932 E. 34th Street, Joplin, MO 64804

Getting Around Freeman:
- Main Entrance
- Conference Center Entrance
- Employee Education
- Pediatric Therapy and Developmental Clinic
- Radiology Entrance
- Screen Team

2nd floor East houses rooms PDC4, PDC5, PDC6, PDC7, PDC8, PDC9, & SIM Lab.
1st floor East holds rooms 1E, 2E, 3E, & 4E.

Annex houses rooms PDA1, PDA2, PDA3

- Park in South Visitor Parking,
- Enter at Flags (yellow arrow)
- You will be on 1st floor
- To your left, take elevator to 2nd floor
- Follow hallway to Admissions
Then turn right and take hall to Professional Development (PDD)
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INFORMATION
Professional Development Department
Central Office – East Campus 2nd Floor (across from Radiology)

Department Hours
Monday-Friday 7:30am - 4:00pm;
Closed Daily 12:30pm - 1:00pm

932 E. 34th Street
Joplin, MO  64804
417.347.2520 fax

CLASSROOM LOCATIONS
PDA 1: Annex building, lower level on East side
PDA 2-3: Annex building, lower level on West side
PDA Break Room: Annex building, top level
PDC 4-9: East hospital, 2nd floor, across from Radiology
PDC Conference Room: East hospital, 2nd floor, across from Radiology
PDC Simulation Lab: East hospital, 2nd floor, across from Radiology
Conference Rooms 1E-3E: East hospital 1st floor by Dialysis
Computer Lab 4E: East hospital 1st floor

INSTRUCTIONAL METHODS
Blended
Also known as hybrid or mixed-mode courses, these are classes where a portion of the traditional face-to-face instruction is replaced by web-based learning. Computer skills are necessary in this type of learning environment.

Instructor led
These courses deliver classes in a traditional, classroom style focusing instruction in a face-to-face learning method.

Online
These courses deliver a series of lessons to a web browser or mobile device, to be conveniently accessed anytime, anyplace. Computer skills are necessary in this type of learning environment.

BOOK CHECK-OUT LOCATIONS
East campus (central library): Located in the Professional Development Central Office. Hours are Monday-Friday, 7:30 am to 4:00 pm. All books are available at this location.
West campus: Located in the Nursing Resources Office (by cafeteria) and is open 24/7. This location keeps the following books on demand: BLS for Healthcare Providers, ACLS, PALS and ASLS.
Neosho campus: Located in the Administrative offices. Please check with Neosho staff for days and hours of availability. This location keeps the following books on demand: BLS for Healthcare Providers, ACLS, PALS and ASLS.
GENERAL CRITERIA FOR FREEMAN COURSE PARTICIPANTS

The general criteria listed below are the same for all mandatory and non-mandatory sessions.

• The participant must be available to attend the training on the given dates.

• The participant must contact their Unit Director for any course-related absence, as course scheduling is considered equal to any scheduled shift. Absences will follow the Course Agreement and Attendance Policy.

• Course attendance must be approved by an individual’s Unit Director or designee.

• No fees will be charged for Freeman Health System employees as long as it is written in their continuing education requirements per job description.

• All applicants must be up to date with all their mandatory requirements i.e., e-learning and/or practical assessments, unless approved by their Manager or Team Leader.

LEARNING FACILITIES

• The campus offers comfortable training facilities that are conducive to learning. Participants need to dress for an air-conditioned environment.

• East Cafeteria and surrounding restaurants are available and provide refreshments at a reasonable cost.

• Freeman is a smoke free site. Smoking is not permitted anywhere within hospital grounds. This includes all garden and car park areas.

TRAINING DELIVERY & ASSESSMENT

• All services offered are based on the principles of adult learning.

• All trainers hold relevant teaching/assessing qualifications and/or industry experience.

RECOGNITION OF PRIOR LEARNING (RPL)

RPL may be applicable for certain programs; please contact the Professional Development office to discuss.

CERTIFICATION

Certificates of attendance will be issued on request and kept in employee file in Professional Development for all current FHS employees.

DELIQUENT CERTIFICATION

Employees are responsible for tracking and maintaining current certification in all job required certifications. Employees who are delinquent in their certifications may be subject to administrative leave and/or appropriate level of corrective action. Current certification is determined by the certifying body and indicated on the card issued to the employee, as well as updated on employee transcripts.

GRIEVANCE

Customer complaints, appeals and grievances in relation to education and training will be handled by the Professional Development director.

### Professional Development Scoring Rubric

<table>
<thead>
<tr>
<th>Scoring Term</th>
<th>Definition</th>
<th>Reflection on Participant Transcripts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Passed</td>
<td>Participant functions independently without supporting cues and successfully completes all learning objectives and skill requirements of the course.</td>
<td>Negates Delinquency under Continuing Education Requirement</td>
</tr>
<tr>
<td>Passed with Remediation</td>
<td>Participant successfully completes some learning objectives and skill requirements but not enough to pass the course. Participant requires frequent verbal and occasional physical directive cues or participant functions dependently, requiring continuous verbal and physical cues. Additional instruction and evaluation is provided in order to assist the participant to achieve the expected competencies of the course.</td>
<td>Negates Delinquency under Continuing Education Requirement</td>
</tr>
<tr>
<td>Failed</td>
<td>Participant fails to meet any and all criteria to successfully pass the course. Attendance is followed per FHS policy &amp; procedure</td>
<td>Continuing Education Requirement shows Delinquent</td>
</tr>
<tr>
<td>No-Show (Excused)</td>
<td>Participants who do not attend or are late to class due to the following, as stated in FHS Attendance Policy: Approved leave of absence including Medical Leave or Family Medical Leave; Scheduled and approved PTO; Jury Duty; Workers Compensated Time Off; Bereavement leave. Documentation is supported in email by the Unit</td>
<td>Continuing Education Requirement shows Delinquent</td>
</tr>
<tr>
<td>No-Show (Not Excused)</td>
<td>Participants who do not attend or are late to class who fall outside of the parameters of a “No Show-Excused” absence. Documentation is supported in email by the Unit Director/Manager or Unit Director/ Manager fails to respond in the appropriate timeframe as stated in FHS policy &amp; procedure</td>
<td>Continuing Education Requirement shows Delinquent. Course fee of $65 is relayed to accounting. PDD tracks book return within 30 days and generates an additional $65 fee if no return</td>
</tr>
</tbody>
</table>
The Commitment to Academic Integrity

The Professional Development Department at Freeman Health System practices Academic Integrity based on values aligned with the International Center for Academic Integrity. It is the purpose of Professional Development to advance our academic and educational culture by promoting and developing policies reflecting the use of positive values that are at the core of personal and educational integrity.

Values of Academic Integrity: Honesty, Trust, Fairness, Respect, Responsibility and Courage

**Honesty:** Honesty is an indispensable foundation and prerequisite for teaching, learning, research and service. Our policies reflect a sincere effort and clear message that cheating, fraud, theft and other dishonest behaviors are unacceptable. Dishonest behavior not only jeopardizes the welfare of academic communities and violates the rights of its members, it can also tarnish the reputation of the institution and diminish the worth of the certificates or degrees it grants.

**Trust:** Trust is established when administration and educators set clear guidelines and standards. Trust is established when all play by the rules and there are no exceptions based on deferential treatment or alliances. When trust is established, the development of new ideas can flourish without fear of those ideas being stolen.

**Fairness:** Important components of fairness are predictability, transparency, and clear expectations. Clear and consistent responses to breaches of integrity and dishonesty is vital to fairness. Students show fairness when they do their own work and practice academic integrity. Educators use fairness when they treat every student with the same expectations and respond to dishonesty consistently. Administrators are fair when they uphold policy no matter the circumstance.

**Respect:** We honor, value, and consider diverse opinions and ideas. Our work community can only succeed when there is respect for diverse and sometimes contradictory opinions that are expressed. The most dynamic and productive learning environments are those that foster active engagement, rigorous testing, spirited debate, and lively disagreements. This works only in an environment of respect for those who voice those diverse ideas. Students show respect by taking opportunity to gain knowledge on their own. They show respect by taking an active role in their educational goals. They show respect by contributing to discussion and listening to others’ opinions and points of view.

Educators show respect by taking the ideas of students seriously and recognizing them as individuals. Educators show respect by providing full and honest feedback of every student’s work and effort.

**Responsibility:** Responsibility for upholding the values of integrity is simultaneously an individual duty and a shared concern. Every member of the academic community- each student, educator, and leader- is responsible for safeguarding the integrity of its teaching and research. Cultivating responsibility means learning to recognize and resist the impulse to engage in unscrupulous behavior. Being a responsible member of an academic community also means holding others accountable when they fail to uphold the values of the group. Holding oneself and others to high standards of integrity is often challenging; it requires courage.

**Courage:** Courage is an element of character that allows learners to commit to the quality of their education by holding themselves and their fellow learners to the highest standards of academic integrity even when doing so involves risk of negative consequences or reprisal. We have established the core values we would like to use in our work in the Professional Development department. It will take courage to move forward and do what we say we are going to do. As our culture changes our courage will be tested, do we have the integrity to act according to the values we have espoused?
A Note from the Director

The Professional Development Department is happy to provide a comprehensive catalog of educational course offerings at Freeman Health System. We have made every effort to bring you training that reflects the current best practices within the clinical and non-clinical settings to assist you in making Freeman the best place to give and receive care.

