Dear Colleagues:

The MHA Center for Education is pleased to share examples of innovative practices from Grow Your Own Health Care Workforce grantees. The Grow Your Own grant program has provided nearly $2 million to 39 Missouri hospitals throughout the last two years to help hospitals develop and expand their health care workforce according to locally-defined needs. The program, which began in September 2013, resulted from a competitive application process, and has encouraged investment in local talent — identifying workforce entrants and expanding opportunities for incumbents in areas of need. Building Missouri’s health care workforce requires effort from all stakeholders — policymakers and the organizations that educate and employ health care professionals, at the federal, state and local levels.

Stories within this compendium describe lessons learned from GYO programs including how hospitals have used the funds to implement tailored recruitment, retention and leadership development programs to meet current and future workforce needs. For example, one program developed a high school health career camp to offer students hands-on training about what working in a health profession entails, while another hospital creatively built a ropes training course to increase teamwork and improve leadership skills within their hospital and in their community. Several hospitals implemented BSN programs, offering employees the opportunity to further their education and increase the number of bachelor’s degree prepared nurses within their organization.

We encourage readers to review these lessons learned to understand the opportunities and challenges that GYO grantees have faced and how they have addressed them. We hope that these examples will stimulate discussion within organizations and communities around the state. The programs described provide ideas for consideration and customization that may be useful to others looking to innovate and to strengthen their workforce.

We are grateful for the detailed and dynamic lessons learned that each of the 39 GYO grantees has shared through this compendium. We are hopeful that their experiences will inspire others to identify and implement effective strategies to help expand the health workforce according to locally-defined needs.

Sincerely,

Meredith Kenyon
Vice President of Workforce and Education
Missouri Hospital Association
Table of Contents

Growing Capacity .............................................................................................................................................. 5
Controllable Successes Versus Uncontrollable Obstacles When Working With A Community Partner
— Fitzgibbon Hospital ........................................................................................................................................ 6
Academic-Service Partnership — Saint Luke’s Health System ............................................................................. 7
Computerized Employee Training — Salem Memorial District Hospital ............................................................... 8
Increase Quality of Continuing Education Training — Shriner’s Hospitals for Children ................................................. 9
Education Simulation Equipment in Collaboration With TCMH — Texas County Memorial Hospital ...................... 10
80% by 2020 — Working Toward A More Highly-Educated Workforce — Truman Medical Centers, Inc. .................. 11

Growing Future Workers ...................................................................................................................................... 13
Developing and Implementing a Fifth Grade Health Care Exploration Program — Freeman Health System ................. 14
Community Education — Northwest Medical Center .................................................................................................. 15
Grow Your Own Internship Program — Mosaic Life Care ......................................................................................... 16
How REACH Helps OMC Engage Future Health Care Workers: MASH Camp
— Ozarks Medical Center ........................................................................................................................................ 17
Grow Your Own Medical Laboratory Technicians — Ste. Genevieve County Memorial Hospital .................................. 18

Growing Leaders ...................................................................................................................................................... 19
HealthcareSource® Leadership Assessment — CoxHealth ............................................................................................. 20
Communication and Leadership Training — Missouri Department of Mental Health ...................................................... 21
Intentional Leadership — Saint Luke’s Health System .................................................................................................. 22
Leadership Learning Journey — SoutheastHEALTH ........................................................................................................ 23
Future FACES of Leadership — St. Luke’s Hospital ....................................................................................................... 24
Professional Development Training Program — St. Joseph Medical Center & St. Mary’s Medical Center .................... 25

Growing Skills ............................................................................................................................................................ 27
Critical Skills Development Program — Bothwell Regional Health Center ...................................................................... 28
Staff Development Program — Carroll County Memorial Hospital .................................................................................. 29
Development of Critical Access Hospital-Based Simulation Learning Lab — Cass Regional Medical Center .................. 30
Growing Your Own Workforce From Inside Out — Cooper County Memorial Hospital ................................................. 31
Graduate Nurse Intern/Residency Program — Cox Medical Center Branson ................................................................ 32
Staff Education and Development — Excelsior Springs Hospital ................................................................................ 33
Excellence in Healthcare Recruit, Retain, Succeed — Hannibal Regional Healthcare System ........................................... 34
Staff Recruitment, Retention and Development — Kindred Hospitals Kansas City ............................................................. 35
Leadership Development — Mercy Health ........................................................................................................... 36
Developing the Nursing Workforce — Nevada Regional Medical Center ............................................................. 37
R.N. to BSN Scholarship Program — North Kansas City Hospital ........................................................................ 38
Integrated Workforce Training — Ozarks Community Hospital ......................................................................... 39
Grow Your Own — BSN — SSM Health St. Francis Hospital ............................................................................... 40
LEAD (Leadership, Education, Development) — St. Anthony’s Medical Center .................................................... 41
Financial Acumen and Decision-Making Training Program for Nursing Leaders — St. Louis Children’s Hospital .......................................................................................................................... 42
Growing Teams .................................................................................................................................................... 43
Grow Your Own Nursing Orientation Program — Citizens Memorial Hospital .................................................... 44
Use of Simulation for Training Teamwork in a Critical Access Hospital — Perry County Memorial Hospital ..... 45
The Benefits of On-Site Training — Putnam County Memorial Hospital ............................................................... 46
Using the GYO Grant to Support, Train, Educate and Promote Staff Within a Small Hospital — Ranken Jordan Pediatric Bridge Hospital ........................................................................................................ 47
Ropes Course and Team Building — Royal Oaks Hospital .................................................................................. 48
Growing Capacity
Controllable Successes Versus Uncontrollable Obstacles When Working With a Community Partner

**Goal**

Purchase and train employees on an online patient portal while collaborating with a local four-year liberal arts college to develop a two-year associate’s degree program in health information systems.

**Implementation**

GYO grant funds were used to purchase the patient portal component of the hospital’s electronic health record, which occurred in late summer 2014. The purchase also included a patient and employee engagement marketing tool and provided for the development of a portal-specific educational tool within the hospital’s careLearning system — an online employee resource used at Fitzgibbon Hospital.

The educational slide presentation and quiz-style questions were developed collaboratively by the hospital’s chief information officer, manager of business development, and performance improvement coordinator, who manages careLearning activities. As part of annual education for all employees, the new careLearning module on the patient portal became a requirement, ensuring an overall awareness of the portal’s functionalities and benefits for patients.

The second component was collaboratively developing an internship program with the local college. Hospital staff worked with key personnel within the degree program at the college who solicited internship applicants from students enrolled in the Health Information Systems coursework. The hospital information technology staff oversaw the interns as they completed assignments within the hospital and clinics.

**Results**

The patient portal was successfully launched and 94 percent of staff completed the associated educational module. Marketing of the portal allowed 1,688 patients to use the portal by July 15, 2015. Interns from the degree program helped support the information technology components of the effort.

**Lessons Learned**

Although the associate degree program did come to fruition, the program has suffered from low enrollment. Moreover, the college transitioned the program to 100 percent online, which has limited the potential to collaborate with interns.

Well-defined and straightforward objectives, with activities entirely within the control of hospital staff, contributed to successful implementation and completion.
For clinical instructional roles, the Academic-Service Partnership targeted bedside nurses who demonstrated a high level of clinical competence. Initially, bedside nurses were recruited as clinical instructors during the summer of 2013 and all 28 attended the Clinical Faculty Academy and participated in college orientation for new instructors.

Each subsequent semester, new clinical instructors also attended the Clinical Faculty Academy training, as well as new orientation. Fall 2015 completes the fifth successful semester with approximately 70 clinical instructors throughout SLHS. In addition to recruitment and training of clinical instructors, SLHS implemented a 50 percent reduction in productivity on each student experience day. The reduction in productivity allows the clinical instructors the time to provide instruction and experiences for two students.

