

Initial Implementation Plan for the Ethical Decision-Making Framework for Information Sharing



PolicyWise for Children & Families

Acknowledgments

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Introduction

Implementation planning is crucial for putting knowledge into practice. The Ethical Decision-Making Framework¹ (the Framework) gives service providers the knowledge necessary to systematically and confidently make information-sharing decisions that embody sector-wide ethical principles and values. Yet the establishment of the Framework alone will not result in a culture shift around ethical information sharing across the homeless-serving sector. The Initial Implementation Plan (the Plan) is a roadmap to guide the Collaborative for Health and Home (CHH) Steering Committee to introduce, initially implement, and plan for sustainability of full implementation of the Framework into everyday ways of working across the sector.

Implementation science presents a phased approach to implementation (NIRN, n.d.). These phases include:

- **Exploration and Design:** Identification of sector need and the design of a solution to address it.
- **Capacity and Readiness:** Assessment of existing capacity and readiness for implementation and determining what is needed to support change.
- **Initial Implementation:** Soft launch of intervention to determine what modifications are needed before full scale implementation.
- **Full Implementation:** Integration of intervention into standard practices, policies, and procedures.
- **Sustainability and Improvement:** Ongoing refinement and revising of intervention is woven through all phases.

The Plan presented is for the phase initial implementation. The CHH Steering Committee initiated the exploration and design phase through the development of the Environmental Scan (Buzath, 2019) and Report on Implications and Findings for an Ethical Decision-Making Framework for Information Sharing (Salt et al., 2020). Over the course of the last year, service providers from CHH member organizations, the CHH Steering Committee, and an advisory committee have demonstrated capacity and readiness to move towards initial implementation of the Framework. The Plan serves to define parameters and supports needed at the oversight level to ensure that a shared approach is taken to onboarding organizations and individuals to the Framework during initial implementation. Strategic initial implementation with built in monitoring and feedback supports changes needed to innovate and move towards sustainable, full implementation of the Framework across the homeless-serving sector.

¹ The Framework (Salt et al., 2020) outlines the foundational values, essential practices, and decision-making tool to support ethical information sharing in the homeless-serving sector.

Overview: Initial Implementation Stages

The Plan organizes the initial implementation of the Framework into four stages² as illustrated below:

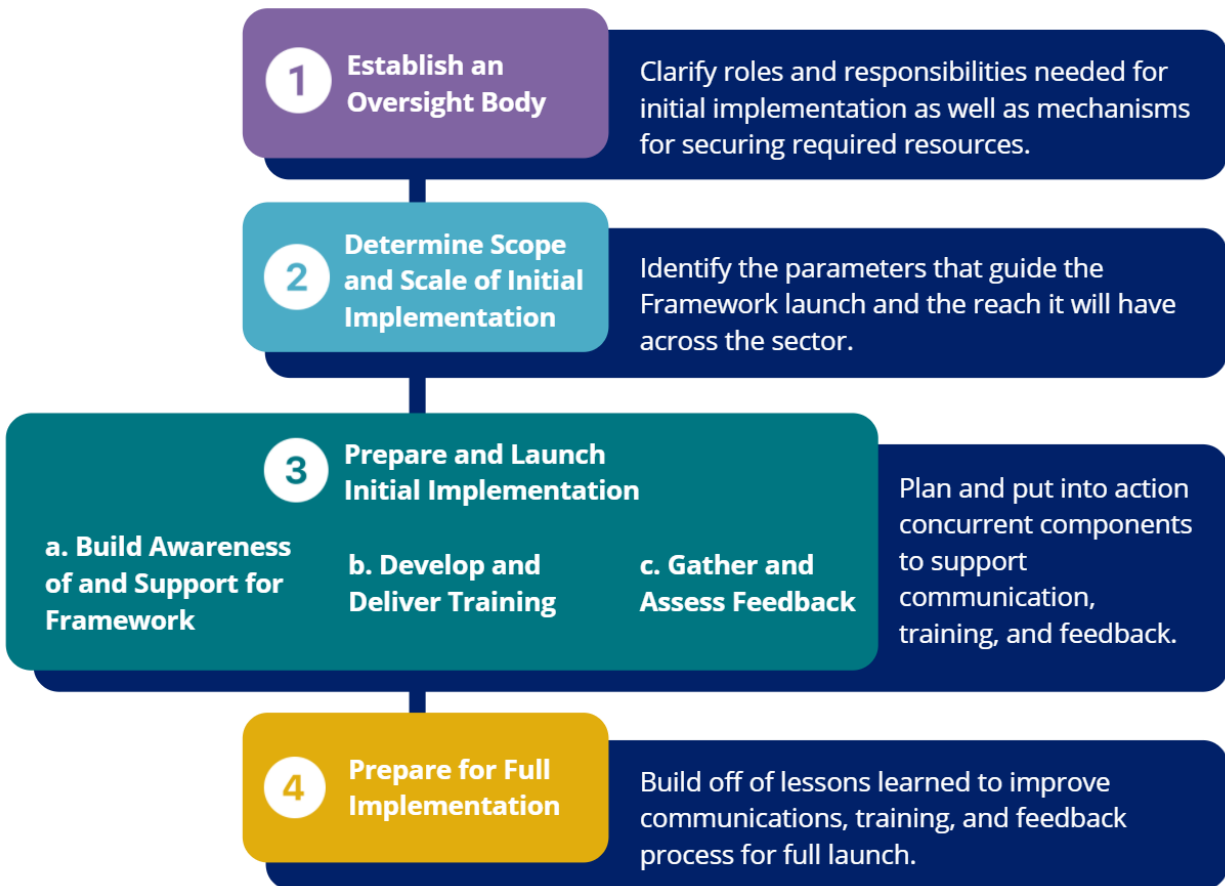


Figure 1. Four Stages of the Initial Implementation Plan

Comprehensive approaches to implementation must include (Fixsen et al., 2015, p.2):

- **Leadership Drivers:** Approaches related to transforming systems and creating change through guidance and decision-making driven by leadership.
- **Competency Drivers:** Mechanisms to develop, improve, and sustains one's ability to implement an intervention as intended to benefit staff and clients.
- **Organization Drivers:** Mechanisms to create and sustain hospitable organizational and system environments for effective application of practices.

² Implementation is iterative and often requires returning to previous stages as new considerations emerge in order to maximize successful initial implementation.

For each stage of initial implementation, the Plan uses these drivers to present key actions along with considerations to support uptake of the Framework at both the organization and individual level.

It is important to note that the Plan presented works under the assumption that the Framework will be endorsed by the CHH Steering Committee through a formal motion of approval. Beyond this assumption it is unknown what entity or entities will be accountable for carrying out each stage as this is a decision the CHH Steering Committee will make. Throughout initial implementation, the ‘who’ for oversight, organizations, and individuals may change based on what is being done.

1. Establish an Oversight Body

Effective implementation of the Framework in the homeless-serving sector requires consistent and adaptive oversight for integrated planning, coordination, and monitoring. The creation of an **oversight body** by the CHH Steering Committee clarifies the roles and responsibilities needed for implementation as well as mechanisms for securing required resources. Once established, the oversight body:

- Provides leadership for each subsequent stage of implementation.
- Oversees promotion of the new information-sharing practices in the Framework.
- Supports the development and roll-out of a related training program.
- Facilitates the integration of sector feedback into implementation planning in a timely manner.

