



Annual Report

September 1, 2021 - AUGUST 31, 2022

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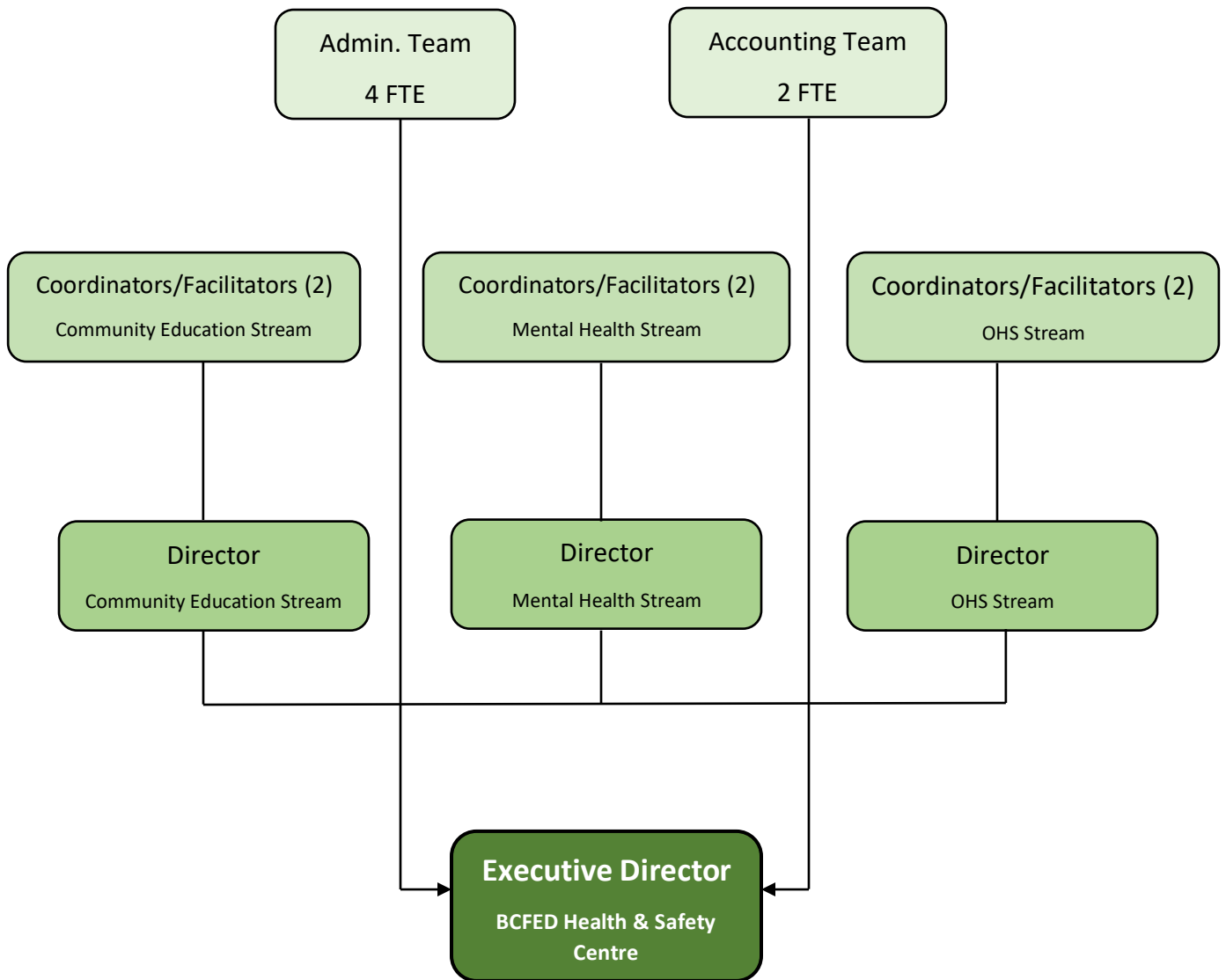
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Introduction

Our Story

Since 2001, the BCFED Health & Safety Centre has put the experiences of injured workers and workers affected by unsafe and unhealthy workplaces at the center of our work.

The Centre uses a worker-centric popular education approach. We serve all workers, union and non-union, in all sectors from healthcare and construction to retail and non-profits across all regions of British Columbia.

In December 2020, to better respond to the reality that psychological injuries and psychological health are just as serious as physical injuries, the Centre re-organized its internal structure to establish mental health as its own programming stream, anchored by our Mental Health First Aid training. This course, offered virtually and in-person, is delivered by skilled facilitators certified by the Mental Health Commission of Canada. A second stream, Community Education, focuses on programming aimed at the most vulnerable workers; young workers, migrant workers and workers who speak English as an additional language and workers facing barriers to employment. The Centre's Occupational Health & Safety stream continues to deliver high quality programming to strengthen joint committee effectiveness with trainings in committee effectiveness, incident investigations, violence prevention, ergonomics as well as return to work outcomes and much more.

With a return to in-person classes in 2021, 2022 our direction and focus has been getting ready to pivot into a new period of growth (participant reach) and measuring impact through KPI tracking systems.

Our Activities During This Funding Period

Online Course Delivery Development

In order to optimize course delivery, the Centre undertook further refinement of online courses after 100% conversion to virtual delivery achieved in response to the COVID-19 pandemic. This included making improvements and identifying gaps in the check-in or attendance process as well as moderation support for online facilitation.

We're happy to report that online course delivery continues to be utilized and the gradual reintroduction of more on-site education is welcomed by those that use our programmes. Our focus remains ensuring the quality of education and learning impact are consistently strong in both in-person and virtual formats. The key element has been ensuring that participatory, real-time engagement based on popular education practices applies to both delivery formats.

Strengthening Stakeholder Relationships

The 2021-22 fiscal year was spent listening to existing users of our programming through our customer voice platform within our CRM (Customer Relationship Management) platform. The Executive Director also focused on listening to BCFED affiliated unions whose use of our programming has declined and/or has been lacking. This discovery period where we gathered feedback is now being used to launch our 2023 Outreach Campaign which constitutes delivery of our postponed 20th Anniversary Campaign.

Continuous Improvement Strategy

This fiscal year has been an important time of continuing organizational change. Key to this work has been enhancing oversight, risk identification and mitigation, transparency, independence, accountability and fiscal and social responsibility within the Centre. At the start of the fiscal year in September 2021 we began an internal assessment process reviewing the MNP recommendations that stemmed from our Internal Control Review and resulting report. The Executive Director and one member of the accounting team began review of recommendations that are no longer relevant and key areas that still need to be addressed as well as options for addressing them. Along the way we have been able to make process improvements to invoicing, price quoting and record keeping. This work continues as part of our 2022-23 priorities and includes assessing the need to for a future internal control review to ensure the Centre remains on the right path.

Financial Stewardship

Overall, the Centre's expenses in the first year of this two-year funding contract were \$353,005 under budget allowing this to be carried over into the next year and utilized as we pivot to expanding our reach and coverage within the province in year two.

Internal Factors Impacting the Next Funding Periods Deliverables

- New hire due to leave of one director position.
- Negotiated Wage increases for USW and MoveUp staff including retroactive payments.
- The largest category where overspending occurred (as a percentage of budgeted amount) was accounting and legal fees as a result of legal services contracted externally.

STREAM REPORTS

Community Education

Young Worker Programs

Alive After 5 and Employment Programs

As we approach the second half of the fiscal year, we have begun our transition into a blend of online and in-person workshops as we start to shift out our Covid response plan. Our team began in-person trials in March, with several classes to work out any potential issues, then going ahead at the end of April offering local clients in-person sessions. Our facilitators used wireless microphones to reduce barriers, facilitating masked while ensuring they were able to maintain a safe distance from participants without straining their voices. Our transition plan kept our facilitator's, Darby, Tracey, Francis, and Dani-Rose within their own communities' limiting bookings to one school or program per day for in-person and to help reduce chances of exposure or the spreading of the Covid virus.

In September we are planning to continue offering sessions virtually and in-person. We will be back to provincial delivery again and pre-planning these in-person sessions to schools for October. Areas of increased interest includes Prince George, Kelowna, Williams Lake area and Kamloops.

We have continued to actively build our social media presence on multiple platforms and have seen steady growth and have developed ways to interact with workers outside of our sessions. We focus on helping link them to a variety resources based on questions or comments we receive on our posts. On May 4, 2022 to celebrate Youth Week, we held our first Instagram live. We had a great turn out with tremendous amounts of questions and had multiple people reach out to us after with questions about WorkSafeBC's important work and how they support workers within BC.

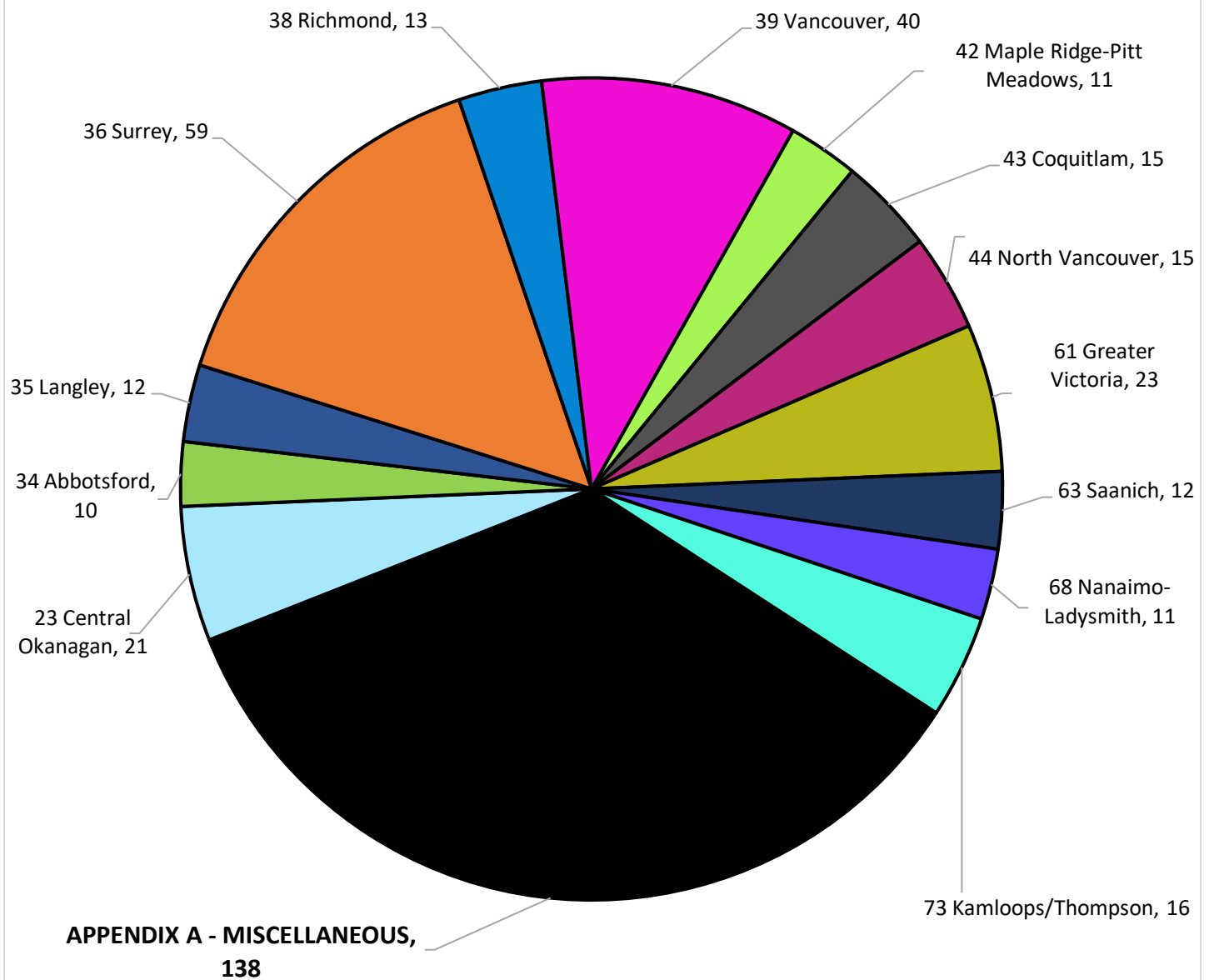
KPI's

At the start and end of each session, we ask Alive After 5 students or Employment Program participants 3 questions:

