







# Summary of Content

DAY 1	SESSION TITLE	TARGET AUDIENCE	CONTENT (facilitated by)	LEARNING INTENTIONS FOR THE NEW HIRE	HANDOUTS	CARRY-OVER TO SITE/UNIT ORIENTATION	
DAY 1 – MONDAY	(1.1) WELCOME TO VCH!	Welcome from Senior Leaders	<ul style="list-style-type: none"> <li>• <b>Senior leader</b> welcoming remarks to all new/re-hired staff</li> <li>• Overview of VCH, patient population for each specific community of care and initiatives within the True North framework</li> </ul>	<p><i>(1.1.b) Recognizes the relationship between the VCH Strategic Framework and the True North Goals that guides planning for Communities of Care across VCH</i></p> <p><i>(1.1.a) Appraise personal alignment with VCH vision and mission</i></p>		New hire will share their understanding of how the VCH strategic initiatives and True North Goals provide guidance to their own practice	
		Empathy: the human connection to patient care	<ul style="list-style-type: none"> <li>• Video Segment on empathy - Cleveland clinic</li> </ul>	<p><i>(1.1.c) Reflect on the human connection with our patients and with each other, irrespective of the job description/role.</i></p>		New hire will demonstrate a patient centered approach through listening and engaging patients and family in their plan of care	
		At Your Best at VCH	<ul style="list-style-type: none"> <li>• <b>Employee Engagement</b> intro to VCH leadership competencies of: (1) Respect, (2) Learning and Innovation, and (3) Achieving Excellence</li> </ul>	<p><i>(1.1.d) Explore and identify with valued VCH leadership competencies in context of individual behaviour and organizational culture.</i></p>		New hire will reflect on the meaning of People First as it applies to their practice	
		Taking Care of Me	<ul style="list-style-type: none"> <li>• <b>Employee Family Assistance Program</b> Personal wellness segment</li> </ul>	<p><i>(1.1.e) Recognize that behaviour and communication have an impact on those around you. Perform and practice techniques that support the development of good mental health habits.</i></p>		New hire will develop strategies to help reduce anxiety using techniques shown or incorporating their own preferred techniques.	
		Meet with Union Representatives	ALL UNIONIZED STAFF	<ul style="list-style-type: none"> <li>• Opportunity to meet with their own union representative</li> </ul>	<p><i>Develop relationship and connection with unionized support services</i></p>		New hire will have knowledge of when and how to contact union representation, if needed
		Marketplace & Refreshments	ALL *EXCLUDED STAFF	<ul style="list-style-type: none"> <li>• <b>Showcase of VCH Resources</b> (will vary between CoC) <i>Examples:</i> Library Resources, Volunteer Resources, Cycling/Commuter Centre (shuttle service), Hospital Foundation, Community Engagement Advisory Network,</li> </ul>	<p><i>(1.1.f) Discover some resources available at VCH</i></p>	Pamphlets available	
		Marketplace & Refreshments					

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	(1.2) TOUR OF SITE (optional)	ALL (Non-Clinical) STAFF	<ul style="list-style-type: none"> <li>Guided tour with maps provided</li> </ul>	<i>(1.2.a) Orient to the physical environment and resource locations</i>		
	(1.3) Best Practice, Best Care	ALL CLINICAL STAFF	<ul style="list-style-type: none"> <li><b>Professional Practice</b> – grounded in leadership competencies of respect, performance excellence, learning and innovation, with a focus on roles, teamwork, communication and collaboration</li> <li>Controls on Practice: overview of 4 levels of control which defines what activities the health care professional (HCP) can do. Final level of control resides with the individual HCP</li> <li>Introduction to the use of individual learning plans Emphasizing that each HCP is responsible for their own competency to practice and expected to set learning goals to ensure these competencies are met</li> <li><b>Patient Educator</b> – shares their own “lived experience” emphasis on common themes of communication; respect; role clarity, and patient centred care.</li> </ul>	<p><i>(1.3.a) Reflect on what is best practice through the following:</i></p> <ul style="list-style-type: none"> <li><i>(i) Understand the role of different disciplines within the patient care team</i></li> <li><i>(ii) Recognize own scope of practice and scope of practice for other health care team members</i></li> <li><i>(iii) Identify and understand employer controls on practice (i.e. CPD)</i></li> <li><i>(iv) Orient to professional practice services</i></li> <li><i>(v) Relate the use of individual learning plan to competencies and the goal of best practice/best care</i></li> </ul> <p><i>(1.3.b) Connect with the patient lived experience and reflect on own practice</i></p>	 Learning_Plan_Template (Purple Paper) HA   Controls on Practice - General Overview HANI	<ul style="list-style-type: none"> <li>New hire will incorporate a learning plan for ongoing reflection on best practice /best care.</li> </ul>