Our clinical and non-clinical staff integrates adult education experiences through research and proven instructional methods of simulation, active learning and reflective thinking. As such, our professionals work hard to ensure that you obtain the maximum from your educational opportunities within our department. Each year, more than 2,000 Freeman employees are enrolled in our programs ranging through orientation, annual certifications and employee skill development. Our department effectively manages more than 4,000 employee transcripts and engages a wide range of system employees in developing Individual Learning Plans.

As part of your benefits package at Freeman, our department offers free nationally recognized certification classes to qualifying employees such as American Heart Association’s ACLS, BLS, and PALS; The Gordon Center’s ASLS; Emergency Nurses Association’s TNCC; Neonatal Resuscitation Program’s NRP Provider; AWHONN’s Basic, Intermediate and Advanced Fetal Heart Monitoring; Crisis Prevention Institute’s CPI and APT Training; and S.T.A.B.L.E.

I sincerely hope that you will take advantage of these courses during your employment at Freeman. From our proven curriculum, you will experience an education, which together with the excellent instructors in the department, enhances your educational experiences and readiness to progress into your clinical or non-clinical field of choice. We look forward to working with you on your professional development needs that will help launch you toward rewarding and successful careers.

Kami Gollhofer, MS
Director of Professional Development

The National Association of Medicine
(formerly the Institute of Medicine)

The Professional Development Department at Freeman Health System recognizes that preparing healthcare professionals to share a common vision across the health professions centered on a commitment to, first and foremost, meeting patients’ needs as envisioned in the Quality Chasm Report (Institute of Medicine, 2001) is essential for all of our programs and education provided to health professionals. We agree that “all health professionals should be educated to deliver patient-centered care as members of an interdisciplinary team emphasizing evidence-based practice, quality improvement approaches, and informatics” (IOM, 2006). As such, you will see the below icons referenced by our course offerings to ensure that we are focusing educational efforts on the recommendations from the National Association of Medicine.

CORE COMPETENCY ICON LEGEND

Provide patient-centered care—identify, respect, and care about patients’ differences, values, preferences, and expressed needs; relieve pain and suffering; coordinate continuous care; listen to, clearly inform, communicate with, and educate patients; share decision making and management; and continuously advocate disease prevention, wellness, and promotion of healthy lifestyles, including a focus on population health.

Work in interdisciplinary teams—cooperate, collaborate, communicate, and integrate care in teams to ensure that care is continuous and reliable.

Employ evidence-based practice—integrate best research with clinical expertise and patient values for optimum care, and participate in learning and research activities to the extent feasible.

Apply quality improvement—identify errors and hazards in care; understand and implement basic safety design principles, such as standardization and simplification; continually understand and measure quality of care in terms of structure, process, and outcomes in relation to patient and community needs; design and test interventions to change processes and systems of care, with the objective of improving quality.

Utilize informatics—communicate, manage knowledge, mitigate error, and support decision making using information technology.

The Freeman Professional Development Philosophy

Empower clinicians, staff and the healthcare community to perform at the highest level of one’s profession by providing high quality educational opportunities.
Once you have enrolled in a course, you will be directed to sign-off on the payroll deduction agreement form. This form aligns with Freeman Policy **only if you do not attend or are late to the class for which you are currently enrolled**. **Unexcused absences and late arrivals for courses will result in a $65.00 fee.** Unreturned books and materials will result in a $65.00 fee. Once you have read through the agreement, click the “I have read and agree to the waiver above” button to finalize course enrollment. Please note that excused absences from primary supervisors must adhere to the attendance policy. The following list reflects examples of absences that are considered to be excused:

* Approved Leave of Absence including Medical Leave and Family Medical Leave
* Scheduled and approved Paid Time Off (PTO)
* Jury Duty

*Workers Compensation approved time off
*Bereavement (funeral) leave

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**PAYROLL DEDUCTION**

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**Important!**

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**Course schedule**

*Individual course schedules can be viewed by: Main Menu —> Education —> Course Enrollment, which will take you to the screen below.*

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**Once in the Course Enrollment screen, go to Menu —> View your Current Enrollment**

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**Current Enrollment for all your courses will be viewed here.**
Full time and part time employees who have successfully completed their probationary period of 120 days are eligible to use payroll deduction for FHS provided education courses as listed in the Professional Development Department course catalog. PRN and temporary employees may pay course fees using cash or check. Employees must show valid employee identification to utilize payroll deduction and enroll to a course. The deduction will occur in TWO CONSECUTIVE PAY PERIODS PRIOR TO COURSE BEING HELD.

Upon receipt of this completed form, Professional Development staff will process the course enrollment. Course fee includes attendee’s seat in class, participant course materials, and if applicable a certification card for successful course completion. No refunds will be given for missed classes, however the option to reschedule is available.

Any employee who leaves employment with Freeman Health System before the balance is paid will have the entire deduction withheld from their final paycheck. The purchaser is responsible for paying any unpaid balance in full by cash, check, or credit card. Unpaid debts to the system are subject to collection efforts.

By signing below, I am certifying that I have read and agree with the statement above and authorize Freeman Health System to deduct from my compensation the amount of $_________ for receipt # ___________________ purchased from Freeman Professional Development, in accordance with the payroll deduction policy.

By signing below, I attest that I understand this is a voluntary deduction agreement, and upon written request I can cancel this deduction coming from my paycheck, but that in no way relieves me from the legal obligation of the amount owed.

**ALL LINES MUST BE COMPLETED TO PAYROLL DEDUCT**

Take completed form to Professional Development for processing and course enrollment.

_________________________  __________  __________

First Name (Please print legibly)  Middle Initial  Last Name

Department Name: _____________________________  Department phone ext.: _____________________________

Employee ID Number: 1234____________________  Personal phone: _____________________________

Course Name: _____________________________  Course Fee: $_________

Employee Signature: _____________________________

Date: _____________________________  Circle Your Employee Type: Freeman Employee  or  Ozark Center Employee

*************** Below Section for Professional Development Department Use Only ***************

Date & Time of Course: _____________________________

(Must be after minimum of 2 pay periods for fee payment processing)

PDD Staff Signature: _____________________________  Date: _____________________________
How to Enroll in Classes

To enroll in classes, start by logging into the Freeman Intranet.

1. Go to the Main Menu —> Education —> Course Enrollment

2. This will take you to Professional Development Tracker where you may search for a class or choose from the comprehensive list

3. After choosing a course, you will be taken to the full schedule of classes available for the 2020 calendar year. Once you choose a date and time, click “Enroll in Course” to complete course enrollment.
Join us for a Multi-Disciplinary Workshop focusing on EBP for Preventing Falls
Friday, February 21st & Monday, February 24th West Conference Rooms
See the Daily Lineup for more Information

This star denotes courses that were created as a result of the annual FHS Learning Needs Assessment

Therapeutic Communication & De-escalation
This unit rounding training discusses specific communication techniques and strategies to help develop verbal intervention skills and promote basic problem solving related to de-escalation of both medical and mental health patients.

Trauma Informed Care
Trauma Informed Care will be a specific Psych Unit Topic. This training will be an introduction to trauma and trauma-informed approaches for medical and behavioral health services to provide a basic understanding of trauma issues encountered in the workplace and everyday life.

How to Excel at Verbal Intervention
This CPI curriculum focused course will be available to all system employees in both Spring and Fall. It offers advanced verbal intervention techniques to assist clinicians in providing care to our most vulnerable populations. Offered on March 10, 2020 and again on September 2, 2020.
Nonviolent Crisis Intervention® Training (8 hours)

With a focus on prevention, our core training program equips staff with proven strategies for safely defusing anxious, hostile or violent behavior at the earliest possible stage. It’s been setting the standard for crisis prevention and intervention training for over 35 years and can help staff to reduce the risk of injury, comply with legislative mandates, meet regulatory/accreditation standards, improve staff retention, minimize exposure to liability and promote care, welfare, safety and security.

Comments: CPI renewal must be completed annually if not taking APT annually.

Prerequisite: None
Instructor: Dick Crabill, RN
Required Employee Cost: $0
Non-Required Employee/Community Cost: N/A
Supplies: Book with certification card
Dates: This course is offered on a monthly basis. Please see page 10 on how to enroll in this class.

CPI Renewal (4 hours)

This is a foundational refresher course that reviews basic core concepts to strengthen skills in the application of the principles of Nonviolent Crisis Intervention. It reinforces understanding with proven strategies for safely defusing anxious, hostile or violent behavior at the earliest possible stage.

Prerequisite: Initial certification in CPI
Instructor: Ilona Denker, MA, LPC
Required Employee Cost: $0
Non-Required Employee/Community Cost: N/A
Supplies: Book with certification card
Dates: This course is offered on a monthly basis. Please see page 10 on how to enroll in this class.

Applied Physical Skills℠ (APS) (6 hours)

Do you work with exceptionally aggressive, violent or difficult-to-manage individuals? Applied Physical Skills℠ is an intensive program designed to enhance your ability to teach physical intervention strategies to staff within your organization. Taught within the context of the CPI philosophy of Care, Welfare, Safety, and Security℠, the program teaches that physical intervention should be used only as a last resort when an individual presents an imminent danger to self or others.

Comments: This course instructs in a hands on technique. Strong physical stamina is required for this course.

Prerequisite: CPI Certification
Instructor: Dick Crabill, RN
Required Employee Cost: $0
Non-Required Employee/Community Cost: N/A
Supplies: Online access code and certification card, books and materials
Dates: This course is offered on a monthly basis. Please see page 10 on how to enroll in this class.