Satisfaction of clinical instructors, college faculty and BSN students is measured after each semester and has resulted in a superior satisfaction rating for each group. In addition, the steering committee meets annually to review the program and implement improvements. The program has achieved a reduction in the student to instructor ratio from 8:1 to 2:1 and sustained the reduced ratio throughout five semesters.

Implementation of an academic–service partnership is a viable option to improve student experience, increase student preparation for transition to practice, decrease the need for adjunct faculty while giving bedside nurses opportunities to develop advanced education skills.

Contact:
Jamie Luark
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GROWING CAPACITY

Computerized Employee Training

Contact:
Kathy Weldon
573/729-5917

Goal

Provide the start-up equipment and finance the necessary construction for the hospital to provide for the continued training and education of its employees.

“I love using the training room. It’s great to have a place to use a computer for work training in downtime.”

Implementation

Our objectives were to:
- equip a small meeting room with presentation electronics so that it could be used for training
- convert a storage area into a computer training/resource room available 24/7 to employees for training and personal use
- develop all current training modules in an electronic format that could be accessed online
- create a mobile computer training lab for use during group training sessions

Results

The presentation room has been used more than 200 times for educational sessions since it first became available. The mobile computer lab has been used 33 times for group education activities. During the first month the computer/resource room was available to employees, there were 19 separate visits recorded on a sign in/out sheet.

One hundred percent of all new employees now complete hospital orientation on their first day of employment. All yearly retraining activities are now completed electronically. This training can now be accomplished during employee downtimes in small increments instead of requiring a full scheduled day of extra hours.

Lessons Learned

Take into consideration whether new policies and procedures will be required for a new project.

For employees that do not use computers at work or in their personal life, offering one-on-one assistance so that they can complete the yearly retraining is beneficial.
GROWING CAPACITY

Increase Quality of Continuing Education Training

Contact:
Melissa Pounds
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Goal
Enhance patient care at our facility by incorporating technology and simulation into skills training for specified patient care providers.

Implementation
The target population included 81 nursing staff, five laboratory staff and six respiratory therapists.

The training programs using the simulation mannequins include Nursing Orientation, BLS classes, Pediatric Advanced Life Support classes, Competency Days, Mock Code Drills, Respiratory, and safety-related programming (airway management, patient lifting and handling).

Skills assessed, but not limited to, have included hand hygiene, communications, patient safety, critical thinking, teamwork, patient assessment and specific procedures.

Results
The purchase of two pediatric mannequins and the accompanying electronics has significantly expanded educational programming. The simulation mannequins have given instructors the flexibility to customize scenarios, control them in real-time and adapt training to meet the individual trainee's needs.

The use of this equipment has increased the overall effectiveness of training programs because of the expanded scenario-based instruction. The level of interactivity of these devices helped staff improve assessment, teamwork and critical thinking skills.

Lessons Learned
Scenario-based training puts students in a situation or context and gives them the opportunity to apply their knowledge and practice skills in a safe-environment. This creates the opportunity to provide feedback and learn from mistakes with the benefit of safety that does not inconvenience or jeopardize patients.
GROWING CAPACITY

Education Simulation Equipment in Collaboration With TCMH

Contact:
Jay Gentry
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Goal
Purchase a state-of-the-art simulation mannequin that provides nursing students with a high-tech bridge between classroom learning and clinical application.

Lessons Learned
Proper planning is a necessity because the simulation scenarios benefit students the most when the scenarios mimic what students will encounter in their careers.

It is crucial for faculty to stay on schedule to ensure every student has ample opportunity to be part of simulation experiences.

Become familiar with the simulation mannequin and equipment to ensure the best possible student learning experience.

Implementation

The target population is South Central Missouri college students who are earning dual degrees in nursing and health science from Cox College and Drury University, respectively, at Drury’s campus in Cabool, Missouri.

The main activities centered on using the high-fidelity, high-tech mannequin to simulate many medical conditions the students will encounter as nurses. Faculty can program the mannequin to create various medical conditions, such as breathing dysfunction, heart arrhythmia, circulatory issues and abnormal bowel function. Students improve their clinical skills and patient care practices with the mannequin, thereby bridging the gap between classroom and direct patient care. Activities have been carried out by faculty and students on a weekly basis since June 2014.

Results

The primary results and findings have been an increased level of skill and comfort for the students because they are able to assess and implement interventions in a controlled environment with instructors reinforcing what they have learned. Instructors can then determine which student competencies need further training. While most measurable outcomes will occur in the next few years as students earn licensure and begin their careers, outcomes are expected to be comparable to those of the Springfield campus where simulation leads to greater knowledge retention, test scores and patient outcomes. One student stated, “It helps us to work as a team to have the best possible outcome for our patient.” The first cohort of 11 students will graduate in May 2016.
GROWING CAPACITY

80% by 2020 — Working Toward A More Highly-Educated Workforce

Contact:
Sharla Peters
816/404-7000

Goal

Build a highly-educated and stable nursing staff to advance knowledge and improve patient outcomes, including achieving 80 percent of front-line nurses having a BSN by 2020.

Lessons Learned

Be willing to adapt the program to the needs of your hospital.

Including BSN, MSN and DNP nursing programs as well as MBA, MHA and MPH professional programs in the future could further increase the number of applicants.

Establish partnerships with area schools early on to make the educational costs more affordable for staff.

Implementation

The program provided scholarships of up to $3,000 for 24 people; 32 people participated in professional activities that advanced knowledge and some people participated in more than one activity. The original target population included the hospital’s direct care nurses who provide patient care at least 50 percent of the time and who wished to pursue a BSN degree. The target population was expanded to include staff who wished to pursue an MSN degree.

Results

The percentage of front-line staff with a BSN or higher increased by 15 percent since 2012. All scholarship recipients are still employed at our facility. Participants indicated they were satisfied or very satisfied with all aspects of the program evaluated, including scholarships and professional advancement learning opportunities.

Through this program, the number of highly-educated, front-line direct care staff for our patients increased and program participants were supported in achieving significant educational goals. The long-term impact of this program will be better care for patients and higher job satisfaction for our nursing staff.

Contact:
Sharla Peters
816/404-7000

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Growing Future Workers
Developing and Implementing a Fifth Grade Health Care Career Exploration Program

**Goal**

Extend the reach of the Freeman Health Academy to fifth grade students in the Joplin School District to begin educating these students about health careers prior to their middle-school transition.

**Implementation**

Fifth graders were chosen based on their maturity level and FHA’s alignment with Missouri grade level standards. The program was held at the end of the school year prior to the transition to middle school, where additional career planning and enrichment activities (FHA middle school camps, Health Occupations Students of America, school clubs, etc.) would be available.

Program objectives were to provide in-classroom education about general health topics (acute vs. chronic disease, self-care, diseases related to obesity) and health care career exploration. Pre- and post-testing were completed to gauge student attitudes and knowledge gain.

A small team of health system volunteers (nurses, educators, lab technicians, directors and athletic trainers) traveled to classrooms for 30-60 minute sessions. The team introduced the wide variety of clinical and non-clinical careers available within health systems. They educated students about the number of people that it takes to run a hospital and the careers they represented. Information about types of classes and lengths of study for various career pathways was provided.

Missouri Department of Elementary and Secondary Education Standards were used to develop the program.