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	(1.4) Promoting a Culture of Safety at VCH	ALL CLINICAL STAFF	<ul style="list-style-type: none"> <li>• <b>Regional Clinical Education and Occupational Health and Safety</b> Content builds upon safety content in Regional Online Orientation (completed by all new hires). Standards and Policies referenced include: <ul style="list-style-type: none"> <li>- Accreditation Canada – Required Organization Practices</li> <li>- VCH Clinical Practice Documents (e.g. Medication, Falls, etc.)</li> <li>- Institute Safe Medication Practices (ISMP)</li> <li>- Meaning of Safe Patient Care</li> <li>- Patient safety issues (e.g. ETOH withdrawal, social isolation, behaviour, depression, etc.)</li> <li>- Staff and Patient Incident Reporting Systems</li> <li>- Communication (Critical Information to share at care transition points)</li> <li>- Medication safety; medication reconciliation</li> <li>- Risk assessments, using prevention strategies and resource in reducing risk (e.g. Of health care associated infections); policy net</li> <li>- Documentation &amp; care planning</li> <li>- *Introduction to Intranet Resources</li> </ul> </li> </ul>	<p>(1.4.a) Apply the principle of interprofessional practice and teamwork</p> <p>(1.4.b) Demonstrate team communication and ability to advocate in context of conflicting viewpoints</p> <p>(1.4.c) Analyze a common but complex clinical case scenario through the application of the six Required Organization Practices (See ROP Handout):</p> <ol style="list-style-type: none"> <li>Safety Culture</li> <li>Communication</li> <li>Medication Use</li> <li>Work life/Workforce</li> <li>Infection control</li> <li>Risk Assessment</li> </ol> <p>(1.4.d) Recognize the role of Workplace Health, Safety &amp; Prevention Teams</p> <p>(1.4.e) Identify Health &amp; Safety Resources that support you in your role at VCH</p> <p>(1.4.f) Understand the importance of Incident Reporting.</p> <p>(1.4.g) List steps involved in reporting employees' Occupational incidents and illnesses</p> <p>(1.4.h) Recognize the process and report the Patient Safety Events (patients/visitors)</p> <p>(1.4.i) Write on their own learning plan: need to</p>	 ROP_Handout2016.docx  3. CaseStudy5_Promotin  5.Workplace Health-Resource Links  2. Handout5_CaseStudyC	<ul style="list-style-type: none"> <li>• locate and understand the following processes for your worksite: <ul style="list-style-type: none"> <li>- care planning/clinical and patient centered</li> <li>- documentation (charts, Paris, Cerner)</li> <li>- communication between interdisciplinary team and for care transitions</li> <li>- risk assessments and screening tools (e.g. falls prevention, pressure ulcers, violence)</li> <li>- Infection control (e.g. PPE, process for cleaning, disinfecting and sterilizing medical devices in your area).</li> <li>- Medication Verification and Reconciliation</li> <li>- discharge planning</li> <li>- OH &amp; S checklist</li> <li>- SLS Reporting Process</li> </ul> </li> </ul>

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				<i>locate and understand the care planning process on their unit</i>		
	(1.5) Site Tour	Acute: ALL CLINICAL STAFF <i>(Optional for Community &amp; Residential staff)</i>	<ul style="list-style-type: none"> <li>Guided tour of hospital campus where Regional Orientation is taking place (Maps provided) → <i>Not applicable to staff coming from other sites/COC's, but registration is optional.</i></li> </ul>	<i>(1.5.a) Orient to the physical environment and resource locations</i>		