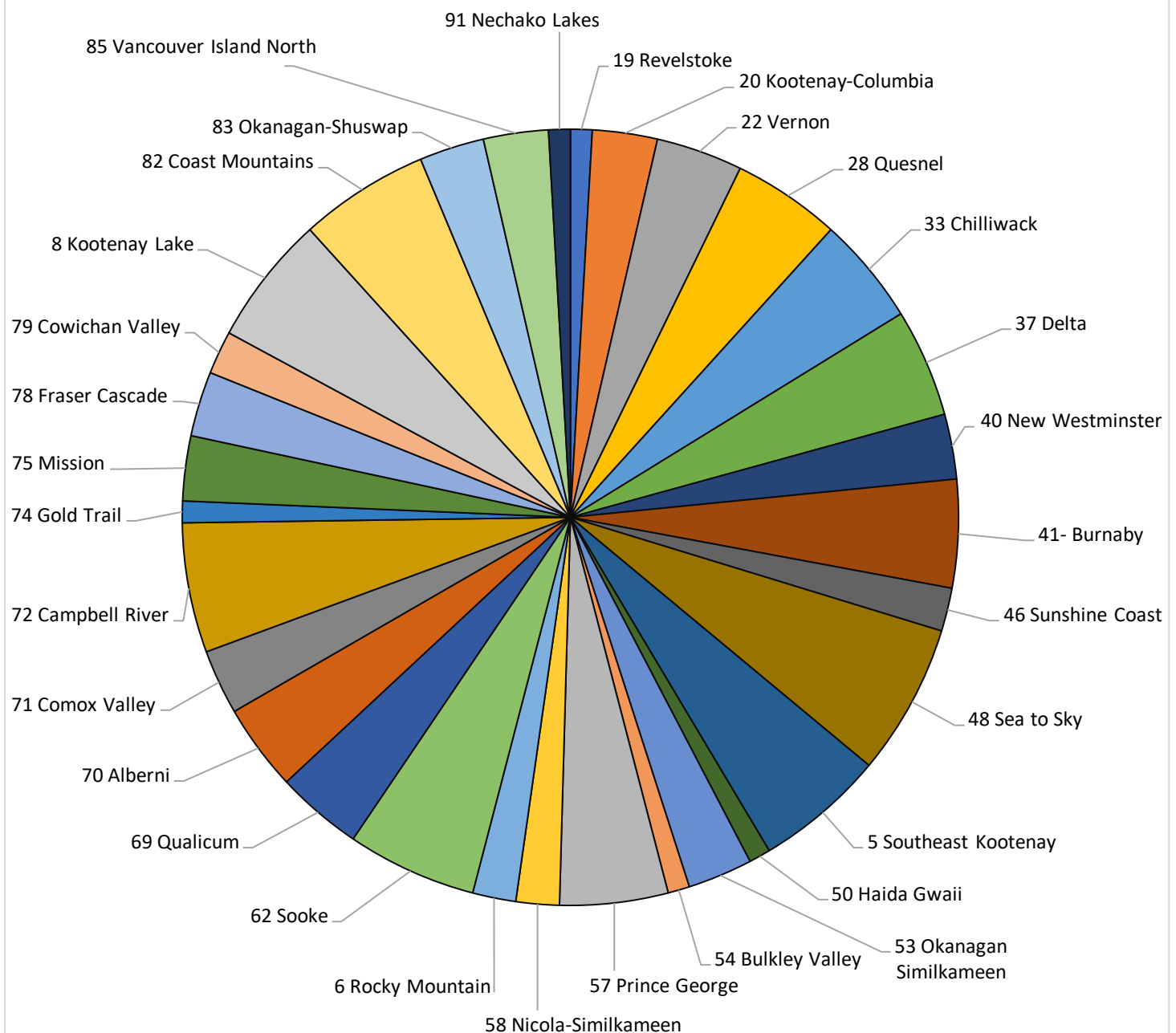
1. Do you know your 4 basic rights?
2. Are you confident in who WorkSafeBC is?
3. Are you confident in refusing unsafe work?

Our findings are that most participants had significant increases in knowledge around their OH&S rights and who WorkSafeBC is and the role they play in the workplace. See charts below.

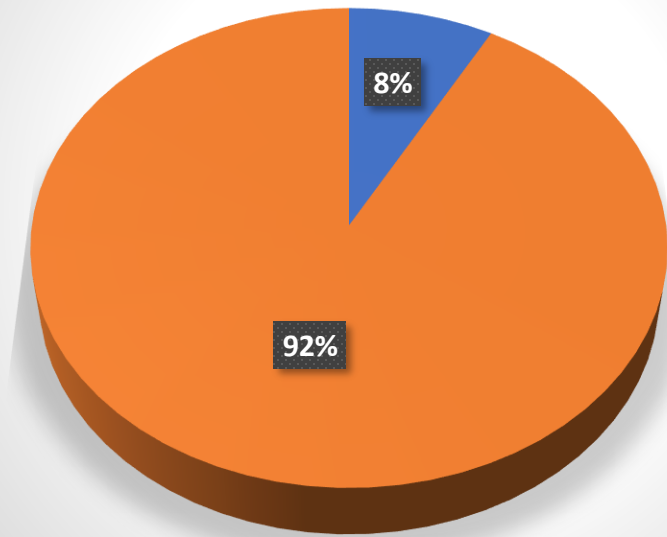
CHART 1 - COMMUNITY EDUCATION - AA5 BY SCHOOL DISTRICTS GREATER THEN 10 SESSIONS



**CHART 2 - APPENDIX A - AA5 BY SCHOOL DISTRICTS
WITH LESS THEN 10 SESSIONS - APPENDIX A**



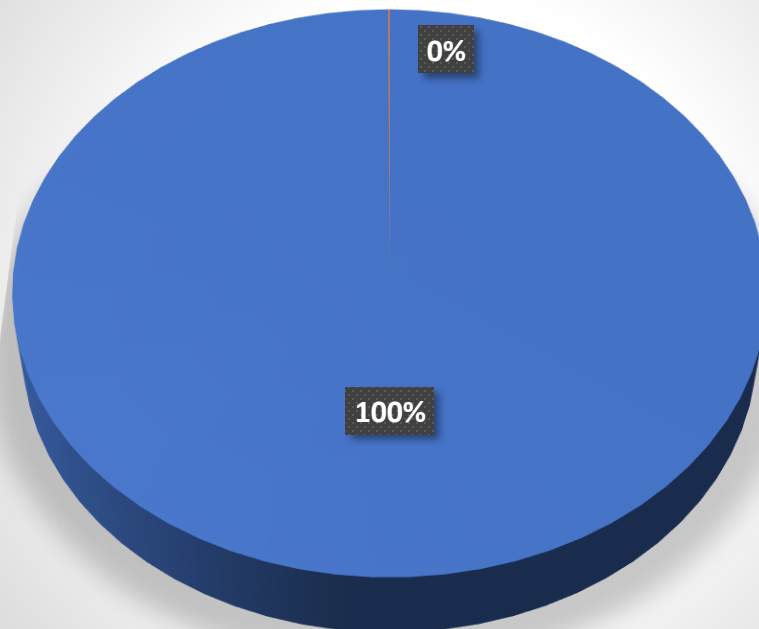
CHARTS 3 - AA5 - Do you know your 4 Basic Rights? - BEFORE



3,213 Students

■ YES ■ NO

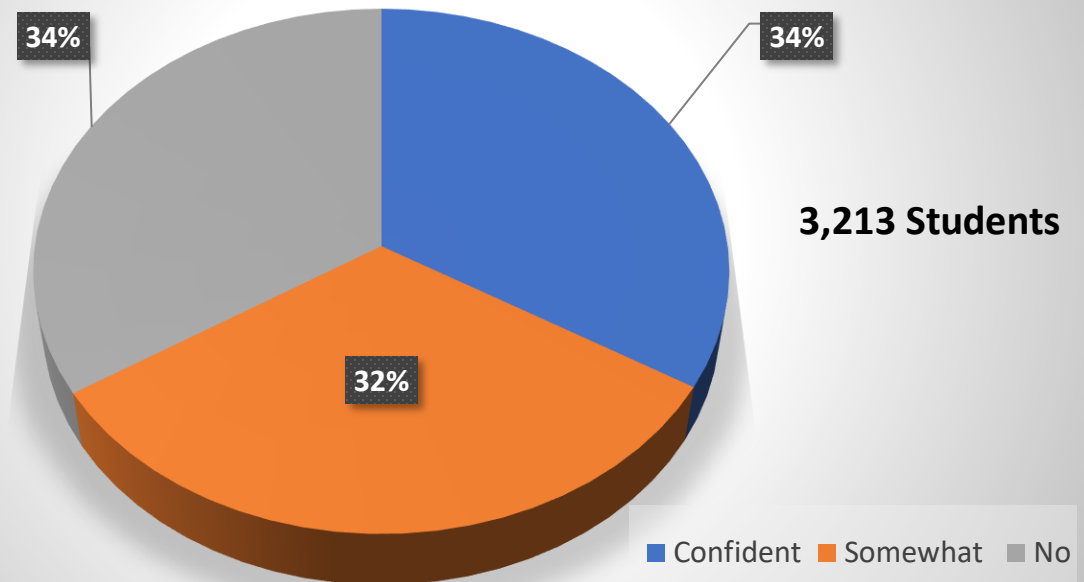
AA5 - Do you know your 4 Basic Rights? - AFTER



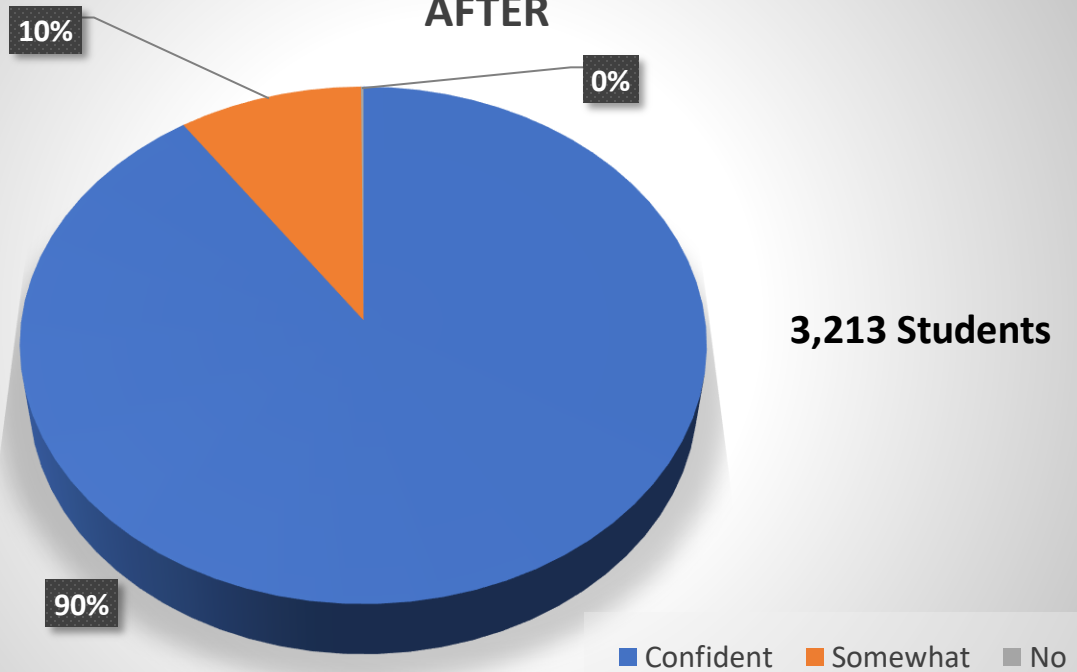
3,213 Students

■ Yes ■ No

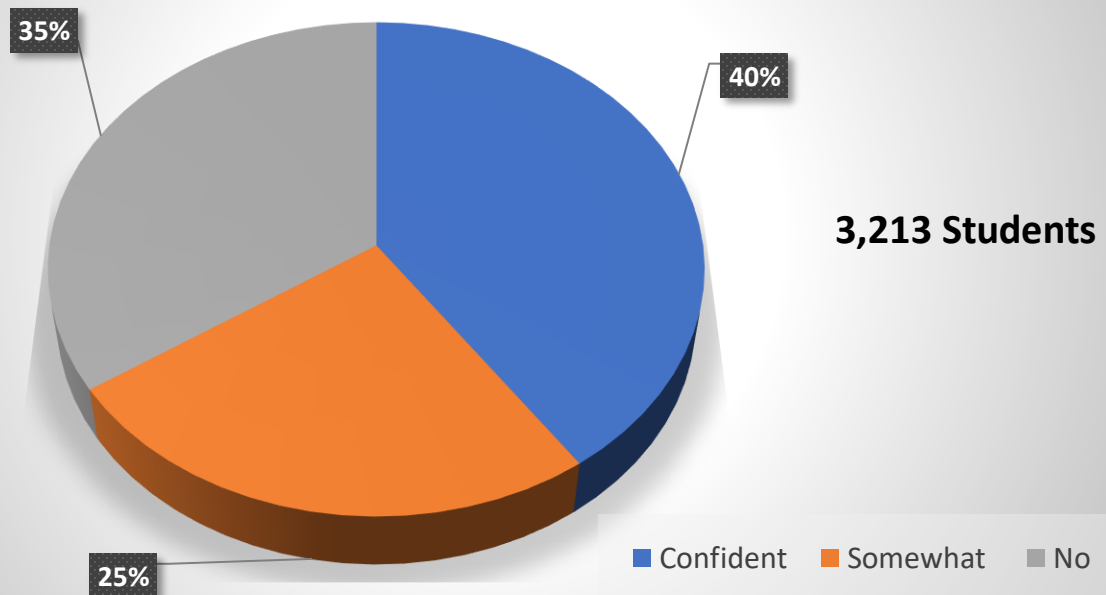
CHARTS 4 - AA5 - Are you Confident in who Worksafe BC is? - BEFORE