**Results**

Through this program, 1,048 southwest Missouri fifth grade students and their teachers were reached. As these students continue through their educational careers and return to FHA for other programs, their progress and career decisions will be tracked. Seventy percent of students completed pre-tests and 67 percent completed post-tests from all classes engaged. In 2014, the number of students who indicated they were considering a career in health care increased 46 percent after the visits. In 2015, 47 percent of students experiencing the program indicated they were considering a career in health care.

**Contact:**
Lisa Nelson  
417/347-4987

**Developing and Implementing a Fifth Grade Health Care Career Exploration Program**

**Goal**

Extend the reach of the Freeman Health Academy to fifth grade students in the Joplin School District to begin educating these students about health careers prior to their middle-school transition.

**Lessons Learned**

Be flexible.

Understand the problems of data collection from fifth graders. Testing using a well-designed Survey Monkey can be beneficial, but access to devices in the setting can be an obstacle.

The timing of our visits — at the end of the academic year — was convenient for teachers, but made complete collection of data and feedback very difficult.

**Implementation**

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Implementation

Through this program, the TriLEARNathon program was established, encouraging students to read 26 books, run 26 miles and perform 26 good deeds throughout the school year. Monthly events were held at four schools to help students reach their goals.

Cerner’s STAT! program is an educational class held at area high schools to help students understand the importance of health care, personal health assessments and health care careers. Staff from NMC, including a hospital dietitian, community relations consultant and the executive secretary, along with a personal trainer, visited schools in the area each semester to measure the health impact the program had on students in the health class.

An internship program was implemented in 2014. Fifteen area students worked as interns in a variety of health care jobs in the hospital. Half of each intern’s pay was funded through the GYO funds. Fitbit trackers were provided to NMC caregivers to promote wellness via a fitness competition.

Results

The community was very receptive to learn more about health and health careers through the educational programs developed. The number of students participating in the TriLEARNathon program grew by 30 percent from 2013 to 2014 and has become an annual collaborative program with local schools. Of the schools approached, the STAT! program was implemented in three out of the five. These programs have increased education and awareness of health care services in the area.

Goal

Educate all ages of the community about the importance of health care, personal health and health care careers.

Lessons Learned

Evaluate the number of potential interns based upon hospital size and training capacity. Do not be afraid to adapt your program as funds decrease from an intern program to a job shadowing opportunity.

Dedicated teachers are crucial to the success of the STAT! program. Look into multiple ways to train teachers and program staff. Scheduling conflicts are common in these professions, so it is best to anticipate scheduling conflicts and adjust training accordingly to accommodate multiple schedules.

Contact:
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GROWING FUTURE WORKERS

Grow Your Own Internship Program

Contact:
Amy Wiedmaier
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Goal
Provide a valuable learning experience while addressing the changing faces of health care and the existing shortage of health care providers and workers. To develop a well-informed annual intern cohort of 10 to 12 juniors or seniors in college who have an interest in working in any field in the health care industry in northwest Missouri upon graduation.

Lessons Learned
Allocate caregiver time for training so that interns can experience continuous, meaningful work and projects within the departments.

The program can be very successful if you have enough staff who will buy in and invest in the program.

Implementation
The internship began with an initial orientation, followed by a graduate-school style learning experience featuring required reading and critique throughout a span of six months.

The next phase was the on-site internships. Students spent the first week in an immersive orientation into health care and chose a required health care research project. In the following seven weeks, interns spent Monday through Thursday in their chosen departments in the hospital. Interns were required to keep a journal of what they have learned. On Friday, the students met with the entire cohort to discuss the week’s work (inter-professional review) and worked on their chosen research projects.

At the end of their on-site work, interns were surveyed about their experience, evaluated on their knowledge of health care trends and presented their research to a panel of hospital caregivers.

Results
A total of 11 students completed more than 3,200 intern hours. The work sessions went very well and the students enjoyed the speakers and learning firsthand from professionals.
Implementation

The REACH program offered opportunities for area youth to explore careers in health care and provided information about health careers to adults seeking new opportunities. The four components of the REACH effort included health fairs, school tours, scholarships and MASH (Medical and Science Hospital) camp.

The REACH program’s career fair provided attendees information on health care degree and certificate programs, financial aid opportunities and job opportunities available through local partners, including Ozarks Medical Center, Missouri State University-West Plains, Drury-Cabool, Texas County Technical College, South Howell County Ambulance and other local health care organizations.

REACH provided tours to more than 300 science students, which exposed them to health careers. Local science and math teachers were enthusiastic to have the opportunity. During MASH camp, pig hearts were dissected by students with the organization’s cardiothoracic surgeon. The students really responded to the in-depth educational opportunity.

Results

Knowledge of health career opportunities in West Plains and its surrounding areas increased significantly. More than 300 hospital tours were provided to local students, a health career fair for traditional and nontraditional students was conducted, 25 students participated in MASH camp within the hospital and 25 scholarships were awarded.

Scholarship funds will continue and OMC has developed a panel of individuals to review applications and provide assistance. Health career fairs and tours will continue, as well.
Goal

Bring new career opportunities for phlebotomy technicians or medical laboratory technicians to our community to meet the health care shortage in the medical laboratory science field.

Lessons Learned

Since phlebotomy positions are entry level, recruiting phlebotomists who had the intention of entering a six-year commitment into the medical laboratory technician program was difficult at first.

Be willing to tweak the curriculum and schedule of student training to best achieve the desired outcomes and ensure students have a foundational understanding to move forward in their training.

Implementation

Training began with job experiences, including waived testing, then progressed to moderate complexity testing and, finally, high complexity testing. Our training program progressed slowly as staffing shortages persisted and the trainee's bench time was limited. However, within the first weeks of training, the trainees have been able to perform waived, moderate and high complexity testing under the supervision of a medical technologist.

The plan includes six sections of study: blood banking, chemistry, hematology, immunology, microbiology and urinalysis/body fluid analysis. Clinical education included six to eight weeks in each section. Procedures were taught by complexity. Trainees work side-by-side with a medical laboratory technician or medical technologist to learn established laboratory procedures. Medical technologists review and verify all trainees’ testing performed. Once trainees prove to be proficient at a procedure, trainees perform testing without direct supervision, as long as the verifying technologist reviews their work. Therefore, trainees have quickly become a member of the testing staff and a functioning laboratory. Disease states and theory are taught using interactive software and electronic texts. Formal college course work also is required for completion of our GYOMLT. An associate degree, or at least 60 semester hours of academic credit from a regionally accredited college, including six semester hours of chemistry, and six semester hours of biology and one semester of both microbiology and math is required. Participants may enroll full-time or part-time, as long as courses are completed within the three year GYOMLT.

Results

The benefits of the program have been excellent for both those we recruited and for the laboratory. The trainees are experiencing a sense of accomplishment and learning, as well as a better lifestyle because of the increase in wages. The laboratory has benefited because the trainees are versatile. The progress of the three existing trainees has been significant. Trainees also have filled a need on the weekend rotations. Trainees rotate weekends where only one technician/technologist is present, along with one phlebotomist. The trainee is able to receive more one-on-one training and is able to aide both the technician/technologist and the phlebotomist.
Growing Leaders
Implementation

The Center adopted the HealthcareSource® Leadership Assessment tool to evaluate leadership potential. The assessment provides data to the Center for Professional Development and informs director-level staff creation of individualized plans for staff, including career development, succession plans and tailored leadership development courses.

All leaders were given their developmental feedback reports and many created an action plan. The reports were important as they provided group data for all leaders to tailor leadership development curriculum and begin the process for talent calibration. All leaders also were asked to participate in a Career Aspirations Survey, which listed their immediate and future development goals, education and areas of potential growth. Combining the findings from both the HealthcareSource® Leadership Assessment and the Career Aspirations Survey, members of the Center for Professional Development team were able to work with each leader individually to create a unique development plan for each participant.

