



HealthForce⁺ Minnesota

Transforming education. Advancing practice.

Summary Report FY2006–FY2007

HealthForce Mission

HealthForce Minnesota will join together the expertise and resources of education, healthcare providers and community members to:

- Provide the Minnesota healthcare industry with a well-trained, flexible and diverse 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.

HealthForce Highlights

- Adding 28 for-credit healthcare related courses
- Creating two new business enterprises—Healthcare Solutions (Lean and Leadership) and The Training Company—and a collaborative effort with Healthcare Education-Industry Partnership (HEIP) to form the Minnesota Simulation Alliance.
- Building awareness of healthcare careers through K–12 communities so more students choose the healthcare sector
- Developing a collaborative undergraduate program in Clinical Lab Sciences among Winona State University, HealthForce Minnesota and the University of Minnesota Center for Allied Health.

Executive Director Report

Center's Focus

HealthForce Minnesota* (formerly the Center for Integrated Health Science Education and Practice) is positioned to focus on healthcare innovation, practice and education. Partnering with education, industry and community leaders, we are increasing and expanding the diversity of healthcare workers, integrating health science education practice and research and collaborating on ways to enhance patient care.

Transforming Healthcare

One of our many accomplishments this year was to discern the value of our founding name and determine that a simple, more dynamic name will enhance our brand recognition. This is exemplified by the launch of our new website at www.HealthForceMinnesota.org.

We also better aligned our Request for Proposal process with our fiscal year and reporting needs. Our strategy was to invest over one-half of our budget to nurture upstart, creative workforce solutions for issues facing healthcare and education. During the first two years, awards to the Center totaled nearly \$2.7 million by the Minnesota State Colleges and Universities system, and we awarded grants totaling \$1.5 million to 37 projects. These awards have generated solid outcomes.

We've grown to 18 core partners and a network of over 160 team members. We serve a unique role as a convener of strategic dialogue throughout the region. We see firsthand how innovative solutions evolve where two or more partners collaborate. We've depicted several innovative solutions throughout this Summary Report.

It was an honor serving as executive director. Many thanks to staff, advisory boards, partners and volunteers who helped guide the organization. I celebrate with all of you the wisdom of Governor Pawlenty, the Minnesota Legislature and Minnesota State Colleges and Universities for launching the Centers of Excellence.

Please contact the new executive director, Jane Foote, to learn more or to get involved with HealthForce Minnesota.

Warm regards,
Sue Klaseus, *Executive Director 2006–2007*

* Effective October 2007



Sue Klaseus

“It is because of collaborations with innovative healthcare and education partners that Healthcare Solutions (Lean and Leadership), The Training Solutions Company (gaming technology) and the new Minnesota Simulation Alliance (a clearinghouse and research entity) offer the potential to help sustain the Center as it moves forward.”

Impact

Enhance healthcare workforce

HealthForce Minnesota serves as a model—a new way of bringing organizations and resources to collectively enhance the healthcare workforce.

Build partnerships

HealthForce Minnesota partners with other organizations that have a similar vision.

Foster relationships

HealthForce Minnesota changes mindsets to foster positive relationships.

Provide innovative solutions

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

Address healthcare priorities

HealthForce Minnesota focuses on high need areas including recruiting, retention, clinical placements, simulation, research and faculty shortages.

Letter from the Executive Alliance Chair

As the Minnesota State Colleges and Universities system matures, a new model of collaboration and integration is emerging. This model is unfolding within the four Centers of Excellence that were established in 2005. Our Center of Excellence exemplifies a powerful response to the demands of a new era. We live in a time when we are called to find creative solutions to rapidly emerging problems, whose features continue to change as we work together to address the challenges that our times present.

In these times, no single entity has the resources to respond effectively on its own. By coming together to cooperate, our network of colleges, universities, healthcare providers and policymakers can share our resources to produce the knowledge we need to build new programs and new pathways to professional practice in healthcare. Together, we can draw upon research, education and professional practice so that each element encourages and informs the others. To reflect our shared purpose and to capture the ideas behind our joint efforts, we have adopted the name HealthForce Minnesota. This new name captures the domain in which we are working together—the health sciences and the healthcare industry—as well as a sense of the value of our collaboration—to generate the force, the power and resources that we will need to call upon in order to prepare healthcare professionals for a rapidly changing industry.

