



the rural IEN RN pilot project:

a collaborative stakeholder approach

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a bit of history

- Health human resource need for nurses
- 2008 Philippine Nurses Recruitment
- The intervening years
 - MPNP and immigration levels
 - Development of a robust process for the recognition of IENs
 - RHA challenges with recruiting nurses
 - Continued RHA requests to repeat the PNR

the Manitoba context

- The HHR need for nurses - mal-distribution versus shortage
- The convergence of needs
 - RHA calls for action
 - CRNM and Red River College concern for Bridging Program for IEN waitlist
- A systems approach
 - Looking within for solutions
 - Relationships and the convening of a committee
 - Key players with a goal continuum

the rural IEN RN pilot project

- Defined eligibility
- Employer selection – conditional offer of employment for an ROS
- Bridging Program – theory in Winnipeg, clinical in the regions
- 4 week orientation in the regions
- Housing while on clinical
- Exam prep support
- Settlement supports
- Financial supports

timeline

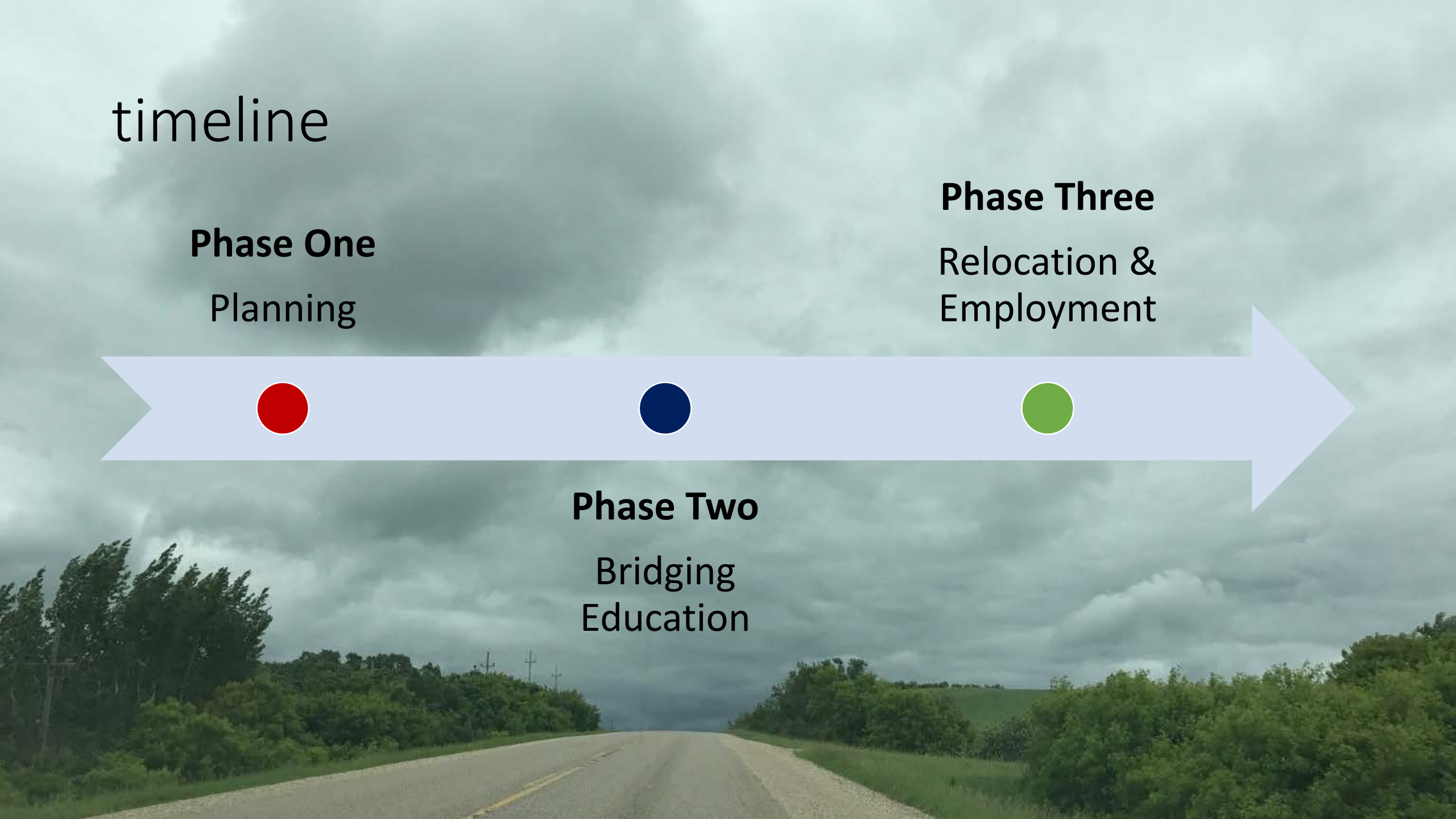
Phase One
Planning



Phase Three
Relocation &
Employment



Phase Two
Bridging
Education



the rural IEN RN pilot evaluation

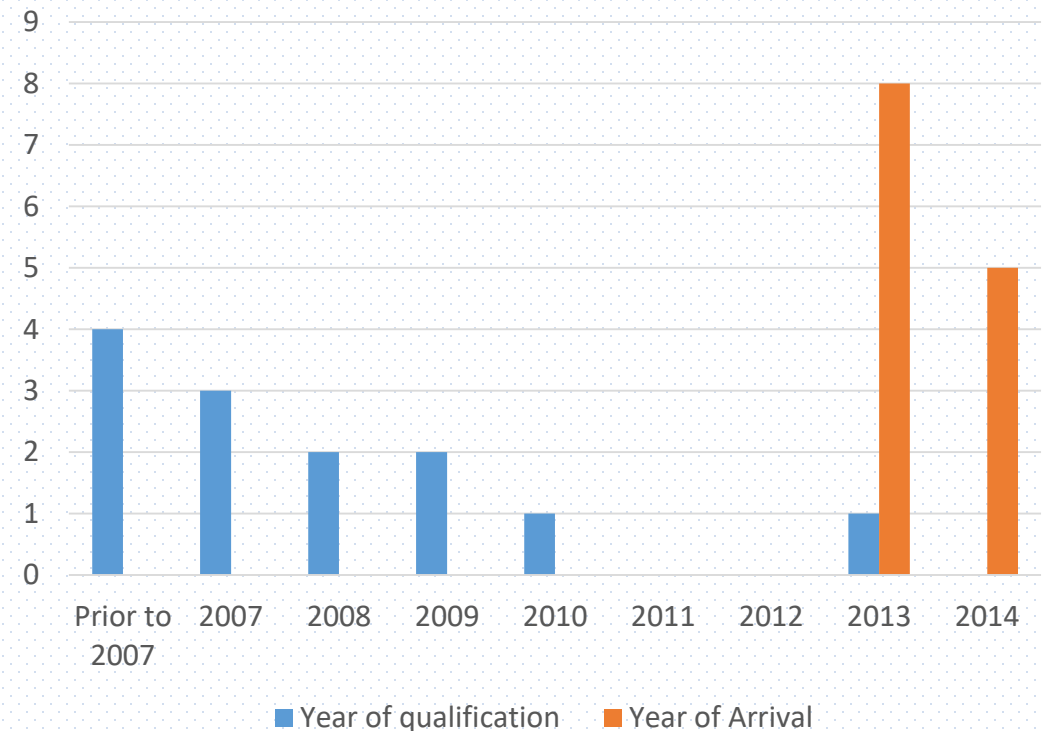
- Consideration from the start
 - Project Charter and the RRC Ethics Committee
 - Recruitment and retention
- Methodology
 - Meaningful time frame
 - Evaluation team
 - Data collection – Mixed Methods
 - 13 IENs- participant surveys, interviews
 - 11 Managers – Interviews
 - Outcome data from RHAs, CRNM, RRC



