concluding section, elements that should be considered in the formation of pilot projects are presented. The *Pilot Proposal*, in line with the recommendations, focuses on building partnerships, developing resources and expertise, learning from addressing needs and delivering embedded essential skills training through pilot projects in several regions in order to capture and meet the diverse learner-worker populations in BC’s Heath Authorities and the range of employer partners in the sector.

To determine the key issues and challenges of this sector, and to gather input on a strategy for learning, the Capilano College research team began with a review of the related literature and curriculum resources currently available. The research team then augmented what was learned from written sources by speaking directly with people in the sector, including managers, workers and union leaders. Direct quotes from interview respondents in the main body of the report are presented in quotation marks; all pull quotes presented in green background boxes are direct quotes from respondents. For more on our methodology, see Appendix A.
Recommendations and Strategy

These recommendations are strategic responses to issues identified in the findings. They are directed at the Ministry of Advanced Education and the province of British Columbia.

Recommendations are supported by bulleted points offering additional information that sets the context or numbered points that focus or detail the recommendations more specifically. The first set of recommendations, grouped under the Getting Ready heading, are important to prepare for success in this sector. The second set are focused on Developing and Delivering and the third set is Evaluate and Plan Again.

Getting Ready

1. Establish a provincial advisory committee to focus on this workforce

Establish and support a sectoral advisory committee, including stakeholders from across the province. This committee will meet on a regular basis, to support and provide guidance on activities in response to needs and issues in this workforce of the health care sector.

As a private employer, we would welcome an invitation to take part in a high level committee for training our workers.

Manager

All subsequent recommendations are understood to be carried out by or through this focused provincial advisory committee.

1.1. Allow time for the members of the advisory committee to learn and create a meaningful plan together.
1.2. Identify key organizations and personnel to work consistently in this sector with these partners to gain knowledge and establish good working relationships.
1.3. Create a learning plan for the advisory committee and the people involved.
1.4. Follow best practice guidelines in workplace learning for joint initiatives.
1.5. Identify additional partnership development activities that will build trust and knowledge.
1.6. Participate in ongoing literacy and essential skills development opportunities across the country. Link work in B.C. with innovative projects nation-wide.
1.7. Develop a three to five year sectoral learning plan responsive to local differences and changing needs.
1.8. Establish a reflective approach to on-going project management by which the steering committee will continuously plan, act, reflect, and adjust the plan according to what is learned. The formal evaluation framework will combine a process approach with an outcomes-based approach.

2. Develop best practices for essential skills in workplace learning

Develop a best practices guide for workplace learning in essential skills, based on those for workplace literacy and learning. Developing guidelines together will build trust and common understanding among all advisory committee partners and guide their work together. An orientation or training component for steering committee members, educators, managers or union leaders may be a natural extension of developing best practice guidelines.

3. Build on and enhance the successful model for workplace education developed in some of these same workplaces by Capilano College and Hospital Employees’ Union/CUPE

Build on a learner-centred learning model that is committed to the whole person. This targeted development of discreet skills enhances an individual’s participation and learning in training that is part of the job. Utilize direct or differentiated instruction to enhance the model. Similarly, where adapting or focusing standard content and material around skills to support individual and group success, this approach will be used to enhance the model. Embedding support for essential skills development in work content training, is still learner-centred when the individuals’ learning needs inform practice and participation.

3.1. Summarize past projects and their success and limitations as a backgrounder, a discussion topic or any other way that can be used as background or context for moving forward.

3.2. Implement pilot projects at or near hospital work sites.

3.3. Identify, train and support learning advocates for each worksite. These people will be the eyes and ears of the local or provincial steering committee for on-going evaluation and promoting best practices and provide opportunities for informal peer learning as well as supporting

I think literacy should be the thread…whatever it is, the part around literacy is the thread.

Union Representative
As an organization… we would need to enhance what we already do…We need to have deliverables that we can measure…All hospitals are audited… We would see…any impact to our audit scores as a hard measurable...

Manager

Develop and Deliver

4. Develop resources and curricula

Based on the literature and resource review conducted (see Appendix C), the Sector Advisory Committee will decide which are the most important topics to develop or adapt, for example understanding infection control and prose reading, and which are key resources for updating. Embedding will make training in the industry more effective. The Advisory Committee will also take into account the needs of the employers and the funder to see a tangible return through measurable deliverables. They may want to consider the following issues:

- For some embedded or combined training, instructors may need to be certified in two areas. For example Occupational Health and Safety and Oral Communication / Document Use. There may also need to be training or mentoring to pair specialist instructors with one qualification to co-teach.

- The sector may benefit from networking with other provinces who are working on embedding essential skills in work-related content and resources that could be enhanced for use in B.C. Essential skills materials for healthcare was found to exist or be under development in many other provinces including Nova Scotia, Alberta, Manitoba, Quebec, and Saskatchewan.
• Training could be developed to promote common understanding and prepare employers to understand workplace learning and essential skills in the context of their sector. This training could be embedded in other high interest / high need training such as diversity training, clear language, or improving supervisor on the job relations.

5. Deliver training that embeds essential skills in content

Pilot projects to deliver training will need to strategically organized as responses to the different composition of the workforce in these jobs around BC. In some locations first nations workers predominate, in others, immigrants, for example. We recommend acknowledging this learning reality and delivering training as local solutions depending on specific needs. At the same time, we know that developing and disseminating curricular materials to use in the kind of training that happens all the time like orientation training, health and safety training or WHMIS training can lead to stronger material and sharing of experiences. Other high-interest or high-need topics as outlined in the training needs section are also suitable for embedding essential skills and sharing materials across the province.

As the Advisory Committee learns how to make participation in skills development a reality, managers, the union and individual workers will see benefits from embedding essential skills in work content training and from focussed instruction. Subsequently, the strategic direction should be toward scalable and flexible strategies that can deliver opportunities for enhanced learning to every worker in the sector.

6. Disseminate information, market initiatives, and outreach through a communication campaign, web portal and other means

6.1. Communicate and raise awareness of the issue in worksites, with employers and with the union.

6.2. Develop a ‘one-stop’ web-based resource for worker-learners, employers and unions in this sector to access and share information on essential skills learning in the workplace. Based on the literature and resource survey conducted, investigate existing web resources (including those in other provinces/countries) for appropriate models and best practices.

This [embedding] model works – we need to get it out there.

Union Representative
The web portal could integrate content from essential skills, oral communication, essential skills profiles of each job, and current workplace training. It could also webcast short digital video ‘news’ stories, post blogs from learning advocates, and provide links to resources on the web.

Evaluate and Plan Again

7. Evaluation

Develop an evaluation plan with the Advisory Committee as part of the initial planning process, to ensure continuity with project goals and activities.

- Conduct a process evaluation throughout the implementation of the project.
- Conduct an outcomes-based evaluation at key milestones during the project. This combined approach will ensure that lessons are integrated and that the desired outcomes of the project are effectively identified and measured.
- Consider an evaluation project as part of the initial learning phase. For example, workers in this sector were among the first to participate in the Communication and Occupational Health & Safety course sponsored by WorkSafe BC and offered by the B.C. Federation of Labour. An evaluation of what works in this program and how communication, content and other skills are integrated could be rich learning for the Advisory Committee. A greater understanding of this kind of adapted or embedded training, perhaps with different essential skills featured depending on the workers needs around the province might lead to widely disseminated training through Occupational Health and Safety.

One thing we don't have is an evaluation of this integrated (ESL and OHS) training.

Union Representative
Profiling the Sector: Research and Findings

In this report, we have gathered and analyzed observations from those who participated in interviews and conversations with the research team. Our findings, including direct quotes and consensus summaries are presented here.

There are approximately 212,000 women and men employed in health care and social services across B.C. These workers represent the diverse nature of the provincial labour force in this sector. As detailed below, the employers in this sector are the Provincial Health Authorities and three private companies. The workers who are the subject of this report are members of the Hospital Employees’ Union (HEU).

Demographic Overview

In research done in 2002, McIntyre & Mustel Research reported that 85% of the Hospital Employees’ Union (HEU) were woman and on average, significantly older than those in other parts of the labour force, with 57% of HEU members aged 45 or more. Thirty-two percent of HEU members were born outside Canada, notably in the Philippines, the UK or Ireland, and India.

Of those staff who are new immigrants to Canada, many have nursing or teaching credentials from their country of origin, but typically their education abroad is not equivalent in years or education to the same profession in Canada. As both housekeeping and food service are considered entry-level positions, Canadian-born staff in these positions typically have fewer completed years of formal education, compared to their immigrant co-workers.

In interviews during our research study, respondents reported a number of characteristics of a typical housekeeping or food service employee, including:

- Many employees use computers for some purposes like email or Voice over IP phone calls but are not fully able to use computers for word processing or finding information on the internet, though people with children often reported having a computer in their home.
- A number of staff have worked in supervisory roles in previous careers.
- Many individuals are hired on a casual basis but are looking for full time, permanent work.

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- In some cases, two or more family members (wife and husband, mother and daughter, sisters) will work in the same hospital and/or for the same employer.

The privatization of services has also created some special circumstances, such as:
- In Vancouver Coastal Health and Fraser Health regions, many of the staff work two jobs, often in the same location but for two different employers, a situation made possible by privatizing services. For example, in Metro Vancouver, a worker can work dayshift in Housekeeping for Aramark and part-time for Sodexo through the evening. Many of these same workers may also work casual at another location for weekends.
- These workers with two or more jobs are tired, and have little time for off-shift learning.

**Retention and job mobility**

Training opportunities can positively affect employee retention and lead to job mobility inside the sector. Some managers and workers had different viewpoints on retention issues in the workplace. Some urban area managers reported less than 5% attrition, and in some locations, even less turn-over. They framed the challenge as finding and training employees to grow the business. Other managers, particularly outside the urban areas, reported the difficulty in recruiting and retaining staff because of casual assignments, work locations and higher salaries in other jobs. Managers outside the urban centres reported that it is difficult to get supervisors to move to their towns. Housekeepers, in particular those for the private employers, spoke from their experience of co-workers who did not last in the job, who found other work that was less demanding or paid more. Although workers said that the department was always short-staffed, in our interviews, their managers did not report regular difficulty finding full staffing. This is an example of variation across the province and in different situations in an aspect of work that can be positively affected by focusing on employee training and development.

**Employers**

**British Columbia Health Authorities**

British Columbia has six Health Authorities which serve all residents of the province.

**Fraser Health** serves 1.5 million people, and has over 23,000 staff. The geographic regions of this Health Authority include: Burnaby, Maple Ridge, Pitt Meadows, Surrey, Coquitlam, Port Coquitlam, Port Moody,
Belcarra and Anmore, and White Rock. Approximately 600 housekeeping and food service workers are employed in this region.

**The Vancouver Island Health Authority (VIHA)** provides health care to over 730,400 people and has 16,000 staff. The geographic regions of this Health Authority include: North Vancouver Island and the Islands in the northern Georgia Strait and Johnstone Strait, Southern Vancouver Island, the Gulf Islands and central Vancouver Island. About 700 housekeeping and food service workers are employed in this region.

**Interior Health** serves 719,000 people and has 18,000 staff. The geographic regions of this Health Authority include: Kelowna, Kamloops, Cranbrook, Penticton and Vernon, and a multitude of rural and remote communities. There are 1,069 housekeeping and food service workers employed in this region.

**Vancouver Coastal Health** serves over 1 million residents, up to 25% of B.C.’s population and has 21,723 staff. The geographic regions of this Health Authority include: Richmond, Vancouver, North Vancouver, West Vancouver, Garibaldi, Sunshine Coast, Bella Bella, and Bella Coola. Approximately 728 housekeepers and 778 food service workers are employed in this region.

**Northern Health** provides health services to 300,000 people and has over 7,000 staff. The North has the highest projected growth rate of seniors in B.C., and 13 per cent of the population is Aboriginal, the highest proportion in the province. There are 379 housekeeping and 269 food service workers employed in this region.

**The Provincial Health Services Authority** serves the entire population of B.C. with specialized health services. This authority operates the following health centres: B.C. Cancer Agency, B.C. Centre for Disease Control, B.C. Children's Hospital and Sunny Hill Health Centre for Children, B.C. Provincial Renal Agency, B.C. Transplant Society, B.C. Women's Hospital & Health Centre, Cardiac Services B.C., Forensic Psychiatric Services Commission, and Riverview Hospital. Approximately 108 housekeepers and 102 food service workers are employed by this authority.

**Private Employers in the Sector**

Through most of B.C., the Health Authorities are the employers of housekeeping and food service staff. Since 2004, Vancouver Coastal and Fraser Health have contracted out most of these services. Food services for patients are still public employees in Fraser Health. Some facilities on Vancouver Island have contracted out these services, too. As a result of privatization, about 3,500 HEU members are employed as housekeeping and
food services workers by Aramark, Sodexo and Compass Group in B.C. hospitals and care facilities.

Aramark is one of the largest providers of health support and other services in North America, with contracts at over 1,200 health care facilities in Canada and the United States.

Sodexo, Inc provides contract support services including food, housekeeping and laundry services to hospitals and healthcare facilities throughout the world.

Compass Group provides contract food service and hospitality to hospitals, schools and remote environments.

Union
Housekeepers and Food Service Workers are employed by private companies working within public healthcare and are represented by the Hospital Employees’ Union (HEU)/Canadian Union of Public Employees (CUPE).

The HEU is B.C.’s Health Services Division of CUPE and represents 43,000 healthcare workers. They work for public, non-profit, and private employers in every area of healthcare services.

4

Overall, there have been changes in the hourly wage for what might be called an entry-level or ‘unskilled occupation in the NOC. These occupations are increasingly more skilled. There are language requirements [and] infection control alone has increased ten-fold in ten years. There is such a degree of risk, and there is a profile around that too, that there is a ten-fold increase in skill demand.

Manager
Job Profile: Housekeepers and Food Service Workers

Housekeepers and Food Service Workers are a taken-for-granted, yet important part of our provincial healthcare system.