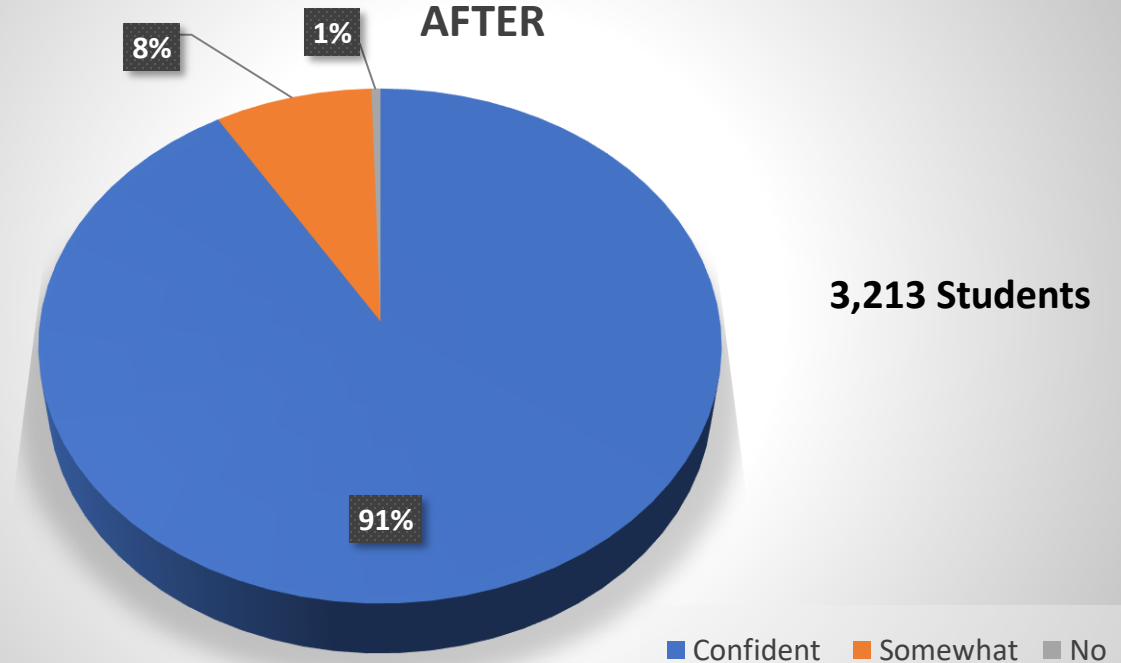
AA5 - Are you Confident in who Worksafe BC is? - AFTER



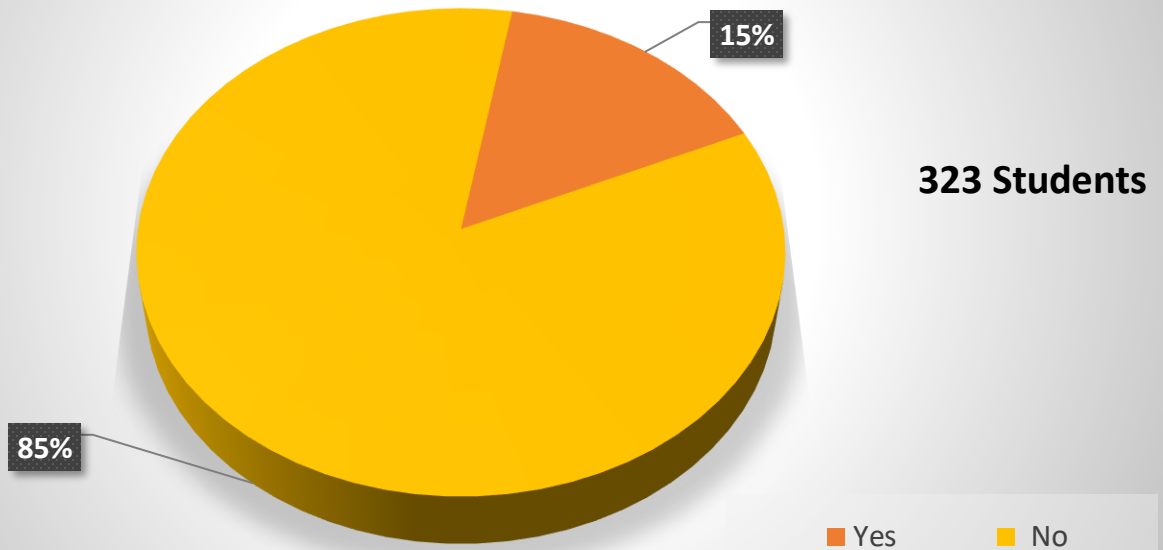
CHARTS 5 - AA5 - Are you Confident in Refusing Unsafe Work? - BEFORE



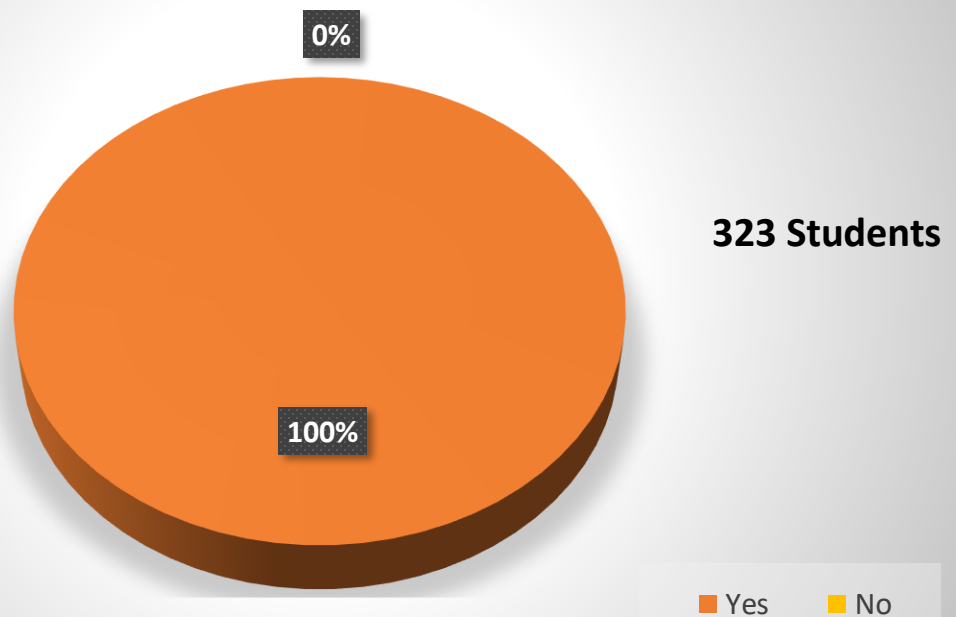
Are you Confident in Refusing Unsafe Work? - AFTER



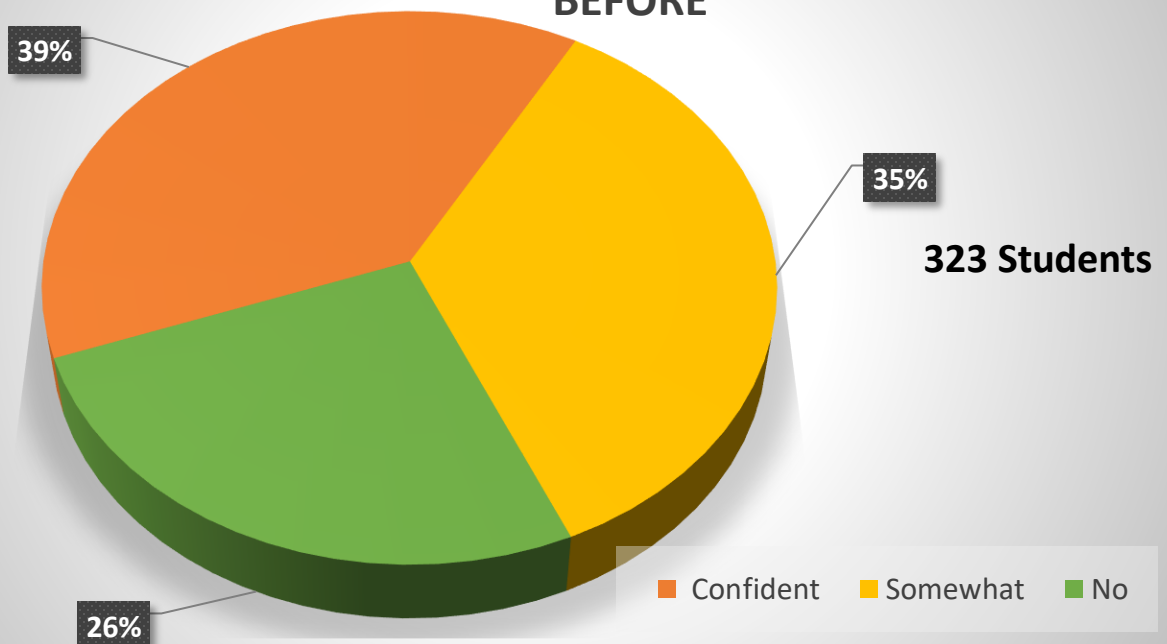
CHARTS 6 - EP - Do you know your 4 Basic Rights? - BEFORE



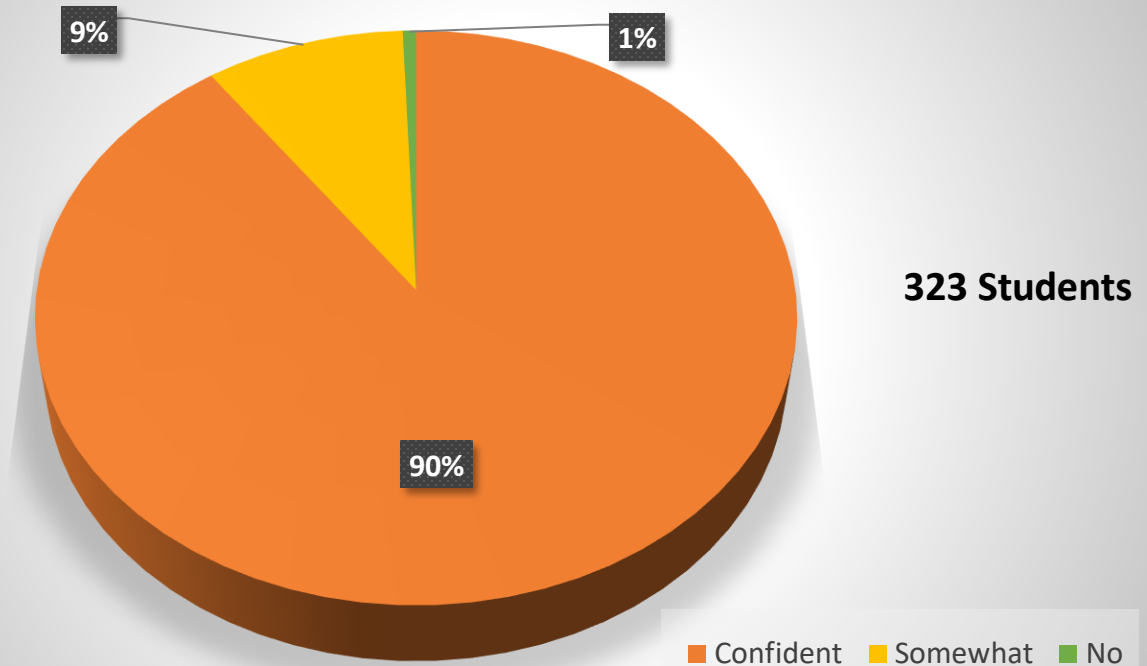
EP - Do you know your 4 Basic Rights - AFTER



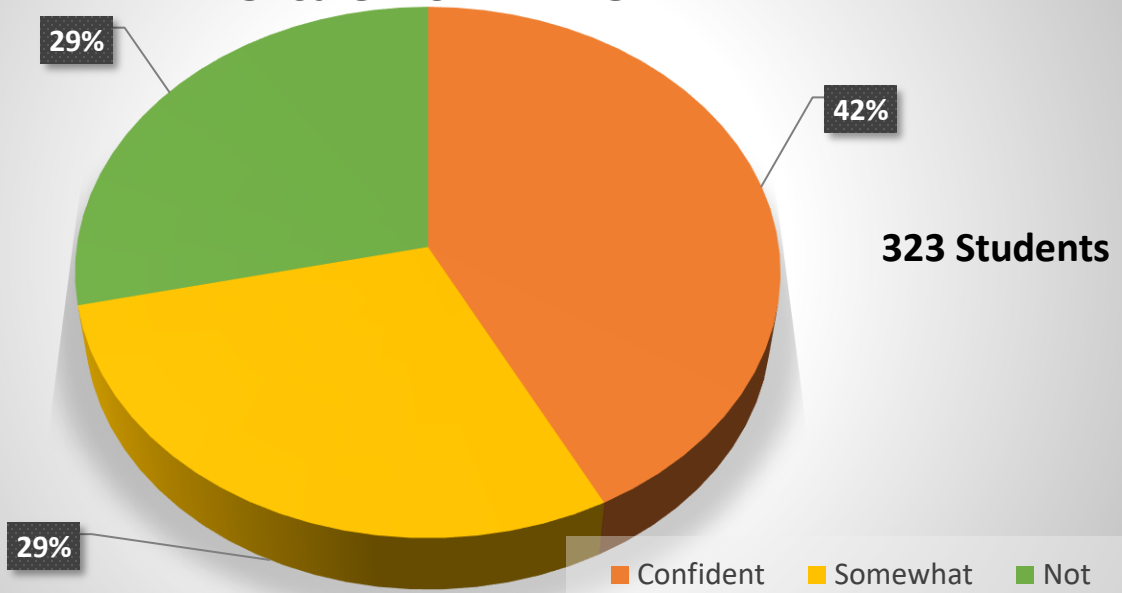
CHARTS 7 - EP - Do you know who Worksafe BC is - BEFORE



