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## 1. INTRODUCTION

The Central Region Steering Committee for the Strategic Social Plan (SSP) established the “Joining Forces” Project as a result of partner agencies identifying current and potential difficulties in recruitment and retention of people to fill positions, particularly professional positions. Preliminary consultations were conducted to share information on specific topics and to clarify issues. A one-year, Labour Market Development Agreement (LMDA)-funded project was established in September 2002 to compile information and develop recommendations on ways that local boards and organizations could work together to address recruitment and retention issues.

The Goals of the “Joining Forces” Project are as follows:

- To determine human resource requirements for key professional positions in Central Newfoundland and Labrador for the next 5-10 years
- To research and identify successful strategies that attract professionals to rural areas
- To develop and implement a survey and other tools to determine who is being successfully recruited to the Central SSP Region, and why people stay in these positions in the Region
- To recommend the most effective strategies to meet our regional needs
- To compile and recommend material for a regional promotional package for Human Resources recruitment purposes
- To plan and deliver a regional forum on Human Resource recruitment and retention to promote awareness
- To communicate long-term regional projections to Guidance Councillors and post-secondary institutions

The key areas of interest/general issues identified in 2001 by regional organizations were:

1. Training and Development
2. Marketing and Promotion
3. Planning
4. Legislation/Policies/Contracts
5. Financial
6. Demographic/geographic
7. Research/additional information

The following are the results of the literature review conducted in line with Goal 2 of the Project. Research was conducted between October 2002 to June 2003 to obtain information on best practices/strategies relevant to each area of interest. In some cases, they overlap and may actually address more than one area. Items will be identified to this effect. Sources used to gather the information included the World Wide Web, Government Departments, printed resources, and Central Region Steering Committee Partner Agencies. The World Wide Web was the most commonly used source to gather information. After researching best practices/strategies from the websites of many organizations, contact names listed on a number of those sites were used to follow up on the evaluation of the best practice/strategy.

The literature review has three major sections to each area of interest. They are:

- 1.) **International Findings** for Health and Education
- 2.) **National Findings** for Health and Education
- 3.) **Provincial Findings** for Health and Education

It was believed that having these three sections included in the literature would result in a greater understanding of what other parts of the world or country are doing to overcome the problems associated with recruiting and retaining professionals successfully.

In the *International Findings* sections, you will find that a majority of the examples are from organizations in the United States or Australia. The United States and Australia (especially Western Australia) are experiencing similar effects of the baby boom generation (the mass of people generally born between 1945 and 1961) as well as an increasing age of professionals in the health and education sectors. Competition for qualified professionals in the health and education sectors is steadily increasing, which leads to increased recruitment and retention problems for organizations.

In the *National Findings* sections, you will find that a majority of the examples are from organizations in the provinces of British Columbia, Alberta, Yukon, and Ontario. These provinces seem to be very aware of the issues they are facing regarding the recruitment and retention of professionals and are perhaps the leaders in successfully dealing with these issues through several different initiatives. For example, in Alberta, the government established in early 1991, a Rural Physician Action Plan (RPAP) as a comprehensive action plan for the recruitment and retention of rural physicians. Since the Plan's inception, over one dozen initiatives, some medium and others long-term in nature, were implemented "on the basis of influencing physicians' decisions about moving to and remaining in a rural Alberta community."

In the *Provincial Findings* sections, the emphasis is on the best practices/strategies used in Newfoundland and Labrador. Most of the examples given in this section are government initiatives to overcome the problems the province is experiencing with the recruitment and retention of professionals in the health and education sectors. Other practices and/or strategies listed in this section are a result of the partnerships developed between the Newfoundland and Labrador Health Boards Association, Memorial University of Newfoundland, and the Government. Similar partnerships between the Newfoundland and Labrador Teacher's Association, Memorial University of Newfoundland, and the Government also exist.

The majority of best practices/strategies mentioned in this literature review are rural examples. However, there are examples from larger areas included because they appear to be relevant to our situation in Central Newfoundland and Labrador. Many examples in this literature review address more than one category. For example, some best practices/strategies relate to training and development, marketing and promotion, and financial. It was decided that these examples would be included in the category that best suited them. The majority of examples in the literature review pertain to training and development and marketing and promotion. It was more difficult to find clear-cut examples for some of the other categories. In the research section of the review, it should be noted that there are some gaps in the information included. For example, it was difficult to find information on the direct role unions may play in the recruitment and retention of health and education professionals.

## 2. TRAINING AND DEVELOPMENT

This area examines what organizations are doing to address training and development issues and to provide professional growth opportunities for employees.

The issues originally identified with respect to this topic include:

- T lack of planning/coordination between boards and departments, with educational institutions
- T skills of recent graduates are not meeting the specific needs of organizations recruiting for select positions
- T lack of workterms/paid educational leave/student sponsorships
- T student placements are not coordinated as part of recruitment/retention strategies
- T lack of planning/promotion within the secondary school system regarding local needs and career opportunities

### Questions:

1. What are some examples of strategies that have been developed between boards/departments, and educational institutions, to better match the training and development of students to specific positions/high needs positions in the sectors?
2. Are post-secondary education institutions doing new/different things to better meet the needs of organizations?
3. What are some examples of incentives offered, to newly recruited people or current employees, by organizations regarding educational leave/sponsorships?
4. Are there examples of organizations that have strategies in place to recruit students completing their workterm/residency within their organization?
5. What is being done to provide information to students at the high school/post-secondary level on current and emerging career opportunities in the local area?
6. Are there examples of organizations that have strategies in place to recruit people who are employed in other sectors but have an interest in pursuing a career in health or education?
7. What are some examples of incentives offered, to newly recruited people or current employees, by organizations regarding professional development and/or mentoring?

## SUMMARY OF KEY FINDINGS - TRAINING & DEVELOPMENT

While searching for best practices or strategies used to recruit and retain professionals in the health and education sectors regarding training and development, several trends emerged in the methods used. Common methods used by organizations (international, national, and provincial) were:

- promoting the health and education field to students at the middle and high school level (i.e. CROP- Medical students doing residencies/rural placements, develop and deliver presentations to younger students to promote the health field)
- developing and promoting professional development/mentorship in the workplace
- programs that have been developed to encourage professionals who are working in other fields, to enter the health or education field (Mid-Career Programs)
- Rural and Northern Clerkships (which expose students to work experience in rural areas)
- online training for those people in rural areas (Web-CT Training for Nurses)

It became apparent that there is a large focus on, by many organizations, the professional development of current health and education professionals. Whether this professional development be an online source or an educational event that a professional participates in, it is felt that the participation in professional development activities leads to greater retention. For example, **Teacher Centers** (see page 19), which are located in schools in the United States, offer services such as on-site professional development, conferences and seminars, and much more. Teacher Centers are located in schools throughout New York City. They are staffed by expert professional developers and offer teachers on-going classroom-based support and a safe, collegial environment to share ideas, explore new trends and work with practitioners. The **Virtual Teacher Centres** (VTC) (see page 24) available to teachers in the Province of Newfoundland and Labrador is another great source of professional development. The Virtual Teacher Centre is an online professional development branch of the Newfoundland and Labrador Teacher’s Association that has a mandate to provide educators with quality online learning experiences in support of childrens learning. In addition, the VTC functions as a portal to educational web resources and as a knowledge management tool for teachers of this province.

There also appears to be an emphasis on mentoring new and current professionals in the health and education sectors. Through mentoring programs, such as the **Teacher Mentorship and Mentoring Principal Program** (see page 22)-which is offered by the Department of Education in the Province of Yukon- new teachers can avail of a mentor to provide advice and support on issues, while the principal of a school works closely with new administrators as a support for educating them on operational procedures, policy interpretation and general day-to-day



operations.

Through research, it appears that many things are being done to spark interest in high school students for post-secondary studies in the health and education fields. In Newfoundland and Labrador, **Med Quest** (see page 120) is a long range plan started by Memorial University of Newfoundland based on the premise that physicians who come from rural areas are more likely to return to rural areas to practice. Med Quest is an exciting summer program for students in grades 10-12, which allows students to be introduced to many health professions such as medicine, nursing, pharmacy, occupational therapy. It also attempts to motivate students to consider careers in the life sciences and to take courses appropriate to this aim, and to encourage enthusiasm for study in post-secondary institutions.

**Mid-Career Programs** (see page 15) also appear to be a commonly used method for recruiting professionals to the education sector. Mid-Career Programs in the United States tap into individuals who are changing careers to become teachers. These programs allow longer-term, part-time study to allow prospective teachers to work while they go to school. Other programs offer flexible scheduling on weekends and evenings, as well as internships and apprenticeships. These programs sometimes carry stipends and offer alternatives to traditional course work to accommodate the lifestyles of adult learners. Retiring and separating military personnel are choosing teaching as a career at a higher rate than perhaps any other single profession.

It is believed that if someone has experience and exposure to rural areas, they are more likely to have an interest in working in those areas. This is the belief behind the development of the Rural Tour, the Shadowing Program, and Rural and Northern Clerkships. The **Rural Tour** (see page 39) takes first and second year medical students from the University of Calgary, Alberta to Pincher Creek and the Crowsnest Pass. There, the students are met by local physicians. The tours follow the format of guest speakers, hospital tours, local scenarios regarding rural medicine, and fire/search and rescue. In addition, there is a trip to one of the local attractions. The **Shadowing Program** (see page 37) was developed after a high interest in the rural tour. It involves medical students getting a first hand experience at rural medicine by following a rural physician through a call weekend. **Rural and Northern Clerkships Opportunities** (see page 35) for Ontario Medical students allow third and fourth year medical students to undertake clinical rotations in rural and northern Ontario as part of an agreement between the Ministry of Health and Long-Term Care and the Ontario Medical Association. The program provides students with the skills and experience to work in rural and northern communities by offering opportunities for clinical clerks to gain exposure to rural and northern practice.

Education  
Findings-  
Training and Development

**Training and Development (Education)**

“Joining Forces” Project  
Literature Review of Best Practices/Strategies for  
Recruiting and Retaining Professionals

<b>INTERNATIONAL: <i>Education Findings</i></b>					
<b>Area of Interest/ Strategy</b>	<b>Source</b>	<b>Target Group</b>	<b>Description</b>	<b>Evaluation/ Results</b>	<b>Reference</b>
Training & Development  Success Link  Professional Development	United States (State of Missouri)	Current Teachers	<u><b>SuccessLink</b></u> An interactive electronic exchange system has been established to provide teachers with the opportunity to seek advice and support from master teachers in Missouri’s STARR (Select Teacher As Regional Resources) program. The program offers lesson plans selected for specific individuals through email, opportunities to meet and talk with other teachers all around the state, opportunities to have your questions answered by Missouri’s STARR teachers, cooperative learning workshops in specific areas, and free teaching strategies.		<a href="http://www.successlink.org/firstyear">Http://www.successlink.org/firstyear</a> SuccessLink 1111 Madison St. Suite 4 Jefferson City, MO 65101 573-636-4395 Fax: 573-636-4593 Toll Free: 888-636-4395
Training & Development  Career Ladder Program  Professional Development	United States (State of Missouri)	Current Teachers	See <u><b>Career Ladder Program (Education)</b></u> -Financial, Page 144		<a href="http://www.dese.state.mo.us/divteachqual/careerladder/">Http://www.dese.state.mo.us/divteachqual/careerladder/</a>
<b>INTERNATIONAL: <i>Education Findings</i></b>					

“Joining Forces” Project  
Literature Review of Best Practices/Strategies for  
Recruiting and Retaining Professionals

Area of Interest/ Strategy	Source	Target Group	Description	Evaluation/Results	Reference
Training & Development  Calteach  High School/Post-Secondary	United States (State of California)  California State University Institute for Education Reform	Potential Teachers	See <u>Calteach: California’s Centre for Teaching Careers (Education)</u> - Marketing & Promotion, page 70		<a href="http://www.calteach.com/">http://www.calteach.com/</a>
Training & Development  Paraeducator-to-Teacher Programs  Professional Development	United States  National Teacher Recruiting Clearinghouse	Teacher Aides	<u>Paraeducator-to-Teacher Programs</u> The program assist paraeducators (teacher aides) to become licensed teachers. Generally, these programs are designed to provide paraeducators with the flexible learning opportunities and skills they need to advance in the teaching profession, including overcoming financial barriers and lack of recent college experience.		National Teacher Recruitment Clearinghouse  <a href="http://www.recruitingteachers.org/channels/clearinghouse/findteacher/141_expandpool.htm">http://www.recruitingteachers.org/channels/clearinghouse/findteacher/141_expandpool.htm</a>
<b>INTERNATIONAL: Education Findings</b>					

“Joining Forces” Project  
Literature Review of Best Practices/Strategies for  
Recruiting and Retaining Professionals

Area of Interest/ Strategy	Source	Target Group	Description	Evaluation/Results	Reference
<p>Training &amp; Development</p> <p>ProTeam Program/ Teacher Cadet Program/ Teaching Assistant Program</p> <p>High School/ Post-Secondary</p>	<p>United States (State of South Carolina)</p> <p>South Carolina Center for Teacher Recruitment</p>	<p>High School Students</p>	<p><b><u>Centre for Teacher Recruitment</u></b> The South Carolina Center for Teacher Recruitment, founded in 1986, supports numerous programs and activities, including (1) The ProTeam Program, a course and club that introduces primarily minority seventh grade and eighth grade students to the idea of a teaching career; (2) the Teacher Cadet Program, organized, economical programs that provide middle school and high school students the opportunity to teach courses to receive college credit (The state of Missouri also has this program); (3) the Teaching Assistant Program, a complement to the Teacher Cadet Program (TCP), that allows students to work one-on-one with teachers in critical shortage areas; (4) the Teacher Job Bank; (5) The EXPO for Teacher Recruitment; and (6) two scholarship programs for prospective teachers. Various organizations participate in South Carolina’s recruitment efforts. For example, <u>Benedict College’s Minority Access to Teacher Evaluation (MATE) program encourages college-bound minority students from rural and underdeveloped school districts to teach in rural communities or in subject areas that face teacher shortages.</u> It also provides financial assistance, counseling, and tutoring.</p>	<p>Pro-Team Program: Through the 1997-1998 school year, this program had introduced more than 7,000 students to teaching; approximately 655 were from minority groups.</p> <p>Teacher Cadet Program: By the end of the 1997-1998 school year, about 12,000 academically talented young people were graduates of the TCP. About 35% of them are teaching or are in teacher preparation programs.</p>	<p>ERIC (Educational Resources Information Center)</p> <p><a href="http://www.ed.gov/pubs/PromPractice/chapter2.html">Http://www.ed.gov/pubs/PromPractice/chapter2.html</a></p>
<b>INTERNATIONAL: Education Findings</b>					

Area of Interest/ Strategy	Source	Target Group	Description	Evaluation/Results	Reference
Training & Development  Precollegiate Teacher Recruitment  High School	United States  National Teacher Recruiting Clearing-house	Middle and High School Students	<p><b><u>Precollegiate Teacher Recruitment Programs</u></b>            These programs are designed to spark and nurture interest in teaching careers <u>in middle and high school students</u>. They are designed to get students to think about a career in teaching, present teaching role models, provide practical teaching experiences, and to create opportunities to attend college. <u>In addition, these programs can be an important part of a district’s long-term recruitment plan.</u></p>	According to the South Carolina Center for Teacher Recruitment: Students decide by age 14 what they <i>do not</i> want to be when they grow up, 52% of students decide on a career before leaving high school, and within the first 5 years of teaching, most students return to within 100 miles of where they grew up.	National Teacher Recruitment Clearinghouse  <a href="http://www.recruitingteachers.org/channels/clearinghouse/findteacher/1413_precollegiateprograms.htm">http://www.recruitingteachers.org/channels/clearinghouse/findteacher/1413_precollegiateprograms.htm</a>
<b>INTERNATIONAL: Education Findings</b>					

“Joining Forces” Project  
Literature Review of Best Practices/Strategies for  
Recruiting and Retaining Professionals

Area of Interest/ Strategy	Source	Target Group	Description	Evaluation/Results	Reference
<p>Training &amp; Development</p> <p>Comprehensive Campaign</p> <p>Professional Development</p>	<p>United States (State of Missouri)</p> <p>Rolla Public Schools</p>	<p>New Teachers</p>	<p><b>Rolla Public Schools Mentor Program</b> To meet the district's goals, Rolla Public Schools in the state of Missouri has refined and expanded their efforts in recruiting and retaining staff. A comprehensive campaign was designed that addresses salaries, orientation and mentor programs, professional development, and recruiting.</p> <p><u>New teachers are offered comprehensive orientation to the district</u>, professional development and evaluation, mentor and protégée meetings, and curriculum seminars. In addition to the mandatory 1st year Mentor Program, Rolla now offers a thorough 2nd year program.</p> <p>In further efforts to enhance collaborative opportunities between <u>new teachers and veteran staff</u>, teachers participate in Professional Development Teams working within the Teacher Evaluation process. Maintaining cross-sectional collaboration helps reduce attrition rates and enriches the quality of information by involving experience and innovation. Furthermore, reimbursement funds were established to help teachers afford the opportunity for continuing education.</p> <p>Continued on the next page...</p>	<p>Besides winning awards for their program, the average years of experience of recent recruits increased from 5 to 7 years. Also, all recruits were certified, and retirement-eligible teachers were largely retained. Altogether, Rolla's improved recruitment and retention practices have proven successful and encouraging.</p> <p>Some indications:</p> <ul style="list-style-type: none"> <li>- won awards</li> <li>- average years of experience</li> <li>- all recruits certified</li> <li>- reports that retirement eligible teachers were largely retained</li> </ul>	<p>Dr. Aaron Zalis azalis@rolla.k12.mo.us</p> <p>500 N. Park Rolla, MO 65401 573-458-0100</p> <p><a href="http://www.successlink.org/best/b92.html">http://www.successlink.org/best/b92.html</a></p>
<b>INTERNATIONAL: Education Findings</b>					

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Literature Review of Best Practices/Strategies for  
Recruiting and Retaining Professionals

<b>Area of Interest/ Strategy</b>	<b>Source</b>	<b>Target Group</b>	<b>Description</b>	<b>Evaluation/Results</b>	<b>Reference</b>
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“Joining Forces” Project  
Literature Review of Best Practices/Strategies for  
Recruiting and Retaining Professionals

<p>Training &amp; Development</p> <p>Comprehensive Campaign</p> <p>Professional Development</p>	<p>United States (State of Missouri)</p> <p>Rolla Public Schools</p>	<p>New Teachers</p>	<p><b><u>Rolla Public Schools Mentor Program</u></b> (Continued)          Rolla is also supporting improved internal recruiting by employing successful student teachers in the district, by identifying paraprofessionals enrolled in education programs at area universities, and in seeking substitutes utilizing <u>DESE's Temporary Authorization Certificate option.</u></p> <p>External recruiting has also been developed with the production of two recruiting videos and a district recruiting packet. They actively seek applicants year-round and participate in regional recruiting fairs. Administrators serving as adjunct professors in collegiate programs can identify quality candidates. Rolla administrators begin recruiting prospective teacher education majors in the early stages of their program. A Professional Development Partnership with area universities supports transitioning teaching candidates into Rolla's classrooms.</p>		<p>Dr. Aaron Zalis          azalis@rolla.k12.mo.us</p> <p>500 N. Park          Rolla, MO 65401          573-458-0100</p> <p><a href="http://www.successlink.org/best/b92.html">http://www.successlink.org/best/b92.html</a></p>
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<b>INTERNATIONAL: <i>Education Findings</i></b>					
<b>Area of Interest/ Strategy</b>	<b>Source</b>	<b>Target Group</b>	<b>Description</b>	<b>Evaluation/ Results</b>	<b>Reference</b>
Training & Development  Teacher of the Year  Professional Development	United States (State of South Carolina)  South Carolina Center for Teacher Recruitment	Current Teachers	<p><b><u>Teacher of the Year Award</u></b></p> <p>The South Carolina Center for Teacher Recruitment offers the award of “Teacher of the Year.” This award recognizes the accomplishments of teachers. As State Teacher of the Year for the 2002-2003 school year, the winner will take a year-long sabbatical from the classroom to represent South Carolina’s 50,000 teachers. He/she will also receive a \$25,000 cash award and a BMW Z-3 Roadster to use for the year. Four Honor Roll teachers who were finalists for the award each received \$10,000. They and the State Teacher of the Year are also awarded laptop computers and a set of Michelin tires. All teachers who are nominated receive various gifts donated by corporate sponsors, and each district teacher received \$1,000.</p> <p>As a result of being awarded the State Teacher of the Year, that person becomes the official Public Education Ambassador for the State.</p> <p>There are teacher awards also presented to outstanding teachers within other districts and departments.</p>		Article: “Columbia Elementary School Teacher is State’s New Public Education Ambassador”  <a href="http://www.myschools.com/news/more.cfm?articleID=194">http://www.myschools.com/news/more.cfm?articleID=194</a>
<b>INTERNATIONAL: <i>Education Findings</i></b>					
<b>Area of Interest/ Strategy</b>	<b>Source</b>	<b>Target Group</b>	<b>Description</b>	<b>Evaluation/Results</b>	<b>Reference</b>

“Joining Forces” Project  
Literature Review of Best Practices/Strategies for  
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<p>Training &amp; Development</p> <p>Mid-Career Programs</p> <p>Professional Development</p>	<p>United States</p> <p>National Teacher Recruiting Clearinghouse</p>	<p>Post-Secondary Students</p> <p>People looking for career change</p>	<p><b>Mid-Career Programs</b> tap into individuals who are changing careers to become teachers. It was identified that schools across the country needed qualified, experienced teachers. Increasingly, "traditional" programs are being redesigned to meet the needs of adult learners. Many now offer longer-term, part-time study to allow prospective teachers to work while they go to school. Other programs offer flexible scheduling on weekends and evenings, as well as internships and apprenticeships. These programs sometimes carry stipends and offer alternatives to traditional course work to accommodate the lifestyles of adult learners. Retiring and separating military personnel are choosing teaching as a career at a higher rate than perhaps any other single profession.</p>		<p><a href="http://www.recruitingteachers.org/channels/clearinghouse/findteacher/1412_midcareerprograms.htm">http://www.recruitingteachers.org/channels/clearinghouse/findteacher/1412_midcareerprograms.htm</a></p>
<b>INTERNATIONAL: <i>Education Findings</i></b>					
Area of Interest/Strategy	Source	Target Group	Description	Evaluation/Results	Reference

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Training & Development  Non-Traditional Teacher Licensure Program  Professional Development	United States (State of Arizona)	Potential Teachers  People holding non-educational degrees	<b><u>Non-Traditional Teacher Licensure Program</u></b> Three year program for individuals who hold degrees in non-education areas and want to become teachers. Training program includes summer and weekend workshops and on-the-job mentoring is required.  Similar program (Practitioner Teacher Program) offered in Los Angeles that provides participants with teaching experience in field-based schools while involved in course work. All practitioner teachers teach during the regular school year while attending seminars and completing supervised internships.		<a href="http://www.nashonline.org/content/teacher.pdf">http://www.nashonline.org/content/teacher.pdf</a>
Training & Development  Institute for New Teachers  Professional Development	United States (State of Massachusetts)	Potential Teachers  New Teachers	<b><u>Massachusetts Institute for New Teachers</u></b> Intensive seven-week training program- one hundred hours of student teaching and course work including methods of instruction, classroom management, and the use of technology. Alternate route to provisionals with advanced standing certification. Candidates must complete the program, participate in an 18-hour case study seminar, submit a portfolio and pass both parts of the Massachusetts Educator Certification Test. The program is only open to candidates who demonstrate an ability to succeed in a Massachusetts public school classroom.		<a href="http://www.nashonline.org/content/teacher.pdf">http://www.nashonline.org/content/teacher.pdf</a>
<b>INTERNATIONAL: <i>Education Findings</i></b>					
<b>Area of Interest/ Strategy</b>	<b>Source</b>	<b>Target Group</b>	<b>Description</b>	<b>Evaluation/Results</b>	<b>Reference</b>

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<p>Training &amp; Development</p> <p>Project PROMISE (PROfessionals with a MISsion in Education)</p> <p>Professional Development</p>	<p>United States (State of Colorado)</p> <p>School of Education Colorado State University (CSU)</p>	<p>Post-Secondary Students (Mid-Career Change)</p>	<p><b><u>Project PROMISE (PROfessionals with a MISsion in Education)</u></b></p> <p>Began in 1988 as an experimental teacher preparation program in the School of Education at CSU. Its’ mission is to improve public education by recruiting, preparing, and participating in the on-going professional development of exceptionally high caliber secondary teachers. Project PROMISE is the only teacher education program to have received this designation. In addition to admitting 20 students each year who have demonstrated success in other occupations and have chosen to make a career change, the program assists other public institutions with implementing similar models.</p> <p>This mid-career transition program for teachers has been cited by the U.S. Department of Education and the National Commission on Teaching and America's Future as a model program for mid-career professionals to transition into teaching.</p>	<p>The teacher licensure program was highlighted as one of five programs, nationally, as a leader in contextual teaching and learning in a project sponsored by the Office of Vocational and Adult Education and the National School-to-Work Office, U.S. Department of Education.</p> <p>Project Promise was also designated as a CCHE Program of Excellence.</p>	<p>Angie Paccoine Project PROMISE Director School of Education Colorado State University paccoine@lamar.colostate.edu</p>
<b>INTERNATIONAL: Education Findings</b>					
<b>Area of Interest/ Strategy</b>	<b>Source</b>	<b>Target Group</b>	<b>Description</b>	<b>Evaluation/Results</b>	<b>Reference</b>

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<p>Training &amp; Development</p> <p>Teaching Fellows Program</p> <p>Professional Development</p>	<p>United States (State of New York)</p> <p>New York City (NYC) Board of Education</p>	<p>Post-Secondary Students (Non-Education Majors &amp; Recent College Graduates)</p>	<p><b><u>New York City Teaching Fellows Program</u></b></p> <p>The program, created by the NYC Board of Education, trains non-education majors to be teachers over the course of two months during the summer. Participants must earn a master’s degree in education over the following two years. The city pays for that advanced degree. The program is designed for mid-career professionals and recent college graduates and began to fill teacher vacancies in some of the city’s lowest performing schools.</p> <p>NYC looks for high-caliber people with a history of past achievement who have tackled challenges in the past. Fellows include former lawyers, actors, and businesspeople as well as recent college graduates. To qualify for the program, participants must have earned a bachelor’s degree with a grade-point average of at least 3.0. About 50% of the fellows in the first group were between the ages of 30 and 39.</p> <p>The two month training consists of</p> <ol style="list-style-type: none"> <li>1. Master’s degree course work</li> <li>2. Field placement work</li> <li>3. Fellow Advisory meetings.</li> </ol>	<p>Having passed a rigorous selection process and trained in an intensive pre-service program, over 3,100 of these individuals are currently teaching in New York’s public schools. At the same time, they are pursuing their own education through a subsidized Master’s degree program.</p>	<p>Megan Doyle Project Coordinator New York City Board of Education</p> <p><a href="http://www.nycteachingfellows.org/what/index.html">http://www.nycteachingfellows.org/what/index.html</a></p>
<b>INTERNATIONAL: <i>Education Findings</i></b>					
<b>Area of Interest/Strategy</b>	<b>Source</b>	<b>Target Group</b>	<b>Description</b>	<b>Evaluation/Results</b>	<b>Reference</b>

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<p>Training &amp; Development</p> <p>Teacher Centers</p> <p>Professional Development</p>	<p>United States (State of New York)</p> <p>United Federation of Teachers</p>	<p>Current Teachers</p>	<p><b>Teacher Centers</b> offer services such as on-site professional development, conferences and seminars, National Board for Professional Teaching Standards Certification, Literacy Networks and much more. Teacher Centers are located in schools throughout New York City. Staffed by expert professional developers, site-based Teacher Centers offer teachers on-going classroom-based support and a safe, collegial environment to share ideas, explore new and emerging trends and work with practitioners. Professional developers work with teachers, in the center or in the classroom, offering information on effective, research-based practice, and support them as they use these strategies in their own classroom.</p> <p>The United Federation of Teachers Teacher Centers is also the hub of the union’s professional development efforts, providing conferences, courses, workshops and master degree, in cooperation with area universities.</p>		<p><a href="http://www.uftc.org/">http://www.uftc.org/</a> <a href="http://www.uft.org/">http://www.uft.org/</a></p> <p>Aminda Gentile Director Tel: (212) 475-3737</p>
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<b>INTERNATIONAL: <i>Education Findings</i></b>					
<b>Area of Interest/ Strategy</b>	<b>Source</b>	<b>Target Group</b>	<b>Description</b>	<b>Evaluation/Results</b>	<b>Reference</b>
Training & Development  Future Teacher Newsletter  High School	United States  Recruiting New Teachers Website	High School Students	See <u>“Future Teacher” Newsletter (Education)</u> - Marketing & Promotion, page 65		<a href="http://www.mt.org/quick/new.html">http://www.mt.org/quick/new.html</a>



