

Focus. Change. Sustain. Vision.



Focused on Creating Change in the Healthcare Workforce

Summary Report FY2008

HealthForce⁺Minnesota
Transforming education. Advancing practice.

Focus. Change. Sustain. Vision.

Our Mission

- Provide the healthcare industry with a well-trained, flexible workforce,
- Create ongoing capacity to transform health science education and delivery, and
- Position Minnesota as a global leader in healthcare education, practice, research and innovation.

Core Goals

To accomplish the mission, we are currently focusing on two core goals to:

- Convene educators and healthcare industry stakeholders to positively impact health sciences education and practice.
- Enhance economic development through increased quality and sustainability of healthcare education, practice and innovation.

On the cover: Scrubs Camp students. To learn more about the first Scrubs Camp, see pages 18–19.

My first year as the executive director of HealthForce Minnesota has been both busy and productive! We tripled our number of industry partners, added urban and rural office locations and increased funding amounts to innovative projects.

We continue to serve southern Minnesota from our offices in Rochester and work closely on statewide programs with Healthcare Education—Industry Partnership in Mankato. Our new office in Minneapolis has strengthened our partnerships with the City of Minneapolis, local healthcare employers and school districts.

We are working with Minneapolis Community Planning and Economic Development and city officials to:

- Look at ways to offer efficient curriculum delivery at partnering MnSCU schools to help meet the vacancy needs of Minneapolis employers.
- Replicate Minneapolis tools throughout greater Minnesota that aggregate job vacancies in healthcare so that educational programs can better respond with program capacity.
- Address pipeline issues of students entering health careers, and convey how the funding we provide impacts Minneapolis residents.
- Fund innovative projects that focus on healthcare needs.

The following summary of our project work in fiscal year 2008 (ending June 30, 2008) is a testament to the power of partnerships. We will acquaint you with focused initiatives that take real steps in recruiting qualified, diverse

learners to healthcare programs. You will see the faces of students whose lives have been touched by HealthForce Minnesota programs and who will become the caregivers of Minnesota citizens in the near future. It is powerful work that sets a young person on a life course to serve within healthcare.

The HealthForce Minnesota fiscal 2009 work plan includes strategies to do business differently. Three of the ten projects we've funded are specifically targeted for Minneapolis residents. They pertain to diverse, incumbent workers, high school students' readiness for college and at-risk teenage mothers. All funded projects seek to stretch our state monies to advance important lessons that teach us how to work more creatively and efficiently in our mission to transform education and advance practice. I encourage you to read these pages with an eye on how this work may be brought to your community.

These are tough times for both families and state institutions; yet there is hope. By leveraging partnerships and resources, we will continue to make progress in this much needed transformation of our current healthcare system. My hope is that on the pages of this report you will see and share my excitement for what we have done together to help meet the workforce and educational needs of our very complex and challenging healthcare system.

Jane Foote, *Executive Director, HealthForce Minnesota*



Letter from the Executive Director



Letter from the Executive Alliance Chair

Our name change to HealthForce Minnesota in FY08 carries with it an expanded vision of our role in Minnesota. Last year Wilder Research completed a study of the organization and identified three areas for improvement. I'm pleased to say we've attended to each area our partners identified and are seeing results.

Move a lot of great ideas throughout the state.

We agree. We have invested almost \$1.5 million (\$647,744 in FY08 and \$850,688 in FY09) in projects that extend into all corners of the state.

Turn great ideas into something tangible.

We are seeing convincing results in each category of investment:

- Creating and expanding the vision of youth for health careers,
- Increasing the recruitment and retention of a diverse healthcare workforce,
- Providing advancement opportunities for the incumbent healthcare workforce, and
- Working with our industry partners to develop new curricula and programs to meet current and future healthcare needs.

Throughout the annual report we'll recap this year's results.

Determine how The Center is going to be different from other organizations that address the needs of healthcare and articulate its mission.

We now have a crystal clear mission and a set of goals to go with it.

Our success in advancing this mission will lead to maintaining Minnesota's position as a leader in healthcare education, practice and innovation. What sets our work apart from the practices that have preceded us is our

emphasis on a collaborative model in which we bring together educators, industry partners and community members to design models *together*. Our use of cross-functional design teams is a key to our rapid progress. This approach ensures that our work is mutually beneficial, based on shared experience and knowledge and focused on the realities of healthcare practice in today's world.

We also are leveraging our efforts by working closely with Healthcare Education-Industry Partnership (HEIP). To ensure we work well together, we completed a joint work plan that is embraced by both organizations.

My favorite project this year was the launching of our first Scrubs Camp. My grandson, Zach, attended Camp and is deeply interested in pursuing a healthcare career. Scrubs Camp grows out of the personal experience of many people combined with a shared focus and belief that we can make a difference in the lives of young people. We had a great balance of urban and rural young people with diverse cultural backgrounds. Friendships were made. Healthcare careers were explored. Possibilities opened. We do not know yet where this might lead, but we got off to a great start.

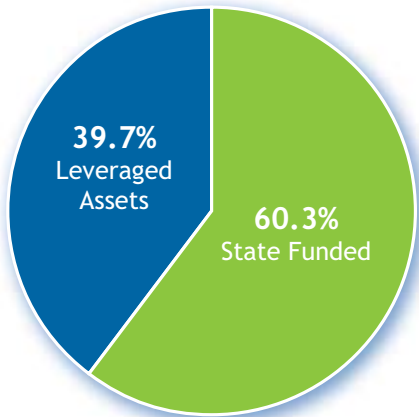
All of our projects share very important characteristics—a strong commitment to providing quality care for all Minnesotans, an imagination, a willingness to work together, an ambitious goal, a belief in the value of partnership, and a trust that we can create a healthy future for ourselves and for the people who follow us.

HealthForce Minnesota is proving its value and is making a real difference in an amazingly short period of time. Thank you to our network of colleagues around the state. This is an exciting venture.