Nearly 70 percent of CoxHealth’s leadership has a development plan listing strengths and weaknesses, organizational goals and career aspirations. The Center has enabled the organization to create a top-tier succession plan and increase awareness of the bench strength of our employee workforce.

Results

The CoxHealth Center for Professional Development was able to identify and measure improvement in the leadership competencies of more than 400 leaders across the entire hospital, including a home health care organization, three large physician organizations, a health plan and various other services. More than 2,500 employees attended classes through the Center between 2014 and 2016.
Communication and Leadership Training

**Goal**

Provide communication and leadership development training for current and future leaders to improve job satisfaction, retention, succession planning and create a culture of safety.

**Lessons Learned**

Effective communication is essential to effective leadership. Participants should set specific goals during each module and schedule follow-up communication with an identified mentor to address progress on those specific goals.

Have at least one dedicated lead support staff to coordinate the details of participant signup, and review evaluation surveys and other details to ensure program success.

**Implementation**

This project included three hospitals within the State of Missouri Department of Mental Health system — Southeast Missouri Mental Health Center, Farmington; St. Louis Psychiatric Rehabilitation Center; and Fulton State Hospital — that implemented five communication modules consecutively.

Module 1 provided concepts and skills related to successful communication and encouraged attendees to identify two goals for immediate implementation to strengthen communication style and delivery. Module 2 included individual coaching and interactive exercises to stress how slight changes to communication can make a big impact. Four follow-up emails were sent at two-week intervals to reinforce ongoing application of communication behaviors, offering feedback and coaching by a speech therapist and leadership coach. Module 3 highlighted how the tone of your voice can have more impact that the words spoken. Module 4, “Reader-Focused Writing,” stressed clear and effective business communication. Module 5 brought the five modules together with the conceptual foundation of Servant Leadership. It specifically addressed communicating the virtues of humility — truth/truthfulness/trustworthiness, gratitude, courage and silence. We benefited from a final review session to obtain focus group evaluations of the project and develop follow-up educational newsletters about communicating virtues.

**Results**

DMH contracted with Imprensia Communications to provide communication delivery modules. Two hundred and forty-seven participants across three facilities attended module one and 90 people attended at least four of the five modules. The participant feedback was excellent with an overall score of 4.6 out of 5. The pilot facility had 16 percent of attendees already as top leaders; 24 percent of those remaining received promotions during or after the training. A second facility had 40 percent of top leaders enrolled and 10 percent of those remaining received promotions.
Implementation

From start to finish, five primary activities were conducted in the Intentional Leadership Program, including selection of participants, introduction/program kick-off, self-paced participant learning and mentoring, project-based application of learning by participants and participant project presentations/program wrap-up.

The program was held once a year and program activities were completed throughout approximately six to nine months. Participants were required to attend set events at the SLHS corporate headquarters, but most of the program activities were completed at the participant’s primary work location.

Results

Survey responses indicate a number of positive benefits including:

- 100 percent of respondents rated the program content as applicable to their work
- 392 percent improvement in understanding the Saint Luke's Health South performance improvement model
- 71 percent improvement in understanding of how to prepare to advance to positions of greater responsibility
- 50 percent improvement in having written career goals
- 20 percent increase in being seen as a formal/informal leader in their department

Other measures showed a 21 percent promotion rate among participants and a voluntary termination rate more than 49 percent lower than the System average. Return on investment calculations show that for every $1 invested in the program, the System receives $2.31 back in benefit — a 131 percent ROI.

“My mentor helped me to see things in myself that I would not have recognized otherwise. She also helped me search for other career opportunities within the System.”
Leadership Learning Journey

Goal
Assess baseline leadership skills, evaluate and identify opportunities for improvement, and provide leadership training to address identified needs.

Lessons Learned
Assessment of leadership skills through an outside company provides valuable information to the leadership team. As the process continued, other leaders, not first assessed, may request to participate so anticipate the growth of this program at inception.

Assessments can be incorporated into staff’s development plans to assist with succession planning.

Getting leaders to participate in training sessions because of scheduling conflicts can present a challenge. It might be beneficial to make training mandatory.

Implementation
Executive and director leadership skills were assessed by the company, Talent Assessment, via online assessments of leadership styles, motivation, personality and critical thinking skills. Results were tabulated by the company and each individual received their own report.

These reports were used to assist leaders and their direct report to create individual development plans. An overall cumulative report also led to training plans for the entire leadership group. Throughout the lifetime of the grant, 26 leadership programs were presented to address current needs. Topics ranged from hiring and interviewing techniques to delegation, influencing skills and conflict management.

Results
Methods to determine training and development needs for leaders and assessing potential new leaders for skills necessary to succeed opened the communication between executives and their direct reports to improve leadership expectations. Development needs are being addressed with each leader through individual development plans. The program has been beneficial in creating an organized leadership training program and will be continued.
Implementation

A nine-week curriculum was established including a variety of core competency areas for emerging leaders. Each class focused on core leadership skills and development of professional behaviors required to fulfill competency expectations. Each class was two hours and required additional reading, writing and project work. Participation in all classes was required and communication skills, decision-making, character development, collaboration, mediation skills and public speaking were emphasized. In the first Future FACES (Friendly, Available, Caring, Efficient and Safe) of Leadership class, 12 participants were chosen out of a total of 40 initial applicants. All 12 participants graduated the program with a ceremony attended by the President/CEO, other members of leadership and the executive team.

A “The Future of Health Program” scholarship was created, in which the organization matched up to $2,000 for two part-time employees and $4,000 for four full-time employees. It was implemented to help us work toward our goal of 80 percent BSN staff by 2020 and to increase the number of needed health care professionals. Following the initial year of the program, the hospital has continued this match for an additional two years.

Results

To date, 24 employees have graduated the Future FACES of Leadership program. Six of the graduates have been promoted into leadership positions and three are performing extra duties to build their technical skills so they may be ready to move into leadership roles should a position become open.

Future of Health scholarships were awarded to a total of six employees. All of these employees have either gone on to pursue or obtain their BSN, MSN/N.P., or Associate R.N.
Professional Development Training Program

Goal
Create and executive a viable professional development training program to identify, develop and retain leaders within the organization.

Lessons Learned
This training occurred during a time of tremendous change. Our leaders were better prepared for that change and had useful tools for retaining and building their teams in the midst of the change.

If a program is successful, find ways to continue even after grant funding ends. The hospital workforce experienced such a significant return on investment from this program that we intend to continue to support the professional development training of our leaders.

Implementation
Based upon professional areas identified for improvement, we partnered with a well-respected University in the area (University of Phoenix) to create and execute a viable professional development training program. The training program was extended to all leaders at all levels of the organization (supervisors, managers, directors, CNOs, vice presidents and CEOs) and focused on developing leadership and communication styles. Training included sessions about leadership and change management and resolving conflict and building dynamic teams.

Results
Post-training, participants were surveyed about the program facilitation, curriculum and overall effectiveness. More than 75 percent of the respondents scored all areas with positive remarks. One participant remarked, “This is hands down the best presentation I have been to in years! The presentation was well thought out, interesting, thought-provoking, entertaining, and many tools and visuals presented can be used further in meetings and presentations that I will present with my team.”
Growing Skills
Critical Skills Development Program

Goal
Establish a Critical Skills Development Program for emergency department staff by expanding professional and clinical certifications, developing leadership and interpersonal skills and establishing an ED nurse mentoring program.