KEY ACTIONS	CONSIDERATIONS
CREATE A TERMS OF REFERENCE	<p>Appendix A outlines a sample Terms of Reference (ToR) tailored to the Plan as a starting point for the CHH Steering Committee. The ToR outlines potential roles and responsibilities for an oversight body, such as administration, coordination, finance, communications, training, and change management.</p> <p>In adapting the sample ToR document, the CHH Steering Committee should also consider the composition of members. Factors to consider include whether membership is:</p> <ul style="list-style-type: none">• A homogeneous or heterogeneous group comprised of individuals in executive leadership, management, and frontline service.• Representative of sub-sectors in the homeless-serving sector such as housing, emergency shelter, health, justice, etc.• Representative of cultural diversity in the sector.
RECRUIT MEMBERS	Considerations for recruitment to the oversight body include whether potential members:

	<ul style="list-style-type: none"> • Are able to commit sufficient time and resources for oversight needs. • Have strong connections within the sector to support awareness-building and feedback-gathering. • Are willing to actively serve as champions for the Framework within their circles of influence.
SECURE RESOURCES FOR OVERSIGHT	<p>Financial and human resources, such as a coordinator, are needed to carry out effective oversight of initial implementation. Potential sources for resources include:</p> <ul style="list-style-type: none"> • Operating budgets of member organizations. • Available grants such as the Calgary Foundation's Strategic Opportunity Grants. • Alignment of oversight functions with existing infrastructures such as in-kind support from CHH Steering Committee or the Calgary Homeless Foundation. <p>Adjust and secure resources accordingly as oversight needs shift based on decisions made in Stages 2-3.</p>

2. Determine Scope and Scale for Initial Implementation

The oversight body leads a process to determine the scope and scale of a 'soft launch' of the Framework. **Scope** refers to parameters that guide the launch while **scale** refers to the reach it will have across the sector. Decisions about scope and scale are influenced by:

- Consultation with sector stakeholders to assess readiness for change and to gain understanding of enablers and barriers to change.
- Presence of sector champions who can actively support implementation.
- Assessment of financial resources available to support implementation.
- Skill and resource capacity of organizations and individuals to implement the Framework as intended.

KEY ACTIONS	CONSIDERATIONS
IDENTIFY GOALS OF INITIAL IMPLEMENTATION	<p>To support identification of initial implementation goals, the oversight body defines outcomes for the following areas:</p> <ul style="list-style-type: none"> • Awareness-building: Who needs to know about the Framework by the end of the Initial Implementation period? For example, just CHH

	<p>Steering Committee organizations? All CHH partners? Organizations across the entire sector?</p> <ul style="list-style-type: none"> • Training: What is the target group for training? For example, is it aimed at frontline service providers? Supervisors and senior leadership? Which organizations will be involved? How many people will be trained during initial implementation? • Organizational Uptake: What does it look like for an organization to be trained in the Framework? For example, does it mean organizations are making changes to their policies and procedures to align with the Framework? • Service Provider Uptake: What does it look like for an individual service provider to be trained in the Framework? For example, is it expected that service providers shift how they share client information or that the Decision-Making Tool is being used in all information sharing situations?
<p>SET EXPECTATIONS FOR INITIAL IMPLEMENTATION PARTICIPATION</p>	<p>Based on the initial implementation goals, the oversight body then sets expectations for how many organizations and how many individuals will participate. Consider:</p> <ul style="list-style-type: none"> • Will it be a mix of sub-sectors in the homeless-serving sector such as housing, emergency shelter, health, justice or will initial implementation focus on one? • Will it be the organizations that sit on the oversight committee? Or a range of organizations in the sector based on invitation? • Will organizations be expected to send a certain amount of staff? Will they start with 1 department within each organization or staff across multiple organizations? Will there be a specific number of supervisors and frontline staff or just frontline staff? <p>Appendix B provides a tool for assessing organizational learning culture which serves as a useful starting point to determine capacity and readiness of organizations to participate in initial implementation. Consider:</p> <ul style="list-style-type: none"> • What do organizations need to know about initial implementation expectations? What time and resources are required of them to participate in training and feedback? • Which organizations will receive the tool? How will information gathered be used to make a decision about who participates in training? • How will organizational and individual concerns or requests for

	support in preparing for initial implementation be addressed?
EXPLORE AVAILABLE RESOURCES FOR INITIAL IMPLEMENTATION	<p>The oversight body determines and secures resourcing prior to initial implementation launch. Considerations based on resourcing for communications, training development and delivery as well as gathering feedback include:</p> <ul style="list-style-type: none"> • What resources can the oversight body members provide (e.g., meeting space for training, expertise in training development, facilitators for training, administrative support, etc.)? • Are resources short term or sustainable throughout full implementation? <p>Next, assess whether available resources are sufficient to achieve successful initial implementation. If not, consider:</p> <ul style="list-style-type: none"> • Adjusting timelines to allow for appropriate resources to be obtained. • Adjusting scope of initial implementation goals to reflect available resources.
CREATE INITIAL IMPLEMENTATION WORK PLAN	<p>Once sufficient resources are secured, the oversight body creates a work plan for initial implementation, identifying:</p> <ul style="list-style-type: none"> • How much time is needed for planning and preparing (including communications, training, and feedback development)? How much time is allocated for training roll out and feedback? • How decisions made in Stages 3a-c are included as tasks. <p>Appendix C provides a RACI matrix to support managing who is responsible, accountable, consulted, and informed for each task in the work plan.</p>

3. Prepare and Launch Initial Implementation

Prepare focuses on the behind the scenes work required for initial implementation. **Launch** puts the plans into action in an effort to obtain the identified goals of initial implementation around communication, training, and feedback. Stage 3 has three concurrent sub-stages which emphasize:

- Building awareness of and support for the Framework.
- Developing and delivering training.
- Gathering and assessing feedback.

a) Build Awareness of and Support for the Framework

Building awareness of and support for the Framework is part of the oversight body's responsibility in Stage 3. **Awareness** emphasizes communication to the homeless-serving sector about what the Framework is and why it was developed. **Support** focuses on generating buy-in among organizations and individuals to increase participation in training and use of the Framework on-the-job. Both awareness and support are achieved through a robust communications and engagement plan that:

- Keeps stakeholders informed of the Framework and how the oversight body is supporting implementation.
- Defines what implementation will mean for different stakeholder groups such as organizations, individual service providers, and clients and how they can be involved.
- Reflects decisions made by the oversight body around development and delivery of training and feedback.

KEY ACTIONS	CONSIDERATIONS
CREATE KEY MESSAGES	<p>Appendix D supports the oversight body with development of key messages for different audiences to build awareness and buy-in for the Framework.</p> <p>Once training has been developed (Stage 3b) the oversight body then determines messaging needs for training awareness and recruitment for participation by considering:</p> <ul style="list-style-type: none"> • What do individual service providers need to know about training? • What do organization leaders need to know in order to support uptake of the Framework within their organization?
CREATE AND DEPLOY A COMMUNICATIONS AND ENGAGEMENT PLAN	<p>The oversight body sets communication and engagement plan expectations by establishing protocols for:</p> <ul style="list-style-type: none"> • Method: What existing modes of communication across stakeholders can help raise awareness and support (e.g., websites, newsletters, social media, etc.)? • Frequency: How often will communications be sent out? Will frequency vary based on audience? • Public relations: Who can speak on behalf of the oversight body? Who can share communications? • Document access: How will organizations and individuals gain access to the full Report and Framework (e.g. publicly available on a website, available only on request via email)?