According to the Human Resource Skills Development Canada’s National Occupational Classifications (NOC), a housekeeper’s job is to “sweep, mop, wash, wax and polish floors and vacuum carpeting, area rugs, draperies and upholstered furniture. They dust furniture, make beds, change sheets, pick up debris and empty trash containers. They also distribute clean towels and toiletries. They clean, disinfect and polish kitchen and bathroom fixtures and appliances, and they disinfect operating rooms and other hospital areas.”

Food service workers, according to the classification, “prepare, heat and finish cooking simple food items and serve customers at food counters. …Clear tables, clean kitchen areas, wash dishes and perform various other activities to assist workers who prepare or serve food and beverages. Workers in these occupations are employed in restaurants, hotels, fast food outlets, cafeterias, hospitals and other establishments.”

In interviews for this research project, workers, union representatives and managers reported their experiences and observations of their work, their training needs, and issues in the sector. Both food service workers and housekeepers reported receiving training and instruction in both oral and written formats.

Further findings are included below in the section Essential Skills Revisited: 2008.

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4 http://www5.hrsdc.gc.ca/noc-CNP/app/AboutNOC.aspx?lc=e

Manager

Most health authorities look at support staff now as if we are dispensable. They don’t view us as part of the patient care team. We need to elevate the role of food services as part of the healing process.

Housekeeper

I love my work. I’ve been doing it for 11 years and I like being around patients.

Food Service Worker

When you deliver trays, if there is something missing, you are the one who they talk to. Nurses, patients, relatives of patients… they all write notes.

Manager

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Meeting Standards
Standards, performance targets and improvement plans are part of daily life in this sector. Every hospital facility and, through their accumulated data, all of the Health Authorities, are audited monthly on housekeeping cleanliness (See Appendix E for a sample audit). These reports are public and often reported in the media, so results on cleanliness (or a slip in audit scores) can be a high profile situation. Housekeeping has an important role in infection control and infection outbreaks in hospitals are also high risk, high-profile events covered by the media.

For its part, food service is audited for food safety and the results are published annually by most Health Authorities (also see Appendix E).

Essential Skills Revisited: 2008

In our research, everyone: managers, housekeepers and food service workers and their union representatives in health care facilities in British Columbia describe their job demands as more work, faster work, and with more knowledge and skills required. They also report that there are fewer workers on the job. The resulting changes have affected many aspects of the job, especially how work gets done and how training meets (or doesn’t meet) the current realities and requirements in health care facilities. For instance, monthly audits present higher difficulty in reading and document use skills than might otherwise be expected. Yet this distilled information on productivity and quality is highly meaningful and important in understanding the workplace. See Appendix E for a sample audit.

Both public and private sector housekeepers face more demands on the job for working independently, managers and workers agree. Most housekeepers now work alone on a floor or area and have to rely on their own understandings, judgement and accuracy when making decisions. They need a thorough understanding of texts related to health and safety, the reasons for personal safety procedures in cleaning and the implications of not following procedures. This knowledge is absolutely crucial for informed decision-making.

20 years ago, when I did this job, no one gave me any training. But now, the reading and writing has increased. The communication expectations have increased – and not just reading the labels on cleaners. The work comes as a print-out of a job list. The housekeepers have to leave notes and communicate back to nurses. The soft skills have increased too.

Manager
about cleaning priorities, personal protection and overall facility safety. Their decisions affect the safety of the environment, the patients, the workers themselves, their families and communities. All the housekeepers interviewed in our research recognized the importance of their jobs and said that more training was necessary as one way to deal with the increase of work and knowledge. They particularly reported concerns about training on infection control and how they are able to protect their own health and safety, that of their families, and that of the patients in the hospital. Training of course will not satisfy a need for more people on the job. Many of the housekeepers we spoke to said that for some, it is impossible to complete all the cleaning assigned to them in one shift.

At least one public sector manager agreed in almost exactly the same words: “There aren’t enough hours in the day to do all the cleaning necessary. Too much work and not enough bodies.” Managers also spoke of issues for housekeeping from their perspective like

- A stigma attached to support work
- Problems with casual work, or work schedules fitting home life responsibilities for workers
- The challenges of English as a Second Language
- Training: pre-service and learning on the job
- Job satisfaction
- Increased need to be computer literate
- More reliance on manuals for special cleaning techniques
- More difficulty training young workers who are used to quick and easy. This work is methodical and training reflects that.

One manager commented that a trend to handing more ‘non-nursing’ duties to housekeepers in the future would have a direct impact on training and skills required of housekeepers.

Food service workers work in fast-paced team settings when they are on the tray lines and in the washing areas but in more personal and interactive settings when they deliver and pick up meal trays or serve patients in care facilities. With experience and knowledge, they have to build up skills to read menus and patient requirements accurately. They too are dealing with infection control procedures when handling trays from isolation rooms. Like housekeepers, their printed job description may give them more detailed information than their training. Unlike the housekeepers, their team setting offers them more opportunities for assistance from co-workers. Interview subjects reported that, for immigrants new to

In my training I didn’t learn how to clean these isolation rooms. I was only cleaning corridors and hallways. I’m naturally inquisitive and I’m not scared to ask questions so I found out. [But] If you don’t ask, how can you learn?...If you know something, you can protect yourself.

Housekeeper
Canadian culture, an understanding about typical food combinations and nutrition would help them make appropriate choices for serving meals. Oral skills are in more demand in personal interactions with patients – knowing what to expect from patients, what to say and how to say it will help those food service workers who are fearful or uncertain about interacting with patients.

Our respondents expressed a strong interest in computer learning even though computer technology is not widespread in their jobs. They want the ability to access online information and learning opportunities as well as prepare themselves to move into other jobs in the future. They want to learn more about infection control, protecting themselves and their families, and preventing injuries on the job.

Workers say that more training is needed to gain the necessary information and knowledge to work safely as well as skills to work efficiently.

Managers also identified a number of current issues for food service workers. One is the increasing demand and high expectations from the public about food service in hospitals. They also spoke about the difficulty of recruiting supervisors. Some of their issues echo those of the workers:

- Increased numbers of isolation rooms require different food service methods
- Quick turnover of patients mean that food service workers have to find out themselves if patients are the same.
- More long-term care beds – requires different training for food service workers.
- Recognition of role of FS workers as part of patient care team and as part of the healing process.

Some employers have experimented with changing their training, and with working an ESL angle into their orientation. Two food service managers say they have increased training for Food Services to meet the needs of new hires. One went to 1 week of full time training; another increased to 33 hours making them qualify for less than one half of the jobs in the dept. There is clearly an appetite for learning more about embedding, and effective training.

In our research, we have tried to get closer to the real jobs, to better understand and to document what managers, housekeepers and food service workers are doing to cope with new job demands, what life on the job means to them and to
all of us who rely on them. The essential skills training priorities listed in the next section are one step along that path.

**Housekeeping Essential Skills Profile Revisited**

The following table provides a list of tasks officially assigned to Housekeepers (according to their Essential Skills Profile) along side those identified as additional or different by the housekeepers who responded to our study. These are organized according to the nine essential skills identified by Human Resources and Social Development Canada (HRSDC).

<table>
<thead>
<tr>
<th>Essential Skill</th>
<th>Relevant Tasks from HRSDC Essentials Skills Profile</th>
<th>Additional Task Examples from our Respondents</th>
</tr>
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</table>
| Reading text   | • Read notes from supervisors to receive work assignments and from co-workers sharing information.  
• Read cleaning products to understand how to use them.  
• Read WHMIS documents and Material Safety Data Sheets of products being used for the first time.  
• Read memos from management explaining various workplace issues, such as changes to the benefits package.  
• Read pamphlets to get information on, for example, new floor finishing products.  
• Level 1 – 3 | • Reading and comprehension has increased, there is a higher demand placed on literacy skills. Individuals are working more independently and not able to solicit help from others.  
• Read ongoing training memos and sign them to verify receipt.  
• Read documents on procedures to clean hazardous spills and to accurately perform and document the potentially high-risk job of cleaning isolation rooms, operating rooms, and birthing rooms. |
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| **Document Use**| - Read WHMIS labels on products to understand how to use them.  
- Complete timesheets.  
- Use forms to record the completion of assigned tasks.  
- Refer to assembly drawings for specialized sweeping equipment when removing and emptying canisters.  
- Read lists of discharged patients and their room numbers to identify cleaning priorities.  
- Level 1 – 3 | - Read documents on procedures to clean hazardous spills.  
- Read documents on procedures for cleaning isolation rooms.  
- Identify signs and symbols such as WHIMIS symbols or signs on rooms that need special cleaning for isolation rooms for example, C-difficile. |
| **Writing**     | - Write brief notes to themselves about supervisor’s instructions or notes to co-workers about tasks to be done.  
- Leave notes for patients to communicate information about service provided.  
- Write inspection reports to describe problems and maintenance requirements for their supervisor’s review.  
- Complete accident reports, inventory sign-out sheets, and logs to record the completion of assigned tasks.  
- Write lists of supplies and equipment taking inventory.  
- Level 1 – 3 | - Communication through writing to supervisor or co-workers or patients; writing continues to increase. |
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| Numeracy        | • Estimate the correct volume of cleaning fluid which needs to be added to a bucket of water.  
• Estimate the time it will take to complete a task.  
• Estimate the quantity of supplies such as towels or soap.  
• Level 1 – 3 | • Estimate weights when deciding on whether to request additional help when lifting equipment.  
• Mix own cleaning fluids only occasionally. |
| Oral Communication | • Interact with supervisor to receive work assignments, discuss priorities and report problems.  
• Assign tasks and monitor work of more junior housekeepers under their direction.  
• Participate in group discussions during staff or safety meetings.  
• Talk to co-workers to coordinate tasks and work schedules.  
• Level 1 – 2 | • Interact with patients and their families and respond to their needs.  
• Communicate concerns to the supervisor or other healthcare workers in a timely manner.  
• Communicate to staff about room cleaning priorities assigned when asked to change priorities. |
<table>
<thead>
<tr>
<th>Essential Skill</th>
<th>Relevant Tasks from HRSDC Essentials Skills Profile</th>
<th>Additional Task Examples from our Respondents</th>
</tr>
</thead>
</table>
| Problem-Solving | • Deal with equipment breakdowns such as a broken floor-waxing machine. Housekeepers must troubleshoot using mechanical reasoning skills and past experience.  
• Deal with emergency situations, such as leaking pipes, they assess the seriousness of the problem and take actions to minimize the damage before contacting the appropriate authority.  
• Housekeepers may find mould growing in shower rooms. With co-workers, they determine the cause of mould, consider all potential variables and then correct the problem.  
• Level 1 – 3 | • Work at speed, and achieve accuracy at full speed, in all aspects of the job. |
| Thinking skills | Decision making  
• Decide about personal safety when using toxic cleaning products and cleaning isolation rooms.  
• Decide on how to best accomplish cleaning tasks in the allocated time.  
• Decide when to call the police when faced with disorderly individuals.  
• Level 1 – 3 | • Decide when to request assistance from co-workers or supervisor. |
<p>| Critical Thinking | • Not collected for this profile. | • Judge whether eliminating or varying a sanitation task will compromise the procedures for infection control and put patients, workers, staff, the facility and community at risk. |</p>
<table>
<thead>
<tr>
<th>Essential Skill</th>
<th>Relevant Tasks from HRSDC Essentials Skills Profile</th>
<th>Additional Task Examples from our Respondents</th>
</tr>
</thead>
</table>
| Job Task Planning and Organizing | • Manage conflicting demands on their time.  
• Prioritize tasks to complete work in time allocated.  
• Significant Use of Memory.  
• Memorize layout of a building and the task routines for each floor.  
• Level 1 – 3 | • Prioritize work tasks, time management and organizational skills needed as volume of work increases. For example isolation rooms for contagious viruses take significantly longer to clean than other rooms.  
• Follow slightly different protocols from shift to shift, depending on their supervisor. |
| Finding Information | • Refer to policy and equipment manuals to find out what to do in an emergency or how to use a particular piece of equipment.  
• Level 1 – 3 | • Memorize codes and abbreviations to use when filling in information on forms. |
| Working with Others | • Monitor the work performance of others.  
• Inform other workers or demonstrate to them how tasks are performed.  
• Orient new employees.  
• Assign routine tasks to others.  
• No level assigned. | • Co-ordinate work with co-workers. |
| Computer Use | • Not collected for this profile. | • Use of computers will continue to increase for completing online forms and email. For example, recording completed beds on an online task sheet.  
• Use pager systems, understand pages - what it means and what has to be done. |
Continuous Learning

- Learning may be acquired from co-workers, through reading at work, and using materials obtained on worker’s own initiative.
- No level assigned.

<table>
<thead>
<tr>
<th>Essential Skill</th>
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<th>Additional Task Examples from our Respondents</th>
</tr>
</thead>
</table>
| Continuous Learning | • Learning may be acquired from co-workers, through reading at work, and using materials obtained on worker’s own initiative.  
|                    | • No level assigned.                               | • Know how to dispose of hazardous or infectious materials.  
|                    |                                                    | • Know how to avoid repetitive strains and joint injuries.  
|                    |                                                    | • Maintain personal safety when dealing with infectious materials and patients.  
|                    |                                                    | • Identify and report any safety hazards or concerns and unsafe work practices in the workplace to the supervisor.  |

### Food Service Workers Essential Skills Profile Revisited

The following table provides a list of tasks officially assigned to Food Service Workers (according to their Essential Skills Profile) compared to those identified as additional or different by the food service workers who responded to our study. These are organized according to the nine essential skills identified by HRSDC.