Lessons Learned
Some program offerings were more popular than others. Trauma Nursing Core Course and Sexual Assault Nursing Examiner certifications were well received. The Certified Emergency Nurse exams course was less successful, with many staff members taking the materials but few completing the certification exam.

Implementation
Staff were provided professional development opportunities including a Trauma Nurse Core Course, use of the University of Missouri School of Medicine’s simulation lab dedicated to ED skills, SANE-a-PALOOZA program participation for Sexual Assault Nursing Examiner certifications, and Certified Emergency Nurse curriculum and testing. The grant allowed educational opportunities for employees to better improve core competencies such as training techs to draw blood, splint, and recognize critical situations. Nurses also attended Emergency Nurses Association conferences, S.T.A.B.L.E. system instruction for infant care, disaster readiness planning, forensic conferences and Crisis Prevention Institute instruction.

Results
The program led to expanded staff competencies in the ED and improved patient outcomes for emergency care.

The nurses have improved their knowledge on critical patients and the outcomes have been remarkably better, however the measures are ongoing.
Staff Development Program

Goal

Carroll County Memorial Hospital’s goal for the Grow Your Own grant was to attract and retain a qualified health care workforce in a small rural county by investing in staff retention, succession planning, and education and training for future health care workers. Targeted workers included R.N.s, laboratory technicians and a director of health information management who were identified as priorities for succession planning or retention efforts throughout five years.

Lessons Learned

Tuition assistance and the Clinical Ladder program will continue beyond the GYO grant program. The Clinical Ladder program worked well because shared governance is part of the operating culture at CCMH. However, although tuition assistance was successful in attracting future employees and growing the skills of present employees, there were few applicants for laboratory training. These funds were reallocated.

Implementation

Annual succession planning was reviewed by the hospital’s Leadership Council in concert with the annual budgeting process, to establish workforce tuition assistance priorities. Tuition assistance was then made available, based on position and priority, and defined by the Leadership Council. Applications were accepted annually in May, with the funds rolling to the next fiscal year if available and needed.

Implementation of the Nursing Clinical Ladder program for the Registered Professional Nurse included payment for books, course fees, exam fees and salary increases for each step in the four-step ladder. The Clinical Ladder includes four levels with each level requiring additional staff engagement in hospital activities and committees, education and certifications. Clinical Ladder certifications and courses include Advanced Cardiac Life Support, Pediatric Advanced Life Support, Certified Emergency Nurse, Certified Medical Surgical Nurse and other specialty certifications as selected.

The Clinical Ladder was developed by the CNO in collaboration with the Nursing Practice Council. There are no deadlines for applications, and applicants can proceed through the Clinical Ladder as requirements are met. Each applicant can progress through one step annually. Letters of intent are due every January and the anticipated cost budgeted.

Results

Ten percent of hospital employees solicited and received tuition assistance through the program. Clinical Ladder participation was 23 percent of full-time R.N.s. The nursing turnover rate dropped from 12 percent in 2013, to eight percent in 2015. The hospital has no R.N. vacancies.
Development of Critical Access Hospital Based Simulation Learning Lab

Goal
Construct a high fidelity simulation lab to replicate a patient care room and to integrate simulation activities in competencies and continuing education for current and future health care professionals.

Lessons Learned
Literal and figurative buy-in from key stakeholders was essential.

Having engaged instructors who promote simulation as an effective teaching method and encourage staff to share their enthusiasm builds support.

Simulation lab construction and setup are difficult and expensive. Consult with successful programs and learn from their challenges and successes.

Implementation
The project plan included repurposing existing hospital shell space with construction of an acute care patient room, an observation suite and a debriefing room. Equipment and supplies included the purchase of an adult and newborn high-fidelity simulator, ceiling lift, crash cart and audio video equipment. A total budget was assessed for this project, including fundraising event contributions and the funding received from the GYO program.

Results
The simulation lab increased confidence and skill in managing high-risk, low-volume patient situations. Simulation is now embedded in the orientation and training culture. The lab provided more than 150 hours of service by 2015, exceeding the program goal of 50 hours. More than 95 percent of clinical staff have attended simulation training. Leadership has committed to the program. Community partners are engaged as well — the local career center successfully funded the purchase of an obstetric simulator to add to the family of shared simulators.
Goal

Establish a comprehensive plan to foster the development of leadership, patient assessment, and discipline-specific skills to facilitate increased employee retention and decrease vacancy rates in radiology and therapies. The strategies included recruiting and retaining quality health care workers in radiology, physical and occupational therapies, and nursing, from those who currently work in the system or live in the area. Finally, the plan focused on creating an environment to foster leadership development and patient-centered care to increase HCAHPS scores.

Lessons Learned

Flexibility is essential to workforce development at a small rural hospital.

The committee that assigned the dollars to staff to improve skill and retention was successful because it provided centralized authority, better follow-through and accountability.

Implementation

A committee was formed with oversight of the grant activities including improving skills and employee retention. The committee included the hospital board, CEO, Chief Clinical Officer, Manager of Therapies and Manager of Radiology.

There were many changes in the CCMH health system and in the target populations during this two-year period. The committee was able to use the grant dollars allotted to support education in the radiology and therapy departments, leading to full staff in both of these areas.

With successful hiring and full staffing in the targeted disciplines, CCMH requested reallocation of the grant funding to increase electronic health record technologies. This plan has been set in place and will not be completed until sometime in 2016.

Results

Grant funds supported radiology, therapy and nursing employee education, allowing the hospital to fully staff all three areas. Some nursing funds were used to certify physicians and nurse practitioners in assessment techniques for the clinic services.

A need to expand electronic health record use was identified in 2015 and remaining funds supported hiring a consultant to educate staff in the system. The program will help coordinate patient information between the rural health clinic and the hospital, focusing on user competency and increased patient satisfaction.
Goal

Expand and enhance the intern program at Cox Branson to broaden the learning opportunities afforded to newly graduated R.N. interns from area colleges and universities, and to provide training and support during the transition from academic to clinical settings. Also to encourage selection of Cox Medical Center Branson as a workplace.

Lessons Learned

Stakeholder buy-in is essential. Some of the nurse managers objected to the new intern spending so much time in a classroom setting when they “had already been to school for three or four years.” Also, having 23 nurse interns attend the phase two mentoring component of the program became difficult since at that time the interns were functioning independently and their absence caused staffing challenges.

Interns that were grouped into their specialty area and taught intensely focused information and skills based upon their chosen specialty had greater satisfaction, skills and confidence after the internship.

Implementation

The program is managed by a clinical nurse educator with collaboration from a manager of clinical education and two clinical educators.

The main activities were a combination of lecture and use of simulation. Classroom time allowed for an in-depth examination of each specialty area, as well as general information. In addition, the interns spent time “looping” to other departments to foster a sense of teamwork and understanding of various job roles. The learning took place within Cox Medical Center Branson. The education classroom and other meeting rooms were the environment for the didactic learning. The simulation lab was used to provide kinesthetic learning and improve technical skills.

The resources used included the outlay of both financial and human factors. The human capital included the time spent in the development and teaching of the courses. The intern program required a four to eight hour classroom day each week for eight to twelve weeks, depending upon the specialty area. The financial capital primarily included the purchase of simulation equipment to improve skills and apply learning. Some funds also were used for office supplies and office equipment.

Results

The medical center has hired 63 R.N.s who have completed the program since its implementation in 2013. Among these hires, 47 are still employed — or 75 percent retention.
Goal

Maximize staff learning opportunities at a small hospital with limited resources by offering online continuing education at no cost-scholarships for training in skill areas that are difficult to recruit. An employee survey was amended to understand the effect of the training program.

Lessons Learned

careLearning products have been well received by the staff, and the fees charged to third parties for using the resources at ESH have been enough for us to sustain this program in the future.