Nonviolent Crisis Intervention® Training℠ (8 hours)

As someone who may be in the best possible position to prevent a suicide, you will find that QPR is designed to help you save a life. QPR consists of these three skills: Question...a person about suicide; Persuade...someone to get help and, Refer...someone to the appropriate resource. QPR is not a form of counseling or treatment. Rather it is intended to offer hope through positive action. By learning QPR, you will come to recognize the warning signs, clues, and suicidal communications of people in trouble, and gain skills to act vigorously to prevent a possible tragedy.

Prerequisite: None
Instructor: Ilona Denker, MA, LPC
Required Employee Cost: $0
Non-Required Employee/Community Cost: $20
Supplies: Certification card, books and materials
Dates: This course is offered on a monthly basis. Please see page 10 on how to enroll in this class.

Question, Persuade, Refer. (QPR) (2 hours)

Helicopter Safety (1 hour)

In this seated class, students will tour both Helipad locations at Freeman West Campus and will learn about proper protective gear, how to approach the aircraft, location of emergency gas shut off and fire extinguishers. Students will have the opportunity to for question/answer with the air medical crew and will have an opportunity to meet the Medflight Medical team and pilot.

Note: This class is required of any new staff to Freeman Health System: All new or transferred Emergency Room Registered Nurses, Nurse Technicians and Student Assistants. All new security staff, all new Cath lab staff, and all new ICU Charge Nurses.

Prerequisite: None
Instructor: Lorraina Porter, RN in partnership with Medflight
Required Employee Cost: $0
Non-Required Employee/Community Cost: N/A
Supplies: None
Dates: This class is required of any new staff to Freeman Health System: All new or transferred Emergency Room Registered Nurses, Nurse Technicians and Student Assistants. All new security staff, all new Cath lab staff, and all new ICU Charge Nurses.

Code Yellow (1 hour)

Through the use of a medium-fidelity mannequin simulator, participants will practice clinical skills in relation to a code blue scenario. Targeted learning objectives focus on: the recognition of a deteriorating patient, team approach to care, timely and appropriate Code Blue response initiation, effective patient care, and clear communication techniques. Code Yellow simulations help providers of all levels familiarize themselves with the process and ensure they are following the necessary steps to provide the best outcomes for the patient.

Prerequisite: None
Instructor: PDD Onboarding Specialists
Dates: This course is offered on a monthly basis on various units throughout the health system. All clinical staff, chaplains, and security are encouraged to attend.
Courses Related to Emergency Medicine (continued)

Trauma Nursing Core Course (TNCC) Pre-Course Module
Trauma Nursing Core Course (TNCC) is a course that teaches critical clinical decision-making in the care of the trauma patient. The focus is on the primary and secondary survey and initial interventions. There are individual chapters for special populations, including the older adult, the bariatric patient, the pediatric patient, the patient who has experienced interpersonal violence, and the pregnant trauma patient. A variety of learning methodologies are incorporated into TNCC, including online, a textbook, interactive lecture, hands-on skills, and case-based learning.

Technical Requirements: Adobe Flash Player 10.3 or later, and one of the following browsers: Windows: Internet Explorer 8 and later, Microsoft Edge (latest version), Google Chrome (latest version), Firefox (latest version); Mac: Safari 7 and later, Google Chrome (latest version); HTML5 Windows: Google Chrome (latest version) Mac: Safari 7 and later, Google Chrome (latest version) Mobile: Safari in Apple iOS 7 and later, Google Chrome (latest version) in Android OS 4.1 and later.

Prerequisite: None
Instructional Method: Online
Instructors: Susan Garrison, RN, BSN
Required Employee Cost: $0
Non-Required Employee/Community Cost: $380
Dates: Courses offered in the month prior to TNCC.

Trauma Nursing Core Course (TNCC) (2 day)
This 2-day course sponsored by the Emergency Nurses Association is the premier course for hospitals and trauma centers worldwide; empowers nurses with the knowledge, critical thinking skills and hands-on training to provide expert care for trauma patients. At successful completion of the course, participants will be able to perform rapid identification of life-threatening injuries, comprehensive patient assessment and enhanced intervention for better patient outcomes.

Comments: Successful completion of the course requires 80% or greater on the multiple choice exam and 70% or greater on the skill station evaluation.

Prerequisite: Successful completion of Pre-Course Modules
Instructional Method: Blended
Instructors: Chris Hoag-Apel, RN; Susan Garrison, RN, BSN and FHS adjunct instructors
Required Employee Cost: $0
Non-Required Employee/Community Cost: $380
Supplies: RN candidates with successful completion will receive the ENA TNCC 4 year provider verification card. Per ENA guidelines, books are to be picked up at least 30 prior to class date.

Per ENA guidelines, TNCC and ENPC books must be picked up 30 days or more in advance of your scheduled class. Books are available at the East Library. See page 3 for details and library hours.

Books may be reserved by calling 417.347.5830

Advanced Stroke Life Support (ASLS) (1 day)
This course addresses the prehospital, emergency department and stroke unit management of patients with acute stroke. Using interactive discussions, hands-on workshops, multimedia (video case-based scenarios) and standardized patient simulations (for stroke syndrome identification and management decision-making), the course includes a discussion of the differential diagnosis of stroke, rapid recognition of five major stroke syndromes, training in the use of the Miami Emergency Neurologic Deficit (M.E.N.D.) exam (based on the National Institutes of Health Stroke Scale and incorporating the Cincinnati Prehospital Stroke Scale), education regarding the use of thrombolytic therapy in acute ischemic stroke patients, and a detailed discussion of the acute care of stroke patients in the hospital, including prevention of medical complications, rehabilitation in the acute setting, the diagnostic evaluation, secondary stroke prevention strategies, and discharge planning for the patient and family. This course is appropriate for both new and experienced providers, particularly nurses and physicians who work in the emergency departments, stroke unit, and stroke unit equivalents.

Comments: Participants are required to take a pre-test for this course.

Prerequisite: None
Instructional Method: Seated
Instructors: Sharlyn Splean, RN and various adjunct instructors
Required Employee Cost: $0
Non-Required Employee/Community Cost: $100
Supplies: ASLS Participant Manual
Dates: This course is offered on a monthly basis. Please see page 10 on how to enroll in this class.

Annual Competency Events as required by HFAP 04.00.09

NT/SA Competency Day—Annual Requirement (1 hour)
Competency events utilize a flipped classroom approach which focuses learning the material before class, with classroom time used to deepen understanding through skill demonstration. In order to prepare yourself, your competency day transcript items must be completed prior to attending the event. Failure to complete the required in-services prior to the event will prevent admittance into the event as outlined in FHS policy.

Comments: Due to space limitations, participants must be scheduled in advance for their appropriate day and time slot to complete skill station assessments. If you cannot attend during your designated day and time slot, immediately contact the Professional Development Department.

Note: This course is located in the East Conference Rooms.

Prerequisite: Successful completion of assigned in-services related to event
Instructional Method: Seat with skill demonstration
Instructors: Professional Development Department
Required Employee Cost: $0
Non-Required Employee/Community Cost: N/A
Supplies: Appropriate work attire is required. All supplies will be provided for return skill demonstration.

RN Competency Day—Annual Requirement (1 hour)
Competency events utilize a flipped classroom approach which focuses learning the material before class, with classroom time used to deepen understanding through skill demonstration. In order to prepare yourself, your competency day transcript items must be completed prior to attending the event. Failure to complete the required in-services prior to the event will prevent admittance into the event as outlined in FHS policy.

Comments: Due to space limitations, participants must be scheduled in advance for their appropriate day and time slot to complete skill station assessments. If you cannot attend during your designated day and time slot, immediately contact the Professional Development Department.

Note: This course is located in the East Conference Rooms.

Prerequisite: Successful completion of assigned in-services related to event
Instructional Method: Seat with skill demonstration
Instructors: Professional Development Department
Required Employee Cost: $0
Non-Required Employee/Community Cost: N/A
Supplies: Appropriate work attire is required. All supplies will be provided for return skill demonstration.

Courses for Risk & Patient Safety Education—FREE CEUs

Med-IQ (formerly ELM Exchange)
Med-IQ online courses are designed to provide Physicians/ Surgeons, Allied Healthcare Professionals and Registered Nurses a convenient opportunity to improve risk management and patient safety practices, while earning continuing education credit. To access a library of courses related to risk and patient safety, visit the website below.

http://hsg.elmexchange.com/ccc/partner/hsg/intro.asp

If you fail to un-enroll from a course

You may be required to Pay a Penalty
Timeframe for un-enrollment is 48 hours prior to course. Check Freeman policy for more details.
Patient Care Orientation

(PCO) Patient Care Orientation

Meditech™ Documentation Training Part I
Training of the Meditech™ documentation system used in the Electronic Health Record (EHR) of patients at Freeman Health System. Participants will learn and practice logging into Meditech, recognize and use the status boards to build patient lists, open the patient chart and review chart information, enter patient data on the worklist routine, write a note in the patient chart, and supply ordering for unit and patient needs.

Comments: This is a combined course instructing US, NT, SA, GN and RN positions

Note: Basic computer skills are necessary to complete this training.

Prerequisite: None

Instructor: Dan Belnap, MS

Required Employee Cost: $0 Non-Required Employee/Community Cost: N/A

Supplies: PCO Participant workbook will be provided.

Date and Time: Dates coincide with FHS new employee orientation.

Meditech™ Documentation Training Part II
Training of the Meditech™ documentation system used in the Electronic Health Record (EHR) of patients at Freeman. Participants will learn and practice new orders from the status board, place written, verbal and telephone orders; enter new admission patient data in the summary routine; enter new admission patient data in the worklist routine; document and edit interventions and assessments at admission. Participants will understand and document on the following: end of shift summary, 24 hour chart review, medication review, transfusion administration recording; Foley care; Stroke care; MAR; plan of care; any transfer orders; and discharge processes.