<table>
<thead>
<tr>
<th>Essential Skill</th>
<th>Relevant Tasks from HRSDC Essentials Skills Profile</th>
<th>Additional Task Examples from our Respondents</th>
</tr>
</thead>
</table>
| Reading Text    | • Read written instructions for particular work tasks, such as cleaning a piece of equipment.  
|                 | • Read house policies and procedures.               | • Increase in reading comprehension. A higher demand placed on literacy skills. Job description is printed out for reading.  
|                 | • Read pamphlets dealing with hygiene in a food environment.  
|                 | • Read and implement written shift duties and instructions.  
|                 | • Scan safety manuals for instructions on the safe use of chemicals.  
<p>|                 | • Level 1 – 3                                        | • Read and comprehend written communication about special food requirements or dietary restrictions.  |</p>
<table>
<thead>
<tr>
<th>Essential Skill</th>
<th>Relevant Tasks from HRSDC Essentials Skills Profile</th>
<th>Additional Task Examples from our Respondents</th>
</tr>
</thead>
</table>
| **Document Use** | • Locate and read labels and symbols relating to WHMIS.  
• Read work schedules and read function sheets.  
• Complete inventory control cards, requisitions and order forms.  
• Write lists of food required.  
• Level 1 – 2 | • Read the menus and patient preferences accurately, concisely and quickly. For example, patients may have special requirements likes ½ portion or double starch, no vegetables. |
| **Writing** | • Write “to do” notes for themselves and co-workers.  
• Write incident reports and complete Worksafe BC forms.  
• Level 1 – 2 | • Writing will continue to increase as the volume of work increases. |
| **Numeracy** | • Weigh and measure ingredients when cooking and weighing food to ensure proper portion sizes.  
• Convert recipes by multiplying or dividing all ingredients.  
• Estimate amounts of food by comparing containers, product sizes and volumes.  
• Level 1 – 2 | |
| **Oral Communication** | • Communicate with supervisors and co-workers to organize and co-ordinate their work and receive instructions.  
• Communicate with delivery personnel about where to place supplies.  
• Level 1 – 2 | • Interact with patients when delivering and picking up meal trays. |
<table>
<thead>
<tr>
<th>Essential Skill</th>
<th>Relevant Tasks from HRSDC Essentials Skills Profile</th>
<th>Additional Task Examples from our Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thinking Skills</td>
<td>Problem Solving</td>
<td>• Work at speed, and achieve accuracy at full speed, in all aspects of the job.</td>
</tr>
<tr>
<td></td>
<td>• May encounter problems caused by miscommunication due to their noisy working environment. They must then clarify the information.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• May be confronted with difficult cleaning jobs where conventional methods do not seem to work. They have to determine how to clean ovens and other equipment, selecting the best cleaner and devising effective cleaning methods.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Level 1 – 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Decision Making</td>
<td>• Decide when to request assistance from co-workers or supervisor.</td>
</tr>
<tr>
<td></td>
<td>• Decide whether supplies received meet the required quality standards and purchasing specifications.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Select which cleaner to use for particular cleaning tasks.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Level 1 – 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Critical Thinking</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Not collected for this profile.</td>
<td></td>
</tr>
<tr>
<td>Essential Skill</td>
<td>Relevant Tasks from HRSDC Essentials Skills Profile</td>
<td>Additional Task Examples from our Respondents</td>
</tr>
<tr>
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</tr>
</tbody>
</table>
| Job Task Planning and Organizing | • The work of food service workers follows a similar basic routine every day. Within that framework, they plan their own activities following guidelines provided for food preparation and responding to variations in customer volume.  
• Remember details of current orders and special instructions for a particular function and last minute changes to these instructions.  
• Remember health and safety standards for the care and preparation of food.  
• Find out about policies for product specifications by asking their supervisor.  
• Level 1 – 2 | • Prioritize work tasks, time management and organizational skills needed as volume of work increases. For example, last minute rush orders require reorganizing of tasks.  
• Follow slightly different protocols from shift to shift, depending on the supervisor. |
| Finding Information | • Not collected for this profile. | • Memorize codes and abbreviations to use when filling in information on forms. |
| Working with Others | • Work independently and as part of a team. They participate in formal discussions with co-workers and supervisors on methods for improving work processes or product quality, and on the allocation of responsibilities.  
• No level assigned. | • Work quickly and accurately in a team setting. |
| Computer Use | • Use equipment with computerized settings.  
• Level 1 – 2 |  |
<table>
<thead>
<tr>
<th>Essential Skill</th>
<th>Relevant Tasks from HRSDC Essentials Skills Profile</th>
<th>Additional Task Examples from our Respondents</th>
</tr>
</thead>
</table>
| Continuous Learning     | • Learning may be acquired from co-workers, through reading at work, and using materials obtained on worker’s own initiative.  
                          | • No level assigned.                                                                                                      | • Learn about new food products, menus and recipes.                                                            |
|                         |                                                                                                                        | • Use computer for self learning to improve knowledge of foods and recipes.                                     |
|                         |                                                                                                                        | • Train on food safe standards, for example how temperature affects food safety and effects of not washing hands. |

See Appendix B for examples of job postings for food service workers or housekeeping.
Training Needs

1. Training needs: Housekeepers and Food Service Workers

1.1 Job Training and Occupational Health and Safety

Essential skills embedded in job training would provide clarity, focus and understanding to job tasks, safety requirements, and actions to address problems/risks. Respondents in our interviews from all job categories focused on these improvements for current job training:

- Consistency: standard training in every location for every company.
- Department specific: training for specific areas in facilities, especially isolation rooms in each department.
- OHS: consistency within companies and across companies. Training with clear language version of rules, basic worksafe procedures, safe use of chemicals, and refusal to do unsafe work is essential.
- Problem specific: protecting oneself from infectious diseases, injuries on the job; knowledge about how infection is spread and requirements for ensuring safety for oneself, patients, family, community.

See Recommendations 3 and 4

1.2 Computer Training

To prepare workers to adapt to technological change and to access information for work, union or job activities, personal development:

- Basic computer training for working in health care facilities and for accessing education through online learning.
- Updating computer skills for workers who want to move into other jobs in health care.

See Recommendation 4

The healthcare sector has become more technology-driven. We use it whenever we can. Ten years ago, a nurse would have personally given a directive to a housekeeper on the ward. Now, their direction is through an intermediary. So they need to multi-task, to triage and decide what to do.

Manager
1.3 Pre-Requisites and Career Laddering

To move into other health care jobs and to succeed in this training, workers need access to pre-requisite courses or general skill training in areas such as:

- Medical terminology
- Test-taking skills
- Writing
- Prose reading
- Pre-requisite – Healthcare support worker
- Certificate in housekeeping
- Institutional cooking
- Continuous Learning

See Appendix D for information on Care-Aid training as a laddering opportunity.

See Recommendations in Appendix F

1.4 Language and Culture

To address the needs of new immigrants for improved language skills and cultural knowledge:

- Oral Communication, Reading, Writing for English as a second language (ESL).
- Cultural aspects of food service work and housekeeping.
- Team work, customer service and communication skills with co-workers and patients.

See Recommendation 4

1.5 Safe Learning Environment

To create a safe and encouraging learning environment that is responsive to learners’ needs. This would include:

- Space and time for learning that is convenient and accessible.
- A learning environment that is flexible, responsive, and free of judgement.

See Recommendation 4
2. Training Needs: Advisory Committee

2.1 Sector-Wide Participation

There are a number of stakeholders in this sector, including employers, unions, employees and community organizations. When asked what different groups could do to support learning for housekeepers and food service workers, our research respondents raised the need to work together in cooperation, even as they wondered about how to make it work. This is a complex sector. Employers mentioned the importance of buy-in from the union to make this work. Workers questioned if a college would be able to help them since they could not imagine appearing on campus. And some workers and their union activists doubted that the employers, public or private, would support learning for workers. Each category of respondent was willing to work on learning and essential skills, but wondered about others. This tells us that the provincial Advisory Committee can work to build consensus, create shared success for all stakeholders in the sector, and support replication at the local level. Private and public sector employers, the union and community groups expressed willingness to work with the government and Capilano College on a sectoral initiative.

Stakeholders should be approached to participate in an Advisory Committee, to ensure that each group is represented and has an investment in the eventual strategy. Communications strategies will need to consider all stakeholders.

See Recommendations 2, 3 and 7

2.2 Best Practices in Workplace Learning and Joint Projects

There is a need for a best practices guide to ensure effective committee leadership, provide informed guidance and ensure that training remains relevant to the shared needs of workers and employers and encourages co-operative participation:

- Review of existing resources and curricula.
- Best practices in workplace learning for joint initiatives.
- Partnership rules, building trust and development activities.
- Reflective approach to project management and evaluation.

See Recommendations 3, 4, 5 and 6
3. Training Needs: Union Educators, Advocates and Workplace Instructors

3.1 Enhanced Labour Model

To add essential skills to labour’s understanding and model of workplace learning:

• Essential skills framework and its role in labour model of workplace learning.
• Practitioner training for instructors new to the workplace in joint initiatives, essential skills and the labour model.

See Recommendation 5

3.2 Learning Advocates

To help workers take advantage of learning opportunities and to embed continuous learning in these workplaces:

• Train and support learning advocates for each worksite to promote best practices, provide informal peer learning and collect information for on-going evaluation.
• Help advocates see how essential skills play out in work practices and routines.

See Recommendation 5

4. Training Needs: Employer and Supervisors

4.1 Workplace Learning and Essential Skills

To provide employer and supervisor information on effective workplace learning and training topics such as:

• How to embed essential skills into job training to improve learning and retention.
• Train-the-trainers/supervisors for consistent, reliable training for new workers; training in job method, job instruction and job relations.
• Clear language use in training materials and documents.
• Communicating in diversity- understanding and using effective

It’s hard to standardize training. It’s good on paper but on the ground it’s different.

Manager
communication strategies for a diverse workforce.

See Recommendations 6 and 7

**Constraints on designing training for health care workers**

**Local Solutions**

Our data highlight constraints across the province’s health care facilities that affect how and when workplace learning could occur. These constraints not only impact the design of learning activities and programs overall but they play out differently in each location. Every category of respondent said that each worksite is unique and will need local planning. Therefore, initial needs assessments in each site for the pilot stage and beyond are essential for successful learning programs.

See Recommendations 4 and 5

---

*We never get time to do in-service for them. We put up signs but that’s nothing like a class.*

Food Service Manager

*Funding is the key*

Manager

**At What Times?**

Many housekeepers and food service workers with private-sector employers have two jobs as well as family responsibilities. They work two jobs five days a week with weekends off or work two jobs over a seven day period; some are casual workers at a third job on their “days off”. These schedules leave little time for learning. Casual workers are usually not able to pre-determine their work schedule and could not commit to regular attendance on any specific day. Respondents in our interviews suggested various alternatives which would need to be explored in each location:

- Beginning or end of shift scheduling for those who can stay later or arrive earlier.
- Weekends for people who do not have family responsibilities or weekend jobs.

*How can you send people to school when they work in two places?*

Food Service Worker
• Online learning for certain courses which would allow workers to fit learning into their own schedules.
• Individual peer-tutoring would offer flexibility in scheduling.
• Short blocks of training time would be most convenient in tight schedules.

- See Recommendation 5

Training Sites

Most workers say that learning at the work site would be most convenient. Some facilities have rooms available for meetings or training. Other location alternatives are faith centres (temples, churches) which often offer language and culture programs. Community centres and secondary schools on public transit lines were also mentioned as alternative sites.

See Recommendation 5

Seeing the Whole Picture

Formal tools for measuring essential skills may not capture the whole picture of an employee’s experience of literacy and learning in their workplace. It will be important to incorporate other ways of tracking progress, drawing on participant’s own measures for success.

See Recommendations 5 and 7

It was amazing to see how clients' self-confidence rose while completing the training programs. You can't buy that kind of confidence.

Community Agency Representative
Strategic Partnerships

Recognizing that a significant number of housekeeping and food service workers are immigrants, the research team surveyed three community agencies to assess their interest in creating a partnership to assist health care workers advance in their careers.

All these agencies have worked with this segment of the workforce, and offer many services to immigrants. The research team interviewed these respondents about their literacy training experience. Both Immigrant Services Society (ISS) and DiverseCity Community Resource Society are currently offering literacy programs. ISS has partnered with Soren Enterprises, offering employees a language course onsite that includes manufacturing specific content. DiverseCity and Kwantlen University College are partners in offering a resident attendant care program that includes an ESL/medical terminology class. Literacy BC supports literacy classes by lending out library resources and training literacy practitioners.

In interviews, representatives from these organizations were asked about the training needs of healthcare workers. One of the managers at ISS recalled a highly successful Hospitality Training program that they managed from 1992 to 2005. “It worked because we integrated ESL into the 6 month course – 50% of the course was ESL and they did two practicums.”

With the expertise these agencies have, they could be instrumental in training across the health care sector. Pilot projects could include a partnership to offer computer training to workers, as well as training to instructors. Based on the interest of those interviewed, other immigrant serving agencies should also be approached to participate in partnership development.
Resources and Curriculum

This section of the report details resources and curriculum relevant to the findings and proposed strategy and identifies where the gaps are in available materials.

Following a search of libraries and websites and personal communications with colleagues across Canada there appears to be no curricula or resource published or available for immediate use that matches this workforce in this sector. Essential skills materials are available for other healthcare jobs, and across Canada there are several projects now in development, but none of these are for use with or by hospital housekeeping or food service workers.

The first section under this heading is an annotated list of the courses, curricula and resources that we found in our review of materials that we believe may be adapted for strategic response to needs in this sector.

The second section is a list of what is missing from the list above: the gaps and what curricula, materials or tools could be developed as projects in the strategy to meet needs in this sector.

The full literature and resources survey is included as Appendix C.