<b>NATIONAL: Education Findings</b>					
<b>Area of Interest/ Strategy</b>	<b>Source</b>	<b>Target Group</b>	<b>Description</b>	<b>Evaluation/Results</b>	<b>Reference</b>
Training & Development  New Teachers' Conference  Professional Development	Canada (Province of British Columbia)  British Columbia Teachers' Federation (BCTF)	New Teachers	<p><b><u>New Teachers' Conference</u></b></p> <p>Each year for the past eight years, the BCTF celebrates teaching with new teachers. Each year a conference is held to allow new teachers with an opportunity to learn new strategies, network with other teachers, view BCTF and commercial displays, meet the BCTF Executive, discuss pedagogical issues, and to find support and resources. The conference promises to be an engaging and challenging experience and is an annual BCTF professional development opportunity specifically for new teachers-those in their first five years of teaching. Each year there are information sessions on things such as:</p> <ul style="list-style-type: none"> <li>• Labour Affiliation</li> <li>• Classroom Management and Discipline</li> <li>• Communicating with Parents</li> <li>• Working Together: The Teacher and the Teacher on Call</li> <li>• Professional Rights and Responsibilities</li> <li>• Help for the Non-Specialists Teaching Elementary French</li> </ul>	First New Teachers' Conference took place in 1996 and is now an annual event.	<a href="http://www.bctf.ca/NewTeachers/Conference/">http://www.bctf.ca/NewTeachers/Conference/</a>

<b>NATIONAL: Education Findings</b>					
<b>Area of Interest/ Strategy</b>	<b>Source</b>	<b>Target Group</b>	<b>Description</b>	<b>Evaluation/Results</b>	<b>Reference</b>
Training & Development  Teacher Mentorship and Mentoring Principal Program  Professional Development	Canada (Province of Yukon)  Government of Yukon  Department of Education	First Year Teachers and New Administrators	<p><b><u>Teacher Mentorship and Mentoring Principal Program</u></b></p> <p>The Department of Education - Yukon offers 2 mentorship programs - The <i>Teacher Mentorship Program</i> for all first year Teachers and the <i>Mentoring Principal Program</i> for new administrators. Teacher Mentorship Program - New teachers are matched with experienced teachers who apply to be mentors (The final selection of mentors is made by the Director of Learning/Department of Education). The program includes visitations, collaborative activities, support and advice on issues.</p> <p>In the Mentoring Principal Program, the principal of a school works closely with new administrators as a support for educating them on operational procedures, policy interpretation and general day-by-day operations.</p>	Currently in the second year of implementation.  Program is offered to all new teachers/ administration and no one has ever declined.  According to Mr. Gonnet, the overall result has been increased retention of teachers.	Chris Gonnet Director of Learning Urban Schools Yukon Dept of Education Chris.Gonnet@gov.yk.ca
<b>NATIONAL: Education Findings</b>					

Area of Interest/ Strategy	Source	Target Group	Description	Evaluation/Results	Reference
<p>Training &amp; Development</p> <p>School-Community Orientation</p>	<p>Educational Resources Information Center</p>	<p>New Rural Teachers</p>	<p><b><u>School-Community Orientation</u></b>            The Education Resources Information Centre promotes a school-community orientation for new teachers. The purpose of the strategy is to help overcome feelings of isolation, acquire a sense of community security and develop professional competence. It suggests that such strategies should: help streamline paperwork, provide a well-planned in-service program and allow time for visiting other teachers’ classrooms. It also suggests that the community should recognize new teachers accomplishments and invite them to participate in various activities. Finally, it suggests that universities have a role in offering cost effective distance learning courses to keep rural teachers up-to-date.</p>		<p>ERIC (Educational Resources Information Center)  <a href="http://www.ed.gov/databases/ERIC_Digests/ed438152.html">Www.ed.gov/databases/ERIC_Digests/ed438152.html</a></p>

**PROVINCIAL: *Education Findings***

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Area of Interest/ Strategy	Source	Target Group	Description	Evaluation/Results	Reference
Training & Development  Virtual Teacher Centre (VTC)  Professional Development	Newfoundland & Labrador  Newfoundland and Labrador Teachers' Association	Current Teachers	<b><u>Virtual Teacher Centre</u></b> The Virtual Teacher Centre is an online professional development branch that has a mandate to provide educators with quality online learning experiences in support of children's learning. In addition, the VTC functions as a portal to educational web resources and as a knowledge management tool for teachers of this province.	As of July, 2003 there were 1363 users.	Http:www.virtualteachercentre.ca  Virtual Teacher Centre 3 Kenmount Road St. John's, NL A1B 1W1 (709)726-3223, ext. 256 email: ahickey@nlta.nf.ca
Training & Development  Provincial Teacher Recruitment Fair	Newfoundland & Labrador  Government of Newfoundland and Labrador  Department of Education  Memorial University of Newfoundland	Post-Secondary Students	See <b><u>Provincial Teacher Recruitment Fair (Education)</u></b> - Marketing & Promotion, page 80		Heather May Director of Inquires Department of Education Government of Newfoundland and Labrador heathermay@gov.nl.ca
<b>PROVINCIAL: Education Findings</b>					

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Area of Interest/ Strategy	Source	Target Group	Description	Evaluation/Results	Reference
<p>Training &amp; Development</p> <p>Four-Week Paid Work Experience in Designated Curricular Areas</p>	<p>Newfoundland &amp; Labrador</p> <p>Government of Newfoundland and Labrador</p> <p>Memorial University/ Department of Youth Services and Post-Secondary Education/ School Districts in NL/Regional Economic Development and Schools (REDAS)</p>	<p>Post-Secondary Students</p>	<p><b><u>Four-Week Paid Work Experience</u></b></p> <p>The Faculty of Education has announced a pilot project that will place teacher interns at MUN into designated rural and remote schools in NL. Following completion of the Fall 2002 teaching internship, an opportunity was extended to students to participate in a nine credit hour project involving a four-week paid work experience in selected curricular areas.</p> <p>This innovative experience is being made possible with funding received from the Student Investment and Opportunity Corporation (SIOC) through the Department of Youth Services and Post-Secondary Education and will occur during Intersession 2003. Guided by the Dibbon/Sheppard report on Teacher Supply, Demand and Retention (2001), the curricular areas applying to this project will include: Physics, Chemistry, Math, French, Physical Education and Art.</p> <p>In preparation for this exciting educational opportunity, Newfoundland and Labrador School Districts will each identify 3 rural and remote schools for which there is a demand for assistance in these curricular areas.</p> <p>Participants in the project will receive \$3000 each for four weeks of work experience, plus a “cost-of-living expense” determined by districts to cover return transportation to the school setting from the University and a per diem living/accommodation amount.</p>	<p>Over 70 applications were received. There was only funding for 30 applications.</p> <p>Evaluators have been put into place. Dr. Dave Dibbon ddibbon@mun.ca Dr. Jean Brown jbrown@mail.mun.ca</p>	<p>Judi Mellor Co-ordinator Undergraduate Programs Memorial University of Newfoundland jmellor@mun.ca Tel: (709) 737-7554</p> <p>Phyllis Reardon Project Coordinator Regional Economic Development and Schools (REDAS) redas@mun.ca Tel: (709) 737-8616</p>
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Area of Interest/ Strategy	Source	Target Group	Description	Evaluation/Results	Reference
Training & Development  Information Sessions  Education and Sponsorship	Newfoundland & Labrador  Government of Newfoundland and Labrador  Department of Education  Memorial University of Newfoundland	Post-Secondary Students	See <u>Information Sessions (Education)</u> - Human Resource Planning, page 106		Heather May Director of Inquiries Department of Education Government of Newfoundland and Labrador heathermay@gov.nf.ca
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Area of Interest/ Strategy	Source	Target Group	Description	Evaluation/Results	Reference
<p>Training &amp; Development</p> <p>Beginning Teacher Induction Program</p> <p>Professional Development</p>	<p>Newfoundland &amp; Labrador</p> <p>Government of Newfoundland and Labrador</p> <p>Department of Education</p> <p>Newfoundland and Labrador Teachers Association/ Newfoundland and Labrador School Boards Association/ School Districts</p>	<p>New Teachers</p>	<p><b><u>Beginning Teacher Induction Program</u></b></p> <p>A teacher induction program supports beginning teachers both professionally and personally. It is a program that assists teachers who are new to the profession in the transition from preservice to full professional responsibilities through ongoing professional development.</p> <p>The pairing of a new teacher with a mentor teacher creates a partnership for professional development. The program is based on the belief that we can all learn from one another and that we have a professional responsibility toward our colleagues.</p>	<p>Introduced to districts in 1998. Under the guidance of a provincial steering committee, annual implementation institutes involving teams from all school districts have resulted in extensive feedback and the beginnings of a province-wide implementation efforts.</p>	<p>Beverly Park Administrative Officer Professional Development Division Newfoundland &amp; Labrador Teachers Association bpark@nlta.nf.ca</p> <p><a href="http://www.nlta.nf.ca/HTML_Files/html_pages/publications/btprgm.pdf">http://www.nlta.nf.ca/HTML_Files/html_pages/publications/btprgm.pdf</a></p>

# Health Findings- Training and Development

**Training and Development (Health)**

<b>INTERNATIONAL: <i>Health Findings</i></b>					
<b>Area of Interest/ Strategy</b>	<b>Source</b>	<b>Target Group</b>	<b>Description</b>	<b>Evaluation/Results</b>	<b>Reference</b>



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<p>Training &amp; Development</p> <p>Virtual Hospital</p> <p>Web-based Resources</p>	<p>United States (State of Iowa)</p> <p>University of Iowa Health Care</p>	<p>Health Care Providers and Patients</p>	<p><b>Virtual Hospital</b> is a digital health sciences library created in 1992 at the University of Iowa to help meet the information needs of health care providers and patients. The goal of the Virtual Hospital digital library is to make the Internet a useful medical reference and health promotion tool for health care providers and patients. The Virtual Hospital digital library contains thousands of textbooks and booklets for health care providers and patients. The Virtual Hospital digital library also delivers Continuing Education (CE) to health care provider's offices and homes in a clinically relevant context at their convenience, thereby making CE more effective and efficient.</p> <p>Unique Element: This site provides valuable information for both patients and providers. Providers, for example, can benefit from textbook excerpts, video clips, and case studies, as well as full texts such as The University of Iowa Family Practice Handbook and The Illustrated Encyclopedia of Human Anatomic Variation.</p> <p>This site also includes information about becoming a physician for young people who want to pursue a career in the health field.</p>	<p>* Serves over 8 million visitors per year, with over 193,000,000 pages read.</p> <p>The virtual hospital was listed as one of the four “quality medical gateways to the web that can help physicians navigate the on-line environment.”</p> <p>American Medical News, May 11, 1998</p> <p>The Virtual Hospital was listed as one of 10 "sites that your doctor might even recommend."</p> <p>Time Magazine, Fall 1996.</p>	<p><a href="http://www.vh.org">http://www.vh.org</a></p>
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**INTERNATIONAL: Health Findings**

Area of Interest/ Strategy	Source	Target Group	Description	Evaluation/Results	Reference
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<p>Training &amp; Development</p> <p>Rural Health Education Foundation-Connectivity, Television and Rural Health</p> <p>Professional Development</p>	<p>Australia</p> <p>Rural Health Education Foundation</p>	<p>Health Professionals</p>	<p><b><u>Rural Health Education Foundation</u></b></p> <p>The Foundation is a non-government, not-for-profit organization that provides distance education on a no-charge basis, to health professionals living and working in rural, regional and remote Australia.</p> <p>The Foundation provides distance education to reduce professional isolation and improve health care outcomes.</p> <p>Every second Tuesday night, over 4,000 health care professionals and community workers sit down together in their local hospital to watch a tv program. It is not just a television program. Over the past 12 months, the programs have covered issues as diverse as snake bites through to youth suicide. Shown live, each show features a panel of experts who dissect each subject with live audience feedback through talkback, fax back, and shortly, through internet comment. To doctors, pharmacists, specialists, nurses and other health workers involved, the programs are invaluable.</p> <p>Firstly, because they use television to talk to the doctor or health professional through the type of medical situations they face every day step-by-step. Secondly, and most importantly, because they are interactive, harnessing all the power of “talk back” television.</p>	<p>Over 4000 health care professionals and community workers view the program weekly.</p>	<p>Foundation contacts: Tel: 1-800-646-015 rhef@rhef.com.au <a href="http://www.rhef.com.au/">http://www.rhef.com.au/</a></p>
<b>INTERNATIONAL: Health Findings</b>					
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Training & Development  Breakfast Meetings	United States  American Association of Colleges of Nursing	Education Providers  High School Students (Indirectly)	<b><u>Colleagues in Caring Project (Connecticut)</u></b> Breakfast meetings were set up between the Guidance Counselors, School-to-Career Coordinator, volunteers from the Nursing Career Centre(NCC), and host Hospital Staff. Purpose was to provide career information and explain the mission and purpose of the Nursing Career Center (NCC).	10 breakfast meetings were held with over 100 counselors and 60 NCC volunteers plus host hospital staff participating.	<a href="http://www.aacn.nche.edu/CaringProject/SurveyResponse/con n.htm">http://www.aacn.nche.edu/CaringProject/SurveyResponse/con n.htm</a>
Training & Development  SWAG-A Complete Survival Kit for Rural Medical Attachments	Australia  School of Rural Health-Monash University	Post-Secondary Students	<b><u>SWAG- Survival Kit</u></b> A website for the first and second year rural attachments otherwise known as SWAG was developed.  SWAG has been designed to help students, tutors, host communities and practitioners through the journey in the first year rural attachment. Unlike the Swaggies of yesteryear, you don't need to carry all your belongings everywhere you go, rather, you can come to this site and click on the information you require. The SWAG delivers information and support to all the key parties involved in the first year rural attachments.  SWAG can also be used as a communication medium where groups and individuals in different places can exchange information and learn from each other. Features such as the events calendar, the digital album, media releases and the discussion forum will facilitate discussion between students, tutors and groups in the rural community.	The number of users is dependent on the enrollment numbers each year. There are approximately 210 students enrolled each year.  Evaluation is ongoing and a report should be available in October 2003.	<a href="http://swag.med.monash.edu.au/">http://swag.med.monash.edu.au/</a>  Dr. Eli Ristevski Lecturer School of Rural Health Latrobe Regional Hospital P.O. Box 424 Traralgon 3884 Eli.Ristevski@med.monash.edu.au
<b>INTERNATIONAL: Health Findings</b>					
<b>Area of Interest/ Strategy</b>	<b>Source</b>	<b>Target Group</b>	<b>Description</b>	<b>Evaluation/Results</b>	<b>Reference</b>

<p>Training &amp; Development Super Star Program High School</p>	<p>United States (State of Minnesota) University of Minnesota Center of American Indian &amp; Minority Health (CAIMH)</p>	<p>High School Students</p>	<p><b><u>Super Star Program</u></b> This program is a six-week program held at the University of Minnesota Duluth (UMD) School of Medicine for high school students grade 9-12 who are at least 14 years of age and have a strong interest in health careers and biomedical science. During the program, students have the opportunity to work as a part of a team with UMD School of Medicine faculty and other high school students on fun and interesting science and health-related projects that combine problem-based learning and research design and technique. Participants receive a living allowance of up to \$1200 for the six weeks (housing is not provided).  As a result of the program, participants are placed on the CAIMH Indian Health Pathway, a program that will open doors for students by providing guidance and information while keeping them informed of available opportunities.  This is an outstanding program for students who want to enrich their academics and prepare and develop good habits for school and college.</p>		<p><a href="http://www.caimh.org/8_12/SSPO.html">http://www.caimh.org/8_12/SSPO.html</a></p>
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<p>Training &amp; Development Secondary Schools Program-Health Career Workshops High School</p>	<p>Australia Victorian Universities Rural Health Consortium</p>	<p>Rural High School Students</p>	<p><b><u>Health Care Workshops</u></b> Metropolitan residential three-day workshops are offered in June and July month of each year to Year 12 rural students, who are given the opportunity to go and spend three days in Melbourne. A total of 50 students attend these workshops, where time is spent with current tertiary health students, university course and career advisors, university health faculty members, health professionals and like-minded students. Students have a challenging and entertaining time visiting Melbourne universities, experiencing campus life, learning about career options and various career pathways.  One day regional workshops in Central and Northern Victoria are also held with the same format and purpose.  A survey was conducted at the start of the program which showed a low percentage of students interested in health as a career. Following the survey, a videotape and a booklet with information about all the health careers for which there are university courses in the state of Victoria, was developed. The video tape showed health professionals working and talking about their careers, and at the end of the tape it was revealed that all these health professionals grew up in the country.</p>	<p>Program began in 1993 with a survey of a random sample of year 10 students in Gippsland high schools. This survey showed that just over 10% of the students were even considering a health career.  A follow up survey showed that just this intervention raised the level of interest among year 10 students in health careers to 25%.</p>	<p><a href="http://www.med.monash.edu.au/mrh/education/schools/workshops.html">http://www.med.monash.edu.au/mrh/education/schools/workshops.html</a>  Presentation by: Dr. Roger Strasser “It’s About ‘Doing the Necessary’ Training for Rural Practice” -Lessons from Australia.  Dr. Roger Strasser Founding Dean and Professor Northern Ontario Medical School  Roger.Strasser@normed.ca</p>
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<b>INTERNATIONAL: Health Findings</b>					
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<p>Training &amp; Development Forum for Educators from High Schools</p>	<p>United States (State of Rhode Island) American Association of Colleges of Nursing</p>	<p>Education Providers</p>	<p><b>Forum for Educators</b> (Colleagues in Caring Project) A forum for educators from Rhode Island (RI) schools “Educating Tomorrow’s Nurses” was held. Panel presentations by representatives from schools of nursing in RI; displays; networking opportunity. These initiatives are activities of the Education/Recruitment Task Force. Partners/Funders: RI School-to-Career Program; Health Partnership Council; Hospital Association of RI.  Message: Why/how to guide students toward a nursing career. High school preparation courses required and recommended to foster success in nursing education.</p>	<p>Program evaluations were positive and people recommended repeating this forum and gave suggestions for future forums.</p>	<p><a href="http://www.aacn.nche.edu/CaringProject/SurveyResponse/rhisland.htm">Http://www.aacn.nche.edu/CaringProject/SurveyResponse/rhisland.htm</a>  Marcia Bliss marciab@hari.org</p>
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Training & Development Clerkship Opportunities	Canada (Province of Ontario) Government of Ontario The Ministry of Health and Long-Term Care (MOHLTC)	Ontario Medical Students	<p><b><u>Rural and Northern Clerkship Opportunities for Ontario Medical Students</u></b></p> <p>The Ministry of Health and Long-Term Care offers a clerkship program for third and fourth year medical students to undertake clinical rotations in rural and northern Ontario as part of the 2000 agreement between the MOHLTC and the Ontario Medical Association.</p> <p>The program provides students with the skills and experience to work in rural and northern communities by offering opportunities for clinical clerks to gain exposure to rural and northern practice.</p> <p>Each program has a list of communities for clerkship rotations that fall within the definition of “rural” for the purposes of the program.</p>		<p>www.romponline.com www.ermep.com www.nomp.on.ca www.nomec.on.ca</p>
Training & Development Post Graduate Training Post-Secondary	Canada (Province of British Columbia) Government of British Columbia	Physicians/ Residents	<p><b><u>Post Graduate Training</u></b></p> <p>Physicians eligible for funding under the Physician Recruitment Retention Program, are also eligible to apply for support for further training to gain additional skills required under the Health Authority’s approved Physician Supply Plan. An amount of \$1 million annually will be made available to support and facilitate the training of physicians in rural practice.</p>		<p>“Physician Recruitment and Retention Program (PRRP) for Rural and Small Urban Communities”</p> <p>Program Guide- January 2001 Ministry of Health- British Columbia</p>
<b>NATIONAL: Health Findings</b>					
<b>Area of Interest/ Strategy</b>	<b>Source</b>	<b>Target Group</b>	<b>Description</b>	<b>Evaluation/ Results</b>	<b>Reference</b>

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<p>Training &amp; Development Repatriation Program</p>	<p>Canada (Province of Ontario) Government of Ontario Ministry of Health and Long-Term Care (MOHLTC)</p>	<p>Physicians/ Residents</p>	<p><b><u>Repatriation Program</u></b> The MOHLTC is funding training positions to recruit physicians who have completed postgraduate residency training and require up to two years of additional training to meet the certification requirements of the Royal College of Physicians and Surgeons of Canada (RCPSC), or up to one year of training to meet the requirements of the College of Family Physicians of Canada (CFPC).  Upon graduation, physicians will be required to practice in an area approved by the Ministry as underserved for their speciality for a period of time equal to the length of additional Ontario training received through the program. The Ministry will offer assistance to physicians to obtain an employment agreement upon request.  Residency training in Ontario is full-time. General specialists who wish to pursue sub-specialty training are not eligible for this program.</p>		<p>Brett Fernandes Program Officer Provincial Health Service Planning Unit Ministry of Health and Long Term Care Tel: (416) 327-8339 HPBProgramOfficer@moh.gov.on.ca  <a href="http://www.health.gov.on.ca/english/providers/ministry/recruit/rec_03/rec_110203.html">http://www.health.gov.on.ca/english/providers/ministry/recruit/rec_03/rec_110203.html</a>  <a href="http://www.gov.on.ca/health/english/ministry/recruit/rec_110203.html">http://www.gov.on.ca/health/english/ministry/recruit/rec_110203.html</a></p>
<b>NATIONAL: <i>Health Findings</i></b>					
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<p>Training &amp; Development Shadowing Program Mentoring/ Professional Development</p>	<p>Canada (Province of Alberta)  Alberta Rural Physician Action Plan (RPAP)</p>	<p>Current Medical Students</p>	<p><b><u>The Shadowing Program</u></b> The Shadowing Program was developed after talking to participants on the medical students rural tours. These students felt that they would not get enough exposure to rural medicine in their early medical school education.  The shadowing program is an attempt to increase the rural experience of early careerists by having students follow rural physicians for a weekend on call. This would give them another opportunity to show them what rural medicine has to offer. Hopefully, this exposure will generate future interest in rural medicine.</p>	<p>The shadowing program is in its infancy. There are approximately 22 rural sites involved with over 80 physicians who are willing to have a medical student shadow them for all or part of a weekend. The response from the preceptors and the medical students who have participated to date has been very positive.</p>	<p>Bev Garbutt RPAP Medical Students’ Initiatives Coordinator Tel: (403) 628-3222 bgg@telusplanet.net <a href="http://rpap.ab.ca">http://rpap.ab.ca</a></p>
<b>NATIONAL: Health Findings</b>					
<b>Area of Interest/ Strategy</b>	<b>Source</b>	<b>Target Group</b>	<b>Description</b>	<b>Evaluation/ Results</b>	<b>Reference</b>

<p>Training &amp; Development Health Professionals Recruitment Tour</p>	<p>Canada (Province of Ontario) Government of Ontario Ministry of Health and Long-Term Care (MOHLTC)/ Northern Development and Mines</p>	<p>Health Professionals</p>	<p><b><u>Health Professionals Recruitment Tour</u></b> The MOHLTC organized a recruitment tour in 2002 for health professionals. Physicians, Physician Specialists, Nurse Practitioners, Nurses, Occupational Therapists, Physiotherapists, Speech Language Pathologists, Audiologists, and Chiropodists were invited by Ontario’s northern and rural communities to discover what underserved areas have to offer.  Representatives from approximately 80 communities and organizations visited approximately 5 cities whereby the health professionals listed could meet with them to discuss career and lifestyle opportunities.  The Tour was co-sponsored by the MOHLTC and Northern Development and Mines.  The Professional Association of Interns and Residents of Ontario (PAIRO) assumed responsibility for organizing and administering the Health Professionals Recruitment Tour. PAIRO represents 2,400 doctors-in-training across the province of Ontario.</p>		<p><a href="http://www.health.gov.on.ca/english/providers/ministry/recruit/rec_03/rec_tour_03.html">http://www.health.gov.on.ca/english/providers/ministry/recruit/rec_03/rec_tour_03.html</a>  Kelly Kernohan Tour Coordinator Tel: 1-877-979-1183 paio@paio.org</p>
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**NATIONAL: Health Findings**

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<b>Area of Interest/ Strategy</b>	<b>Source</b>	<b>Target Group</b>	<b>Description</b>	<b>Evaluation/ Results</b>	<b>Reference</b>
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<p>Training &amp; Development Rural Tours Post-Secondary</p>	<p>Canada (Province of Alberta) Alberta Rural Physician Action Plan (RPAP)/ University of Calgary/ University of Alberta</p>	<p>Post-Secondary Students</p>	<p><b><u>Medical Student Rural Tour</u></b> The first Medical Student rural tour took place in September 2001. This was a trial to measure the interest of medical students for a tour of a rural center. The turn out and the interest were more than anticipated. The pilot tour took 42 first and second year medical students from the University of Calgary (U of C) to Pincher Creek and the Crowsnest Pass. There, the students were met by local physicians and were toured through both hospitals. Local EMS did scenarios for them regarding rural medicine. Lunch and dinner were provided as well as a tour of the local mine in the Crowsnest Pass. Based on the enthusiastic response that was received, regular weekend tours for medical students at both of the Universities of Calgary and Alberta were implemented.</p> <p>The Fall UofC one-day rural tour was held in Drumheller on October 26, 2002, while the Fall University of Alberta (U of A) one-day rural tour was held in Camrose on October 19, 2002. The dates for the Spring 2003 one-day tours have not yet been established. The tours follow the format of guest speakers, hospital tours, EMS tours and scenarios as well as fire/search and rescue. In addition, there is a trip to one of the local attractions. Participants in these rural tours were keen to have first hand experience with rural medicine. This interest led to the design of a Shadowing Program in which medical students can get a first hand look at rural medicine by following a rural physician through a call weekend.</p>	<p>42 students participated in the pilot tour in 2001.</p>	<p><a href="http://rpap.ab.ca/supportstudents/ruraltours.htm">http://rpap.ab.ca/supportstudents/ruraltours.htm</a> Bev Garbutt RPAP Medical Students’ Initiatives Coordinator Tel: (403) 628-3222 <a href="mailto:bgg@telusplanet.net">bgg@telusplanet.net</a> <a href="http://rpap.ab.ca">http://rpap.ab.ca</a></p>
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Area of Interest/ Strategy	Source	Target Group	Description	Evaluation/ Results	Reference
<p>Training &amp; Development</p> <p>Rural Outreach Program</p> <p>High School</p>	<p>Canada</p> <p>Canadian Federation of Medical Students</p>	<p>High School Students</p>	<p>The Canadian Federation of Medical Students (CFMS) <b>Rural Outreach Program</b> is a project developed by medical students designed to interest high school students from rural and remote communities in a career in medicine.</p> <p>CROP (CFMS Rural Outreach Program) works by encouraging medical students participating in rural electives to contact a local high school and offer to give a brief presentation on the reality of a career in medicine. The presenters have the opportunity to highlight the path they took to arrive in medical school, and answer any questions that the high school audience might have. In addition to providing a unique experience for all involved, it allows the medical students to become more familiar with the community in which they work. Increasing interaction between the health care team and the community will be an enriching experience for all involved.</p> <p>**Newfoundland and Labrador medical students participate in this program mainly through their first and third years of medical school.</p>	<p>CROP was piloted in the Maritime Provinces, and students from across the country have shown tremendous interest.</p>	<p>Canadian Federation of Medical Students</p> <p><a href="http://www.cfms.org/projects/crop/">http://www.cfms.org/projects/crop/</a></p> <p>Jessica Guimond e17jjmg@mun.ca</p>