Using a vendor for the survey suppressed participation. An in-house survey will be used in the future.

Implementation

The backbone of the training program is careLearning, a system that provides online health education. The Grow Your Own grant allowed ESH to contract for services through 2020. ESH purchased the allied professionals continuing education series to ensure all staff had access to required credits at no cost. The GYO grant supported the purchase of the allied professionals series through 2016.

Space was identified and two computer labs were established. Offering the continuing education resources on-site allowed staff to expand their knowledge while enhancing employee satisfaction and retention.

A scholarship program was designed to support certification and degree programs for individuals seeking credentials in hard to recruit positions. Four ESH employees were offered scholarships, with one completing training in 2014. In 2015, ESH assisted three more employees in the pursuit of degrees. A matching scholarship program allowed the students to double the value of their scholarship.

Funds were redirected to outsource an employee engagement survey in 2014 to provide feedback on the programs.

Results

The hospital invested in a contract with CareLearning to provide online training to clinical staff and allied professionals offering broader access to the continuing education package. In addition, a computer lab was established to provide space and access for online training. The system offers robust in-house training programs for all 300 employees and makes continuing education credits available at no cost to our clinical staff.
Goal

Design a program that integrates and encourages applied learning and continued education for nurses, elevate and strengthen the nursing workforce through increased education and critical thinking skills while improving overall recruitment and retention, and increase team member and patient satisfaction while positively impacting clinical outcomes through the increased retention and education of health care professionals.

Lessons Learned

The evaluation allowed for tracking progress. Hannibal Regional’s turnover, especially among new nurses, was tracked. The loss rate improved during the grant time frame. The annual National Database of Nursing Quality Indicators survey also showed an increase in the job enjoyment during this same time frame.

Implementation

An Education Liaison position was created to allow additional focus on the educational opportunities being offered to the nursing students in Northeast Missouri. The Education Liaison assembled and led a Steering Committee, which met quarterly during the duration of this grant, to offer direction project and assess project outcomes. The committee created the opportunity for the group to review and assess the education being received in the area nursing schools, as well as the clinical education being offered inside Hannibal Regional in conjunction with those programs.

A nursing mentorship program was established, and a mobile simulation lab was brought to the Hannibal Regional campus. The mentorship program matches the novice nurse with a nurse mentor for nine months to a year following the new nurse’s orientation. The mobile simulation lab was on-site September 2014 and July 2015 to offer hands-on experience of specific clinical events for nursing students, new nurses, seasoned nurses, and the local high school Pre-Med Club. Participants were asked to take a pre-simulation evaluation and a post-simulation evaluation. These tools measured the nurses’ confidence in decision-making and clinical skills, and the ability to tend to the patient’s needs. Participants’ confidence in their decision-making skills increased from 56 percent to 62 percent. Other areas assessed also showed improvement following the simulation experience.

Results

The projects implemented through the grant improved communication in the hospital and area educational institutions, improved the confidence of new nurses in their clinical and decision-making skills, and improved retention of new nurses.
Goal

Improve the recruitment process, increase retention and development opportunities for existing staff and create advanced skill training for current and future staff.

Lessons Learned

The scope of the program was too large. As a result, the advanced educational programs and clinical ladder couldn't be completed within the grant timeframe.

Implementation

The target population for recruitment was the new graduate from a respiratory therapy program and/or an R.N., ADN or BSN program. The target population for coursework was the new graduate and current employees. The target population for the Ladder Program, as a part of the retention strategy, was respiratory therapy and nursing employees with two or more years of experience.

The GYO grant goals included developing collaborations with R.N. programs and with the local Area Health Education Center programs, a comprehensive recruitment program for new graduates, a Ladder Program for current employees, student-to-caregiver transition assistance, and clinical and didactic coursework to develop new graduates and current employees.

Oversight of the program was administered by the clinical nurse specialist with an education coordinator at each facility to assist with initiative implementation. Additional support came from Kindred's CEO and Chief Clinical Officer leadership teams.

Improvements in the educational environment were required to accommodate the initiative. New areas within the hospital system were selected and equipment for a computer classroom and a skills lab were purchased.

Recruitment initiatives for new graduates began and STEP preceptor classes were scheduled for current staff. An updated guideline for orientation was developed for use with the first cohort of new graduates in January 2014. The facilities continued to hire two new graduate R.N.s in a rotation with preceptor availability through the end of 2015.

Results

The retention rate for new graduates has increased since the start of the program. The broad scope of the plan didn't allow for completion within the timetable. However, the assets that were put in place during the grant period — including technology infrastructure for training system, an orientation system and preceptor program — are in place and will continue. The programs continue, and the goal of a career ladder program and advanced training still are being pursued.

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Leadership Development

**Goal**

To develop, implement and evaluate an education and leadership development program that will increase the competency of healthcare professionals to lead change and engage co-workers in continuous improvement efforts, resulting in increased patient satisfaction, and increased nurse job satisfaction.

**Lessons Learned**

- Applying Lean training principals to facilitate the implementation of a new process and sustain the change in an organization works very well.
- Staffing changes throughout a project can impact program implementation and evaluations. A program such as this could benefit from having multiple leaders to lead the program in the event of staff turnover.
- Get feedback from nursing staff on what their needs are prior to selecting.
- Provide adequate training to nurse leaders prior to implementing the change.

**Implementation**

The program was used to implement a new systemwide patient medication education tool in an effort to improve inefficient processes for educating patients on medications at discharge. The target population for this program was nurse leaders and all hospital direct care nurses. To implement the program, a new PME product was integrated into the electronic health record, including an e-learning curriculum to educate staff. Training of nurse leaders on how to effectively manage the PME change process using Lean principals was an important part of this project.

**Results**

This program has embedded a new PME tool into the EHR changing the way patients are educated on medications at discharge, and improving a labor intensive process for nursing staff. The new process reduces the amount of time that nurses have to spend on creating discharge instructions, and allows more time for direct patient care. A total of 47 nurse leaders were trained on how to use Lean principals to effectively manage the PME change process.

The program will be sustained because the tool has been embedded into the EHR and formally adopted as part of discharge workflows across the health system.
Developing the Nursing Workforce

Goal

Focus on the nursing workforce by addressing recruitment and retention, training and education, and patient satisfaction. Our intent was to improve our hiring practices and retention efforts, engage our existing nursing workforce to pursue continuing education and advancement opportunities, and reach out to nursing students to attract them to NRMC.

Lessons Learned

Time is the most precious of the finite resources when undertaking a major effort. However, flexibility in the implementation allowed NRMC to benefit as an organization and within the nursing workforce.

Implementation

Program implementation was primarily through development of a Nurse Float Pool and Nurse Preceptor Program.

The Nurse Float Pool was developed and coordinated by Human Resources in conjunction with the CNO and the nurse managers of the nursing units — acute care, obstetrics, surgery, emergency, and behavioral health. The skill sets required for each unit were identified and cross-training was provided. This helped nursing staffing overall; when one unit had low volumes, rather than being sent home, nurses could opt to work in other nursing units that were short-staffed. This reduced costly overtime and agency usage.

The Nurse Preceptor Program was developed by the hospital’s education coordinator and was initially piloted on the behavioral health unit. Experienced nurses were sent to the Missouri Hospital Association’s Preceptor Academy, and were given a manual to use while training new nurses. New nurses and preceptor nurses completed evaluations on the preceptor program upon conclusion.

The grant allowed review and revision of the hospital’s administrative and human resources policies and procedures related to hiring practices and tuition reimbursement. In addition, it supported monitoring of workforce indicators including hiring practices, turnover, agency usage, overtime usage and patient satisfaction.