We hope that you will find encouragement in these pages and that you will see the emerging outlines of a new way of working together, a new set of expectations for an open, collaborative and multi-dimensional partnership of educators, healthcare providers and policymakers who care intensely about our future. Together, we are HealthForce Minnesota.

Judith Ramaley, *President, Winona State University*



Judith Ramaley

Welcome

Jane Foote began serving as Executive Director of HealthForce Minnesota in November 2007.

She is an active member of the HealthForce Minnesota Design Team and is deeply involved in addressing the needs of healthcare providers in the state of Minnesota. Foote has been especially responsive in understanding and meeting the needs of urban learners and healthcare employers in Minneapolis. Foote is a frequent speaker on health careers and the redesign of healthcare curricula.

Since 1998, Foote served as Dean of Health Sciences for the Minneapolis Community and Technical College. As Dean of Health Sciences, she provided leadership for a broad range of health-related disciplines including nursing, dental assisting, health and physical education, recreation and youth development and community health.

Foote holds a BS in nursing from St. Olaf College and a master's degree in nursing from the University of Cincinnati. She is currently a doctoral student in educational leadership at the University of St. Thomas.



Jane Foote

HealthForce⁺ Minnesota

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

Clinical Lab Science:
Program Development
and Accreditation

Mobile Simulation Effort

Augsburg Academy
for Health Careers

Model Program Development
for Collaborative Multi-Track
Associate of Science Degree in
Science/Health Science

Increasing Diversity
in Nursing Education

Healthcare Leadership
Development

Evidence to
Practice

Nursing Pathways

Lean in Healthcare
Program

Health Science
Simulation Bridge

Athletic Training/Emergency
Health Care Computerized
Teaching Modules for
Distance Learning

Clinical Prototype of a
Web-based Tool for
Prediction of Lung Cancer
Treatment Outcomes

WSU Doctorate in
Nursing Practice

Minnesota
Simulation Alliance

Nurse Administrator
and Nurse Educator
Preparation Project

Critical Care Registered
Nurse Certification

K-12 Health
Science Partnership

Transitioning
Healthcare Licenses

Service Learning in
Community Health Promotion

Promoting Health at the
Hawthorne Education Center
through Community Engagement
and Development of Partnerships

Adaptable Bioinformatics
Education Components

Innovative Nursing Assistant
and First Responder/EMT
Training

Certified Nursing Assistant
Gaming Tool
(Training Solutions Company)

HealthForce Minnesota FY2007 Project Outcomes

Augsburg Academy for Health Careers

Description:

The goal of this project is for the Minneapolis Community and Technical College to support 20 diverse urban high school students currently enrolled in the Minneapolis Public Schools and Augsburg Academy for Health Careers to prepare for the nursing assistant state registry exam.

Outcomes:

Twenty students (80% diversity) from two high schools received training to become certified nursing assistants (CNA). Seventeen students received passing grades, while three received incompletes. Those with incompletes are expected to take the tests.

Adaptable Bioinformatics Education Components—Phase II

Description:

The goal of this project is for the Computer Science Program at Winona State University (WSU) and its partners to provide HealthForce Minnesota with adaptable computer technology education components for supporting health science education and practice.

Outcomes:

Staff and students developed on-line learning modules on genomics for health science students. The second WSU bioinformatics major graduated. Eight high school science teachers attended the 2007 summer workshop. The project supported a high school biology teacher (previous year's workshop attendee) in the development of bioinformatics lab for her biology class. Twenty-nine students gained exposure to bioinformatics from the lab and the teacher presented the curriculum she developed at the Minnesota Science Teachers Association Conference. Two research papers were prepared for publication.

Clinical Prototype of a Web-based Tool for Prediction of Lung Cancer Treatment Outcomes

Description:

The goal of this project is for the science program at WSU, with the assistance of Mayo Clinic, to continue developing a web-based tool for predicating the survivability of lung cancer patients and treatment outcomes based on a statistical model developed at the Mayo Clinic.

Outcomes:

Mayo's partnership and familiarity with research projects catalyzed a faster pace than usual for this complex programming project. In the process of creating a prediction model, the project addressed and resolved two unanticipated issues: patient privacy and performance issues. Integration of the prediction model will be tested by the next phase of the project.