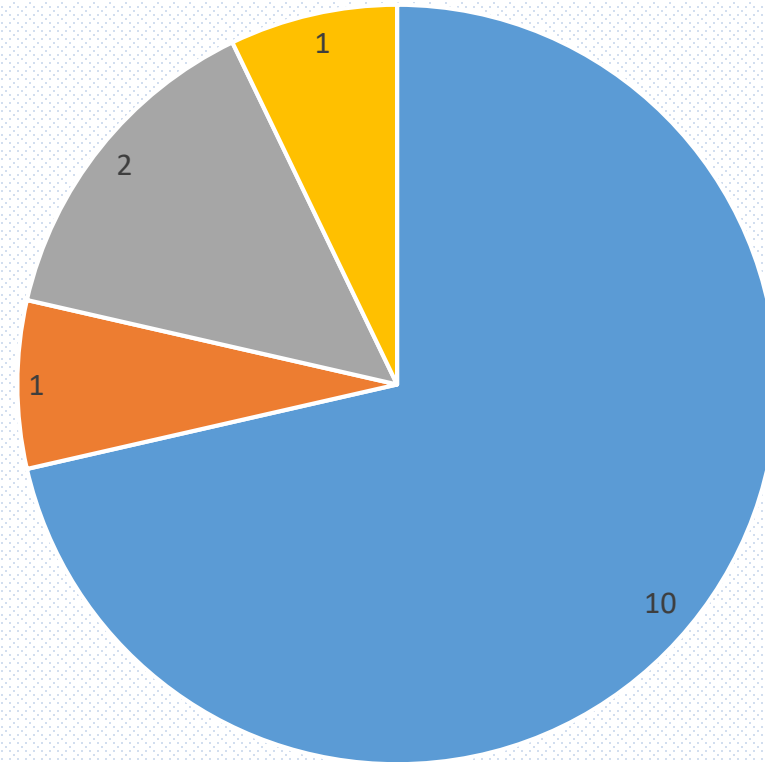
a little about the IENs

- Target – 21
- 17 offers extended
- 16 IENs accepted
 - 7 single
 - 9 married
 - 6 Children
- 14 Philippines, 1 India, 1 Israel

Initial registration in country of origin & year of arrival



past work experience as an RN



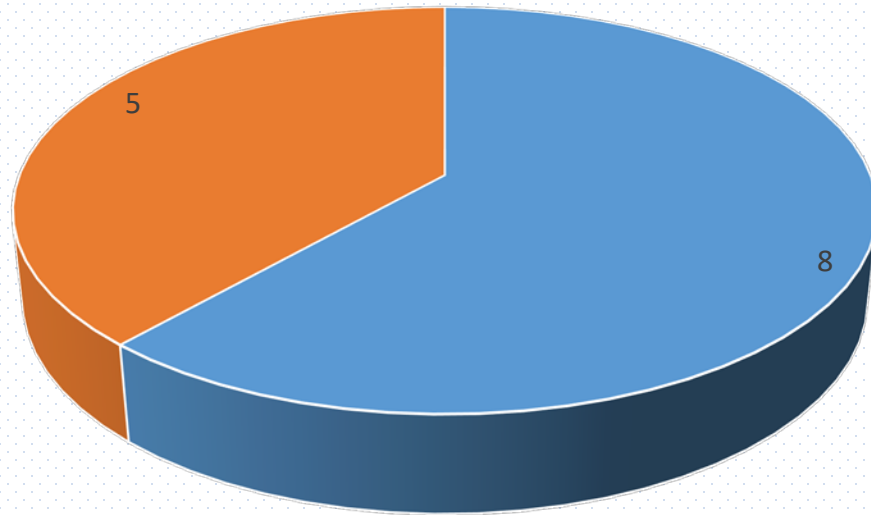
■ Prior Paid Work Experience as RN in Philippines ■ Prior Paid Work Experience as RN in more than one Country ■ Volunteer only ■ No experience as RN

the IENs

- 16 successfully completed bridging theory & clinical
- 15 IENs relocated to rural communities
- NCLEX
 - 1 passed in Philippines
 - 9 passed on 1st attempt
 - 3 passed on 2nd attempt

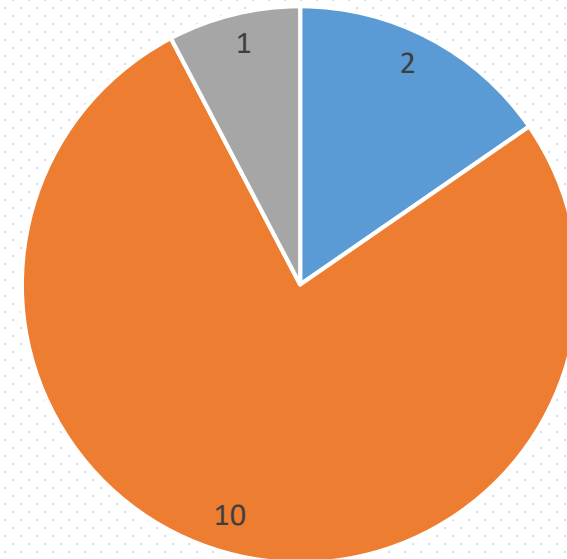
one year on....