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<b>Area of Interest/ Strategy</b>	<b>Source</b>	<b>Target Group</b>	<b>Description</b>	<b>Evaluation/ Results</b>	<b>Reference</b>
<p>Training &amp; Development</p> <p>Summer Rural Preceptorship Program</p>	<p>Canada (Province of New Brunswick)</p> <p>Government of New Brunswick</p> <p>Department of Health and Wellness</p> <p>New Brunswick Medical Society</p>	<p>Medical Students and Residents</p>	<p><b><u>Summer Rural Preceptorship Program</u></b></p> <p>The Government of New Brunswick, in cooperation with the New Brunswick Medical Society and the province's eight Regional Health Authorities, offers a summer learning experience designed to acquaint qualified medical students with rural practice in a New Brunswick setting.</p> <p>The Summer Employment Program is designed to encourage first and second year medical students to consider rural practice. They offer 30 positions (15 Anglophone and 15 Francophone positions) that give students the opportunity to see first hand how rural physicians practice as well as how they relate to specialists and rural and district hospitals.</p> <p>While the focus of the program is on rural practice, it is anticipated that students may have the opportunity to gain valuable experience through exposure to specialists working in a regional hospital environment.</p> <p>The total stipend for the ten-week period is approximately \$4,000.00 (\$10.25/hour, minimum of 8 hours/day, 40 hours/week). <u>Preference will be given to New Brunswick students.</u></p>		<p>Lyne St-Pierre-Ellis Department of Health and Wellness P.O. Box 5100 Fredericton, NB E3B 5G8 Phone: (506) 453-8388 Fax: (506) 444-5236 Email: lyne.st-pierre-ellis@gnb.ca</p> <p><a href="http://www1.gnb.ca/0396/e/600/601e.asp">http://www1.gnb.ca/0396/e/600/601e.asp</a></p>

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<b>Area of Interest/ Strategy</b>	<b>Source</b>	<b>Target Group</b>	<b>Description</b>	<b>Evaluation/Results</b>	<b>Reference</b>
Training & Development  Web-CT Training  Web-based Resource	Newfoundland & Labrador  Memorial University of Newfoundland (MUN)	Current Nurses	<u><b>Web-CT Training</b></u> The BN (Post-RN) Program has been adapted to Web-CT for delivery to nurses working in rural areas of the province.		Lisa Wells Research Assistant for the Office of Professional Development and the Centre for Collaborative Health Professionals with MUN Wells1@mun.ca
Training & Development  Training in Rural Newfoundland and Labrador	Newfoundland & Labrador  Memorial University of Newfoundland (MUN)	Social Work Students	<u><b>Training in Rural Newfoundland and Labrador</b></u> Elective course: “Social Work in Rural Newfoundland and Labrador” is offered which helps students adapt social work theory and practice to rural realities. The course description is: the practice of social work in rural and northern communities requires a unique adaptation of social work theory and practice. Due to the limited resources in isolated communities the social worker or human service professional is called upon to utilize specific social work skills. This course offered within Bachelor of Social Work, examines the practice of rural and northern social work from the perspective of rural Newfoundland and Labrador.		<a href="http://www.mun.ca/regoff/calendar/SWCourseList.htm">http://www.mun.ca/regoff/calendar/SWCourseList.htm</a>

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<p>Training &amp; Development</p> <p>Orientation Process/Various Strategies</p> <p>Professional Development</p>	<p>Newfoundland &amp; Labrador</p> <p>Government of Newfoundland and Labrador</p> <p>Health and Community Services (HCS)</p>	<p>Current Health Care Professionals</p>	<p><b><u>Orientation Process/Various Strategies</u></b></p> <p><i>Compressed workweek/flextime</i> is available to all employees, which in most cases appeals to people with young families.</p> <p><i>Orientation Process</i> that includes 1 day long session with presentations given by key people in each department. This occurs once a month as a way of keeping employees informed. It also provides new employees with the opportunity to liaise with people from other divisions, and other positions in each division. When there are few new employees, the orientation takes place once every two months.</p> <p><i>Promotional package</i>- when recruiting internationally and nationally, the organization sends out a package containing information on the main attractions in the region, including a map of the area, information on Gros Morne National Park, Marble Mountain, Rural Development Associations, Town Councils, etc. The information is provided by each organization in the form of brochures, business cards, etc.</p> <p>The Central Region of HCS also provides its employees with flexible/compressed work schedules, and alternate workday arrangements. They, too, have a general orientation to the organization, as well as a discipline specific orientation.</p>	<p>Good response from participants. After each session, participants complete an evaluation and suggest things that can be done to improve the sessions.</p>	<p>Donna Foss Recruitment and Orientation Coordinator Health and Community Services Western Region jobs@hcsw.nf.ca Tel: (709) 637-5000 Ext. 5477</p> <p>Ms. Patsy Bridgeman Director of Human Resources Health and Community Services- Central Region 143 Bennett Drive Gander, NL A1V 2E6 Tel: (709) 651-3306 patsybridgeman@gov.nl.ca</p>



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<p>Training &amp; Development</p> <p>Various Strategies</p> <p>Professional Development</p>	<p>Newfoundland &amp; Labrador</p> <p>Central East Health Care Institutions Board (CEHCIB)</p>	<p>Current Health Professionals</p>	<p><b>Various Strategies</b></p> <p><b>Completion of the Medication Module-</b> A program that allows Licensed Practical Nurses (LPN’s) to administer certain medications. This was completed by a number of LPN’s in long term care, which involved theory as well as practical. This program, which has been taking place for the past couple of years, addresses the needs of the organization and gets the optimal potential from the LPN.</p> <p><b>Sponsorship to complete the Operating Room Technicians Course-</b> The CEHCIB sponsored two employees to complete the Operating Room Technicians Course in September 2003. The organization will be paying the registration as well as allowing time off for the candidates. This sponsorship is tied to a 3-year return-in-service. If the need arises, there are plans to offer this sponsorship again.</p> <p><b>Supporting Continuing Education-</b> The organization supports management in completing continuing education courses through the Canadian Healthcare Association, which relates to professional development and succession planning. This practice has been on-going for several years, and courses offered include: Modern Management, Health Services Management, Food and Nutrition Management, etc. The courses are paid by the organization and there is a certain number of people approved and sponsored each year. Continued on the next page...</p>		<p>Terry Ings Director of Human Resources Central East Health Care Institutions Board James Paton Memorial Hospital 125 Trans Canada Highway Gander, NL A1V 1P7 Tel: (709) 256-5418 Email: tings@cehcib.nf.ca</p>

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Training & Development  Various Strategies  Professional Development	Newfoundland & Labrador  Central East Health Care Institutions Board (CEHCIB)	Current Health Professionals	<b>Various Strategies</b> (Continued)  <b>Hiring of Nurse Practitioners-</b> Over the past few years, the CEHCIB has hired a number of Nurse Practitioners in the region, who are involved in Primary Health Care. This strategy coincides with governments strategy of moving towards primary health care.		Terry Ings Director of Human Resources Central East Health Care Institutions Board James Paton Memorial Hospital 125 Trans Canada Highway Gander, NL A1V 1P7 Tel: (709) 256-5418 Email: tings@cehcib.nf.ca
Training & Development  Med Quest	Newfoundland & Labrador  Memorial University of Newfoundland	High School Students	See <b>Med Quest (Health)</b> - Human Resources Planning, page 120		<a href="http://www.med.mun.ca/medquest/">http://www.med.mun.ca/medquest/</a>

<b>PROVINCIAL: Health Findings</b>					
<b>Area of Interest/ Strategy</b>	<b>Source</b>	<b>Target Group</b>	<b>Description</b>	<b>Evaluation/Results</b>	<b>Reference</b>
Training & Development  Rural Placements  Post-Secondary	Newfoundland & Labrador  Memorial University of Newfoundland	Medical Students	<p><b><u>Rural Placements</u></b>            Based on the idea that an effective way to attract new physicians to rural areas is to expose them to rural practice early in their training, all Memorial University medical students are required to complete a two-week rural visit during first year and locations can vary from sites with hospitals (ex: Burin) to sites with just clinics (ex: Glovertown). Sites are pre-selected. During this visit, students are required to observe only and keep a journal on their observations.</p> <p>The goals of the rural placements are:</p> <ol style="list-style-type: none"> <li>1. To acquaint the first year student with the various determinants of the health of a rural community.</li> <li>2. To acquaint the first year student with the role of the physician in a rural setting.</li> <li>3. To examine ethics and humanities issues in the rural placement context.</li> </ol> <p>Continued on the next page...</p>		<p><a href="http://www.med.mun.ca/comhealth/rural_placements.htm">http://www.med.mun.ca/comhealth/rural_placements.htm</a></p> <p>Marilyn Neal            Faculty of Medicine            Memorial University of Newfoundland            mneal@mun.ca            Tel: (709) 777-6510</p>

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<p>Training &amp; Development</p> <p>Rural Placements</p> <p>Post-Secondary</p>	<p>Newfoundland &amp; Labrador</p> <p>Memorial University of Newfoundland</p>	<p>Medical Students</p>	<p><b>Rural Placements</b> (Continued)</p> <p>The objectives of the rural placements are:</p> <ol style="list-style-type: none"> <li>1. To observe and reflect upon the interaction among health institutions, health programs and community activities to promote health, prevent disease and injury, treat illness and offer rehabilitative and/or palliative care in a rural setting.</li> <li>2. To understand the importance of behavioural, socioeconomic and cultural factors in determining the health of the community.</li> <li>3. To develop an awareness and understanding of the role, activities and interaction of the various health professionals in the community.</li> <li>4. To observe the responsibilities and activities of a Family Physician in a rural primary care practice.</li> </ol> <p>During third year (first clerkship year), students are required to complete one four-week rural family medicine rotation in rural Newfoundland or rural New Brunswick. Sites are again pre-selected and are usually only in areas that have a hospital (ex: Clarenville, Burin, Bell Island). During this rotation, students gain hands-on experience in the different areas related to family medicine and are evaluated at the end of the rotation.</p>		<p><a href="http://www.med.mun.ca/comhealth/rural_placements.htm">http://www.med.mun.ca/comhealth/rural_placements.htm</a></p> <p>Marilyn Neal Faculty of Medicine Memorial University of Newfoundland mneal@mun.ca Tel: (709) 777-6510</p>
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<b>PROVINCIAL: Health Findings</b>					
<b>Area of Interest/ Strategy</b>	<b>Source</b>	<b>Target Group</b>	<b>Description</b>	<b>Evaluation/Results</b>	<b>Reference</b>
Training & Development  Employee Reward and Recognition Award  Professional Development	Newfoundland & Labrador  Central West Health Corporation	Current Employees	<p><b><u>Employee Reward and Recognition Award</u></b></p> <p>The objective of the Employee Reward and Recognition Program are:</p> <ol style="list-style-type: none"> <li>1. To recognize employees committed to providing excellence in health care.</li> <li>2. To recognize employees for dedicated years of service.</li> </ol> <p>Due to the physical and geographical structure of the Central West Health Corporation, the Employee Reward and Recognition Committee consists of 8 committees with each representing the corporate facilities in one community (i.e. Baie Verte, Botwood, Buchans, Grand Falls-Windsor, Harbour Breton, Lewisporte, and Springdale). Each committee will distribute and replenish nomination forms, review and make decisions concerning nominations, arrange for presentation of awards, post notice of awards and submit recipients name to region newsletter, and engrave plaques. There is a minimum of one award distributed by site, with an award given per 150-200 employees.</p>		Central West Health Corporation  <a href="http://www.cwhc.nf.ca/employee_recognition_program.htm">http://www.cwhc.nf.ca/employee_recognition_program.htm</a>
<b>PROVINCIAL: Health Findings</b>					
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<p>Training &amp; Development</p> <p>Northern Family Medicine Education Program (NorFam)</p> <p>Post- Secondary</p>	<p>Newfoundland &amp; Labrador</p> <p>Memorial University of Newfoundland</p>	<p>Potential Physicians</p>	<p><b>NorFam</b></p> <p>mission of this program is to train residents for rural/northern practice in Labrador. It will prepare them to be competent rural physicians and encourage them to choose a rural/northern practice. NorFam offers a route to certification by the College of Family Physicians. Residents who complete the program are expected to meet the requirements for certification. The objectives incorporate those of the main family practice residency program. Additional objectives include:</p> <ol style="list-style-type: none"> <li>1. The trainee must incorporate into daily practice the principles of family medicine. These are: that family physician is a good clinician, family physician is community based, that family physician is a resource to a defined population, and responsibilities arise out of the physicians personal relationship with the patients who chose the physicians as their own.</li> <li>2. The trainee must acquire a greater knowledge and skill in surgery, obstetrics, emergency medicine, intensive care and medical evacuation required for rural and northern practice.</li> <li>3. The resident must learn the practice of preventive and community medicine.</li> </ol> <p>Continued on the next page...</p>	<p>A survey was conducted with former NorFam Residents and the results showed:</p> <p>91% of respondents have worked in a rural and remote practice since completing the family medicine residency program. 76% of respondents are currently in a rural or remote practice. 25% of those are practicing in rural and remote Newfoundland and Labrador, 13% in rural and remote Ontario, etc.</p> <p>67% of the respondents stated that NorFam very well prepared them for family practice in a rural and remote setting. When asked, if you do not work in a rural/remote practice, why not? Some of the factors mentioned were: access to friends in the city, access to city services, and relationship in St. John's.</p>	<p>“NorFam- A Rural/Northern Family Medicine Program that Trains Family Medicine Residents for Rural/Northern Practice in Canada”</p> <p>Michael K.K. Jong, CCFP, Health Labrador Corporation mjong@hvgb.net Tel: (709) 897-2268</p>
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**PROVINCIAL: Health Findings**

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<p>Training &amp; Development</p> <p>Northern Family Medicine Education Program (NorFam)</p> <p>Post-Secondary</p>	<p>Newfoundland &amp; Labrador</p> <p>Memorial University of Newfoundland</p>	<p>Potential Physicians</p>	<p><b>NorFam</b> (Continued )</p> <p>4. The trainee must develop an understanding of the sociocultural and economic characteristics of rural/northern communities and their relationship with health.</p> <p>5. The resident must understand the role of allied health care professionals, in particular nurse practitioners and midwives.</p> <p>Family residents in their first year do twelve weeks of internal medicine, eight weeks of obstetrics and gynecology, eight weeks of pediatrics, eight weeks of family medicine, eight weeks of surgery, four weeks of geriatrics/palliative care and four weeks of vacation. In the second year, they have four weeks of neonatology, twelve weeks of elective, four weeks of vacation and 28 weeks of the NorFam program. Three hours a day are set aside for formal teaching. This includes tutorials, impatient rounds and case discussions at the end of the day. Multi disciplinary rounds are held twice weekly with the nurse team leader, nurse counselor, social worker, home care nurse, cancer nurse, dietician, pharmacist, Inuit liaison person and physicians.</p>	<p>When asked, if you do work in a rural/remote practice now, what factors keep them there, the responses were: work, location, rural lifestyle, recreation, money, work environment, and family/friends.</p>	<p>“NorFam- A Rural/Northern Family Medicine Program that Trains Family Medicine Residents for Rural/Northern Practice in Canada”</p> <p>Michael K.K. Jong, CCFP, Health Labrador Corporation mjong@hvgb.net Tel: (709) 897-2268</p>
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<b>Area of Interest/ Strategy</b>	<b>Source</b>	<b>Target Group</b>	<b>Description</b>	<b>Evaluation/Results</b>	<b>Reference</b>

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<p>Training &amp; Development</p> <p>Northern Family Medicine Education Program (NorFam)</p> <p>Post-Secondary</p>	<p>Newfoundland &amp; Labrador</p> <p>Memorial University of Newfoundland</p>	<p>Potential Physicians</p>	<p><b>NorFam</b> (Continued )</p> <p>Residents are also given the opportunity to participate in teleconferencing with consultants as well as other residents and faculty in St. John’s and Whitbourne.</p> <p>“Bricks and bouquets” are held for one hour each month to permit an exchange between the residents and faculty of what is going well and what is not.</p> <p>Each of the residents travel to one of the remote communities in coastal Labrador to experience community family medicine. This provides them with the opportunity to follow their patients to their families and communities. They work with the community health nurses, community health representatives and social workers.</p>		<p>“NorFam- A Rural/Northern Family Medicine Program that Trains Family Medicine Residents for Rural/Northern Practice in Canada”</p> <p>Michael K.K. Jong, CCFP, Health Labrador Corporation mjong@hvgb.net Tel: (709) 897-2268</p>
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<p>Training &amp; Development</p> <p>Family Medicine Residency Program</p> <p>Post-Secondary</p>	<p>Newfoundland &amp; Labrador</p> <p>Memorial University of Newfoundland</p>	<p>Post-Graduates</p>	<p><b><u>Family Medicine Residency Program</u></b></p> <p>The post-graduate program in family medicine at Memorial University has been approved and accredited by the College of Family Physicians of Canada. It provides eligibility for residents to sit the certification exam in Family Medicine.</p> <p>This comprehensive “26-month” program has been developed, using the unique medical and geographic characteristics of the province, to train physicians for rural practice. The second-year 16-week rural family medicine rotation is particularly valuable in gaining experience in rural or semi-rural practice settings. Electives are available in isolated areas. Those contemplating this program should be aware that a considerable degree of mobility and individual flexibility is necessary. This has important implications for the resident who is married or otherwise attached.</p> <p>Applications are processed through the Canadian Resident Matching Service (CaRMS).</p>	<p>There are 20 regular residency positions available in each year of the program.</p>	<p>Discipline of Family Medicine</p> <p>Memorial University of Newfoundland</p> <p>Tel: (709) 777-6743</p> <p><a href="http://www.med.mun.ca/familymed/">http://www.med.mun.ca/familymed/</a></p>

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Training & Development Graduate Diploma : Post Secondary Studies (Health Professionals Education)	Newfoundland & Labrador Memorial University of Newfoundland	Teachers, preceptors, educational administrators, and others with teaching responsibilities within health professions	<b><u>Graduate Diploma in Post Secondary Studies (Health Professionals Education)</u></b> Memorial University’s Centre for Collaborative Health Professional Education and Faculty of Education have developed a graduate diploma in post-secondary studies (Health Professional Education). The graduate diploma will help health professionals develop their skills as teachers and leaders in educational program design, development, evaluation and administration. Participants will engage in an in-depth study of the structure and organization of the post-secondary education system, theories and philosophies of adult learning and development; and through elective course pursue studies of program development models, instructional design frameworks, evaluation and assessment techniques, teaching methods, and research design principles in post-secondary teaching and learning. Opportunities will exist for the guided study of these topics as they relate to health professional education.		Memorial University of Newfoundland <a href="http://www.med.mun.ca/cchpe/pages/diploma/diploma_home.html">http://www.med.mun.ca/cchpe/pages/diploma/diploma_home.html</a> The Centre for Collaborative Health Professional Education Room 2765, Health Sciences Centre St. John's, NF, A1B 3X6 Telephone: (709) 777-4293 Fax: (709) 777-6576 cchpe@mun.ca
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Area of Interest/ Strategy	Source	Target Group	Description	Evaluation/Results	Reference
Training & Development  The Electronic Rural Medicine Strategy (TERMS)  Professional Development	Newfoundland & Labrador  Memorial University of Newfoundland  Faculty of Medicine Office of Professional Development	Rural/Remote Physicians	<b><u>The Electronic Rural Medicine Strategy (TERMS)</u></b> The purpose of this project is to develop, evaluate, and sustain a distributed learning strategy as a means for addressing the professional development needs of rural and remote physicians in Canada. Its overall goal is to enhance efforts in retaining physicians in rural and remote communities by providing greater access to distributed learning programming for addressing their professional development needs. TERMS is the proposed conceptual framework of electronic mechanisms for providing Web-based continuing medical education to rural and remote physicians. The main component of TERMS is a Canadian Rural Med Distributed Learning Website. This distributed learning Website, MDcme.ca was designed and developed in collaboration with a number of university-based Continuing Medical Education (CME) departments from across Canada. The vision for this project is that the MDcme web portal will eventually become the main clearinghouse of online university-based CME for rural physicians in the country. Funding for this initiative was received from the Rural and Remote Health Innovations Fund, Health Canada (2001-2002) and the Atlantic Canada Opportunities Agency (2002-2005)	The “Physicians Only” section of the RuralMDcme.ca Web portal required a username and password to gain access. A total of 309 physicians registered for this section. 23% of those physicians reside in Ontario, while 16% of those physicians reside in Newfoundland and Labrador. During January 1, 2002 to October 10, 2002, there were 89,201 hits averaging 340 hits per day. There were 11,350 visitor sessions, as well as 3,634 unique visitors.	Memorial University of Newfoundland Faculty of Medicine Office of Professional Development  <a href="http://www.med.mun.ca/pdmed/research/terms.asp">http://www.med.mun.ca/pdmed/research/terms.asp</a>  <a href="http://www.med.mun.ca/pdmed/research/reports/TERMS.finalreport.pdf">http://www.med.mun.ca/pdmed/research/reports/TERMS.finalreport.pdf</a>
<b>PROVINCIAL: Health Findings</b>					
Area of Interest/ Strategy	Source	Target Group	Description	Evaluation/Results	Reference

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<p>Training &amp; Development</p> <p>Continuing Medical Education (CME) Programs</p> <p>Professional Development</p>	<p>Newfoundland &amp; Labrador</p> <p>Memorial University of Newfoundland</p> <p>Faculty of Medicine</p> <p>Office of Professional Development</p>	<p>Rural/Remote Physicians</p>	<p><b><u>Continuing Medical Education Programs</u></b></p> <p>Since 1966, Memorial University’s Faculty of Medicine has been delivering continuing medical education programs. As the only university-based CME office in Newfoundland and Labrador, they play a leading role in providing professional development opportunities to the province’s health care professionals. Policy development and program planning is carried out in collaboration with a provincial advisory board consisting of, among others, representatives of the province’s eight regional health boards.</p> <p>The Office of Professional Development, Faculty of Medicine provides continuing medical education to provide lifelong learning; enhance the competencies and performance of physicians and faculty and students, and facilitate physician recruitment and retention. Continuing Medical Education is offered through a variety of formats including teleconferencing, video-conferencing, online and onsite.</p>		<p><a href="http://www.med.mun.ca/pdmed/cme/cme.asp">http://www.med.mun.ca/pdmed/cme/cme.asp</a></p>
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<b>PROVINCIAL: Health Findings</b>					
<b>Area of Interest/ Strategy</b>	<b>Source</b>	<b>Target Group</b>	<b>Description</b>	<b>Evaluation/Results</b>	<b>Reference</b>
Training & Development  Continuing Medical Education Programs  Professional Development	Newfoundland & Labrador  Memorial University of Newfoundland  Faculty of Medicine  Office of Professional Development	Rural/Remote Physicians	<p><b><u>Continuing Medical Education Programs</u></b> (Continued)</p> <p><b><i>Wednesday at Noon:</i></b> is an accredited Mainpro M1 distance learning CME program delivered over the audio teleconferencing network with enhanced online resources. This program is offered from 12-1 every Wednesday and runs from September to December and January to May.</p> <p><b><i>Grand Rounds:</i></b> are accredited one hour case-based discussions that are offered by each discipline within the Faculty of Medicine.</p> <p><b><i>Medical Grand Rounds:</i></b> takes place every Friday from 12:30 -1:30 and are offered through the Discipline of Medicine.</p>		<a href="http://www.med.mun.ca/pdmed/cme/cme.asp">http://www.med.mun.ca/pdmed/cme/cme.asp</a>
<b>PROVINCIAL: Health Findings</b>					

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Literature Review of Best Practices/Strategies for  
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Area of Interest/ Strategy	Source	Target Group	Description	Evaluation/Results	Reference
<p>Training &amp; Development</p> <p>Increased Enrollment for Nursing Program</p> <p>High School/ Post-Secondary</p>	<p>Newfoundland &amp; Labrador</p> <p>Memorial University of Newfoundland</p>	<p>High School Students</p> <p>Post-Secondary Students</p>	<p><b>Increased Enrollment</b></p> <p>Julie Bettney, Minister of Health and Community Services, announced on March 21, 2002 the number of students admitted into the province’s nursing program will be increased. In Budget 2002, government provided \$300,000 to the Bachelor of Nursing Collaborative Program to increase, by at least 32, the number of students accepted into the program.</p> <p>The need to increase the number of students accepted in to the BN Program was recognized to respond to the anticipated decline in the number of nurses as a result of retirements.</p> <p>In keeping with the trends in other provinces, some of the new nursing seats will be dedicated to students with a previous degree and allow them to access a “fast track” option. These students will be able to complete their nursing degree in two years.</p>		<p><a href="http://www.gov.nf.ca/releases/2002/health/0321n30.htm">http://www.gov.nf.ca/releases/2002/health/0321n30.htm</a></p>
<b>PROVINCIAL: Health Findings</b>					
Area of Interest/ Strategy	Source	Target Group	Description	Evaluation/Results	Reference



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<p>Training &amp; Development</p> <p>Clinical Skills Assessment and Training (CSAT) Program</p>	<p>Newfoundland &amp; Labrador</p> <p>Government of Newfoundland &amp; Labrador</p>	<p>Physicians seeking licensure</p> <p>Physicians who have been out of practice for longer than 3 years</p>	<p><b><u>Clinical Skills Assessment and Training Program</u></b></p> <p>This program is designed to assess core knowledge, skills and competencies of physicians in a general/family practice setting. It provides specific, individualized training, as prescribed by the assessment process, and evaluates the effectiveness of the training through in-training evaluation and re-assessment.</p> <p>The program was established in December 1997 within the Professional Development Department, Faculty of Medicine, Memorial University of Newfoundland. It operates from Western Memorial Regional Hospital in Corner Brook, Newfoundland. Administration of the program is provided by a faculty appointed Director, and a Coordinator. A Medical Advisory Board with representation from the Faculty of Medicine, Newfoundland Medical Board, Newfoundland and Labrador Medical Association, the Newfoundland and Labrador Health Care Association provides ongoing policy guidance to the program. An Academic Advisory Committee provides advice on academic matters within the program. Clinical disciplines within the Faculty of Medicine, Professional Development, and rural medicine are represented on this committee.</p>		<p><a href="http://www.healthwest.nf.ca/partnersincare.htm">Http://www.healthwest.nf.ca/partnersincare.htm</a></p> <p>Dr. F. Lemire, Director Jeannette Christopher Program Coordinator P.O. Box 2005 Corner Brook, NL A2H 6J7 Tel: (709) 639-2728 (709) 637-5000 ext. 5285</p>
<b>PROVINCIAL: Health Findings</b>					
<b>Area of Interest/ Strategy</b>	<b>Source</b>	<b>Target Group</b>	<b>Description</b>	<b>Evaluation/Results</b>	<b>Reference</b>

“Joining Forces” Project  
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<p>Training &amp; Development</p> <p>Clinical Skills Assessment and Training (CSAT) Program</p>	<p>Newfoundland &amp; Labrador</p> <p>Government of Newfoundland &amp; Labrador</p>	<p>Physicians seeking licensure</p> <p>Physicians who have been out of practice for longer than 3 years</p>	<p><b><u>Clinical Skills Assessment and Training Program</u></b> (Continued)</p> <p>Physicians considered candidates for the CSAT Program include:</p> <ul style="list-style-type: none"> <li>, Physicians seeking licensure who are judged by the Newfoundland Medical Board are eligible for assessment.</li> <li>, Candidates who have been out of practice for longer than 3 years may be considered for assessment and training if the candidate has sponsorship and financial support from a hospital board</li> <li>, Physicians referred by the licensing authority for assessment</li> <li>, Physicians who hold a license and want to do the assessment as part of their continuing medical education</li> <li>, This program is prepared to accept candidates referred by licensing authorities from other Atlantic Provinces for the assessment /re-assessment.</li> </ul> <p>The assessment instruments are standardized and in the form of multiple choice examination, therapeutic assessment, structured oral interview, and standardized patient encounters. Actual assessment tools and performance standards have been adapted from the Clinicians Assessment and Enhancement Program (CAEP), University of Manitoba.</p>		<p><a href="http://www.healthwest.nf.ca/partnersincare.htm">Http://www.healthwest.nf.ca/partnersincare.htm</a></p> <p>Dr. F. Lemire, Director Jeannette Christopher Program Coordinator P.O. Box 2005 Corner Brook, NL A2H 6J7 Tel: (709) 639-2728 (709) 637-5000 ext. 5285</p>
<b>PROVINCIAL: <i>Health Findings</i></b>					
<b>Area of Interest/ Strategy</b>	<b>Source</b>	<b>Target Group</b>	<b>Description</b>	<b>Evaluation/Results</b>	<b>Reference</b>

<p>Training &amp; Development</p> <p>Clinical Skills Assessment and Training (CSAT) Program</p>	<p>Newfoundland &amp; Labrador</p> <p>Government of Newfoundland &amp; Labrador</p>	<p>Physicians seeking licensure</p> <p>Physicians who have been out of practice for longer than 3 years</p>	<p><b><u>Clinical Skills Assessment and Training Program</u></b> (Continued)</p> <p>The assessment results are discussed with the academic advisory committee who determined the training requirements of the candidates based upon the assessment. If the physician is judged to require 6 months or less of training from an academic point of view, eligibility for the training component of the program is established and the training arranged. The training process is a collaborative effort, between the physician participant, the Director and the faculty preceptors to implement training as prescribed by the assessment process. The program is designed to facilitate a style of ongoing change in the participant’s practice. The process includes monitoring and evaluating the participant’s progress in meeting the educational goals, re-assessment upon completion of the program and scheduled follow up over a pre-determined period of time. Educational interventions, in addition to clinical practice, could include courses, workshops, communication skills training, self-study/reading programs, etc. The physician, during training, is placed on the education registry with the Newfoundland Medical Board and functions as family practice resident at the PGY1 level. Upon completion of the training, the participant may undergo a summative, focused re-assessment. A comprehensive report is prepared outlining the participant’s progress identifying achieved and/or needed improvements.</p>	<p>As of September 2000, 43 candidates have completed the assessment. Training was offered to 28 candidates. Fifteen candidates required more than six months training and therefore did not meet the criteria. The final candidate withdrew from the program but was eligible for training. Currently, there are eight physicians provisionally licensed within the province of Newfoundland and Labrador since the beginning of the CSAT Program, and another six pending when training and re-assessment is completed in the next few months.</p>	<p><a href="http://www.healthwest.nf.ca/partnerincare.htm">Http://www.healthwest.nf.ca/partnerincare.htm</a></p> <p>Dr. F. Lemire, Director Jeannette Christopher Program Coordinator P.O. Box 2005 Corner Brook, NL A2H 6J7 Tel: (709) 639-2728 (709) 637-5000 ext. 5285</p>
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### 3. MARKETING AND PROMOTION

This area examines how organizations advertise positions/recruit employees and reports on what tools or methods appear to be getting the best results.