Judith Ramaley, *President, Winona State University*

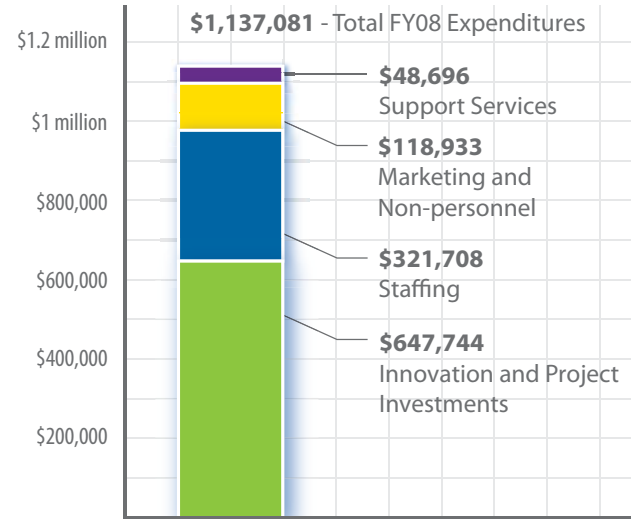
Revenues/Expenditures Recap

Budget Overview



- \$1,225,000 State Funded
- \$806,757 Leveraged Assets from HealthForce Minnesota Funded Projects

Fiscal Year 2008 Expenditures



(4% Support Services, 11% Marketing & Non-personnel, 28% Staffing, 57% Innovation and Project Investments)

Investment Strategies

Total Fiscal Budget for FY08	\$2,008,472
Includes carry forward from FY06 and FY07	\$783,472

Projects Funded

Total State Funding for FY08	\$1,225,000
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Core Partners

Higher Education Institutions

- Minneapolis Community and Technical College, Minneapolis
- Minnesota State College-Southeast Technical, campuses in Red Wing and Winona
- Normandale Community College, Bloomington
- Pine Technical College, Pine City
- Ridgewater College, campuses in Willmar and Hutchinson
- Riverland Community College, campuses in Albert Lea, Austin and Owatonna
- Rochester Community and Technical College, Rochester
- Winona State University, campuses in Winona and Rochester

Key Industry and K-12 Partners

- Aging Services of Minnesota (formerly known as Minnesota Health and Housing Alliance – MHHA), St. Paul
- Allina Hospitals and Clinics, Minneapolis
- Benedictine Health System, Duluth
- Cambridge Medical Center, Cambridge
- Children's Hospitals and Clinics of Minnesota, Minneapolis and St. Paul
- City of Minneapolis Planning & Economic Development, Minneapolis
- Fairview Health Systems, Minneapolis
- Healthcare Education – Industry Partnership (HEIP), Mankato
- Health Partners, Minneapolis
- Hennepin County Medical Center, Minneapolis
- Minnesota Hospital Association, St. Paul
- Olmsted Medical Center, Rochester
- Rice Memorial Hospital, Willmar
- Winona Health, Winona
- Workforce Development, Inc., centers in Albert Lea and Rochester

HealthForce⁺ Minnesota

HealthForce Minnesota is a virtual network transforming healthcare education and advancing healthcare practice.

Addressing Critical Workforce Shortages in Allied Health—Minnesota State College-Southeast Technical

Healthcare Quality Collaborative

Promoting Health at the Hawthorne Education Center Through Community Engagement and Expansion of Services

Medical Anatomy & Physiology

Leadership Academy

Advanced Critical and Progressive Care Nursing

Public Health Internship

Clinical Laboratory Science Program Accreditation

Clinical Laboratory Science—Rochester Community and Technical College to Winona State University

Athletic Training Modules: Integration of Modules into Online Platform and Delivery as Online Course

Adaptable Bioinformatics Education Components

Simulation Alliance Conference

La Crosse Medical Health Science Consortium: Online Clinical Placement

Progress in Your Careers (formerly known as Partners in our Community)

Transitional Healthcare Licenses

Healthcare Simulation Clearinghouse

Biostatistical Methods, Faculty and Program Development for the Department of Nursing Program

Certified Nursing Assistant Gaming Tool (Training Solutions Company)

Evidence to Practice: Curriculum Development to Enhance Academic Industry Connection

K-12

Medical Anatomy & Physiology

Description:

The focus of this project was to develop Medical Anatomy and Physiology (MAP) curriculum for secondary students so they have a foundation in anatomy and physiology that will, in turn, increase their interest in science and healthcare careers and better prepare them for a post-secondary education.

Outcomes:

Healthcare Education – Industry Partnership (HEIP) in collaboration with Minnesota Department of Education and MnSCU developed the new MAP curriculum from a function rather than systems standpoint. The Minnesota Department of Education and MnSCU implemented the national Pathways program. This course was identified as one of four courses that are recommended in the Health Science Pathway. The Minnesota Model of the A&P curriculum will be recommended as an exemplary curriculum from the Minnesota Department of Education for the Pathways project.

Sustainability:

This innovative way of teaching MAP has created excitement. This curriculum will be implemented in at least six schools across the state of Minnesota and nationally.

This curriculum could be used as a model for other innovative projects. Studies show teenagers learn differently and if they can relate to the subject they are learning about and see how it applies to their lives, they will learn and retain more.

Served: 203 teachers

Deliverable: MAP Curriculum – Secondary Level, Presentations to Teachers

HealthForce MN/In-Kind = Total Funding: \$28,000/\$13,230 = \$41,230

For Credit & K-12

Clinical Laboratory Science Program Accreditation

Description:

This project focused on creating alternative learning modules for a general physiology course. It was designed to increase access to coursework to attract and retain students from different learning populations, including displaced workers, non-traditional students and other demographic groups that may not have access to traditional learning environments. The Clinical Laboratory Science (CLS) Program at Winona State University (WSU) is seeking accreditation through the National Accrediting Agency for Clinical Laboratory Science (NAACLS) so this online course is part of the program curriculum.

Outcomes:

The Department of Labor awarded CLS an expansion grant. The online General Physiology course has 65 students enrolled for fall 2008. Students, based both in the classroom and online, are asked to provide critical review.

Sustainability:

This online course is available at WSU in the Clinical Laboratory Science Program curriculum. The curriculum will expand to include other online CLS courses and increase the number of clinical laboratory scientist graduates.