Employment status



■ Full time ■ Part time

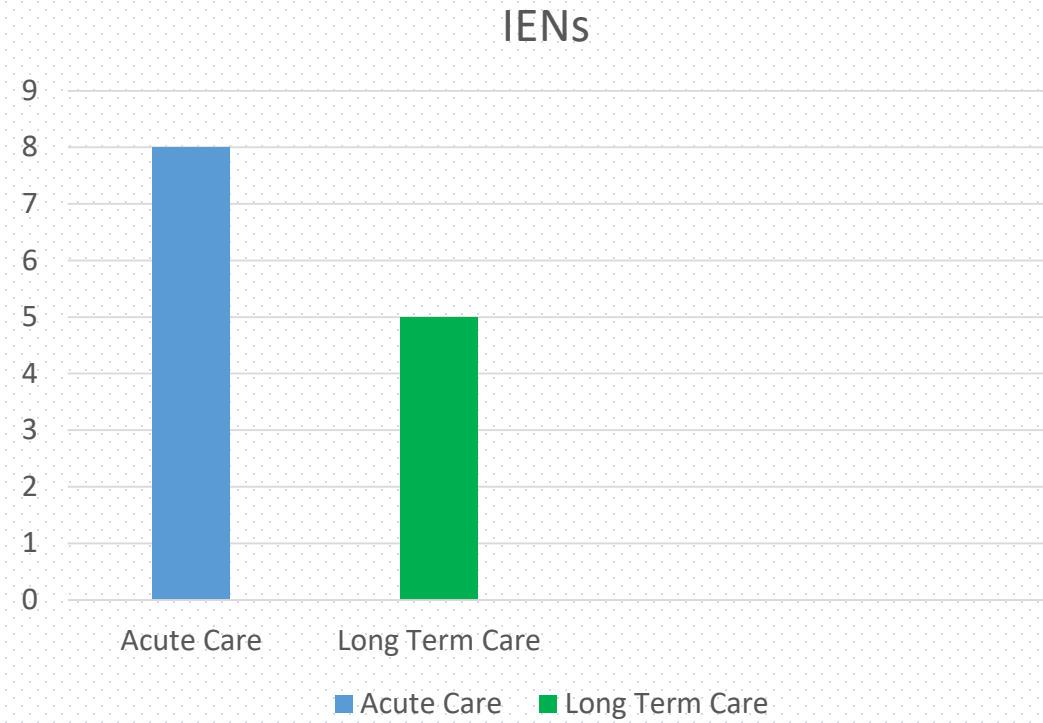
Would like to work...



■ More hours ■ The same hours ■ Fewer hours

one year on....

Practice Site



A photograph of a two-lane asphalt road with a yellow double line down the center, receding into the distance. The road is flanked by green grass and dense green bushes and trees. In the background, there are rolling green hills and several utility poles. The sky is filled with large, dark, grey clouds, suggesting an overcast or stormy day. The overall mood is somber and atmospheric.

the IENs' experiences

choosing an unexpected path

- Hesitation
- Opportunity

“When you brought in the other IENs who shared their experience in the rural areas where they were sent, it was like – Oh – I can relate, and then I can see what they went through. If you get there, you can see a little picture, and that helped me.”

“Once I learned we would have guaranteed employment and benefits, I knew at that moment it was a win-win situation for us.”

“It’s more like an express program for us to get our license.”

traversing the landscape

“The clinical instructor....tried to [teach] us in such a way that we would be able to apply and integrate all the concepts we learned in school. She would try to assist us [by] increasing the workload every week of the practicum. She didn’t really try to bombard us all at once.”

“It was smooth because our preceptor took baby steps, a little bit, then once we got acclimatized to that environment she slowly left us on our own. There was no shock or surprises.”

