WORKFORCE INVESTMENT BOARD OF VENTURA COUNTY

HEALTHCARE COMMITTEE MEETING

Friday, March 13, 2015
8:00 a.m. - 9:30 a.m.

Ventura County Community Foundation (VCCF) Nonprofit Center
4001 Mission Oaks Blvd., Community Room, Camarillo, CA

AGENDA

8:00 a.m.	**1.0 Call to Order and Agenda Review**	Celina Zacarias
8:02 a.m.	**2.0 Public Comments** Procedure: The public is welcome to comment. All comments not related to items on the agenda may be made at the beginning of the meeting only.	Celina Zacarias
8:05 a.m.	**3.0 Approval of Minutes: January 9, 2015**	Celina Zacarias
	4.0 Ventura County Regional Strategic Workforce Development Plan	
8:10 a.m.	• Clinical Lab Science Field Experience: Lab Certification Update	Dawn Neuman
8:20 a.m.	• Career Pathways Update	Tiffany Morse
8:30 a.m.	• Deputy Sector Navigator Update	John Cordova
8:40 a.m.	• New Grad Transition Work Group Report and Discussion	Work Group
9:00 a.m.	• Review of Healthcare Work Readiness Skills Chart	Patricia Duffy
9:20 am	**5.0 Committee Member Comment**	Committee Members
9:30 a.m.	**6.0 Adjournment**	Celina Zacarias

Next Meeting
May 8, 2015 (8:00 a.m. – 9:30 a.m.)
VCCF Nonprofit Center (Board Room)
4001 Mission Oaks Blvd., Camarillo

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For information about the Workforce Investment Board of Ventura County, go to www.wib.ventura.org

MINUTES

Meeting Attendees

Committee	WIB Administration	Guests
Martel Fraser (Chair)*	Patricia Duffy	Kay Faulconer Boger (STEPS)
Celina Zacarias (Vice Chair)*	Richard McNeal	Paula Hodge (DSN College of
Greg Barnes*		the Canyons)
John Cordova		Marybeth Jacobsen (Workforce
Carol Higashida		Education Coalition)
Teresa Johnson*		
Paul Matakiewicz*		
Tiffany Morse		
Dawn Neuman		
Michelle Reynolds		
Brett Watson		

WIB Members

1.0 Call to Order and Agenda Review

Martel Fraser called the meeting to order at 8:10 a.m. No changes were made to the agenda.

2.0 Public Comments

There were no comments.

3.0 Approval of the Minutes: November 14, 2014

Motion to approve: Dawn Neuman
Second: Celina Zacarias
Motion carried

4.0 Ventura County Regional Strategic Workforce Plan

- STEPS Program: Kay Faulconer Boger provided an overview of the STEPS Program, which is a partnership between the County of Ventura Probation Agency and the Human Services Agency/Community Services Department (CSD), supplemented by the WIB through its Workforce Accelerator Grant funding. STEPS provides re-entry employment services for non-violent, non-sexual offenders, on probation and connects them with employers after careful screening by both the Probation Agency and CSD. The STEPS Program offers re-entry job seekers ongoing education, training and employment guidance opportunities.

- Clinical Lab Science Field Experience Program. Dawn Newman reported that there has been some delay in the hospital certification application process because of a need to clarify the legal agreement between the University and the hospitals in the consortium. The good news is that about 90% of the needed materials are in hand, and Dr. Neuman expects that the actual application will be submitted shortly.

- Career Pathways: Tiffany Morse summarized recent meetings on the articulation of courses and indicated that there is a definite need for an introductory healthcare course in the high

schools. A series of "Entree to Employment" dinners will be held for students, teachers and business people to facilitate discussion of joint needs. A regional application for the second round of the California Career Pathways Trust Grant is in preparation. This application will propose to expand and enhance the scope of the current grants (*VC Innovates* and *Alliance for Linked Learning*) by emphasizing the practical applications of math (especially algebra) and expanding into alternative schools and summer bridge programs.

- <u>Deputy Sector Navigator Update</u>: John Cordova reported on developments affecting Certified Nurse Assistants, Medical Lab Technicians, Clinical Lab Technicians and Health Information Management.