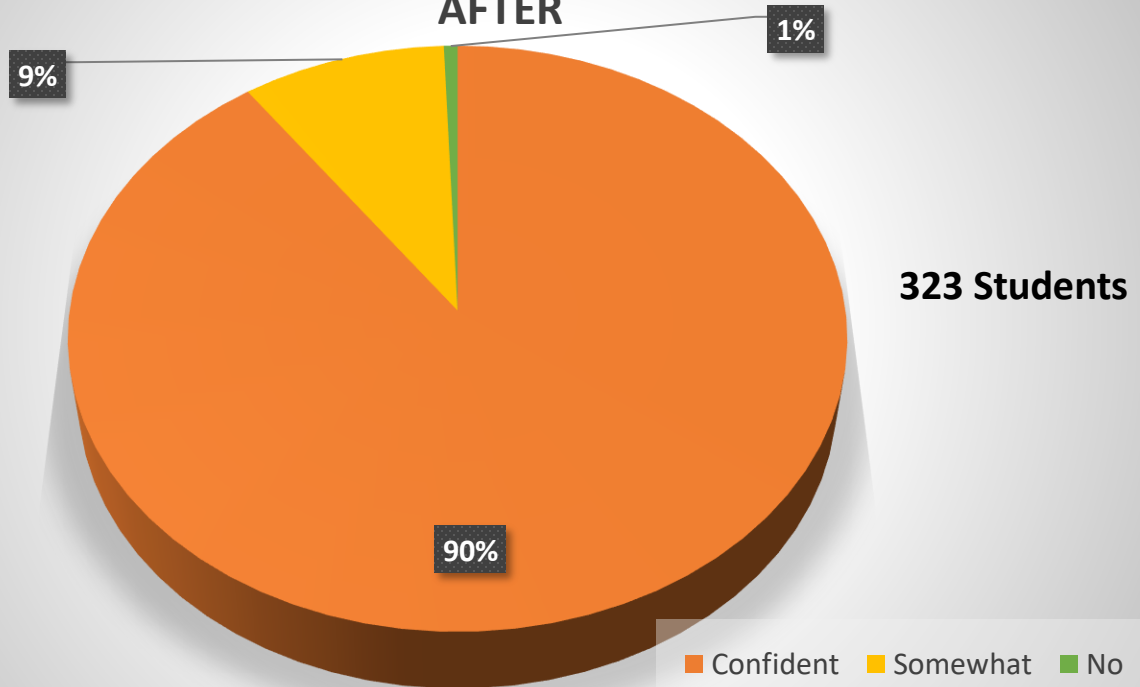
EP - Do you know who Worksafe BC is - AFTER



CHARTS 8 - EP - Are you Confident in Refusing Unsafe Work - BEFORE



EP - Are you Confident in Refusing Unsafe Work - AFTER



Migrant Workers

Partnerships and Collaborations

We are strongly encouraging and building strong partnerships and collaborations with organizations that recognize the needs of Migrant Workers. Those such as, WATARI, Archway Community Services, Catholic Mission Abbotsford, Ladner Baptist Church, FCJ Toronto, MRN, RAMA, RAMA Island, CDWCR, Migrante BC, South Vancouver Neighborhood House, Sanctuary Health, Bici-Libre, Mosaic, Khalsa Aid and KCS.

Target

- Agricultural Migrant Workers
- Urban Migrant Workers, including Undocumented Workers.

Farms/Region Covered During Outreach

Region	Farm
Qualicum Beach	Hilliers State Farm
Delta	Windset Farm, Westcoast Farm, Millennium Farm
Richmond	Guichon Farm
Surrey	Creekside Farm
Langley	Westcoast Cranberry Farm, Katatheon Farm, Khalon Farm, Cedar Rim Farm, M&L Farm
Abbotsford	Calais Farm, Devan Farm, Berry Haven Farm, Muktiar Growers, Van Belle Farm, Bathe Farm, JRT Farms
Chilliwack	DeVry Greenhouses, Sparkes Corn Barn, Leo Bannort Farm, Sajota Blueberry Farm
Okanagan	Borapai Farm, Frind Winery, Byland Nurseryland, Quails Gate Winery, Gambell Farms, Partar Farms, Aca Ash Farm, Gill Farm, Jealous Fruit, Northern Cherry Growers, Sandher Fruit Packers, Kish Orchards, Parmarjit Gill Farm

Outreach

A very concerted effort was realized early in the development of the Migrant Workers Program to develop methods of direct contact with the group. This consisted of methods such as coordinating visits to farms, with migrant workers leaders and some through consulates and churches. Migrant Workers are consistently busy and often fearful of retaliation from employers if the employer realized we were visiting to offer advice, support to the workers directly. We realized, early on that we must take advantage of every opportunity to create trust and to facilitate education on workers rights. In many instances education on health and safety was accomplished one-on-one or as a group.

We receive a commitment of collaboration from “Bici-Libre program” and “donate your bike” project, to provide operational bicycles to workers who had lost their method of transportation during the flood of November 2021 in the Fraser valley. The bike program has represented a very successful method of Migrant Worker outreach.

Emergency Preparedness

Over the last year, emergencies occurred during the Covid pandemic such as heat waves, unprecedented flooding and virus outbreaks. We learned how to better respond to these emergencies such as building more focussed WhatsApp networks in BC to establish contact early on with the marginalized worker. These lessons taught us that starting early to prepare by adapting the Health and Safety education to prevent accidents during emergencies was the best course of action. We established a working relationship with health care professionals such as a paramedic attended many emergencies last year when called upon. This paramedic realized the important work she was participating in and recruited another six paramedics, all of them on a volunteer basis. A training day was organized for the paramedics and we began to reach out to churches to provide us with a space to train agricultural migrant workers on emergency preparedness. More than 200 workers have taken the full day training to date and maintains a strong focus on Health and Safety education.

Referrals

- 33 referrals to WATARI for pregnant migrant workers
- 13 referrals to WATARI and JFC for open work permit for vulnerable workers
- 10 referrals for counselling
- 5 referrals for rent.

Clinics

Our Facilitator, Byron Cruz organized a team of volunteers to provide COVID pop-up vaccination clinics for urban migrant workers. In the past year, approximately 2,000 workers were provided access to Covid vaccines. This vaccine program for workers was

made possible through the cooperation and generous assistance of Vancouver Coastal and Island Health who coordinated healthcare professionals who provided their services.

Health Fairs

Byron also coordinated a health fair with the support of WATARI and Archway Community Services. One Hundred and Fifty workers attended this event and participated in different Health and Safety activities.

Other Outreach Activities

- Referrals for employment standards issues
- Recreational activities
- Promoting cultural activities
- Accompaniment to medical appointments
- Meeting with consulates
- Hampers bags with educational materials
- Health referrals
- WorkSafeBC complaints
- Supporting workers to make complaints to Integrity services.

KPI Report Plan

Our plan to collect KPI data will begin with our emergency preparedness workshop. We ask 3-4 questions at the beginning of each 8 hour session and then again at the end to establish information received.

1. Do you know your 4 basic rights?
2. Are you confident in who WorkSafeBC is?
3. Are you confident in refusing unsafe work?
4. Do you know what a union is?

We will report our collected data for September to March, on our next report.

EAL PROGRAM

Overview

We continue to offer the EAL OH&S classes online via Zoom. The EAL Program session runs for 10 weeks and meets once a week on Saturdays for 2 hours from 10am to 12pm. Sixteen students signed up for the class and 9 graduated.

We will be taking a break during the summer to allow our facilitator, some well earned and much needed family time. We look forward to running our next session in September.

Demographics of Class

Students in the class identified as living within in the lower mainland from Burnaby, Coquitlam, Vancouver, Sidney and Victoria on Vancouver Island.

The majority of students were working within the construction industry, settlement sector, as childcare workers and stay-at-home mothers. A few advised that they had lost their jobs due to COVID and were struggling to find employment during the pandemic.

Challenges

Thanks to the efforts of former students who recruited co-workers, friends and community members and due to the convenience of attending the class online from home, the class filled to capacity quickly.

Despite the class being online, it was proven possible to build a strong sense of community amongst the class. The facilitators created a WhatsApp group and this was a successful way to share information about the class and about settlement information that was of interest to the students.

Highlights

This was a very successful session; nine students graduated, and all were very positive about their experience in the course and said they would like to take a Part 2 course if they were able to. Everyone said they would recommend the course.

Offering the class online allowed women with childcare issues to join in and participate. It also eliminated travel time and time away from family responsibilities.

Graduation

The graduation was held via Zoom on Saturday, June 18, at 11am. The event was very well attended by students. In attendance from the BCFED Health and Safety Centre was Jennifer Lambert, Director, Emily Hunter and Byron Cruz. Robin Schooley from WorkSafeBC was also in attendance. Students shared why they felt the class was so important and many said that their confidence at work had improved greatly as a result. Jennifer Lambert and Robin Schooley congratulated the students and recognized their commitment and achievement in completing the course. Students were emailed their

certificates prior to graduation. For many students, this was the first certificate they had earned while in Canada and they were justifiably very proud of their personal achievement.

Student Feedback

The students were very positive about the course and the facilitators. Students said they would recommend the course to their friends and that they felt their confidence as workers had improved greatly as a result. They also said that they would report an unsafe condition at work if they saw it.

During the graduation, students shared the most important thing they learned in the course. Robin's class on WorkSafeBC was one of the most important classes in terms of teaching students about their rights and responsibilities as workers. They also said that they felt better able to support other workers, by sharing the knowledge they learned in the course. One student was a member of her health and safety committee and encouraged the other students to join their health and safety committees at work.

KPI Reporting Plan

Our plan to collect KPI data will begin with our first session. We will ask the same 3-4 questions at our last session.

1. Do you know your 4 basic rights?
2. Are you confident in who WorkSafeBC is?
3. Are you confident in refusing unsafe work?
4. Do you know what a union is?

We will report our collected data for September to March, on our next report.

Community Education

Activity	Output	Sept. 2021- Feb. 2022	March 2021 - August 2022	Annual Total
Alive After Five	22,272 Instructional Hours 19,200 Participants	16,149.3 Instructional Hours 13,094 Participants	7,672 Instructional Hours 6,576 Participants	23,821.30 Instructional Hours 19,670 Participants
EAL	2,640 Instructional Hours 120 Participants	638 Instructional Hours 29 Participants	308 Instructional Hours 14 Participants	946 Instructional Hours 43 Participants
Migrant Worker Program	3,000 Instructional Hours 1,000 Participants	1,620 Instructional Hours 540 Participants	2,016 Instructional Hours 672 Participants	3,636 Instructional Hours 1,212 Participants
Employment Program	6,500 Instructional Hours 2,600 Participants	1,220 Instructional Hours 610 Participants	1,584 Instructional Hours 792 Participants	2,804 Instructional Hours 1,402 Participants
Replicators Program	360 Instructional Hours 20 Participants	0 Instructional Hours 0 Participants	0 Instructional Hours 0 Participants	360 Instructional Hours 16 Participants

Mental Health Stream

The Mental Health (MH) Program Stream continues to be busy with both in-person and virtual deliveries of the following courses:

- Mental Health First Aid (MHFA)
- Bullying & Harassment (B&H)
- Psychologically Healthy & Safe Workplaces through the CSA (Standard) (PH & CSA)
- Prevention of Violence in the Workplace (PVW)
- Work Place Harassment and Violence Prevention (Federal jurisdiction) (WPHVP)

The stream continued to work on finetuning processes and upskilling (such as trouble shooting single facilitation, upskilling tech training, etc). As mentioned in the March 2022 Update, this Program continues to schedule stream-specific meetings to discuss stream-specific issues.

Updates on Course Delivery.

All mental health courses were delivered this past fiscal.

45 public sessions and 48 private sessions were delivered this fiscal. B&H and MHFA have the highest popularity and attendance and account for about two-thirds of the participant numbers and instructional hours.

In December, the first in-person public was offered for Mental Health First Aid since COVID shutdowns. This course was essentially sold out. Bullying & Harassment has proven to be a popular course.

Mental Health First Aid (MHFA). Currently, Rachael Barton and Naleena Gounder are certified facilitators of the in-person and virtual courses. There will be an upskilling available soon which will allow eligible facilitators to deliver the virtual portion as an in-person in 1 day. This will likely open up many session bookings since it is easier on a participant's schedule.

Three Coordinators have expressed interest in applying for the instructor course: [REDACTED]. Mental Health Commission of Canada (MHCC) requires an applicant to apply for a pre-scheduled date. It is not an open-enrollment application. MHCC has scheduled several offerings for virtual format, with very limited options for In-Persons.

██████

Her application is ready to go. She will submit it when an In-Person session is offered. ██████ has also been the primary Coordinator for the MH Program and has been quite busy with facilitation and course development this Spring.

██████

Last Fall, when Instructor courses re-opened, ██████ was scheduled to attend but it was cancelled due to a local Coronavirus outbreak. His application was again deferred. He was unable to join the Spring 2022 sessions. Because there are more options for virtual, he has decided to take that route. This also means that he will need to re-submit a new application as it is considered a separate course.