“The first time I was a nurse it was hard because I had to familiarize myself with everybody, including residents. The patient shouted something, and they were looking for a nurse - and I forgot I was a nurse already. The other nurse told me ‘you are the nurse, go.’ [laughing]



cultivating confidence

- Knowledge of their own growth
- Support from others
- Experience
- Time

“One senior nurse would keep me updated with current trends and policies...she challenged me and supported me at the same time. She would also tell me, in a nice way, if something was not the case.”

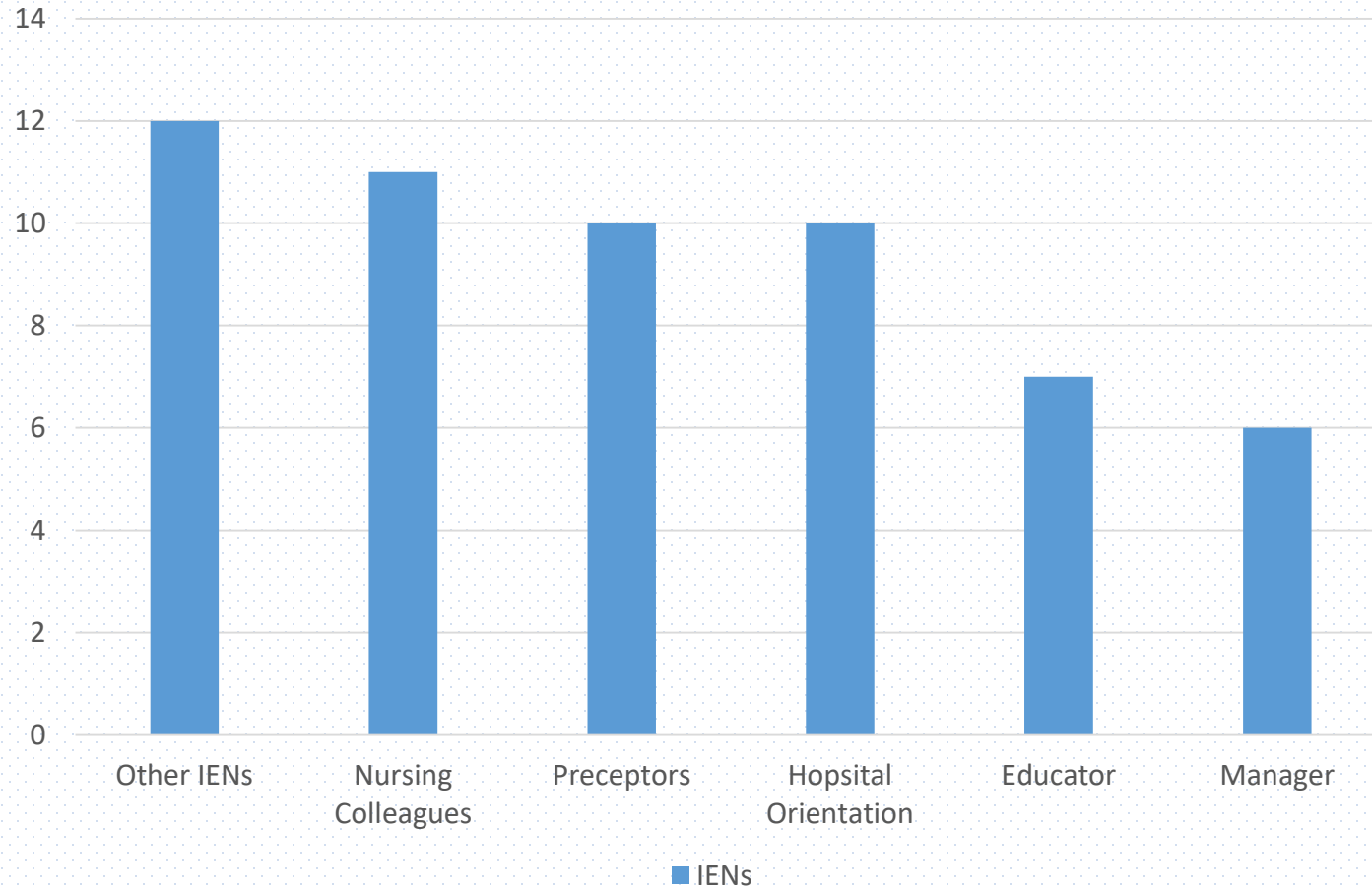
“As the days pass by, if you learn the routines and know the residents, the job will be easier...sometimes I still get scared working, because I don't know what to expect...but I think in time I will build my confidence.”