SERVED: 65 students enrolled fall 2008

DELIVERABLE: Web-based Course in General Physiology

HealthForce MN/In-Kind = Total Funding: \$27,156/\$0 = \$27,156

For Credit

Athletic Training Modules: Integration of Modules into Online Platform and Delivery as Online Course – Phase II

Description:

The purpose of this project was for the department of Health, Exercise and Rehabilitative Sciences (HERS) at Winona State University (WSU) to complete the Athletic Training Modules Phase II. The project integrated online teaching modules, “lab” portion of HERS 291 (Phase I), into an online course and delivered that course in an online format. Softchalk is used for the electronic textbook for both the tutorial and supporting content delivery.

Outcomes:

Students have the opportunity to participate in a live, online lab with a qualified athletic trainer by using a webcam. This unique teaching method allows highly trained professionals from nationally accredited athletic training programs to increase the quality of emergency prevention and care practices to individuals living in out state locations who rarely have the time and resources necessary to learn and maintain emergency care readiness.

Sustainability:

This community public health project may link to a minor in coaching at WSU. It also was sustainable through tuition.

Served: 11 students

Deliverable: One, three-credit online course was taught spring 2008

HealthForce MN/In-Kind = Total Funding: \$14,889/\$0 = \$14,889

For Credit

Clinical Laboratory Science—Rochester Community and Technical College to Winona State University

Description:

This project allowed Rochester Community and Technical College (RCTC) and Winona State University (WSU) to develop a collaborative agreement whereby students begin their education at the Associate of Science level at RCTC and then easily transfer to WSU to complete a Bachelor of Science degree in Clinical Laboratory Science (CLS).

Outcomes:

The Articulation Agreement serves a variety of students and will potentially serve a constituency significantly different than who is currently enrolled at WSU. Currently, the RCTC student population is racially and culturally diverse and serves many low-income, first-generation, and older, “nontraditional” students. This agreement provides an additional opportunity for students, and will allow faculty and staff at both institutions to more effectively advise RCTC students who may be interested in healthcare fields but may not be aware of the opportunities available in the CLS program.

Sustainability:

It has a strong potential to significantly increase the diversity of the workforce in clinical laboratories.

Served: 10-20 students in 2008-2009

Deliverable: Collaborative Articulation Agreement

HealthForce MN/In-Kind = Total Funding: \$4,498/\$0 = \$4,498



For Credit

Biostatistical Methods, Faculty and Program Development for the Department of Nursing Program

Description:

This project prepared the nursing faculty from the four partnering universities to effectively deliver the Minnesota State Colleges and Universities (MnSCU) Doctor of Nursing Practice (DNP) program. Project activities will focus on faculty development in the areas of distance learning techniques, doctoral level teaching pedagogy and program assessment.

Outcomes:

MnSCU's DNP Consortium implemented their DNP program and the DNP consortium faculty has admitted the second cohort of 28 students. Support from the project was essential to faculty development and successful implementation of the DNP Consortium program. The plan for ongoing evaluation of the DNP Consortium program has been developed and implemented. The plan includes program evaluation by graduates and employers of graduates.

Sustainability:

The DNP Consortium program has demonstrated the efficacy of and modalities for development and implementation of a collaborative graduate education program. The model used for the DNP Consortium provides other academic and professional disciplines with a template for delivery of programs that are highly needed, but require faculty and fiscal resources that are beyond the capacity of one university. The DNP Consortium model can have a very positive effect on the delivery of graduate nursing programs such as psych-mental health or pediatric nursing where there is a need for graduates, but the programs do not attract a large number of students.

The DNP Consortium program also will provide the state's healthcare industry with experts in nursing practice who are academically prepared to use the principles of leadership and processes of analysis to guide complex healthcare systems through data driven change. The consortium faculty plan to continue to admit 28 masters students each year.

Served: 83 students & faculty

Deliverable: Faculty & Program Development for the DNP, & Online Course Biostatistical Methods for Healthcare Research

HealthForce MN/In-Kind = Total Funding: \$17,362/\$17,190 = \$34,552

Simulation Alliance Conference

Description:

Trainers from Fox Valley Technical College presented an all-day simulation conference located at Rochester Community and Technical College featuring the MEDI patient care simulator. This simulation day was offered in conjunction with the annual Minnesota Health Educators conference as a pre-conference session available to nurse educators. Participants travel and all speaker fees were sponsored by HealthForce Minnesota.

Outcomes:

Eighteen nurse educators from across Minnesota attended and were awarded six continuing education credits from Southeast Technical College.

Sustainability:

Additional Train the Trainers conferences may be offered to nurse educators across the state. The conferences allow collaboration between educators, partner institutions and the Minnesota Simulation Alliance.

Served: 18 MnSCU nurse educators from across Minnesota participated

Deliverable: Increased awareness of the Minnesota Simulation Alliance and increased networking and simulation skills of nurse faculty

HealthForce MN/In-Kind = Total Funding: \$4,721/\$0 = \$4,721

For Credit, K-12 & Research

Adaptable Bioinformatics Education Components – Phase III

Description:

The purpose of this interdisciplinary project was to develop curriculum on the use of bioinformatics tools to obtain knowledge on “genomics” data that can be adapted for use from high school through graduate nursing education, combined with research to support the development of the educational components.

Outcomes:

Phase III of this project was completed. WSU, Rochester Community and Technical College (RCTC), and Mayo Clinic, in collaborative partnership with University of the West Indies, Jamaica, and University of Wisconsin – River Falls, worked together to deliver the dissemination of the bioinformatics curriculum modules to improve the preparation of high school students for modern healthcare careers. We also provided college biology and graduate nursing bioinformatics modules to positively impact the preparation of diverse graduates so they are well prepared for the healthcare workplace. As a result, this project delivered more K-12 science projects with bioinformatics components, a curriculum component for the nursing course, Advanced Pathophysiology, and scholarly publications on cancer epidemiology and bioinformatics.

Sustainability:

The project received a NSF funding grant through the year 2012, and will continue to offer a summer workshop for high school science teachers and researchers.