	<p>Based on the resources available for the communications and engagement plan, the oversight body will then consider:</p> <ul style="list-style-type: none"> Who will write the communications and engagement plan? For example, will it be done by in-kind through internal communications departments or contracted out externally? Who will be updating and maintaining the communications and engagement plan as decisions are made?
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b) Develop and Deliver Training Program

Setting the direction for the development and delivery of training is part of the oversight body's responsibility in Stage 3. **Develop** includes the creation of a curriculum and learning experiences to teach content and skills to service providers. **Deliver** addresses how training is offered to service providers. This stage is supported by the implementation driver of competency which emphasizes the importance of selection, training and coaching to ensure fidelity to the Framework. Decisions about developing and delivering training are influenced by:

- Implementation timelines, financial resources, and current events that impact how training is delivered.
- Availability of qualified curriculum developers, facilitators who can lead training, and service providers who can act as stewards to coach colleagues on the job in applying practices.

KEY ACTIONS	CONSIDERATIONS
DEVELOP CURRICULUM	<p>Appendix E provides the oversight body with supporting resources for delivery considerations, sample learning outcomes, and reflection questions to aide in curriculum development and delivery.</p> <p>Training content is informed by the Framework but the oversight body must decide what information should be presented and practiced in training and what can be learned on-the-job once foundational knowledge is provided. Consider:</p> <ul style="list-style-type: none"> Will the curriculum and training will be developed internally or will it be outsourced? How will training incorporate a variety of Indigenous and Western learning styles such as visual, auditory, writing, and interactive? Will supervisors require additional curriculum content, such as reflective supervision practices, to support Framework use by service providers?

<p>IDENTIFY MODALITY AND WHO WILL DELIVER TRAINING</p>	<p>The oversight body must consider how the training will be delivered to meet the needs of organizations and individuals while staying within the available resources, identifying whether:</p> <ul style="list-style-type: none"> • Training requires a single modality or multiple modalities (e.g., include e-learning, team-based training, individual reflection, etc.). Will the training be pre-recorded online content? Delivered in-person? • Will it be a one-time training or ongoing/what is the length of training? How many sessions will training be delivered in? • There are other training structures in the sector that Framework training can be embedded within? For example, can it fit with HMIS? Or is this training stand alone? <p>Once the modality or modalities are identified, the oversight body determines who will deliver the training. Consider:</p> <ul style="list-style-type: none"> • Will delivery be done by an oversight body member organization or will it be outsourced? • How will trainers or facilitators be on boarded to the goals of initial implementation and content they will teach?
<p>ESTABLISH ADMINISTRATIVE PROCESSES TO SUPPORT TRAINING</p>	<p>There are multiple administrative needs for the oversight body to address once training is ready to be offered. Consider the following:</p> <ul style="list-style-type: none"> • Who will oversee the communications and scheduling of the training sessions including sending invites, booking the space, registering participants in the training, answering questions prior, preparing documents as needed such as feedback surveys, workbooks, etc.? • How will the records of training as well as feedback from training be tracked and stored? Will there be a specific computer this information is stored on? Who will maintain these records? Who will have access to these records?

c) Gather and Assess Feedback

Gathering and assessing feedback is part of the oversight body's responsibility in Stage 3. A crucial aspect of initial implementation is learning while doing and iteratively adjusting plans based on what is being learned. **Gather** requires identifying what information can support understanding of how implementation activities are going and creating feedback loops to receive feedback in an ongoing way from stakeholders. **Assess** uses feedback to identify capacity or readiness concerns, understand where implementation is

going smoothly or where there is friction, and revise relevant initial implementation components to support fidelity to the Framework.

Gather and assess feedback are part of a continuous process of quality improvement that:

- Keeps track of what is working and celebrates progress.
- Identifies what is not working, adjusts accordingly, and tests adaptations prior to moving forward to full implementation.

KEY ACTIONS	CONSIDERATIONS
IDENTIFY WHAT FEEDBACK IS NEEDED	<p>The goals identified by the oversight body in Stage 2 inform what feedback is needed to gain insight on: awareness-building, training curriculum and delivery, and uptake of the Framework within organizations and among individual service providers. Consider:</p> <ul style="list-style-type: none"> • Specific qualitative and quantitative data sources and data elements to monitor and evaluate adherence to Framework by organizations and individuals. Appendix F demonstrates what might be collected from organizations to assess uptake and Appendix G shows what might be collected from individuals who take training to assess training curriculum and delivery. • Communication metrics to determine reach of messaging.
CREATE SYSTEM TO COLLECT AND ASSESS INITIAL IMPLEMENTATION FEEDBACK	<p>Administrative supports are necessary to develop feedback mechanisms and create a system of secure collection and storage of feedback from individuals and organizations. When creating a system for feedback, consider:</p> <ul style="list-style-type: none"> • Who: Who will be responsible for ensuring the feedback is collected, stored, and used to inform changes moving forward? For example, will it be a sub-committee of the oversight committee, an independent evaluator or an administrative role hired by the committee? • What: What feedback mechanisms will be used? For example, regular discussions with organizational leadership about how implementation is going, focus groups with service providers? • How: How often will feedback be collected for each mechanism? For example, once after each training session or continually throughout initial implementation? • Use: How will findings be used by the oversight body? For example, to revise communications, training, or feedback mechanisms? How frequently will the oversight body review findings?
SHARE FINDINGS	The oversight body communicates findings to support buy-in and enhance

FROM FEEDBACK WITH KEY STAKEHOLDERS	<p>uptake of training. Determine what information, such as lessons learned or changes to implementation, should be shared back to key stakeholders through the communication plan. Consider:</p> <ul style="list-style-type: none"> • How will key stakeholders be informed about challenges and changes that are made as a result of their feedback? • Which key stakeholders need to be informed?
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4. Prepare for Full Implementation

Full implementation seeks to establish the Framework as a leading practice to support ethical information sharing among organizations and individuals in the homeless-serving sector. Full implementation does not occur until the oversight body is confident that what they have done throughout initial implementation is what they want to do moving forward. **Prepare** for full implementation supports the oversight body to pause and contemplate on what has been learned throughout the initial implementation process in order to:

- Reveal where further interventions are required to support sustainable systems change and integrate learning.
- Test out any foundational changes as part of initial implementation prior to spread and scale.
- Revisit each stage of initial implementation to assess sustainability of the approach and implications for resourcing sector-wide spread and scale.
- Set the stage for full-scale implementation and ongoing improvement to reflect changing sector needs and context that service providers are working in.

