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| **Purpose:** Megan Hellrung Level III Credentialing  | **Facilitator:** MH | **Sponsor:** LZ |
| **Date:** 12/30/14 | **Scribe:** MH | **Timekeeper:** MH |
| **Staff Present:** Monica Brock (MB), Lynette Zavodny (LZ), Megan Hellrung (MH)  | **Location: Monica’s Office** | **Time:**  1400-1500 |

| **Topic** | **Action or****Talk Item** | **GPS****Component** | **Magnet** **Component** | **Discussion Leader** | **Time** |
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| MH goal to designing and facilitate an OR specific preceptor course.  | Discussion:* Specialized care setting with unique responsibilities/accountability
* Goal to recognize specific training/resources to support OR staff more effectively then UCH Basic Preceptor course
 | 1,2,3,5,7 | 1,2,3,4,5 | MH | 1400-1415 |
| Use of current framework established from UCH platform- Would like to utilize the same components including the 2. 5 hour online portion.  | Discussion:* Review of blended model including online Mosby’s/Elsevier modules and interactive classroom time

  | 1,2,3,5,7 | 1,2,3,4,5 | MH/LZ | 1415-1423 |
| Best way to assign staff to this online course? Who is designated to complete this? What is the time frame usually given for them to complete it? Proof of completion/certificate learners need to bring to class? | Discussion: * Multiple staff capable of making assignments- Educator/Preceptor Program Coordinator
* Timeframe to complete modules is 2 weeks prior to course
* Conflict: ST’s limited access to computer/modules throughout duration of shift. Discussed early assignment of modules to prevent incompletions
* Preceptor Program Coordinator to review completion of modules for each learner prior to releasing survey for certification
 | 1,2,3,5 | 1,2,3,4,5 | MH | 1423-1430 |
| Ability to review the scenarios currently used? What were challenges and successes, advice, in setting up the scenarios to match the components of the course? | Discussion: * Review of scenarios posted on HUB. Review content and formatting to mirror OR specific scenarios after
* Team of authors to complete scenarios. Reviewed together to assure content addressed
 | 1,2,3,5 | 1,2,3,4,5 | MH/LZ | 1430-1447 |
| Current evaluation tool?Ability to model after it? | Discussion:* Post-course survey monkey questionnaire to review effectiveness of course
* Possibility create second survey for personal data collection r/t credentialing
 | 3,5 | 2,3,4,5 | LZ | 1447-1454 |
| Use of Benners currently throughout curriculum?  | Discussion: * Addressed in Basic Preceptor Tool forms.
* Reviewed literature review r/t preceptorship in the OR thoroughly addresses incorporation of Benner’s in preceptorship programs/practice
 | 1,2,3,5,6 | 2,3,4,5 | MH | 1454-1457 |
| Possible utilize you as professional resource/stakeholder and reviewer of content?  | Discussion: * MB happy to help review content of OR Specific Preceptor Course as well as review portfolio
 | 2 | 1,3 | MH | 1457-1500 |

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| **UCHealth Global Path to Success** |
| **1. Quality and Patient Experience** | **2. Engaged Workforce** | **3. Growth** | **4. Clinical & Non-Clinical Integration** | **5. Deliver Superior Value** | **6. Academic Enterprise** | **7. Mission, Vision and Brand Awareness** |
| Ensure universal, distinctive standard of quality and patient experience.  | Attract, retain and excite a unified and engaged workforce. | Enhance reach and relevance through growth. | Integrate clinically and non-clinically across our system. | Deliver superior value to remain an option for most payor plans. | Maintain, enhance and leverage the academic enterprise.  | Enhance messaging around the mission, vision and brand  |

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| **Magnet Model Components** |
| **1. Transformational Leadership** | **2. Structural Empowerment** | **3. Exemplary Professional Practice** | **4. New Knowledge, Innovations & Improvements** | **5. Empirical Outcomes** |
| Leadership that results in extraordinary outcomes by empowering, influencing, and motivating others.  | Strategies used to support shared leadership decision-making, life-long learning and professional development.  | Interprofessional collaboration to ensure patient safety resulting in high-quality outcomes. | Integration of evidence-based practice and research into practice. New ways of achieving high-quality, effective and efficient care through innovation. | Measurable outcomes related to the impact of structure and process on patients, staff, and the organization.  |