DAY 2	SESSION TITLE	TARGET AUDIENCE	CONTENT (facilitated by)	LEARNING INTENTIONS FOR THE NEW HIRE	HANDOUTS	CARRY-OVER TO SITE/UNIT ORIENTATION
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DAY 2	SESSION TITLE	TARGET AUDIENCE	CONTENT (facilitated by)	LEARNING INTENTIONS FOR THE NEW HIRE	HANDOUTS	CARRY-OVER TO SITE/UNIT ORIENTATION																
<b>TUESDAY – DAY 2</b>	(2.1) 'Hello...Let's Go!' Safe Patient Handling & Navigating the Intranet	ALL CLINICAL STAFF providing "hands-on patient care"	<ul style="list-style-type: none"> <li><b>Musculoskeletal Injury Prevention Advisors</b></li> <li>Safe patient handling policy</li> <li>Related communication practices &amp; tools</li> <li>Overview of resources available and practice navigating the VCH Intranet (self-directed)</li> <li>Review learning plan and evaluation reminders</li> </ul>	<p>(2.1.a) Gain knowledge related to Safe Patient Handling and Communication requirements in relation to Accreditation ROPs</p> <p>(2.1.b) Demonstrate point of care risk assessments and use of lifts and slings through simulation</p> <p>(2.1.c) Obtain proficiency in navigating the Intranet and locating appropriate resources</p>	 MSIP_Communication SIM 2_Repositioning_C   MSIP_Communication SIM 3_Cieling Lift_Obs   MSIP_Communication SIM 1_Observation Ch	<ul style="list-style-type: none"> <li>Review worksite specific falls prevention strategies and assessments</li> </ul>																
	(2.2) Online Learning - Acute Nurses  <b>OR</b>  (2.2) Online Learning – Residential Staff	Acute: NURSING-STAFF ONLY	<table border="1"> <tr> <td>(1) <a href="#">Accu-Chek Inform II Glucose Meter/Glucometer</a></td> </tr> <tr> <td>(2) <a href="#">Safe Medication Order Writing</a></td> </tr> <tr> <td>(3) <a href="#">Medication Reconciliation</a></td> </tr> <tr> <td><a href="#">Safe Transfusion Practices (VCH)</a></td> </tr> <tr> <td><a href="#">Code Blue Response (VCH)</a></td> </tr> <tr> <td><a href="#">CVC Care and Maintenance - Online Module (VCH)</a></td> </tr> <tr> <td><i>*SECTION A – THEORY ONLY</i></td> </tr> </table> <p>Complete above online modules</p> <table border="1"> <thead> <tr> <th>DAY 3 SESSION</th> <th>ONLINE PREREQUISITE MODULE (CCRS)</th> </tr> </thead> <tbody> <tr> <td>Medication Safety</td> <td>(4) <a href="#">Accu-Chek Inform II Glucose Meter/Glucometer</a> (5) <a href="#">Safe Medication Order Writing</a> (6) <a href="#">Medication Reconciliation</a></td> </tr> <tr> <td>Safe Transfusion</td> <td><a href="#">Safe Transfusion Practices (VCH)</a></td> </tr> <tr> <td>Code Blue Response</td> <td><a href="#">Code Blue Response (VCH)</a></td> </tr> <tr> <td>IV Therapy Care and Maintenance</td> <td><a href="#">CVC Care and Maintenance - Online Module (VCH)</a> <i>*SECTION A – THEORY ONLY</i></td> </tr> </tbody> </table>	(1) <a href="#">Accu-Chek Inform II Glucose Meter/Glucometer</a>	(2) <a href="#">Safe Medication Order Writing</a>	(3) <a href="#">Medication Reconciliation</a>	<a href="#">Safe Transfusion Practices (VCH)</a>	<a href="#">Code Blue Response (VCH)</a>	<a href="#">CVC Care and Maintenance - Online Module (VCH)</a>	<i>*SECTION A – THEORY ONLY</i>	DAY 3 SESSION	ONLINE PREREQUISITE MODULE (CCRS)	Medication Safety	(4) <a href="#">Accu-Chek Inform II Glucose Meter/Glucometer</a> (5) <a href="#">Safe Medication Order Writing</a> (6) <a href="#">Medication Reconciliation</a>	Safe Transfusion	<a href="#">Safe Transfusion Practices (VCH)</a>	Code Blue Response	<a href="#">Code Blue Response (VCH)</a>	IV Therapy Care and Maintenance	<a href="#">CVC Care and Maintenance - Online Module (VCH)</a> <i>*SECTION A – THEORY ONLY</i>	<p>(2.2.a) <b>Accucheck-Glucometer:</b> how to maintain the meter and perform a QC and patient test prior to hands on workshop to demonstrate competency</p> <p>(2.2.b) <b>Medication Reconciliation:</b> to become familiar with key components of medication history, and clear communication</p> <p>(2.2.c) <b>Safe Medication Order Writing:</b> describe the 8 core elements of a complete medication order and describe processes when receiving verbal or phone orders – understand appropriate use of abbreviations</p> <p>(2.2.d) <b>Medication Reconciliation:</b> understand their role in this process and the key components of obtaining medication history using appropriate forms</p> <p>(2.2.e) <b>Safe Transfusion:</b> Prepares learners to understand their role in safe transfusion, observation and monitoring for adverse reactions</p> <p>(2.2.f) <b>Code Blue:</b> Prepares participants on how to identify a code situation and initiate response and</p>	
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			Residential: ALL CLINICAL STAFF  <b>RESIDENTIAL: Online learning required of Nursing, Allied Health and Care Aide staff.</b>  List of required ONLINE learning modules (Residential) to be completed at Day2 Computer Lab: <a href="https://ccrs.vch.ca/Catalog.aspx?cid=6278">https://ccrs.vch.ca/Catalog.aspx?cid=6278</a>	<i>recognize the roles of responders, emergency equipment and documentation processes</i>  <b>(2.2.e) CVC Care:</b> Learners will become familiar with indications/contraindications of central lines along with types of central lines, insertion sites and complications		