KEY ACTIONS	CONSIDERATIONS
REVISIT ALL PRIOR STAGES TO CREATE FULL IMPLEMENTATION PLAN	<p>Appendix H provides the oversight body with a checklist of all actions taken throughout initial implementation that can be used as a supporting resource to review what needs to be done prior to full implementation based on the following initial implementation stages:</p> <ul style="list-style-type: none"> • Oversight body: Determine if current composition will serve needs of full implementation. Update roles and responsibilities to reflect ongoing oversight needs for Framework training, assessment, and improvement. Review membership composition and recruit accordingly to reflect needs of full implementation. • Scope and Scale: Identify full implementation targets and milestones such as how many organizations and service providers are trained. Ensure availability and sustainability of resources to achieve targets and milestones.

	<ul style="list-style-type: none">· Awareness and Support: Identify ongoing communication needs to support uptake across the sector. Revise communication and engagement plan accordingly.· Develop and Deliver Training: Consider development of refresher or supplementary training for those who have completed basic training. Ensure sufficient administrative resources to provide ongoing Framework support to organizations and individuals.· Gather and Assess Feedback: Determine ongoing monitoring strategy and plan for evaluation of fidelity to the Framework to support continuous improvement.
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Conclusion

Implementation is iterative and the stages outlined in the Plan can be returned to as required by the CHH Steering Committee or oversight body. By taking the time to plan and prepare for full implementation through the process of initial implementation, leaders in the homeless-serving sector are ensuring a strong foundation to support organizations and individuals through a culture shift of ethical information sharing.

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Appendices

Appendix A: Sample Terms of Reference for Oversight Body

A Terms of Reference establishes the roles and responsibilities for an oversight body and outlines oversight parameters for Stages 1-4 of initial implementation. The sample Terms of Reference provided below should be adapted by the CHH Steering Committee and revised as needed moving forward.

Terms of Reference

BACKGROUND

In an effort to address a gap in knowledge regarding ethical considerations for information sharing and consent practices in the homeless-serving sector in Calgary, the Collaborative for Health and Home (CHH) oversaw the development of an Ethical Decision-Making Framework for Information Sharing (the Framework) and an accompanying Initial Implementation Plan (the Plan). The goal of the Framework is to support service providers to systematically and confidently make information sharing decisions that embody sector-wide ethical values. The Plan outlines key activities to support uptake of the framework among individual service providers as well as organizations in the homeless-serving sector.

PURPOSE

The oversight body was developed to provide oversight of the initial implementation. Members of the oversight group will oversee the activities laid out within the Plan which includes the following stages:

1. **Establish an Oversight Body:** Clarify the roles and responsibilities needed for initial implementation as well as mechanisms for securing required resources.
2. **Determine Scope and Scale of Initial Implementation:** Identify the parameters that guide the Framework launch and the reach it will have across the sector.
3. **Prepare and Launch Initial Implementation:** Plan and prepare for necessary concurrent components to support Framework soft launch.
 - a. Build awareness of and support for framework
 - b. Develop and delivery training program
 - c. Gather and assess feedback
4. **Prepare for Full Implementation:** Build off of lessons learned from initial implementation to improve Framework and implementation process for full launch.

MEMBERSHIP

This section will provide an overview of the proposed oversight body membership.

Membership should be comprised of individuals within the homeless-serving sector that can support the implementation of the framework as well as provide ongoing feedback for adaptations going forward. In addition to executive level leaders from organizations and frontline employees within the homeless-serving systems of care, the oversight body should consider including members that can fill the following roles based on their skillsets:

- Administration/Coordination: Someone responsible for keeping all oversight body members informed of progress, scheduling meetings, and supporting any working groups that form to take on specific tasks.
- Finance: Someone responsible for projecting costs associated with preparing training and communication content and systems as well as taking on coordination of in-kind and financial resources for implementation.
- Communications/Marketing: Someone responsible for developing and maintaining a communications plan to support community awareness and buy-in of the Framework.
- Training: Someone knowledgeable in training infrastructure needs and developing training plans (unless the oversight body is planning on hiring an outside consultant).
- Evaluation/Research: Someone responsible for designing and collecting feedback/evaluation to support full implementation as well as writing new iterations of the Framework based on this feedback.

In addition to membership, this section will determine the number of individuals that will participate on the oversight group and how they will be recruited moving forward. See the sample below:

- The oversight body will be made up of X-X individuals at a time.
- New members will be invited to join the oversight body by existing members to fill gaps in membership and skillsets.

Member Name	Member Title	Member Affiliation

OVERSIGHT BODY ROLE AND RESPONSIBILITIES

This section will provide an overview of the roles and responsibilities of oversight body members. Below is sample of these roles and responsibilities.

This oversight body is a working group and, as such, all members are expected to:

- Actively participate by regularly attending oversight body meetings and take on action items as needed
- Complete assigned action items
- Respond to requests for feedback from other oversight body members
- Keep informed about the implementation plan progress by reviewing documents
- Monitor timelines and quality of implementation as it develops
- Work collaboratively with others who sit on the oversight body

In addition to responsibilities, this section will provide an overview of the oversight body positions. Once the position are determined, the oversight body may consider developing roles descriptions for each position. Potential roles, which will depend on how the oversight body is resourced, include:

- Chair (ongoing chair or rotating chair)
- Administration/Coordination
- Finance
- Communications/Marketing
- Training
- Evaluation/Research

The Terms of Reference should also include how these members will be elected (for example, by the oversight body membership) and, if applicable, how long they will serve in that position.

MEETING ARRANGEMENTS

This section will provide information on meeting arrangements. Below is sample of potential meeting arrangements:

- The oversight body will meet X times a year. The meeting will occur on X day every other month.
- Meetings will take place at X.
- Meeting minutes will be recorded and distributed by X following meetings.

Appendix B: Tool for Assessing Organizational Learning Culture

Adapted from: <https://theonnc.ca/wp-content/uploads/2018/05/Self-Assessment-Tool-DRAFT.pdf>

This tool can be used by the oversight body in Stage 2: Determine Scope and Scale for Initial Implementation to identify organizations that have the capacity and readiness to participate in the learning process associated with uptake of the Framework.

This tool is designed to be given to organizations so that they can assess their culture around learning and ongoing improvement. While this tool assesses an organization's state of learning, it is also a way for organizations to consult with their staff about their capacity to participate in training during the initial implementation timeframe. Organizations should reply back to the oversight body with their score and interest in being involved during initial implementation.

Scores from organizations selected for initial implementation should indicate that they already have a strong learning culture established. While the tool is a helpful guide it should not be a replacement for open and fruitful discussion among the oversight body and organizational leadership. If the scores from potential organizations are not what was anticipated, they can be used to support dialogue around how organizations not included in initial implementation may gain capacity to be involved or support uptake of the Framework in other ways. Overall, results from this tool will help the oversight body feel more confident in their decision about which organizations are ready to support initial implementation of the Framework.

Assessment Tool: Organizational Capacity and Readiness for Learning

Organizational Ways of Working and Alignment to Ethical Decision-Making

Consider the practices, processes and attitudes of staff you work with. On a scale of 1 to 5, with 1 meaning strongly disagree and 5 meaning strongly agree, how would you respond to the following statements?