The issues originally identified with respect to this topic include:

- T Lack of a regional strategy; every organization doing its own thing
- T Lack of marketing tools; potential for joint marketing packages
- T Not focusing on ‘quality of life’ selling factors
- T Not paying enough attention to students on placement
- T Not taking family needs into consideration
- T Not using professionals as ambassadors
- T Few strategies for ‘hooking’ young people....not reaching high school students, post-secondary or recent graduates living outside of the Province

**Questions:**

8. What do organizations identify as the most effective marketing recruitment and retention tools?
9. Are there generic tools/marketing resources that have been developed for use by more than one organization?
10. Are there examples of how organizations promote ‘quality of life/cultural/community factors’ in their recruitment strategies?
11. What strategies are being used to recruit students into certain careers at the high school level?
12. What strategies are being used to recruit students directly from specific post-secondary programs?
13. What are organizations doing to support family members of people recruited to specific positions?

**SUMMARY OF KEY FINDINGS - MARKETING & PROMOTION**

Through researching best practices or strategies used in marketing and promotion for recruiting and retaining professionals, it was discovered that there is a big emphasis placed on recruiting using the World Wide Web. Many organizations have turned to online sources for recruiting. Organizations use the World Wide Web to post a webpage showing what their organization and community can offer new professionals in the health and education fields. Recruitment clearinghouses are very familiar for recruitment purposes. The World Wide Web is also used as a way to promote a career in the health or education field to middle and high school students. **Virtual Job Fairs** (see page 72), which assist spouses and children of newly recruited professionals to find employment, are becoming common among organizations, as well as **Rural Physicians Spousal**

**Networks** (see page 96), which promote the retention of rural physicians through spousal networking, communication and programs that foster personal growth and satisfaction with rural living. A group of rural spouses who experienced the need first-hand, and wanted to make a difference, started the Network.

**Teachers4London.com** (see page 64) is an example of a website that recruits teachers via the World Wide Web. This site not only contains information about the organizations recruiting teachers to London, but also includes information about London. The cultural richness and cosmopolitan nature of London as a great place to live and work is stressed on this website. The positives of living in London are promoted, as well as the types of things the city offers teachers, professionally and personally.

The **Future Teacher Newsletter** (see page 65) is one method used via the World Wide Web to promote a career in teaching to middle and high school students. The newsletter is produced by the Recruiting New Teachers website, based out of the United States. The newsletter is accessible through their website and is also distributed through schools in the United States. “Future Teacher” provides information and resources to its readers. It is a newsletter about recruiting, developing, and supporting a qualified and diverse teacher workforce. It discusses programs that are put in place to recruit teachers, partnerships that have been formed to “grow your own” teachers, amongst other things. The “**Thinking About Being A Teacher**” **Brochure** (see page 81) produced by the Newfoundland and Labrador Teachers’ Association is very similar.

There appears to be a large emphasis on the quality of an organization’s promotional material. A **Marketing Strategy** (see page 71) for organizations should be attractive, appealing, of high quality, and have a strong clear message. It should cover the 4 C’s, which are: Compensation, Community (Culture, core values, etc.), Colleagues, and Curriculum. The advertisement should discuss what it is like practicing medicine (promote the positives of the organization, colleagues, equipment, etc.) as well as what it is like not practicing medicine (community, culture, education, affordable homes, thriving economy, etc.).

# Education Findings- Marketing and Promotion

**Marketing and Promotion (Education)**

<b>INTERNATIONAL: <i>Education Findings</i></b>					
<b>Area of Interest/ Strategy</b>	<b>Source</b>	<b>Target Group</b>	<b>Description</b>	<b>Evaluation/Results</b>	<b>Reference</b>

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<p>Marketing &amp; Promotion</p> <p>Teachers 4 London Website</p> <p>Web-based Recruitment</p>	<p>England (London)</p> <p>Press and Education Departments of the London Boroughs</p>	<p>Current Teachers</p>	<p><b><u>Teachers 4 London Website</u></b></p> <p>Teachers for London is a website developed specifically to recruit teachers for London schools. Its purpose is to promote the cultural richness and cosmopolitan nature of London as an excellent place to live and work. Teachers for London hopes to highlight all that is positive about living in London, together with providing practical information about finding the right job.</p> <p>The aim of this website is to facilitate the recruitment of teachers to London schools. The site contains information on London and shows some of the things that the city has to offer teachers, both personally and professionally. The site offers an innovative route to employment for teachers, where they can search for suitable positions, and find out more about the borough in which they hope to teach. Schools can promote themselves and advertise vacancies. <u>This service is free of charge to both schools and teachers.</u></p>	<p>The site was set up in April 1999 as a consortium of London boroughs. It is unknown of how many schools have recruited from the site, but reports have shown that it has raised awareness of London as a "brand" for teachers both inside and outside the UK.</p>	<p><a href="http://www.teachers4london.com">http://www.teachers4london.com</a></p>
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<b>INTERNATIONAL: Education Findings</b>					
<b>Area of Interest/ Strategy</b>	<b>Source</b>	<b>Target Group</b>	<b>Description</b>	<b>Evaluation/Results</b>	<b>Reference</b>
Marketing & Promotion  Interview Sign-up  Post-Secondary	United States  Credence Systems Corporation	Post-Secondary Students	<b><u>Interview - Sign-Up</u></b> For college recruiting at schools such as Stanford University, employers are given a list of students that MAY be interested in being interviewed. Employers make their selection and HOPE the students sign up for an interview. Rather than be passive and “wait and hope,” Becky McIntyre of Credence Systems Corporation sends individuals personalized letters with recruiting materials (and giveaways, sometimes) to the students we “hoped” to interview, encouraging them to sign up. It tends to provide more of a personal touch and is more substantial.	The success rate was so high that Stanford University’s recruiting office called Credence Systems Corporation to determine what they were doing in recruiting.	Dr. John Sullivan Professor of Management at San Francisco State University JohnS@sfsu.edu  Dr. Sullivan’s “Hot Issues and Solutions in HR” (Article on <a href="http://www.drjohnsullivan.com">www.drjohnsullivan.com</a> )
Marketing & Promotion  Future Teachers Newsletter  Web-based Recruitment	United States  Recruiting New Teachers	High School Students  Future Teachers	<b><u>“Future Teacher” Newsletter</u></b> The Recruiting New Teachers website, based out of the United States, has developed a newsletter that is accessible through their website. It is also distributed to young students through their schools. Future Teacher provides information and resources to its readers. It is a newsletter about recruiting, developing, and supporting a qualified and diverse teacher workforce. It discusses programs that are put in place to recruit teachers, partnerships that have been formed to “grow your own” teachers, amongst other things.		<a href="http://www.mt.org/quick/new.html">http://www.mt.org/quick/new.html</a>

**INTERNATIONAL: Education Findings**



Area of Interest/ Strategy	Source	Target Group	Description	Evaluation/Results	Reference
<p>Marketing &amp; Promotion</p> <p>Professional Recruitment Service</p> <p>Web-based Recruitment</p>	<p>United Kingdom</p> <p>Government of Great Britain</p>	<p>Qualified and Specialized Teachers</p> <p>Nursery Nurses</p>	<p><b><u>TimePlan Teacher Recruitment Specialists</u></b></p> <p>TimePlan is the UK's leading teacher recruitment specialist providing highly qualified teachers and nursery nurses for schools throughout Great Britain. Every day a wide range of vacancies is placed with them, from first appointments and other permanent vacancies to day-to-day supply (relief/substitute) cover and longer term teaching assignments. Established in 1989, TimePlan introduced the concept of a professional recruitment service for schools and teachers; since then the company has expanded to include a network of 10 offices across the UK and 7 overseas recruitment centres based in commonwealth countries.</p>	<p>To date TimePlan has provided more than 40,000 teachers to 6,000 schools all over the country and has well-established links with Local Education Authorities.</p>	<p><a href="http://www.timeplan.com/">http://www.timeplan.com /</a></p>

**INTERNATIONAL: Education Findings**

Area of Interest/ Strategy	Source	Target Group	Description	Evaluation/Results	Reference
Marketing & Promotion  Marketing Campaign	Australia  Department of Education Western Australia	Current Teachers  Potential Teachers	<p><b>Marketing Campaign</b></p> <p>The Education Department of Western Australia includes the following in their marketing campaign for recruiting teachers:</p> <ul style="list-style-type: none"> <li>• Information provision through posters, brochures, advertising and web pages that gain approximately 50-100 hits per day</li> <li>• Advertisements for vacancies               <ul style="list-style-type: none"> <li>* website</li> <li>* newspapers</li> <li>* on pay slips of casual/part-time staff</li> </ul> </li> <li>• Regular articles in educational magazines and other press</li> <li>• Staff newsletters and information disseminated in the departmental newspaper, <i>School Matters</i></li> <li>• Presence at Education Expos and career expos</li> </ul>		Emma Bright Senior Policy Officer Strategic Human Resources Department of Education Emma.BRIGHT@eddept.wa.edu.au

**INTERNATIONAL: Education Findings**

Area of Interest/ Strategy	Source	Target Group	Description	Evaluation/Results	Reference
Marketing & Promotion  Teach WA-Website  Web-based Recruitment	Australia  Department of Education Western Australia	Potential Teachers  Current Teachers	<p><b>Teach WA</b>            A website developed to promote education teaching opportunities available in Western Australia. It lists the available employment opportunities, teaching career choices, district and school lists, teaching vacancies, links to more important information, a teacher exchange program, the Teacher Induction Program, and teaching scholarships that are available to people willing to come to Western Australia to teach (amounts up to \$10,000). This website also has links to the Western Tourism Commission, the Department of Housing and Transport website, the Australian Government Schools, and most importantly- <a href="http://www.westernaustralia.net">http://www.westernaustralia.net</a>. This website promotes Western Australia as a great place to live and work. It contains information on quick facts, holiday specials, the tourism sector, etc</p>		<a href="http://www.eddept.wa.edu.au/hrrecruitment/index.htm">http://www.eddept.wa.edu.au/hrrecruitment/index.htm</a>

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Area of Interest/ Strategy	Source	Target Group	Description	Evaluation/Results	Reference
<p>Marketing &amp; Promotion</p> <p>Recruitment Clearinghouse</p> <p>Web-based Recruitment</p>	<p>United States Department of Education</p> <p>Recruiting New Teachers Inc. (RNT)</p>	<p>Potential Teachers</p>	<p><b><u>National Teacher Recruitment Clearinghouse</u></b></p> <p>Addressing the nation’s critical shortage of teachers, President Clinton announced the launch of a new online National Recruitment Clearinghouse. The Clearinghouse serves as a one-stop shop to help both local school districts find qualified teachers and prospective teachers find jobs.</p> <p>The site also provides practical information for recruiters, teachers looking for jobs, and prospective teachers, including information about how to become a teacher and how to find and keep teachers.</p>	<p>Created by RNT through a grant from the United States Department of Education, and the Fund for the Improvement of Education.</p> <p>To date: over 3 million hits</p>	<p><a href="http://www.recruitingteachers.org/channels/clearinghouse/">http://www.recruitingteachers.org/channels/clearinghouse/</a></p> <p>E-mail: <a href="mailto:rnt@rnt.org">rnt@rnt.org</a></p>

**INTERNATIONAL: Education Findings**

Area of Interest/ Strategy	Source	Target Group	Description	Evaluation/Results	Reference
<p>Marketing &amp; Promotion</p> <p>Calteach</p> <p>Web-based Recruitment</p>	<p>United States (State of California)</p> <p>California State University Institute for Education Reform</p>	<p>Potential Teachers</p>	<p><b><u>Calteach California’s Centre for Teaching Careers</u></b></p> <p>This website and toll-free number is designed to make it easier for potential teachers to find out how to become a teacher, make and save a personal career plan, and even find teacher preparation programs or teaching jobs for visitors to the site. It is a free service and you can register to receive updates regarding your progress toward becoming a teacher. This website can answer common questions, help you find a teaching job, and help make contact with teacher recruitment centers, and CalState TEACH, a website that allows working teachers to earn their credential without attending traditional college classes. There is a link to ED-JOIN.org as well. This website is a portal to thousands of teaching and other education job openings and to a broad range of job placement and training services for job seekers.</p>	<p>The phone center has received more than 35,000 calls, while the website receives nearly 12 million hits monthly. In terms of CalTeach’s impact on the field, 16% of the new teachers in the statewide teacher survey used the CalTeach Website as part of their job search. CalTeach boasts 55,000 registered people, 10,000 resumes posted, 15,000 applications submitted, and 1,200 individual registered as recruiters.</p>	<p><a href="http://www.calteach.com/">http://www.calteach.com/</a></p>

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Area of Interest/ Strategy	Source	Target Group	Description	Evaluation/Results	Reference
Marketing & Promotions  Marketing Plans	United States  National Teacher Recruiting Clearinghouse	Human Resource Professionals	<p><b>Marketing Strategy</b></p> <p>To be successful in today’s competition for teachers, district personnel need to become savvy marketers, using innovative techniques to advertise and promote the unique features of their district. It is important to:</p> <p>8. Make recruitment materials attractive- Appealing, high-quality promotional materials may cost more up front, but they are often worth the investment. Districts can add a personal touch by including real-life stories of why teachers came to their district.</p> <p>9. Develop and stick to a strong, clear message- In marketing materials, it works to address the “4 C’s” that prospective teachers look for: (1) Compensation, (2) Community (culture, core values), (3) Colleagues, and (4) Curriculum.</p>		National Teacher Recruiting Clearinghouse  <a href="http://www.recruitingteachers.org/channels/clearinghouse/findteacher/143_improverecruitment.htm">http://www.recruitingteachers.org/channels/clearinghouse/findteacher/143_improverecruitment.htm</a>

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Area of Interest/ Strategy	Source	Target Group	Description	Evaluation/Results	Reference
Marketing & Promotions  Virtual Job Fair (VJF)  Web-based Recruitment	United States (State of Nevada)  Las Vegas Clark County  County/Las Vegas (NV) School District	Family Members of Newly Recruited Teachers	<b>Virtual Job Fair (on-line)</b> The Clark County/Las Vegas (NV) School District has set up a virtual job fair (through their website) that assists the family members of newly recruited teachers in finding employment in the area. The goal is to make the transition to Las Vegas a little easier. Once a new teacher has accepted their offer, they directly qualify to participate in a new Virtual Job Fair (VJF) program. The Virtual Job Fair is a way of helping work-age family members (of new recruits) to find jobs in the Las Vegas Area, making their move easier. Upon accepting an offer with Clark County School District, new teachers qualify to register family members for one (1) year. They promote the use of the VJF as a way to help their retention efforts by empowering teachers to sink their roots deeper.		<a href="http://ccsd.net/jobs/HRD/vjfhtm">http://ccsd.net/jobs/HRD/vjfhtm</a>
Marketing & Promotion  Marketing Strategy	United States (State of California)  New Haven (CA) Unified School District	Human Resource Professionals	<b>Marketing Strategy</b> The New Haven (CA) Unified School District, once a poor recruiter, now recruits like a Fortune 500 Company. It has raised standards for teaching, boosted starting salaries, improved teacher development and support, and tightened the teachers assessment process. It uses technologies like email, national databases, video interviews, and computerized applicant tracking to streamline its recruitment efforts.		<a href="http://www.nhusd.k12.ca.us/">http://www.nhusd.k12.ca.us/</a>

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Area of Interest/ Strategy	Source	Target Group	Description	Evaluation/Results	Reference
Marketing & Promotion  Alaska Teacher Placement  Web-based Recruitment	United States (State of Alaska)  University of Alaska	Current Teachers  Potential Teachers	<p><b><u>Teacher Placement</u></b>            The University of Alaska has set up Alaska Teacher Placement, a non-profit, statewide Clearinghouse for placing teachers. The Clearinghouse recruits teachers and maintains a job bank accessible on the World Wide Web. This has evolved as a result of the findings of the Alaska Annual Teacher Supply and Demand Report.</p>		ERIC (Educational Resources Information Center) <a href="http://www.ed.gov/databases/ERIC_Digests/ed438152.html">www.ed.gov/databases/ERIC_Digests/ed438152.html</a>

**NATIONAL: Education Findings**



Area of Interest/ Strategy	Source	Target Group	Description	Evaluation/Results	Reference
Marketing & Promotion  Recognition Program	Canada (Province of Ontario)  Carleton University	Human Resource Professionals	<p><b><u>Recognition Program</u></b></p> <p>At Carleton University, a recognition committee was developed to recognize the efforts being made by their employees. Day-to-day recognition is about communication-giving daily feedback to employees about their work. Informal recognition is immediate and inexpensive and can be as simple as a thank you note for a job well done, an email to congratulate an employee on a service anniversary, or a ticket to a show for an employee who has gone the extra mile to complete a project. Formal recognition is the annual awards program. There are five University-wide awards, which are awarded at the annual Employee Recognition Day. They are the: Breakthrough Leadership Award, Front Line Leadership Award, Hidden Hero Award, University Spirit Award, and the Community Service Award. Employees of Carleton University get recognized for outstanding job performance, co-operation, teamwork, customer service, meeting goals/targets, applying new skills and knowledge, and their overall commitment and loyalty to the University. At Carleton, there is a Recognition Advisory Committee developed that is comprised of a representative from each employee group (administration, academics, Human Resources, etc.) The mandate of the committee is to recommend and advise on the implementation of initiatives to recognize employees, provide feedback and evaluation and serve as ambassadors for recognition in the university community.</p> <p>Continued on the next page...</p>		<a href="http://www.carleton.ca/humanresources/recognition/index.html">http://www.carleton.ca/humanresources/recognition/index.html</a>

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Area of Interest/ Strategy	Source	Target Group	Description	Evaluation/Results	Reference
Marketing & Promotion  Recognition Program	Canada (Province of Ontario)  Carleton University	Human Resource Professionals	<p><b>Recognition Program</b> (Continued)</p> <p>Each year at Carleton University, an employee recognition day is held to celebrate the accomplishment of all employees. The day is filled with festivities for everyone, and provides the opportunity for new employees to learn about the history of Carleton up-close. The day usually starts with the Anniversary Archives, where employees are given the chance to view memorabilia and photographs to conjure up memories. Next, employees can drop by for gardening advice from the Friends of the Central Experimental Farm volunteers, or be entertained by roving buskers at the picnic in the park. Employees are also able to take in Wellness @Carleton, the program designed to educate employees on fitness, nutrition, and sun safety. The day continues with activities such as: a karate demonstration, games, outdoor volleyball, art gallery tour, family tree session, mystery writing (discovering the twelve-year-old within), taking care of me (learn how to manage stress and energize your life), team humour in the workplace (hilarious icebreakers, creative challenges, etc.), who is the class of 2006? (exploration of who the students are), science magic show, campus walking tours, frisbee golf, scavenger hunt, and softball.</p>		<a href="http://www.carleton.ca/recognition">http://www.carleton.ca/recognition</a>

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Marketing & Promotion  Recruitment Fairs	Canada (Province of Yukon)  Government of Yukon  Department of Education	Post-Secondary Students  Current Teachers	<b>Recruitment Fairs</b> The Department of Education actively participates in recruitment fairs in Alberta and Nova Scotia. They also undertake follow up recruitment trips to Alberta, British Columbia, or Saskatchewan interviewing prospective candidates for specific positions. These people are usually students. For people who are already working in the teaching field, they put out advertisements for the position, receive applications, shortlist candidates of interest, and travel to Alberta, British Columbia, or Saskatchewan to conduct interviews. ** Key Point - They travel to do interviews.	According to Mr. Gonnet, these regions can more than adequately supply the demand of teachers for the Yukon.	<a href="http://www.education.gov.yk.ca/index.html">http://www.education.gov.yk.ca/index.html</a>  Chris Gonnet Director of Learning Urban Schools Yukon Department of Education Chris.Gonnet@gov.yk.ca

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Marketing & Promotion  Maintaining Records	Canada (Province of Yukon)  Department of Education  Government of Yukon	Post-Secondary Students  Potential Teachers	<b><u>Maintaining Records</u></b> The Department of Post Secondary Education in the Yukon maintains records of students who are studying in the Education field. They are contacted while attending university to see which of them are prospective candidates for teachers in their school systems.		Chris Gonnet Director of Learning Urban Schools Yukon Department of Education Chris.Gonnet@gov.yk.ca
Marketing & Promotion  Housing Assistance	Canada (Province of Yukon)  Government of Yukon  Department of Education  Yukon Housing Corporation	Potential Teachers	<b><u>Housing Assistance</u></b> As a part of the recruitment package, the school board offers teachers hired for Yukon schools, accommodation provided by the Yukon Housing Corporation. The Department of Education, in conjunction with the Yukon Housing Corporation, help teachers relocated to the region find adequate housing. Teachers who teach in rural areas of the Yukon receive benefits that are not offered to urban teachers. They are provided a community living allowance which varies from community to community depending on the remoteness of the community. They also receive subsidized government housing.		“Teaching in Yukon” An Information Handbook for Prospective Teachers.  Chris Gonnet Director of Learning Urban Schools Yukon Department of Education Chris.Gonnet@gov.yk.ca  education.recruitment@gov.yk.ca
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Marketing & Promotion  Opportunity North. Ca  Web-based Resource	Canada (Province of Alberta)  Northern Alberta Development Council/ Health Authorities/ School Jurisdictions	People Searching for Work	<p><b><u>Opportunity North Website</u></b></p> <p>The Northern Alberta Development Council, in conjunction with health authorities and school jurisdictions developed a website and CD Rom for northern employees to use in recruiting professionals to Northern Alberta. The site has over 16,000 hits since it’s launching date of April 2001. The website offers visitors the chance to learn about possible careers in the north, community and lifestyle of the north, maps and information on communities and the climate, a photo gallery, and a virtual tour of Northern Alberta. Along with the website, a CD Rom containing similar information seen on the website, a card advertising the site, and a brochure with lots of photos was developed.</p>	<p>There has been a fair amount of interest in the Opportunity North materials from a variety of sectors. Many of the health regions are using the materials. Various schools divisions, colleges and municipalities and some businesses are also including information in their recruitment packages.</p> <p>They are in the process of getting evaluations from the users of the site.</p>	<p>Www.Opportunitynorth.ca</p> <p>Audrey Dewitt Senior Northern Development Officer Northern Alberta Development Council</p> <p>audrey.dewitt@gov.ab.ca http://www3.gov.ab.ca/na/dc/</p>

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Marketing & Promotion  Early Recruitment	Newfoundland & Labrador  Vista School District District 8  Labrador School Board District 1	Potential Teachers	<b>Early Recruitment</b> Recruiting early in the school year has attributed to the success of recruiting teachers in District 8 of the Province. This has helped in filling the hard-to-fill positions such as Speech Language Pathologist, and Hearing itinerant services. They also make every attempt to find employment for the spouse of the new hire, in the area of his/her specialized field.	District 8 has been able to fill vacant positions using this method.	Frank Galway AD Personnel District 8 School Board in Newfoundland and Labrador fgalway@stemnet.nf.ca  Roger Taylor Human Resources District 1 rtaylor@frost.lsblw.k12.nf.ca
Marketing & Promotion  Preferred Recruitment Methods	Newfoundland & Labrador  Avalon East School District	Potential Teachers	<b>Various Recruiting Methods</b> The Avalon East School District in Newfoundland has found that recruiting in the news media, online on their school website and other online sources (in the form of an advertisement promoting the school, position, and area) provides success.		Harvey Richard District 10 School Board in Newfoundland and Labrador rharvey@aesd.ca
Marketing & Promotion  Information Sessions	Newfoundland & Labrador  Department of Education  Memorial University of Newfoundland	Post-Secondary Students	See <b>Information Sessions (Education)</b> - Training & Development, page 106		Heather May Director of Inquiries Department of Education Government of Newfoundland and Labrador heathermay@gov.nl.ca

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Marketing & Promotion  Recruitment Fairs  Post-Secondary	Newfoundland & Labrador  Department of Education  Memorial University of Newfoundland (MUN)  Newfoundland and Labrador Teachers' Association (NLTA)	Post-Secondary Students  Current Substitute Teachers	<p><b><u>Provincial Teacher Recruitment Fair</u></b></p> <p>The Department of Education with the Government of Newfoundland and Labrador, in partnership with Memorial University, the Newfoundland and Labrador Teacher's Association (NLTA) and school boards, has held a provincial recruitment fair for each of the past two years to promote teaching opportunities in the province, as well as to attract university students to a career in teaching. Only students at MUN and substitute teachers holding a teaching certificate were permitted to attend. A third provincial job fair is planned for the spring of 2003.</p> <p>The recruitment fair takes place in 2 phases:</p> <ol style="list-style-type: none"> <li>1. During the fall of the year (late November, early December), an information session is held with all students enrolled in the Faculty of Education at Memorial University. School board officials present a picture of the hiring that took place during the previous year, and then present a picture of the situation in the current year. Students are made aware of which districts have vacancies in the current year.</li> <li>2. After Intersession ( around May 15-17)), the school districts are invited to set up a booth in the main dining hall on the St. John's campus of Memorial University. This gives the school districts the opportunity to present information on their individual districts. This can include special presentations that profile their district and communities in the district.</li> </ol>	Approximately 500 students participated in 2002. In April 2002, there were 70 vacancies in Labrador and now they are down to approximately 7 vacancies. District 1 & 2 stated that this was the best recruitment effort in years, as they were able to recruit early.	Heather May Director of Inquiries Dept of Education Government of Newfoundland and Labrador heathermay@gov.nf.ca

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Marketing & Promotion  NLTA Brochure	Newfoundland & Labrador  Newfoundland and Labrador Teachers Association (NLTA)	High School Students  Potential Teachers	<p><b>“Thinking About Being A Teacher” NLTA Brochure</b></p> <p>A brochure has been developed by the NLTA that promotes the teaching career to anyone who is thinking about becoming a teacher. It shows what to expect regarding time and money. It stresses the continued learning aspect of teaching and the importance of professional development. It talks about the programs and additional courses teachers complete to upgrade their skills. Also mentioned is ongoing support that exist for teachers in the province. The NLTA acts as both a union and as a professional association providing professional development opportunities, communication services, and so on.</p> <p>The last part of the brochure states the bottom line of a career in teaching and the rewards that often come with this career.</p>		Newfoundland and Labrador Teachers’ Association Tel: (709) 726-3223 mail@nlta.nf.ca <a href="http://www.nlta.nf.ca/NLTApub.html">http://www.nlta.nf.ca/NLTApub.html</a>