A note on essential skills in these materials

With so little housekeeping and food service curricula, resources and tools framed in terms of the nine identified essential skills, we have included material that references workplace literacy. While they do not explicitly use the language of an Essential Skills approach, these materials are adaptable to an essential skills based curriculum as they already address writing, prose reading, document use, numeracy, problem-solving, oral communication, working with others, problem-solving and decision-making. There are also some references to teaching workers to use computers for word processing or internet searching. They all embody continuous learning. None of these resources assign entrance or exit criteria or levels for grouping but many are appropriate for “beginner” and “intermediate” level learners, occasionally referencing adult basic education levels.
## Curricula, resources and tools for adaptation

<table>
<thead>
<tr>
<th></th>
<th>BEST program model and material and the Hospital Employees’ Union Coordinator Handbook</th>
<th>Capilano College and HEU</th>
<th>The program model and sample materials—including peer tutor preparation and lessons.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Workplace Curriculum for Healthcare</td>
<td>(1997) Capilano College for Ministry of Education, Skills &amp; Training and HRDC</td>
<td>This curriculum guide outlines a workplace literacy program that is run jointly by the employer and the HEU union, through a local coordinating committee that includes a community college.</td>
</tr>
<tr>
<td>3</td>
<td>Teaching Guide for Teaching English as a Second language in the workplace</td>
<td>(1996) Labour Studies Programme, Capilano College, North Vancouver</td>
<td>This is a labour studies course that combines Level 1 communication, reading, writing, problem-solving. Every lesson uses authentic workplace material and so is easy to update. Some sections may need updating due to WorkSafe or changes in law. Contains a section on human rights.</td>
</tr>
<tr>
<td>5</td>
<td>Team Problem Solving for Cook Trainees</td>
<td>(2000) University College of the Fraser Valley, Abbotsford, B.C.</td>
<td>This guide contains exercises intended to help students develop their skills and confidence in a working environment organized around teaching problem-solving.</td>
</tr>
<tr>
<td>6</td>
<td>Oral Communication</td>
<td>Workplace Manitoba Draft Curriculum (in process)</td>
<td>Oral communication course for workers.</td>
</tr>
<tr>
<td></td>
<td>Program Title</td>
<td>Description</td>
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<tr>
<td>7</td>
<td>Communication Skills - Hospital</td>
<td>Includes writing and basic computer use.</td>
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<tr>
<td>8</td>
<td>Document Use</td>
<td>Document navigation, writing on documents, Document use skills.</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Occupational Health and Safety and Oral Communication</td>
<td>Oral Communication embedded in OHS course piloted with HEU private-employed members.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Workplace Literacy Special Initiative – CD Series Healthcare and Food Processing, Food Counter Attendants</td>
<td>Pre-employment occupational curriculum manuals organized around essential skills includes both workbooks for learners and workbooks for instructors. It includes an analysis of pre-employment screening tests used by employers in healthcare for entry-level jobs in healthcare.</td>
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</tr>
<tr>
<td></td>
<td>(2005) Literacy Link Eastern Ontario</td>
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<tr>
<td>11</td>
<td>Spreading the Word: A Literacy Advocate’s Kit</td>
<td>This 200-page kit is for members and staff who are trying to get their locals and employers on side with a literacy or clear language project.</td>
<td></td>
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<tr>
<td></td>
<td>(2005) CUPE, Ontario</td>
<td></td>
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</tr>
<tr>
<td>12</td>
<td>Learning Advocate Training Manual</td>
<td>This is the training manual for learning advocates. The CWL has previously given permission for adaptation of the Learning Advocate Training for labour groups in Canada. Topics include: Role of the Learning Advocate, Removing Barriers to Learning, Communication and Peer Support Skills.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(1996) Center for Working Life</td>
<td></td>
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</tr>
</tbody>
</table>
Gaps and Areas for Development

1. Occupational Health and Safety for hospital workers: essential skills and…:
   A. Infection control (problem-solving, decision-making, document use)
   B. Personal protective equipment
   C. Ergonomics
   D. Numeracy (interpreting percentages, averages and document use).

2. Training for advisory committee members on:
   A. Best practices
   B. Planning and on-going evaluation
   C. Partnership running rules and development activities.

3. Enhancing the labour model for workplace learning with essential skills by:
   A. Adding essential skills to labour’s understanding of workplace learning and literacy
   B. Practitioner training in labour approach to workplace learning and essential skills
   C. Labour education and essential skills.

4. Health sector specific employer information on workplace learning and essential skills and how to embed essential skills in other work training to improve learning and retention, including:
   A. Clear language
   B. Diversity training or communicating in diversity
   C. Supervisor training in job method, job instruction or job relations

5. Communication about workplace essential skills learning and opportunities for:
   A. Employers
   B. Unions
   C. Potential participants and their co-workers
   D. The sector, through print, media and a web portal

5 Skill in job instruction, job methods and job relations are well-known courses in manufacturing and industry that might transfer to health care and provide the human bridge between increasing quality and productivity demands and the limits of the worker to do more without better methods or systems. For example in The TWI Workbook Essential Skills for Supervisors, Patrick Graupp and Robert J. Wrona (New York) Productivity Press 2006.
6. Computer use, especially for finding information and for independent or distributed learning.

7. Specific courses to help with career laddering for housekeeping and food service worker, such as:
   A. Medical terminology
   B. Writing, prose reading and test-taking for success in or equivalent to pre-requisite courses for Care Aide (English 11) or other patient care jobs.
Pilot Proposal

Our suggestion for pilots mirrors our recommended strategy to start with partnerships, build resources and expertise, and learn from addressing local needs.

The Advisory Committee as a Pilot Project

A provincial advisory committee would manage a number of activities and outputs, including:

A. Best Practices project – define and create a handbook and training including partnership running rules, understanding the healthcare workplace, learning and essential skills during the first year. This will guide the other projects and also be used by hospital site advisory committees.

B. Planning and on-going evaluation – an evaluation process might be part of the Best Practices project, or it could be a separate deliverable for a pilot project.

Workplace Essentials Skills for Hospital Workers

The following are examples of possible pilots in B.C. hospitals.

We suggest a strategy to try B.C.-wide pilots in a range of situations:

A. Public hospital that directly employs housekeeping and food service staff.

B. Public hospital that directly employs housekeeping and food service staff and where there are high numbers of First Nations workers.

C. Public hospital where some services are delivered by housekeeping and food service staff employed by private employers (Aramark, Sodexho or Compass).

In each case, an advisory committee for the pilot would be needed to ensure that the pilot project was informed of and responsive to the local situation.

These pilots could focus on the high needs found in our research (see Training Needs) and embed course content and essential skills such as:

A. Occupational Health and Safety.
B. Working in the hospital (what every employee should know about medical terms, roles and responsibilities, the environment, the patients).

C. Medical terminology, prose reading, document use.

D. Infection control and essential skills.

E. Computer use for finding information (internet skills) and for word processing or email.

These pilots could also provide an opportunity to develop first resources and build expertise through projects such as:

A. Learning advocate training manual and pilot cohort.

B. An updated model for Capilano College’s workplace learning in essentials skills including practitioner training.

It may also be the decision of the advisory committee to include some pilot initiative aimed at including supervisors and managers in essential skills learning such as:

A. Clear language, oral communication and document use.

B. Diversity training or communicating in diversity.

C. Supervisor training in job method, job instruction or job relations.
Appendix A: Methodology

This project employed both formal and informal interview practices. The interview protocol was approved by the Capilano College ethics board and the project was overseen by a steering committee.

Steering Committee

An informal steering committee produced the original proposal and was also called upon to offer advice to this research project. The steering committee included representatives from Capilano College, staff researchers at the Hospital Employee’s Union (HEU) and the Canadian Union of Public Employees (CUPE) national literacy program coordinator. HEU / CUPE and Capilano College have partnered in the past on workplace learning in B.C. hospitals. This group provided advice, recommended resources to review and suggested strategies to the research team. The people in this group were not formally interviewed, and are not directly quoted in this report nor counted in the respondent numbers. Also, this research project group should not be confused with the public and private sector province-wide Advisory Committee that is proposed in this report.

Research Methods and Tools

The methods used in creating this report included:

- locating, reading and understanding published papers, tools and materials relevant to the project.
- communicating with experts and leaders to connect with planned current projects or research that is not yet published.
- reviewing industry-specific sources of written information.
- scanning the worldwide web for international parallels and examples.
- reviewing Capilano College and other public sector history of workplace education in hospitals.
- interviewing individuals and groups to gain an up-to-date lived experience view of needs and workable strategies to address them.

The research method and interview protocol for this project was approved by the Capilano College’s Ethics Committee under the guidelines for research with human subjects.

The research team worked together on collecting data on training resources that are currently available for this group of healthcare workers, as well as identifying training materials or other resources that may be useful but don’t currently exist.
The focus was on documents that had been published since 1990 in Canada, the United States, Britain, Australia and New Zealand.

We reviewed essential skills materials for healthcare; some of which was under development in other provinces including Nova Scotia, Alberta, Manitoba, Quebec, and Saskatchewan. We also reviewed curriculum for workplace literacy programs for both instructors and learners in addition to resources for implementing workplace literacy programs.

**Research Questions**

The questions asked of respondents were:
- Tell me about a typical cleaner / kitchen worker and a typical shift.
- What are some of the strengths of people in this job? What would a good (housekeeper) be like?
- What are some of the hard parts of this job?
- What are some of the issues or challenges for people in this job?
- How do people learn this job? How do they get trained or learn from each other?
- What is the next job after this one? Is there a career path in this work?
- What is changing about this job? Or what has changed?
- What training do you think people in this job might want or need?
- What could improve the training that they get now?
- How could the college support learning for people in this job? What could we do? How could it work? Where should it be? Who should be able to take part?
- What could the employer do to support learning for people in this job?
- What could the union do to support learning in for people in this job?
- What could the community or community agencies do to support learning for people in this job?
- What else would you like us to know about this job, the training, the people or their needs?

**Respondents**

A consent form was approved for use with volunteer interview participants. The Capilano College Research Ethics Committee recognized the project’s time constraints but still maintained its process, approving the fourth revision of the consent form.
Volunteer interview participants were guaranteed anonymity and confidentiality. For this reason, no one is named or identified in this report except in the most general terms; no one exercised their right to withdraw after the interview.

Volunteer individuals were invited to participate through direct contact by the researchers or through the partner organizations in the project which included HEU/CUPE and employers. We caution, therefore, that our interview respondents tended to be active individuals with a high level of engagement.

Thirty-three formal interviews were conducted in a variety of locations, including the worksite, as either

- Group interviews or
- Individual interviews in person, by telephone or by email

Housekeeping and Food Service Workers (HEU members) 12
Managers and Senior Executives 13
Union Staff 4
Occupational Health and Safety Training Organization Coordinator 1
Community Organizations 3

While thirty-three respondents were interviewed formally, another approximately 20 people were contacted through informal channels including email, telephone call and in-person communication. Staff at Capilano College provided feedback and guidance on this report as it developed, practitioners were asked for advice based on their experiences in the field, curriculum developers and other researchers across the country were contacted for information on current research or materials under development. These personal communications are noted in the relevant areas, particularly in Resources and Curriculum.
Appendix B: Sample Job Postings

The following are examples of sector-specific postings for the jobs under consideration in this research.

**Food Service Worker Posting**

Performs a variety of tasks related to the preparation of food for patient meal trays, cafeteria service and catered events; collects, clears and distributes dishes.

**DUTIES & RESPONSIBILITIES:**
1. Portions and garnishes menu items for meal service by following computer generated tally sheets.
2. Places food on the trays according to patient menu slips.
3. Replenishes items such as food, beverages and crockery required for meal service.
4. Sets up the cafeteria area by cleaning, stocking and bussing food.
5. Serves customers and takes cash in the cafeteria.
6. Assembles items for, and delivers and serves nourishments according to patients' diet requirements.
7. Washes, cleans, peels and stores fruit and vegetables.
8. Cleans and washes dishes, pans and utensils by hand or machine; operates dishwashing and/or potwashing equipment; distributes clean dishes, pans and utensils to storage areas.
9. Cleans work areas and equipment such as refrigerators, cupboards, counters and cafeteria tables, by wiping and spot washing.
10. Follows safe food handling practices such as storing/holding food at correct temperature, checking expiry dates, washing hands frequently and rotating stock.
11. Performs other related duties as assigned.

**QUALIFICATIONS:**

**Education, Training, and Experience:**
Grade 10 or an equivalent combination of education, training and experience. Successful completion of a recognized Food Safe Certificate.

**Skills and Abilities:**
- Ability to communicate effectively both verbally and in writing.
- Ability to deal with others effectively.
- Ability to organize work.
- Ability to operate related equipment.
- Physical ability to carry out the duties of the position.
Housekeeper Job Posting

Position Title: Housekeeping Aide
Location: Vancouver Coastal Health and Providence Health Care Facilities
Reporting to: Housekeeping Supervisor and/or Housekeeping Manager

General Description of the Position:

The Housekeeping Aide is responsible for the completion of various housekeeping functions. ARAMARK employees receive direction from their Supervisor and/or Manager, and the Call Centre. The Housekeeping Aide is responsible for organizing and communicating their work activities in order to meet expected goals.

The Housekeeping Aide is also responsible for providing and maintaining high level of customer service and cleanliness in areas as assigned; including but not limited to patient and non-patient areas, patient/resident rooms, operating and labour rooms, laboratories, washrooms, food service areas, pharmacy, and all commons areas, e.g. corridors and public amenities.

General Responsibilities:

- Maintaining and promoting a safe work environment at all times;
- High dusting, cleaning and disinfecting all assigned cleaning surfaces, including vents;
- Cleaning furniture, fixtures, and equipment, and making beds;
- Removing and replacing blue wear (i.e. bedpans and urinal containers);
- Floor care, including dry and wet mopping, scrubbing, buffing and applying floor finish;
- Carpet and upholstery care, including vacuuming, removing stains, and shampooing;
- Removing waste such as regular and biomedical waste, and sharps containers;
- Removing soiled linens;
- Cleaning hazardous spills;
- Performing isolation cleaning;
- Stocking supplies such as paper towels, toilet tissues and hand soap;
- Operating and maintaining clean cleaning equipment;
- Ensuring that all faulty cleaning equipment is immediately reported to the Supervisor/Manager and that the appropriate “Danger Tag” is placed on equipment and that it is removed from service;
- Moving furniture and setting up rooms;
- Washing walls, cleaning windows, removing and replacing shower and cubical curtains, cleaning and removing window blinds and curtains;
- Other duties as assigned.
Occupational Health and Safety:

- Reporting any incident or accident to the supervisor/manager immediately at the time it occurs;
- Ensuring the health and safety of oneself and others;
- Cooperating with ARAMARK Health and Safety Policies, Committees and leaders, as well as following supervisory direction on Health and Safety issues;
- Ensuring that equipment and supplies are safely secured at all times. Reporting any misuse, interference, damage of/to equipment to the supervisor/manager immediately;
- Reporting any safety hazards or concerns and unsafe work practices in the workplace to the supervisor/manager.