- <u>One Year after the Affordable Care Act</u>

  The Committee engaged in a wide-ranging discussion of workforce changes, critical skills, and key jobs to meet Ventura County's healthcare workforce needs. Topics included:

  ✓ The volume of patients has increased.
  ✓ There is increased pressure to control costs because no new jobs are being added, and the increasing volume brings with it additional costs.
  ✓ Because of the retirement of older physicians, there is increasing need to train nurse practitioners for post-acute care.
  ✓ Radiological technicians and respiratory therapists, recent graduates, are finding it difficult to get employment due to the requirement that they have experience.
  ✓ Successful nurse transition programs should be revived to give new nurses the experience that will enable them to get jobs more readily. The models for such programs are readily available. There is increasing emphasis on the baccalaureate degree for nurses. The suggestion was made to look also at transition programs for radiological technicians and respiratory therapists. Next step: Four committee members volunteered to look into transition programs.
  ✓ Traditional apprenticeship programs may not be suitable for the healthcare area.
  ✓ Skilled nursing facilities are facing a need to provide additional training for their nursing staff due to the new requirements.

5.0 Committee Member Comments
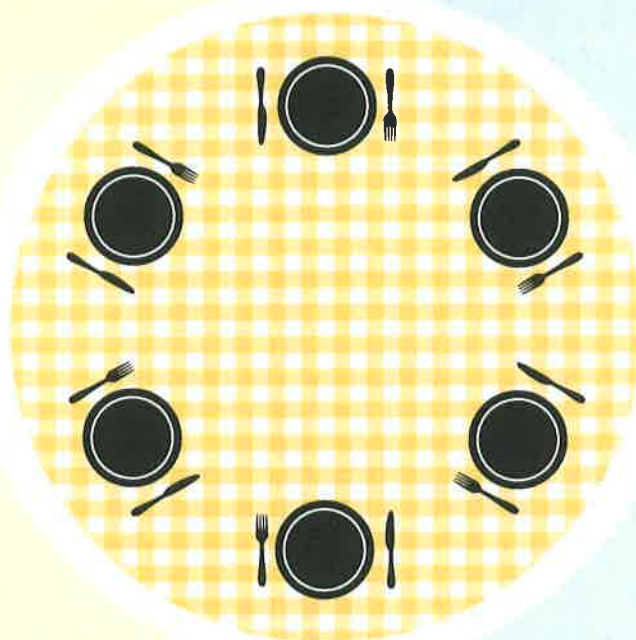
There were no comments.

6.0 Adjournment

Martel Fraser adjourned the meeting at 9:35 a.m.

<u>Next Meeting</u>
March 13, 2015 (8:00 a.m.-9:30 a.m.)
VCCF Nonprofit Center
4001 Mission Oaks Blvd., Camarillo, CA

ENTRÉE to EMPLOYMENT
Healthcare

Entrée to Employment brings together high school, adult education, and community college students interested in healthcare with real-world employers in Ventura County.

These dynamic dinner conversations provide a unique opportunity to share, engage, and connect to the future business world. Join us for this special night and the chance to invest in the future by serving as a mentor and ambassador for the healthcare industry and students in Ventura County.

Lundring Events Center,
California Lutheran University
Thousand Oaks
Tuesday, May 12
RSVP @ http://goo.gl/faVFeF

VC Innovates

California Lutheran University
Graduate School of Education
Center for Innovative Learning

Chamber of Commerce
Workforce Education Coalition

CALIFORNIA COMMUNITY COLLEGES
Doing What MATTERS™
FOR JOBS AND THE ECONOMY

Business & Entrepreneurship Center
Cuesta College

College Name
Division Name

ADN 290
RN TRANSITION COURSE
SYLLABUS

Spring, 2011

Instructor(s): Instructor of record

Welcome to All Entering Students

You are very important - if you have any questions about the class do not hesitate to see the instructor for clarification.

Course Title: RN Transition Course

Course Student Learning Outcome (SLO):
*The student will be able to apply RN nursing skills to patient populations in multiple settings.
*The student will maintain and strengthen their knowledge and skills of the new registered nurse so that as positions begin to open, they will be ready to take them.