1. My organization adapts to setbacks and unexpected developments.	1	2	3	4	5	N/A
2. My organization is willing to implement changes based on evidence.	1	2	3	4	5	N/A
3. My organization makes time for sharing and reflection (e.g., brainstorming, debriefs).	1	2	3	4	5	N/A
4. My organization values learning forward from our actions (e.g., mistakes are seen as learning opportunities rather than opportunities for punishment)	1	2	3	4	5	N/A
5. My organization generally aims to create a culture that supports ethical information sharing.	1	2	3	4	5	N/A

Leadership

Consider the approach taken by an executive director or senior leadership team in running an organization. On a scale of 1 to 5, with 1 meaning strongly disagree and 5 meaning strongly agree, how would you respond to the following statements?

6. My organization's leadership identifies and discusses professional development opportunities for staff.	1	2	3	4	5	N/A
7. My organization's leadership provides opportunities for input from all staff.	1	2	3	4	5	N/A
8. My organization's leadership values evaluation as part of organizational planning.	1	2	3	4	5	N/A

Organizational Capacity & Resources

This is the technical, physical, and financial resources in place to promote a culture of learning. On a scale of 1 to 5, with 1 meaning strongly disagree and 5 meaning strongly agree, how would you respond to the following statements?

9. My organization has the right tools to organize and manage information internally in a way that supports learning.	1	2	3	4	5	N/A
10. My organization has a high degree of staff expertise when it comes to learning (e.g., staff are trained in learning from mistakes).	1	2	3	4	5	N/A
11. My organization has adequate resources available to support learning through professional development.	1	2	3	4	5	N/A
12. My organization's staff structure is appropriate to facilitate learning (e.g., it is easy to work with and get feedback from other team members as needed).	1	2	3	4	5	N/A

TOTAL (Add score from the above categories)	
----------------------------------------------------	--

19 or under “Not even close”	20-34 “Some way to go”	35 or above “They’re there”
The organization would benefit from internal capacity building before pursuing organization-wide training in the Ethical Decision-Making Framework.	The organization has some good learning practices, but needs to spend some time thinking more holistically about how learning can be better supported internally in preparation for supporting trained staff in applying the Ethical Decision-Making Framework in their work.	The organization has a strong learning culture. They are at a point of readiness to effectively support trained staff to work with others who have this same organizational culture of learning and are implementing the Ethical Decision-Making Framework in their organization.

Appendix C: RACI Matrix

A RACI (Responsible, Accountable, Consulted, Informed) matrix supports application of the initial implementation work plan developed by the oversight body in Stage 2: Determine Scope and Scale for Initial Implementation by assigning the work to one individual while also ensuring all key stakeholders are involved to some degree. This process helps establish clear roles and responsibilities based on the work plan while promoting clear communication.

In order to develop a RACI matrix the oversight body must first list all roles and individuals involved in the work plan. This list should include members of the oversight body as well others involved with the work (e.g., consultants). Add as many rows as necessary to the table below.

Role	Name
<i>(For example: Finance)</i>	<i>(For example: Lisa)</i>
<i>(For example: Administration)</i>	<i>(For example: Roger)</i>
<i>(For example: Evaluation)</i>	<i>(For example: Tia)</i>
<i>(For example: Communications)</i>	<i>(For example: Ray)</i>

Once the list above is complete, the oversight body can shift towards creating a complete RACI matrix for each item of the work plan. The steps below provide an overview of how to complete a RACI matrix.

1. First add each piece of work from the work plan into the “work breakdown column” in the table below. Make sure that all work from the work plan is included.
2. Next, add each of the roles from the table of roles that was created above.
3. Finally, for each task or piece of work within the work plan assign the following for each role:
 - **Responsible:** This is who is responsible for completing the work. This may include delegating or seeking support from others.
 - **Accountable:** This is who signs off on the work that is completed. There should only be one individual accountable for each task in the chart.
 - **Consulted:** This is who provides input, opinions, and advice. This happens through two-way communication.
 - **Informed:** This is who is kept up-to-date on progress or completion of the work. This happens through one-way communication.

Below is a sample RACI matrix for the oversight body to adapt based on the roles and tasks within their work plan.

Work breakdown	Role				
	(For example: Finance)	(For example: Administration)	(For example: Evaluation)	(For example: Communications)	
(For example: draft communications plan)	Accountable	Consulted	Consulted	Responsible	
(For example: develop training content)	Informed	Accountable	Responsible	Consulted	

Appendix D: Sample Key Messages

Key messages are the information the oversight body wants different audiences to hear, understand, and remember. The following sample key messages will support with the development of a communications plan and engagement plan in Stage 3a: Build Awareness of and Support for the Framework. These key messages focus on the importance of the Framework, how it supports ethical information sharing, and how different audiences can support its implementation. Key messages will need to be adapted based on decisions made by the oversight body regarding implementation and training.

Sample Key Messages

WHY AN ETHICAL DECISION-MAKING FRAMEWORK?

- Information sharing is a critical part of connecting people experiencing homelessness with the health and social services they need. However, making decisions about information sharing is far from straightforward and is a common challenge experienced by service providers within the homeless-serving sector.
- The Collaborative for Health and Home (CHH) has identified a gap in knowledge regarding ethical considerations for information sharing and consent practices in the homeless-serving sector.
- Service providers are often simultaneously tackling the questions of *‘what information should I share?’*, *‘why should I share it?’*, and *‘how should I share it?’* making it difficult to confidently make information sharing decisions. In a survey of 53 frontline service providers across the homeless-serving sector, 72% of staff encounter situations where they are not sure if they should share client information 1-10 times per month.
- Service providers have indicated that they would benefit from a framework that supports them to confidently make these decisions in an ethical way. When asked, 41% of frontline staff responded that they wish they had a framework for independently thinking through the situation when faced with uncertainty about ethical information sharing.
- In an effort to address this gap and support service providers in the homeless serving-sector, CHH supported the development of the Ethical Decision-Making Framework which aims to help service providers to systematically and confidently make information sharing decisions that embody sector-wide ethical values.

WHAT IS IN THIS FRAMEWORK?

- The Framework contains three sections: foundational values for ethical information sharing, essential practices for ethical information sharing, and a decision-making tool. The foundational values, based on both Indigenous and Western worldviews, guide information sharing in the homeless-serving sector. The seven essential practices support service providers in applying ethical information sharing values and navigating ethical issues in a systematic way. The decision-making tool integrates the seven essential practices into a practical step-by-step guide for service providers to use ‘on-the-job’.

WHO WILL BENEFIT FROM UPTAKE OF THIS FRAMEWORK?

- Uptake of the Framework, by individual service providers and organizations alike, will benefit clients across the entire homeless-serving sector by promoting a shared approach to ethical information sharing practices.
- For frontline service providers, uptake of the Framework in their practice will:
 - Provide a process that will help them systematically and confidently make ethical information sharing decisions that embody sector-wide ethical values.
 - Provide guidance on determining relevant information needed to make a decision about sharing client information; identifying potential paths forward, and their ethical implications; and determining which path to follow.
 - Provide a tool that will help them move through ethical grey areas that arise in information sharing decisions.
- For organizational leadership, uptake of the Framework within their organization will:
 - Help them support staff that are facing the challenge of making ethical decisions around sharing information.
 - Build clients' trust by ensuring frontline staff are using client's information appropriately while continuing to support them to access necessary supports and services.
 - Encourage a sector-wide shift towards a shared approach to ethical-information sharing practices.

HOW CAN STAKEHOLDERS SUPPORT IMPLEMENTATION OF THIS FRAMEWORK?

