A Hospital Traineeship for Undergraduate EN’s: Expanding the Workforce Capacity and Growing our own Work-Ready Graduates

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Introduction/Background

- Ballarat Health Services (BHS) is the Principle Referral Hospital in Grampians Region
- BHS covers an area of 48,000 square kilometres – Bacchus Marsh to South Australian border
- 4.4% of Victoria’s population lives in this area
Introduction/Background

• BHS is the largest employer in Ballarat with a staff of over 3000 of which 1700 are nursing staff

• BHS has 13 off site facilities in Ballarat with a number of psychiatric services throughout region

• BHS consists of Acute (221); Sub-Acute (70); Mental Health(67); Aged Care (434)
Introduction/Background

- BHS faces constant challenge for filling or maintaining EFT – across all sites
- Residential Services more so than other sites
- EN Traineeship seen as a way of filling the EFT gaps across Residential Services and as a business opportunity
Workforce climate
Switchfoot - Dare you to move
2008

“New thinking on how to achieve improved productivity, innovation, workforce management, stakeholder collaboration and resources will be required if Australia is to successfully address Australia's predicted workforce issues.”

Professor Peter Brooks (AHWI)
47% of BHS residential nursing workforce - EN’s
5% of BHS acute nursing workforce - EN’s
EFT deficit in residential care
Considerations....
Australia’s population every...
I minute 11 seconds
In 2009 – 10 the average level of expenditure on health per person was $5251.
Victoria - 1,484 nurses : 100,000 people

67 people shared 1 nurse
92,000 RN’s in Victoria
$\frac{1}{4}$ of these E N's
1 in 6 workers 55 years or older
The overall nursing workforce continues to age
44.3
Average age of a nurse in Australia
of nurses employed in public sector
173,000 nurses in major cities
80,000 in regional areas
6,400 nurses in remote areas
Number of nurses with part-time EFT about 50%
The cost of losing an employee in their first year estimated at ...
2 to 3 times their annual salary

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World Health Organisation identified 3 core challenges to be effective workforce strategies.
1. Improve recruitment or supply of nurses
2. Improve the performance of the existing workforce
3. Slow the rate at which workers leave the workforce
THINK OUTSIDE THE BOX
“A more robust & more realistic approach is to develop a number of responses to address shortages by reducing attrition, increasing migration, expanding the number of graduates and adjusting the skill mix.”

Create solutions
Overview

• Denielle Beardmore, Director of Clinical Education & Practice Development BHS cultivated the idea
• Spoke with Kath White, Deputy Head of Enterprise/Innovation University of Ballarat (UB)
• Saw potential scope for future development & expansion at the two organisations - Business opportunity for both SMB & BHS
• Formal discussion commenced with UB, School of Mines TAFE Ballarat (SMB) & Ballarat Health Services (BHS)
• SMB to be the RTO
• Delivered at BHS with our own educators
Benefits

Presented benefits to BHS Board of Management Organisation

• Providing additional EFT in Aged Care
• Recruitment of additional staff
• Embedding learning into the workplace – teaching hospital
• Retention of staff after 2 years employment
Benefits

Individual
- Nationally recognised qualification
- Customised training and resources
- Employment
- Pathway to further qualifications
Benefits

• Discussion began with ANF

• BHS clinically and educationally able to support the program – based on current resources

• Diploma of Nursing – provided scope for traineeship program

• Final draft sent to AHPRA for accreditation approval

• This process took 3 years from inception to the program commencing
The Traineeship
The Program

• Advertised in local paper – only once

• 56 applicants

• 35 interviewed

• 20 accepted
The Program

• Competency and Vocationally based traineeship

• Nationally recognised program – Diploma of Nursing

• Delivery – team teaching and simulation insitu along with direct supervision in clinical areas
The program

• BHS determined the program; including electives based on workplace needs – palliative care, mentoring, mother’s and baby’s and Intravenous Therapy

• 2 years in total

• EN Trainees employed by Ballarat Health Services – full entitlements (and responsibilities) in Residential Services two days per week

• Three days theory/class work
The program

• Trainees supernumerary for 8 months – ensuring, trainees safe and competent and able to practice within scope

• This period of time allowed for Residential Staff to become involved in the program, as facilitators and as mentors
The program

• Then ‘graduated’ to two days working in residential services per week (part of EFT/roster) fulfilling ANF requirements

• Program delivered totally on site, including 320 hours of clinical placement (not including Aged Care) completed at BHS facilities (sites)
The Program

- Two lead educators and clinical support from BHS
- Learning within a real workplace
- Value of currency and recency of practice
- Building a sense of team belonging
Living the curriculum
Living the curriculum