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<b>WEDNESDAY – DAY 3</b>	(3.1) IV Therapy Care and Maintenance	RN, LPN, ESN (RPN– if required) <i>*Residential (GPC ONLY) – if required</i>	<ul style="list-style-type: none"> <li>Introduce VCH IV Therapy Care and Maintenance as per VCH protocols</li> </ul>	<i>(3.1.a) Identify VCH IV therapy resources including CPDs and the role of the IV team</i>  <i>(3.1.b) Describe care of a patient undergoing IV therapy according to VCH practices</i>  <i>(3.1.c) Identify early warning signs related to IV complication(s)</i>  <i>(3.1.d) Identify potential IV related</i>		<ul style="list-style-type: none"> <li>learners should add to their learning plan any concepts or items that were unfamiliar and plan for ongoing review (venous anatomy, physiology, hospital policy)</li> <li>RNs working in areas where required should be</li> </ul>

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				<p>complications</p> <p>(3.1.e) Describe interventions related to IV related complications</p> <p>(3.1.f) Describe IV complication prevention</p>		<p>registered for the IV and CVC learning labs; pre-requisite e-module completion required</p> <ul style="list-style-type: none"> <li>RPN, LPN, ESN should complete the Saline lock lab</li> </ul>
	(3.2) Medication Safety [Inc. Omnicell and Glucose Meter]	RN, LPN, RPN, ESN <i>*Residential – if required</i>	<ul style="list-style-type: none"> <li>Using knowledge, skill and judgment to apply the best practices for medication administration in alignment with VCH and Accreditation Canada requirements</li> </ul>	<p>(3.2.a) To explain components of Medication Verification and Reconciliation practices</p> <p>(3.2.b) Understanding their responsibility when accepting medication orders - incorporating information from the Medication Order Writing/Core Med Order online course</p> <p>(3.2.c) Have the ability to identify and verbalize the difference between Independent Double Check and Double Check with High Alert Medications</p> <p>(3.2.d) Review and demonstrate concepts of safe medication storage, and medication removal using Omnicell</p> <p>(3.2.e) Demonstrate how to handle and perform a quality control check with glucometers</p>	 1. Med Rec - Top 10 (Best Possible Med His)  2. Medication Safety - Learning Checklist (Me  3. Patient Care Workflow Quick Card (  4. Inform II Quick Reference Guide (Gluc  5. Med Rec Example (1-2).pdf  AUD Update 1 LGH DRAFT April 2017.pub	<ul style="list-style-type: none"> <li>Learners will be provided with a Medication Learning checklist that they will share with their educators to locate appropriate resources</li> </ul>