██████

In late Spring, she applied for a Virtual session. MHCC provided some feedback. The MH Director and her discussed options, and she has decided to wait to apply until an In-Person session is offered. She is better suited for this delivery method. The in-person course is delivered over 2 days, so ██████ feels that the 2 full days will allow for maximum participant engagement. The Virtual session is essentially only 1 day.

Once applications are submitted, accepted and all training has been completed, the stream will have multiple facilitators for both delivery methods.

Course Reviews & Development

The MH Program stream has completed the annual reviews for most of the MH courses, partly in collaboration with the OHS Program stream team.

B & H – completed June 2022

PVW – completed June 2022

PH & CSA – in progress.

Psychologically Healthy & Safe Workplaces (Part 1)

This has been quite popular, especially in the private session settings. The reason for the delay in reviewing this course is because the team felt that the updated version should complement the Part 2. Likely the team will reduce some info in Part 1, so that it can be expanded upon in Part 2. The Standard is in the process of being updated.

Workplace Harassment & Violence Prevention (federal).

This course has not been delivered since December 2021. This is a very specific course, which is better suited for a private session setting, rather than a public course. Unfortunately, when we posted this course on our calendar, participants from provincially regulated workplaces were in attendance, despite the clear title and description.

New Courses.

De-Escalation and Conflict Resolution

This course has been requested by participants. This topic will complement the other MH and OHS courses seamlessly. It can be a follow up (or pre-cursor) to many courses, especially to MHFA. [REDACTED] took the lead on this course due to interest and experience. He developed a 45-minute version for an internal dry run. The content was well-received. Unfortunately, he was unable to complete the final version of the 2-hour version prior to the end of his term date. However, this is still an on-going project.

The “Part 2”s

B&H Part 2

Course mapping is completed. Discussed this briefly during the review of Part 1 with the OHS Coordinators. There has been a delay in development due to facilitation schedule.

PH & CSA Part 2

Course mapping is in progress. After several discussions, the team decided to co-develop this while reviewing Part 1. This is to ensure that the 2 courses align and complement each other. Team feels that the Part 2 should be offered in a private session setting. Thus, if an organizer schedules a Part 1, they will likely schedule Part 2 consecutively.

Webinars

MH Director has approached the team about delivering webinars on topics already covered in a course. An example would be “Microaggressions” in Bullying & Harassment.

Organizations have approached the MH Director about shorter sessions on boundary setting, conflict resolution, team building, etc. Team discussion to create shorter building block courses that complement each other. The idea is that when organizations approach the stream for custom courses, they can pick and choose which blocks they want to fit together.

- Because the webinars will be shorter, they will be more accessible to a larger variety of workers (ie: no need to take a full day off, more affordable). This will increase the Centre’s exposure.
- To entice participants into taking the full-day course.
- Because course material is already developed, admin/development time would be minimal.
- Capitalize on topics that are popular on social media (ie: Microaggressions). This will make for an easier marketing campaign.
- Good training opportunity for new Centre staff. Start by delivering a webinar, and transition into facilitating the full-day course.

[REDACTED]

[REDACTED]

[REDACTED]

- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]

[REDACTED]

- [REDACTED]
[REDACTED]

Plus Future Plans

- [REDACTED]
- [REDACTED]
[REDACTED]

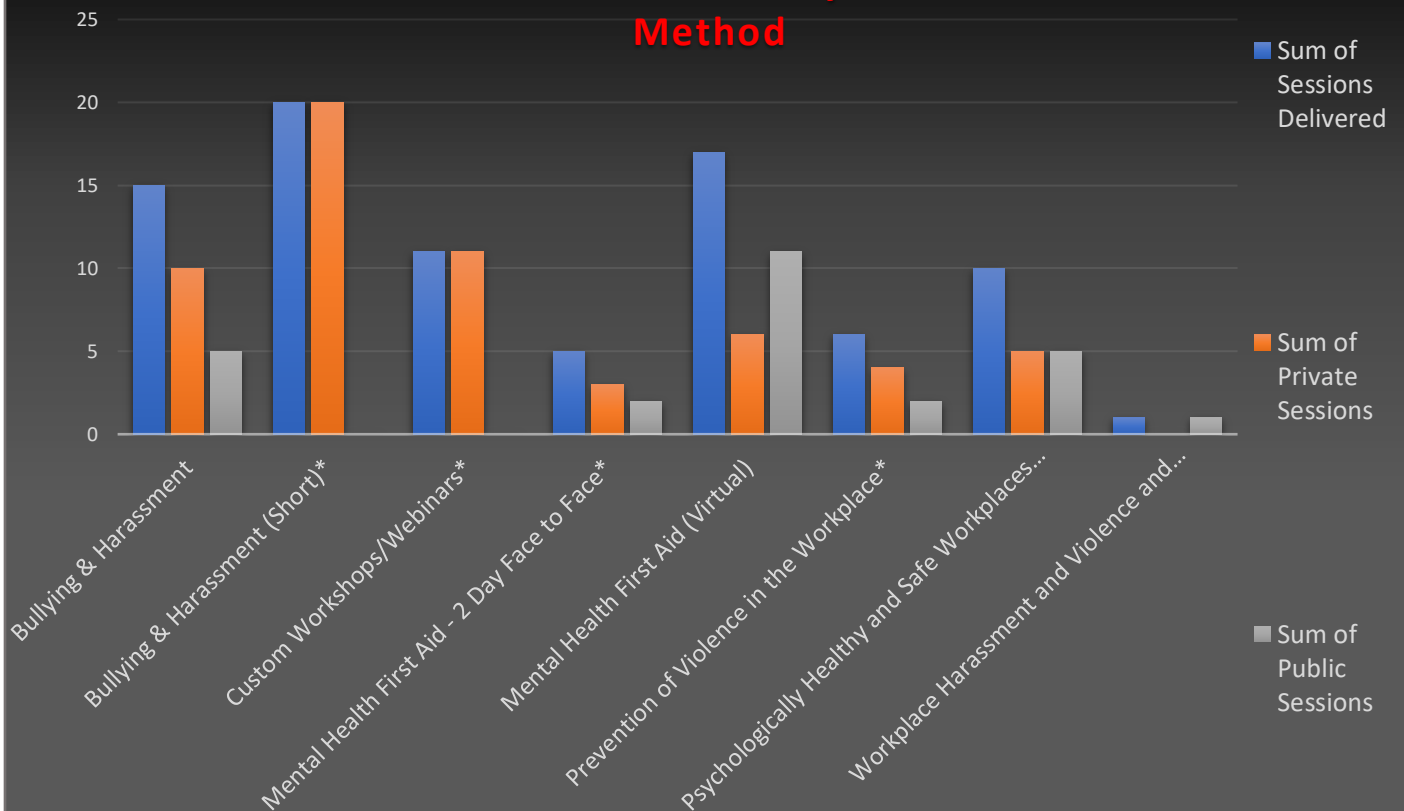
Private Courses

The stream has delivered several private sessions such as:

- [REDACTED] ■ [REDACTED]
[REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
 - [REDACTED]
 - [REDACTED]
 - [REDACTED]
- [REDACTED]
 - [REDACTED]
 - [REDACTED]



CHART 9 - Sessions Delivered by Private and Public Method



Custom Workshops, Consultation & Coaching

Custom Courses. The MH Program stream was approached to consult on, develop and deliver several courses such as:

- [REDACTED] – series of short workshops starting with Empathy & Self-Care (8 sessions). Offshoot of the Mental Health During COVID webinar.
- [REDACTED] – Prevention of Violence in Healthcare
- [REDACTED] PH & CSA Short 1 session
- [REDACTED] B&H Shorts. They requested a brief summary of participant questions and reactions from the offerings in Nov 2021 & Jan 2022. As a result, they have booked more sessions with the Centre. They will be holding a Town Hall for their staff.
- [REDACTED] B&H and Investigations 1 session
- [REDACTED] – Prevention of Violence – custom sessions originally to be booked in late winter, but due to the new COVID variant, is now pushed back to Fall (next fiscal).

Strengths

- **Partnerships.** [REDACTED] approached the stream to do a provincial programming in the late spring and summer in lower mainland, Kelowna and Nanaimo (8 sessions, 4 groupings). The stream delivered 6 sessions (3 groups) of MHFA and Bullying & Harassment. The 4th session had to be postponed due to bargaining.
- Initiation of MH-specific team meetings allow for more collaboration, in a structured manner. A Teams channel was created to share course materials, Meeting Minutes and an area to capture thoughts for the next scheduled reviews.
- Processes developed in 2021 have continued successfully such as streamlined communication, course development and formatting.
- A permanent Coordinator returned to the Centre full time in the summer. Summer is typically quieter for course delivery. This allowed time for her to get reacquainted with the procedures and processes, as well as review course content.

Strengths for Next Fiscal Year

- The stream is looking forward to facilitating an offshoot of the Prevention of Violence course for the school district. Specifically, the session will cover the [Violence Prevention Toolkit](#).

- Interested Coordinators will apply to Mental Health Commission of Canada to take the facilitator training course for [MHFA Adults Interacting with Youth](#). This will complement the customized Violence course very well.
- Mental Health webinar titled “Mental Health Since COVID: Reflect, Rally & Respond” is scheduled to be delivered in October which is also Mental Health Awareness month.
- MH Program Director and the Community Education Director have discussed outreaching options for the school district.

Challenges

The MH Program has experienced some challenges. Though the number of participants is on-target, the instructional hours may fall short by the end of fiscal.

- Organizations require large numbers of participants to go through training. For their budget (course fees, operational requirements), the half-day sessions work better. As a result, this decreases the instructional hours.
- Loss of FTEs. 1.0 FTE has been away for much of this fiscal, though she returned in the late summer. Terms were scheduled for the fall & spring. In order to maximize our resources, the annual reviews & program development were scheduled a bit earlier - in spring to expand the number of involved SMEs. This can reduce facilitator availability. However, without consistent reviews and course development, the courses will not be up-to-standard.
- Director time was limited due to an increase in facilitation hours (to cover the loss in FTEs). The Director is the only certified MHFA trainer.
- [REDACTED] has not yet received MHFA Instructor training, due to 2 pandemic postponements. This has limited ability to deliver more MHFA sessions.
- The weather (ie: floods changing shipping and transport routes) and pandemic changes the course of the scheduled courses. For example, BCCWITT’s Leadership Primer was postponed.
- Changing public health landscape creates uncertainty, which can affect mental well-being.

KPIs

This stream was already collecting basic KPIs on a Likert-inspired scale, as previously discussed in updates. These were done over Survey Monkey & captured Level 1 (“Reaction”) and some Level 2 (“Learning”). Specifics of those questions were provided in the 6-month update. This stream moved away from Survey Monkey to take advantage of the Customer Voice module in the Customer Management System.

Higher Level KPIs.

Data would be more meaningful about Level 3 (“Employer Behaviour”) and Level 4 (“Results”) KPIs, especially if provided by participants who are OHS committee members and decision makers.

Survey Uptake

This can be challenging, and more so for follow up evaluations. With the exception of MHFA, the power points for each course now include a QR code and clickable link so that participants can fill the survey out in the last 5 minutes of class.

It is ideal to have a designated person to actively follow up with participants at the different time intervals, but this is not possible due to limited resources. Some individuals may initially express interest in participating but may lose motivation at the follow up times.

This stream has an option for participants to submit their name & email address to enter for a chance to win the current prize draw. These prize draws will be for a mental health specific self-care kit or for a free class. The survey also clearly states why survey is important, and thanks participants at the end for their time.

Update on KPI Partnerships

As mentioned in the 6-month update, the MH Program Director approached UFCW 247 and BCCWITT for survey partnerships. Some surveys were completed and are rolled into the general results provided. Uptake was low due to cancellation of sessions (travel prevented by roads that were severely damaged by floods, bargaining activity, etc).

Survey Development.

1. The MH Program Director and Administrator were trained in how to create a survey.
2. After some trial and error, it was decided that only one survey per course should be developed. Rather than develop 4 surveys per course for each time interval, this was to streamline the number of survey templates.

The Customer Voice module allows the user to create a survey that has the ability to ask different questions, based on **how** the participant answers.

- For example, if a participant took an in-person course in the 7-30 days, the survey will re-direct to ask about room comfort, parking and wayfinding. If the participant took a virtual course, the survey will re-direct to ask particulars about the virtual world. Participants who took the course > 30 days ago will likely have inaccurate recall.
- Another example captures the upper level KPIs. The survey has a list of the course outcomes (worded in an active manner). They are asked to rate their level of agreement (Likert-scale) about an outcome before and after taking the

session. "I can define bullying and harassment" or "I know the duties/responsibilities of workers/supervisors/employers" (with respect to bullying & harassment). Participants who took the course > 30 days ago will likely have inaccurate recall.

There was discussion that the best way to capture this would be to administer two Rate-Your-Level-of-Agreement surveys: at the beginning of class then at the end. However, it would be difficult to capture this in the Customer Voice module in real time. Identified issues: participants may close their browser too early or may not have access to a device for an in-person session or participants may be too overwhelmed by many open windows. (Many virtual participants are not technically savvy.) There was a discussion to do a Zoom Poll for virtual classes. This would have made a great visual tool at the end of the class – you rated this at the beginning and look at how your ratings changed after taking the course. However, this data cannot be easily inputted to the Customer Voice module.