Required Skills and Education:

- Must be able to read and write English, and converse clearly in English;
- Building Service Worker certificate is an asset;
- Prior housekeeping experience is an asset;

Other Job Requirements:

- Must be able to lift and participate in strenuous activities as required.

Business Ethics and the Workplace:

- All ARAMARK employees are required to be friendly, courteous and professional in their dealings with others in the workplace;
- All ARAMARK employees must maintain the confidentiality of all personal, private and confidential information obtained or exposed to during the course of their employment, in accordance with the ARAMARK Privacy Policy;
- All ARAMARK employees must act in accordance with the ARAMARK Business Conduct Policy, which prohibits employees from accepting gifts, loans or anything of value from patients, residents or other individuals with whom they have contact during the course of their employment;
- All ARAMARK employees must present a positive image when working by wearing an approved/provided uniform, flat soled, non-marking shoes and ARAMARK identification;
## Appendix C: Literature and Resource Survey

### Materials to be Adapted or Updated

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Publisher, Date, Location</th>
<th>Abstract</th>
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<tbody>
<tr>
<td>Developing Work-Related Learning Materials</td>
<td>Wong, V., &amp; Fownes, L.</td>
<td>(After 2000) SkillPlan, Burnaby, B.C.</td>
<td>This guide is for practitioners who want to link instruction with workplace applications. It can be used for developing a single lesson, a series of lessons, or a curriculum. The focus can be on career exploration, improving Essential Skills levels, or specific Essential Skills topics. The information and exercises in this guide are based on years of experience developing materials for the How do your skills Measure Up? website and Essential Skills research.</td>
<td>adapt for content trainers</td>
</tr>
<tr>
<td>Document Use at Work</td>
<td>Evetts, Julian</td>
<td>(Before 2006) SkillPlan – B.C. Construction Industry Skills Improvement Council, Burnaby, B.C.</td>
<td>SkillPlan’s Document Literacy and The Language of Documents are now bundled together as a set in this new presentation, Document Use at Work. Together, the two provide a thorough introduction to using documents, an essential skill. It takes a close look at the intricacies of document classification and structure. It is a serious attempt to address the learning of this most fundamental of essential skills. With the production of Document Use at Work, SkillPlan formalizes the complementary roles that Document Literacy and The Language of Documents have in any essential skills resource library.</td>
<td>adapt for content trainers</td>
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<tbody>
<tr>
<td>Basic education for skills &amp; training: the Hospital Employees’ Union program coordinator’s workbook</td>
<td>Evans, Sarah &amp; Diana Twiss (2000) Capilano College, North Vancouver, B.C.</td>
<td>This workbook outlines a process for implementing Basic Education for Skills Training (BEST) programs in the workplace. BEST is an approach to worker-centred literacy developed by the Hospital Employees Union in British Columbia.</td>
<td>adapt for essential skills</td>
<td></td>
</tr>
<tr>
<td>Learning Advocate Training Manual</td>
<td>(1996) Center for Working Life, USA</td>
<td>This is the training manual for learning advocates. The CWL has previously given permission for adaptation of the Learning Advocate Training for labour groups in Canada. Topics include: Role for the Learning Advocate, Removing Barriers to Learning, Communication and Peer Support Skills.</td>
<td>adapt for essential skills</td>
<td></td>
</tr>
<tr>
<td>Literacy B.C.'s 1996 Summer Literacy Institute Final Report: guidelines for developing a workplace education program for practitioners</td>
<td>Folinsbee, Sue &amp; Nancy Steel (1997) WEC &amp; ABC Canada, B.C.</td>
<td>A guidebook for individuals and organizations offering practitioner training in workplace education. The guide provides a framework for and examples of objectives and content areas for a two-week training course for individuals wanting to enhance their skills, awareness and knowledge in setting up workplace basic skills education programs.</td>
<td>adapt for essential skills</td>
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<tbody>
<tr>
<td><strong>Making Connections Supplemental Document:</strong> Antiracist/Culture-Based Approaches</td>
<td>Canadian Congress for Learning Opportunities for Women</td>
<td>(1998) Canadian Congress for Learning Opportunities for Women (CCLOW), Toronto, Ontario</td>
<td>Making Connections is a book of curriculum for women in literacy and English-as-an-additional language (EAL) programs, developed as a result of the ongoing work of the Literacy Committee of the CCLOW Board. Since its development, some gaps were identified in the curriculum document in addressing racism and presenting culture-based approaches to learning. As a result, this supplemental document was developed, containing a list, which is by no means exhaustive, of suggestions for facilitators, instructors and tutors who use Making Connections.</td>
<td>adapt for essential skills</td>
</tr>
<tr>
<td>Occupational Health and Safety and Oral Communication</td>
<td>Simply Safety for B.C. Federation of Labour OHS School (Worksafe BC)</td>
<td>-</td>
<td>Oral Communication embedded in OHS course piloted with HEU private employed members.</td>
<td>adapt for essential skills</td>
</tr>
<tr>
<td><strong>Workplace Curriculum for Healthcare</strong></td>
<td>MacLean, Cathy, Joan Acosta, &amp; Robert Wedel</td>
<td>(1997) Capilano College for Ministry of Education, Skills &amp; Training and HRDC, North Vancouver, B.C.</td>
<td>This curriculum guide outlines a workplace literacy program that is run jointly by the employer and the HEU union, through a local coordinating committee that includes a community college.</td>
<td>adapt for essential skills</td>
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<tbody>
<tr>
<td>Teaching Guide for Teaching English as a Second Language in the Workplace</td>
<td></td>
<td>(1996) Labour Studies Programme, Capilano College, North Vancouver, B.C.</td>
<td>This is a labour studies course that combines Level 1 communication, reading, writing, problem-solving. Every lesson uses authentic workplace material and so is easy to update. Some sections may need updating due to WorkSafe or changes in law. Contains a section on human rights.</td>
<td>adapt for essential skills</td>
</tr>
<tr>
<td>Evaluation of CUPE’s Literacy Program</td>
<td>Burke, Bev</td>
<td>(2006) CUPE, Ontario</td>
<td>The Report uses charts to look at each program activity. It then assesses the impact of the program both inside and outside the union and pulls out lessons learned. The report also makes 25 recommendations including suggestions for the future of the literacy program. The appendix describes four examples of literacy and clear language programs in CUPE Locals.</td>
<td>adapt for evaluation tools</td>
</tr>
<tr>
<td>Guide for Municipal Learning Resource Network</td>
<td></td>
<td></td>
<td>This guide was created to help members of the Municipal Learning Resource Network (MLRN) develop and expand workplace learning and literacy in Canadian municipalities. You can access resources to promote, plan, deliver and evaluate workplace programs enabling workers to acquire skills to participate more fully in their workplaces, homes, and communities. Programs can include workplace essential skills, technological skills, and learning for personal development and community interests.</td>
<td>adapt for healthcare sector</td>
</tr>
<tr>
<td>Team Problem Solving for Cook Trainees</td>
<td>Kloster, M. G., &amp; Wendy Watson</td>
<td>(2000) University College of the Fraser Valley, Abbotsford, B.C.</td>
<td>This guide contains exercises intended to help students develop their skills and confidence in a working environment.</td>
<td>adapt for healthcare sector</td>
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<tbody>
<tr>
<td>Literate cities – a guide for planning and conducting an organizational needs assessment for municipal workplace literacy programs</td>
<td>Folinsbee, Sue</td>
<td>(After 2000) Canadian Association of Municipal Administrators, Ontario</td>
<td>This workbook is for stakeholder committee members or others who plan and implement workplace education programs for municipal employees. It provides guidance on how to plan and carry out an Organizational Needs Assessment (ONA). It helps determine what programs should be offered and how they should be offered.</td>
<td>adapt for learning advocates</td>
</tr>
<tr>
<td>Literate Cities – after the pilot projects – revisiting the process Report</td>
<td>Nutter, Patricia, &amp; Michelle O’Brien</td>
<td>(After 2001) Canadian Association of Municipal Administrators, Ottawa, Ontario</td>
<td>This report is to help municipal stakeholders and their partners as they plan workplace education/literacy programs. This report shows that while there are common themes in the development and implementation of workplace literacy initiatives, a wide variety of approaches can be used to achieve the same goals.</td>
<td>adapt for learning advocates</td>
</tr>
<tr>
<td>Literate Cities 2002 Municipal Excellence through Partnerships &amp; Education Conference Reports</td>
<td></td>
<td>(2002) Canadian Association of Municipal Administrators, Richmond, B.C.</td>
<td>This report outlines the processes and principles involved in planning and implementing workplace literacy initiatives in municipal work sites. The conference presenters were from municipalities, unions, literacy non-profit agencies, workplace education/literacy learners, field program organizers, practitioners and governments.</td>
<td>adapt for learning advocates</td>
</tr>
<tr>
<td>It’s our right – a showcase of workplace education programs and learner stories</td>
<td>Folinsbee, Sue</td>
<td>(Before 2005) CUPE, Ontario</td>
<td>This booklet highlights stories of different CUPE locals across Canada that have set up workplace education programs.</td>
<td>adapt for learning advocates</td>
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<tr>
<td>Key Vocabulary for a Safe Workplace</td>
<td>(2000) Laubach</td>
<td>(2000) Laubach Literacy USA</td>
<td>This material helps ESL students learn the essential language of workplace safety and gain the tools they need to prevent or reduce accidents and injuries on the job. Vocabulary is introduced in an accessible picture-dictionary format to help students quickly recognize even complicated or technical terms and relate them to their own workplace. Students then practice application activities that link core vocabulary with related terms and phrases. Flexible format allows learners to relate what they learn to personal experience and create their own workplace-specific safety vocabulary lists. Material includes: Student Book, Photocopy Masters and Teacher's Guide.</td>
<td>adapt for model level 1 OHS</td>
</tr>
<tr>
<td>Mentored Practicums: A pilot project with workplace educators</td>
<td>Boyd, Mary Thompson &amp; Sue Folinsbee</td>
<td>(1997) Literacy B.C., WEC, ABC, Vancouver, B.C.</td>
<td>This report describes the experience that 10 B.C. workplace educators had when they participated in mentored practicums in 1997. This report will be of interest to those who train workplace educators. It will also be of interest to those considering a career in workplace education, and for those doing training, education and workplace development (educators, managers, union leaders, human resource professionals).</td>
<td>adapt for content trainers</td>
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<tr>
<td><strong>Seeds for Change – a curriculum guide for workplace literacy</strong></td>
<td>Connon-Unda, Jean</td>
<td>(2001) Canadian Labour Congress, Ottawa, Ontario</td>
<td>This curriculum guide is for trade union educators who are setting up and implementing literacy programs for union members. The guide identifies what makes a trade union approach different from other approaches to workplace literacy. It describes the key elements of a worker-centred literacy curriculum and provides examples of materials that demonstrate how the recommended approach can be applied in practice.</td>
<td>adapt for content trainers</td>
</tr>
<tr>
<td>A Union Approach to Workplace Education</td>
<td>Schore, Lee</td>
<td>(1995) Labor Education &amp; Research Center, Eugene, Oregon</td>
<td>This manual summarizes experiences in Oregon and across the country in developing workplace education programs that emphasize the involvement of unions and workers in creating programs that meet the educational needs of the workforce.</td>
<td>adapt for province</td>
</tr>
<tr>
<td>Fast Facts for Hospital Domestic Staff</td>
<td>NIACE</td>
<td>(2006) NIACE, United Kingdom</td>
<td>This booklet will equip employees with the literacy and numeracy support needed for their jobs. It includes info such as how to write reports, medication doses, health and safety signs.</td>
<td>adapt for province</td>
</tr>
<tr>
<td>Finding Your Way at Work: Beyond Reading and Writing</td>
<td></td>
<td>(2006) Ontario Literacy Coalition Ontario</td>
<td>A resource designed to help learners and instructors explore topics related to keeping a job. Its activities explore the assumptions, practices and expectations in today's varied workplaces to comprehensively address key skills and competencies.</td>
<td>adapt for province</td>
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<tr>
<td>Food Service Workers Safety Guide</td>
<td>Canadian Centre for Occupational Health &amp; Safety</td>
<td>(1996) Canadian Centre for Occupational Health &amp; Safety Ontario</td>
<td>A pocket size handbook covering all safety aspects of the food preparation and services industries.</td>
<td>adapt for province</td>
</tr>
<tr>
<td>Integrating Workplace Essential Skills into Curricula: A Process Model</td>
<td>Luft, M., &amp; Seabrook de Vargas, D.</td>
<td>(2005) Alberta Workforce Essential Skills</td>
<td>Workplace essential skills are the skills required in all occupations that enable people to do their work, skills that learners must have to succeed in getting and keeping employment. In recent years, educators and government funders have realized that learners benefit from instruction that integrates academic and workplace essential skills. They have begun to look at ways of including these skills in programs that prepare people for the workplace. This manual, prepared by Alberta Workforce Essential Skills, outlines a six-step process model for integrating workplace essential skills into training program curricula. In developing this process model, Alberta Workforce Essential Skills has utilized the bank of essential skills profiles identified by Human Resources and Social Development Canada.</td>
<td>adapt for province</td>
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<tr>
<td><strong>Learning for Our Lives</strong> – a union guide to worker-centred literacy</td>
<td></td>
<td>(2000) Canadian Labour Congress, Ontario</td>
<td>This handbook has been developed by the Canadian Labour Congress as part of its action plan Learning in Solidarity: Sharing a Vision of Union Literacy. Unions intending to set up or strengthen a literacy program for their members will find this guide helpful. For those just getting started, this handbook will help them explore the issue of literacy from a labour perspective and guide them in the planning and implementation of their program. For those currently running a literacy program, this handbook can help them evaluate and strengthen their program. Unions who are not currently in a position to implement workplace literacy programs can use the handbook to develop policy and a strategy on literacy.</td>
<td>adapt for province</td>
</tr>
<tr>
<td><strong>CCC Instructional System</strong></td>
<td>Computer Curriculum Corporation</td>
<td>(1991)Computer Curriculum Corporation, Ontario</td>
<td>The Computer Curriculum Corporation has a computer-based, workplace literacy program that provides individualized, continuously customized instruction. The system includes comprehensive, skilled-based courses in Reading, Writing, English as a Second Language, Mathematics and Computer Literacy. VGA colour, graphics and audio technology are used to stimulate the learning process. The system is available in a network or as a stand alone for smaller groups and distance learning applications.</td>
<td>adapt for sector</td>
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<tr>
<td>Making it Work series of booklets – for Practitioners. 5 volumes</td>
<td></td>
<td>(2005) Ontario Literacy Coalition</td>
<td>The Ontario Literacy Coalition (OLC) has produced a series of five bulletins for Literacy and Basic Skills (LBS) Programs in Ontario.</td>
<td>adapt for sector</td>
</tr>
<tr>
<td>Working Together, Moving Ahead</td>
<td></td>
<td>(2002) B.C. Healthcare Workplace Basic Education, Vancouver, B.C.</td>
<td>This video documents the experience of the BEST program at two hospitals in the Vancouver area of British Columbia. The video contains footage of interviews with labour activists, BEST program coordinators, tutors and learners from BEST programs, as well as managers and hospital administrators.</td>
<td>adapt for content trainers</td>
</tr>
<tr>
<td>Working in the Hospital</td>
<td></td>
<td>(1990) Metro Labour Education Centre, Ontario</td>
<td>A workbook for hospital employees who are in housekeeping, laundry, nutrition and nursing. Lessons are intended to familiarize instructors and students with the language of the hospital workplace.</td>
<td>adapt for essential skills</td>
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### Principles of Best Practices Materials