SERVED: 309 teachers & researchers

DELIVERABLE: Bioinformatics Modules Curriculum, Workshop for High School Science Teachers, Research

HealthForce MN/In-Kind = Total Funding: \$22,577/\$16,255 = \$38,832



Research

Evidence to Practice: Curriculum Development to Enhance Academic Industry Connection

Description:

The Evidence to Practice (E2P) project serves as an instigator for creating an industry/academe connection. This project is unique in that no other website exists that addresses and presents evidence like E2P, using the same goals of utilization in the clinical setting and education of students in finding and evaluating evidence.

The purpose of this project was to develop and implement college curriculum to allow the use of the E2P website as a resource to educate nursing students about evidence based care and applied research in the classroom learning environment. Academic partners in this third year project included both Winona State University (WSU) and the College of St. Scholastica, working with the industry partner, the Benedictine Health System.

Outcomes:

All nursing students enrolled at both WSU and the College of St. Scholastica at the BA and MA levels, were exposed to the E2P resource. Curriculum modification incorporating E2P into the BA and MA levels at two higher education institutions is complete and is being vetted in the approval cycle. Evidence on several topics has been identified, reviewed, and added to the E2P website this year.

Sustainability:

Ongoing curriculum development using E2P is a sustainability strategy because students with professional guidance will continuously update and add evidence to the website. Continued linkage of E2P with nursing curriculum at WSU and the College of St. Scholastica will provide the mechanism for the ongoing upgrade of the website content. Further dissemination is planned, as well as linkages with other academic, industry, research and quality data organizations.

Served: 140 students & faculty

Deliverable: Incorporating E2P into BA and MA curriculum

HealthForce MN/In-Kind = Total Funding: \$41,275/5,546 = \$46,821

Research

Advanced Critical and Progressive Care Nursing – Phase III

Description:

This ongoing project was used to further develop an educational model to meet the diverse learning, increased knowledge, and national certification preparation needs of critical and progressive care nurses (CCRN/PCCN). This project supported beginning research that examines how certification impacts critical and progressive care nursing practice.

Outcomes:

In spring 2008, a total of 56 nurses completed the two-credit course—49 CCRN, seven PCCN. Of the 49 CCRN nurses, 43 completed the CCRN certification exam. Also in spring 2008, seven nurses completed the PCCN certification exam. Since inception of the course in 2006, Community Memorial Hospital in Winona, Minnesota (99 beds) has had eight nurses successfully achieve national certification (100% pass rate).

Sustainability:

This ongoing project will be used to further develop an educational model to meet the following needs of critical and progressive care nurses: a) diverse learner, b) increased knowledge and c) national certification. Funding for this project also will assist in the development of ongoing research.

Served: 56 students (spring 2008)

Deliverable: One, two-credit online course with four sections was taught spring 2008. One section was online.

HealthForce MN/In-Kind = Total Funding: \$44,548/\$2,510 = \$47,058

Certified Nursing Assistant Gaming Tool (Training Solutions Company)

Description:

Serious game simulations assist healthcare students and increase their knowledge of the various aspects of healthcare. The Johnson Center for Simulation at Pine Technical will create Certified Nurse Assistant (CNA) Game Demo to provide training through an effective serious game applicable to an allied health area. The multi-faceted project will include piloting the process of building a game-creation coalition, incorporating the professional judgment and expertise of Subject Matter Game Experts (SME) into game-ready content, assessing the educational efficacy of this serious game, defining best practices and identifying reference sources to assist future serious game designers.

Outcomes:

A game-creation coalition was formed and SME were consulted and will continue to be engaged for further development. The assessment of the educational efficacy of the serious game is planned for the CNA Class in fall 2008 and spring 2009. Good progress has been made on resource information and the codification of best practices for the design of serious games.

Sustainability:

The creation of the CNA Game Demo will help new certified nursing assistants learn and practice a variety of important skills. In 2009, approximately 100 CNA students will test the game. In following years, the current version (requiring installation on each learner's computer) will be delivered to approximately 1,300 CNA students at MnSCU institutions.

Served: 300 students

Deliverable: CNA Educational Game

HealthForce MN/In-Kind = Total Funding: \$40,000/\$247,391 = \$287,391

La Crosse Medical Health Science Consortium: Online Clinical Placement

Description:

The proposed project will create and implement a systematic and standardized clinical coordination process. This process primarily will include development of two new aspects not currently followed within the clinical coordination environment: (1) a unified and collaborative process for fulfilling and expanding clinical experience needs, and (2) a standardized database for all clinical education partners (both clinical sites and educational partners) to identify their current clinical coordination activity. This entails using current space and determining future needs. In this way, a foundation will be established for a much more efficient and user-friendly clinical coordination process that is better able to expand for current and future demand increases.

Outcomes:

Education programs and clinical education sites (hospitals and long-term care facilities) were able to develop a longstanding workgroup that was committed to identifying their current clinical space and collaborating on how to expand it and make it more efficient. To date, the workgroup's accomplishments are the standardization of all clinical information data collection methods (previously they had been different among all clinical sites and education programs) and the development of a plan to roll this data forward for future semesters and years.

Sustainability:

When piloted in fall 2008, this process will aim to help ease clinical site scheduling and at the same time assist in finding needed clinical space for educational programs.

Served: 1,257 students, 5 clinical sites, 6 education programs

Deliverable: Standardized Clinical Coordination Process

HealthForce MN/In-Kind = Total Funding: \$13,248/\$66,285 = \$79,533



Diversity

Promoting Health at the Hawthorne Education Center Through Community Engagement and Expansion of Services

Description:

Winona State University (WSU), Olmsted Public Health Department (OPHD), Mayo Clinic and Hawthorne Education Center (HEC) personnel continue to serve the population at HEC regarding their basic needs. WSU nursing faculty and students engage undergraduate and graduate nursing students and faculty in the multicultural HEC community.

Outcomes:

The immediate impact was improved attendance of the HEC learners and the health literacy of the population continues to improve because they are able to access the appropriate healthcare resources.

WSU senior nursing students gave over 1,200 hours of health activities to HEC and provided health and skills assistance to HEC pre-nursing assistant learners. WSU graduate nursing provided 1,680 hours of education to promote health literacy for the HEC learners. The graduate nurse practitioner students provided 200 hours of supervised clinical services and healthcare to the HEC learners at the HEC health services clinic.