Results

NRMC was able to improve turnover and patient satisfaction — two of the main goals. However, agency usage and overtime increased. Some of the original indicators included in the proposal were difficult to track on an ongoing basis, so adjustments were made to capture meaningful data and minimize the data collection burden.
Goal
Implement a program to encourage bedside nurses to pursue advanced education to increase and retain the number of bachelor’s prepared registered nurses at the hospital.

Lessons Learned
With the right focus, support and collaboration, programs that provide avenues to financially assist nurses in achieving bachelor’s degrees and reward professional growth can significantly reduce turnover, improve care quality and increase job satisfaction.

Implementation
The target population for this program is ADN prepared nurses. The main activities NKCH carried out included facilitating BSN on-site classes through a contract with a local university that offered an accelerated R.N. to BSN program; providing 56 scholarships to qualified R.N. employees throughout the period of the grant installments; establishing a BSN Student Network; offering mentoring opportunities for the grant recipients; and ensuring a computer resource lab and a reference area were available to the nursing staff after hours. Each quarter, a selection board comprising the CNO, the Director of Nursing Education, the Director of Staffing Operations, and the Grant Writer from Nursing Education, met to review applications and select grant recipients. All of the grant funds were awarded as scholarships to nurses. Additionally, the CNO contributed funds from the Nursing Division budget for an additional six scholarships.

Results
Sixty-two percent of the R.N. staff now hold a BSN (up 2 percent) and 28 percent of the R.N. staff hold an ADN (down 4 percent). Sixty-seven percent of grant recipients completed their BSN degree and 22 percent are still enrolled with a 2016 projected completion date. Overall, the retention rate of grant recipients is 93 percent. Of the grant recipients, one was promoted to Director, three to Patient Care Supervisor, one to Charge Nurse, one to Clinical Educator, and one had a new clinical specialty opportunity.
Integrated Workforce Training

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Goal
Establish advanced education staff training to improve hospital recruitment, retention and leadership development programs.

Lessons Learned
Start by building a team of employees, from different departments and specialties, to fully incorporate the many aspects of a new staff training program.

When rolling out new programs anticipate a longer build and troubleshooting period, as with any new system there is a learning curve that takes time to adjust and perfect.

Implementation
Adobe Captivate was purchased to create training courses for OCH University. All staff participated in courses and an incentive program was developed to encourage usage. Manager-specific Captivate courses were created to launch a manager mentor program created for the participation of all new managers.

In Captivate, an updated staff reorientation also was created to ensure a cohesive training structure systemwide. To ensure full staff participation, a required annual employee survey was distributed at reorientation. The survey helps administration monitor employee morale and encourages staff retention.

A simulation lab was purchased and set up for use by all patient care staff in individual department training and orientation.

Results
The multi-faceted training approach (including computer-based, hands-on and mentorships) has provided programs that benefit all learning types and staffing levels.

Outcomes included 100 percent staff participation in reorientation and the employee survey, regular OCH university course availability, 100 percent of patient care staff utilizing the simulation lab, and 100 percent of new managers participating in new manager training. In addition, OCH achieved improved employee satisfaction scores and improved patient care staff competency, as well as a stronger management team because of feedback and training participation.
Grow Your Own – BSN

Goal
Increase the number of bachelor’s prepared nurses and support additional nurse development programs, including a BSN grant, to increase educational opportunities.

Lessons Learned
Seek assistance from an expert to complete grant information, if needed.

Programs like this can help spark nurses’ interest in furthering their education.

With a thorough plan and structured implementation timeline, an organization can achieve alignment with the Institute of Medicine recommendations.

Implementation
Three R.N.s were actively enrolled in a BSN program by Dec. 31, 2014 and at least five were enrolled by December 2015. Nurse managers were orientated and trained by October 2013. A survey of nurses identified educational interests by November 2013 and an annual education development plan was created by December 2013.

Nurses completed self-evaluations, developed a report for their nurse manager and completed an assessment by October 2014. A college fair was held to provide information for the BSN programs in the area. Fifteen R.N.s completed an application for the BSN grant, and six nurses were chosen to receive the grant money.

Results
Out of the six nurses awarded the grant money, three have finished their BSN program and three are still enrolled in college and are taking classes. This program has helped raise awareness of nurses furthering their education and has sparked interest by other staff. Since this initiative, eight additional nurses have started a BSN program. In addition, two BSNs are attending classes for their FNP and MSN. This project has us aligned with the goal of applying for MAGNET status in 2017.
LEAD (Leadership, Education and Development)

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Goal
Provide development of a skilled workforce focused on increasing clinical skills for healthcare professionals by providing internal training and support to decrease staff turnover, and increase confidence and competence, while developing clinical leaders at the bedside.

Lessons Learned
Be agile and open to change. Originally it was planned that a simulation building would be built. However, when that did not happen a new opportunity arose to renovate a different area in the hospital to meet the needs of a simulation learning center.

Ensure leadership is on board and clear about the expectations and limitations of the program. Continuous communication regarding challenges, obstacles, wins and victories is very important when taking on a project of this scale.

Never forget the “why.” There is an impetus on why this road was chosen for improvement.

Implementation
A SimManager, software to track, organize and analyze data outcomes in the simulation events occurring in the medical center, was purchased. An Automatic Delivery Module Kit for SimMom was acquired to allow for automation of the delivery, challenges in delivery and critical laboring situations in which most women’s health professionals will be confronted in their specialized profession.

A new Heartcode Baby for the new Simulation Lab was purchased and offers preceptor training with more 1:1 real time feedback to the preceptors with a new preceptee. As for the simulation lab, this area will be equipped with mannequins and computers with EMR access for charting and administering medications in real time. Additionally, the area will have a Pyxis machine for obtaining medications, as well as phones in the nurses’ area for simulated communication and the look and feel of a true nursing unit.

Results
A simulation learning area was created within the hospital to incorporate simulation and other virtual modalities of learning. Turnover has decreased by three percent as a result of the new training provided in the simulation learning area.
Financial Acumen and Decision-Making Training Program for Nursing Leaders

**Goal**
Create an innovative, impactful and easily distributed learning intervention that optimizes health care leaders’ knowledge and decision-making skills pertaining to cost management, resulting in measurable improvement in labor costs.

**Lessons Learned**
Successes are achieved through effective partnering with multiple stakeholders and subject matter experts, and having a shared investment in developing useful materials for learning.

Because of the specificity of each health care system’s financial language and practices, systems considering adopting a similar learning intervention may consider further tailoring of the learning content with examples relevant to their system, as well as modifying language to use local terminology.

**Implementation**
A single model to teach core staffing principles was established, as well as practices to fluctuate a staffing model to respond to volume fluctuations. A course was created that effectively and efficiently teaches the core principles for leaders to effectively staff a unit while responsibly managing resources.

An innovative online simulation supporting knowledge application and decision-making skill development in realistic nurse leader challenges was developed. The effectiveness of the learning intervention was evaluated and prepared for use by other health care professionals and associated systems.

**Results**
Participants’ knowledge of how to calculate an appropriate staffing model improved by 90 percent relative to their pre-intervention performance and 85 percent relative to a control group.

Participants’ confidence in calculating and adjusting a staffing model in response to short-term and long-term challenges improved by 50 percent across different scenarios relative to their pre-intervention ratings. Comparable gains were seen relative to the control group.

The results of this project have benefitted the participating nurse leaders by providing a financial acumen framework that supports smart staffing decisions beyond daily staffing.
Growing Teams
Goal

Develop a nursing orientation process to adequately prepare new nursing staff for their role as a nurse within the organization. The new process will supplement the general nursing orientation program provided by the education department.