This survey will ask different questions based on **when** the participant took the course. For example, if the participant took the course in the last 7-90 days, the survey asks about anticipated obstacles to making change in the workplace. It also asks what solutions could be. At the 6-12 month mark, questions ask about what changes have been made and ask again about obstacles.

3. Survey was tested in-house several times and by all disciplines for functionality, grammar, spelling, etc. prior to going live.

Many questions are not required to be answered. Common feedback was that if the surveys are long, they won't be completed.

4. Surveys are now live.

Challenges

It took a few months to develop the survey with trial and error. It took our technical department some time to consult on how these surveys could be sent to participants at 30, 90, etc. days after they have taken a course. There was considerable time for implementation and testing, then it went live in mid-summer when the schedule is quieter.

A drawback of the streamlined survey template is that results are aggregated. For example, one can see from the data if participants' knowledge has increased after taking a course. However, these questions are asked at 7-,30- and 90-day intervals. It will be challenging to see the difference between 7, 30 and 90 day respondents. It isn't impossible since data can be filtered by date.

Here are links to the tester surveys. The final survey is more polished & worded in a more active manner. Since these are tester surveys, feel free to answer the questions, and then Submit. It will not affect the real data.

- [Bullying & Harassment](#)
- [Prevention of Violence](#)
- [Mental Health First Aid](#) (follow ups only, not for immediate post-session as per the Commission)
- [Psychologically Healthy Workplaces through the CSA \(Standard\)](#)

As mentioned above, the surveys went live in the summer when the schedule is quieter. The number of responses is lower than desired.

	Self-Rated their knowledge on a Likert scale from 1 (low) to 5 (high)	
Learning Outcomes	Before Training	After Training
BULLYING & HARASSMENT		
Definition of B&H Duties & responsibilities of workers, supervisors, employers (dark blue) I have the tools, skills, knowledge to help drive workplace changes (light blue) Responding... resolution options (pink)	50% rated their knowledge as 1-2	100% rated their knowledge as 3, 4 or 5
Impact of the B&H course: Ratings show that respondents had improved their knowledge & skills		
PREVENTION OF VIOLENCE		
I have an understanding of regulatory requirements Define violence & impact How to ID & assess risk factors, & apply control measures How to Develop and outline to create or enhance a workplace VPP	100 % rated 5	100% rated 5

Impact of the PVW course: Only 1 person provided ratings. Their ratings started at 5, and stayed at 5. It is unclear why this participant took this course if their pre-course ratings were at 5. The stream had invited the education committee to attend, and it's possible that they provided the responses.

PSYCH HEALTH & SAFETY (THROUGH THE CSA) (10 responses)

<p>Identify the psychosocial hazards present when working from home and in the traditional workplace</p> <p>Show the link between Occupational Health and Safety and Psychosocial Health</p> <p>Describe the reasons for the development of the CSA standard for Psychological Health and Safety in the workplace</p> <p>Summarize the factors of the CSA standard for Psychological Health and Safety in the Workplace</p> <p>Compile effective strategies to create a workplace environment supportive of mental health</p> <p>Show resources available to workplaces for Mental Health wellness</p>	80% rated 1-2	80-90% rated 3-5
<p>Impact of the PH & CSA Course: The ratings show that there has been an impact in learning.</p>		

Chart 10 - Mental Health – Number of Sessions

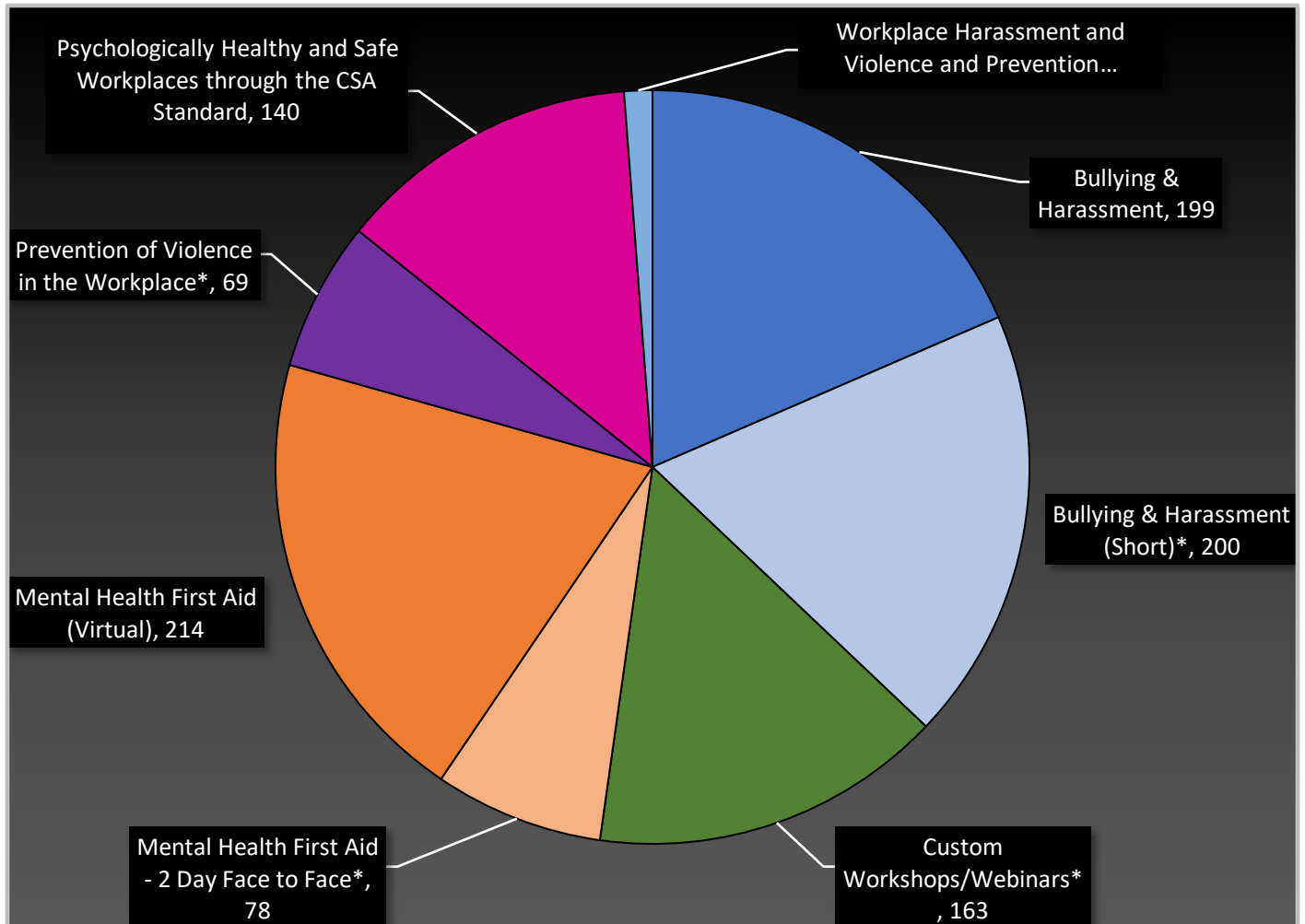
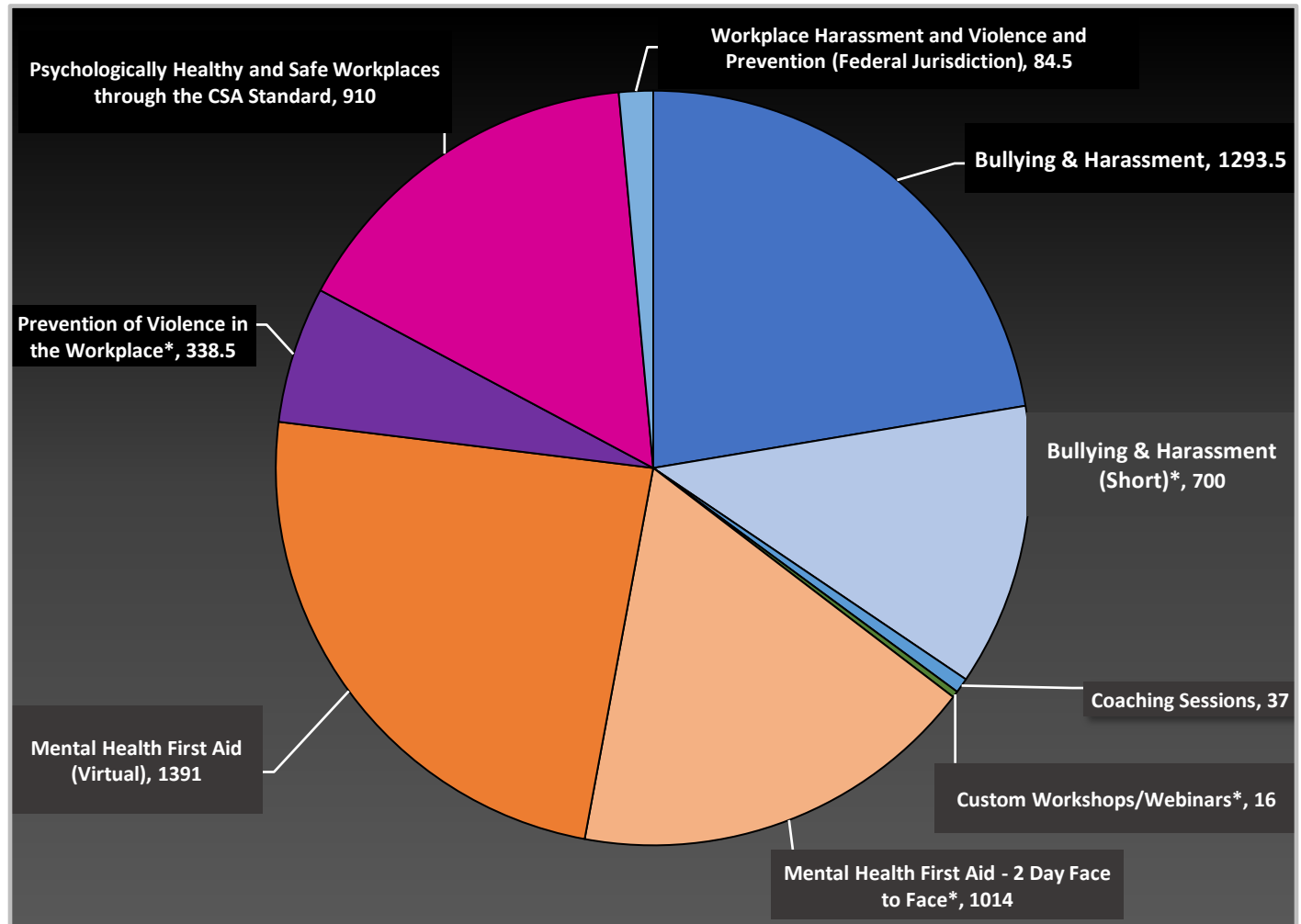


CHART 11 - MENTAL HEALTH – PARTICIPANT COUNT BY SESSION



Improving Mental Health in the Workplace

Activity	Output	Sept. 2021- Feb. 2022	March 2021 - August 2022	Annual Total
	6,500 Instructional Hours 1,000 Participants	2,510 Instructional Hours 474 Participants 8 Custom Workshops 16.5 Consultation or Coaching Hours	3,196.5 Instructional Hours 602 Participants 3 Custom Workshops 20.5 Consultation or Coaching Hours	5,706.5 Instructional Hours 1,076 Participants 11 Custom Workshops 37 Consultation or Coaching Hours

OHS Stream Achievements

March continued with significant activity in our Virtual course offerings. The Centre was able to schedule all of our regular OH&S course content via Zoom from March onwards, with a general average of 3-4 classes per week.

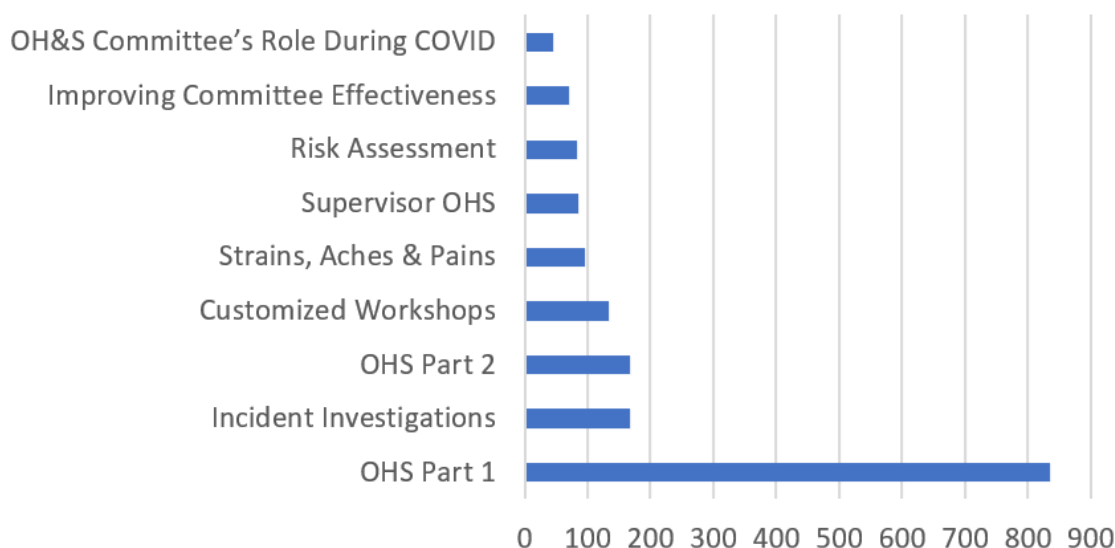
Starting in May and concluding in June the Centre successfully resumed in-person community-based courses in the following locations: Surrey, Nanaimo, Victoria, Cranbrook, Abbotsford, Kamloops, Kelowna, Terrace.