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<tr>
<td>Collaborative Workplace Development – an overview</td>
<td>Folinsbee, Sue &amp; Paul Jurmo</td>
<td>(1994) ABC Canada Literacy Foundation, Ontario</td>
<td>This handbook contains principles of good practice and steps for planning and implementing a collaborative workplace development initiative.</td>
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### Principles of Best Practices Materials

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<tbody>
<tr>
<td>Essential skills and lifelong learning: friend or foe?</td>
<td>Millar, Robin</td>
<td>(2005) Literacies Newsletter, Toronto, Ontario</td>
<td>This article reviews how the Canadian government support of the development of essential profiles has created a potential divide between the outcomes for community based literacy and those outcomes linked entirely to skills development.</td>
<td>practitioner training</td>
</tr>
<tr>
<td>Essential skills: essential confusion</td>
<td>Jackson, Nancy</td>
<td>(2005) Literacies Newsletter, Toronto, Ontario</td>
<td>This article looks at the government of Canada’s definition of essential skills and how these definitions are causing confusion for literacy practitioners.</td>
<td>practitioner training</td>
</tr>
<tr>
<td>Good practice in use – guidelines for good practice in workplace education</td>
<td>Belfiore, Mary Ellen</td>
<td>(2002) Ontario Literacy Coalition</td>
<td>This research was conducted to provide background and an impetus for discussion about good practice in workplace education as Literacy and Basic Skills providers move forward to deliver LBS-like programs in the workplace in Ontario.</td>
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<tr>
<td>Alberta Framework of Essential Competencies for Working, Learning and Living</td>
<td>(2001) Adult Skills, Alberta</td>
<td>Performance indicators help learners, teachers (Gr. 7 – 12) and providers of adult development programs to identify employability, academic and occupational skills and competencies.</td>
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<tbody>
<tr>
<td>An Overview of Workplace Literacy Delivery: Practitioner Development for Workplace Education</td>
<td>Belfiore, M. E.</td>
<td>(2003) Ontario Literacy Coalition</td>
<td>Two manuals were developed following the practitioners development sessions in 2002. They provide a guide for presenting essential elements in marketing and delivering workplace education; it includes the materials and activities used in the 3-day overview session.</td>
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<tr>
<td>Bargaining Basic Skills – what unions should know about negotiating worker-centred literacy programs</td>
<td>Anderson, J.</td>
<td>(2000) Canadian Labour Congress, Ontario</td>
<td>This handbook is a tool for union members interested in negotiating literacy and basic skills programs. It is intended for those just starting to consider the possibility of bargaining for a literacy program.</td>
<td></td>
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<tr>
<td>Basic Skills for the Workplace</td>
<td>Taylor, M. C., Draper, J. A., &amp; Lewe, G.</td>
<td>(1991) Culture Concepts Inc., Toronto, Ontario</td>
<td>This is a practitioner's guide to developing literacy training for workers. This book examines practical solutions, a wide range of program approaches and instructional techniques. Over 35 leading experts and practitioners from Canada, United States and the United Kingdom write about their experiences and the major trends facing the field of Basic Skills Training.</td>
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<tr>
<td>The Benefits of Participating in Collaborative Committees</td>
<td>Belfiore, Mary Ellen</td>
<td>(1997) ABC Canada Ontario</td>
<td>The purpose of this brief report is to show the effect that participation in workplace committees has on committee members. It focuses on the benefits of participation in regard to work activities as well as personal growth. Found at: <a href="http://www.library.naldatwork.ca/item/1734">www.library.naldatwork.ca/item/1734</a></td>
<td>for advisory committee</td>
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<tr>
<td>Building Essential Skills in the Workplace</td>
<td></td>
<td>(2005)</td>
<td>In this document, the authors present five cases studies involving organizations that faced specific essential skills challenges. The case studies examine outstanding workplace education programs and initiatives. They highlight best practices in developing essential skills in the workplace and provide an overview of benefits, outcomes and impacts of essential skills training.</td>
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<td>CanadaWorks! 2nd Ed.</td>
<td>Bond, J., &amp; Nicholson, G.</td>
<td>(1998)</td>
<td>CanadaWorks! focuses on employability skills and knowledge that will help learners focus on experiences that come after getting a job. This is a classroom resource that can be integrated into curriculum that is already developed for learners based on an assessment of their workplace literacy needs.</td>
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<tr>
<td>Canadian Indigenous People: Workplace Literacy and Essential Skills - A Survey of Aboriginal Workforce/ Essential Skills Development Programs and Recommendations for Implementation and Delivery</td>
<td>OARS Training Inc.</td>
<td>(2005)</td>
<td>A national survey of aboriginal workforce/essential skills development programs was conducted. The purpose of the survey was to identify critical success factors in the development, delivery and evaluation of such initiatives. The most important characteristics of these programs include: adult educators; integration of culturally appropriate materials; learner-centred; ongoing communication between all involved; strategic partnerships; supportive employers; voluntary participation; safe learning environment. A checklist for developing such initiatives is provided and details on the development of workplace practitioners.</td>
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<tr>
<td>Collaborative Evaluation – a handbook for workplace development planners</td>
<td>Folinsbee, Sue &amp; Paul Jurmo</td>
<td>(1994) ABC Canada Literacy Foundation, Ontario</td>
<td>This handbook leads you, step-by-step, through planning and conducting the collaborative evaluation of a workplace development initiative.</td>
<td></td>
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<tr>
<td>Collaborative Needs Assessment – handbook for workplace development planners</td>
<td>Folinsbee, Sue &amp; Paul Jurmo</td>
<td>(1994) ABC Canada Literacy Foundation, Ontario</td>
<td>This handbook is for educators, managers, and union leaders who are managing workplace development. It will be especially useful to those facilitating a Workplace Needs Assessment (WNA). This is a step-by-step through planning and conducting your own WNA.</td>
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<tr>
<td>Connecting the Dots: Linking Training Investment to Business Outcomes and the Economy</td>
<td>Bailey, Allan</td>
<td>(2007) Canadian Council on Learning</td>
<td>This paper reviews some of the key issues relating to Canada's economic performance and explores critical linkages between weak national productivity growth, business performance and underinvestment in training and skills development.</td>
<td></td>
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<tr>
<td>Creating High-Quality Health Care Workplaces</td>
<td>Koehoorn, Mieke, Graham Lowe, Kent V. Rondeau, &amp; Grant Schellenberg</td>
<td>(2002) Canadian Policy Research Networks (CPRN), Ottawa, Ontario</td>
<td>The question guiding the paper is: &quot;What are the key ingredients of a high-quality work environment in Canada's health care sector and how can this goal be achieved?&quot; Synthesizing insights from a variety of research streams, the paper identifies many ingredients needed to create a high-quality workplace. The paper suggests that health care organizations can, and must, achieve a virtuous circle connecting work environments, individual quality of work life, and organizational performance.</td>
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<tr>
<td>Critical Thinking in Workplace Literacy Programs: A Model for Curriculum Design</td>
<td>Watson, W., &amp; McLean, C.</td>
<td>(Posted 1994) Core Literacy</td>
<td>This book examines curriculum design and includes what employers want, a survey of Canadian workplace literacy programs; and provides a model of supported learning.</td>
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<tr>
<td>Designing Learning for Municipal Workers. Presentation</td>
<td>Twiss, Diana, Sarah Evans, &amp; Robert Wedel</td>
<td>Association of Municipal Administrators (CAMA), Richmond B.C.</td>
<td>This presentation describes Capilano College's workplace education programs. The focus is on the 'nuts and bolts' of their programs, and on giving a sense of how their programs are delivered.</td>
<td></td>
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<tr>
<td>Developing Work-Related Learning Materials</td>
<td>Wong, V., &amp; Fownes, L.</td>
<td>(After 2000) SkillPlan, Burnaby, B.C.</td>
<td>This guide is for practitioners who want to link instruction with workplace applications. It can be used for developing a single lesson, a series of lessons, or a curriculum. The focus can be on career exploration, improving Essential Skills levels, or specific Essential Skills topics. The information and exercises in this guide are based on years of experience developing materials for the How do your skills Measure Up? website and Essential Skills research.</td>
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<tr>
<td>Document Use Indicator A guide for employers and employees– essential skills series</td>
<td>(2005) HRDC, Ontario</td>
<td>This is a tool for employers to learn more about the document use skills of their employees. It gives an indication of skill levels by providing ten examples of Level 1 and Level 2 assessment questions. The questions duplicate actual workplace tasks performed in a variety of occupations, but they do not require specialized knowledge to be correctly answered.</td>
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<td>Employability in Canada - Preparing for the Future</td>
<td>House of Commons Standing Committee</td>
<td>(2005) House of Commons Canada Ontario</td>
<td>This Committee examined a myriad of labour supply-side issues such as worker mobility, seasonal workers, older workers, skilled worker shortages, workplace literacy and the recognition of foreign credentials. Found at: cmte.parl.gc.ca/Content/HOC/committee/392/huma/reports/rp3369345/humarp03/humarp03-e.pdf</td>
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<tr>
<td>Essential Skills &amp; the Labour Movement</td>
<td>(2005) Canadian Labour Congress, Ontario</td>
<td>This report reviews labour’s involvement and experience with essential skills. It captures the range of experience and opinion from a labour perspective on essential skills. It is intended to stimulate discussion within labour and provide directions to future policy development on workplace education and training.</td>
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<tr>
<td>Essential Skills &amp; The Northern Oil and Gas Workforce: Conference Report and Resources Guide</td>
<td>(2005) Western Canada Workplace Essential Skills Training Network, Yellowknife, NT</td>
<td>The focus of this report was training with a particular emphasis on the role of essential skills enhancement in the development of the northern workforce. The goal at this conference was to help raise awareness of essential skills and provide a jumping off point for increased essential skills integration in education and workplace training programs.</td>
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<tr>
<td>Essential skills in apprenticeship and skill trades – an environmental scan</td>
<td>(2004) Canadian Labour and Business Centre, Ottawa, Ontario</td>
<td>This report describes the essential skills work that has been developed in apprenticeship and skill trades. It describes the context in which the work was undertaken from the provincial/territorial and federal governments and sector councils’ perspectives.</td>
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<tr>
<td>Essential Skills in Canadian Workplaces – final report</td>
<td>EKOS Research Associates Inc., Ontario</td>
<td>This report examines perceptions surrounding essential skills in the workplace. EKOS conducted a survey with 1500 interviews with employers in Canada. Some of the key issues in this report are: awareness and perceived importance of essential skills, the extent of employee participation and organization investment in essential training and organizational characteristics as they relate to essential skills in the workplace.</td>
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<tr>
<td>Expo 06 - Westnet's Essential Skills Expo Conference Report</td>
<td>National Literacy Secretarist and HRSDC</td>
<td>(2006)</td>
<td>Expo 06 showcased workplace projects and programs that integrate essential skills development into training and daily work. The series of hands-on workshops was framed by a keynote presentation by Dr. J. Myers of the Canadian Manufacturers and Exporters (CME) and a closing address by Yvette Souque of the National Literacy Secretariat.</td>
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<tr>
<td>Health Sector Labour Force and Training Needs Assessment</td>
<td>Trimension Training &amp; Consulting Group Inc</td>
<td>(2000)</td>
<td>This report identified the human resources and training needs of the health sector in Saskatchewan. It devises strategies for human resources and training planning.</td>
<td></td>
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<tr>
<td>The Impact of Basic Skills Programs on Canadian Workplaces</td>
<td>Long, Ellen</td>
<td>(1997)</td>
<td>This report looks at the impact of literacy programs on workplaces.</td>
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<p>| Title                                                                 | Author                        | Pub/Date/Loc        | Abstract                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Notes |
|----------------------------------------------------------------------|-------------------------------|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Improving Essential Skills for Work and Community                    | (2007) Nunavut Literacy Council and Northwest Territories Literacy Council | Nunavut Literacy Council and NWT Literacy Council prepared this. Topics: Why we should care about workplace and workforce literacy; Workplace and workforce literacy participation; Nunavut and NWT stakeholders for workplace and workforce literacy; Nunavut and NWT economic, social and cultural context for workforce and workplace literacy; Elements of best practices for effective workplace and workforce literacy. Recommendations are included in two appendices: Basic tools and resources for workplace and workforce literacy; and Summary of eight collaborative models.                                                                 |       |
| Introduction to Workplace Literacy for Practitioners                 | (1999) Saskatchewan Labour Force Development Board | This publication provides practitioners with the perspective of business and labour on workplace culture, needs assessment and best practices to raise issues that practitioners need to take into account when engaged in workplace literacy programs.                                                                                                                                                                                                                                                                                                                                                           |       |
| It’s our right – a showcase of workplace education programs and learner stories | Folinsbee, Sue (Before 2005) CUPE, Ontario | This booklet highlights stories of different CUPE locals across Canada that have set up workplace education programs.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |       |
| Learning Advocate Training Manual                                    | (1996) Center for Working Life, USA | This is the training manual for learning advocates. The CWL has previously given permission for adaptation of the Learning Advocate Training for labour groups in Canada. Topics include: role for the learning advocate, removing barriers to learning, communication and peer support skills.                                                                                                                                                                                                                      |       |</p>
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<tr>