Lessons Learned

To maximize the benefits of the program, target areas with the highest turnover first for completion, followed by the more stable areas.

A new nurse’s success had a very high correlation to the preceptor’s ability to teach, and not their knowledge or experience.

Be prepared for extensive research, a significant time commitment and collaboration among several departments. Senior leadership support also is critically important to success.

Implementation

The Education Coordinator evaluated the current orientation process and developed a four-phase process in which all new hospital nurses participated. Phase I curriculum was hospital-specific education that applied to all new nurses and was taught in a classroom style setting on a monthly basis. Phase II involved the use of a comprehensive orientation checklist that nursing preceptors used to ensure all necessary education and competencies were demonstrated and completed with new nurses in preparation for work in their specific department. Phase II typically lasted eight to twelve weeks, depending on the department, and culminated with the new nurse meeting with the nursing unit Director to review the checklist and ensure the new nurse felt equipped to perform the duties of the position.

Phase III was an evaluation of the new nurse’s knowledge through a written test, designed in collaboration with the Education Coordinator and Nursing Director. The test was specifically designed to identify gaps in knowledge surrounding specific body systems. Phase IV involved targeted education for the nurse in areas that Phase III testing identified as weak.

Results

The program has greatly improved the new nurse’s orientation experience so our hospital has chosen to sustain the program. Based upon feedback, a few changes have been made to the orientation to improve the quality of the process and reduce some of the more labor intensive responsibilities of the program. Feedback was generally very positive but changes were incorporated to better tailor the program to the need.
Use of Simulation for Training
Teamwork in a Critical Access Hospital

Goal
Practice and implement coordinated teamwork skills across multiple clinical departments through the use of simulation models during patient emergency situations.

Lessons Learned
Simulation is useful to evaluate patient treatment on tape, practice the scenario and see improvement. With increased utilization, staff became more confident in their own skills and team member interactions. Practice scenarios needed to be built in the simulation program and be planned ahead of time.

Think ahead about finding/building a secure simulation lab to prevent set-up, take-down and storage of equipment.

Implementation
Two simulators were purchased, one adult and one obstetrical model. The Simm Man Essential with monitor and the Prompt Birthing Simulator were purchased. Simulation offered the opportunity to practice rare and critical events with all clinical staff. The Perinatal Orientation and Education Program (POEP) from the Association of Women’s Health, Obstetric and Neonatal Nursing Organization (AWHONN) also was purchased. The POEP was a 10 module educational program that is designed to orient new nurses and provide advanced education for senior nurses.

The main activities carried out were practice codes. The adult-simulated code events included the diagnosis of acute respiratory arrest, septic shock, acute heart failure, stroke and STEMI. The OB-simulated events included shoulder dystocia, post-partum hemorrhage and umbilical cord prolapse. These codes were carried out at PCMH in various settings, such as educational classrooms, the emergency department, the obstetrical department, the medical surgical unit, cardiopulmonary department and the surgery department. These simulated emergencies started in February 2014 and have been done at frequent intervals. The online POEP for all OB nurses and all nursing supervisors began in April 2014. The program can be accessed until April 2016. Approximately 85 percent of these staff members have completed this program to date.

Results
Data was collected by pre- and post-written knowledge and understanding of concept scores and by pre- and post-teamwork self-ratings during rare and critical scenarios. The findings show 25 percent increase in knowledge comprehension and a 35 percent increase in teamwork ratings. Staff voiced improved recognition of signs and symptoms, knowledge of actions to be taken, and confidence in caring for these patients.
The Benefits of On-Site Training

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Goal
Implement the best training program possible to equip staff to perform successfully in their respective roles in the behavioral health unit.

Lessons Learned
Getting two staff members certified as instructors to provide on-site training of employees in non-violent crisis intervention and conducting regular staff in-service training were the most successful components of the program and seemed to produce the most measurable and consistent results.

Assign a specific grant project manager to make sure the program is progressing toward stated goals and to ensure flow of communication between the grant project manager and employee supervisors/managers.

Implementation
The main activities included behavioral health-specific training that was completed off-campus at conferences, other facilities, etc., and on-site training via new employee orientation and in-service sessions. However, other activities included organization-wide CPR training and acquisition of materials and equipment that improved access to training or job-enhancing activities.

The vast majority of activities occurred on-site, but staff also received training at other psychiatric facilities and attended a number of seminars/conferences in Missouri and elsewhere.

Results
Frequent in-service training proved to be nearly as valuable as off-site conferences because it encourages team building and communication among staff.
Using the GYO Grant to Support, Train, Educate and Promote Staff Within a Small Hospital

**Goal**

Improve ability to provide more training opportunities to develop staff knowledge and competencies, leading to increased self-confidence and job satisfaction.

**Lessons Learned**

Keep a narrow focus and ensure sufficient time to accomplish. Focus on the unique qualities and needs of your hospital during planning. Move more training to an electronic format for greater utilization, efficiency and tracking. Solicit input from staff throughout the entire process.

The computer software proved to be an effective and well-received training delivery system. For hands-on training, the mannequins are effective teaching and training tools that enhance the learning experience.

**Implementation**

A project planning team was formed to plan and implement all grant activities, including the acquisition of three mannequins, portable walls, portable training cart with monitor and laptop computer, and training software, all of which were adapted and used for training staff. One APN was certified in wound care based upon hospital need. Expanded training programs were delivered to hospital staff and new employees, including the certification of the APN in wound care.

**Results**

There were 505 documented uses of the Chester and Simon mannequins for group and individual training, including 142 uses by new employees. Twenty-two training modules were uploaded to the Adobe Captivate software, with 2,450 uses of the software by staff. Approximately 95 percent of the respondents indicated that they would recommend this method of learning to others. All hospital staff used the training software at least once, including 49 new hires.

The portable walls were used to facilitate the annual Blitz hospitalwide required training in 2014 and 2015. The walls also were used weekly for training, consultations and other purposes. The portable cart was used for the 2015 Blitz training and in four presentations to night shift clinical staff.
Goal

Increase the quality and quantity of clinical services offered within the hospital setting by increasing employment and retention options and improving and identifying hospital leadership opportunities, as well as providing a desired community service via a ropes course team building experience.

Lessons Learned

Hospital staff identified numerous successes throughout programming. Training targeted to employees was not only effective in ensuring better service to consumers, but also served as a morale booster for hospital staff teams. This is noted not only through anecdotal information provided by staff, but also by the increase in employee retention. The purchase of the Mobile Ropes course allowed for program mobility.

Implementation

The main activities of the program included the purchase of the mobile ropes implements, the training of staff to become “Train-the-Trainers,” as well as the training of staff in the curriculum. These trainings occurred throughout the course of the grant funded program. The mobile ropes course implements were used by the Expressive Therapy Department in the delivery of treatment services to consumers of all ages.

The initial trainings by the firm from when Royal Oaks Hospital purchased the implements occurred at the hospital. Additional staff trainings occurred at various locations throughout the service area of Pathways Community Health. The mobile ropes course implements are primarily used within the hospital setting for use in clinical interventions; however, the goal in 2016 is to begin implementation within the residential settings of Pathways.

Results

Employee retention has increased during the past two years. Participant surveys indicate that the majority of users were highly satisfied with the overall ropes course experience and the applicability of skills practiced. 100 percent of participants would recommend the mobile ropes course to other individuals and organizations.

Four staff members were certified as “Train-the-Trainers,” to train staff and community members in the mobile ropes course implements. More than 181 individuals participated in the mobile ropes course program, including staff, nursing students, and participants from community agencies.