Comments: This course is designed for US and RN positions only.

Note: Basic computer skills are necessary to complete this training.

Prerequisite: Meditech Training Part I

Instructor: Dan Belnap, MS

Required Employee Cost: $0 Non-Required Employee/Community Cost: N/A

Supplies: PCO Participant workbook will be provided.

Date and Time: Dates coincide with FHS new employee orientation.

In July 2017, the Professional Development Department implemented a bi-weekly simulation-based orientation for new employees, including registered nurses, nurse technicians and unit secretaries. Located at Freeman Hospital East, the simulation lab provides opportunities for hands-on experience in a re-created hospital room. Although orientation goals in the simulation learning lab are individualized, critical thinking, technical skills and interpersonal relationships between staff and patients are emphasized. New staff will complete several scenarios utilizing various hospital equipment including Pyxis MedStation™, an automated medication dispensing system and bedside documentation. Robotic mannequins are used for patient simulation. During scenarios, employees are recorded on video, and recordings are utilized during simulation debriefings and in reviewing individual performance evaluations.

2020 Professional Development Course Catalog
Caring for Patients with Infections and Isolation Precautions

This course provides education and training of policies and procedures from the Freeman Health System Infection Prevention Guidelines. Participants will provide care to mannequins in the simulation lab with identified infections that necessitate various types of personal protection wear, ranging from standard precautions to droplet protections. Participants will engage in selecting the appropriate type of protective wear including gowns, mask, gloves, etc. TB mask fitting instructions are provided. 

Comments: This is a combined course instructing US, NT, SA, GN and RN positions.

Prerequisite: None
Primary Instructor: Kelli Blanton, MSN, RN
Required Employee Cost: $0
Non-Required Employee/Community Cost: N/A
Supplies: PCO Participant workbook will be provided.
Date and Time: Dates coincide with FHS new employee orientation.

Care of the Patient in Seclusion or Restraints

This learning session introduces the policy for restraints and/or seclusion in Freeman Health System. The objective of this session is to ensure patient safety by defining the interdisciplinary team’s roles and responsibilities in the care of the patient in the restraints. 

Comments: This is a combined course instructing US, NT, SA, GN and RN positions.

Prerequisite: None
Primary Instructor: Kelli Blanton, MSN, RN
Required Employee Cost: $0
Non-Required Employee/Community Cost: N/A
Supplies: PCO Participant workbook will be provided.
Date and Time: Dates coincide with FHS new employee orientation.

Patient Safety in the Hospital Environment

Using Clinical Simulation, patient safety measures are identified and reviewed. Participants will be guided to locate and understand potential safety risks to patients and visitors via simulation learning through use of clinical simulation scenarios.

Comments: This is a combined course instructing US, NT, SA, GN, and RN positions.

Prerequisite: None
Primary Instructor: Kelli Blanton, MSN, RN
Required Employee Cost: $0
Non-Required Employee/Community Cost: N/A
Supplies: PCO Participant workbook will be provided.
Date and Time: Dates coincide with FHS new employee orientation.

Teamwork in Patient Care

Participants will participate in scenarios in the Clinical Simulation Lab and through the use of video playback review performance in relation to interpersonal skills in communication and compassion. This course will focus on building a teamwork system to improve collaboration and communication. Communication and teamwork skills are essential to the delivery of quality health care and to preventing and mitigating medical errors and patient injury and harm. Group discussions about patient engagement and peer to peer communication will be conducted based on video review. There will be some didactics, but mainly this course will be interactive and engaging.

Comments: This is a combined course instructing US, NT, SA, GN and RN positions.

Note: Participant performance will be evaluated using the Freeman 5 Star Promise.

Prerequisite: None
Primary Instructor: Kelli Blanton, MSN, RN
Required Employee Cost: $0
Non-Required Employee/Community Cost: N/A
Supplies: PCO Participant Workbook will be provided.
Date and Time: Dates coincide with FHS new employee orientation.

Unlicensed Assistive Personnel

Nursing Assistant (Unlicensed Assistive Personnel)

This course meets the CMS requirements for hospital unemployed Unlicensed Assistive Personnel. When completed, students will have earned 75 hours of classroom experience and 100 hours of clinical practicum.

Essential skills for basic patient care: Participants will participate in the training of basic patient care needs including, but not limited to, hand hygiene, bathing, oral care, and personal care of the hospitalized individual. Participants will be taught essential skills in a simulation-based scenario utilizing mannequins for learning and practice. Participants will perform a bed bath, oral care, shampoo hair, and change the linen of a bed-ridden patient.

Nutrition and elimination: Participants will participate in learning activities that focus on assisting patients with feeding, meal-set up, accurate measurement of intake, and importance of nutrition and special diets in the hospital. Participants will be taught how to care for patients with catheters and other elimination devices used in healthcare settings. Simulation-based learning will demonstrate various needs and forms of elimination, specimen collection, and appropriate hygiene and skin care surrounding elimination needs.

Providing care for specific patient populations: Participants will participate in the care of the patient through the continuum of life as well as addressing the need for sensitivity and compassion in certain populations (example: ethnicity, race, religion, gender identity, sexual preference, cognitive impairment, psychiatric needs, and end of life care). Care of the patient requiring specific infection control needs (infectious disease isolation, reverse isolation in immunocompromised, use of appropriate personal protective equipment) is provided and participants will demonstrate the appropriate use of personal protective equipment.

Caring for the hospitalized patient: Participants will participate in the instruction on specific care that is provided to hospitalized patients including, but not limited to, hourly rounding, turning and positioning, skin care, measurement of vital signs, care of the patient with an IV, placement of telemetry lead wires, oxygen therapy, and specialty beds and equipment.

Patient safety in the hospital environment: Utilizing the Sim Lab, participants will observe for potential safety risks for all hospitalized patients. Simulation based learning and policy review involving patients on continuous observation, suicidal patients, confused patients, and patients experiencing emergencies will be demonstrated and practiced.

Teamwork and communication: This course uses video recording and playback of clinical patient scenarios in the Simulation Lab that focus on communication skills. These attributes will be evaluated in the simulation lab in scenarios dealing with patients, families, visitors, and other staff members. Participants will be evaluated on demonstration of compassion, communication, teamwork, professionalism, and ownership.

Prerequisite: None
Primary Instructor: Kelli Blanton, MSN, RN
Required Employee Cost: $0
Non-Required Employee/Community Cost: N/A
Supplies: Participant workbook will be provided.
Date and Time: Please contact HR for course dates.
The Role of an Onboarding Specialist

New Staff (New Hires and Transfers)
- Welcoming new staff to unit
- Rounding and working alongside new staff to address needs
- Conducting unit tours
- Assigning preceptors
- Maintaining Unit Orientation Manual and ensure distribution
- Overseeing Orientation Checklists
- Scheduling orientation and shadowing opportunities
- Interviewing prospective employees
- Assisting with unit recruitment

All Staff (Unit Secretaries, Nurse Technicians, Registered Nurses)
- Rounding on unit to address urgent patient needs, staff education needs and identifying opportunities for unit education
- Conducting 1:1 training as needed with all staff on unit or SIM lab
- Developing a Unit Learning Plan for monthly education
- Attending unit meetings to address quick education needs
- Meeting with US, NT, RN positions for Academic Review of employee transcript

Preceptors
- Rounding on unit to address preceptor needs
- Recruiting new preceptors
- Meeting with preceptors to review completion of Orientation Checklists and address questions/concerns
- Instructing the Annual Preceptor Renewal Mini Courses monthly on unit
- Distributing and synthesizing data collected from Preceptor Evaluations
- Nominating the Preceptor of the Quarter and posting recognition on unit
- Assisting with Annual Preceptor Recognition Reception

Unit Resource for the following:
- Competency Day assignments
- Employee clinical skill development
- Employee soft skill development
- Proactively addressing unit education needs
- Serving as a mentor and advocate for all staff on unit
- Engaging employees in educational opportunities
- Addressing needs of employees working all shifts

Onboarding Specialists are housed on these units: General Surgery/Orthopaedics, Cardiac Medical Unit/ Transitional Care Unit, Medical, Cardiology, Intensive Care Unit, Emergency Department, Maternal Child, and Adult & Geri Psych.

Association of Women's Health, Obstetric and Neonatal Nurses

AWHONN Intermediate Fetal Heart Monitoring (2-day)
This comprehensive 2-day instructor-led course is critical for enhancing and validating nurses and physicians’ ability to interpret and respond to fetal heart monitoring tracings. Skills taught and knowledge assessed include maternal and fetal physiology, interpretation of fetal and uterine monitor tracings, evaluation of auscultated fetal heart sounds, Leopold’s Maneuvers, placement of fetal spiral electrodes and intrauterine pressure catheters, and evaluation of and strategies for enhancing communication. The course is presented to approximately 15,000 clinicians a year and may be used as a competency assessment to validate the knowledge and skills of perinatal clinicians who utilize fetal monitoring and includes a post-test to assess participant knowledge.

Comments: This course assumes that the participant has completed entry-level fetal monitoring education and is designed for clinicians who utilize fetal heart monitoring in the intrapartum setting.

Note: Basic computer skills are necessary to complete this training.