belonging

- Connecting to others
- Fit with rural life

“I like it here. My home town in the Philippines is flat also. We actually bought a house here. It’s quiet and peaceful. I like living here. I can see myself living here for years and years. I’m happy. We’re lucky that we have the same community. We have the church here where we can go every Sunday. Although we don’t have specific friends, we are building relationships and extending our family with new friends.”

helpfulness of supports



helpfulness of supports

Bridging

- 11/13 found bridging **very helpful** in becoming registered
- 12/13 reported bridging **very helpful** in adjusting to first nursing position
- 1/13 reported bridging **somewhat helpful** in adjusting to first nursing position

Financial supports

- 10 indicated that the financial support offered to IENs was a factor in their decision to participate
- 11/13 rated financial supports as **very helpful**
- 2/13 rated financial supports as **somewhat helpful**

A photograph of a two-lane asphalt road with a yellow center line, receding into the distance. The road is flanked by green grass and dense green bushes and trees. The sky is filled with large, dark, grey clouds, suggesting an overcast or stormy day. The text 'the managers' experiences' is centered in the upper half of the image.

the managers' experiences

cultivating confidence

- Competence & confidence
- Individuality & personality
- Time

“The biggest struggle was his confidence, it wasn’t so much his competence.”

“I interviewed [the IENs] to get to know them as people and identify their strengths and weaknesses. I knew one would be weaker than the others so I wanted to set up that person with the specific care area that had more seasoned nurses.”

considering culture

- English language
- Communication
- Family responsibilities
- Commitment to employer

“I think a big part of their adjustment is cultural and that culture extends to the workplace.”

“There are issues with people who speak Tagalog at the nursing station. We tried to say that’s not appropriate. It’s a guideline and more in particular because there are other people who do not speak the language. How do your colleagues know you are not speaking about them... How does your patient know you are not speaking about them? It doesn’t matter if they do it on their breaks but never while at the nursing station”

supporting integration

- Meeting a need
- Two way process
- Reaching out

“I met with one IEN and her spouse to introduce her to the community. When she started there was an extensive orientation, longer than I would normally provide, including one on one buddying with a nurse on the floor. It was gradual over two months. A normal one would be a couple of weeks... We also provided them with information on housing and linked them with the Filipino community as well as others who work here.”

“I would like more [IENs]. I was originally only getting one and I mentioned that our facility had many gaps, there was such a need. I think we’ve retained nurses through this and I think it’s a great project.”

keys to success

- Common goal and identified need
- Concrete plans to action – working group
- Building, strengthening and sustaining relationships
- Information & communication
- Financial supports & conditional offers of employment
- Community supports
- Cultural training

post pilot

- Determination of cost effective recruitment
- Decision and commitment to repeat – pilot becomes an Initiative
- Funding – CMJG; MHSAL; PMH; MET
- Adjustments to program features –
 - Overall BPIEN length (independent of project)
 - 8 weeks of clinical - 4/4 week split - instructor facilitated/preceptored
 - Leadership and the nature of rural practice
 - More time for clinical instructor orientation
 - More study time for exam prior to beginning work as a GN
 - Relocation funding