Sustainability:

This project can serve as a model for improving health and literacy through other adult literacy programs in the nation. This project also has the potential to be replicated with other immigrant and refugee populations in other communities.

Served: 717 community, students & faculty

Deliverable: Customized Training & Professional Development

HealthForce MN/In-Kind = Total Funding: \$30,360/\$317,244 = \$347,604

Diversity

Transitional Healthcare Licenses

Description:

The focus of this project through Workforce Development, Inc., had four major objectives: assist the participants with finishing the process of licensure that had already begun; increase the opportunities for current enrolled healthcare workers trained in other countries or states to transition their licenses into valid Minnesota licenses; assist current enrollees with career planning, skills upgrading, and study materials in preparation for entry into healthcare professional training programs as appropriate; and place the participant in the workforce within an appropriate healthcare profession as soon as possible.

Outcomes:

Four students were served under this project through the Rochester Workforce Center. One student continues her studies in Maryland at a specialized program for Mental Health Nursing. Two students received study materials for the United States Medical Learning Exam (USMLE). Both students have completed objectives one and two of this process. They will continue to study for their exams. The fourth student received funding to attend medical classes at the University of Minnesota. He is currently employed as an interpreter at Mayo Clinic.

Sustainability:

Alumni of the program could serve as mentors and assist with program stability.

Served: 4 students

Deliverable: Career Counseling/Guidance & Tuition

HealthForce MN/In-Kind = Total Funding: \$7,000/\$1,153 = \$8,153

Diversity & Professional Development

Progress in Your Careers (formerly known as Partners in our Community)

Description:

This project was designed to support 90 diverse, incumbent employees working in the healthcare field who have academic and soft skill barriers to the education and training they need to pass entrance exams. By allowing them to pursue post-secondary education through participation in the Progress in Your Careers (PIC) programs, they are better prepared for certified training at Minneapolis Community Technical College (MCTC) that will advance their healthcare careers. The program addresses one of the most pressing needs in healthcare: diversity in the workplace through an innovative pathway of promotion. The goal is to help diverse employees ascend the career ladder, and assume positions of greater responsibility and higher pay in the healthcare field.

Outcomes:

PIC was created by Project for Pride in Living, Inc. (PPL), in collaboration with industry partners representing major healthcare employers in the Twin Cities, Minneapolis Public Schools Adult Basic Education professionals and MCTC.

Since its inception in 2007, there have been 32 graduates. Career path choices among our participants include radiologist, phlebotomist, medical laboratory technician, nurse and dental assistant, among others.

Sustainability:

Three more PIC classes are scheduled to be held through June 2009.

Served: 90 community healthcare employees

Deliverable: Three, 12-week cohorts serving incumbent employees

HealthForce MN/In-Kind = Total Funding: \$22,646/\$54,606 = \$77,252

Professional Development

Healthcare Quality Collaborative

Description:

The mission of Healthcare Quality Collaborative (HQC) is to improve the quality of healthcare in Minnesota and beyond by providing three types of services: training and consulting in quality assessment and Lean/Six Sigma principles, research on implementing quality methods in healthcare, and the coordination and distribution of resources for quality improvement methods.

Outcomes:

The HQC developed a business plan in conjunction with the Healthcare Solutions - Leadership team at WSU in 2007 to move towards acquiring clients that will contract a fee-for-service for quality improvement and leadership excellence training. In addition, two Lean in Healthcare Conferences and several workshops in such topics as Six Sigma and Visual Workplace were held in Rochester, Minnesota. The pilot project with Madonna Living Community in Rochester continues and case studies have been presented with opportunities for research outcomes. HQC in partnership with the Minnesota Council for Quality plans to conduct assessments of critical healthcare as well as quality and business management at healthcare facilities in the state, with an emphasis in rural areas of Minnesota.

Sustainability:

HQC continues to evolve by providing fee-for-services consulting and training services to healthcare clients.

Served: 25 healthcare clients

Deliverable: Customized Training & Organizational Services Business Plan

HealthForce MN/In-Kind = Total Funding: \$26,095/\$16,000 = \$42,095

Professional Development

Leadership Academy – Phase III

Description:

This project piloted the design of a leadership development program for an acute care facility, Winona Health, and a long-term care facility, Madonna Living Community. Phase III of this project included developing and completing a model with Winona Health, creating pilots with other partners, and completing a business plan with sustainability strategies. In addition, we delivered leadership development solutions to pilot partners and shared the model with education and healthcare institutions.

Outcomes:

A nine-session non-credit Certificate Leadership for Supervisors program was developed and launched in May 2008. It will run through February 2009 for 60 supervisors from Madonna Living Community, St. Anne's, Lewiston and five other Olmsted County long-term care facilities. Six facilitators were certified to deliver 64 different leadership and employee development training programs. The design of a Leadership Academy for Winona Health's 80 directors was researched and designed. Prior to the launch of the Academy, Winona Health offered a four-session orientation program for the group.

