




Post-Secondary Partners in Connect Care – Training Task Force Meeting Minutes

Meeting

Date/Time: Monday, June 8, 2026

Information: Virtual Meeting via [MS Teams](#)
Or call in (audio only)
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Phone Conference ID: 226 661 404 879 46

Agenda Item	Notes:	Action/Attachments:
Welcome (Pam)	<p>Please refer here for past task force meeting minutes.</p> <ul style="list-style-type: none"> As a reminder, please notify Holly, Pam, and Tracy of any contact information changes. The agenda was updated to include a new standing item – Student Enrollment Update 	
Scheduling Update: (Eric/Heather)	<ul style="list-style-type: none"> Planning is underway for September 2026 student placements using historical enrollment data. PSI partners were encouraged to identify students who may be able to attend Connect Care training in August to help alleviate September scheduling pressures. 	<p>PSIs to notify schedulers of any cohorts that are available to attend August training</p> <p>ClinicalOperationsBusinessAnalysts@healthsharedservices.ca</p>
Student Enrollment Update (Kristina)	<ul style="list-style-type: none"> As a reminder, please use the unavailable dates section for unavailable dates and not the available dates section, 	
Health Care Aide Regulation – Student Placement and Connect Care Awareness Update (Dwayne/Pam)	<ul style="list-style-type: none"> Dwayne, Senior Practice Lead with Interprofessional Practice Regulation (IPR) provided an update on the Health Care Aide regulation and the provincial work underway to support implementation across health care organizations, student placement, and Connect Care considerations. <p>Background:</p> <ul style="list-style-type: none"> Effective February 2, 2026, HCAs are regulated by the College of Licensed Practical Nurses and Health Care Aides of Alberta (CLHA) Health Care Aide (HCA) is now a protected title <p>What does this mean for students?</p> <ul style="list-style-type: none"> Student placements continue Students remain students and are not regulated HCAs Student titles and identifiers must align with regulatory requirements 	 <p>HSS HCA regulation updates_(20260605).i</p>



	<ul style="list-style-type: none"> • 'HCA Student' / 'Health Care Aide Student' aligns with current guidance <p>Connect Care Alignment:</p> <ul style="list-style-type: none"> • Connect Care roles and permissions are being aligned with the regulated HCA role • Some workflows may change for HCAs and those supporting HCA learners • Work is being coordinated provincially to support consistency • Student placement partners should report unexpected issues through existing channels <p>Key Messaging:</p> <ul style="list-style-type: none"> • Future updates will be communicated through established provincial processes 	
<p>Unavailable Dates vs. Available Dates (Chris/Pam)</p>	<ul style="list-style-type: none"> • Organizing Connect Care training for PSI students is a significant scheduling challenge due to the large number of learners and limited training capacity. • Multiple post-secondary institutions compete for training seats during the same peak periods. • Extending the training timeline (e.g., considering earlier training opportunities such as August sessions) could help alleviate bottlenecks. • Thank you for the efforts of learning support coordinators, scheduling analysts, and other staff managing this complex process. • Early submissions are strongly encouraged rather than waiting until the deadline. <ul style="list-style-type: none"> ○ Early submissions provide more flexibility. ○ Issues or questions can be addressed sooner. ○ More training seats may be available. • When submitting scheduling information, provide unavailable dates rather than available dates whenever possible. • Minimizing unavailable dates gives schedulers greater flexibility to place students in training sessions. • Many PSI programs have similar availability patterns, making scheduling more difficult across institutions. • Ongoing collaboration is needed to improve scheduling and ensure students receive training when required. • Question: Why has the Connect Care training capacity for PSI nursing students been reduced this year – despite increased student enrollment and successful scheduling last year – and what can AHS do to expand training availability during the first two weeks of September? The students are not required to come back in August for training when the term does not start until September. • Response: There are a few factors that come into this; the situation in Lethbridge is influenced by local constraints, particularly trainer availability and training space at Chinook Regional Hospital. <ul style="list-style-type: none"> ○ The option of subcontracting additional trainers is being discussed with senior leadership, operational challenges, and competing training demands during peak periods such as September and January. ○ It has to be ensured that that the space at the hospital is safe, compliant, and suitable for learners while allowing clinical operations to continue effectively. Work is currently underway to address these challenges with the local teams, and progress is being made to preserve the training seats that are needed for September. 	<p>Connect Care leadership to continue to explore solutions related to trainer capacity, training space, and competing priorities</p>