<td>Make the Skills Connection Resource guide that teachers and trainers can use</td>
<td>(2002) Canadian Association of Municipal Administrator, Ontario</td>
<td>This resource guide directs teachers and trainers to products they can use as they develop skills in adult and young learners.</td>
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<tr>
<td>Making Connections: Literacy and EAL Curriculum from a Feminist Perspective</td>
<td>Nonesuch, K.</td>
<td>(1996) Canadian Congress for Learning Opportunities for Women (CCLOW), Toronto, Ontario</td>
<td>This book arose out of the ongoing work of the Literacy Committee of the CCLOW Board. It is a book of curriculum for women in literacy and English-as-an-additional-language (EAL) programs. The book contains chapters on various themes, such as herstory, role models, self esteem, cross-cultural awareness, roles, everyday life, safer sex and work, as well as chapters organized around the genres of poetry and song and one organized around women's ways of learning.</td>
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<tr>
<td>Making it Work series of booklets – for students.</td>
<td>(2005) Ontario Literacy Coalition</td>
<td>The Ontario Literacy Coalition (OLC) has produced a series of five bulletins for Literacy and Basic Skills (LBS) Programs in Ontario.</td>
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<td>National Seafood Sector Council: Essential Skills</td>
<td>National Seafood Sector Council, Ontario</td>
<td>Website is highlighted on the front page of the NSSC main page. The page explains essential skills, why they matter, and how employers can benefit. The site includes case studies, assessment tools, coaching and upgrading tools.</td>
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<tr>
<td>Native Literacy and Life Skills Curriculum Guidelines</td>
<td>(1996) Open Learning Agency, Burnaby, B.C.</td>
<td>These curriculum guidelines provide research materials and learning objectives in the areas of basic literacy, pre-employment, computation and cultural studies. They present a flexible model for course design that can be used to develop a curriculum that is meaningful to native students and communities. Sample teaching units are included and appropriate classroom resources are identified.</td>
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<tr>
<td>Numeracy at Work</td>
<td>Fownes, Lynda, Elizabeth Thompson, Julian Evetts</td>
<td>(2002) SkillPlan, Burnaby, B.C.</td>
<td>This book is a collection of workplace examples which illustrate on-the-job applications of numeracy: Money Math, Scheduling or Budgeting and Accounting Math, Measurement and Calculation Math and Data Analysis Math. It uses stories from workers across Canada to illustrate how they use numeracy in their jobs, and provides activities and suggestions for further exploration.</td>
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<td>On-the-Job English</td>
<td>(2000) Laubach Literacy USA</td>
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<td>This material helps ESL learners develop the functional language skills and effective communication strategies they need to succeed in the workplace. Topics include understanding oral and written instructions, understanding safety rules, and participating in work discussions. Theme-based lessons integrate reading, writing, listening, and speaking. Each is set in a familiar workplace context such as a factory, hospital, or restaurant, and centers around a conversation or document typical of each setting. The material includes: Teacher's Guide, Student Book and Audiotape.</td>
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<tr>
<td>Preparing for Technical Training</td>
<td>BC Construction Industry Skills Improvement Council, &amp; SkillPlan</td>
<td>(2006) SkillPlan, Burnaby, B.C.</td>
<td>The materials were developed by SkillPlan in partnership with the International Union of Bricklayers &amp; Allied Craftworkers Local #2, Burnaby, B.C., as a home study package for beginning apprentices. The resource provides an opportunity to practice and assess essential skills. A copy of WHMIS at Work, a booklet which explains the federal WHMIS regulations, is also provided as an example of the type of reading material used by the building trades.</td>
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<tr>
<td><strong>Reading at Work: Workplace Reader and Facilitator's Guide</strong></td>
<td>Fownes, Lynda, Vanya Wong, &amp; Corinne Volpatti</td>
<td>(2005) SkillPlan – B.C. Construction Industry Skills Improvement Council, Burnaby, B.C.</td>
<td>This guide shows how the Essential Skills of reading text and document use are applied in the workplace. It uses authentic workplace documents and real-life stories of workers on the job to form the basis of learning activities. This guide will enable instructors and trainers from the fields of adult/workplace education, literacy, and employment counselling, to focus on the information processing structure and strategies that lead to increased learner success and worker competency.</td>
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<tr>
<td><strong>Reading the Future: Planning to Meeting Canada's Future Literacy Needs</strong></td>
<td>Canadian Council on Learning</td>
<td>(2008) Canadian Council on Learning, B.C. Ministry of Advanced Education</td>
<td>CCL has released a first-of-its-kind online tool to help Canadians analyze the projections and act as a catalyst for finding answers to the literacy challenge. The interactive PALMM will allow visitors to calculate adult literacy rates using a number of variables including year, location and population group.</td>
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<tr>
<td>Reading the World of Work</td>
<td>Gallo, M. L</td>
<td>(2004) Krieger Publishing Company, Florida, USA</td>
<td>The author describes the ways in which workplace literacy programs can use a creative learner-centered approach to facilitate language learning through problem posing and critical thinking. By using learners' own experiences as the basis for the curriculum in a critical approach to literacy, educators can provide a common ground for adults of differing language backgrounds and learning styles to better use their literacy skills in a workplace culture. Additionally, the book details the ways in which educators can help workers learn to negotiate the environment of their workplace and to use their communicative skills outside of work.</td>
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<td>Sectoral Needs Assessment</td>
<td>Hammond, Karen and Bennett, Karen 2000</td>
<td>Alberta Workforce Essential Skills</td>
<td>The authors describe how to conduct a sectoral needs assessment, outlining in detail a process model for assessing the needs of an industry, as opposed to the needs of one workplace. This guide has been written for any individual or group that has decided to undertake a sectoral needs assessment, such as employer associations, sector councils, labour unions, workplace literacy practitioners, community colleges, or government agencies.</td>
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<tr>
<td>Spreading the Word: A Literacy Advocate's Kit</td>
<td>CUPE, Ontario</td>
<td></td>
<td>This 200-page kit will help members and staff who are trying to get their locals and employers on side with a literacy or clear language project. The kit contains presentation slides and speaker’s notes; activities and handouts for a discussion on union literacy; frequently asked questions (and some answers!); tips on public speaking; and links to further information and resources.</td>
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<tr>
<td>Test Review – Workplace Assessment Tools</td>
<td>Taylor, Maurice (1997) National Literacy Secretarist, Ottawa, Ontario</td>
<td>7 assessment tools that have been used in workplace programs are discussed. Each instrument is described in terms of the test content, the description of scores and the test development process. The focal point of this paper is to argue that workplace educations need to find the test that is most appropriate to their learner and program requirements.</td>
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<tr>
<td>The Aboriginal Literacy Curriculum Toolbox</td>
<td>Brant, J.</td>
<td>(2006) Ningwakwe Learning Press, Ontario</td>
<td>For anyone working with Aboriginal learners. It outlines, in a clear straightforward way, how to utilize cultural knowledge in the classroom. By tapping into the full range of human experience, the author provides the tool for helping Aboriginal learners develop and find personal direction.</td>
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<tr>
<td>The Art of Workplace English</td>
<td>Boiarsky, C.</td>
<td>(1997) Boynton Cook, Ontario</td>
<td>This book blends theory and practice to present a picture of how workplace English can be integrated within a traditional English curriculum to create a better experience for both teachers and students. It will teach the literacy skills students need in the workplace and learn more about the relationship between these skills and those of traditional literary and composition studies. The author looks at the kinds of jobs students will be expected to hold and demonstrates how communication skills are applied in these jobs.</td>
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<td>The Role of Healthcare Work Environments in Shaping a Safety Culture</td>
<td>Lowe, Graham</td>
<td>(2008) Canadian Policy Research Networks(CPRN), Alberta</td>
<td>This document discusses the importance that workplace environment factors such as work features and occupational or organizational practices play in creating a culture of safety. The study is based on a 2006 Health Sciences Association of Alberta (HSAA) survey of allied health professional and technical workers in Alberta. Lowe also describes how teamwork and fair organizational processes, effective leadership and learning contribute to successful safety culture.</td>
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<tr>
<td>The Writing’s on the Wall – implementing a municipal workforce literacy program: an organizer’s guide</td>
<td>Nutter, Patricia</td>
<td>(2000) Canadian Association of Municipal Administrators Ontario</td>
<td>This manual is for municipal managers, union representatives and others interested in establishing workforce literacy programs. It focuses on what makes a successful workforce literacy program and how to develop it and maintain it.</td>
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<tr>
<td>The Writing’s on the Wall – investing in municipal workforce literacy</td>
<td>Nutter, Patricia</td>
<td>(1996) Canadian Association of Municipal Administrators, Ontario</td>
<td>This manual informs municipal managers, elected officials and union leaders of the importance of workforce literacy. Provides practical suggestions to develop a literacy program for your municipal organization.</td>
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<tr>
<td>Tools for Essential Skills Training in Alberta</td>
<td>(After 2000)</td>
<td>Construction Owners Association of Alberta</td>
<td>This guide was developed to help those workers who are stakeholders in the construction industry and need assistance with the acquisition of essential skills (reading, writing and math), thereby ensuring a more competitive, safer and efficient construction industry. The guide covers areas such as: what are essential skills, dispelling the myths about essential skills, profiles of training organizations, effective reading in context (ERIC) and working in numeracy (WIN) programs.</td>
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<tr>
<td>Understanding Curriculum Development in the Workplace – resource for educators</td>
<td>Belfiore, Mary Ellen</td>
<td>(1996) ABC Canada Literacy Foundation, Ontario</td>
<td>This resource book provides a comprehensive view of a range of curriculum development approaches. The book has a rich sampling of case studies and provides some checklists for curriculum developers.</td>
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<tr>
<td><strong>Undertaking Curriculum Development in the Workplace - A resource for teachers</strong></td>
<td>Belfiore, Mary Ellen</td>
<td>(1996) ABC Canada, Ontario</td>
<td>This guide to developing curriculum for workplace basic skills programs focuses on adult education in the context of needs assessment in the workplace, program design, workplace development, as well as developing and using materials. Case studies are described in each chapter, and the report contains a glossary and selected bibliography.</td>
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<tr>
<td><strong>Unseen Healers A History of Hospital Workers</strong></td>
<td></td>
<td>(1990) Metro Labour Education Centre, Ontario</td>
<td>This book records the history of hospital workers in Toronto in 1990. It is a working class history, written collectively by 31 hospital workers. These workers were learners in Adult Basic Education classes organized by the Metro Labour Education Centre.</td>
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<tr>
<td><strong>Up to the Certification Challenge – Study Highlights</strong></td>
<td>Plett, Lynette</td>
<td>(2005) CUPE, Ontario</td>
<td>This booklet is about ways union education can support workers to meet licensing or certification requirements for their jobs. It presents highlights from the study, Up to the certification challenge: a study of education initiatives to support CUPE members. CUPE sponsored this study.</td>
<td></td>
</tr>
<tr>
<td><strong>Who wants to learn? Patterns of Participation in Canadian Literacy and Upgrading Programs</strong></td>
<td></td>
<td>(2000) ABC Canada and Literacy BC, Toronto, Ontario</td>
<td>This publication discusses a study of 300 people who were seeking information about literacy and upgrading education across Canada (with the exception of French Canada and the Yukon). This study identified a wide array of factors that stand in the way of increasing skills among Canadian adults.</td>
<td></td>
</tr>
<tr>
<td>Title</td>
<td>Author</td>
<td>Pub/Date/Loc</td>
<td>Abstract</td>
<td>Notes</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>---------------------------</td>
<td>------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td><strong>Workplace Literacy Central - Best Practices</strong></td>
<td></td>
<td>(After 2002) Conference Board of Canada, Ottawa, Ontario</td>
<td>Ideas on how to start, keep and evaluate a workplace literacy and basic skills program by learning from other Canadian companies. Several programs are presented as Case Studies.</td>
<td></td>
</tr>
<tr>
<td>Workplace Literacy Special Initiative – CD Series</td>
<td></td>
<td>(2005) Literacy Link Eastern Ontario</td>
<td>Occupational curriculum manuals based on essential skills for Food Counter Attendants, Food Processing and Healthcare. This CD series includes both workbooks for learners and workbooks for instructors.</td>
<td></td>
</tr>
<tr>
<td><strong>Writing at Work</strong></td>
<td>Grecki, S., Sheila Whincup, &amp; Lynda Fownes</td>
<td>(Before 2006) SkillPlan, Burnaby, B.C.</td>
<td>This resource is based on the world of work. It describes the writing used in many occupations. The descriptions and examples use the language of HRSDC’s Essential Skills Profiles, which have become the standard in addressing workplace writing in Canada. Each chapter examines the purpose, style, organization and use of such writing forms as Memos, Entry Forms, Logbooks, Bulletins and Regulations. Writing at Work provides a wealth of suggested practice activities and over 50 workplace documents. This resource adds value to both adult and high school programs. Developed with funding from Human Resources and Social Development Canada. Available in both English and French editions.</td>
<td></td>
</tr>
</tbody>
</table>
Appendix D: Pre-Requisites for Care Aid Training

In this report, we noted that workers in these groups could have the opportunity for advancement within their current areas or for laddering into other healthcare occupational groups such as Care Aides, which is currently experiencing a labour shortage.

During the interview process and the review of secondary sources, some housekeepers and food service workers expressed interest in becoming Care Aides. Many, however, had concerns about whether or not they could move into these jobs. Many were not sure what the qualifications were, how they would pay for the training or how they would manage the added workload in addition to the two jobs they currently hold.

In order to address some of these concerns, we compared the occupation job descriptions with the pre-requisites for Care Aide training at two B.C. schools. It appears that while individuals currently working in food service or housekeeping may have the suitability and willingness to take the training, the biggest barrier to their success is likely to be achieving Grade 11 English or an equivalent.