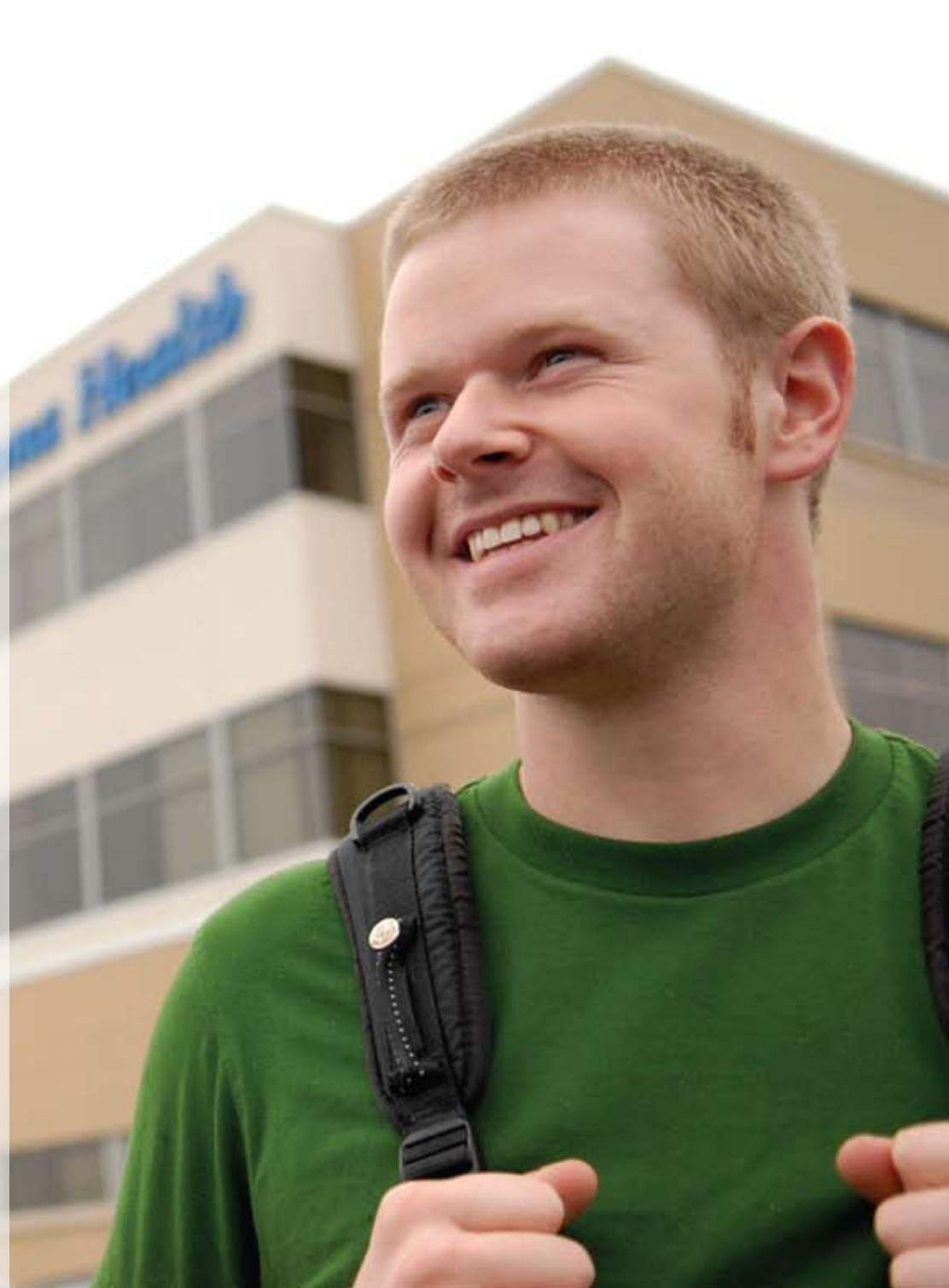
Sustainability:

Marketing of both the certificate program and other programs will be done across the state. Efforts are also underway to partner with other MnSCU schools to deliver programs in connection with their in-place efforts.

Served: 140 community healthcare employees

Deliverable: Leadership Development Program & Curriculum

HealthForce MN/In-Kind = Total Funding: \$35,734/\$36,234 = \$71,968



Professional Development

Healthcare Simulation Clearinghouse

Description:

The purpose of this project was to expand the scope of the Minnesota Healthcare Simulation Library by adding a working portal on the Minnesota Simulation Alliance website. The Minnesota Simulation Alliance, a strategic-level group, works to enhance the state's healthcare education and training simulation resources. The project also offered ongoing collaboration with HEIP, MnSCU, Minnesota –Simulation Healthcare Educators and Practitioners (M-SHEP) and other stakeholders.

Outcomes:

HEIP coordinated the formation and development of the Minnesota Simulation Alliance, and two statewide meetings. In addition, this project successfully enhanced the website and added more simulation scenarios to the digital library by coordinating simulation scenario workgroups of healthcare educators to develop this content.

Sustainability:

There is an opportunity to further develop the Minnesota Healthcare Simulation Library by expanding the digital library capabilities and increasing the healthcare simulation library content.

Served: 100+ Minnesota Simulation Alliance group members

Deliverable: Conferences, Minnesota Simulation Alliance, Simulation Scenarios

HealthForce MN/In-Kind = Total Funding: \$21,470/\$0 = \$21,470

Public Health Internship

Description:

Olmsted County Public Health Services (OCPHS) will develop a program for summer internships in public health

nursing. The steps in this program included distribution and analysis of a survey of junior/senior undergraduate nursing students to identify current perceptions and interest in a career in public health nursing, designing a recruitment plan, and development of a curriculum.

Outcomes:

The internship gave students a better understanding of what public health nursing has to offer on a large scale as compared to the typical clinical setting where only a small part of public health is experienced. We anticipate this project will increase the number of well-prepared and diverse graduates for the workplace, especially in the area of public health nursing. The project partners will present "Public Health Internship" at the annual Minnesota Community Health Services conference in fall 2008 that is attended by most of the 51 community/public health agencies in the state.

Sustainability:

The model developed for recruiting interns and the curriculum could be replicated in other public health agencies in the region or state that can access funding to hire the interns.

Served: 257 students

Deliverable: Public Health Internship Course

HealthForce MN/In-Kind = Total Funding: \$10,960/\$6,664 = \$17,624

Diversity, Professional Development & Research

Addressing Critical Workforce Shortages in Allied Health – Minnesota State College-Southeast Technical

Description:

The major focus of this ongoing project is to address critical, front-line workforce shortages and emerging needs

in allied health. This project was designed to increase the number of certified nurse assistants and emergency first responders throughout the region and collaborate with Pine Technical College to enhance the allied health training through the application and evaluation of simulation technology. Additionally, through collaboration with regional healthcare providers, this project developed and delivered curriculum on cultural change in long-term care. It also assessed and developed retention strategies for certified nursing assistants (CNAs) and improved the quality of instruction and student learning.

Outcomes:

Through collaboration with Workforce Development, Inc. and Red Wing High School there has been an opportunity to serve students with diverse backgrounds. There were 431 CNAs trained, over 70 students trained in Pre-CNA and five emergency first responders this project year. These programs helped to increase employer and K-12 engagement in health science education by building upon positive relationships and strong partnerships.

Sustainability:

This collaborative, working model can be expanded to other program areas in healthcare as well as other regions in Minnesota to reach diverse, underserved students.