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	(3.3) Safe Transfusion	RN	<ul style="list-style-type: none"> <li>Safe Blood Transfusion policies and procedures to support safe transfusion practice</li> </ul>	<p>(3.3.a) Demonstrate (or describe) the required steps of safe transfusion related to the Transfusion of Blood and Blood Products competencies.</p> <ol style="list-style-type: none"> <li>Transfusion Procedure</li> <li>Physician's order</li> <li>Informed Consent</li> <li>Specimen Collection</li> <li>Transporting Blood</li> <li>Patient Identification</li> <li>Initiating and Terminating Transfusion</li> <li>Nursing Procedures- responding to a transfusion reaction</li> </ol> <p>(3.3.b) Describe the requirements for observation and monitoring for adverse reactions.</p> <ol style="list-style-type: none"> <li>Identify related documents required in the safe transfusion procedures.</li> <li>Identify resources on Transfusion Medicine web site.</li> </ol> <p>(3.3.c) Understand the requirement for ongoing competency related to safe blood transfusion</p>	 Blood Transfusion Participant Observation	<ul style="list-style-type: none"> <li>Review transfusion forms used on the unit</li> </ul>
	(3.4) Saline Locks	LPN, RPN, ESN	<ul style="list-style-type: none"> <li>Orientation to Saline Lock policies and procedures</li> </ul>	<p>(3.4.a) Describe assessment of intravenous site and integrity of saline lock (SL)</p> <p>(3.4.b) Demonstrate skills related to SL care and maintenance, including:</p> <ol style="list-style-type: none"> <li>SL flush (including patency);</li> <li>Converting a SL to an IV infusion;</li> <li>Converting an IV infusion to a SL</li> </ol>	 Saline Lock ALL skills Checklist Apr 2017.ppt   Eval tool consolidated into single sheet - July	<ul style="list-style-type: none"> <li>Learners will take their completed lab competencies and skills checklists back to unit/educator to be skill checked in the clinical setting by preceptor, mentor or educator</li> </ul>



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				<p><i>iv. Removal of a SL</i></p> <p><i>(3.4.c) Identify resources for saline lock care including CPD, unit educators and/or experienced colleagues, and the IVT team</i></p>		
	(3.5) Code Blue Response	RN, LPN, RPN, ESN	<ul style="list-style-type: none"> <li>Familiarize new hires with the code blue process. First 5 minutes, roles and responsibilities</li> </ul>	<p><i>(3.5.a) Identify potential code situations and appropriate initiation for Code blue response – when to call a code vs. call Rapid Response Team</i></p> <p><i>(3.5.c) Practice and Analyze the roles of first, second and third responders, code blue team members and other staff (allied health) in a code situation (varies slightly by CoC).</i></p> <p><i>(3.5.d) Practice and discuss documentation of a mock code</i></p> <p><i>(3.5.e) Identify where to locate related policies and procedures</i></p>		<ul style="list-style-type: none"> <li>Identify location and function of emergency equipment required in a code blue (AED)</li> <li>Participate in mock codes on the unit</li> </ul>
	(3.6) 'Pump It Up!' – PART 1: Volume Infusion Pumps	RN, LPN, ESN (RPN – if required)	<ul style="list-style-type: none"> <li><b>*SITE SPECIFIC SESSIONS*</b> Familiarize new hires with the equipment they will be using in their workplace and associated VCH policies and practice</li> </ul>	<p><i>(3.6/3.7.a) Perform safe pump use including:</i></p> <ul style="list-style-type: none"> <li><i>Set up (primary and secondary)</i></li> <li><i>Operating controls and safety features</i></li> <li><i>Use of guardrails (VGH excluded) &amp; basic modes (including clinical profile entry)</i></li> </ul>		<p><i>In addition, clinicians are required to complete the following as part of the initial unit orientation:</i></p> <ul style="list-style-type: none"> <li>Identify what pumps are used on your unit;</li> </ul>
		RN (if required)				

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	(3.7) 'Pump It Up!' – PART 2: PCA and Epidural Pumps			<p><i>(3.6/3.7.b) Trouble shoot common pump related problems</i></p> <p><i>(3.6/3.7.c) Identify resources to support learning related to infusion pumps (Alaris-PCA, Hospira-PCA, CADDSolis, Alaris SE)</i></p>		<ul style="list-style-type: none"> <li>• Review available pump resources/training materials for each pump;</li> <li>• Download and complete a peer-to-peer competency assessment;</li> <li>• Sign on to CCRS, search for the corresponding pump module relevant to your practice and sign off that you reviewed the applicable resources and completed the competency checklist;</li> <li>• Additionally, to ensure ongoing competency, clinicians are required to complete a pump competency assessment for each pump in their clinical area every 2 years and after returning from an extended leave greater than 1 year (i.e. Maternity leave).</li> </ul>
<p><b>END of Day 3 – VCH Regional Orientation (Acute Nursing Staff)</b></p>						