Healthcare Leadership Development—Phase II

Description:

The purpose of this project is to launch a leadership model with the primary focus on skill development for emerging leaders.

Outcomes:

A consultative approach was adopted combining a wealth of training and educational resources. Strategic leadership development pilot projects were designed and implemented at Winona Health. This project is 75% complete and Madonna Towers is 25% complete. This approach will be tested further, refined and launched in FY08's Phase III of the project.

Innovative Nursing Assistant and First Responder/EMT Training—Phase II

Description:

Southeast Technical's Custom Training Center expanded and enhanced the Allied Health workforce by providing innovative training in two of the fastest growing and high-demand occupations in Allied Health: certified nursing assistant and first responder/emergency medical technicians. This is in conjunction with their Custom Training and Education Program and will help to increase employer and K-12 engagement in health science education.

Outcomes:

During FY07, the project provided 22 nursing assistant (NA) classes in four locations for a total of 328 participants. This is six additional classes and 105 additional participants than in FY06. We formed a partnership with Workforce Development, Inc and strengthened partnerships with rural long-term providers, Caledonia Care and Rehab and St. Elizabeth's Medical Center. We expanded the number of NA instructors and delivered NA training (five classes total) to Wabasha. We also worked with Red Wing High School to seek private grant funding to partially subsidize the delivery of NA training and emergency/first responder (EMFR) training to Red Wing High School students for fall 2007.

Evidence to Practice—Phase II

Description:

WSU and Benedictine Health System will continue to partner in Phase II of Evidence to Practice. The overall purpose of this project is to make it possible for today's frontline healthcare workers to apply the latest research to their practice.

Outcomes:

There has been a very positive response to the website. This project will continue to populate the Evidence to Practice website created in Phase I of the project with subjects most frequently addressed in long-term care settings. This website will be used by practitioners and students to evaluate evidence and enhance healthcare education and delivery.

Lean in Healthcare Program—Phase II

Description:

The goal was to develop a business plan to launch a Lean enterprise (Healthcare Solutions). This project is a continuation of a FY06 that is sustained through Olmsted Medical Center and Madonna Towers pilot projects.

Outcomes:

Presented overview of Lean in Healthcare to over 200 Minnesota healthcare employees.



Additionally, the first annual Lean Conference in Rochester in July was attended by 136 individuals representing 44 different organizations. Significant reduction in CNA turnover during the first 90 days of employment was achieved following a Lean project with a healthcare partner.

Clinical Lab Science: Program Development and Accreditation

Description:

In the new CLS program, WSU will seek its own NAACLS accreditation to meet the national standards for laboratory training and testing. The WSU faculty will ensure development of student skills to meet the accreditation standards, allowing placement in a much broader base of clinical facilities and affiliations.

Outcomes:

Taking steps necessary for national accreditation for the clinical laboratory science program at WSU. Purchased state-of-the-art equipment. Partnered with the U of M Center for Allied Health to develop a collaborative undergraduate program in Clinical Lab Science, coordinating clinical placements and co-developing innovative teaching approaches.

Model Program Development for Collaborative Multi-Track Associate of Science Degree in Science/Health Science

Description:

The goal is for WSU and Pine Technical College to offer core curricula for a collaborative associate of science (A.S.) degree for a pathway from high school through a two-year college into a multiplicity of science, clinical lab science and health science degrees at a four-year university. The goal is to focus on creating training pathways to those jobs most in demand in rural areas.

Outcomes:

WSU and Pine Technical College consulted with constituent faculty and aligned core course curricula and developed a two-year degree pathway aligned with multiple B.S. degrees. The partners are co-promoting their pathway plan and developing faculty training in-service at WSU for Pine Technical faculty advisors. Working on approval for curriculum in fall 2008.

Health Science Simulation Bridge

Description:

This project created a program to help bridge the gap between the experienced adult healthcare workers and the requirements of college-level classes. The objective is to use simulation for experiential learning to serve underrepresented and incumbent workers.

Outcomes:

The course was written, a brochure created and nine students were recruited. Program begins in 2008.



Increasing Diversity in Nursing Education

Description:

The purpose of the project is to recruit and retain 10 high achieving, diverse high school students enrolled in the Post Secondary Enrollment Option (PSEO) into an accelerated pilot post secondary nursing program. This accelerated pilot program allows students to complete their associate degree in nursing in two years post high school graduation and their bachelor of science in nursing in three years.