# Health Findings- Marketing and Promotion

**Marketing and Promotion (Health)**

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Area of Interest/ Strategy	Source	Target Group	Description	Evaluation/ Results	Reference
Marketing & Promotion  Medlink/ MedSearch America  Web-based Recruitment	United States  Medlink International Website/ MedSearch America Website	Health Care Providers  Physician Recruits  Current Physicians, Residents, or Fellows	<p><b><u>Medlink/ MedSearch America</u></b></p> <p>Medlink International provides a place where healthcare providers, physician recruiters, and large group practices can advertise positions for physicians. The physician, resident, or fellow may list his or her information, such as curriculum vitae, photo, or other material, on MedLink for <i>free</i>.</p> <p>The hospital, large group practice, or physician recruitment firm that posts an ad, a series of listings, or a profile about its facility or practice pays the bill. The basic charge for a hospital, group practice, or physician recruiter is \$775. That buys the provider 300 words to post up to nine different positions over a 90-day period. Although only three ads can be posted at a time, they can be changed every 30 days, for a potential total of nine positions. MedLink also offers an employer-profiling service. The four-page profiling service utilizes both text and graphics. In those four pages the person accessing the profiling information can view a photo of the employer’s facility, the geographic area, and additional information. The elements that people can access will depend on the computer equipment that they have.</p> <p>MedSearch America offers providers a way to advertise for general healthcare personnel and physicians. For an \$800 annual fee, plus ongoing costs that vary, an employer-such as a hospital or medical group or association-receives its own “home page.”</p>		<p><a href="http://www.medlink.com">http://www.medlink.com</a></p> <p><a href="http://www.medstaffing.com/index.html">http://www.medstaffing.com/index.html</a></p>
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Marketing & Promotion  Online Physician and Nurse Recruitment Service  Web-based Recruitment	United States (State of Pennsylvania)  Hospital & Health System Association of Pennsylvania (HAP)	Hospital & Health System Association of Pennsylvania  Potential Physicians & Nurses	<b><u>Online Physician and Nurse Recruitment Service</u></b> The Hospital & Health System Association of Pennsylvania (HAP) has developed an online physician and advanced-practice nurse recruitment service (POP-Practice Opportunities in Pennsylvania) that is available exclusively to HAP members for an annual participation fee. Hospitals and health systems can post unlimited job opportunities and use the system to search for physicians and advanced practice nurses looking to practice in Pennsylvania. The system will automatically “match” registered candidates and job opportunities when geographic and specialty information match. Both job seekers and job posters are notified of automatic matches. By facilitating direct communication between job seekers and job posters, the POP program eliminates the “middleman” and hefty recruitment fees.		<a href="http://www.haponline.org/resource_center/pop.asp">http://www.haponline.org/resource_center/pop.asp</a> <a href="http://www.poonline.org/">http://www.poonline.org/</a>  Practice Opportunities Pennsylvania <a href="http://www.poonline.org/">http://www.poonline.org/</a>
Marketing & Promotion  Top Performer Referrals	Dr. John Sullivan website	Current Nurses	<b><u>Referrals</u></b> Ask your top nurses individually to increase their referrals (give them a target of five a month). Ask them to refer their “mentees,” friends, and former colleagues.		“Recruiting Nurses (With No Recruiting Budget)”  <a href="Http://www.drjohnsullivan.com/articles/2001/080601.htm">Http://www.drjohnsullivan.com/articles/2001/080601.htm</a>
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Marketing & Promotion  Advertising	United States (State of New York)  Cejka and Company (Westchester County, New York)	Potential Physicians	<p><b>Advertising</b> Direct-mail pieces, created by Cejka and Company (Westchester County, New York), play up the combination of urban amenities and recreational opportunities that exist in some markets. Such appeals can then be sent directly to those who are most likely to respond. Their advertisements include pictures of the beautiful scenery of the County and it sells the location and lifestyle that comes with working in the area. It also states in the ad that all interview expenses are paid.</p> <p>Some things emphasized in the ad are:</p> <p>1.) When you're practicing medicine:</p> <ul style="list-style-type: none"> <li>• share call with 5 university-trained, board-certified internists</li> <li>• be a member of a harmonious, collegial multi-specialty group of 30 physicians</li> <li>• have immediate access to subspecialty expertise</li> <li>• work at one, very well-equipped hospital ten minutes from the clinic</li> </ul> <p>2.) When you're not practicing medicine</p> <ul style="list-style-type: none"> <li>• live in a friendly, family-oriented community that is culturally and educationally influenced by a large university</li> <li>• enjoy a great selection of affordable homes in beautifully manicured neighborhoods</li> <li>• diversified, thriving economy with high population of professionals</li> <li>• enjoy all the amenities of Chicago without contending with the cost, traffic and crime on a daily basis.</li> </ul>		<p>“Marketers Forgotten Challenge: Physician Recruitment” Journal: Profiles in Health Care Marketing May-June 1997</p> <p>Cejka Company 222 S. Central Ave. Suite 700 St. Louis, MO 63105</p>

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Marketing & Promotion  “Find You Again” Profile	Dr. John Sullivan website	Health Care/ Human Resource Professionals	<b>“Find You Again” Profiles</b> Ask your current nurses how you would find them again. Ask them what healthcare and social events they attend, magazines and journals that they read, TV shows they watch, etc. Use this information to identify sources that are the most likely to produce results.		“Recruiting Nurses (With No Recruiting Budget)” <a href="http://www.drjohnsullivan.com/articles/2001/080601.htm">Http://www.drjohnsullivan.com/articles/2001/080601.htm</a>
Marketing & Promotion  Future Nurses Kids Club	United States (State of South Carolina)  South Carolina (SC) Colleagues in Caring Project	Elementary-Aged Students	<b>Future Nurses Kids Club</b> This special club designed for children in grades 4-8, aims to spread the message that nursing is a challenging career with much diversity. Children begin to make career decisions early; by 6 <sup>th</sup> grade, most have some idea of what they are interested in. The website is very interactive and kid-friendly. It shares information on what nursing is, basic questions and answers, facts about nursing jobs, facts about nursing education, and provides an opportunity to join the club. With a free membership to the club, children are made aware of nursing activities that will be available in their community.	The number of children enrolling has significantly increased national enrollment clubs and the number of invitations to present to young people has significantly increased.	<a href="http://www.sc.edu/nursing/cic/KidsClub/KidsClubIndex.html">http://www.sc.edu/nursing/cic/KidsClub/KidsClubIndex.html</a>  Renatta Loquist Project Director College of Nursing University of SC (803)777-4499 <a href="mailto:renatta.loquist@gwm.sc.edu">renatta.loquist@gwm.sc.edu</a>
Marketing & Promotion  Contest	Dr. John Sullivan website	Health Care/ Human Resource Professionals	<b>Contest</b> Challenge your nursing staff to spend a month identifying the best nurses within the region. Make it a friendly competition (with a prize) and encourage each nurse to scour their emails, and address books for the names of potential hires. Encourage your nurses to “ask around.”		“Recruiting Nurses (With No Recruiting Budget)” <a href="http://www.drjohnsullivan.com/articles/2001/080601.htm">Http://www.drjohnsullivan.com/articles/2001/080601.htm</a>

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Marketing & Promotion  Hiring Close Colleagues	Dr. John Sullivan website	Health Care/ Human Resource Professionals	<b><u>Hiring Close Colleagues</u></b> Offer a program where you will hire a nurse and their best friend (colleague, spouse/partner) at the same time. Offer an exceptional nurse an opportunity to commute together or to work together with their best friend.		“Recruiting Nurses (With No Recruiting Budget)” <a href="http://www.drjohnsullivan.com/articles/2001/080601.htm">Http://www.drjohnsullivan.com/articles/2001/080601.htm</a>
Marketing & Promotion  Welcome Program for New Doctors	Western Australia  Rural Medical Family Network	Health Care Organizations	<b><u>Welcome/ Orientation Packs</u></b> When new doctors arrive to practice in Western Australia, they are met by the Western Australia Centre for Remote and Rural Medicine (WACRRM) and provided with welcome/orientation packs that contain general information about the community they are moving to. There is a network of voluntary representatives (which was created as a form of support structure for new doctors) who contact the new doctors and have meet and greet visits with them.		Dr G. P. Down Director WA Centre for Remote and Rural Medicine  <a href="mailto:gregdown@cyllene.uwa.edu.au">gregdown@cyllene.uwa.edu.au</a>
Marketing & Promotion  Essay Contest for Student Nurses	United States  American Association of Colleges of Nursing	Post-Secondary Nursing Students	<b><u>Essay Contest for Student Nurses</u></b> An essay contest for student nurses entitled “Why I Chose Nursing.” One winner from each school was selected, and each were awarded legislative citations, a gift certificate to be used at a shopping centre, and a one-year membership to Rhode Island State Nurses Association. The purpose of the essay is to obtain personal expressions from current nursing students to be used in recruitment activities, i.e one essay was read by a student at a forum for high school teachers.	Reading of the essay at the forum for teachers rated highly by teachers. Task force opted to repeat the essay contest, but to make it one part of a broader effort. There is also a Student Nurse Award presented annually to one student at each school of nursing in Rhode Island.	<a href="http://www.aacn.nche.edu/CaringProject/SurveyResponse/rhisland.htm">http://www.aacn.nche.edu/CaringProject/SurveyResponse/rhisland.htm</a>

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Marketing & Promotion  Mailouts and Presentation	United States  American Association of Colleges of Nursing	Education Providers (Guidance Counselors)	<p><b><u>Mailouts and Presentations</u></b>            Colleagues in Caring projects have been developed which include recruitment initiatives such as creating a mailing to be sent to guidance counselors/school-to-career counselors in middle and high schools, with the goal of providing information about programs and activities provided by the Nursing Career Center. As a result of the mailings, presentations are given to middle and high school students to provide career information to them.</p>	<p>Within 2 weeks, over 15 requests for presentations came from guidance counselors.</p> <p>Over 50 presentations were made reaching a total of over 5000 students.</p>	<p><a href="http://www.aacn.nche.edu/CaringProject/SurveyResponse/conn.htm">http://www.aacn.nche.edu/CaringProject/SurveyResponse/conn.htm</a></p>
Marketing & Promotion  Recruitment Program	Australia  Australia Hospital Association	Medical Director  Human Resource Professionals	<p><b><u>5 Step Recruitment Program</u></b>            The Australia Hospital Association follows a 5-Step Process for recruitment of medical practitioners, where the Medical Director plays the lead:            1) Confirm need for the position            2) Design recruitment campaign to reach target audience            3) Identify positive aspects of the job and the town and promote them            4) Find the Dr’s expectations and individual needs and where possible, meet them            5) After a successful recruitment program, continue to look after the doctor and their family</p>		<p>“Recruitment of Medical Practitioners to Rural Areas: A Practical Approach from the Coalface” by Alan M. Wolf, Director of Medical Services, Wimmera Health Care Group, Horsham, Victoria</p> <p>Australian Health Review</p>
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Marketing & Promotion  Health Employers Association of British Columbia (HEABC) Careers Online  Web-based Recruitment	Canada (Province of British Columbia)  Health Employers Association of British Columbia (HEABC)	Health Professionals  Health Organizations	<b><u>The HEABC Careers website</u></b> This website has been developed to assist member employers with their recruitment efforts, and health professionals with their job search. There are 3 Resources: 1. HEABC Careers, with listings for doctors in areas designated as urban, plus Licensed Practical Nurses and other health professionals in all regions. 2. Health Match BC, with listings for doctors in areas designated as rural or remote and for Registered Nurses in all regions. 3. Links to listings posted on the websites of individual organizations.		<a href="http://www.heabc.bc.ca/recruit/">http://www.heabc.bc.ca/recruit/</a>
Marketing & Promotion  Recruit with Assistance from Staff	Dr. John Sullivan website	Human Resource Professionals	<b><u>Recruit with Assistance from Staff</u></b> Some managers just are not good salespeople (recruiters). Identify the nurses who are good recruiters and salespeople and let them do most of the hiring. Give them recruiter training and reward them for their efforts.		“Recruiting Nurses - With No Recruiting Budget”  <a href="Http://www.drjohnsullivan.com/articles/2001/080601.htm">Http://www.drjohnsullivan.com/articles/2001/080601.htm</a>
Marketing & Promotion  Health Professionals Recruitment Tour	Canada (Province of Ontario)  Ministry of Health & Long-Term Care	Health Professionals	See <b><u>Health Professionals Recruitment Tour (Health)- Training &amp; Development</u></b> , page 38		<a href="http://www.health.gov.on.ca/english/providers/ministry/recruit/rec_03/rec_tour_03.html">http://www.health.gov.on.ca/english/providers/ministry/recruit/rec_03/rec_tour_03.html</a>

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Marketing & Promotion  Sell Sheets	Dr. John Sullivan website	Human Resource Professionals	<u>Sell Sheets</u> Attach a “sales sheet” to your hard copy application forms that highlights the best practices and features of your facility.		“Recruiting Nurses- With No Recruiting Budget”  <a href="http://www.drjohnsullivan.com/articles/2001/080601.htm">Http://www.drjohnsullivan.com/articles/2001/080601.htm</a>
Marketing & Promotion  “Push” Jobs to Top Prospects	Dr. John Sullivan website	Human Resource Professionals	<u>“Push” Jobs to Top Prospects</u> Develop an email mailing list that “pushes” announcements of job openings to individuals that you are targeting (or that have expressed an interest in receiving position openings).		“Recruiting Nurses - With No Recruiting Budget”  <a href="http://www.drjohnsullivan.com/articles/2001/080601.htm">Http://www.drjohnsullivan.com/articles/2001/080601.htm</a>
Marketing & Promotion  Rural Tours  Post Secondary	Canada (Province of Alberta)  Government of Alberta  Alberta Rural Physician Action Plan	Post-Secondary Students	See <u>Medical Student Rural Tour (Health)</u> - Training & Development, page 39		<a href="http://rpap.ab.ca/supportstudents/ruraltours.htm">http://rpap.ab.ca/supportstudents/ruraltours.htm</a>

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Marketing & Promotion  Reference Referrals	Canada  Dr. John Sullivan website	Human Resources Professionals	<p><b>Reference Referrals</b></p> <p>A reference referral is quite simply asking the references (that were given to you by previous hires) to act as a referral source for the names of “other” top performers that the references also happen to know. It is well known that the references given to a firm by a candidate are almost higher-level performers than your candidate.</p> <p>The steps to follow are:</p> <ol style="list-style-type: none"> <li>1. Identify the top performers from those employees that you hired recently (from 6-18 months ago).</li> <li>2. Look-up the names and the numbers of the references that they gave when they were hired.</li> <li>3. From the list of references, identify the ones that made accurate (positive) comments about the candidate that you hired.</li> <li>4. Call the references up and say something like this: “I want to thank you for giving us a reference for Mr./Mrs. XYZ. Based partially on your recommendation we hired them and they turned out to be an excellent employee.”</li> <li>5. Next ask them, based on the successes of your last reference, “Would you be willing to help out again by giving us some names of some other equally or better candidates?”</li> <li>6. Ask the reference if it is ok for you to use their name as an introduction when you are calling the people they have referred.</li> </ol>		<p>“Reference Referrals: The Simplest, Fastest, and Cheapest Recruiting Tool” by Dr. John Sullivan</p> <p><a href="http://www.drjohnsullivan.com/articles/2001/040201.htm">http://www.drjohnsullivan.com/articles/2001/040201.htm</a></p>
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Area of Interest/ Strategy	Source	Target Group	Description	Evaluation/ Results	Reference
Marketing & Promotion  Online Medical Placement Service	Canada  Canadian Medical Placement Service	Medical Professionals	<p><b><u>Online Medical Placement Service</u></b> The Service Provider is the Canadian Medical Placement Service. The Canadian Medical Placement Service specializes in the placement of permanent or Locum: Family Practitioners, General Surgeons, Physio/Physical Therapists, Occupational Therapists, Specialty Nurses, Obstetrics/Gynecology, Pediatricians, Internal Medicine, Anesthesiologists, Otolaryngologists, Psychiatrist, Radiologists, and other specialties.</p> <p>The Canadian Medical Placement Service keeps its database current by maintaining contact with medical professionals seeking other opportunities and with hospitals and clinics seeking medical professionals. The service maintains:</p> <ul style="list-style-type: none"> <li>• A 1-800 practice opportunity line</li> <li>• Direct Mail campaign to 7,000 professionals each month</li> <li>• Forwarding of mail to a prospective candidate</li> </ul> <p>Hospitals and Clinics can register immediately or can request assistance. Additional assistance is available including contacting and prescreening candidates, site interview and selection, and negotiation of a mutually agreeable working agreement. This service is funded by participating hospitals and clinics.</p>		Canadian Medical Placement Service 148 York Street London, ON Canada N6A-1A9 Tel.(519) 672-0777 Fax (519) 672-0830 info@cmps.ca

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Area of Interest/ Strategy	Source	Target Group	Description	Evaluation/ Results	Reference
Marketing & Promotion  Registry-Internet Portal Connection	Canada  The Professional Association of Interns and Residents of Ontario (PAIRO)	Communities  Current Physicians	<p><b><u>Registry-Internet Portal Connection</u></b> Internet PORTAL Connection- On May, 31, 2000, The Professional Association of Interns and Residents of Ontario (PAIRO) launched an internet based engine at <a href="http://www.pairoregistry.com">www.pairoregistry.com</a> which allows Ontario communities to develop their own unique website online to recruit doctors as well as a search tool to connect them directly to physicians seeking placements. The system is offered at no cost to all Ontario communities with physician shortages because PAIRO believes it can be an integral link in helping communities recruit and retain the physicians they need. The PAIRO registry has two sections: communities seeking doctors, or doctors seeking community. The community seeking doctors section offers communities the option of designing their own unique webpage for the sole purpose of attracting physicians to your community. The doctors seeking community section provides doctors with one of the best ways to find out about practice opportunities in underserved and rural communities across Ontario.</p>	Approximately 150 hospitals have developed webpages which include a community profile, information on locums, information on health care resources, list of permanent positions, information about the community physicians, and contact information.	<a href="http://www.pairo.org">www.pairo.org</a> <a href="http://www.pairoregistry.com">www.pairoregistry.com</a>

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Area of Interest/ Strategy	Source	Target Group	Description	Evaluation/ Results	Reference
Marketing & Promotion  Opportunity North. Ca  Web-based Resource	Canada (Province of Alberta)  Northern Alberta Development Council  Health Authorities  School Jurisdictions	People Searching for Work	See <u>Opportunity North Website (Education)</u> - Marketing & Promotion, page 78.	There has been a fair amount of interest in the Opportunity North materials from a variety of sectors. Many of the health regions are using the materials. Various schools divisions, colleges and municipalities and some businesses are also including information in their recruitment packages. They are in the process of getting evaluations from the users of the site.	Www.Opportunitynorth.ca  Audrey Dewitt Senior Northern Development Officer Northern Alberta Development Council  audrey.dewitt@gov.ab.ca http://www3.gov.ab.ca/nadc/
Marketing & Promotion  Rural Outreach Program	Canada  Canadian Federation of Medical Students	High School Students	See <u>Rural Outreach Program (Health)</u> - Training & Development, page 40.		Canadian Federation of Medical Students  http://Cawww.cfms.org/projects/crop/

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Area of Interest/ Strategy	Source	Target Group	Description	Evaluation/ Results	Reference
Marketing & Promotion  Health Match BC	Canada (Province of British Columbia)  Government of British Columbia	Potential/ Current Physicians & Nurses  Health Care Organizations	<p><b><u>Recruitment Service</u></b> Health Match BC is an innovative and unique no-fee physician and registered nurse recruitment service for the province of British Columbia, Canada. They recruit on behalf of over 100 health care facilities for physicians and registered nurses for <u>rural</u> vacancies. If you are a physician or nurse seeking employment in either an urban or rural setting, or a BC health care facility seeking qualified health professionals, this site would be a great help. Health Match BC also holds physician recruitment events.</p> <p><b><u>Health Match BC will:</u></b></p> <ul style="list-style-type: none"> <li>• match your skills and interests to our selection of job vacancies</li> <li>• educate you about communities of interest</li> <li>• facilitate contact with prospective employers</li> <li>• guide you through BC’s registration (licensing) and immigration procedures</li> <li>• assist you in identifying education and real estate options, and facilitating spousal employment in communities of interest</li> <li>• support you in making a seamless transition to your new job</li> </ul>		<p><a href="http://www.healthmatchbc.org/">http://www.healthmatchbc.org/</a></p> <p>recruit@healthmatchbc.org Tel: (604) 736-5963</p>

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Area of Interest/ Strategy	Source	Target Group	Description	Evaluation/ Results	Reference
<p>Marketing &amp; Promotion</p> <p>Rural Physicians Spousal Network (RPSN)</p>	<p>Canada (Province of Alberta)</p> <p>Government of Alberta</p> <p>Alberta Rural Physician Action Plan</p>	<p>Spouses of Professionals</p>	<p><b>The Rural Physicians Spousal Network</b> (RPSN) in Alberta recognizes the special needs of spouses and does something about them.</p> <p>Conceptualized in 1998, the Network offers:</p> <ul style="list-style-type: none"> <li>• Camaraderie</li> <li>• Understanding</li> <li>• Networking</li> <li>• Opportunities to learn</li> </ul> <p>The Rural Physician Action Plan supports the Network because of the importance of spouses to the lives of physicians in rural Alberta.</p> <p><u>Mission and Objectives:</u></p> <p>The mission of the Rural Physicians Spousal Network is to promote the retention of rural physicians in Alberta through spousal networking, communication and programs that foster personal growth and satisfaction with rural living.</p> <p>A group of rural spouses who experienced the need first-hand, and wanted to make a difference, started the Network. They set the following objectives:</p> <ul style="list-style-type: none"> <li>• Organize at least one provincial opportunity for networking and education annually</li> <li>• Encourage regional get-togethers in Alberta's rural health regions</li> <li>• Emphasize lifestyle and wellness issues in all programming</li> </ul>	<p>An Advisory Committee has been set up for this network and it has 6 members. The budget for 2001-2002 program included one-spousal retreat and one family retreat, along with numerous conference associate get-togethers.</p>	<p>Rural Physician Spousal Network in Alberta</p> <p><a href="http://www.rpap.ab.ca/spousalnetwork/index.htm">http://www.rpap.ab.ca/spousalnetwork/index.htm</a></p>

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Area of Interest/ Strategy	Source	Target Group	Description	Evaluation/ Results	Reference
Marketing & Promotion  New Brunswick Physician Recruitment and Retention Online	Canada (Province of New Brunswick)  Government of New Brunswick	Current Physicians	<u><b>New Brunswick Physician Recruitment and Retention Online</b></u> is a website devoted to attracting physicians to the province. On this website, job seekers can learn about what the province of New Brunswick can offer them in both their personal and work life. Detailed information about the health care system, lifestyle, population, and tourism opportunities is available. Job seekers can also learn about the permanent and locum positions that are available. They can gather information on licensing, professional associations, incentives for working in New Brunswick, programs that are designed for medical students, training, Medicare, etc. This website promotes the province as well as the health organizations in the province.		<a href="http://www1.gnb.ca/0396/e/001e.asp">http://www1.gnb.ca/0396/e/001e.asp</a>
Marketing & Promotion  Physician Recruitment Project	Canada (Province of Saskatchewan)	Current Physicians  Potential Physicians	See <u><b>Physician Recruitment Project (Health)</b></u> - Human Resource Planning, page 117		<a href="http://www.mdopportunity.org/index.shtml">http://www.mdopportunity.org/index.shtml</a>  <a href="http://www.mdopportunity.org/aboutus.shtml#objective">http://www.mdopportunity.org/aboutus.shtml#objective</a>

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Area of Interest/ Strategy	Source	Target Group	Description	Evaluation/Results	Reference
Marketing & Promotion  Employer of Choice	Newfoundland & Labrador  Newfoundland and Labrador Health Boards Association (NLHBA)	Health Care Organizations	<p><b><u>Employer of Choice</u></b> Perhaps the best way to solve human resources issues is to develop a reputation as the “employer of choice.” Employers who create an environment of achievement, recognition, responsibility and advancement, recruit by reputation. In a highly competitive market, that is an attractive place to be! The following is a summary of the advice from physicians to employers who want to gain that recruitment advantage.</p> <ul style="list-style-type: none"> <li>• Organize reasonable workloads by monitoring and maintaining an acceptable pace;</li> <li>• Pay attention to the immediate family needs of new physicians;</li> <li>• Consider issues related to spousal employment needs;</li> <li>• Address any isolation concerns through opportunities to network, exchange and learn through technology;</li> <li>• Encourage and support professional development opportunities;</li> <li>• Provide the opportunity to contribute to decisions that impact practice and client care;</li> </ul> <p>Continued on the next page...</p>		<p>“The Solution to the Physician Recruitment/Retention Problem-‘Become the Employer of Choice’”</p> <p>NLHBA News/Net Summer 2003 <a href="http://www.nlhba.nf.ca/Web_Site_Files/Advocacy/Documents/Newsletter6.pdf">http://www.nlhba.nf.ca/Web_Site_Files/Advocacy/Documents/Newsletter6.pdf</a></p> <p>Scarlett Hann NLHBA Provincial Physician Recruitment Coordinator Tel: (709) 777-6031</p>

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Area of Interest/ Strategy	Source	Target Group	Description	Evaluation/Results	Reference
Marketing & Promotion  Employer of Choice	Newfoundland & Labrador  Newfoundland and Labrador Health Boards Association (NLHBA)	Health Care Organizations	<p><b><u>Employer of Choice</u></b> (Continued)</p> <ul style="list-style-type: none"> <li>• Demonstrate concern through health promotion, wellness and safety programs;</li> <li>• Create opportunities to recognize knowledge and contribution;</li> <li>• Have a competitive compensation package;</li> <li>• Design recruitment/retention packages specifically for remote areas;</li> <li>• Provide opportunities for leadership: engage in training health professionals, research and pilot projects;</li> <li>• Create an atmosphere of healthy interpersonal relationships;</li> <li>• Organize a locum relief service;</li> <li>• Involve local business and community organizations in recruitment and retention.</li> </ul>		<p>“The Solution to the Physician Recruitment/Retention Problem-‘Become the Employer of Choice’”</p> <p>NLHBA News/Net Summer 2003 <a href="http://www.nlhba.nf.ca/Web_Site_Files/Advocacy/Documents/Newsletter6.pdf">http://www.nlhba.nf.ca/Web_Site_Files/Advocacy/Documents/Newsletter6.pdf</a></p> <p>Scarlett Hann NLHBA Provincial Physician Recruitment Coordinator Tel: (709) 777-6031</p>
Marketing & Promotion  Recruiting Website  Web-Based Recruitment	Newfoundland & Labrador  Physician Job Search.com	Physician Recruiters	<p><b><u>Recruiting Website</u></b></p> <p>Physician Job Search.com provides many organizations within Canada with the opportunity to post job advertisements on their website. The cost of this service depends on what the organization requires. To place one advertisement on the page, the cost is \$399.00. To post as many positions as you would like, the cost is \$990.00. These positions can be posted for that fee until filled. The Physician Recruitment office and the coordinator for Physician Recruitment (Scarlett Hann) use this service. They post available position in Newfoundland and Labrador on this site.</p>	On February 18, 2003, there were 48 job postings for Newfoundland and Labrador on this site.	<a href="http://www.physicianjobsearch.com/">http://www.physicianjobsearch.com/</a>

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Area of Interest/ Strategy	Source	Target Group	Description	Evaluation/Results	Reference
Marketing & Promotion  Job Fair	Newfoundland & Labrador  Memorial University of Newfoundland	Health Care Facilities  Potential Nurses	<b>Job Fair</b> The BN (Collaborative) Program holds job fairs once a year (held in St. John’s and Corner Brook). Health care board representatives from all parts of the province are invited to attend and meet with the graduating BN students. Recruiters from outside Newfoundland and Labrador are not allowed to attend this event.		Lisa Wells Research Assistant for the Office of Professional Development at the Centre for Collaborative Health Professionals with MUN wellsl@mun.ca
Marketing & Promotion  Orientation Process/ Various Strategies	Newfoundland & Labrador  Government of Newfoundland and Labrador  Health and Community Services	Current Health Care Professionals	See <b>Orientation Process/ Various Strategies (Health) - Training &amp; Development</b> , page 43.		Donna Foss Recruitment and Orientation Coordinator Health and Community Services Western Region jobs@hcswnf.ca Tel: (709) 637-5000 Ext. 5477

#### 4. HUMAN RESOURCE PLANNING

This area of interest looks at what organizations and governments are doing to improve human resource planning to better meet the needs of the organizations/geographic areas.

The issues originally identified with respect to this topic include:

- T A lack of joint planning (between organizations and between organizations and government departments)
- T Human resource plans are not always based on good projections; not always comprehensive
- T Coordination of positions between organizations are not always looked at where shortages exist
- T There is a lack of focus on in-house training and the ability to groom people for other in-house positions
- T There have been separate directions in Regions for economic labour market and social labour market

#### Questions:

1. What are good examples/models of comprehensive human resource plans? How were they developed?
2. What are examples of joint human resource planning?
3. Are there examples of where organizations pool resources and cooperate with each other in order to fill high-needs positions?
4. Are organizations providing specific training and development to current employees to enable them to move into positions that have been identified as “high need” positions within that organization?
5. Are there examples of organizations from the social and economic sectors/multi-sector agencies examining the issues of recruitment and retention on a geographic basis?