Prerequisite: Introduction to Fetal Heart Monitoring
Instructional Method: Seated
Instructors: Gina Anderson, RN; and Marcia Cheseely, RN
Required Employee Cost: $0
Non-Required Employee/Community Cost: $300
Supplies: Online access code and certification card, books and materials.
Dates: This course is offered on a quarterly basis. Please see page 10 on how to enroll in this class.

The S.T.A.B.L.E. Program (3-day)
Based on a mnemonic to optimize learning, retention and recall of information, S.T.A.B.L.E. stands for the six assessment and care modules in the program: Sugar, Temperature, Airway, Blood pressure, Lab work, and Emotional support. A seventh module, Quality Improvement stresses the professional responsibility of improving and evaluating care provided to sick infants.

Comments: Courses will be held at East Campus

Note: Basic computer skills are necessary to complete this training.

Prerequisite: None
Instructional Method: Seated
Instructors: Rhonda Mattingly
Required Employee Cost: $0
Non-Required Employee/Community Cost: $140
Supplies: Online access code and certification card, books and materials.
Dates: This course is offered on a quarterly basis. Please see page 10 on how to enroll in this class.

Neonatal Recitation Program (NRP) Provider Part I (2 hours)
The Neonatal Resuscitation Program® (NRP®) course conveys an evidence-based approach to care of the newborn at birth and facilitates effective team-based care for healthcare professionals who care for newborns at the time of delivery. NRP utilizes a blended learning approach, which includes online testing, online case-based simulations, and hands-on case-based simulation/debriefing that focus on critical leadership, communication, and team-work skills.

Comments: This online exam and e-simulation is to be completed at least 1 week but no longer than 30 days prior to the Part II (skills demonstration). When successfully completing this course you will automatically be enrolled in the Part II course listed below.

Note: Basic computer skills are necessary to complete this training.

Prerequisite: None
Instructional Method: Blended
Instructors: Jennifer Meyer, RN
Required Employee Cost: $0
Non-Required Employee/Community Cost: $140
Supplies: Online access code and certification card, books and materials.
Dates: This course is offered on a monthly basis. Please see page 10 on how to enroll in this class.

Neonatal Recitation Program (NRP) Provider Part II (2 hours)
Successful completion of NRP Part I is required prior to enrollment in this course.

Prerequisite: NRP Part I
Instructional Method: Instructor Led
Instructors: Elizabeth Wright, RN; Jennifer Meyer, RN
Required Employee Cost: N/A
Non-Required Employee/Community Cost: N/A
Supplies: Online access code and certification card, books and materials.
Dates: This course is offered on a monthly basis. Please see page 10 on how to enroll in this class.
American Heart Association®
Training

FREEMAN POLICY ALERT: Freeman Health System recognizes certification in Basic Life Support (BLS), Advanced Cardiac Life Support (ACLS) and Pediatric Advanced Life Support (PALS) through the American Heart Association. No other courses will be granted as course completion and/or be accepted for progressing from Basic Life Support to an advanced level of care. Employees are required to complete their stated BLS course within 30 days of hire and maintain current certification.

### BLS Basic Life Support (Joplin and Neosho Locations)

**AHA BLS for Healthcare Providers HeartCode Part I & II** (3 hours seated with checkoff)
HeartCode BLS uses a variety of eLearning assets such as dramatizations, eSimulations, animations, self-directed learning, and interactive activities to teach participants BLS knowledge and skills. HeartCode BLS is for healthcare professionals seeking an alternative method for completing an initial or renewal BLS Course.

**Comments:** BLS renewal must be completed every 2 years.
**Note:** Basic computer skills are necessary to complete this online training.

**Prerequisite:** None  
**Instructional Method:** Blended  
**Instructors:** Dick Crabill, RN; Susan Garrison, RN, BSN or Treva Geiger, RN  
**Required Employee Cost:** $0  
**Non-Required Employee/Community Cost:** $65  
**Supplies:** Online access code and certification card, books and materials.

**Dates:** This course is offered on a weekly basis. Please see page 10 on how to enroll in this class.

**AHA BLS for Healthcare Providers HeartCode Part I** (2 hours online at home)
HeartCode BLS uses a variety of eLearning assets such as dramatizations, eSimulations, animations, self-directed learning, and interactive activities to teach participants BLS knowledge and skills. After completing HeartCode Part I, participants will enroll in AHA BLS HeartCode II, a structured BLS Hands-On Session with an AHA instructor. HeartCode BLS is for healthcare professionals seeking an alternative method for completing an initial or renewal BLS Course.

**Comments:** BLS renewal must be completed every 2 years. All classes will be scheduled at the beginning of the month. The participant will have until the end of the month to complete the course. If the course is not completed by the end of the month in which the participant enrolled, there will be a $65 charge for not completing the course. Enrollment on a different date will be required to complete the course.

**Note:** Basic computer skills are necessary to complete this online training. Computer will need to be a PC and not a MAC, with high-speed internet. Part II is required for full BLS certification within 30 days of this course.

**Prerequisite:** None  
**Instructional Method:** Online  
**Instructors:** Dick Crabill, RN; Susan Garrison, RN, BSN or Treva Geiger, RN  
**Required Employee Cost:** $0  
**Non-Required Employee/Community Cost:** $65  
**Supplies:** Online access code and certification card, books and materials.

**Dates:** This course is offered on a weekly basis. Please see page 10 on how to enroll in this class.

**AHA BLS for Healthcare Providers HeartCode Part II** (20 minute skill demonstration)
This session focuses on meaningful skills practice, team scenarios, discussions of local protocols and skills testing. HeartCode BLS is for healthcare professionals seeking an alternative method for completing an initial or renewal BLS Course.

**Comments:** BLS renewal must be completed every 2 years.
**Note:** Part I is required for full BLS certification.

**Prerequisite:** BLS Part I  
**Instructional Method:** Skill Demonstration  
**Instructors:** Dick Crabill, RN; Susan Garrison, RN, BSN or Treva Geiger, RN  
**Required Employee Cost:** $0  
**Non-Required Employee/Community Cost:** $0  
**Supplies:** Online access code, books and materials.

**Dates:** This course is offered on a weekly basis. Please see page 10 on how to enroll in this class.

### AHA Family and Friends
This American Heart Association course teaches the lifesaving skills of adult hands-on, adult CPR with breaths, child CPR with breaths, adult and child AED use, infant CPR, and mild and severe airway blocks for adults, children and infants. Skills are taught in a dynamic group environment using the AHA’s research-proven practice-while-watching technique, which provides participants with the most hands-on CPR practice time possible.

**Comments:** No renewal is required with this course. Per American Heart Association, this course is for the general public; not appropriate for healthcare providers.

**Prerequisite:** None  
**Instructional Method:** Blended  
**Instructors:** Dick Crabill, RN; Susan Garrison, RN, BSN or Treva Geiger, RN  
**Required Employee Cost:** $0  
**Non-Required Employee/Community Cost:** $20  
**Supplies:** Book with course participation card.

**Dates:** This course is offered on a bi-monthly basis. Please see page 10 on how to enroll in this class.

### AHA BLS Instructor Course- Joplin Location
Becoming an American Heart Association instructor is easy after consulting with an American Heart Association Training Center to find out whether the Training Center (TC) is accepting new instructors and the TCC’s (Training Center Coordinator) preferred course delivery. The steps are simple – get started today!

1. Successfully complete the discipline—specific classroom Instructor Course.
2. Successfully complete the discipline—specific classroom Instructor Course.
3. Successfully complete the discipline—specific classroom Instructor Course.
4. Successfully be monitored teaching your first course within six months of completing the discipline—specific classroom Instructor Course. Training Center Coordinators can require additional monitoring.

**Prerequisite:** Current BLS Provider Certification  
**Instructional Method:** Seated  
**Instructors:** Dick Crabill, RN  
**Required Employee Cost:** $0  
**Non-Required Employee/Community Cost:** $225  
**Supplies:** Online access code and certification card, books and materials.

**Dates:** This course is offered on a semi-annual basis. Please see page 10 on how to enroll in this class.

### AHA BLS Instructor Renewal – Joplin Location
BLS Instructors must attend updates as required within the previous 2 years of their cards expiration date. Updates may address new course content or methodology and review Training Center, regional and national ECC information.

**Comments:** BLS renewal must be completed every 2 years.
**Note:** Basic computer skills are necessary to complete this online training.

**Prerequisite:** BLS Instructor Card  
**Instructional Method:** Blended  
**Instructors:** Dick Crabill, RN  
**Required Employee Cost:** $0  
**Non-Required Employee/Community Cost:** $110  
**Supplies:** Online access code and certification card, books and materials.

**Dates:** This course is offered on a semi-annual basis. Please see page 10 on how to enroll in this class.
### Inspector Feedback While Learning Lifesaving Skills

**Course Features**: Course uses learning stations for practice of essential skills simulated clinical scenarios that encourage active participation. Hands-on class format reinforces skills proficiency. Classroom-based works well for participants who prefer group interaction and instructor feedback while learning skills.

**Comments**: Must pass ACLS online pre-test with a score of 70% or higher.

**Instructional Method**: Instructor Led

**Prerequisite**: Must pass ACLS online pre-test with a score of 70% or higher.

**Required Employee Cost**: $0

**Required Employee/Community Cost**: Non-Required Employee/Community Cost: $225

**Supplies**: Book with certification card.

**Dates**: This course is offered on a monthly basis. Please see page 10 on how to enroll in this class.

### AHA ACLS Part II for Advanced Practitioners

**Course Features**: Course uses learning stations for practice of essential skills simulated clinical scenarios that encourage active participation. Hands-on class format reinforces skills proficiency. Classroom-based works well for participants who prefer group interaction and instructor feedback while learning skills.