	<ul style="list-style-type: none"> • Question: There may be couple of cohorts that are available to be trained in August, is it possible to train these groups together – how far in advance can they be trained? • Response: The training can take place 45 days in advance of the placement. <ul style="list-style-type: none"> ○ The network account gets provisioned at 45 days, after this the students can be enrolled. • Question: Will Connect Care training eventually become part of post-secondary curriculum? • Response: Epic is a proprietary product that was purchased by Alberta Health, and it contains sensitive health data for Albertans. <ul style="list-style-type: none"> ○ An option for schools is the Lyceum version, which is an out of the box simulator style. ○ However, Lyceum: <ul style="list-style-type: none"> ▪ Does not fully replicate Alberta's customized Connect Care environment ▪ There are significant licensing costs. ▪ Cannot directly mirror Alberta Health's production environment due to contractual and privacy constraints. 	
<ul style="list-style-type: none"> • Comments/Questions/Answers 		
	<ul style="list-style-type: none"> • Question: For HCA students with back-to-back work-integrated learning placements that require different Connect Care roles, is it considered best practice to request and complete training for both roles at the start of the placements to avoid scheduling challenges, or should the second role's training be requested closer to the start of the second placement? We have received conflicting guidance and are looking for clarification on the recommended approach. • Response: It is not recommended to request both Connect Care roles at the same time. <ul style="list-style-type: none"> ○ Requests must be submitted 30–45 days in advance, and access is granted one role at a time to ensure learners receive only the permissions needed for their current practicum. ○ While back-to-back placements with different training requirements can create scheduling challenges, role assignments and training are typically managed separately to align with each placement and minimize unnecessary access. • Comment: Clarification that HCAs are buddies rather than preceptors for HCA students. • Comment: Schools in Eastern Canada are using Epic in their training models • Response: <ul style="list-style-type: none"> ○ While other organizations may use different training models, our Connect Care training relies heavily on hands-on practice and competency demonstration within a training environment. ○ Interactive training is viewed as beneficial because learners can observe tasks and then practice them in a setting that closely resembles the production environment. ○ This approach is considered a high-quality simulation experience that supports positive learning outcomes. ○ E-learning alone is not seen as an equivalent substitute; however, well-designed e-learning can still be effective. ○ The current training model is fundamentally based on: <ul style="list-style-type: none"> ▪ Demonstrating competency. ▪ Practicing workflows. 	



- Learning within a high-fidelity (hi-fi) training environment.
- **Comment:** A key challenge is providing PSI (post-secondary institution) partners with access to the training environment.
 - Access to the training environment remains a significant barrier to delivering training directly at PSI sites.
 - Could other options be explored, e.g.:
 - AHS trainers to deliver training on-site at PSIs.
 - Embedding training components within PSI educational programs.
- **Question:** If students are scheduled for Connect Care training on dates that were identified as unavailable, can PSIs be notified in advance so scheduling conflicts can be addressed before assignments are finalized, and is there a process for managing situations where no training dates are available within the dates provided?
- **Response:** The Learning support Coordinators have been encouraged to proceed cautiously when scheduling students on dates previously marked as unavailable or not pre-agreed for large group bookings.
 - They are being advised to follow up with PSIs and wait for confirmation before finalizing schedules.
 - There is concern about rushing to fill training seats, which can lead to scheduling students before discussions are fully resolved.
 - Timely responses from PSIs are emphasized as important to avoid losing available seats during scheduling negotiations.
- **Question:** Can training seats for new instructors be provisionally booked even when instructor names are not yet confirmed, and can experienced Connect Care users (e.g., corporate or pillar staff) be exempted from full nursing student orientation by using prior competency (SEUPA) validation for their assigned area instead?
- **Response:** The current decision is not to allow equivalency between staff training and nursing student training roles.
 - Nursing students receive a broader inpatient Connect Care training role, which includes exposure beyond a single specialty (e.g., med-surg) and may include elements of other areas like labour & delivery and additional inpatient workflows.
 - In contrast, staff nurses receive more specialized, role-specific training aligned to their clinical area (e.g., oncology vs inpatient med-surg).
 - Student roles have broader system access than staff roles, they are not considered directly equivalent for training substitution or validation purposes.
 - This mismatch in scope is the key reason SEUPA-based equivalency for experienced staff has not been implemented.
 - However, the idea may be revisited with the training team to reassess whether a viable solution exists.
 - There is also concern that staff trained in one area may not be familiar with all areas covered under the broader student training role, which could create challenges or gaps if roles were treated as equivalent.
- **Question:** Noticed that some instructors are logging in instead of their designated/student-training roles, is there a way to catch this?
- **Response:** Instructors should use the role assigned through Connect Care training when instructing students.
 - Failure to use the correct role may result in role expiration or access issues.
 - Specific examples should be forwarded to Pamela and IT Access Services for investigation.



	<ul style="list-style-type: none">• Question: Looking for some clarity around the timing of scheduling versus enrollment.• Response: The scheduling and enrollment teams work concurrently.<ul style="list-style-type: none">○ Seats are allocated based on availability and submission timing○ Earlier communication regarding anticipated student volumes can support the planning efforts.○ Continuing to encourage the schools to communicate projected needs with the scheduling teams.	
Next Steps	Notes	Action
	Date: Monday, July 13, 2026 Time: 11:00-12:00 Location: Virtual Meeting via MS Teams	