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DAY 4	SESSION TITLE	TARGET AUDIENCE	CONTENT (facilitated by)	LEARNING INTENTIONS FOR THE NEW HIRE	HANDOUTS	CARRY-OVER TO SITE/UNIT ORIENTATION
THURSDAY - DAY 4	(4.1) Violence Prevention	<p><i>ALL CLINICAL STAFF ARE REQUIRED TO TAKE THIS COURSE</i></p> <p><i>Staff who have previously taken this course at any BC health authority are EXEMPT</i></p>	<p>This eight-hour class room session builds on the skills learned in the PVPC e-learning modules. Topics covered in-depth include (Workplace Health and Safety):</p> <ul style="list-style-type: none"> <li>• PVPC Framework</li> <li>• Recognizing Risks and Behaviours</li> <li>• Assessing and Planning: point-of-care risk assessments and behavioural care planning</li> <li>• Responding to the Risk: de-escalation skills, determining when and how to call for help, applying personal safety techniques</li> <li>• Reporting and Communicating Post Incident</li> </ul>	<p><i>(4.1) Learn the steps necessary to prevent and protect against violence in the workplace</i></p> <p><i>(4.2) Acquire foundational knowledge regarding violence prevention through online modules:</i></p> <ul style="list-style-type: none"> <li>• <i>Apply the knowledge of violence prevention as learned in the e-modules through violence prevention and protection activities</i></li> </ul>		
			<b>END of Day 4 – VCH Regional Orientation</b>			

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WEDNESDAY – DAY 3 (RESIDENTIAL)	Overview and Philosophy of Residential Care	Residential Care at VCH	<p>Identify key aspects of Residential Care including:</p> <ol style="list-style-type: none"> <li>1. Data on Residential Care at VCH</li> <li>2. Strategic Goals</li> <li>3. Residential Care and True North</li> <li>4. Licensing</li> <li>5. Accreditation</li> <li>6. VCH Policies</li> </ol>		
		How We Live Residential Care at VCH	<ol style="list-style-type: none"> <li>1. Eden Philosophy</li> <li>2. Person Centred Care</li> <li>3. Ethical Framework</li> </ol>	4.	5.
		What Informs Residential Care Practice	<p>Resident Assessment Instrument – Minimum Data Set 2.0 :</p> <ol style="list-style-type: none"> <li>1. Identify the RAI-MDS 2.0 tool</li> <li>2. Recognize its purpose</li> <li>3. Recognize how the tool is part of assessment, care planning and evaluation at the resident level</li> <li>4. Recognize how the RAI Education fits into orientation and their Individual learning plans</li> </ol>	1.	<ul style="list-style-type: none"> <li>• Sites to have new staff register for RAI courses on CCRS (take relevant RAI Clinical education courses &amp; PARIS software training).</li> <li>• 1:1 mentoring and support by site leads or experienced RAI assessors post clinical &amp; PARIS software training. Check for new hire’s coding accuracy of assessments.</li> <li>• For RCAs: Site support with using and completing the VCH Observation Tool</li> </ul>

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		EOL/MOST/ Palliative Approach	<ol style="list-style-type: none"> <li>1. <i>End of Life</i></li> <li>2. <i>Goals of Care</i></li> <li>3. <i>Palliative approach</i></li> </ol>	4.	5.
		Care Planning	<ol style="list-style-type: none"> <li>1. <i>SBAR/SBOR</i></li> <li>2. <i>Planning Care</i></li> </ol>	3.	4.
	<b>LUNCH</b>				
	<b>Client Safety</b>	Fall Prevention	<ol style="list-style-type: none"> <li>1. <i>Least Restraint</i></li> <li>2. <i>3D's/Understanding Behaviour</i></li> <li>3. <i>Oral Care, Nutrition &amp; Safe Swallowing (Dysphagia)</i></li> </ol>	4.	5.
		Wrap-up	<ol style="list-style-type: none"> <li>1. <i>Evaluation discussion</i></li> <li>2. <i>Next steps</i></li> <li>3. <i>Learning plans</i></li> </ol>	4.	5.