- Frontline service providers can:
 - Attend Framework training and reflect on how the concepts apply to ways of working.
 - Read the Framework and apply it in daily practice.
 - Participate in opportunities for feedback regarding implementation of the Framework.
- Organizational leadership can:
 - Require frontline staff to attend Framework training by embedding it into organizational training requirements.
 - Maintain records of staff training attendance.
 - Adopt the Framework into organizational policies and practices.
 - Create a culture that supports the Framework by embedding reflective supervision into practice among supervisors and frontline staff.
 - Participate in opportunities for feedback regarding implementation of the Framework.
 - Promote key messages about the Framework to their staff through internal channels.
 - Publicly endorse and show support for the Framework.
- Clients can:
 - Read the Framework and ask service providers to apply it in their practice.
 - Participate in opportunities for feedback on implementation of the Framework.

Appendix E: Supporting Resources for Training Development

The following resources support the oversight body with key actions in Stage 3b: Develop and Deliver Training Program:

- Training Delivery Considerations identifies findings from a survey of frontline staff of training preferences.
- Learning Outcomes presents what content service providers should know based on the Framework.
- Framework Reflection Activities provides sample curriculum reflection and learning experiences to enhance service provider understanding of how the Framework applies to their work.

Training Delivery Considerations

Successful training is dependent on meeting the needs of those being trained. As such, development of the training should consider what would be most beneficial to service providers within the homeless-serving sector. The following findings from a survey, designed and conducted by PolicyWise for Children and Families, are based on the responses of 53 frontline and management staff within the homeless-serving sector. These findings can be used to inform the training approach.

- Preferred modes of training include in-person practice scenarios, ongoing mentorship with more experienced staff or 1:1 with supervisor, and online videos.
- The ideal length of training is between 2-4 hours, with quarterly to yearly opportunities for refreshers as a team.
- FOIP training and on the job shadowing or buddy shifts are the two most helpful forms of training, which indicates that there is a need for a mix of formal learning about the values and essential practices of the Framework as well as opportunities to observe and apply these skills in daily practice.

Learning Outcomes

Below are the learning outcomes based on the content within each section of the Framework.

Section	Learning outcomes
Part 1: Foundational Values for Ethical Information Sharing	<ul style="list-style-type: none">• Identify the value domains that guide ethical-decision making on information sharing.• Recognize importance of worldviews on how values are understood and applied in practice.• Recognize how the values apply to daily practice, where tensions may arise based on the values, and how they can shift their practice to align with the values moving forward.

Part 2: Essential Practices for Ethical Information Sharing	<ul style="list-style-type: none"> · Identify the seven essential practices that guide ethical information sharing. · Recognize which essential practices they currently do and do not use in their daily practice. · Feel more confident in embedding all of the essential practices in their work moving forward.
Part 3: Decision-Making Tool	<ul style="list-style-type: none"> · Demonstrate an understanding of how to use the tool when faced with uncertainty regarding an information sharing decision. · Apply critical thinking to an ethical grey area by using the tool to reach a decision regarding an information sharing decision.

Framework Reflection Activities

The following reflection activities are meant to encourage practical application of the Framework content. These activities will support the learning outcomes listed above. These reflections activities can be adapted in various ways to complement or become embedded in a Framework training program. For example, they could be presented as a workbook that encourages individual, partner, and group reflections within training, or for individual use by service providers after training as a homework activity, or as a workbook for cohorts of service providers across organizations that meet on a regular basis upon completion of the training. For simplicity, the activities follow the outline of the Framework however, they can be adapted based on the development of the training content and accompanying activities.

PART 1: FOUNDATIONAL VALUES FOR ETHICAL INFORMATION SHARING

Reflection Activity 1: Foundational Values for Ethical Information Sharing

The following questions support service providers to consider how the values apply to their practice.

- Which practices within the value domains do you already use in your work on a regular basis? Are there specific practices or protocols rooted in an Indigenous worldview that you use in your work on a regular basis?
- Are there practices missing from those listed above that support the foundational values? If so, what is missing?
- Can you think of any personal practices you currently follow that do not align with the foundational values?

Reflection Activity 2: Case Study

The following case study gives service providers a chance to reflect on how the values apply to a fictional scenario.

Glen is a service provider who works part time at two organizations within the homeless-serving sector in the same city. At organization A, Glen's role is to check clients in for their appointments within the agency such as intake, counselling, and visits with a housing caseworker. At organization B, Glen works overnight as a support worker with residents in a housing program that does not allow drug or alcohol use. One day

a client that Glen works with at organization B comes to organization A for a walk-in appointment with a counsellor. The client is in distress due to an incident and is able to get an emergency appointment with the counsellor that day. As Glen is checking the client in he notices they are slurring their speech and are unable to stand at the desk without assistance. Glen also smells alcohol on their breath. The client recognizes Glen, discloses that he has been drinking, and asks Glen not to tell organization B they are breaking the program rules. After his shift, Glen feels conflicted about whether he should inform organization B that the resident is not following the rules of the program. He knows that by informing organization B he is breaking trust with the client and putting their housing at risk. He also thinks that it would potentially discourage the client from accessing important programs and services. Alternatively, Glen feels somewhat disloyal to his other organization by not telling them. Glen decides not to share the information with organization B.

After working through this case study use pages 7-9 in the Framework to reflect on the following questions:

- Which value domains do you think Glen was prioritizing in his decision not to share the information?
- Which practices do you think Glen used in his decision not to share the information?
- Would you have made the same decision as Glen? If yes, explain why, if no, explain how your decision would have been different and why.
- In your experience, what types of information sharing decisions lead to tensions with the foundational values? Why do you think these lead to tensions and what are ways that you move through these tensions?

PART 2: ESSENTIAL PRACTICES FOR ETHICAL INFORMATION SHARING

Reflection Activity 3: Essential Practices for Ethical Information Sharing Practices

The following questions lead service providers to consider how they put each essential practice into use.

Essential Practice #1: Build Trusting Clients Relationships

- What are ways that you currently build trust with the clients that you work with?
- How has having trust with a client made a difference when you have been faced with an information sharing decision?
- What are ways that you will build trust with the clients moving forward?
- Are there any Indigenous information sharing protocols available in your organization? If so, what are they?

Essential Practice #2: Consider Influencing Factors

- What factors influence your decision-making? (e.g., legislation, regulatory bodies, accreditation bodies, personal values, organizational policies and values)
- Based on the service providers that you regularly share or request client information from, what factors influence their decision-making? (e.g., legislation, regulatory bodies, accreditation bodies, personal values, organizational policies and values)
- Are there differences in how you approach decisions based on your influencing factors? If so, how does this impact your ability to work together to support a mutual client?

Essential Practice #3: Gather Information

- What service providers regularly request client information from you? What service providers do you regularly request client information from?
- How do you confirm the identity of the other service provider? How do you confirm that you are speaking about the same client?
- What type and how much information is commonly shared or requested in your daily practice? Do you feel as though you typically share the minimum amount of information or exactly what was requested?
- What are the common reasons that information is requested? Do you feel comfortable asking other service providers why they are requesting certain information?
- What methods, such as email, fax, phone, etc., are commonly used to share client information? Do you feel that these methods properly maintain the confidentiality of the client? If not, are there other more appropriate ways to share the information?