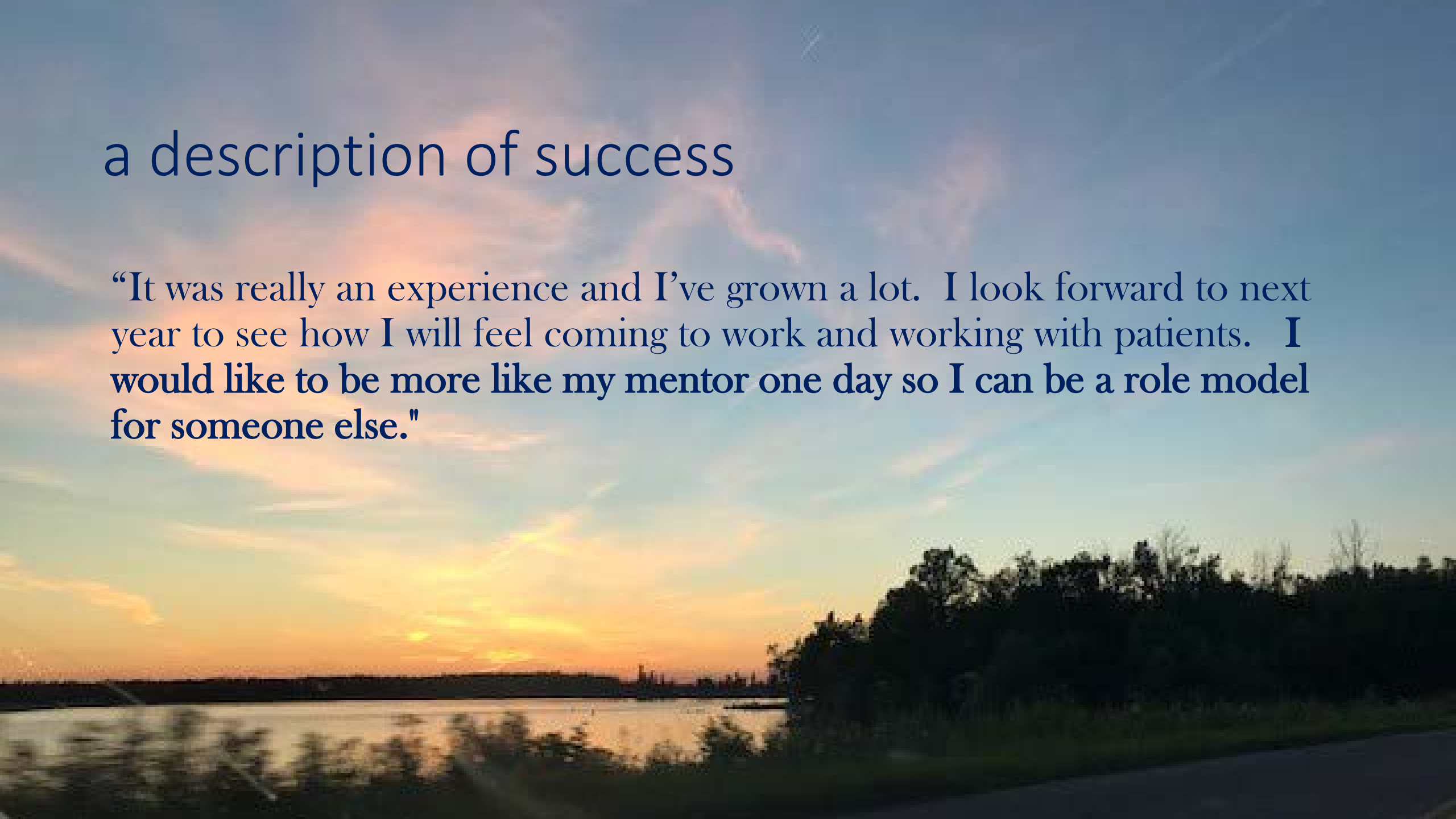
a description of success

“I hope they do it again many more times because **they’re helping RHAs and IENs**. I hope participants are genuine in joining. Don’t just use this to fast track their registration because it’s really helpful for families who are willing to work and move outside Winnipeg.”



a description of success

“It was really an experience and I’ve grown a lot. I look forward to next year to see how I will feel coming to work and working with patients. I would like to be more like my mentor one day so I can be a role model for someone else.”



A scenic sunset over a body of water. The sky is filled with soft, wispy clouds in shades of blue, purple, and orange. The sun is low on the horizon, casting a warm glow. In the distance, a city skyline is visible. The foreground shows dark silhouettes of trees and a road.

Questions?

planning

Rural IEN - RN Pilot
Logistics Planning Meeting
July 10, 2015
10:30 - 3:00 p.m.
Room 3061 - 300 Carlton Street

AGENDA

Review of June 5 meeting
discuss July 10 action items

Interest to Participate in the Rural IEN Registered Nurse Pilot Project

Please complete this form should you be interested in participating in the Rural IEN Registered Nurse Pilot Project.