- 25 Modules
- 1 educator per module, ranged from 6-32 sessions
- BHS utilised specialised clinicians - transfusion nurse, continence nurse, diabetes educators, allied health, clinical nurse educators, hospice etc
- SMB delivered several modules @ BHS
- Validation process 4 times a year to review assessments & direction of modules with SMB educators from region
- One trainee progress meeting annually
- Monthly meetings with SMB
Living the Curriculum

• Eased trainees into learning, limited schema

• Laid strong foundations first – A&P, OH&S, First Aid, Basic nursing skills

• Educators developed sense of individual’s learning needs
Living the Curriculum

• Innovative – video link to theatre, accessing BHS on line learning modules

• Access to current & relevant practices combining learning with BHS Professional Development program

• Became easier to educate as schema developed

• Key area of education focused on clinical assessment

• Developed critical thinking & reflective practices
Living the curriculum

• Challenging culture & practices of residential services

• Rotating staff every 3 months, with differing skill levels, required mentoring, bringing in new knowledge and at times challenging their practice which may not have been current

• Cross pollination of learning & skill development

• Acute clinical environment positive grateful of extra help
Work Readiness
Work readiness - goals

• Establish and consolidate skills in Aged care over 2 yr. period

• Performance appraisal after each clinical rotation to set goals for next rotation, identify needs

• Access to all clinical areas to broaden scope of practice with complex skills and become flexible
Work Readiness

• Expose trainees to shift work, 24/7 job, weekend work, build up resilience

• Ward intricacies, time management, routine difference routines in different areas and with different staff – learning strategies to manage ‘self’ in different situations

• Patient/resident focused care and communication
Work Readiness

• Develop problem solving skills, recognising when and who to ask for help

• Expose trainees to different EN roles, assist them to map out a future in nursing
Work Readiness

- Building professionalism

- Educators conduct clinical placements to reinforce classroom learning, role model behaviours

- Assist with recognising individual scope of practice and skill development
Results
Results - Organisational

• Financial benefits to the organisation – fill deficient in EFT

• Well supported from staff across BHS – impressed with quality of our graduates

• 19 started, 14 graduated – 100% employed in various areas across BHS primarily in acute, theatre, rehab, research and aged care
Results

• Encultured into BHS – vision of excellence in health care
• Instilled loyalty to the organization
• Opportunity to see the *nurse* not just the academic
• Work ready at completion of Traineeship
Results

• Working the aged care setting for the duration of the traineeship gave trainees the foundation they needed to work in the clinical environment

• Had established the fundamentals of nursing care enabling the trainees to concentrated of the expansion of knowledge and the gaining and development of new skills in acute setting

• Key component – trainees confident in working in clinical environment – across many areas across BHS

• Skill development – leaders current practice
Results

• Environment familiar – classes held at the acute site – able to establish basic understanding of acute ward routines – vital signs, showers, charts, attending handover

• All familiar with emergency codes - able to listen and respond appropriately
Results

• 2nd course halfway completed – due to graduate in August 2013

• Third group in planning – for commencement in March 2013

• Excellent community support and interest in program

• Waiting list for third course
Results – Individual

• Learning meaningful work relevant to the role

• Developed a understanding of workplace culture

• NUM’s from acute site pleasantly surprised at level of competence / attention to detail / skill level
Results

• “After working with Anna for 4 weeks I feel that the EN trainee course is a great program to prepare EN’s clinically to work within acute care” - Hollie
Quotes from Our Graduates

• “The course made me a more work ready nurse, streamlined my career at BHS into an acute nursing role” – Prue

• “Never would have imagined 2 ½ years ago I would go from being a car salesman to an theatre nurse – awesome sense of achievement” - Mark
Challenges / Solutions
Challenges / Solutions

• Some Aged care EN’s felt threatened – ANF consulted EFT set aside for trainees and future trainees

• Undoing of skills taught in class – built resilience

• Lack of understanding - undergraduate students vs. trainees - more preceptoring needed

• Aged care nursing confronting to the novice – early exposure
Challenges / Solutions

• Initial lack of clinical support in the workplace – 0.4EFT

• Different learning needs of students - ongoing

• Trainees expectation of the educators, availability, font of all knowledge

• Real estate – no set room, negotiating space

• Attrition trainees, disruptive to the group
In Summary

• The Hospital Traineeship for undergraduate EN’s has proven to be of great value to the hospital as a means of expanding our workforce capacity and growing our own work ready graduates. The program has established a sense of belonging/loyalty to BHS that goes beyond our expectations.

• Overall, our graduates have proven themselves to be work ready, adaptable and highly motivated.
Questions ????

Our Graduates – Class 2012