**Comments**: Must pass ACLS online pre-test with a score of 70% or above.

**Instructional Method**: Instructor Led

**Prerequisite**: Must pass ACLS online pre-test with a score of 70% or higher.

**Required Employee Cost**: $0

**Required Employee/Community Cost**: Non-Required Employee/Community Cost: $225

**Supplies**: Book with certification card.

**Dates**: This course is offered on a monthly basis. Please see page 10 on how to enroll in this class.

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**This star denotes courses that were created as a result of the annual FHS Learning Needs Assessment**

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**Notes**

- Basic computer skills are necessary to complete this online training.

- Basic computer skills are necessary to complete this online training.

- Basic computer skills are necessary to complete this online training.

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**2020 Professional Development Course Catalog**

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**American Heart Association® Training**

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**American Heart Association® Training**

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**American Heart Association® Training**

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**American Heart Association® Training**

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**American Heart Association® Training**

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**AHA PALS Full Course**

The AHA’s PALS Course has been updated to reflect new science in the 2015 AHA Guidelines Update for CPR and ECC. This classroom, instructor-led course uses a series of videos and simulated pediatric emergencies to reinforce the important concepts of a systematic approach to pediatric assessment, basic life support, PALS treatment algorithms, effective resuscitation and team dynamics. The goal of the PALS Course is to improve the quality of care provided to seriously ill or injured children, resulting in improved outcomes.

**Features**
- Classroom-based courses work well for participants who prefer group interaction and instructor feedback while learning.
- Course includes realistic, clinical scenarios that encourage active participation – delivered through actual pediatric patient videos and lifelike simulations.
- Course is comprehensive and includes our systematic approach to assess and treat pediatric patients in emergency situations.
- Course uses a hands-on class format to reinforce skills proficiency.
- Co-branded with the American Academy of Pediatrics (AAP)

**Comments:** PALS renewal must be completed every 2 years.

**Note:** Must pass PALS online pre-test with a 70% or above.

**Prerequisite:** Must pass PALS online pre-test with a 70% or above.

<table>
<thead>
<tr>
<th>Instructional Method: Instructors</th>
<th>Dick Crabill, RN, Susan Garrison, RN, BSN, FHS adjunct 6:1 ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Employee Cost: $0</td>
<td>Non-Required Employee/Community Cost: $225</td>
</tr>
<tr>
<td>Supplies:</td>
<td>Includes participant manual.</td>
</tr>
<tr>
<td><strong>Dates:</strong></td>
<td>This course is offered on a monthly basis. Please see page 10 on how to enroll in this class.</td>
</tr>
</tbody>
</table>

**AHA PALS Update**

This American Heart Association workshop is designed to improve the quality of care provided to seriously ill or injured children, resulting in improved outcomes. This program is designed for physicians, nurses, paramedics, and respiratory therapists, who either direct or participate in resuscitation of an infant or child, whether in or out of the hospital. The update course is for those who have had PALS within the last 2 years.

**Comments:** PALS renewal must be completed every 2 years.

**Note:** Must pass PALS online pre-test with a 70% or above.

**Prerequisite:** Must pass PALS online pre-test with a 70% or above.

<table>
<thead>
<tr>
<th>Instructional Method: Blended</th>
<th>Instructors: Dick Crabill, RN, Susan Garrison, RN, BSN, FHS adjunct 6:1 ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Employee Cost: $160</td>
<td>Non-Required Employee/Community Cost: $110</td>
</tr>
<tr>
<td>Supplies:</td>
<td>Includes participant manual.</td>
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<tr>
<td><strong>Dates:</strong></td>
<td>This course is offered on a monthly basis. Please see page 10 on how to enroll in this class.</td>
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</table>

**AHA PALS Instructor Course**

The PALS Instructor Course is designed to prepare instructor candidates to teach AHA instructor-led and blended learning courses. The course educates instructor candidates on how to adequately use AHA instructor teaching materials, ensure that participants meet learning objectives, offer participant coaching skills, provide an objective skills performance evaluation, and follow AHA instructor and course policies. The course covers core content and discipline-specific content required to teach AHA courses. Candidates who successfully complete the PALS Instructor Course, followed by course monitoring, will receive a PALS Instructor card, valid for two years. PALS instructors are then able to teach PALS Provider and HeartCode PALS Hands-on Sessions, as well as the PEARS Instructor-led Course.

**Comments:** PALS Instructor renewal must be completed every 2 years.

**Note:**

<table>
<thead>
<tr>
<th>Required Employee Cost: $0</th>
<th>Non-Required Employee/Community Cost: $225</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instructor:</strong> Dick Crabill, RN</td>
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<tr>
<td><strong>Dates:</strong></td>
<td>This course is offered on a semi-annual basis. Please see page 10 on how to enroll in this class.</td>
</tr>
</tbody>
</table>

**AHA PALS Instructor Renewal Course**

The PALS Instructor Course is designed to prepare instructor candidates to teach AHA Instructor-led and blended learning courses. The course educates instructor candidates on how to adequately use AHA instructor teaching materials, ensure that participants meet learning objectives, offer participant coaching skills, provide an objective skills performance evaluation, and follow AHA instructor and course policies. The course covers core content and discipline-specific content required to teach AHA courses. Candidates who successfully complete the PALS Instructor Course, followed by course monitoring, will receive a PALS Instructor card, valid for two years. PALS instructors are then able to teach PALS Provider and HeartCode PALS Hands-on Sessions, as well as the PEARS Instructor-led Course.

**Comments:** PALS Instructor renewal must be completed every 2 years.

**Note:**

<table>
<thead>
<tr>
<th>Required Employee Cost: $0</th>
<th>Non-Required Employee/Community Cost: $110</th>
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<td><strong>Instructor:</strong> Dick Crabill, RN</td>
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<td><strong>Dates:</strong></td>
<td>This course is offered on a semi-annual basis. Please see page 10 on how to enroll in this class.</td>
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</table>

**Open Computer Lab**

**Open Computer Labs**

Open Lab sessions are offered for employees to complete job required education. This lab may be used for remediation of certification courses such as AHA BLS for Healthcare Providers HeartCode Part I & II, AHA ACLS Heartcode Part I and II, etc. if the course was not completed during the initial structured class time. Open lab may also be used for completion of education on transcript including in-services with approval from employee’s manager.

**Comments:** Enrollment and approval by manager is required.

**Note:** Basic computer skills are necessary.
Phlebotomy Practicum Course
Freeman Health System’s Phlebotomy Practicum Course teaches common phlebotomy practices for adults and children. Practicum participants practice the blood and specimen collection and handling skills. They practice these duties on adult and pediatric simulation arms before drawing blood under supervision in clinical settings. Practicum sites may be on campus or at off-site labs or medical center.

Prerequisite: None
Instructional Method: Seated
Required Employee Cost: $0
Non-Required Employee/Community Cost: N/A
Supplies: Participant workbook and clinical supplies provided.
Dates: Phlebotomy courses coincide with the Tuesday following General Hospital Orientation. Please see page 10 on how to enroll.

Courses for Administrative Excellence

Developing Others through Situational Leadership
It is important for leaders to know how to effectively develop others. Success depends on your ability to determine if 1) your worker is ready to take on that responsibility, 2) what level of skill they currently own and 3) what specifically they need from you to be successful. This course is based on the three Situational Leadership® steps that enable people to take responsibility and initiative. To be effective, leaders need to adapt their styles to fit a broad range of individual and team situations.

Are you a Better Leader than a Pirate Captain?
Leadership is a delicate balance of results and relationships. A recent Gallop poll found only 30% of employees say they are engaged and inspired at work. Perks, pay raises and promotions alone don’t do the job. What does create high job satisfaction is culture, teamwork and leadership. In this one day session you’ll learn how Pirate Captains faced the same challenges and overcame them aboard their ships.

Engaging and Motivating Your Team
Successful managers and supervisors know how to foster an environment in which employees become self-motivated, positive, and dedicated. Today’s workplace requires more than just fair pay and a good benefits package to achieve such a condition. It is important to understand, one person cannot motivate another. What that person can do, though, is inspire and enable others to motivate themselves. Participants in this workshop will learn how to identify motivational hot buttons that help get workers on board and engaged in organizational goals.

Difficult Conversations
During this course participants will learn to respond to difficult situations by adopting conversational tones and techniques that will prevent them from being thrown off professional course. They will be able to navigate through knotty problems by asking what the problem is; defining what others say the problem is; motivating the worker to participate in problem solving; and knowing when to replace a worker or situation.

Managing People, Processes and Projects
By attending this seminar, you will learn how to improve your skills in delegation, time management, and goal setting so you can work more efficiently and effectively.

Courses for Computer Skill Building

Microsoft® Excel 2013
Excel 2013 tutorial is a quick and easy interactive program to help you learn the essential features of Microsoft Excel 2013. This is a self-paced program to guide you from start to finish without any prior knowledge of Excel nor spreadsheet experience. In just a few sessions, you will be able to create a spreadsheet with graphs, charts and more. In addition, you will learn Flash Fill and VLOOKUP function and more.

Lesson 1: Getting Started with Excel
Lesson 2: Basic Operation
Lesson 3: Worksheet Formatting
Lesson 4: Formulas and Functions
Lesson 5: Editing Graphics
Lesson 6: Chart Design
Lesson 7: Data Lists and PivotTable
Lesson 8: Automating Tasks with Macro
Lesson 9: Keyboard Shortcuts and Helpful Hints

Comments: Employees that utilize Excel in their daily role at FHS are encouraged to participate in these courses. Excel must be installed on your work computer to qualify for any Excel course.