Served: 506 students

Deliverable: Pre-CNA, CNA and Emergency First Responder Courses

HealthForce MN/In-Kind = Total Funding: \$38,445/\$6,449 = \$44,894

Total FY08 expenditures on Innovation and Project Investments (includes FY06 & FY07 carry forward)\$647,744

Leveraged Assets from HealthForce Minnesota Funded Projects. \$806,757

Fiscal Year 2009 Project Grants Generate Future Opportunities

Annually, HealthForce Minnesota provides grants to fund innovative ways of connecting education with the healthcare industry. The focus of the funded projects centers on improving healthcare practice, education and research. Each project submitted also is carefully evaluated for its ability to enhance healthcare initiatives across Minnesota and beyond.

We're excited about the valuable lessons, exciting outcomes and potential sustainability our fiscal year 2009 (FY09) projects will generate. Project requests were placed in four categories in FY09. Of the 23 projects requesting funding, these 10 received awards totaling \$850,688.

See our website at healthforceminnesota.org for a more complete description of the FY09 projects.

Projects

Team Leaders

Awards

Creating/Expanding the Vision of Youth for Healthcareers

High School Health Science Education.....	Bloomington Public Schools	\$75,000
Connecting Classrooms and Careers.....	Southeast Service Cooperative, Mayo Clinic,	\$75,000
	Rochester Area Math Science Partnership	
Training Teenage Parents/Pathways	Minneapolis Community and Technical.....	\$70,000
	College and Broadway School	

Increasing the Recruitment and Retention of a Diverse Healthcare Workforce

Certified Nursing Assistant Training for White Earth Reservation	Northland Community and Technical College.....	\$110,000
Jump Start Initiative.....	Minneapolis Community and Technical College.....	\$67,670
Project for Pride in Living.....	Project for Pride in Living, Allina Hospitals	\$100,000
Bilingual Healthcare Program for Latinos	Mankato Area Adult Education	\$89,943

Developing/Implementing Programs/Projects to Provide Advancement Opportunities for the Incumbent Healthcare Workforce

Health Support Specialist Program	Minnesota Health and Housing Alliance	\$100,000
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Developing New Curricula and/or Programs to Meet Current and Future Healthcare Workforce Needs

Medical Assistant Program	Central Lakes College, Brainerd Medical Center	\$82,500
Nursing Curriculum – Simulation	Winona State University - Rochester:	\$80,575
	College of Nursing and Health Sciences and Rochester Community and Technical College Department of Nursing	

K-12 Health Science Partnership Promotes Healthcare Careers to Students and Engages Educators

HealthForce Minnesota K-12 Health Science Partnership (K-12 HSP) reaches out to students, teachers and administrators to create awareness of healthcare career opportunities and the need for more healthcare professionals. K-12 HSP encourages a larger and more diverse K-12 population to enter healthcare programs of study at the post-secondary level.

K-12 HSP is represented by many health and education-related organizations that work to achieve the goals and strategies of the partnership. When meeting with school districts throughout the state, K-12 HSP focuses on the need for healthcare workers. Students hear about the advantages of taking health science classes. School administrators and teachers learn about the benefits of gaining new resources to implement health science curriculum.

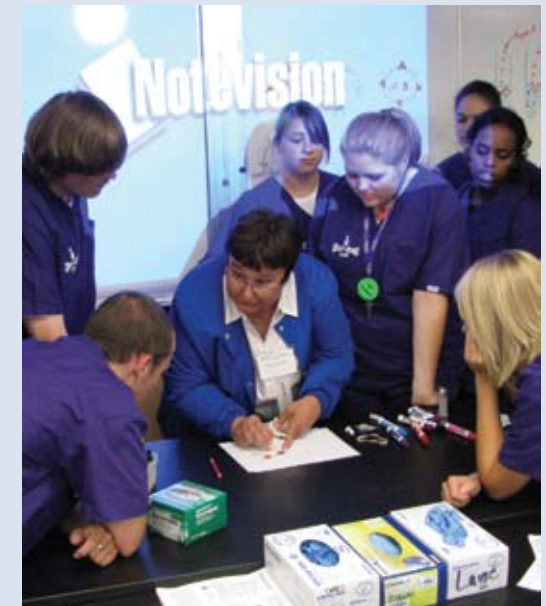
In southeastern Minnesota, K-12 HSP creates awareness of healthcare career opportunities among K-16 students. Through innovative partnerships, K-12 HSP also promotes Science, Technology, Engineering and Math (STEM) education and addresses STEM teacher shortage issues.

Outcomes:

- Co-sponsored Med Camp with Education to Careers, Mayo Clinic and Rochester Public Schools. Forty-one middle school students participated in 16 various healthcare career programs during the camp.
- Collaborated with Winona State University (WSU) to host the first five-day Scrubs Camp. Held on campus at WSU, 66 high school students explored more than 30 healthcare related careers and received 43 faculty-contact hours.
- Partnered with Mayo Clinic and Winona Health to provide information and hands-on programs about healthcare career opportunities to 1,500 students at the Winona Senior High School Career Fair.
- Provided scholarships to 10 high school teachers, counselors, and administrators to attend the K-12 & Beyond Conference. Also provided direct sponsorship to the conference so educators could discover ways to build and sustain secondary health science programs through effective partnerships between the healthcare industry and education.
- Awarded 27 scholarships to teachers, counselors, and administrators to attend the Health Science Biomedical Program of Study workshop at the Minnesota Department of Education. Participants learned to implement interdisciplinary and integrated curriculum units and received 10 curriculum units toward academic courses.
- Explored the Southeastern Area Health Education Center (AHEC) model for teaching students about various healthcare careers. Plan to implement the strategies learned to the surrounding school districts.

K-12 HSP Partners

- **Diversity Council**
- **Education to Careers**
- **Healthcare Education – Industry Partnership**
- **Mayo Clinic**
- **Minnesota Department of Education**
- **Olmsted Medical Center**
- **Rochester Community and Technical College**
- **Rochester Public Schools**
- **Winona Public Schools**
- **Workforce Development, Inc.**
- **Winona State University**



Pictured at right: Dr. Fran Ragsdale teaches Scrubs Camp students clinical laboratory science blood typing.