In this reporting period 64% of courses delivered were Virtual, 36% In-person.

When completing end-of-class workshop questionnaires, participants identified as the following;

Answer Choices	Responses
Worker JOH&S Committee Member	64.18%
Employer JOH&S Committee Member	13.43%
Supervisor / Manager	13.43%
Worker (But Not on Committee)	2.99%
Union Representative / Job Steward	16.42%
Other (Please Specify)	8.96%

The OH&S Part 1 continued to be the most popular course offering due to the mandatory nature of the content for new Joint OH&S Committee members.



Course Name	Participants	Instructional Hours	Sessions Delivered	Public Sessions	Private Sessions
OHS Part 1	835	5,427.5	38	34	4
OHS Part 2	162	1,053	8	8	0
OHS Part 1 Federal	0	0	0	0	0
OHS Part 2 Federal	5	32.5	1	0	1
Incident Investigations	121	786.5	6	6	0
Improving Committee Effectiveness	70	455	4	4	0
Risk Assessment	83	539.5	5	5	0
Strains, Aches & Pains	96	624	5	4	1
Supervisor Part 1	85	552.5	4	4	0
OH&S Committee's Role During COVID	46	299	2	2	0
Hazardous Occurrence Investigations	47	305.5	3	3	0
Custom Workshops	133	864.5	6	n/a	6
Coaching Sessions	0	0	0	n/a	n/a
TOTAL	1,683	10,939.5			

Private Course Requests

A sample of private clients that requested private delivery in this reporting period included:

- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]

OH&S Stream KPI Strategy

In September 2022 the Centre sent out a questionnaire to past participants of OH&S Part 1, Part 2 and Improving Committee Effectiveness six months after taking a workshop with us. (Appendix X)

Highlights were as follows:

Q3 Participating in BCFED Health & Safety Centre training gave me...

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
A better understanding of the duties and functions of our Joint OH&S Committee	51.39% 37	41.67% 30	6.94% 5	0.00% 0	0.00% 0	0.00% 0
More confidence about making recommendations	31.94% 23	52.78% 38	13.89% 10	1.39% 1	0.00% 0	0.00% 0
Methods to conduct more effective meetings	18.06% 13	45.83% 33	31.94% 23	2.78% 2	1.39% 1	0.00% 0
The tools to conduct more regular workplace inspections	22.22% 16	56.94% 41	13.89% 10	4.17% 3	2.78% 2	0.00% 0
The ability to conduct better workplace inspections	31.94% 23	45.83% 33	18.06% 13	2.78% 2	1.39% 1	0.00% 0
Increased confidence for finding applicable OH&S legislation references	34.72% 25	52.78% 38	9.72% 7	1.39% 1	0.00% 0	1.39% 1
A better understanding about my role in right to refuse unsafe work situations	40.28% 29	48.61% 35	5.56% 4	2.78% 2	0.00% 0	2.78% 2
More confidence utilizing right to refuse unsafe work procedures	23.94% 17	53.52% 38	15.49% 11	4.23% 3	0.00% 0	2.82% 2

Q4 I have implemented OH&S changes at my workplace as a result of this education.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
	13.89% 10	38.89% 28	29.17% 21	5.56% 4	1.39% 1	11.11% 8

Q6 The information presented has given me ways to make my workplace safer.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
	22.22% 16	66.67% 48	8.33% 6	2.78% 2	0.00% 0	0.00% 0

Q7 I would recommend this course to other committee members.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
	45.07% 32	45.07% 32	8.45% 6	0.00% 0	1.41% 1	0.00% 0

Q8 I plan to participate in additional education provided through the BCFED Health & Safety Centre as a result of my experience in this education session.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
	42.25% 30	39.44% 28	12.68% 9	0.00% 0	2.82% 2	2.82% 2

Increasing Occupational Health and Safety Knowledge

Overall the OH&S Stream was able to achieve the targets set in this contract year.

Program deliverables: 4,000 participants / 26,000 hours of Instruction.

Increasing Occupational Health and Safety Knowledge				
Activity	Output	Sept. 2021-Feb. 2022	March 2021 - August 2022	Annual Total
		11,303.50 Instructional Hours	13,844 Instructional Hours	25,147 Instructional Hours
	26,000 Instructional Hours	1,739 Participants	2,399 Participants	4,138 Participants
	4,000 Participants	0 Custom Workshops	2 Custom Workshops	2 Custom Workshops
		240.5 Consultation or Coaching Hours	0 Consultation or Coaching Hours	240.5 Consultation or Coaching Hours

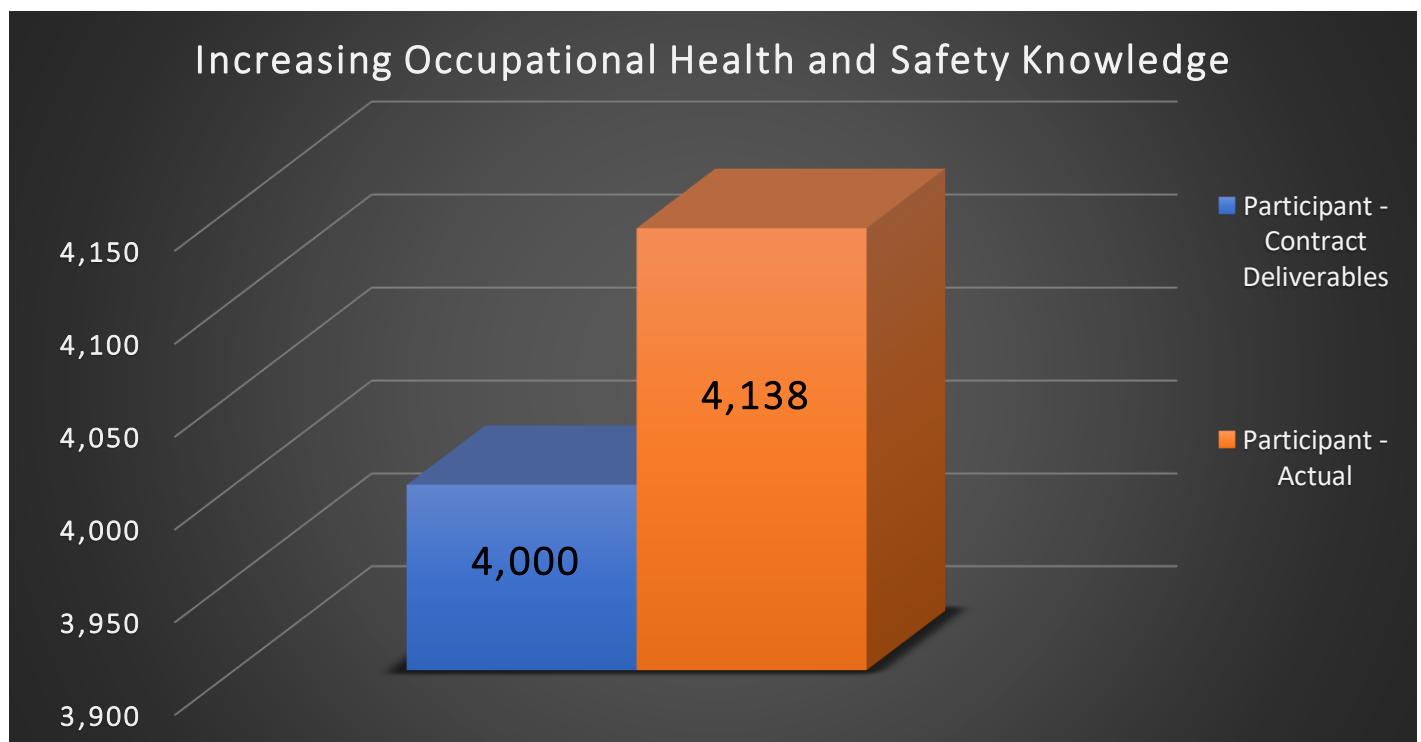
Conclusion

Working closely with the Director of each programming stream, key performance indicators have been developed for each with a focus on measuring impact of training and education learning objectives. We've focused on self-reporting by participants, with each stream continuing to refine and improve their KPI objectives, measurement and reporting/tracking processes.

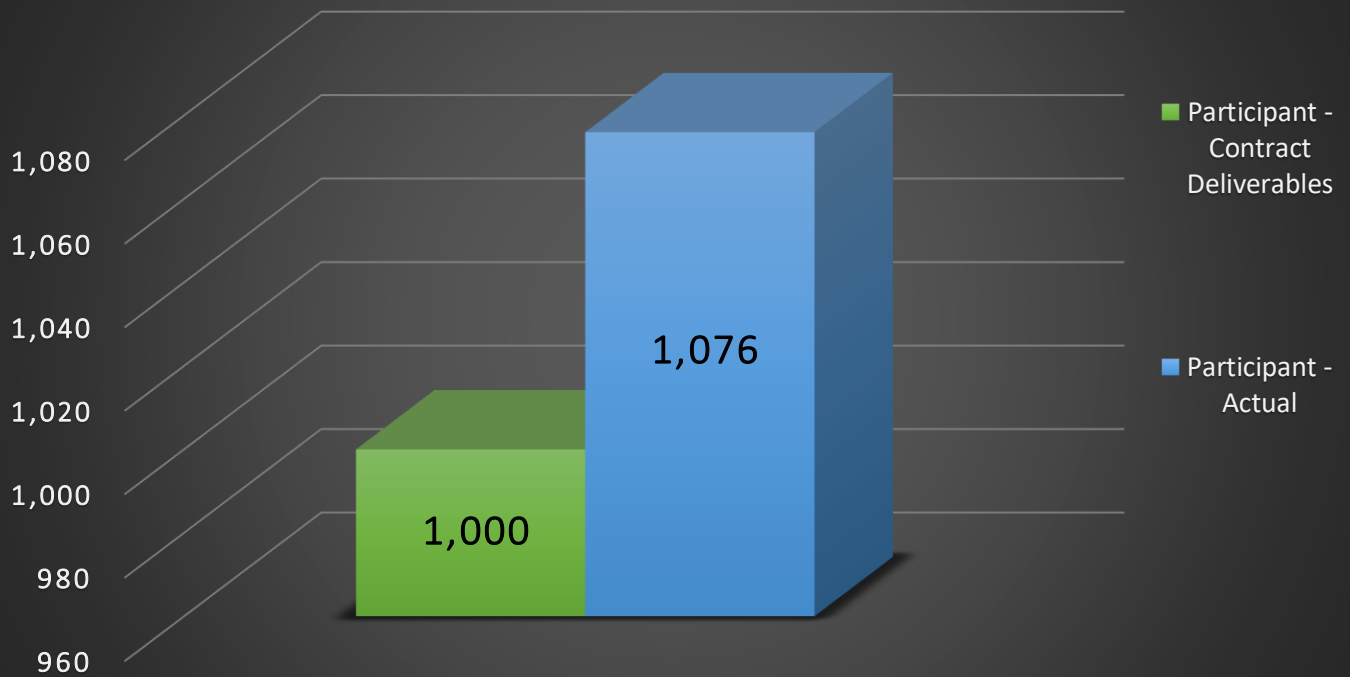
A core priority will be further normalizing and operationalizing KPI definition, data collection and analysis.

As we pivot to our second fiscal year in this two-year contract, we're launching centre-wide outreach efforts with a campaign focused on targeting current clients and starting the critical work of reaching employers and workers who have never utilized our programming.