With the vast majority of these workers being immigrants, most will likely need ESL or ES LA courses to complete the English prerequisite. It is estimated that completion of the English pre-requisite would take one year. For this set of workers, therefore, the realistic estimate for transitioning to a Care Aide position would be just under two years.
Appendix E: Example Document

Quality information is typically presented in data, charts and graphs like these.

March and April 2008 Quality Report

1. Housekeeping Services: Quality Scores by Site (%) for March & April 2008

<table>
<thead>
<tr>
<th>HSDA/Site</th>
<th>Mar-08</th>
<th>Apr-08</th>
<th>HSDA/Site</th>
<th>Mar-08</th>
<th>Apr-08</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vancouver Acute</td>
<td>89.16%</td>
<td>88.27%</td>
<td>COASTAL</td>
<td>92.12%</td>
<td>90.61%</td>
</tr>
<tr>
<td>George Pearson</td>
<td>87.75%</td>
<td>86.38%</td>
<td>Lions Gate</td>
<td>92.20%</td>
<td>89.37%</td>
</tr>
<tr>
<td>GF Strong</td>
<td>86.46%</td>
<td>86.82%</td>
<td>Margaret FC</td>
<td>96.98%</td>
<td>92.92%</td>
</tr>
<tr>
<td>Dogwood</td>
<td>88.86%</td>
<td>88.88%</td>
<td>West Community</td>
<td>86.60%</td>
<td>87.61%</td>
</tr>
<tr>
<td>UBC Hospital</td>
<td>89.30%</td>
<td>88.35%</td>
<td>Evergreen ECU</td>
<td>86.97%</td>
<td>88.08%</td>
</tr>
<tr>
<td>VGH</td>
<td>90.34%</td>
<td>89.12%</td>
<td>Evergreen Centre</td>
<td>91.99%</td>
<td>88.42%</td>
</tr>
<tr>
<td>RHS</td>
<td>87.92%</td>
<td>87.14%</td>
<td>Powell River</td>
<td>90.12%</td>
<td>89.52%</td>
</tr>
<tr>
<td>Richmond Hospital</td>
<td>85.13%</td>
<td>82.22%</td>
<td>Cedarview</td>
<td>94.92%</td>
<td>94.79%</td>
</tr>
<tr>
<td>Lions Manor</td>
<td>86.29%</td>
<td>91.14%</td>
<td>Olive Devaud</td>
<td>90.22%</td>
<td>95.23%</td>
</tr>
<tr>
<td>Minoru Residence</td>
<td>87.88%</td>
<td>93.11%</td>
<td>Schomnicliffe</td>
<td>90.06%</td>
<td>88.46%</td>
</tr>
<tr>
<td>Bowling Green</td>
<td>87.72%</td>
<td>92.59%</td>
<td>Pemberton</td>
<td>95.20%</td>
<td>92.55%</td>
</tr>
<tr>
<td>PHC Acute</td>
<td>87.62%</td>
<td>87.20%</td>
<td>Totem Lodge</td>
<td>96.74%</td>
<td>91.96%</td>
</tr>
<tr>
<td>St Paul's Hospital</td>
<td>87.04%</td>
<td>86.42%</td>
<td>Whistler</td>
<td>95.14%</td>
<td>88.34%</td>
</tr>
<tr>
<td>Mt. St. Joseph</td>
<td>89.86%</td>
<td>89.96%</td>
<td>St Mary's Hosp</td>
<td>92.77%</td>
<td>91.26%</td>
</tr>
<tr>
<td>PHC Other</td>
<td>89.65%</td>
<td>90.31%</td>
<td>Squamish</td>
<td>91.39%</td>
<td>90.10%</td>
</tr>
<tr>
<td>Langara</td>
<td>89.06%</td>
<td>89.78%</td>
<td>Hilltop House</td>
<td>89.07%</td>
<td>93.20%</td>
</tr>
<tr>
<td>Holy Family</td>
<td>88.38%</td>
<td>89.03%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Youville</td>
<td>92.21%</td>
<td>92.71%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brock Fahrni</td>
<td>89.13%</td>
<td>89.71%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VCH/PHC Overall Score</td>
<td>89.68%</td>
<td>89.54%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Managers' Report:

- **VCH Overall performance**: All sites, with the exception of RH, attained or exceeded the 85% for two months running in March and April. Aramark Supervisors continue to audit the facilities, providing tighter supervision and training of staff. This is reflected in the recent results.
- **Richmond 82-83%**: Dust and routine cleaning deficiencies resulted in a less than acceptable score in April. A follow-up audit a few days later showed significant improvement of 89.5%. Effort to sustain the gains continue.
- **PHC Other Sites**: Results in March and April have continued a trend of stabilizing around the 85% mark. However, there is still opportunity for improvement at SPH where the average was 86.4% in April. PHC goal is to comfortably exceed the 85% threshold on a consistent basis. Our other sites were excellent, with the average score being 90%.

Action Plans were implemented and completed within 48 hours for all areas above; re-audits verified that issues were rectified. (Additional details to be provided at the meeting.)
Bed Turnaround Times – April 2008:

Aramark Average Response / Cleaning Times by Facility - Apr 2008

<table>
<thead>
<tr>
<th>Site</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bed Tracking</td>
<td>Introduction of TeleTracking system at VGH, UBC, GFS and Richmond is expected to drive improvements in the bed turnaround process, and promote efficiencies in patient flow. Next phase to implement at LGH and St. Paul’s is under discussion.</td>
</tr>
<tr>
<td>System</td>
<td>VGH</td>
</tr>
<tr>
<td></td>
<td>Richmond Hospital</td>
</tr>
<tr>
<td></td>
<td>St. Paul’s Hospital</td>
</tr>
</tbody>
</table>
2. Laundry Services:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Defective Ratio (%) Max: 0.025%</td>
<td>0.008</td>
<td>0.018%</td>
</tr>
<tr>
<td>Quota Fill Rate (Target 100%)</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>3rd party Operational Control tests</td>
<td>Passed</td>
<td>Passed</td>
</tr>
<tr>
<td>3rd party Lab Test (Infection control)</td>
<td>Passed</td>
<td>Passed</td>
</tr>
</tbody>
</table>

3. Security Services:

**CODE WHITE INCIDENTS**
November 2007 - April 2008

- 1st Officer Response <= 3 Minutes
- 1st Officer Response > 3 Minutes

**CODE RED INCIDENTS**
November 2007 - April 2008

- 1st Officer Response <= 3 Minutes
- 1st Officer Response > 3 Minutes
4. Food Services:

**Meal Sensory Evaluation:**  Target Score - 90%

**Goal:** To ensure the meals served are appropriate and accurate per sensory parameters

**Purpose:** to audit the food quality and appropriateness of the food served at mealtime including the aroma, temperature, appearance, taste and texture (including appropriateness of texture modified foods).

<table>
<thead>
<tr>
<th>Month</th>
<th>Number of Sites Above Target</th>
<th>Number of Sites Below Target</th>
<th>Sites not meeting 90% target score</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>March</td>
<td>18</td>
<td>4</td>
<td>Banfield Pavilion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3-month Trend: Feb 87% Mar 86% Apr 64%</td>
<td>Maintain serving temperatures through tray transport continues to be a challenge. Meetings have been held with VGH Transport and different options for increased frequency of deliveries are being reviewed.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Monthly Quality Report for Contracted Services
### March and April 2008 Results: Internal Audits

<table>
<thead>
<tr>
<th>April</th>
<th>16</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>G.F. Strong</td>
<td>91%</td>
<td>87%</td>
</tr>
<tr>
<td>Squamish General</td>
<td>84%</td>
<td>83%</td>
</tr>
<tr>
<td>Olive Devaud</td>
<td>91%</td>
<td>90%</td>
</tr>
<tr>
<td>St Paul’s Hospital</td>
<td>91%</td>
<td>89%</td>
</tr>
<tr>
<td>Youville</td>
<td>88%</td>
<td>90%</td>
</tr>
<tr>
<td>Langara</td>
<td>87%</td>
<td>93%</td>
</tr>
<tr>
<td>Holy Family</td>
<td>92%</td>
<td>91%</td>
</tr>
</tbody>
</table>

### Meal Tray Accuracy: Target Score - 96%

**Goal:** To ensure the meals served and other items on trays are appropriate and accurate.

*Indicates unacceptable score*

**Purpose:** to determine whether the food/utensils provided on the patient/resident tray corresponds to the meal ticket on the tray.

<table>
<thead>
<tr>
<th>Month</th>
<th>Number of Sites Below Target</th>
<th>Sites not meeting 96% target score 3-month Trend</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Above Target</td>
<td>Below Target</td>
</tr>
<tr>
<td>March</td>
<td>18</td>
<td>3</td>
</tr>
<tr>
<td>April</td>
<td>11</td>
<td>7</td>
</tr>
</tbody>
</table>

---

ValueIn Quality Assurance Team Page 5 of 9
## Diet Order Implementation: Target Score - 95%

**Goal:** To ensure the meal served to the Patient/Resident is in compliance with the prescribed diet order.  
*Indicates unacceptable score*

**Purpose:** to determine whether patient/resident meals are served in compliance with the prescribed diet order.

<table>
<thead>
<tr>
<th>Month</th>
<th>Number of Sites</th>
<th>Sites not meeting 95% target score 95%</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Above Target</td>
<td>Below Target 3-month Trend</td>
<td>Issues and remedial actions</td>
</tr>
<tr>
<td></td>
<td>17</td>
<td>0</td>
<td>Squamish</td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>2</td>
<td>Brock Fahrni</td>
</tr>
</tbody>
</table>

| March | 17 | 0 | Squamish  | 94% 100% 94% |
| April | 13 | 2 | Brock Fahrni  | 94% 95% 94% |
### Nourishment Order Implementation: Target Score - 95%

**Goal:** To ensure nourishment served to the Patient/Resident is in compliance with the nourishment ordered.

**Purpose:** To audit whether patient/resident nourishments are served in compliance with the prescribed nourishment order.

<table>
<thead>
<tr>
<th>Month</th>
<th>Number of Sites</th>
<th>Sites not meeting 95% target score</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Above Target</td>
<td>Below Target</td>
<td>3-month Trend</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Feb</td>
</tr>
<tr>
<td>March</td>
<td>14</td>
<td>0</td>
<td>St. Mary’s &amp; Tolem Lodge</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>April</td>
<td>12</td>
<td>3</td>
<td>Squamish Hospital</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>95%</td>
</tr>
</tbody>
</table>

### Dining Room Service Evaluation: Target - Sites meet all criteria

**Goal:** To ensure the meals are served in an appropriate setting and the meals are appropriate and accurate.

**Purpose:** To audit the meals served to residents including the overall presentation of the meal, cleanliness of the dining room, if the residents are eating, the accuracy of the place setting, if appropriate therapeutic and texture modified diet options are available and if meal served according to the menu.

<table>
<thead>
<tr>
<th>Month</th>
<th>Number of Sites</th>
<th>Sites not meeting all criteria (Audit month)</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pass</td>
<td>Fail</td>
<td>1</td>
</tr>
<tr>
<td>March</td>
<td>9</td>
<td>2</td>
<td>Squamish Hospital (Mar)</td>
</tr>
<tr>
<td>April</td>
<td>17</td>
<td>1</td>
<td>Lions Manor (Mar)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Kiwanis Care Centre (April)</td>
</tr>
</tbody>
</table>
5. Environmental Management:

**Accomplishments**

- Participated in the evaluation of a new suction system within the OR system
- Assisted the Canadian Standards Association with the proposed changes to healthcare waste management guidelines, and currently reviewing the public review assessments.
- Finalizing VANOC proposal for medical & chemical waste management
- Reuse Website under review/trial with VGH & 801 West Broadway sites and will be expanding to the Fraser Health Authority
- Working with the GreenCare committee in preparation for GreenCare Fairs in October
- Continue to work with Provincial Environmental Tech Team in meeting our responsibility to be carbon neutral by 2010
- Continue to enhance recycling programs at GFS, LGH and Dogwood.

**Ongoing Issues**

- Currently negotiating biomedical waste contract on behalf of the three Lower Mainland health authorities. The HSS arbitration hearing begins May 14th.
- City of Vancouver notified VCH that all hospital waste is currently banned from the south transfer station and Vancouver landfill.
End of report.
Appendix F: Recommendations Beyond Our Scope

1. Create a human resource strategy for these jobs

- Define routes into these jobs for immigrants and other target groups.
- Work with providers to develop English as a Second Language courses for housekeeping and food service workers in hospitals.
- Embed essential skills in pre-employment mandatory training like WHMIS, Food Safe, Fire Safety and Understanding orientation information.
- Partner with community agencies with skills in this area.

These three recommendations come only from managers and were not mentioned by others.
- Develop a certificate program for housekeepers with majority hands-on work.
- Re-institute the healthcare support worker course at colleges which had safety, infection control, shadowing, diet, and a practicum. This course gave supervisors a chance to see how well the trainees worked. Make it generic enough to refer to a range of health care basic positions.
- Offer a college-level institutional cooking course that focuses on large-scale operations suitable for health facilities, private facilities, prisons, as a career path course.

2. Create a working and learning career connection centre in every hospital in B.C.

Think beyond job categories and training to career ladders, employee retention and learning organizations. Give every public hospital a public sector workplace learning specialist to connect individuals and departments to training and education and to create or improve learning opportunities. (See Appendix D for a discussion of Care-Aid training as a potential laddering opportunity.)

Workplace learning practitioners, if skilled in embedding essential skills
in work content, can train supervisors, managers, and union learning advocates. They can transfer knowledge of how to connect with the educational system outside the hospital and how to better support learning inside the hospital.

From a big picture perspective, health care and hospitals need system solutions to their human resource challenges. We found cleaners and food service workers with foreign credentials who want to be medical assistants, care aides and licensed practical nurses. There are people in those jobs who want to be registered nurses. Projects around B.C. and the country are trying to place internationally trained doctors, to recruit nurses, to interest students in medical technical studies. One way to grow the workforce in this sector is from within.