Note: Basic computer skills are necessary to complete this training.

Supplies: N/A
Dates: Classes offered monthly. Please see page 10 on how to enroll.

This star denotes courses that were created as a result of the annual FHS Learning Needs Assessment
Courses for Student & Graduate Nurses

Freeman Health Academy for High School Participants

Freeman Health Academy is a competitive program for students entering into their junior year of high school. Freeman Health Academy aligns with the academic year and classes are provided once a month (September - April). Freeman Health Academy provides exposure to healthcare careers and various skills that students have the opportunity to practice. Freeman Health Academy students are the future of Freeman Health System and through this program we aim to assist the students in choosing their future career within the Freeman Family.

Program Coordinator: Kassie Acuff, RN, MSN
Date and Time: TBA
Applications for 2020-2021 Academic Year start in May 2020
For more information visit: https://www.freemanhealth.com/patients-and-visitors/health-resources/freeman-health-academy/

MACS Post Conference for Clinical Students

Drawing upon the educational philosophy of progressivism, the MACS Post Conference will help our students learn how to think, rather than what to think. The goal of the Multidisciplinary Analysis of Case Study (MACS) Post Conferences is to provide a purposeful approach to clinical rotations, improve the cohesiveness of the various disciplines throughout the facility and to evaluate student preparedness in preparation for graduation/entering the workforce.

Program Coordinator: Kami Gollhofer, MS
Co-Instructor: Kassie Acuff, RN, MSN
Date and Time: TBA

Freeman Health Academy Finale Program (4th semester)

The Freeman Health Academy (FHA) Finale Program is an externship in which nursing students who are currently in their fourth semester of nursing school can work under the direct supervision of a registered nurse preceptor. Finale participants will have the opportunity to complete up to seven 12-hour shifts with a registered nurse preceptor. In this role, participants are exposed to the everyday tasks and responsibilities of a professional nurse. In the Finale role, participants can carry out tasks under the direct supervision of a registered nurse preceptor as outlined per policy. FHA Finale program participants are encouraged to complete simulation based education on the unit in which they are employed as a SA. Simulation based educational opportunities will be based on common diagnoses and situations within the facility to assist participants with the management of care. Participants seeking employment in a specific unit as a graduate nurse should complete the FHA Finale Program within that unit.

Program Coordinator: Kassie Acuff, RN, MSN
Program Instructor: Kristan Chester, RN, BSN; Courtney Holloway, RN; Lorraina Porter, RN; Shelly Reding, RN, BSN; and Heather Workman, RN, BSN
Date and Time: TBA
For more information visit: https://www.freemanhealth.com/patients-and-visitors/health-resources/freeman-health-academy/

Freeman Health Academy ICU Finale Program (4th semester)

The Freeman Health Academy (FHA) ICU Finale Program is an externship in which nursing students who are currently in their fourth semester of nursing school can work under the direct supervision of a registered nurse preceptor within the ICU. ICU Finale participants will have the opportunity to complete up to seven 12-hour shifts with a registered nurse preceptor within the ICU. In this role, participants are exposed to the everyday tasks and responsibilities of a professional nurse within the ICU. ICU Finale participants may carry out tasks under the direct supervision of an ICU registered nurse preceptor. Simulation based educational opportunities will be based on common diagnoses and situations within the ICU to assist participants with the management of care of an ICU patient. In order to be considered for an ICU RN Residency position, participants must successfully complete the FHA Finale Program within the ICU.

Program Coordinator: Kassie Acuff, RN, MSN
Program Instructor: Janay Jones, RN, BSN
Date and Time: TBA
For more information visit: https://www.freemanhealth.com/patients-and-visitors/health-resources/freeman-health-academy/
The RN Residency Program is a year-long opportunity for graduate nurses to bridge the gap between education and their professional role within the field of nursing. The RN Residency Program provides the new nurse with an understanding of the IOM core competencies such as: providing patient-centered care, working in interdisciplinary teams, employing evidence-based practice, applying quality improvement approaches to care, and utilizing informatics. These competencies will be the foundation through various instructional methods of education including simulation labs, critical thinking scenarios, dissections, and unit specific educational offerings. The RN Residency participants complete a capstone project to be displayed at the RN Residency Program Graduation Research Day where RN Residents present their findings in a formal poster presentation.

**Instructor:** Kassie Acuff, RN, MSN
RN Residency Classes are offered monthly on the units participating in the program include CMU, TCU, General Surgery, Orthopaedics, ICU, Medical and Cardiology.

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Research Day Poster Presentation Overall Winner: Medical Oncology group for their project titled “Implementing Best Proven Security and Safety Measures. Pictured left to right: Kassie Acuff, RN, MSN (Program Coordinator), Stephanie Miller, Paige Hale, Dawn Simpson, and Rosie Hubbard, RN (Unit Director)
Thank you to the preceptors on these units for your dedication and hard work in the orientation of our new hire or transfer employees. We couldn’t do it without your help and guidance!

As the true object of education is not to render the pupil the mere copy of his preceptor, it is rather to be rejoiced in, than lamented, that various readings should lead him into new trains of thinking. - William Godwin
Looking for an education item to borrow for a Freeman sponsored course, presentation or event? Check out our inventory below to see if anything fits your needs!

**3D Lung Model**

**3D Cervical Effacement and Dilation Board**

**Smoked Foot Kit**

**A New Way of Seeing Your Food**

**3D Heart Model**

**Lung Display: Smoker vs Non Smoker**

**Smoke Free 4 Me Box**

**Health Careers Bingo**

**3D Female Pelvic Model**

**Empathy Lungs Simulator**

**Full Size Skeleton**

**Smokers Lung**

**3D Cervical Dilation Board**

**The Skeletal Smoker**

**GloGerm Handwashing Training with Lotion**

**Life Size Operation Guy** (located in Marketing)

**Death Breath Display**

**Smoked Foot Kit**

**The Skeletal Smoker**

**GloGerm Handwashing Training with Lotion**

**Life Size Operation Guy** (located in Marketing)

**Death Breath Display**

From the Office of Mrs. Paula Baker, President and Chief Executive Officer

Books on the topics of: Leadership, Management, Teambuilding, Service Excellence, and Communication.

To reserve an item through Professional Development

Call: 417.347.5830
Pick Up: East Campus Professional Development Center
Kami has directed and led health education programming in the Southwest region of the state since 2006. Throughout that time, she acquired initial accreditation with NCA-CASI, SEVIS, MDHE, and Title IV by leading and co-leading accreditation processes during her tenure with Victory Trade School. Kami has been invited to present at numerous national conferences in relation to education in the underserved and minority populations and became the first in the state to receive her certification as a Missouri Recovery Support Specialist through the Missouri Department of Mental Health. She was recognized by 417 Magazine as “Top 20 Under 30” for her efforts in the field and in 2012 was hired in the Missouri State University’s Department of Nursing to work with pre-nursing, BSN and DNP students. While there, she earned a Master’s Degree in Administrative Studies with an emphasis in Applied (Health) Communication. In 2015, she moved to her husband’s hometown of Joplin to lead the MSU AHEC-Joplin health science educational program in the area. In that grant funded position she developed high school health education programming in five surrounding counties as well as an Oral Health Education program partnering with MSSU dental hygiene students. In addition, she clinically coordinated 3rd and 4th year osteopathic medical participants with A.T. Still University on rural rotations in the Joplin community. Kami is working toward her Doctorate in Health Professions Education and is an inaugural Health Leadership Fellow through the Missouri Foundation for Health. She serves on the Board of Directors Executive Committee with the Joplin Family YMCA and is a per-course faculty member at Missouri State University in Springfield, teaching courses relating to Health Communication and Culture. She is excited to lead the Professional Development Department into new heights within Freeman Health System.

Kasandra “Kassie” Acuff is the Clinical Student Specialist in the Professional Development Department at Freeman Health System. Kassie attended Northeastern A&M where she obtained her Associate’s in nursing and began working as a registered nurse within Freeman Health System in 2012. Kassie obtained her Bachelor’s in Nursing from Oklahoma Wesleyan University in 2014 and she obtained her Master’s degree in Nursing Education from Western Governor’s University in 2016. Kassie is the program coordinator for the following programs: RN Residency Program, Freeman Health Academy and the F.I.N.A.L.E. Program. Kassie is also a co-instructor for the MA.C.S. Post conferences held within the facility. Kassie believes in the Professional Development Department team and works hard to contribute to the team in any way possible. Kassie has the success of the employees/students in the forefront of her mind at all times throughout her role. Kassie is dedicated to both her work and her family. Kassie enjoys traveling and spending time with her family.

Teaching: Competency Day Instructor, Freeman Health Academy, RN Residency

Dan’s home state is Idaho. He graduated from Boise State University in 1994 with a Bachelor’s degree in Health Science. Dan moved to Joplin, Missouri, in 1994 and has grown to love the four state area. He received his Masters’ degree in Health Care Administration from Central Michigan University in 2001. Dan has a variety of experience in healthcare: he has worked as a Physical Therapy Tech, Certified Medication Aide and an Assisted Living Facility Administrator. He held a Missouri Nursing Home Administrator license while working at that facility. Dan found his healthcare niche in employee training and development. He currently uses those skills to teach the use of an Electronic Medical Record to document patient care. Dan taught the Epic® EHR platform for almost five years at another health care facility, and for the past two years has been training the Meditech® application here at Freeman. That training includes: physicians, nurse practitioners, physician assistants, nurses and other clinical staff. Dan is married to Melanie Belnap. They have been married 27 years and have four children. Melanie also works at Freeman, as Director of the Health Information Management department. Dan is active in his church and spends his extra time serving there. In his free time, Dan enjoys spending time with his family (especially cooking together), playing golf, reading and watching Boise State Football. Go Broncos!