## **SUMMARY OF KEY FINDINGS - HUMAN RESOURCE PLANNING**

Research shows that organizations are becoming more aware of the importance of human resource planning in their recruitment and retention efforts. The Government of Newfoundland and Labrador Department of Education held **Information Sessions** (see page 106) with the Faculty of Education at Memorial University of Newfoundland (MUN) to provide information on anticipated job openings for 2002, by school district. They also held meetings with senior administrators at MUN to examine ways to recruit students into the Faculty of Education from disciplines such as science, mathematics and language. This is a good example of how organizations can come together to do joint human resource planning.

It has become common for organizations to develop **Physician Recruitment Plans** (see page 108) as well as **Recruitment Committees** (see page 122) to assist in their recruitment and retention of professionals. Alexander Hospital in Alabama have developed a physician recruitment plan that solicits the full support of existing medical staff. They determine the key needs of physicians and divide them into three categories:

- 1.) Professional Environment- quality of existing medical staff, availability of continuing medical education programs, etc.
- 2.) Quality of Lifestyle- geographic location, recreation facilities, shopping services, crime rate, demographics, etc.
- 3.) Financial Considerations- debt, malpractice, competitive earnings package, etc.

After determining the needs of physicians, a recruitment package is developed which contains a video of the hospital as well as the community. It contains information on the city, country, and state and information on the educational system, local government and recreation facilities.

The Newfoundland Hospital and Nursing Home Association feels that since recruitment is an on-going activity which is of great significance in the delivery of healthcare, boards should consider establishing Recruitment Committees comprised of five or six members representing the board, medical staff, and administration, as well as community leaders who are not board members. The latter is particularly important in areas where recruiting is done by regional boards. The involvement of persons not associated with the hospital will promote the ownership of the role communities need to play in attracting and retaining physicians.

In the Province of Ontario, Canada, there appears to be a great amount of planning taking place. On May 17, 2001, the Hon. Tony Clement, Minister of Health and Long-term Care and the Hon. Dan Newman, Minister of Northern Development and Mines, announced the creation of the **Northern Ontario Medical School (NOMS)** (see page 116). In 2004, it is expected that this new undergraduate institution will admit 56 students who will make history as the charter class of Northern Ontario's very own medical school. Implementation on this medical school, thus far, has included 300 community leaders, doctors and other medical professionals from Northern Ontario. The first dean of NOMS, Dr. Strasser, stresses that NOMS will teach the same core areas covered at Canada's 16 other medical schools. The key difference is that NOMS students will learn the unique features of serving rural communities with the hope that this is where they will spend their careers.

# Education Findings- Human Resource Planning

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Area of Interest/ Strategy	Source	Target Group	Description	Evaluation/ Results	Reference
Human Resource Planning  School-Community Orientation	Educational Resources Information Center	New Teachers (Rural)	See <u><b>A School-Community Orientation (Education)</b></u> - Training & Development, page 23.		ERIC (Educational Resources Information Center) Www.ed.gov/databases/ERIC_Digests/ed438152.html
Human Resource Planning  Country Practice Teaching Scholarship	Australia  Western Australia Department of Education	Potential Teachers  Post-Secondary Students	See <u><b>Country Practice Teaching Scholarships (Education)</b></u> - Financial, page 142.		Emma Bright Senior Policy Officer Strategic Human Resources Department of Education Emma.BRIGHT@eddept.wa.edu.au
Human Resource Planning  One-Year Renewable Teaching Certificate	United States (State of Missouri)  Missouri State Board of Education	Current Teachers	See <u><b>Renewable Teaching Certificate (Education)</b></u> - Legislation/Policies/Contracts, page 130.		Http://www.dese.state.mo.us/divteachqual/teachcert/tempauth.htm
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Area of Interest/ Strategy	Source	Target Group	Description	Evaluation/ Results	Reference
Human Resource Planning  Intraplacement	Dr. John Sullivan Website	Human Resource Professionals	<p><b>Intraplacement</b> is a dynamic process that uses the tools and strategies of external search and applies them to internal candidates. Internal candidates are superior to external candidates because they usually have a much higher success rate in their new jobs than external candidates. This is because they already know the culture and they have already performed well in it. But they might also be “passive job seekers” with poor job search skills. If you don’t act to keep their career moving they could easily become your next retention problem.</p> <p>The basic goal of intraplacement is to increase the number and quality of growth opportunities available to current employees. Intraplacement works because there are many employees that have low job search initiative and weak interviewing or job search skills. Internal systems can also be confusing or frustrating that employees often postpone any internal search. The second goal of intraplacement is to improve the retention of key people, because “if you don’t place them (internally), an outside firm will. Intraplacement is a prevention strategy that “pushes” or guides key employees into new opportunities rather than waiting for them to “jump” on their own. Intraplacement also offers a variety of challenges in addition to the traditional promotion opportunities. Intraplacement programs motivate and excite workers and continually challenge them.</p>		<p>“Intraplacement”: Reduce Retention Problems by Increasing the Internal Movement of Your Employees by Dr. John Sullivan</p> <p><a href="http://www.drjohnsullivan.com/articles/1998/121198.htm">http://www.drjohnsullivan.com/articles/1998/121198.htm</a></p>

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Area of Interest/ Strategy	Source	Target Group	Description	Evaluation/Results	Reference
Human Resource Planning  Information Sessions	Newfoundland & Labrador  Government of Newfoundland and Labrador  Department of Education  Memorial University of Newfoundland (MUN)	Education Providers	<p><b><u>Information Sessions</u></b></p> <p>The Department of Education with the Government of Newfoundland and Labrador met with the Faculty of Education at Memorial University of Newfoundland (MUN) to provide information sessions on anticipated job openings for 2002, by district.</p> <p>They also held meetings with senior administrators at MUN to examine ways to recruit students into the Faculty of Education from disciplines such as science, mathematics and language.</p> <p>The department has introduced a paid internship at the Faculty of Education at MUN for students in selected subject areas (i.e mathematics, science).</p> <p>This a pilot project designed to help students with the cost of their degree program while placing them in areas of high recruitment need.</p>		Heather May Director of Inquiries Department of Education Government of Newfoundland and Labrador heathermay@gov.nl.ca

# Health Findings- Human Resource Planning

**Human Resource Planning (Health)**

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Area of Interest/ Strategy	Source	Target Group	Description	Evaluation/ Results	Reference
<p>Human Resource Planning</p> <p>Development of a Recruitment Plan</p>	<p>United States (State of Alabama)</p> <p>Russell Hospital, Alabama</p>	<p>Health Care Facilities/ Organizations</p> <p>Human Resource Professionals</p>	<p><b><u>Physician Recruitment Planning</u></b></p> <p>At Russell Hospital in Alexander City, Alabama (population 15,000), the belief is that the key in the development of a recruitment plan is soliciting the full support of the existing medical staff. The first step in recruiting at Russell Hospital was an in-depth survey to determine exactly what the physician needs were. This was accomplished through surveys of the medical staff, community surveys, focus groups and state data regarding the discharges from the primary and secondary services areas.</p> <p>The information was compiled for review by a joint committee comprised of physicians and hospital management. After the committee agreed on the “needs assessment” information, the CEO presented the recruitment recommendations to the complete medical staff for its approval. The committee identified key needs of physicians and divided them into 3 categories:</p> <p>1. Professional Environment- quality of the existing medical staff, hospital equipment related to specialty, support and coverage from existing physicians, personnel related to specialty, payer mix, availability of continuing medical education programs, management style and hospital credibility</p> <p>Continued on the next page...</p>	<p>Of the 31 physicians who visited the area, 27 are now practicing at Russell Hospital.</p>	<p>“Physician Recruitment in a Rural Area” by Bobbie Tillman, Director of Marketing, Russell Hospital</p> <p>Journal: <i>Healthcare Alabama</i> September/October 1996 issue</p> <p>Frank W. Harris CEO/President of Russell Hospital (205) 329-7100 <a href="http://www.russellmedcenter.com/">http://www.russellmedcenter.com/</a></p>

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<b>Area of Interest/ Strategy</b>	<b>Source</b>	<b>Target Group</b>	<b>Description</b>	<b>Evaluation/ Results</b>	<b>Reference</b>
Human Resource Planning  Development of a Recruitment Plan	United States (State of Alabama)  Russell Hospital, Alabama	Health Care Facilities/ Organizations  Human Resource Professionals	<p><b>Physician Recruitment Planning</b> (Continued)</p> <p>2. Quality of Lifestyle- geographic location, schools, housing availability/cost, recreation, shopping/restaurants/entertainment, family ties, professional peers other than medical, religious affiliation, crime rate and demographics</p> <p>3. Financial Considerations- debt, malpractice, typical office charges, competitive earnings packages, equity in the group, and diversity/ “personality” of the economy. From the three categories, a recruitment package was developed, including a video of the hospital and the community; information on the city, country and state; and information on the educational system, local government and recreational resources. Potential prospects were identified through personal visits at medical schools and networking through the hospital’s medical staff. When a prospective physician was identified, an invitation for an on-site visit was extended to the physician, spouse and family. The physician candidate met with his/her peers and key hospital management staff while the spouse was provided a tour of the city which focused on housing, schools, and recreational facilities and opportunities. If the candidate met the hospital’s criteria and the committee believed the relationship would be viable, an offer was made that included all options discussed with the candidate during the visit, including the compensation package.</p>		<p>“Physician Recruitment in a Rural Area” by Bobbie Tillman, Director of Marketing, Russell Hospital</p> <p>Journal: <i>Healthcare Alabama</i> September/October 1996 issue</p> <p>Frank W. Harris CEO/President of Russell Hospital (205) 329-7100 <a href="http://www.russellmedcenter.com/">http://www.russellmedcenter.com/</a></p>
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Area of Interest/ Strategy	Source	Target Group	Description	Evaluation/ Results	Reference
Human Resource Planning  Practical Approach	Australia  Australia Hospital Association	Human Resource Professionals	<p><b><u>Practical Approach/ Game Plan</u></b> The Australia Hospital Association suggests that in day-to-day matters, the chief executive and medical director of a hospital play key roles. The avoidance of power struggles over minor issues and unnecessary interference in clinical areas is essential. The medical director will need to be in regular contact with all new practitioners to determine how they are fitting in. This will include ensuring that the medical practitioner has a sufficient workload, that the out of hours work is not excessive, and that the practitioner and his family are being actively welcomed into the town. With a new doctor joining the health team, changes in the way things are done will be inevitable. Some staff may be used to long-standing practices with previous doctors. A consultation process should be established. In small towns this may be as simple as a regular meeting between hospital staff and the new doctor to discuss issues or specific problems. This open communication approach can be used as a positive in promoting the position.</p> <p>Continued on the next page...</p>		<p>“Recruitment of Medical Practitioners to Rural Areas: A Practical Approach from the Coalface” by Alan M Wolf Director of Medical Services, Wimmera Health Care Group, Horsham, Victoria</p> <p>Australian Health Review-Publication of Australia Hospital Association</p>

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Area of Interest/ Strategy	Source	Target Group	Description	Evaluation/ Results	Reference
Human Resource Planning  Practical Approach	Australia  Australia Hospital Association	Human Resource Professionals	<p><b>Practical Approach/ Game Plan</b> (Continued) The game plan for the successful recruitment of medical practitioners to rural areas involves concentrating on those factors which are controllable. Firstly, ensure the position is truly required. Secondly, design the recruitment campaign to reach the target audience. Thirdly, make sure that there are some positive aspects to the job and town, and promote them. Fourthly, find out the doctor's expectations and individual needs and, where possible, meet them. Fifthly, after a successful recruitment program, continue to look after the doctor and their family.</p>		<p>“Recruitment of Medical Practitioners to Rural Areas: A Practical Approach from the Coalface” by Alan M Wolf Director of Medical Services, Wimmera Health Care Group, Horsham, Victoria</p> <p>Australian Health Review-Publication of Australia Hospital Association</p>
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Area of Interest/ Strategy	Source	Target Group	Description	Evaluation/Results	Reference
<p>Human Resource Planning</p> <p>National Rural General Practice Study</p>	<p>Australia</p> <p>Commonwealth Department of Health and Family Services General Practice Evaluation Program</p>	<p>General Practitioners</p>	<p><b><u>General Practice Study</u></b></p> <p>The National Rural General Practice Study was the first comprehensive national study covering rural and remote general practitioners in Australia. It was undertaken in 1996/1997 and drew on existing data sources such as the Australian Bureau of Statistics and the Australian Institute of Health and Welfare together with a postal survey of general practitioners in rural and remote areas. There was a 75% response rate to the survey which covered professional issues, personal and social issues, personal background, patient issues, recruitment and retention programs, and changing health services. The broad purpose of the study was to examine factors influencing the decisions of general practitioners in relation to understanding rural general practice. Six topic-area reports were developed once the survey was completed. There were: Demography and family characteristics, quality of life, length of stay, training and support, attitudes to change, and state comparisons.</p> <p>Continued on the next page...</p>	<p>The key conclusions of the National Rural General Practice Study were that there is a clear need for policy and programs to more adequately consider the future nature of the rural and remote medical workforce. By concentrating on maintaining existing models of practice, and by designing programs which appeal mainly to the types of practitioners who are currently in rural and remote practice, there is a real risk that the total possible pool of rural and remote practitioners will continue to shrink.</p>	<p>Report: “Supporting the Three Legged Stool: Community Participation in Rural Health Services” by Professor Roger Strasser Monash University Centre for Rural Health</p> <p>Chief Investigator - Professor Roger Strasser (Monash University Centre for Rural Health)</p> <p><a href="http://www.med.monash.edu/mrh/research/nrgps/index.html">http://www.med.monash.edu/mrh/research/nrgps/index.html</a></p>
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Area of Interest/ Strategy	Source	Target Group	Description	Evaluation/Results	Reference
Human Resource Planning  National Rural General Practice Study	Australia  Commonwealth Department of Health and Family Services  General Practice Evaluation Program	General Practitioners	<p><b>General Practice Study</b> (Continued) Conclusions continued: Some practical changes to workforce policy which may have direct impacts on the range of practitioner types who may be attracted to rural and remote practice include:</p> <ul style="list-style-type: none"> <li>• better understanding of expected lengths of stay in specific practice locations, and the use of these expected lengths of stay in the Rural Incentives Program</li> <li>• the use of length of stay and family life cycle information to implement long-term planning</li> <li>• more specific marketing of training and support programs to enable them to meet identified needs of specific groups of practitioners and potential practitioners (rather than attempting to serve as general catch-all programs)</li> </ul>		<p>Report: “Supporting the Three Legged Stool: Community Participation in Rural Health Services” by Professor Roger Strasser Monash University Centre for Rural Health</p> <p>Chief Investigator - Professor Roger Strasser (Monash University Centre for Rural Health)</p> <p><a href="http://www.med.monash.edu/mrh/research/nrgps/index.html">http://www.med.monash.edu/mrh/research/nrgps/index.html</a></p>
<b>INTERNATIONAL: Health Findings</b>					



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Area of Interest/ Strategy	Source	Target Group	Description	Evaluation/Results	Reference
Human Resource Planning  Evidence-Based Research	Australia  Victorian Universities Rural Health Consortium (VURHC)/ Rural Workforce Agency, Victoria, Australia	Human Resource Professionals	See <b>Evidence-Based Research (Health) - Demographic/Geographic</b> , page 180.		Paper: “Recruiting and Retaining General Practitioners in Rural Areas: Improving Outcomes through Evidence-Based Research and Community Capacity-Building”  <a href="http://www.vurhc.org.au/vurhc_research_reports/pdfs/gp_project_exec_summary.pdf">http://www.vurhc.org.au/vurhc_research_reports/pdfs/gp_project_exec_summary.pdf</a>
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Area of Interest/ Strategy	Source	Target Group	Description	Evaluation/Results	Reference
Human Resource Planning  Intraplacement	Dr. John Sullivan Website	Human Resource Professionals	See <u><b>Intraplacement (Health)</b></u> - Human Resource Planning, page 105.		“Intraplacement”: Reduce Retention Problems by Increasing the Internal Movement of Your Employees by Dr. John Sullivan  <a href="http://www.drjohnsullivan.com/articles/1998/121198.htm">http://www.drjohnsullivan.com/articles/1998/121198.htm</a>
Human Resource Planning  Rural Outreach Program  High School/ Post-Secondary	Canada  Canadian Federation of Medical Students	High School Students	See <u><b>Rural Outreach Program (Health)</b></u> - Training & Development, page 40.		Canadian Federation of Medical Students  <a href="http://Cawwww.cfms.org/projects/crop/">http://Cawwww.cfms.org/projects/crop/</a>  Jessica Guimond e17jjmg@mun.ca

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<b>Area of Interest/ Strategy</b>	<b>Source</b>	<b>Target Group</b>	<b>Description</b>	<b>Evaluation/ Results</b>	<b>Reference</b>
Human Resource Planning  Recruitment and Retention Premiums	Canada (Province of British Columbia)  Ministry of Health-British Columbia	Health Care Organizations	See <b>Recruitment and Retention Premiums (Health)</b> - Financial, page 158.		“Physician Recruitment and Retention Program (PRRP) for Rural and Small Urban Communities” Program Guide- January 2001
Human Resource Planning  Medical School	Canada (Province of Ontario)  Government of Ontario  Northern Ontario Medical School (NOMS)	High School Students  Post-Secondary Students	<b>Northern Ontario Medical School</b> On May 17, 2001, the Hon. Tony Clement, Minister of Health and Long-term Care and the Honourable Dan Newman, Minister of Northern Development and Mines, announced the creation of the Northern Medical School. In 2004, it is expected that this new undergraduate institution will admit 56 students who will make history as the charter class of Northern Ontario’s very own medical school. Implementation on this medical school, thus far, has included 300 community leaders, doctors and other medical professionals from Northern Ontario. The first dean of NOMS, Dr. Strasser, stresses that NOMS will teach the same core areas covered at Canada’s 16 other medical schools. The key difference is that NOMS students will learn the unique features of serving rural communities with the hope that this is where they will spend their careers. They will also learn about the psychology and sociology of rural communities.	Set to admit students in September 2004.	The Globe and Mail Friday, January 17, 2003  Roger Strasser First Dean of the Northern Ontario Medical School roger.strasser@normed.ca Tel: (705) 671-4883

<b>NATIONAL: Health Findings</b>					
<b>Area of Interest/ Strategy</b>	<b>Source</b>	<b>Target Group</b>	<b>Description</b>	<b>Evaluation/ Results</b>	<b>Reference</b>
<p>Human Resource Planning</p> <p>Saskatchewan Physician Recruitment Project</p> <p>Web-based Resource</p>	<p>Canada (Province of Saskatchewan)</p> <p>Government of Saskatchewan</p> <p>University of Saskatchewan's College of Physicians and Surgeons/ Saskatchewan Medical Association</p> <p>Saskatchewan Health</p> <p>College of Medicine</p> <p>Professional Association of Interns and Residents of Saskatchewan</p>	<p>Potential Physicians</p> <p>Current Physicians</p>	<p><b><u>Physician Recruitment Project</u></b></p> <p>The purpose of the Saskatchewan Physician Recruitment Project is to connect interested physicians with employers in Saskatchewan that are in need of a physician.</p> <p>The project is coordinated by a team of consultants based in Lloydminster, Saskatchewan led by Glenys Coleman.</p> <p>The Saskatchewan Physician Recruitment Project is supported by:</p> <ul style="list-style-type: none"> <li>• the 12 Health Authorities throughout Saskatchewan in developing and enhancing their recruitment efforts</li> <li>• students, residents, and physicians by being a resource about the province of Saskatchewan and about available practice opportunities.</li> </ul> <p>The website designed to support the physician recruitment project has information about health authorities in the province, a health authority map, information on the Saskatchewan lifestyle (including background, quality of life, sport and culture, an education information), and answers to questions about pay, licensing, opportunity, incentives, etc. Most importantly, the site lists opportunities by specialty and health authority.</p>		<p><a href="http://www.mdopportunity.org/index.shtml">http://www.mdopportunity.org/index.shtml</a></p> <p><a href="http://www.mdopportunity.org/aboutus.shtml#objective">http://www.mdopportunity.org/aboutus.shtml#objective</a></p> <p><a href="mailto:info@mdopportunity.org">info@mdopportunity.org</a></p>

<b>NATIONAL: Health Findings</b>					
<b>Area of Interest/ Strategy</b>	<b>Source</b>	<b>Target Group</b>	<b>Description</b>	<b>Evaluation/ Results</b>	<b>Reference</b>
Human Resource Planning Eight-Point Plan for Health Care	Canada (Province of Ontario) Government of Ontario Ministry of Health and Long-Term Care (MOHLTC)	International Medical Graduates	See <b>Eight Point Plan (Health)</b> -Legislation/Policies/Contracts, page 135.		Press Release: <a href="http://www.premier.gov.on.ca/english/news/2002/Doctors112102.asp">http://www.premier.gov.on.ca/english/news/2002/Doctors112102.asp</a>
Human Resource Planning Survey of Ontario Rural Physicians	Canada Canadian Medical Association	Current Physicians	<b>Survey</b> The Canadian Medical Association developed and implemented a survey of physicians who stay in rural Ontario versus physicians who leave. The objective was to survey and describe the characteristics of physicians who had been practicing in one rural Ontario location but left after less than 3 years (“short-term” physicians) and those physicians who practiced more than 7 years in the same rural Ontario location (“long-term” physicians). The short-term group consisted of those who had moved to another rural location and a subgroup of physicians who had moved to a nonrural location.  Main outcome measures were demographics, medical education, work and community satisfaction, remuneration and access to funded continuing medical education (CME) programs. Results showed that the long-term physicians were more likely to be male, older, on a fee-for-service model, have a higher level of spousal contentedness, a higher presence of children at home, more training in anesthesia, and better access to funded CME programs.	The cross-sectional survey suggests that examining spousal contentedness, child-related issues and social isolation may be areas to explore in attempting to retain physicians long-term in one rural location.	<a href="http://www.cma.ca/cmcommon/displayPage.do?pageId=/staticContent/HTML/N0/12/cjrm/vol-7/issue-3/0173.htm">http://www.cma.ca/cmcommon/displayPage.do?pageId=/staticContent/HTML/N0/12/cjrm/vol-7/issue-3/0173.htm</a>

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<b>NATIONAL: Health Findings</b>					
<b>Area of Interest/ Strategy</b>	<b>Source</b>	<b>Target Group</b>	<b>Description</b>	<b>Evaluation/ Results</b>	<b>Reference</b>
Human Resource Planning  Rural Physicians Spousal Network (RPSN)	Canada (Province of Alberta)  Government of Alberta  Alberta Rural Physician Action Plan	Spouses of Professionals	See <u><b>The Rural Physicians Spousal Network (RPSN) in Alberta (Health)</b></u> - Marketing & Promotion, page 96.		Rural Physician Spousal Network in Alberta  <a href="http://www.rpap.ab.ca/spousalnetwork/index.htm">http://www.rpap.ab.ca/spousalnetwork/index.htm</a>

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<b>PROVINCIAL: Health Findings</b>					
<b>Area of Interest/ Strategy</b>	<b>Source</b>	<b>Target Group</b>	<b>Description</b>	<b>Evaluation/ Results</b>	<b>Reference</b>
Human Resource Planning  Med Quest High School	Newfoundland & Labrador  Memorial University of Newfoundland Medical School	High School Students	<p><b><u>Med Quest</u></b> One long-range plan started by Memorial University Medical School is based on the premise that physicians who come from rural areas are more likely to return to rural areas. Med Quest, started in 1990, is an exciting summer program for students in grades 10-12. It is a career-oriented program, specially designed for students in Newfoundland and Labrador. During each Med Quest session, students will be introduced to many health professions such as medicine, nursing, pharmacy, occupational therapy, and physiotherapy. These health careers and special topics will be presented through lectures, demonstrations, experiments, guest speakers, research projects, job shadowing, role playing, small group discussions, and tours of health facilities.</p> <p>Main objectives include:</p> <ul style="list-style-type: none"> <li>• to introduce students to the fascinating world of the health sciences and rewarding careers such as doctors or nurses</li> <li>• to motivate students to consider careers in the life sciences and to take courses appropriate to this aim</li> <li>• to encourage enthusiasm for study in post-secondary institutions</li> <li>• to provide career development information and career exploration</li> </ul> <p>Continued on the next page...</p>	<p>120 students participated in 2002. The majority of participants were aged 16 (40.8%) to 17 (28.3%). When asked to indicate three health profession careers which they were aware of, the most popular response were Nursing (23.2%), Medicine (16.5%), Physiotherapy (10.9%), Pharmacy (9.8%), and Radiology (6.2%).</p> <p>A large majority of respondents (82.3%) indicated that Med Quest did influence their career choice. The majority indicated that this program broadened their knowledge of career paths in health professions (81.6%).</p>	<p><a href="http://www.med.mun.ca/medquest/">http://www.med.mun.ca/medquest/</a></p> <p>“Med Quest 2001-2002 Program Year Evaluation Report” Prepared by: Office of Professional Development Faculty of Medicine, Memorial University, January 2003</p> <p>Fran Kirby, M.Ed. Project Manager, Professional Development Faculty of Medicine, MUN St. John’s, NL A1B 3V6 1-888-299-06-0676</p>

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<b>PROVINCIAL: Health Findings</b>					
Area of Interest/ Strategy	Source	Target Group	Description	Evaluation/ Results	Reference
Human Resource Planning Med Quest High School	Newfoundland & Labrador Memorial University of Newfoundland Medical School	High School Students	<p><b>Med Quest</b> (Continued) An Exploring Health Careers CD-ROM was produced in 2000. It promotes the healthcare field to high school students. It was distributed to all schools in Newfoundland and Labrador.</p> <p>The CD-Rom allows students to research Career Profiles, complete a self-assessment, and develop an action plan. The self-assessment includes listing their interests and skills and discusses who, what, and where the student wants to be in the future. The Career Profile shows the student the variety of health careers available to discover. Some careers listed include: oncologist, registered nurse, health records technician, dentist, etc. Each career listed includes information on a description of the career, working conditions, education needed, outlook, salary, and related careers. Students can also find out what universities or colleges offer the program for a particular health career. The developing of the action plan comes from the students’ interests and skills, and the Career Profiles they have researched. Students can print their action plan and then discuss it with their parents and/or guidance counselor.</p>	Some respondents indicated that the Med Quest experience reinforced their career choice (12.2%), while others were influenced by exposure to the experience (61.1%)	CD-Rom: “Exploring Health Careers. A CD-Rom for Exploring Careers in the Health Professions.”
Human Resource Planning Rural Placements during Medical School	Newfoundland & Labrador Memorial University of Newfoundland	Post-Secondary Medical Students	See <b>Rural Placements (Health)</b> - Training & Development, page 46.		Marilyn Neal Faculty of Medicine Memorial University of Newfoundland mneal@mun.ca Tel: (709) 777-6510



<b>PROVINCIAL: Health Findings</b>					
<b>Area of Interest/ Strategy</b>	<b>Source</b>	<b>Target Group</b>	<b>Description</b>	<b>Evaluation/Results</b>	<b>Reference</b>
Human Resource Planning  Recruitment Committees	Newfoundland & Labrador  Newfoundland Hospital and Nursing Home Association	Health Care Organizations/ Facilities	<p><b><u>Recruitment Committees</u></b> Since recruitment is an on-going activity which is of great significance in the delivery of healthcare, boards should consider establishing Recruitment Committees comprised of five or six members representing the board, medical staff, and administration, as well as community leaders who are not board members. The latter is particularly important in areas where recruiting is done by regional boards. The involvement of persons not associated with the hospital will promote the ownership of the role communities need to play in attracting and retaining physicians.</p> <p>The Recruitment Committee will need to develop a broad knowledge of the recruitment process which should include:</p> <ul style="list-style-type: none"> <li>• a basic knowledge of the sources of physicians (training programs, other physicians, recruitment agencies, foreign countries)</li> <li>• an understanding of what physicians expect and look for in deciding on a location to practice</li> <li>• an assessment of the strengths and weaknesses for the community/area seeking a physician</li> <li>• how to present the community profile in a realistic but attractive manner through printed material, videotape or interview</li> <li>• how to conduct an effective on-site visit for the physician and spouse</li> </ul> <p>Continued on the next page...</p>		<p>“Guidelines for Hospitals &amp; Nursing Boards to Improve Recruitment and Retention of Physicians in Rural Newfoundland and Labrador”</p> <p>Newfoundland Hospital &amp; Nursing Home Association, August 1993</p> <p>Prepared by: IMB Associates INC 46 Tomgat Crescent St. John’s , NL (709) 745-4155</p>

<b>PROVINCIAL: Health Findings</b>					
<b>Area of Interest/ Strategy</b>	<b>Source</b>	<b>Target Group</b>	<b>Description</b>	<b>Evaluation/Results</b>	<b>Reference</b>
Human Resource Planning Recruitment Committees	Newfoundland & Labrador Newfoundland Hospital and Nursing Home Association	Health Care Organizations/ Facilities	<p><b><u>Recruitment Committees</u></b> (Continued)</p> <ul style="list-style-type: none"> <li>• how to maintain contact, in a harmonious manner, through what may be protracted negotiations</li> <li>• an understanding of the need to develop an environment which will be conducive to retaining the services of the physician and the kinds of activities that will need to be undertaken to achieve that goal</li> </ul> <p>The activities of the Recruitment Committee should form an organized approach to the task of recruiting physicians, guided by a sound information base. In developing that information base, some preliminary work is required as follows:</p> <ul style="list-style-type: none"> <li>• <u>Analysis of previous experience</u> - This will provide guidance regarding what to look for in a prospective physician and the community characteristics to emphasize</li> <li>• <u>Development of criteria for assessing applicants</u> - Should be based on what the community will accept</li> </ul> <p>Continued on the next page..</p>		<p>“Guidelines for Hospitals &amp; Nursing Boards to Improve Recruitment and Retention of Physicians in Rural Newfoundland and Labrador”</p> <p>Newfoundland Hospital &amp; Nursing Home Association, August 1993</p> <p>Prepared by: IMB Associates INC 46 Torngat Crescent St. John’s , NL (709) 745-4155</p>
<b>PROVINCIAL: Health Findings</b>					

Area of Interest/ Strategy	Source	Target Group	Description	Evaluation/ Results	Reference
Human Resource Planning Recruitment Committees	Newfoundland & Labrador Newfoundland Hospital and Nursing Home Association	Health Care Organizations/ Facilities	<p><b><u>Recruitment Committees</u></b> (Continued)</p> <ul style="list-style-type: none"> <li>• <i><u>Development of community/area profile</u></i>- Should include comprehensive description of medical facilities and professional manpower, industrial and economic development, geographics strengths, community cultural activities, educational opportunities, recreational activities, social clubs, and sources of employment for the spouse and children.</li> <li>• <i><u>Preparation of description of working conditions</u></i> - Should provide prospective physicians with an accurate description of the working conditions (workload, technological support, time off, expected amount of on call time, etc.</li> <li>• <i><u>Formulation of a protocol for a site visit</u></i>- Time to expose the physician to community assets such as hunting, fishing, other outdoor activities, schools, clubs, churches, etc.</li> <li>• <i><u>Development of a protocol for the physicians’s arrival</u></i> - Preparation of house, provision of initial groceries, greeting at the airport, introduction to professional colleagues, etc.</li> <li>• <i><u>Follow-up activities in support of physician retention</u></i> - periodic monitoring with regard to physician’s and family’s professional and personal expectations and needs, etc.</li> </ul>		<p>“Guidelines for Hospitals &amp; Nursing Boards to Improve Recruitment and Retention of Physicians in Rural Newfoundland and Labrador”</p> <p>Newfoundland Hospital &amp; Nursing Home Association, August 1993</p> <p>Prepared by: IMB Associates INC 46 Torngat Crescent St. John’s , NL (709) 745-4155</p>

5. LEGISLATION/POLICIES/CONTRACTS

This area looks at what changes to legislation, government or organizational policies or collective agreements have been made in order to address recruitment and retention issues.