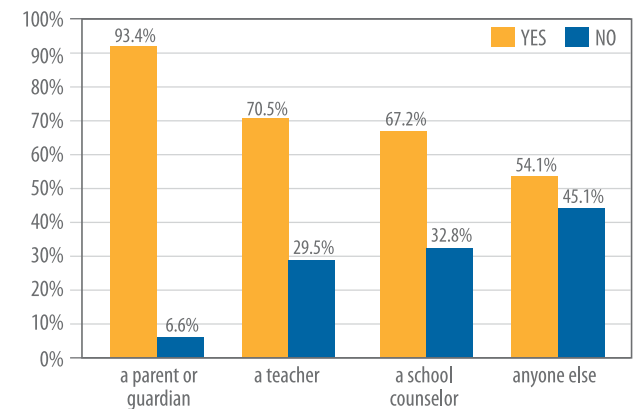
Vision



Scrubs Camp participants represented over 20 high schools from across the state of Minnesota. As a result of Scrubs Camp, participants have identified newly discovered areas of interest...

Radiology	18.8%	CPR	3.1%
Cardiovascular	12.5%	ENTD	3.1%
Nursing/other nursing branches	12.5%	Health related/medicine	3.1%
Clinical lab science/lab work	9.4%	Mental health	3.1%
Hypnotism	9.4%	Neurology	3.1%
Dentistry	6.3%	Obstetrics	3.1%
Electroneurodiagnostics	6.3%	Occupational therapy	3.1%
Bones	3.1%		

One of the goals of Scrubs Camp was to determine whom students have talked to about college. Scrubs Camp participants were asked: Have you ever talked about college prep with...





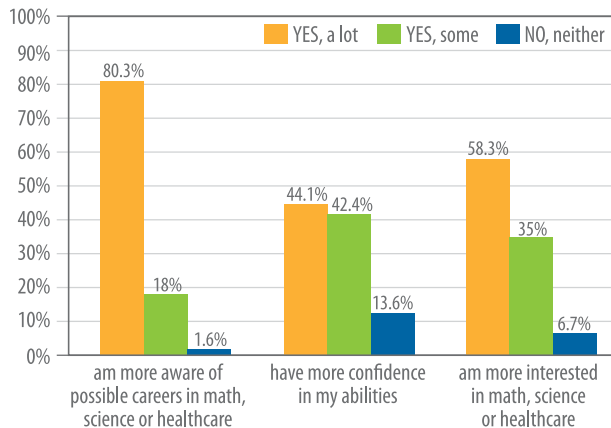
Scrubs Camp participants ranged in age (prior year grade levels). Total campers from grades 7 through 12...

7th grade	1
8th grade	3
9th grade	11
10th grade	17
11th grade	25
12th grade	3

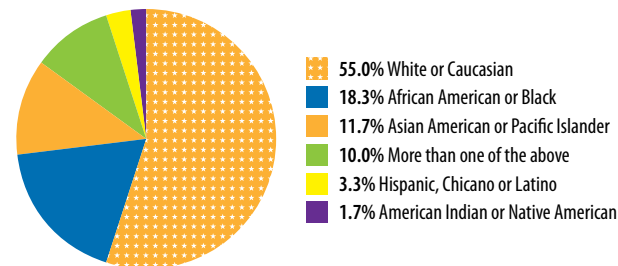
When asked how interested the participants were in pursuing a college degree in a healthcare or health sciences field...

76.3% said	very
22.0% said	somewhat
1.7% said	not

We also wanted to know what career options students were interested in after attending camp. As a result of this camp, I...



Participant diversity in race/ethnicity...



Sixty-six students attended Scrubs Camp and 63 students completed it. Of the 63 students, 61 answered the survey. Thank you to those organizations who provided scholarships so 50 percent of the students could attend Scrubs Camp.

Another goal of Scrubs Camp was to engage students who will be first generation college students. When asked if the participants' parent(s) or guardian(s) attended college...

46.7% said	yes, both
30.0% said	yes, one
23.3% said	no, neither

Executive Alliance

Doug Allen, *Ridgewater College*

Laura Beeth, *Fairview Health Systems*

Mike Bequette, *Rochester Community and Technical College*

Jill Bothwell, *Health Partners*

David Brumbaugh, *Children's Hospitals and Clinics of Minnesota*

Mike Christenson, *Minneapolis Community Planning & Economic Development Office*

Phil Davis, *Minneapolis Community and Technical College*

Valerie DeFor, *Healthcare Education - Industry Partnership*

Dennis Doran, *Cambridge Medical Center*

Jane Foote, *HealthForce Minnesota*

Jim Johnson, *Minnesota State College-Southeast Technical*

Randy Johnson, *Workforce Development, Inc.*

Susan Klug, *Minnesota Hospital Association*

Lowell Larson, *Benedictine Health System*

Terrence Leas, *Riverland Community College*

Hilary Marsden-Resnik, *Hennepin County Medical Center*

Lorry Massa, *Rice Memorial Hospital*

Robert Musgrove, *Pine Technical College*

Joe Opatz, *Normandale Community College*

Judith Ramaley, *Winona State University*

Jane Renken, *Allina Hospitals*

Rachelle Schultz, *Winona Health*

Adam Soumala, *Aging Services of Minnesota*

(formerly known as Minnesota Health and Housing Alliance)

Don Supalla, *Rochester Community and Technical College*

Tim Weir, *Olmsted Medical Center*

Center of Excellence

HealthForce Minnesota is one of four "Centers of Excellence" designated by the Minnesota State Colleges and Universities Board of Trustees. A state university with two-year colleges and partners leads each Center with Winona State University (WSU) acting in this capacity for HealthForce Minnesota. Other centers are in information security at Metropolitan State University, manufacturing and applied technology at Bemidji State University, and engineering and manufacturing at Minnesota State University, Mankato.

Winona State University is a member of the Minnesota State Colleges and Universities system that comprises 32 state universities and community and technical colleges serving the higher education needs of Minnesota. The system serves about 242,000 students per year in credit-based courses and an additional 140,000 students in non-credit courses.



HealthForce Minnesota

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