Teaching: Meditech Documentation Training Part I, Meditech Documentation Training Part II

Melvin (Dick) Crabill grew up on a livestock grain farm in West Central Illinois where he did the farming during the last two years of high school. Dick attended a one-room country school, then attended the University of Illinois Champaign/Urbana campus. He graduated with a BS degree in Agriculture. While at the University, he managed an anaerobic research laboratory in the Department of Dairy Science for 8 years and coauthored a paper for the Journal of Applied Microbiology. After leaving the university, he was employed in the laboratory as assistant director of the chemistry lab at a Burlington, Iowa hospital for two years. Dick left the hospital to work at Cookson Hills Christian Children’s Home in Missouri for 20 years. During this time Dick and his wife Linda had over 80 foster children in their home. In 1996, he graduated from Missouri Southern State College with an Associate degree in Nursing. Since that time, he has worked at Freeman for 21 years in several departments including Adult Psych, General Surgery/Orthopaedics and Education. Dick has 4 children Mark (veterinary surgeon), Mathew (retired Marine Colonel), Meni (honors graduate MSSU Spanish English Communication), and Airick (Deputy director of Education State of Texas). Dick lives with his daughter and 4 of his 9 grandchildren. He has traveled to Brazil, Haiti, Hong Kong, Laos, Thailand, Japan, Canada and India. He has tried dog sledding in Alaska, went swimming in the Amazon River and rode a fast boat on the Mekong River.

Teaching: Competency Day Instructor, BLS, ACLS, PALS, CPI, APT. AHA Training Center Coordinator
Kristan Chester is originally from Wyandotte, OK. She began her education at Crowder College where she received her Associates degree and then obtained her Bachelor’s Degree in Nursing from Pittsburg State University in 2013. Kristan’s clinical experience has been primarily in Critical Care and Ambulatory Surgery settings. Her passion for teaching recently led her to accept the role of Onboarding Specialist for the General Surgery and Ortho/Neuro units. She is excited about her new role and the opportunity to work with Freeman’s Best! In her free time, Kristan enjoys working on muscle cars, collecting speeding tickets, and spending time with her family and friends racing at local drag strips.

Teaching: Competency Day Instructor, Unit Educator for General Surgery & Orthopaedics

ILona Denker, MA, LPC
Behavioral Health Educator & Onboarding Specialist
IYDenker@freemanhealth.com
417.347.4425

ILona began her professional career by earning an Associate in Arts from Crowder College and then receiving her Bachelor of Science in Education from the University of Arkansas in 1979. She used her educational training to serve in various other areas also as a Deputy Sheriff, and Loss Prevention Manager. In 2001 she finished her Master of Arts in Counseling and then worked as an Adjunct Professor of Psychology for Crowder College, Director of Grief Counseling on Disaster Response Team, Inpatient Therapist, and Coordinator of Internal Assistance Program for Silver Dollar City before moving to the Joplin area and working in outpatient counseling and supervision.

Teaching: Competency Day Instructor, Educator for Adult & Geriatric Psychiatric Units

Susan has lived in the four state area her entire life. She knew at a very young age that she would grow up to become a nurse and later graduated with a BSN from Pittsburg State University in 1993. Her experience includes working more than 15 years in critical care where she was a charge nurse before going into care management. She came to Freeman Health System in 2013, initially working in PACU prior to transferring to the Professional Development Department. During her time as a critical care nurse she was an ACLS instructor and assisted with orientation of multiple new nurses. Education has always been a passion of hers. She has been married to her high school sweetheart since 1990. Susan and her husband Clark have 3 adult children. She enjoys spending time with family and traveling as much as time allows.

Teaching: Competency Day Instructor, BLS, ACLS, PALS, TNCC, ENPC

Treva Geiger, RN, grew up as a U.S. Navy brat living in places like Virginia, Tennessee, Florida and Puerto Rico. She started her career with Freeman Health System in 1993 as a Nursing Assistant and attended nursing school at Missouri Southern State University and graduated in 1994. She spent her first 15 years of Nursing in OCA/PACU & Cath Lab before moving to the Professional Development Department in Dec. 2011. She is passionate about teaching and nurturing fellow nurses. Outside of work, she has a daughter, son in law, & a grandbaby that she loves spending time with.

Teaching: Competency Day Instructor, BLS, ACLS, New Product Roving

New Product Roving Completed in 2019: Solution Matrix-Cold Therapy, Mepilex-Wound Dressings; 3M Central Line Dressings; BARD–Indwelling Extended Catheter; BARD Dignishield; Turn and Position System (TAP); Dolphin Bed; Citadel– Bari Bed; Small Volume Fluid Shortage; PleureX Drainage System, 3M Tegaderm Dressing, SteriPath, Foley Collection Kit, Cheetah, VialMate Adaptor, Exufiber, Mini-bag Plus, Recycle Program-Medtronics,
Courtney has been employed at Freeman since 2010, graduating in 2011 with her Associate’s degree in Nursing. She started her nursing career in cardiology, transitioning to a preceptor role helping to train new RNs. In the teaching role, Courtney discovered her desire to explore that role in more depth. In 2015, she moved to the Professional Development department as the onboarder/educator for the Cardiology department. In her current role, she helps to guide new staff members on their journey within Freeman. Outside of work, she is a wife and mother to two awesome kids.

**Teaching:** Competency Day Instructor, Unit Educator for Cardiology

Janay is originally from Udall, Kansas, a small town south of Wichita. She attended Pittsburg State University where she competed on the track and field team. She joined the Freeman family in 2003 as a participant assistant, and received her Bachelors in Nursing degree from Pittsburg State University in 2004. Post-degree, she has spent 13 years in Critical Care in multiple roles such as preceptor, CVICU RN, and charge nurse. Janay recently made a transition to the Critical Care Onboarding Specialist where she will use her previous years of experience to help new nurses achieve their career goals. She is excited about her new role and understands the impact it has on the organization. Outside of work, she enjoys spending time with her husband and their two children. The family enjoys outdoor activities like camping and boating.

**Teaching:** Competency Day Instructor, Unit Educator for ICU/CVICU

Kelly Peterson has lived in this area her entire life. She has worked at Freeman since 2014. While working at Freeman, Kelly has held positions in other departments which helped lead her to wanting to teach and help others. She graduated from Missouri Southern State University in 2018 with a Bachelor’s degree in Business Administration with an emphasis in Management. After graduation she moved to the Professional Development Department to continue her desire to teach and help others. Outside of work, she enjoys spending time with her 3 fur babies, husband and family.

**Primary Responsibilities:** Certification Data Entry, Records Management, Enrollment Management, Job Shadowing

Lorraina Porter (in a few words) is smiley, happy and passionate about life. She studied nursing at Valencia Community College and graduated in 2010 with her ADN. After graduation, she worked at a very fast paced Level 1 Trauma Center in Orlando, Florida until she relocated to Southwest Missouri in 2014. Since relocating to Missouri she has been employed with Freeman initially as an Emergency Room nurse. In 2016, she took a job as the Onboarding Specialist/Educator for the Emergency Department. She loves teaching and helping new hires/employees to get things to “click”. In her free time, you can find Lorraina hanging out with her husband and kids, reading a book or being outdoors. Lorraina is grateful for her time at Freeman and working with “Freeman’s Best”.

**Teaching:** Competency Day Instructor, Unit Educator for Emergency Department
Without you, these classes wouldn’t be possible: ASLS, PALS, TNCC, AWHONN, S.T.A.B.L.E. and NRP!

**ASLS:** Sharilyn Splean, Nate VanWinkle, Mike Ross

**AWHONN Intermediate Fetal Heart** Gina Anderson, Marcia Chesney

**Monitoring:**

**NRP:** Jennifer Meyer

**PALS:** Nate VanWinkle, Micah Harrell

**S.T.A.B.L.E.:** Rhonda Mattingly

**TNCC:** Chris Hoag-Apel, Val Coffey, Lora Strong, Mary Owens, Carolyn Thulin, Whitney Elmore, Jen Meyer

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Heather was born in Joplin and currently lives in Carthage. She received her Associate’s degree in nursing from Crowder College in 2015 and her Bachelor’s degree from Ottawa University in 2019. She started her career at Freeman as a nurse technician on the Cardiac Medical Unit, then became a nurse and charge nurse on that same unit. She started with the Professional Development Department in 2019 because she has a passion for education and helping others to grow. She is the Onboarding Specialist for the Medical Oncology Department. She enjoys spending time with her husband and two boys in her spare time.

**Teaching:** Competency Day Instructor, Unit Educator for Medical Oncology

Heather Workman, RN, BSN
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Shelly grew up on a cattle ranch in southeast Kansas with a family full of nurses and teachers which had a great impact on her career path. She started at Freeman in 2004 as a SA in Pediatrics and Post Partum. In 2006 she started working as a nurse in the Birthing Center after receiving her Bachelors in Nursing degree from Union College in Lincoln, NE. She has worked in the Birthing Center for the last 13 years as a staff nurse, preceptor, and alternate charge nurse. Shelly loves teaching new nurses and helping them gain the skills and confidence they need to be successful. Shelly enjoys camping and spending time with her husband and 3 children.

**Teaching:** Competency Day Instructor, Unit Educator for Maternal Child

Shelly Reding, RN, BSN
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