The issues originally identified with respect to this topic include:

- T Prohibitive legislation [i.e. Legislation that prevented the hiring of Newfoundland and Labrador (NL) retired teachers for NL teaching positions]
- T A lack of flexibility in policies and contracts to ‘do what needs to be done’, particularly in rural areas
- T Collective agreements that restrict the ability to address high needs positions (recruitment/turnover)
- T Lack of government leadership on the issues

**Questions:**

1. What changes have been made to government legislation or policies to address specific recruitment/retention issues?
2. What new legislation or policies have been made by government to address specific recruitment/retention issues?
3. Are there examples of negotiated or informal changes to collective agreements in order to address recruitment issues/turnover?
4. Have there been changes negotiated in collective agreements in order to accommodate the needs of rural areas?
5. Are there examples of initiatives by Unions to address recruitment/retention issues?

### **SUMMARY OF KEY FINDINGS - LEGISLATION/POLICIES/CONTRACTS**

Through research of best practices or strategies regarding legislation/policies/contracts, it appears that organizations are beginning to create new/change legislation/policies/contracts to allow for better recruitment practices. There are many examples of organizations that have set up offices solely for teacher recruitment and retention services. In the State of Florida, United States, the legislature instructed it’s Department of Education to set up a **Teacher Recruitment and Retention Services Office** (see page 118) to advertise positions in targeted states, provide information related to alternative certification, and sponsor the Florida Future Educator Program. For critical shortage areas the legislature created a program that forgives loans in exchange for teaching services. Pennsylvania’s legislature has set up a similar program.

In November 2002, Ernie Eves, Ontario’s Premier implemented a new **Eight-Point Plan** (see page 125) that will add more than 650 new physicians, mainly International Medical Graduates (IMGs) to the health care system over the next five years. In 2003, the plan will enable up to 140 new IMGs to provide medical service in Ontario. In the past, there were qualified, foreign-trained doctors living in Ontario who were forced to sit on the sidelines of the health care system. By removing barriers and providing more training opportunities, the number of foreign-trained doctors practicing in Ontario will be more than doubled and it will significantly improve access to front-line health care.

In Newfoundland and Labrador, the Department of Education has changed policy so that **Hiring Retired Teachers** (see page 122) is allowable. Now, policy states that retired teachers can enter the school system again to teach in areas of high demand. The school district wishing to hire a retired teacher has to show, without a doubt, that they cannot find a suitable, qualified teacher to fill the position. Pensionable earnings are not penalized upon the retiree’s return to work. Hiring retired teachers is also allowable in the United States (State of Kentucky). They have the same restrictions regarding what the retired teacher can teach. They can only hire a retired teacher to teach in a critical shortage area.

It appears that as a result of teacher shortages, some states in the United States have created **One-Year Renewable Teaching Certificates** (see page 120) that allow individuals without teacher certification but with specialized qualifications, who possess a bachelor’s degree with a Grade Point Average (GPA) of 2.9 on a 4.0 scale, to completed a background check and a program of study developed by an approved higher education institution. This certificate may be renewed annually upon completion of nine semester hours, from the program of study or the Department of Elementary and Secondary Education (DESE) evaluation, leading to a professional teaching certificate in the area of assignment.

Education  
Findings-  
Legislation/Policies/Contracts

<b>INTERNATIONAL: Education Findings</b>					
<b>Area of Interest/ Strategy</b>	<b>Source</b>	<b>Target Group</b>	<b>Description</b>	<b>Evaluation/ Results</b>	<b>Reference</b>
Legislation/Policies/ Contracts  Teacher Recruitment and Retention Services Office	United States (State of Florida)	Potential Teachers  Current Teachers	<b><u>Recruitment &amp; Retention Services Office</u></b> Florida’s legislature instructed it’s department of education to set up a teacher recruitment and retention services office to advertise positions in targeted states, provide information related to alternative certification, and sponsor the Florida Future Educator Program. For critical shortage areas the legislature created a program that forgives loans in exchange for teaching services. Pennsylvania’s legislature has set up a similar program.		ERIC (Educational Resources Information Center)  <a href="http://www.ed.gov/databases/ERIC_Digests/ed438152.html">http://www.ed.gov/databases/ERIC_Digests/ed438152.html</a>
Legislation/Policies/ Contracts  Labour Agreement	Western Australia  Department of Education	Current Teachers	<b><u>Labour Agreement</u></b> In Western Australia, a <i>Labour Agreement</i> was put in place for three years to facilitate the sponsorship of experienced overseas teachers for “difficult to staff” schools in country areas.  A transfer policy that assists teachers who have served in rural areas, to return to desirable metropolitan schools was developed.	Labour Agreement led to some 30 overseas teachers being recruited to fill vacancies.	Emma Bright Senior Policy Officer Strategic Human Resources Department of Education Emma.BRIGHT@eddept.wa.edu.au

<b>INTERNATIONAL: <i>Education Findings</i></b>					
<b>Area of Interest/ Strategy</b>	<b>Source</b>	<b>Target Group</b>	<b>Description</b>	<b>Evaluation/ Results</b>	<b>Reference</b>
Legislation/Policies/ Contracts Teacher Centers Professional Development	United States (State of New York)  United Federation of Teachers	Current Teachers	See <b><u>Teacher Centers (Education)</u></b> - Training & Development, page 19.		<a href="http://www.uftc.org/">http://www.uftc.org/</a> <a href="http://www.uft.org/">http://www.uft.org/</a> Aminda Gentile Director Tel: (212) 475-3737
Legislation/Policies/ Contracts Hiring Retired Teachers	United States (State of Kentucky)	Retired Teachers	<b><u>Hiring Retired Teachers</u></b> Retired teachers may be hired to fill a position in a critical shortage area without losing benefits. This measure is to be used only as a last resort. Participants will have no reduction in retirement compensation.  Similar program in Missouri where school districts may apply to the Department of Elementary and Secondary Education for waivers to allow retired teachers to teach. A retired teacher may teach for up to two years in a school district without losing retirement benefits.		<a href="http://www.nashonline.org/content/teachrec.pdf">http://www.nashonline.org/c ontent/teachrec.pdf</a>

**INTERNATIONAL: *Education Findings***



Area of Interest/ Strategy	Source	Target Group	Description	Evaluation/ Results	Reference
<p>Legislation/Policies/ Contracts</p> <p>Renewable Teaching Certificate</p>	<p>United States (State of Missouri)</p> <p>Missouri State Board of Education</p>	<p>Current Teachers</p> <p>Potential Teachers</p>	<p><b>Renewable Teaching Certificate</b> The Missouri State Board of Education approved a rule change in June 2001 creating a one-year, renewable teaching certificate. It is available for all areas of certification except Elementary 1-6, Early Childhood, Early Childhood Special Education, and administration. A school district may apply for this certificate for an individual without any certification, who possesses a bachelor’s degree with a GPA of 2.9 on a 4.0 scale, will complete a background check and has a program of study developed by an approved higher education institution. A district may also apply for this certificate for a current teacher who requires additional certification but is not eligible for provisional certification. This certificate may be renewed annually upon completion of nine semester hours, from the program of study or the Department of Elementary and Secondary Education (DESE) evaluation, leading to a professional teaching certificate in the area of assignment.</p>		<p>Missouri Department of Elementary and Secondary Education</p> <p><a href="http://www.dese.state.mo.us/divteachqual/teachcert/tempauth.htm">Http://www.dese.state.mo.us/divteachqual/teachcert/tempauth.htm</a></p>

**PROVINCIAL: *Education Findings***

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Area of Interest/ Strategy	Source	Target Group	Description	Evaluation/Results	Reference
<p>Legislation/Policies/ Contracts</p> <p>Flexible Teaching Certification</p>	<p>Newfoundland &amp; Labrador</p> <p>Government of Newfoundland and Labrador</p> <p>Department of Education</p>	<p>Potential Teachers</p>	<p><b><u>Flexible Teaching Certificate</u></b> The Department of Education has provided some flexibility with teaching requirements in areas where vacancies prevail. Level III Teacher Certification is allowed for individuals to teach, who have not achieved a Bachelor of Education, but may have specialized qualifications. The objective in these cases is to obtain/complete a Bachelor of Education.</p>		<p>Northern Development Ministers Forum 2002- Recruitment and Retention Best Practices Inventory</p>
<p>Legislation/Policies/ Contracts</p> <p>New Collective Agreement</p>	<p>Newfoundland &amp; Labrador</p> <p>Newfoundland and Labrador Teachers Association</p>	<p>Current Teachers</p>	<p><b><u>New Collective Agreement</u></b> A new Collective Agreement recently negotiated between Government and the Newfoundland and Labrador Teachers' Association that contains greater financial incentives to attract first time teachers (i.e. an increase in the starting salary) and enhanced retirement benefits that may lead to the retention of teachers for a year or more beyond their eligibility for retirement. This is a way of keeping principals and their leadership in the school system longer.</p>		<p>Eldred Barnes Director Division of Corporate Planning and Research Department of Education, Newfoundland and Labrador eldredbarnes@gov.nf.ca</p>
<b>PROVINCIAL: Education Findings</b>					

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Area of Interest/ Strategy	Source	Target Group	Description	Evaluation/Results	Reference
<p>Legislation/Policies/ Contracts</p> <p>Retired Teachers Re-entering the Workforce</p>	<p>Newfoundland &amp; Labrador</p> <p>Government of Newfoundland and Labrador</p> <p>Department of Education</p>	<p>Retired Teachers</p>	<p><b><u>Rehiring Retired Teachers</u></b></p> <p>The Department of Education has allowed retired teachers to re-enter the workforce to teach in areas where positions are highly demanded. Pensionable earnings are not penalized upon the retiree’s return to work. Retired teachers who are offered employment with a school board may: 1.) suspend their pension and participate in the pension plan (will not receive pension benefits, but is required to pay pension premiums), or 2.) seek approval to be exempt from the pension plan (will continue to receive pension benefits in addition to regular salary and not required to pay pension premiums).</p>		<p>Northern Development Ministers Forum 2002- Recruitment and Retention Best Practices Inventory</p> <p>Government of Newfoundland and Labrador Website</p> <p><a href="http://www.gov.nf.ca/edu/what/guidelines.pdf">http://www.gov.nf.ca/edu/what/guidelines.pdf</a></p>

Health  
Findings-  
Legislation/Contracts/Policies

**Legislation/Policies/Contracts (Health)**

**INTERNATIONAL: *Health Findings***

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Area of Interest/ Strategy	Source	Target Group	Description	Evaluation/ Results	Reference
Legislation/Policies/ Contracts  Licensing	United States (Government)	Certified Physicians	<p><b>Licensing</b> The United States has a reciprocal relationship with Canada regarding medical licensure. More than 40 U.S. states now accept the Canadian medical exam-known as the Licentiate of the Medical Council of Canada, or LMCC- for licensure. In addition, physicians who are board certified in Canada are board eligible in the United States.</p>		“Recruiting on the Internet” Medical Network Strategy Report

**NATIONAL: *Health Findings***

Area of Interest/ Strategy	Source	Target Group	Description	Evaluation/ Results	Reference
<p>Legislation/Policies/ Contracts</p> <p>Eight-Point Plan for Health Care</p>	<p>Canada (Province of Ontario)</p> <p>Government of Ontario</p> <p>Ministry of Health &amp; Long Term Care (MOHLTC)</p>	<p>International Medical Graduates</p>	<p><b>Eight Point Plan</b> In November 2002, Ernie Eves, Ontario’s Premier implemented a new eight-point plan that will add more than 650 new physicians, mainly International Medical Graduates (IMGs) to the health care system over the next five years. In 2003, the plan will enable up to 140 new IMGs to provide medical service in Ontario. In the past, there were qualified, foreign-trained doctors living in Ontario who were forced to sit on the sidelines of the health care system. By removing barriers and providing more training opportunities, the number of foreign-trained doctors practicing in Ontario will be more than doubled and it will significantly improve access to front-line health care.</p> <p>This new plan responded to the recommendations from a task force sponsored by the College of Physicians and Surgeons of Ontario. The task force was asked to develop methods to overcome barriers and expand opportunities for doctors (particularly IMGs) who want to practice in Ontario.</p> <p>This new Fast Track Assessment pilot program will target doctors in specialty areas of high need. An IMG resource office will act as a centralized application centre for easy access for all foreign-trained doctors. New physicians who graduate through the assessment program for IMGs will be required to commit to practice for up to a 5-year period in an underserved area.</p>	<p>The new plan responds to recommendations from a task force sponsored by the College of Physicians Surgeons of Ontario. The task force was asked to develop methods to overcome barriers and expand opportunities for doctors who want to practice in Ontario.</p> <p>No evaluation determined yet.</p> <p>The plan will enhance recent government initiatives to add 2,200 new practicing physicians by 2011.</p>	<p>Press release: <a href="http://www.premier.gov.on.ca/english/news/2002/">http://www.premier.gov.on.ca/english/news/2002/</a></p>

6. FINANCIAL

This area looks at the types of financial incentives that are offered to improve recruitment and retention of people on professional positions, particularly in rural areas.

The issues originally identified with respect to this topic include:

- T A smaller provincial/regional tax base to fund salaries
- T Lack of bonuses/incentives
- T Lack of student debt subsidization
- T Inability to compete with other Provinces/Countries/private sector
- T Lack of funds for workplace training
- T Lack of ties between education subsidization and key positions
- T Lack of joint approaches to incentive packages (i.e. organizations/municipalities/community groups)

**Questions:**

1. What has been implemented in other jurisdictions to address salary inequities?
2. How have bonuses/incentives been implemented to address high need positions?
3. How has student debt subsidization been linked to high need positions?
4. Are there examples of incentive packages developed in cooperation between organizations and supporting bodies (i.e. provincial governments, town councils, development groups)?

## SUMMARY OF KEY FINDINGS - FINANCIAL

Through research of best practice or strategies regarding finances, it became apparent that there are a wide variety of financial related practices to entice professionals to come and stay with certain organizations. They ranged from signing bonuses (connected to return-in-service contracts), loan forgiveness programs, rural scholarships, bonuses given to those planning to leave an organization, relocation assistance, tax credits for students choosing to live and work in certain areas, incentives offered to set up practice in certain communities, and the provision of enhanced continued education funding.

In the United States, a nationwide recruitment effort intended to recruit the “best and brightest” by offering qualified teaching candidates a \$20,000 **Signing Bonus** (see page 131) was established. Participants also receive free admission to the Massachusetts Institute for New Teachers summer training, an intensive seven week teacher training program which leads to licensure. In order to receive the full amount, participants must teach in Massachusetts public schools for four years.

In the State of Missouri, United States, a **Federal Loan Forgiveness Program** (see page 130) exists. Information is provided to Missouri teachers about obtaining forgiveness and deferment for their federal Perkins and Stafford loans. If a teacher is teaching a subject that has been designated a shortage area by the U.S. Department of Education, or is teaching in a building that is considered “impoverished” by the state based on free and reduced lunch count, that teacher is eligible for loan forgiveness or deferment.

Rural Scholarships such as the “**Country Practice Teaching Scholarships**” (see page 132) program designed to give prospective teachers an opportunity to sample rural teaching in the Goldfields, Kimberly and Pilbara districts of Western Australia was introduced in 1999 in partnership with the Chamber of Minerals and Energy as a major funding partner. This scheme combined community, business and government participation. In 2002, the scheme was changed to provide a stipend to a greater number of students. The program has enhanced partnerships between the government education system and local universities.

In Manitoba, Canada, teachers who intend to leave the school division are offered **Bonuses** (see page 135) to remain a little longer as this facilitates planning and recruitment efforts. This is all dependent on whether there is an early notice provided.

The Department of Education in the Yukon has a generous **Relocation Assistance Package** (see page 137) to assist teachers with the cost of relocation. Relocation expenses ranging from \$3,000 to \$4,000 is allowable for new employees hired from within the region. Relocation expenses ranging from \$6,000 to \$8,000 per household is allowable for new employees hired from outside the territory.

The Government of Newfoundland and Labrador launched a new **Tax Incentive** (see page 140) for the 2003 tax year, to encourage post-secondary students and graduates to work and stay in the province. The initiative is designed to provide individuals with a non-refundable tax credit for a portion of the payment on their Newfoundland and Labrador Student Loans. The new non-refundable tax credit could provide even greater tax relief for those students and graduates who choose to live and work in the province.



In the province of New Brunswick, doctors are given **Incentives** (see page 144) to set up practice in the province’s smaller cities and towns. \$25,000 is offered as an incentive to any doctor willing to set up practice outside of Saint John, Fredericton, or Moncton. For specialists willing to do that, the grant goes up to \$40,000. There is a similar program in Manitoba, whereby recruitment grants ranging from \$30,000 to \$44,000 tax free is provided over 4 years for setting up a practice in designated areas.

Education  
Findings-  
Financial

**Financial (Education)**

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<b>INTERNATIONAL: Education Findings</b>					
<b>Area of Interest/ Strategy</b>	<b>Source</b>	<b>Target Group</b>	<b>Description</b>	<b>Evaluation/ Results</b>	<b>Reference</b>
Financial Federal Loan Forgiveness Programs	United States (State of Missouri)	Current Teachers	<b><u>Federal Loan Forgiveness Program</u></b> Information is provided to Missouri teachers about obtaining forgiveness and deferment for their federal Perkins and Stafford loans. If a teacher is teaching a subject that has been designated a shortage area by the U.S. Department of Education, or is teaching in a building that is considered “impoverished” by the state based on free and reduced lunch count, that teacher is eligible for loan forgiveness or deferment.		Federal Student Aid <a href="http://studentaid.ed.gov/PORTALSWebApp/students/english/teachercancel.jsp?tab=repaying">http://studentaid.ed.gov/PORTALSWebApp/students/english/teachercancel.jsp?tab=repaying</a>
Financial “Chappie James Most Promising Teacher Scholarship Loan Program	United States (State of Florida)	High School Students	<b><u>Scholarships</u></b> Awards are available for one graduate from each Florida public high school and also to a proportional number of private high schools. Students must have a 3.0 GPA, be in the top 25% of their senior class, be enrolled in a degree program, and meet eligibility requirements for receiving state aid. The amount of the scholarship is \$1,500 for a maximum of two years, limited to freshman and sophomore years of college. While students must express an intent to teach in Florida public schools to enter the program, there is no set teaching obligation.		“Recruiting and Retaining the Teachers We Need” Resource Directory of State Teacher Recruitment and Retention Initiatives, July 2001 <a href="http://www.nashonline.org/content/teachrec.pdf">http://www.nashonline.org/content/teachrec.pdf</a>
Financial Teacher of the Year Award	United States (State of South Carolina)  South Carolina Center for Teacher Recruitment	Current Teachers	See <b><u>Teacher of the Year Award (Education)</u></b> - Training & Development, page 14.		Article: “Columbia Elementary School Teacher is State’s New Public Education Ambassador” <a href="http://www.myschools.com/news/more.cfm?articleID=194">http://www.myschools.com/news/more.cfm?articleID=194</a>

<b>INTERNATIONAL: <i>Education Findings</i></b>					
<b>Area of Interest/ Strategy</b>	<b>Source</b>	<b>Target Group</b>	<b>Description</b>	<b>Evaluation/ Results</b>	<b>Reference</b>
Financial Signing Bonuses	United States (Various States)	Current Teachers	<p><b><u>Signing Bonuses</u></b></p> <p>A nationwide recruitment effort intended to recruit the “best and brightest” by offering qualified teaching candidates a \$20,000 signing bonus was established. Participants also receive free admission to the Massachusetts Institute for New Teachers summer training, an intensive seven week teacher training program which leads to licensure.</p> <p>In order to receive the full amount, participants must teach in Massachusetts public schools for four years. Participants are awarded \$8,000 for the first year. Participants receive an additional \$4,000 every year for the second, third and fourth years of teaching provided they are certified and receive satisfactory ratings.</p> <p>Several cities in Texas have offered signing bonuses of \$1,500-\$2,000 for teachers who fulfill specific hiring needs, such as secondary math and science.</p> <p>Baltimore teachers receive up to \$5,000 toward closing costs on a home in the city.</p>		<p>National Teacher Recruiting Clearinghouse <a href="http://www.recruitingteachers.org/channels/clearinghouse/findteacher/143_improve_recruitment.htm">http://www.recruitingteachers.org/channels/clearinghouse/findteacher/143_improve_recruitment.htm</a></p> <p>“Recruiting and Retaining the Teachers We Need” Resource Directory of State Teacher Recruitment and Retention Initiatives, July 2001 <a href="http://www.nashonline.org/content/teachrec.pdf">http://www.nashonline.org/content/teachrec.pdf</a></p>

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<b>INTERNATIONAL: <i>Education Findings</i></b>					
<b>Area of Interest/ Strategy</b>	<b>Source</b>	<b>Target Group</b>	<b>Description</b>	<b>Evaluation/ Results</b>	<b>Reference</b>
Financial Teacher Retention Credit	United States (State of California)	Current Teachers	<b><u>Retention Credit</u></b> Designed to encourage teachers to remain in the teaching profession and to partially compensate for un-reimbursed classroom materials. Offers teachers up to \$1,500 reduction in state income tax. Only available to teachers who have taught in the classroom for at least four years while holding a valid California preliminary or professional teaching credential.	In the 2000 tax year, \$1,500 was the reduction.	<a href="http://www.nashonline.org/content/teachrec.pdf">http://www.nashonline.org/content/teachrec.pdf</a>
Financial Country Practice Teaching Scholarships	Western Australia  Department of Education	Potential Teachers  Post- Secondary Students	<b><u>Scholarships</u></b> A Scholarship (“Country Practice Teaching Scholarships”) program designed to give prospective teachers an opportunity to sample rural teaching in the Goldfields, Kimberly and Pilbara districts of Western Australia was introduced in 1999 in partnership with the Chamber of Minerals and Energy as a major funding partner. This scheme combined community, business and government participation. In 2002, the scheme was changed to provide a stipend to a greater number of students. The program has enhanced partnerships between the government education system and local universities.	Resulted in approximately 100 student teachers being able to experience teaching in rural schools with financial support. Over 80% of recipients chose to teach in country areas upon graduation. In 2002, 82 students had rural practice placements subsidized by the Department of Education and the Chamber of Minerals and Energy.	Emma Bright Senior Policy Officer Strategic Human Resources Department of Education Emma.BRIGHT@eddept.wa.edu.au

<b>INTERNATIONAL: Education Findings</b>					
<b>Area of Interest/ Strategy</b>	<b>Source</b>	<b>Target Group</b>	<b>Description</b>	<b>Evaluation/ Results</b>	<b>Reference</b>
Financial Tennessee Exemplary Educator Program	United States (State of Tennessee)	Current Teachers	<p><b><u>Exemplary Educator Program</u></b> State Department of Education program designed to provide additional support to schools with low student achievement. The program selects participants from a pool of recently retired educators whose experience and expertise will particularly benefit the schools to which they are assigned. They bring improvements in teaching and learning by modeling lessons, mentoring and assisting educational leaders and school councils in the reduction of barriers to change. A 100-day contract provides the services of an Exemplary Educator for two schools during an academic year. Exemplary Educators are paid \$300 per day plus travel expenses.</p>		<a href="http://www.nashonline.org/content/teachrec.pdf">http://www.nashonline.org/content/teachrec.pdf</a>

**INTERNATIONAL: Education Findings**

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Area of Interest/ Strategy	Source	Target Group	Description	Evaluation/ Results	Reference
Financial Career Ladder Program	United States (State of Missouri)	Current Teachers	<p><b>Career Ladder Program (Retention/Reward Program)</b> Career Ladder was designed to retain quality teachers by providing additional pay for the performance of activities that exceed contracted duties. The Career Ladder Program is a variable match program established in 1985. The purpose of the program is to reward excellent educators for the work they do over and above what is required of good educators. A district who chooses to participate in the program must develop a plan and submit that plan to the Department of Elementary and Secondary Education (DESE) by April 15 of the year prior to participation. An educator who chooses to participate in the program must meet certain criteria prior to participation and also must agree to complete a career development plan. That plan designates the academic activities that the educator will perform outside contracted time. An educator may progress through the three stages of the Career Ladder as long as he/she meets the criteria for each stage. Examples of work: student tutoring, professional development, student enrichment classes and parental involvement activities.</p>	The Career Ladder Program was offered for the first time in the 1986-1987 school year, when 63 districts and 2400 teachers participated. In 2000-01, 322 districts and 16, 588 teachers participated in the program.	<p>Http://www.dese.state.mo.us/divteachqual/careerladder/  Missouri Department of Elementary and Secondary Education Division of Teacher Quality &amp; Urban Education - Career Ladder  webreplyqualtrr@mail.dese.state.mo.us</p>
<b>NATIONAL: Education Findings</b>					