Course Description:
This course is designed for students who have already obtained their RN but have not been able to obtain employment. This course is a collaboration between Los Angeles County, College Name, Hospital A, Hospital B, and Hospital C that will provide a structured clinical practice environment and learning opportunities that support a deeper understanding of the healthcare environment in which RNs work. The course will be structured as a 12-week course, with 16 hours of theory/competency at College Name including simulation experience, and 24 hours/week of clinical non-paid work at one of the facilities. In addition each student will be expected to participate in weekly online conversations via online platform. The clinical and simulation experience will provide the new graduate the opportunity to increase competence with clinical skills, critical thinking and professional role assimilation.

Course Units/Hours:
4 units / 16 hours lecture & simulation / 24 hours clinical per week/ 12 weeks

Course Prerequisites:
Acceptance as a special status nursing student with the eligibility requirements.

Required Material:
290 Course Syllabus / Handbook

Communication:
Learners are expected to use College email and online platform as their primary form of communication with faculty.

Course Objectives:
  The new RN will:
   *have a broader understanding of the healthcare delivery system
   *have the opportunity for deliberate practice of clinical skills
   *explain emergency care procedures with a focus on prevention
   *demonstrate communication, documentation, charting, and interpersonal skills
   *have opportunities for professional experience in decision-making, communication
   with other healthcare professionals, priority setting, and implementation of evidence
   based practice

Teaching/Learning Strategies:
   * Seminar with Discussion
   * Blackboard Discussions
   * Simulation Lab Activities
   * Clinical Practice (with partnership staff RN preceptors).

Course Evaluation:
   Performance will be evaluated through completion of skills demonstrations,
    class and online platform participation, completion of direct patient care hours.

   Attendance at all scheduled class and clinical sessions is mandatory. Students who
    are ill or unable to attend an assigned clinical day, must communicate with their
    assigned clinical facility Preceptors as soon as possible to discuss make-up
    options.

   Students are required to complete evaluations and standardized competency
    assessments. Students who are unwilling to meet course requirements or are
    unable due to circumstances beyond their control will fail the course.

 Course Grading:
   This course is Pass/Fail, Course Faculty and Preceptors will collaborate in
    determining if students have met performance expectations.

Transition to Practice Competency Validation Process:
   The College name collaborative transition to practice program will use the Quality
   and Safety Education for Nurses (QSEN) competencies to guide the didactic
   programs, simulations and competency focus in the lab and clinical settings.

   What are the QSEN Competencies?

   "The Robert Wood Johnson Foundation (RWJF) has funded the Quality and Safety
   Education for Nurses (QSEN) project to address the challenge of preparing future
   nurses with the knowledge, skills and attitudes (KSA) necessary to continuously
   improve the quality and safety of the healthcare systems in which they work."

   Six competencies have been defined in Phase 1 of the project.
   "These competencies included five from the Institute of Medicine (IOM):
   patient centered care, teamwork and safety. In addition to these definitions,

sets of knowledge, skills and attitudes for each of the six competencies were created for use in nursing pre-licensure programs (Cronenwett, et. Al., 2007)."

Retrieved December 17, 2009, www.qsen.org

<u>How will these guide the RN Transition program?</u>

First, the students will attend seminars that are based on the broad topics of Safety, Informatics, Teamwork and Collaboration, and Patient Centered Care. The students will be assigned to participate in weekly Blackboard discussions with "threads" that address the QSEN competencies. In addition, the knowledge, skills and attitudes defined in the QSEN competencies will be threaded throughout the skill validation process. So, the nurse must demonstrate the knowledge, skill and attitudes associated with Patient Centered Care in the process of demonstrating technique for a specific skill. The preceptor and or faculty must see evidence that the transition RN is demonstrating the knowledge and attitudes that are defined for these broader competency areas.

<u>What is done in the initial assessment?</u>

Before going to the clinical setting, all of the transition RN's will be assessed on a Specific set of skills the first two weeks of the course. These skills were chosen as key skills necessary for the medical surgical nurse and are based upon Perry and Potter's procedures.