- be seeking registration with the College of Registered Nurses of Manitoba (CRNM)
- have been referred by CRNM to the BRPN at Red River College (RRC)
- meet the entrance requirements of the BRPN at the start of the pilot in January 2016 (i.e. current language proficiency score, and letter of referral from CRNM to the BRPN)
- current language proficiency score, and letter of referral from CRNM to the BRPN

NOTE: If you have been unsuccessful in writing the National Exam (CRNE) and/or NCLER (two or more times), you are not eligible for this pilot project.

Name: _____ Last Name: _____
 Address: _____ E-mail: Yes No
 Phone #: _____
 Have you been referred for an IEN Bridging program by CRNM: Yes No
 List the most recent clinical practice areas of experience (e.g. General Medicine, ER, Obs, etc.): _____
 List your responsibilities in your most recent employment as a nurse: _____
 List the most recent clinical practice areas of interest (e.g. General Medicine, ER, Obs, etc.): _____

Rural IEN RN Pilot Project Important Dates

| | |
|--|---|
| Information session Green Lecture Theatre Red River College, 2051 Notre Dame Avenue | September 15, 2015 |
| Due date for submission of • Interest to participate form • Letter of referral from CRNM to bridging • Resume | September 30, 2015 |
| Interviews (for selected applicants) Red River College, 2051 Notre Dame | October 13 - 14, 2015 |
| Applicants notified of interview/application outcome | Week of November 9, 2015 |
| Classes begin Red River College, Winnipeg | January 4, 2016 |
| Classes end | April 22, 2016 |
| Clinical placements begin Locations, outside of Winnipeg, to be determined if on winter date | May 9, 2016 |
| Clinical placements end | June 17, 2016 |
| Eligible to work as Registered Nurse (if NCLER-EN previously been successfully written) | Upon confirmation of GR Registration with CRNM |

Contact Information:
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Shelley Anne Buhar
Recruitment and Extension Officer
T: 204-428-2735
Email: sbuhar@southernhealth.ca



Notice of Information Session

New Rural Pilot Bridging Education and Employment for Internationally Educated Nurses

In partnership with Prairie Mountain Health and Southern Health-Santé Sud Regional Health Authorities (RHAs), Red River College (RRC) will be delivering a new pilot project for delivery of the Bridging Program for Internationally Educated Nurses (IENs).

The pilot provides an opportunity for IENs to complete the Bridging Program for Internationally Educated Nurses while fulfilling the College of Registered Nurses of Manitoba's (CRNM) requirement for bridging education for registration eligibility.

It is also an opportunity to obtain employment in a health care facility in one of the two RHAs mentioned above.

The rural pilot will begin in January 2016 at RRC in Winnipeg. Like the Bridging Program for Internationally Educated Nurses (BRPN), the pilot will start with 16 weeks of in-class course work. This will be followed by a six week (clinical placement in a health facility outside of Winnipeg). After successfully obtaining a graduate nurse license with CRNM, participants will begin paid work upon completion of the pilot with a minimum four week supported placement. Support will be provided to participants in fulfilling any remaining requirements for registration as a Registered Nurse with the CRNM.

The cost of this pilot will be paid by the RHAs in exchange for a two-year commitment to work as a Registered Nurse in a rural area. Supports will also be provided to help the IENs and their families move to, and resettle in, a community outside of Winnipeg.

Important
To be eligible for this pilot and to attend the upcoming information session you must:

- have submitted an application for registration with the CRNM
- have completed a Clinical Competence Assessment (CCA)
- have been referred by CRNM for bridging education

Union -
MNU?
MGEN?
- pilot
- ROS
- nature -
very bright
mini moment
of week end
orientation
- Lori - see notes; identify person

bridging program for IENs (BPIEN)

- BPIEN theory (16 weeks) in Winnipeg
 - Health assessment
 - Skills review
 - Medical surgical nursing
 - Communication seminars
 - Drug administration workshops
 - Critical thinking
 - Community health
- + 4 Possible online courses
 - Pharmacology, Mental health, Maternal child, & Pediatrics
- BPIEN clinical placements (6 weeks) in the rural RHAs

relocation and employment



- Prairie Mountain Health
 - Swan River
 - Dauphin
 - Ste Rose du lac
 - Brandon
 - Minnedosa
- Southern/Santé Sud
 - Portage La Prairie
 - St Claude
 - Altona