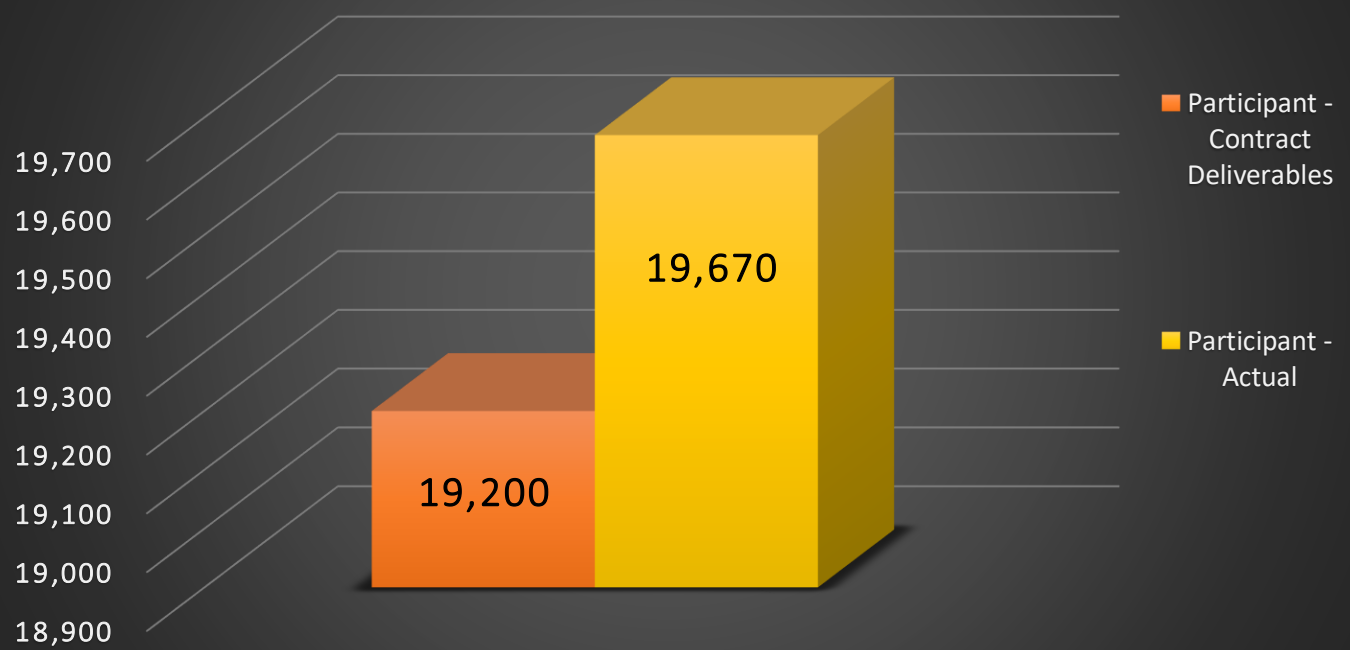
We are proud to have delivered on our participant output levels for all major programming:



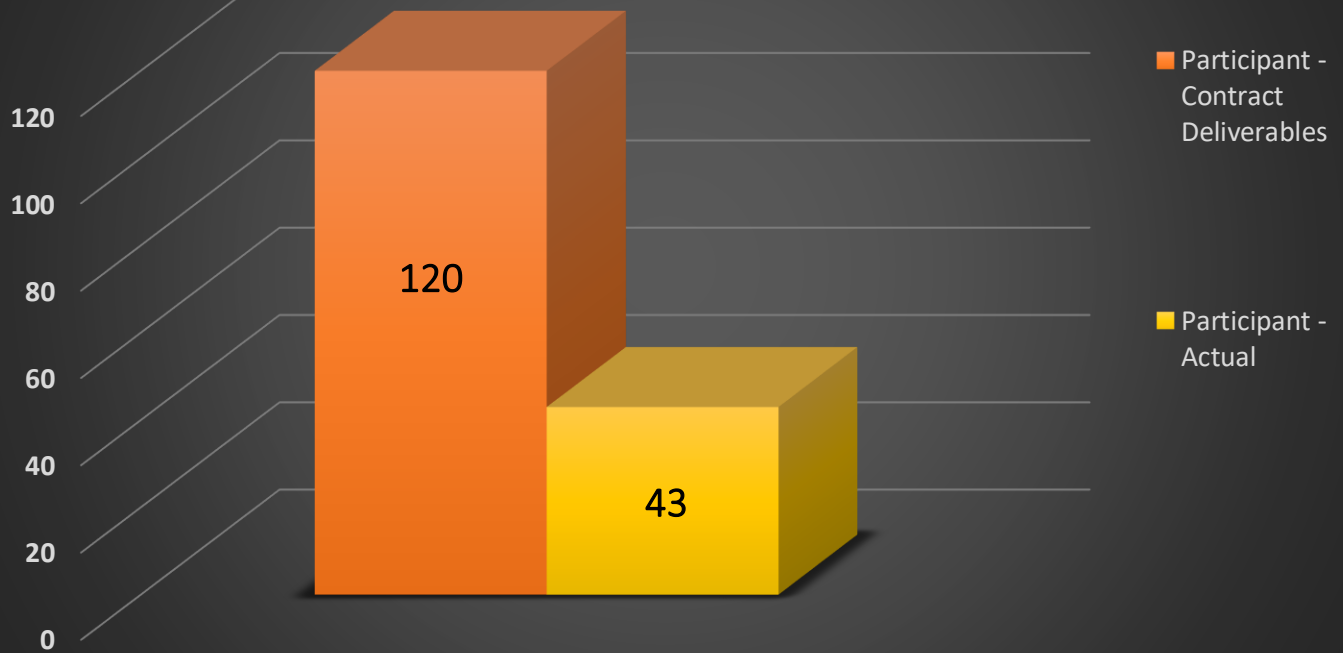
Improving Mental Health in the Workplace



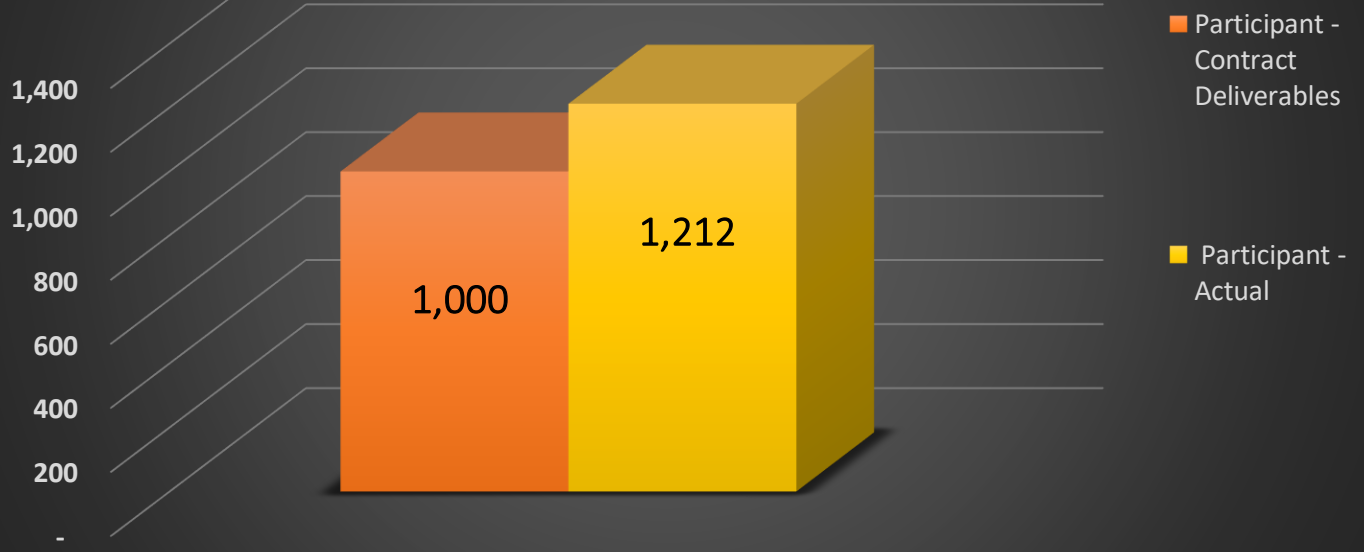
Community Education - Alive After 5



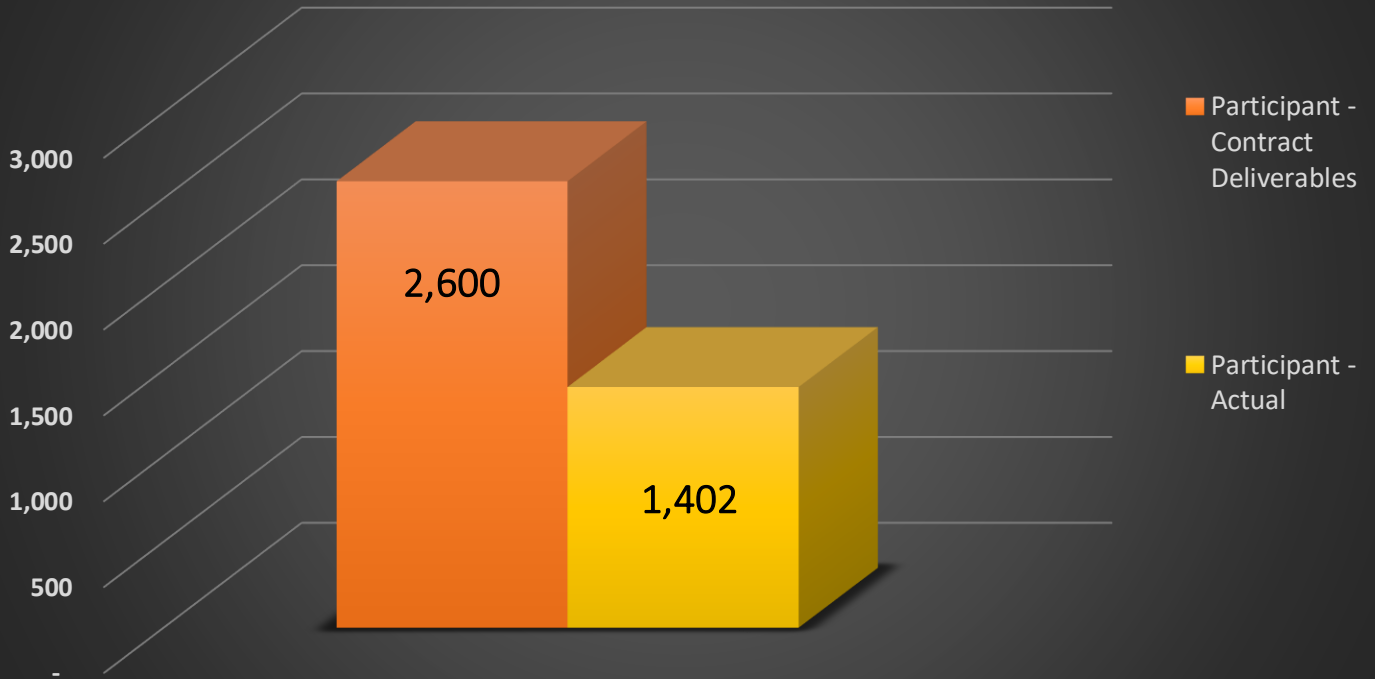
Community Education - English as an Additional Language



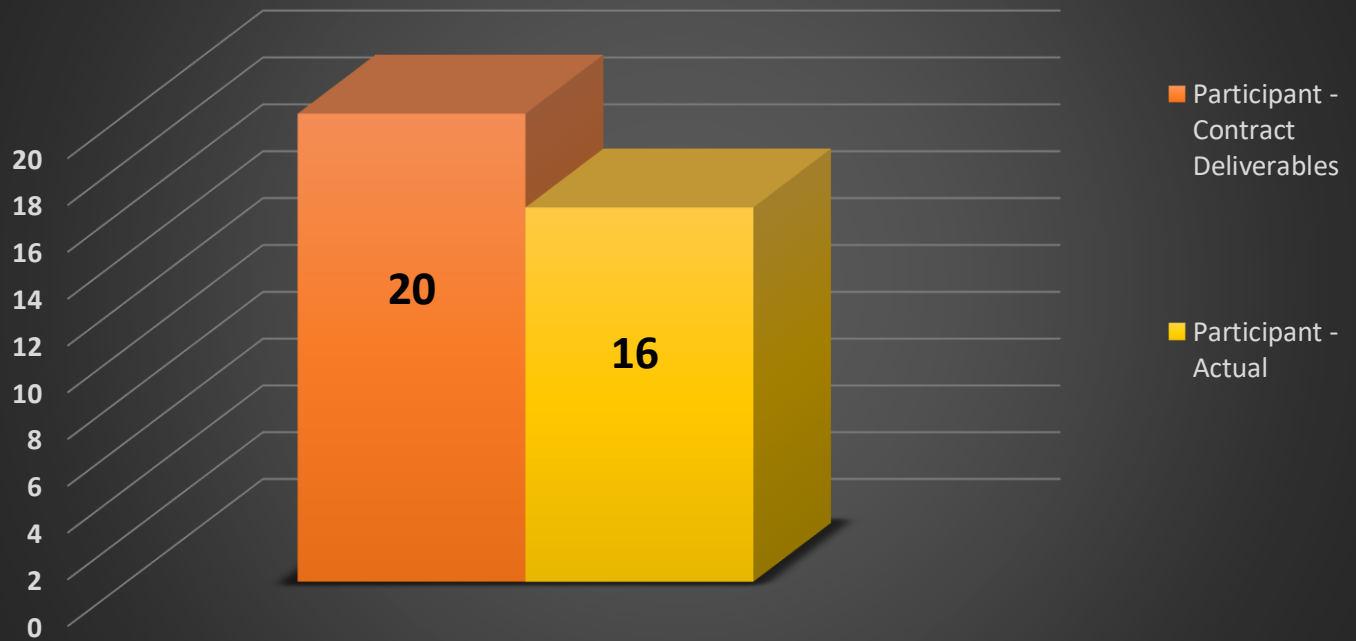
Community Education - Migrant Workers



Community Education - Employment Program



Community Education - Replicators



We will build on our success this year of meeting targets with a plan for increased growth where we exceed targets for year two. These outreach efforts are in place to steward the Centre into a period of expansion that allows for increased reach. To ensure our plans for a growing client base will be met with a positive user experience. We will continue to focus on implementing a UX (user experience) improvement strategy in the new fiscal year. This will ensure the client processes, from registration to course completion and delivery of certification are smooth and easy to navigate.

These priorities are in place to move the Centre into a successful conclusion to the funding period and continue our over two decades of work preventing death and injury through worker-centric education.