Outcomes:

Determined it's imperative to open the program up to high school graduates from Rochester Public Schools and PSEO. Continue to collaborate between Rochester Community and Technical College (RCTC) and WSU to advance 2plus2 programs. Continue to recruit and screen potential students.

Athletic Training/Emergency Healthcare Computerized Teaching Modules for Distance Learning

Description:

The purpose is for WSU departments of Health, Exercise and Rehabilitative Sciences (HERS), Physical Education and Recreation (PER), e-learning and media services to create 29 on-line teaching modules about Athletic Training/Emergency Healthcare bandaging, taping and protective wrapping skills. Regional efforts to connect youth, secondary and post-secondary levels to this project will bring this innovation to all sectors.

Outcomes:

All Athletic Training/bandaging modules have video completed. A comprehensive instructional lesson was created with the ankle video. Demonstrated that students learn a complex muscle clinical skill from watching a quality video demonstration. It also demonstrated that the course instructor, using a rubric scale, evaluates a web-cam or videotape of the student performing with the same (inter-rater) reliability as the instructor evaluating the person. The initial work brought encouraging feedback from "out state" athletic directors who are concerned about the lack of emergency training their mostly "avocational" coaching staff have undergone. By making the training modules available via the web, it helps ensure a better prepared coaching staff and greater safety and care for student athletes.

Service Learning in Community Health Promotion

Description:

The purpose of the project was to assess the community health needs of the Latino/Hispanic and Hmong communities in Southeastern Minnesota and have students work in partnership with a community organization (Project Fine) and members of the target communities to design health literacy materials on the identified high-need subjects.

Outcomes:

Twelve students, graphic designers and community partners collaborated on the development and piloting of pamphlets and posters about the symptoms and diagnosis of diabetes, safe drinking and breast cancer. A process evaluation of the project is being prepared for possible journal publication.

Promoting Health at the Hawthorne Education Center Through Community Engagement and Development of Partnerships

Description:

The purpose of the project is to facilitate the development and expansion of health related services at the Hawthorne Education Center (HEC). The health initiative at HEC is comprised of improved access to healthcare for HEC learners, health promotion activities for HEC learners, and recruiting minorities into healthcare careers.

Outcomes:

WSU graduate nurse practitioner (NP) students have a new understanding of the challenges non-native and low literacy level people face while trying to navigate the complex healthcare system. Modification of plans to be culturally sensitive was identified as a way to increase adherence to prescribed treatment plans.

Forty-one HEC learners were served in the HEC Health Services by NP faculty at WSU and graduate nursing NP students (twelve students rotated through the health services clinic). Twenty-five WSU graduate nursing students from four focus areas assisted in promotion of health literacy of the HEC learners. This is largest group to date assisting the HEC staff in teaching the state mandated health literacy competencies.

Certified Nursing Assistant Gaming Tool—Phase II (Training Solutions Company)

Description:

This project will expand the capabilities and continued effort of the simulation/gaming project. It is supported by Benedictine Health System, Pine Technical College, HealthForce Minnesota and MN Online.

Outcomes:

Developing an innovative training program built upon simulation/games technology that will be primarily tested through Benedictine Health System. Developed a business plan to launch the Training Solutions Company to market this gaming tool to healthcare providers and other sectors. Prototype is set to launch in December 2007.



Nurse Administrator and Nurse Educator Preparation Project

Description:

WSU and the master's degree program in nursing will revise the model delivery for the nurse administrator and nurse educator focus areas for improved access by registered nurses in remote and distant regions of southeast Minnesota and surrounding areas of northeast Iowa and western Wisconsin.

Outcomes:

This project resulted in a plan for a revised curriculum for the advanced nursing education model for a distance delivery. Industry partners provided input through interviews and nurses in regional areas were surveyed for distance learning preferences.

Minnesota Simulation Alliance

Description:

This project will continue to expand the simulation capabilities of HealthForce Minnesota and its partners by forming a statewide Simulation Alliance in partnership with Healthcare Education Industry Partnership, Minnesota State Colleges and Universities and other partners.

Outcomes:

Convening conversations and building resources; Minnesota Simulation Alliance will be launched in November 2007.