Essential Practice #4: Consider Criteria

- Reflecting on a previous decision in which you shared a client's information:
 - Did you know where to check for consent?
 - If there was consent, did it align with the request? If there was no consent, how did you proceed?
 - Would it have made a difference if you had shared less information than requested? Why or why not?
 - Could you have waited to share the information without it negatively impacting the client? Why or why not?
 - How did the client feel about your decision? Did they agree or disagree with the decision you made? Why or why not?
 - How did other service providers feel about your decision? Did they agree or disagree with the decision you made? Why or why not?
- Do you feel you understand how to assess safety and reasonableness and are following proper consent practices with your clients?
- If not, how can you become more comfortable with these three criteria? (e.g., more reading, discussion with co-workers, etc.)

Essential Practice #5: Determine and Assess Options

- When thinking about the process of making a decision around sharing client information, how often do you find yourself able to make straightforward yes/no decisions?
- What helps you make your decision about whether information can be shared, what type of information to share, and how much information to share?

Essential Practice #6: Document the Decision

- If applicable, where would you document a decision that has been made?
- Are there situations in which it is not appropriate to document a decision? If yes, why?

Essential Practice #7: Reflect and Learn

- How would you approach a conversation about an information sharing decision with a client?

- Who can you go to reflect on information sharing decisions within your organization? (e.g., a supervisor, a co-worker, an information or privacy officer, etc.)
- If you cannot reflect on the decision with someone else, how can you create space for reflection on your own?

Reflection Activity 4: Essential Practices for Information Sharing

The following questions prompt reflection on the essential practices as a whole.

- Which essential practices do you already use in your work on a regular basis?
- Which of these practices would you like to incorporate more in your work moving forward?
- What makes certain practices harder to follow than others and why?
- Moving forward, how could you overcome these challenges? (For example, if you don't understand the concept of reasonableness it may be helpful to spend some time learning about this criteria or discussing it with colleagues)

PART 3: ETHICAL DECISION-MAKING TOOL

Reflection Activity 5: Ethical Decision-Making Tool Scenarios

Scenario 1: Government worker to Caseworker

You are a housing caseworker in a housing program that is funded by the Calgary Homeless Foundation. You are also a registered social worker in the province of Alberta. You currently have a client on your caseload named Ethan who was securely housed for the last 7 months. However, Ethan was recently evicted and is staying at various shelters throughout the city. Ethan is still an active participant in your housing program and is on the waitlist for a new home. You meet with Ethan every two weeks but due to his changing location, you cannot easily speak to him between each meeting. One day Frank, a case worker with Alberta Supports, calls you regarding Ethan. Frank explains that he has not heard from Ethan and ask you if Ethan is still living at the same address and if not, whether he is currently housed. You know that you have a consent form that allows you to speak on Ethan's behalf to his case worker at Alberta Works. You know that sharing this information might impact Ethan receiving his monthly income support. However, you have also worked very hard to build a strong working relationship with Frank that has resulted in faster communication and benefited many of your other clients.

After working through this scenario using the tool, what decision would you make in this situation and why?

Scenario 2: Housing Caseworker to Shelter Worker

Carl who is a generalist caseworker in a housing program that houses high acuity clients. Carl is looking for a client named Marie. Up until recently, Marie had been housed through Carl's housing program for nine months; however, two months ago Marie was evicted from her apartment. When she cannot stay at an acquaintance's house, Marie stays at a shelter. Marie still meets with Carl every three weeks and is on the waiting list to be re-housed. Contacting Marie is quite challenging. The only way for Carl to contact her between meetings is to leave a message at the shelter she sometimes stays at. An opportunity for housing recently came up and Marie is being offered an apartment. Carl was scheduled to meet with Marie last week but she did not show up and he has not heard from her since. Carl needs to contact Marie to let her know about the apartment that is available before the spot is filled. Carl left a message for Marie at the shelter when she missed her appointment a week before but has not heard back so he

decides to go to the shelter and see if he can find her or learn information about her whereabouts. When Carl gets to the shelter, he finds Malik who has worked at the shelter for one and a half years. In their work, Malik interacts with many clients currently experiencing homelessness throughout the day. Carl asks Malik if they have seen Marie or hear anything about her whereabouts recently. Malik did see Marie two days ago at the shelter and heard her mention that she is going to stay at another shelter for few days. Malik is not sure if they can tell Carl this information. Malik sees that there is consent form in the database that says Marie gave consent to share information but the consent form was from six months ago. Further, the consent form is generic and does not say what information can be shared with who. Malik is concerned that by telling Carl, they will be violating Marie's privacy and she will not feel safe staying at the shelter in the future. They are also concerned that if they do not share the information Marie will not know about this housing opportunity and will miss out on a chance to be housed again.

After working through this scenario using the tool, what decision would you make in this situation and why?

Scenario 3: Healthcare Worker to Caseworker

Meryl is caseworker who works with clients that have complex physical and mental health concerns. One day Meryl's client, Ron, has to go to the hospital due to a health complication as a result of the his diabetes that he has struggled to manage as he has moved in and out of homelessness for several years. Two weeks ago Ron was admitted into the intensive care unit based on the severity of his medical condition. When Meryl goes to the hospital to check on Ron she finds that he is currently sedated and not responsive. The hospital staff inform Meryl that Ron has an infection and is in need of medication. However, the hospital staff inform Meryl that they were unable to administer certain medications that will fight the infection as Ron told them he has an allergy to some medications but was unsure of which. Based on this information the hospital staff are concerned with administering medication that he may have a severe reaction to so are managing his condition. The hospital staff ask Meryl if she is aware of what medication Ron can and cannot take. Meryl does not know however, she is in contact with Ron's wife as she is also a client in the same program. However, Meryl does not have a consent form to speak about Ron's condition with his wife. Further, the last time she spoke with Ron he and his wife were no longer living together and he was not speaking with her. However, Meryl is concerned that if she does not get the information regarding the medication Ron's infection could get worse. Meryl is faced with the decision of calling Ron's wife and giving the information to the hospital staff or simply telling the staff that she does not know what medication Ron is allergic to.

After working through this scenario using the tool, what decision would you make in this situation and why?

Scenario 4: Loved one calling a Housing Program

Bernard has been a client on Kristie's caseload for the past 14 months. One day Bernard's mother, who is aware that he has been in the program, calls Kristie and asks if she has heard from Bernard lately. Before Kristie can respond, Bernard's mother says that she hasn't heard from Bernard in a week which is very unlike him. She explains that Bernard usually calls her once a day or, at the very least, every other day for a quick chat before he goes to work. She says that the last time this happened, Bernard had relapsed and ended up in a "bad situation" that was very unsafe. She sounds extremely concerned and is on the verge of tears when she asks how long it has been since Kristie last saw him, who he has been spending time with, and whether she noticed anything different about the way that he has been acting. Kristie knows

that Bernard signed a consent form to speak to his mother but it is very general about what information can be shared. Additionally, Kristie is not sure if the consent form is up to date as it was filled out over 12 months ago when Bernard first started in the program. Kristie also recalls the many conversations with Bernard in which he has expressed his frustration over how much his mother knows about his life. On the flipside Bernard has said to Kristie several times that his mother is his greatest source of support and the first person he would go to for help. As Kristie reflects on each of these things, she realizes that she hasn't heard back from Bernard in a few days since leaving a message on his cell phone. However, this isn't abnormal as he often doesn't get back for at least five days.