These skills include and are not limited to: (Based on hospitals required skills)

IV Therapy Management	Drainage Systems
Physical Assessment	Sterile Technique & Dressing Changes
Medication Administration	Foley, NG Insertion & Removal
Proper Body Mechanics	Glucometer Testing
Patient Safety/Transfers/Restraints	Handwashing & Isolation Procedures

<u>What is required for orientation of the transition nurse?</u>

The transition nurse is required to have orientation to the unit and facility, just like other students. All will attend a nursing orientation session at their facility. The transition nurse will be scheduled for training sessions in the use of the facility's electronic medical record as appropriate. The preceptor or facility educator must complete any other unit or facility specific orientation for the transition nurse.

<u>Performance Criteria</u>

Each of the competency areas has a set of performance criteria. Some of these performance statements are excerpts from the QSEN competencies. Others are stated expectations for performance at the transition nurse's placement facility or within the context of the didactic program. Preceptors should evaluate the transition nurse's performance based on these criteria, along with the facility's criteria statements for a

particular competency. Some of the competencies include "grading rubrics." These are included in the Student Handbook. The grading rubrics list the steps the resident nurse should complete when performing the initial skills. These criteria will be used in both the initial and final assessments conducted at the school prior to coming to the facility and upon completion of the course.

If the transition nurse has completed these competencies, the preceptor can sign off And record any comments if desired (for example, a partial completion).

If a preceptor wishes, she or he can also facilitate other experiences requiring other skills validation for the transition nurse to practice. The preceptor can use the facility competency validation forms to "sing off" on the student's competency demonstration. The transition nurse will keep a copy of this form with them. A transition nurse must be signed off on a skill before performing that skill independently. However, it is not necessary that a transition nurse demonstrate every skill that a new graduate employee would be required to do.

Academic Integrity and Intellectual Property:

Cheating is defined as obtaining, or attempting to obtain, credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Helping someone commit an act of academic dishonesty is also considered cheating (College Board Policy, Academic Integrity). Examples include, but are not limited to:
1. Unacceptable examination behavior: communicating with fellow students, copying material from another student's exam, allowing another student to copy from an exam, possessing or using unauthorized materials, or any behavior that defeats the intent of an exam.
2. Plagiarism, taking the work of another and offering it as one's own without giving credit to that source, whether that material is paraphrased or copied in verbatim or near verbatim form.
3. Unauthorized collaboration on a project, homework, or other assignment where an instructor expressly forbids such collaboration.
4. Documentary falsification, including forgery, altering of campus documents or records, tampering with grading procedures, fabricating lab assignments, or altering medical excuses.
5. Posting of or sharing any video, audio, or other electronic information without instructor's consent.

A student who cheats may be assigned an academic penalty grade at the discretion of the instructor of record. Consequences of cheating/plagiarism may include:
1. Receiving a 'F' in the course.
2. Receiving a zero on that assignment.
3. Be referred to the Dean of Student Support Services for further disciplinary action.
4. A penalized student will not be permitted to avoid the academic penalty grade by withdrawing from the course with a "W" grade, without consent of the instructor of record.

HEALTHCARE WORK READINESS: SKILLS CATEGORIES
Workforce Investment Board of Ventura County

SAFETY	MATH CONCEPTS	EMPLOYABILITY SKILLS	HEALTHCARE EQUIPMENT
- General workplace safety - Lock-out/Tag-out procedures - Worker safety - Equipment safety - Body mechanics - Safety data sheets - First aid/CPR/AED - Infection control (contact/ airborne)	- Multiplication, division, addition and subtraction - Combined operations of fractions and mixed numbers - Units of measurement - Mass and weight measurement - Measuring fluids - Ratios and proportions - Table of decimal equivalents and combined operations of decimals	- Basics of interviewing - Work ethic - Oral communication - Written communication - Time management - Task prioritization - Worker, supervisor, manager etiquette and protocol basics - Basic company policy understanding	- Blood pressure cuff - Vital signs monitor - Oxygen saturation monitor - Proper use of patient lift & transport equipment - Proper use of other medical equipment

LEGAL/ ETHICS	COMPUTER SKILLS		
- HIPAA - Medical record documentation - Intro to basic ethics - Customer service/ people skills	- Excel - Word - OS basics - Computer navigation - Computer security - File extension basics - Overview of e-medical records software programs		