K-12 Health Science Partnership

Description:

This project extends its outreach to Winona, Willmar and other areas across the state in collaboration with Healthcare Education Industry Partnership, U of M Center for Allied Health, and the states area health education centers. The goal is to encourage a larger and more diverse K–12 population to enter healthcare programs of study at the post-secondary level.



Outcomes:

Hosted 64 middle school students in collaboration with Mayo Health Systems and Rochester Public Schools at the first annual Health Careers Day Camp. Launched K–12 Staff Development Day. Raised awareness and encouraged students to choose health occupation careers. Continue to build industry partnerships. Hired co-coordinators.

Critical Care Registered Nurse Certification—Phase II

Description:

The WSU Department of Nursing is offering a two-semester credit course for practicing critical and progressive care for registered nurses (RNs) who are preparing for related certification examination. Phase II included modifying and expanding the course content, hours, and enrollment. Mayo Medical Center and Winona Health indicated a strong desire to partner with WSU to explore and develop a research proposal that focuses on the interrelationship of nurse competencies and patient outcomes.

Outcomes:

A two-credit semester course was developed and was offered in spring 2007. Of the scores reported, there was a 97% pass rate with the CCRN course and certification—far surpassing the 78% average. Of those reporting scores on the PCCN, 75% passed successfully. Offered a two-hour CEU course at Winona Health that received 100% positive evaluation from participants and garnered requests for more continuing education modules.

Transitioning Healthcare Licenses

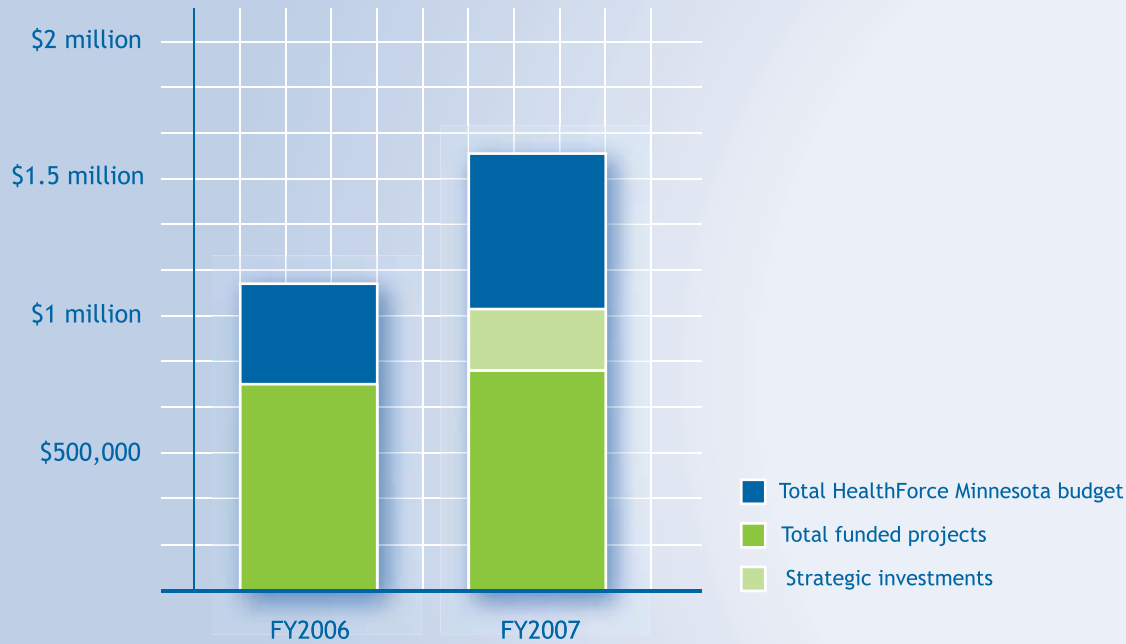
Description:

This project worked with Workforce Development, Inc. and the Healthcare Committee of the SE MN Workforce Investment Board to train and further license foreign healthcare workers into a licensure requirement of the county or state. Another major piece of the project is to support immigrant and asylum healthcare workers in employment retention with workplace literacy and acculturation training. The project culminates with placement where possible.

Outcomes:

Twenty-two active participants in the program received one-on-one career planning assistance. One nurse completed her RN licensure. A FY08 study group will assess ways to improve the licensure program.