After working through this scenario using the tool, what decision would you make in this situation and why?

Appendix F: Sample Organizational Checklist

This checklist supports the oversight body with Stage 3c: Gather and Assess Feedback to identify what might be collected from organizations to assess their uptake of the Framework. The organizational checklist also helps organizations identify internal strengths and gaps related to fostering ethical information sharing. For the oversight body, results from the checklist can inform where improvements to communication and training can be made. For organizations, results from the checklist can be used as a starting point for development of organizational policy, practices, and procedures that better align with the Framework. The process of embedding the Framework into organizational ways of working is a journey for organizations to explore how they can build a culture of trust and safety internally to support their staff to make ethical decisions around information sharing.

Organizational Checklist

Consideration	Description	For each consideration describe whether it is in progress, on hold, or not being pursued and include a description of why:
Ethical space	Review policies and procedures to find ways of incorporating Indigenous worldview based practices as parallel and equal to Western worldview based practices (e.g., offering smudge in parallel to written consent).	
Reflective supervision	Create a psychologically safe environment for staff to debrief and learn from their own decisions and those of colleagues (e.g., allowing time and space for reflective supervision to occur).	
Feedback loop	Build time for supervisors to connect regularly with leadership about challenges frontline staff are experiencing and where additional support is needed to build skills/capacity around ethical information sharing (e.g., quarterly meetings focused on information sharing or adding information sharing feedback as a re-occurring item to the agenda for meetings with supervisors and leadership).	
Code of conduct	Develop a code of conduct around information sharing based on the Framework values and practices (e.g., perhaps embedded within the organizational code of conduct).	
Ethical violation	Establish a process for staff to report or discuss potential ethical violations that they observe (e.g.,	

Consideration	Description	For each consideration describe whether it is in progress, on hold, or not being pursued and include a description of why:
protocols	a privacy officer to call when unsure).	
Training requirements	Develop written policy that requires frontline staff and supervisors to attend Framework training (e.g., as part of a job requirement).	
Training records	Maintain records of frontline staff and supervisors that have completed Framework training (e.g., as part of human resource files).	
Consent documents	Develop consistent consent and release of information forms across the organization with elements that support specific and purposeful information sharing (e.g., what information can be shared, with whom, and in what circumstances).	
Critical incident protocols	Develop information sharing critical incident forms and protocol including what constitutes a critical incident and the process for debriefing following a critical incident (e.g., what was the incident, what was the outcome).	
Specific information request protocols	Develop written policy that explicitly outlines the process for releasing information when police or Child and Family Services staff request client information (e.g., having a file number from police in order to release information).	
Hiring practices	Develop hiring considerations based on Framework competencies (e.g., interview questions based on ethical decision-making, job descriptions which require strong ethics, etc.).	
New staff supports	Develop written policy that requires mentorship for new staff during their probation period (e.g., buddy system or 1:1 mentoring between new and more experienced staff).	
Interagency collaboration	Encourage interagency collaboration by asking staff to sit on interagency committees, supporting attendance at networking events, and maintaining contact lists between programs that work together on a regular basis.	

Appendix G: Sample Training Survey

This sample survey will support the oversight body with Stage 3c: Gather and Assess Feedback to understand how individuals experience training and comprehend the curriculum. Results from the survey can be used to support adaptations to curriculum and delivery as needed.

Framework Training Survey

Thank you for agreeing to participate in this survey to support the development of training for the Ethical Decision-Making Framework. **We greatly value your time and feedback.**

Purpose: To gather feedback from attendees of the Training Session in order to improve future training and attendee experience.

Process: The survey consists of 10 questions. Participation is voluntary and you can choose not to answer certain questions. All information collected from the survey will be kept strictly confidential and will only be used by the oversight body for training development purposes.

1) Are you a service provider or supervisor who oversees frontline staff?

☐ Service Provider

☐ Supervisor (Manager, Coordinator)

2) Please rate your level of agreement with the following statements about the training session:

	Strongly disagree	Disagree	Agree	Strongly agree
The training content was presented in a clear, logical way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The training content was relevant to my role as a service provider/supervisor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I learned new information and/or skills by being part of this training.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I had sufficient opportunity to practice the skills being taught during the training.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel the training and practice scenarios provided opportunities to build connections with other service provider.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3) What did you find most valuable about this training session?

4) What will you take away from this training to use in your job?

5) Reflecting on your experience in Framework training, please rate your current level of understanding in each of the following areas:

	Very poor understanding	Poor understanding	Adequate understanding	Good understanding	Very good understanding
Foundational values for ethical information sharing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethical information sharing Essential Practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethical Decision-Making tool for information sharing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6) What further supports (information, skills, etc.) do you need to be successful in using the Framework in your work?

7) How could we improve this training session for future attendees?

8) Overall, how did you feel about the format of the training? (Select one)

- a. Very Satisfied
- b. Satisfied
- c. Dissatisfied
- d. Very dissatisfied

9) Is there anything that you would add or change to the format of the training to make it better?

10) Any other comments you would like to share?

Thank you for sharing your feedback!

Appendix H: Full Implementation Preparation Checklist

This checklist supports the oversight body with Stage 4: Prepare for Full Implementation to review progress on key actions in each stage of initial implementation and determine whether further changes need to be made prior to full implementation. The checklist should be completed with the participation of all oversight body members prior to moving into full implementation. If the oversight body determines that changes are still required these should be made and tested as part of initial implementation.

Full Implementation Preparation Checklist

1. Establish an Oversight Body	
Key Actions	For each key action reflect on whether changes need to be made prior to full implementation. If so, consider what changes need to be made and who will be responsible for these changes.
Create a terms of reference	
Recruit members	
Secure resources for oversight	
2. Determine Scope and Scale for Initial Implementation	
Key Actions	For each key action reflect on whether changes need to be made prior to full implementation. If so, consider what changes need to be made and who will be responsible for these changes.
Identify goals of initial implementation	
Set expectations for initial implementation participation	
Explore available resources for initial implementation	
Create initial implementation work plan	

3. Prepare and Launch Initial Implementation	
3 . a) Build Awareness of and Support for Framework	
Key Actions	For each key action reflect on whether changes need to be made prior to full implementation. If so, consider what changes need to be made and who will be responsible for these changes.
Create key messages	
Create and deploy a communications plan	
3. b) Develop and Deliver Training Program	
Key Actions	For each key action reflect on whether changes need to be made prior to full implementation. If so, consider what changes need to be made and who will be responsible for these changes.
Develop curriculum	
Identify modality and who will deliver training	
Establish administrative processes to support training	
3. c) Gather and Assess Feedback	
Key Actions	For each key action reflect on whether changes need to be made prior to full implementation. If so, consider what changes need to be made and who will be responsible for these changes.
Identify what feedback is needed	
Create system to collect and assess initial implementation feedback	

Share findings from feedback with key stakeholders	
4. Prepare for Full Implementation	
Key actions	For each key action reflect on whether changes need to be made prior to full implementation. If so, consider what changes need to be made and who will be responsible for these changes.
Revisit all prior action areas to create full implementation plan	