Revenues/Expenditures Recap

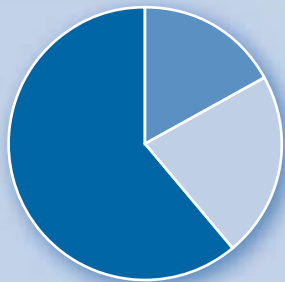


FY2006



- Innovation, projects & strategic investments
- Staffing & promotion
- Support services

FY2007



Investment Strategies

Project Funding FY2006–FY2007

FY2006

- FY06 HealthForce Minnesota budget: \$1,092,716
- FY06 projects funded: \$738,115

FY2007

- FY07 HealthForce Minnesota budget: \$1,576,404
- FY07 projects funded: \$768,554 & \$200,000 held in reserve for targeted strategic investments

Nearly \$2.7 million awarded for FY06–FY07

Budget Overview

- FY2006 HealthForce Minnesota budget: \$1,092,716
100% State funding
(13% support services; 20% staffing & promotion; 67% innovation)
- FY2007 HealthForce Minnesota budget: \$1,576,419
94% State funded
(17% support services; 22% staffing & promotion; 61% innovation)

“The balanced portfolio approach built collaborative capacity, as well as direct outcomes to the healthcare and educational providers.”

~ Christine Quinn, founding executive director

Milestones

FY2006

- Governor's proclamation regarding the Centers of Excellence
- Award of Center of Excellence to Winona State University and Partners
- Launch organization network; 15 partners
- Workforce Development Inc receives Department of Labor grant and partners with HealthForce Minnesota to launch Healthcare Academy
- Award funding to first 15 projects and three study groups at approximately \$738,000 for FY06
- Unveil intranet portal that links partners and members across the state
- Leveraged award attracts Microsoft award for Minnesota State Southeast Technical College

FY2007

- Announce second round of HealthForce Minnesota awards totaling \$768,554 for FY07
- HealthForce Minnesota and K-12 host first Health Careers Camp; 64 middle school students
- K-12 inaugural Staff Development Day; 20 participants
- Center grows to 18 Core Partners and over 160 members
- HealthForce Minnesota launched 28 for-credit courses, two business enterprises, and a collaboration with HEIP to formulate the Minnesota Simulation Alliance
- Convene strategic conversations on healthcare priorities with community leaders at the Science Museum of Minnesota and in Rochester and Eden Prairie

HealthForce Minnesota is a partnership of education, healthcare providers and community.

“One of the most powerful benefits of collaborating with HealthForce Minnesota is the advantage of initiating pilot projects, developing them jointly and seeing them make a difference in our organization.”

~ Lowell Larson,
Benedictine Health System



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, *Winona and Rochester*

Key Industry and K-12 Partners

- Benedictine Health System, *Duluth*
- Healthcare Education-Industry Partnership (HEIP), *Mankato*
- Olmsted County Public Health Services, *Rochester*
- Olmsted Medical Center, *Rochester*
- Rice Memorial Hospital, *Willmar*
- Rochester Public Schools, *Rochester*
- Winona County Public Health Services, *Winona*
- Winona Health, *Winona*
- Winona Public Schools, *Winona*
- Workforce Development Inc., *Centers in Albert Lea and Rochester*

Executive Alliance

Doug Allen, *Ridgewater College*

Mike Bequette, *Rochester Community and Technical College*

Phil Davis, *Minneapolis Community and Technical College*

Valerie DeFor, *Healthcare Education Industry Partnership*

Kathi Hiyane-Brown, *Normandale Community College*

Jim Johnson, *Minnesota State College-Southeast Technical*

Randy Johnson, *Workforce Development, Inc.*

Sue Klaseus, *HealthForce Minnesota*

Lowell Larson, *Benedictine Health System*

Terrence Leas, *Riverland Community College*

Lorry Massa, *Rice Memorial Hospital*

Robert Musgrove, *Pine Technical College*

Christine Quinn, *Winona State University*

Judith Ramaley, *Winona State University*

Rachelle Schultz, *Winona Health*

Don Supalla, *Rochester Community and Technical College*

Tim Weir, *Olmsted Medical Center*

Jerry Williams, *Rochester School District*

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