“Joining Forces” Project  
Literature Review of Best Practices/Strategies for  
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Area of Interest/ Strategy	Source	Target Group	Description	Evaluation/ Results	Reference
Financial Grant Incentives	Canada (Province of Alberta)  Northern Alberta Council  Alberta Learning	Post- Secondary Students	<b><u>Grant Incentives</u></b> The Northern Alberta Development Council, with Alberta Learning, offer an extra grant incentive to first and second year northern students in high financial need. About 700 students annually, receive a loan reduction of close to \$1,100 and receive this as grants instead.		Northern Development Ministers Forum 2002- Recruitment and Retention Best Practices Inventory
Financial Bonuses	Canada (Province of Manitoba)  Government of Manitoba  Department of Education Manitoba	Current Teachers	<b><u>Bonuses</u></b> In Manitoba, teachers who intend to leave the school division are offered bonuses to remain a little longer as this facilitates planning and recruitment efforts. This is all dependent on whether there is an early notice (April) provided.		Northern Development Ministers Forum 2002- Recruitment and Retention Best Practices Inventory
<b>NATIONAL: Education Findings</b>					



Area of Interest/ Strategy	Source	Target Group	Description	Evaluation/ Results	Reference
Financial Bonus and Taxation Allowance	Canada (Province of Yukon)  Government of Yukon	Current Teachers	<p><b><u>Yukon Bonus and Northern Taxation Allowance</u></b> To offset some of the costs of living in the Yukon, teachers are eligible for a Northern Residence income tax deduction of up to \$450 per month. In addition, government employees receive vacation travel assistance when they complete the second and subsequent years of employment. This latter benefit is \$2,042 a year. Travel expenses to Edmonton or Vancouver can be deducted for this benefit when preparing tax returns. Also, teachers assigned to schools outside Whitehorse receive a community allowance that currently ranges from \$500 to \$3,000 per year.</p>		<p>“Teaching in Yukon” An Information Handbook for Prospective Teachers</p> <p>Chris Gonnet Director of Learning Urban Schools Yukon Department of Education Chris.Gonnet@gov.yk.ca education.recruitment@gov .yk.va</p>

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Area of Interest/ Strategy	Source	Target Group	Description	Evaluation/Results	Reference
Financial Relocation Assistance	Canada (Province of Yukon)  Government of Yukon	New Teachers	<p><b><u>Relocation Assistance</u></b> The Department of Education in the Yukon has a generous package to assist teachers with the cost of relocation. Relocation expenses ranging from \$3,000 (per household for distances of less than 250 KM between communities) and \$4,000 (per household for distance of more than 250 KM between communities) is allowable for new employees hired from within the Yukon. Relocation expenses ranging from \$6,000 to \$8,000 per household is allowable for new employees hired from outside the territory.</p>		<p>“Teaching in Yukon” An Information Handbook for Prospective Teachers</p> <p>Chris Gonnet Director of Learning Urban Schools Yukon Department of Education Chris.Gonnet@gov.yk.ca education.recruitment@gov.yk.ca</p>

**PROVINCIAL: Education Findings**

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Area of Interest/ Strategy	Source	Target Group	Description	Evaluation/ Results	Reference
Financial  Youth Opportunities Newfoundland and Labrador	Newfoundland & Labrador  Government of Newfoundland and Labrador	Post-Secondary Students	<b>Youth Opportunities Newfoundland and Labrador</b> This initiative is designed to encourage post-secondary graduates with student loan debt to stay and work in the province following graduation and remain active participants in their communities. This new program will provide incentives for employers who hire co-operative work-term students and those who hire new graduates, making it easier for these individuals to find meaningful employment and pay off their student debts by working in Newfoundland and Labrador.	Finalization of the program details will take place following a roundtable of students and stakeholders.	<a href="http://www.gov.nf.ca/releases/2003/youth/0327n60.htm">http://www.gov.nf.ca/releases/2003/youth/0327n60.htm</a>
Financial  Recruitment and Retention Bonus	Newfoundland & Labrador  Government of Newfoundland and Labrador  Department of Education	Current Teachers	<b>Bonuses</b> The Government of Newfoundland and Labrador Department of Education has set up a \$5,000 recruitment and retention bonus for teachers working in isolated communities in Coastal Labrador. This is in addition to benefits negotiated under the Labrador Benefits Agreement and it is hoped to offset the cost of living on the coast of Labrador.		Roger Taylor Human Resources School District 1 Newfoundland and Labrador rtaylor@frost.lslbw.k12.nf.ca

**PROVINCIAL: Education Findings**

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Area of Interest/ Strategy	Source	Target Group	Description	Evaluation/ Results	Reference
Financial  Funding for Teacher Housing	Newfoundland & Labrador  Government of Newfoundland and Labrador	Current Teachers	<p><b>Funding for Teacher Housing</b> Labrador and Aboriginal Affairs Minister Wally Anderson announced on April 7, 2003 details of increased funding for teacher housing on Labrador’s North Coast. The minister met with officials from the Labrador School Board, Department of Education and Newfoundland and Labrador Housing Corporation on April 3, 2003, to clarify issues surrounding teacher housing. Additional funding of \$500,000 has been secured through the contribution agreement between the Government of Canada and the Government of Newfoundland and Labrador for the Benefit of the Inuit Communities of Labrador, commonly referred to as the Inuit People’s Agreement (IPA).</p>	The Labrador School Board will be able to provide teacher housing for the 2003-04 school year.	News Release April 7, 2003  <a href="http://www.gov.nf.ca/releases/2003/laa/0407n02.htm">http://www.gov.nf.ca/releases/2003/laa/0407n02.htm</a>
<b>PROVINCIAL: Education Findings</b>					

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Area of Interest/ Strategy	Source	Target Group	Description	Evaluation/ Results	Reference
Financial  Tax Incentives	Newfoundland & Labrador  Government of Newfoundland and Labrador	Post- Secondary Students  Recent Graduates	<p><b>Tax Credit</b> Youth Services and Post-Secondary Education Minister Anna Thistle says government will launch a new tax incentive for the 2003 tax year, to encourage post-secondary students and graduates to work and stay in the province. The initiative is designed to provide individuals with a non-refundable tax credit for a portion of the payment on their Newfoundland and Labrador Student Loans. The new non-refundable tax credit could provide even greater tax relief for those students and graduates who choose to live and work in the province. Details on this initiative will be finalized following a roundtable with students and stakeholders, a decision-making process that will include members of the province’s Youth Advisory Committee. Individuals with taxable income less than \$30,000 would be eligible for a tax credit amounting to 20% of their principal payments made in the year. As taxable income increases from \$30,000 to \$50,000, the tax credit rate would gradually reduce from 20% to 5%.</p>		<a href="http://www.gov.nf.ca/releases/2003/youth/0327n59.htm">http://www.gov.nf.ca/releases/2003/youth/0327n59.htm</a>

Health  
Findings-  
Financial

**Financial (Health )**

**INTERNATIONAL: *Health Findings***

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Area of Interest/ Strategy	Source	Target Group	Description	Evaluation/ Results	Reference
Financial  Recruitment and Retention Community Project	United States  Bureau for Public Health-Office of Community and Rural Health Services West Virginia	Primary Health Care Providers  Rural Communities	See <u><b>The Recruitment and Retention Community Project (Health)</b></u> - Demographic/Geographic, page 187.		<a href="http://www.wvrecruitment.org/assets/pdf/rhcp/fact%20sheet.pdf">http://www.wvrecruitment.org/assets/pdf/rhcp/fact%20sheet.pdf</a>  Melissa Wheeler Program Coordinator Division of Recruitment Tel: 1-888-442-3456 melissawheeler@wvdhhr.org
Financial  Commonwealth Allied Health Rural and Remote Scholarships: Postgraduate Scheme	Australia  Commonwealth Department of Health and Ageing	Rural and Remote Allied Health Professionals	<u><b>Commonwealth Allied Health Rural and Remote Scholarships: Postgraduate Scheme</b></u> This scheme aims to improve the health of rural communities by offering scholarships to rural and remote health professionals to pursue further education opportunities. The \$2.1 million available over 3 years is provided by the Commonwealth Department of Health and Ageing to support health professionals (e.g. audiologists, dieticians, physiotherapists, occupational therapists, etc.) to pursue continuing professional education opportunities including short courses, individual clinical placements, postgraduate tertiary study and attendance at conferences. The Commonwealth Government recognizes the value of the allied health workforce in rural and remote Australia and is tying in their approach with the existing support programs available through the state Departments of Health.		<a href="http://www.health.gov.au/ruralhealth/scholarships/cahrrs.htm">http://www.health.gov.au/ruralhealth/scholarships/cahrrs.htm</a>  cahrrs@ruralhealth.org.au  <a href="http://www.ruralhealth.org.au">http://www.ruralhealth.org.au</a>
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Area of Interest/ Strategy	Source	Target Group	Description	Evaluation/ Results	Reference
Financial  John Flynn Scholarship Scheme (JFSS)	Australia (Federal Government)  Australian Government Department of Health and Ageing	Medical Students	<p><b>John Flynn Scholarship Scheme</b> Named after the founder of the world’s first flying doctor service, which has serviced remote Australian communities for more than 70 years, the John Flynn Scholarship Scheme provides medical students with an opportunity to spend part of their annual vacation working in rural or remote communities.</p> <p>The scheme was established in 1997 and is an integral part of the Federal Government’s long-term strategy to attract more doctors to country medicine and to improve the quality of health care in rural areas.</p> <p>Under the JFSS, medical students commit to a two week placement in a rural or remote community each year, over four consecutive years of their medical course. Placements are at general practices, hospitals, Aboriginal medical services or other health care facilities and all are supervised by a medical professional.</p> <p>Up to 150 new scholarships are offered each year, with a total of 600 scholarships active in any one year. Placement travel and accommodations are arranged and paid for by the administering agency. An amount of \$1,000 is paid to the scholarship holder to cover food and living expenses while on placement.</p>		<p>Australian College of Rural and Remote Medicine (ACRRM) on 1800 231 231 or <a href="http://www.acrrm.org.au">www.acrrm.org.au</a></p> <p><a href="http://www.health.gov.au/ruralhealth/scholarships/jfs.htm">http://www.health.gov.au/ruralhealth/scholarships/jfs.htm</a></p>
<b>INTERNATIONAL: Health Findings</b>					



Area of Interest/ Strategy	Source	Target Group	Description	Evaluation/ Results	Reference
Financial  Rural Australia Medical Undergraduate Scholarship (RAMUS) Scheme	Australia  Australian Government Department of Health and Ageing	High School Students from rural areas	<p><b>Rural Australia Medical Undergraduate Scholarship Scheme</b></p> <p>Research findings support the position that rural origin students are more likely to pursue a career in rural practice. The Rural Australia Medical Undergraduate Scholarship (RAMUS) Scheme is a Commonwealth Government initiative aimed to encourage students who come from designated rural areas to pursue a career in medicine.</p> <p>This scholarship scheme was developed in response to research that showed students from rural backgrounds are more likely than their urban counterparts to practice in rural areas once their training is complete. Rural students face considerable financial barriers to taking up tertiary education, particularly the costs of moving away from their family support structure and living in a city. RAMUS reduces the financial burden faced by rural medical students and their families. The scholarship holders receive \$10,000 each year during their medical studies to assist with accommodations, living and travel expenses. Scholarships are available to students in any year of a medical degree. The scholarships awarded under RAMUS are exempt for the purposes of income tax assessment, however, are considered income for the purpose of assessing eligibility for Youth Allowance and other Government benefits.</p>		<p><a href="http://www.health.gov.au/ruralhealth/scholarships/ramus.htm">Http://www.health.gov.au/ruralhealth/scholarships/ramus.htm</a></p> <p>Tel: 1-800-460-440 <a href="http://www.ruralhealth.org.au/nrhpublic/">http://www.ruralhealth.org.au/nrhpublic/</a></p>
<b>INTERNATIONAL: Health Findings</b>					

Area of Interest/ Strategy	Source	Target Group	Description	Evaluation/ Results	Reference
Financial  National Health Services Corps	United States  Department of Health and Human Services  National Health Service Corps	High School Students	<p><b>National Health Service Corps</b> The NHSC offers a competitive scholarship program designed for students committed to providing primary health care in communities of greatest need. Scholarship recipients serve where they are most needed upon completion of their training. The program offers the following benefits for up to 4 years of education:</p> <ul style="list-style-type: none"> <li>• Payment of tuition fees</li> <li>• Twelve monthly stipend payments per year of scholarship support</li> <li>• Payments of other reasonable educational expenses, such as books, supplies, and equipment</li> </ul> <p>To be eligible for the NHSC Scholarship Program, you must be a U.S. citizen enrolled, or accepted for enrollment, in a fully accredited U.S.:</p> <ul style="list-style-type: none"> <li>• Allopathic or osteopathic medical school</li> <li>• Family nurse practitioner program (master's degree in nursing, post-master's or post-baccalaureate certificate)</li> <li>• Nurse-midwifery program (master's degree in nursing, post-master's or post-baccalaureate certificate)</li> <li>• Physician assistant program (certificate, associate, baccalaureate, or master's program)</li> <li>• Dental school</li> </ul> <p>Scholars attending medical school are expected to complete residency programs in one of the following specialties: Family medicine, General pediatrics, General internal medicine, Obstetrics/gynecology, Psychiatry, Rotating internship (D.O.s only) with a request to complete one of the above specialties.</p>		<p><a href="http://nhsc.bhpr.hrsa.gov/join_us/scholarships.cfm">http://nhsc.bhpr.hrsa.gov/join_us/scholarships.cfm</a> Tel: 1-800-638-0824</p>

**NATIONAL: Health Findings**

Area of Interest/ Strategy	Source	Target Group	Description	Evaluation/ Results	Reference
Financial Recruitment Expenses Reimbursement Program	Canada (Province of Alberta)  Government of Alberta  Alberta Rural Physician Action Plan (RPAP)	Rural Health Authorities  Newly Recruited Physicians	<p><b>Reimbursement Program</b></p> <p>The purpose of the Recruitment Expense Reimbursement Program is to support rural physician recruitment by reimbursing some of the recruitment expenses incurred by Rural Health Authorities (RHAs) and newly recruited physicians.</p> <p>The RPAP will reimburse rural RHAs, the recruiting practice, or the recruit as appropriate for interview expense (airfare, accommodation, ground transportation, and meals) to a maximum of \$3,000 per interviewed recruit (recent Alberta trainee or physicians outside of Alberta).</p> <p>The RPAP will provide an honorarium to a newly recruited rural physician (including locums) required by the College of Physicians and Surgeons of Alberta (CPSA) to undergo a period of assessment as a condition of approving basic licensure and additional privileges, as well as approving privileges for additional privileges.</p>		<p>Program Manager Alberta Rural Physician Action Plan 1000 Manulife Place 10180-101 Street NW Edmonton, AB T5J 3S4 <a href="http://rpap.ab.ca/regionahealth/recexpenses.htm">http://rpap.ab.ca/regionahealth/recexpenses.htm</a></p>
<b>NATIONAL: Health Findings</b>					

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Area of Interest/ Strategy	Source	Target Group	Description	Evaluation/ Results	Reference
Financial Bonuses	Canada (Provinces of New Brunswick and Manitoba)  Government of New Brunswick and Manitoba	New Doctors	<p><b>Bonuses</b></p> <ul style="list-style-type: none"> <li>New Brunswick is offering incentives of between \$25,000 and \$40,000 to doctors who set up practices in the province’s smaller cities and towns. Health Minister Dennis Furlong says that \$25,000 will be offered to any family doctor willing to set up practice outside of Saint John, Fredericton, or Moncton. For specialists willing to do that, the grant goes up to \$40,000.</li> <li>A similar program is set up in Manitoba, whereby recruitment grants ranging from \$30,000 to \$44,000 tax free is provided over 4 years for setting up practice in designated areas.</li> </ul>		<p><a href="http://www1.gnb.ca/0396/e/400/400e.asp">http://www1.gnb.ca/0396/e/400/400e.asp</a></p> <p>Government of New Brunswick website</p> <p>Canadian Journal of Rural Medicine: “Rural Incentive Programs: A Failing Report Card”</p> <p><a href="http://www.cma.ca/cma/common/linkNavigate.do?skin=130">http://www.cma.ca/cma/common/linkNavigate.do?skin=130</a></p>
Financial Free Tuition Program	Canada (Province of Ontario)  Government of Ontario  Ministry of Health and Long-Term Care (MOHLTC)	Final Year Medical Students  Residents  Graduated Physicians	<p><b>Free Tuition Program</b></p> <p>On July 24, 2000, the government announced the Free Tuition Program. This program provides up to \$40,000 (or \$10,000 per year) to final-year medical students, residents and newly graduated physicians, to offset tuition costs in exchange for a full-time return-of-service in an eligible community. Return-of-service opportunities exist across the province from Kenora to Windsor. In addition, the Free Tuition Program has been complemented with the Location Incentive Fund, which may provide Free Tuition recipients with additional financial incentives if the applicant’s tuition is less than \$10,000 per year.</p>		<p>Susan Mills Free Tuition Program Coordinator Ministry of Health and Long-Term Care North Region, Health Care Programs Underserved Areas Program Tel: (705) 564-7280 Susan.Mills@moh.gov.on.ca</p>
<b>NATIONAL: Health Findings</b>					

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Area of Interest/ Strategy	Source	Target Group	Description	Evaluation/ Results	Reference
Financial Recruitment and Retention Premiums	Canada (Province of British Columbia)  Ministry of Health-British Columbia	Health Care Organizations	<p><b>Recruitment and Retention Premiums</b> Health Authorities, in consultation with their medical staff, must have, or be working towards the creation of a Physician Supply Plan (PSP) which addresses access issues over the immediate and long-term. <b>Recruitment Premium-</b> A premium of \$10,000 per full-time doctor is available to physicians recruited to fill vacancies, or pending vacancies that are part of the Physician Supply Plan for the region. <b>Retention Premiums- General Practitioners-</b> The annualized value of the retention premium is payable to general practitioners who provide services in a community on a full-time basis (including their locums) consistent with the health authority’s Physician Supply Plan.</p>		<p>“Physician Recruitment and Retention Program (PRRP) for Rural and Small Urban Communities”  Program Guide- January 2001 Ministry of Health-British Columbia</p>
Financial Importing Physicians	Canada (Province of Quebec)	Physicians	<p><b>Importing Physicians</b> Quebec has a program that has been quite successful since implementation, with only 7% attrition since 1994. The province relies on importing physicians. The Quebec system sponsors both fee-for-service and salary models with La Regie de l’assurance maladie being the payer in both cases (Provincial Ministry of Health). In Quebec, doctors in rural areas receive a premium of 15% and emergency fees are supplemented by a sessional component. In Quebec’s emergency rooms, rural doctors get paid 50% of the schedule plus \$140 from 8 PM to midnight and 75% of the schedule plus \$402 from midnight on.</p>	Only 7% attrition since 1994.	<p>Canadian Journal of Rural Medicine: “Rural Incentive Programs: A Failing Report Card”  <a href="http://www.cma.ca/cma/common/linkNavigate.do?skin=130">http://www.cma.ca/cma/common/linkNavigate.do?skin=130</a></p>
<b>NATIONAL: Health Findings</b>					

Area of Interest/ Strategy	Source	Target Group	Description	Evaluation/ Results	Reference
Financial  Physician Recruitment and Retention Program (PRRP)	Canada (Province of British Columbia)  Government of British Columbia	Health Authorities  New and Current Physicians	<p><b>Physician Recruitment and Retention Program</b> The Physician Recruitment and Retention Program (PRRP) provides funding for recruitment, retention and on-call service in rural and small urban communities in British Columbia, Canada. The program encompasses the existing funding for the Emergency Medical Coverage Program (EMCP) and \$40 million in new funds which have been allocated to this program on an annualized basis. The purpose of PRRP is to offer a number of premium incentives to enhance the supply and stability of physician services. The program allows Health Authorities to:</p> <ul style="list-style-type: none"> <li>• provide retention premiums for general practitioners and specialists;</li> <li>• offer \$10,000 signing bonuses to new doctors recruited by health authorities;</li> <li>• provide payments to general practitioners and specialists who provide on-call services;</li> <li>• provide enhanced Continuing Medical Education (CME) funding; and</li> <li>• support physician advanced practice and post graduate training.</li> </ul>		“Physician Recruitment and Retention Program (PRRP) for Rural and Small Urban Communities” Program Guide- January 2001 Ministry of Health- British Columbia
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Area of Interest/ Strategy	Source	Target Group	Description	Evaluation/ Results	Reference
Financial  Enhanced Physician Recruitment Plan	Canada (Province of Prince Edward Island)  Government of Prince Edward Island (PEI)	High School Students  Current Physicians	<p><b>Enhanced Physician Recruitment Plan</b></p> <p>The Government of PEI has developed/introduced a Nursing Recruitment and Retention Strategy to address immediate and short-term needs. Initiatives outlined in the strategy will provide relief support to existing nurses and help to increase the number of nursing graduates in the province.</p> <p>Government recognizes that to achieve success, a comprehensive partnership approach is required among government, employers and educators. Front-line nurses and nurse managers have been consulted extensively because they have the greatest understanding of the issues and their impact, and they are the best source of viable solutions.</p> <p>Funding Over a Four Year Period:</p> <ul style="list-style-type: none"> <li>• New Nursing Positions \$3,287,600</li> <li>• Student Sponsorships 192,000</li> <li>• Summer Student Employment 1,632,000</li> <li>• Refresher Program Cost Assistance 28,000</li> <li>• Clinical Education Resources 550,000</li> <li>• Enhanced Recruitment Resources 200,000</li> <li>• Workforce Development Planning <u>70,000</u></li> </ul> <p style="text-align: right;"><b>Total</b> \$5,959,600</p>		Prince Edward Island- Department of Health and Social Services <a href="http://www.gov.pe.ca/hss/recruitment/nursing.php3">Http://www.gov.pe.ca/hss/recruitment/nursing.php3</a>
<b>PROVINCIAL: Health Findings</b>					

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Area of Interest/ Strategy	Source	Target Group	Description	Evaluation/Results	Reference
Financial Bursary	Newfoundland & Labrador  Department of Health and Community Services	Graduate Nurses	<b>Bursary</b> In 2000 and 2001, Bachelor of Nursing (BN) graduates were eligible to receive a \$3,000 bursary from the Department of Health and Community Services, in return for a 1-year Return-In-Service (RIS) to the province.	2001- 153 of 162 (94%) graduates accepted the bursary and all but 2 graduates completed the RIS to the province.	Recruitment and Retention in the Health System-A Discussion Paper <a href="http://www.nlhba.nf.ca/hr/documents/recruit.pdf">http://www.nlhba.nf.ca/hr/documents/recruit.pdf</a>
<b>PROVINCIAL: <i>Health Findings</i></b>					



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Area of Interest/ Strategy	Source	Target Group	Description	Evaluation/Results	Reference
Financial Retention Bonuses	Newfoundland & Labrador  Government of Newfoundland and Labrador	General Practitioners	<p><b>Retention Bonuses</b> Retention bonuses are paid after 12, 24, and 36 months of eligible service to salaried General Practitioners. The value of the bonus is dependent on both geography (degree of isolation) and continuous years of service. As of April 01, 2002, the retention bonus scale is as follows:</p> <p>Category 1 Communities: (Buchans, Coastal Labrador, Cow Head, Ramea, etc.)</p> <ul style="list-style-type: none"> <li>• Level 1-after 12 months: \$10,000</li> <li>• Level 2-after 24 months: \$20,000</li> <li>• Level 3-after 36 months: \$30,000</li> </ul> <p>Category 2 Communities: (Bonavista, Gambo, Goose Bay, Lewisporte, etc.)</p> <ul style="list-style-type: none"> <li>• Level 1-after 12 months: \$7,500</li> <li>• Level 2-after 24 months: \$15,000</li> <li>• Level 3-after 36 months: \$22,000</li> </ul> <p>Category 3 Communities: (Grand Falls-Windsor, Corner Brook, St. John’s, etc.)</p> <ul style="list-style-type: none"> <li>• Level 1-after 12 months: \$2,500</li> <li>• Level 2-after 24 months: \$5,000</li> <li>• Level 3-after 36 months: \$7,500</li> </ul>		<p>Information on Physician Incomes in Newfoundland and Labrador March 8, 2002.</p> <p>Scarlett Hann Provincial Physician Recruitment Coordinator shann@mun.ca Tel: (709) 777-6031</p>
<b>PROVINCIAL: Health Findings</b>					

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Area of Interest/ Strategy	Source	Target Group	Description	Evaluation/Results	Reference
Financial  Financial Incentives	Newfoundland & Labrador  Department of Health and Community Services	Health Professionals in Training	<p><b>Financial Incentives</b> The Department of Health and Community Services, Human Resources Division, offers a number of financial incentives to health professionals in training. The physician bursaries and incentives include:</p> <ul style="list-style-type: none"> <li>• Resident and Medical Student Practice Incentive</li> <li>• Medical Resident Bursary Program</li> <li>• Traveling Fellowship Program</li> <li>• Psychiatric Resident Bursary Program</li> </ul> <p>Other incentives include:</p> <ul style="list-style-type: none"> <li>• Allied Health Seat Purchase and Bursary Program (funding for 18 seats at Dalhousie University in Halifax, NS.)</li> <li>• Rural Nursing Student Incentive Program</li> <li>• Nurse Practitioner Bursary Program</li> <li>• Nursing Graduate Signing Bonus</li> </ul>		<a href="http://www.gov.nf.ca/health/divisions/support/hr.htm">http://www.gov.nf.ca/health/divisions/support/hr.htm</a>
<b>PROVINCIAL: Health Findings</b>					

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Area of Interest/ Strategy	Source	Target Group	Description	Evaluation/Results	Reference
Financial Annual Scholarships	Newfoundland & Labrador  Newfoundland and Labrador Health Boards Association (NLHBA)	Managers in the Health System	<p><b><u>Annual Scholarships</u></b> The Newfoundland and Labrador Health Boards Association has recognized the need to develop existing and/or future health leaders in the province, and has created an annual scholarship or scholarships with a total value of \$10,000. The scholarship provides financial assistance for managers within the health system who are pursuing advanced studies in administration of the health system at the Master’s or Ph.D. level on a full-time or part-time basis from a recognized degree granting institute. The applicant must be a permanent management employee of an NLHBA member health organization.</p>		Newfoundland and Labrador Health Boards Association <a href="http://www.nlhba.nf.ca/Web_Site_Files/Advocacy/Documents/AdminScholarshipAppl.pdf">http://www.nlhba.nf.ca/Web_Site_Files/Advocacy/Documents/AdminScholarshipAppl.pdf</a>
Financial Awards	Newfoundland & Labrador  Newfoundland Association of Speech-Language Pathologists and Audiologists (NASLPA)	Members of the NASLPA	<p><b><u>Awards</u></b> The Newfoundland Association of Speech-Language Pathologists and Audiologists (NASLPA) offer two awards (in the amount of \$750) annually to their members to attend an educational event. There is funding available via grants, loans or investments for groups of members to host an educational event-paid by way of the national association.</p>		Recruitment and Retention in the Health System-A Discussion Paper <a href="http://www.nlhba.nf.ca/hr/documents/recruit.pdf">http://www.nlhba.nf.ca/hr/documents/recruit.pdf</a>

## 7. DEMOGRAPHIC/GEOGRAPHIC

This area examines some of the particular challenges faced by rural areas and how organizations are responding to those changes.

The issues originally identified with respect to this topic include:

- T Particular issues recruiting to rural areas (lack of interest in rural placements)
- T Particular challenges for people in professional positions in rural areas
- T Newfoundland and Labrador’s population aging fast
- T Declining overall population; losing our educated labour force and youth
- T Lack of skills in local labour pool (unable to recruit externally; unable to meet needs locally)

### Questions:

1. What strategies are being used by organizations to specifically interest people in rural placements?
2. What supports are being provided to people in professional positions in rural areas?
3. Are there examples of practices to develop local residents to fill high needs positions?
4. Are there strategies to recruit former residents, and youth to fill high needs positions in rural areas?
5. What evidence is there of the types of people most interested in rural placements?
6. What strategies are being used by organizations to retain professionals to rural areas?

## **SUMMARY OF KEY FINDINGS - DEMOGRAPHIC/GEOGRAPHIC**

While researching best practices or strategies related to demographics and/or geographics, several trends appeared. It was evident that it is very important for organizations who are recruiting professionals to recruit professionals who have rural backgrounds or have experienced rural living. Best practices or strategies for recruiting and retaining professionals in rural areas range from school-community orientations that promote community involvement, providing and funding adequate housing, promoting the positives of the towns/communities in the recruitment strategy, developing regional rural training programs, enhancing a town’s ability to assist in the recruitment and retention of professionals, planning rural health weeks, and developing employment programs to create interest in rural living.

The purpose of a **School-Community Orientation** (see page 170) strategy is to help overcome feelings of isolation, acquire a sense of community security and develop professional competence. Such strategies should help streamline paperwork, provide a well-planned in-service program and allow time for visiting other teachers’ classrooms. It also suggests that the community should recognize new teacher’s accomplishments and invite them to participate in various activities. It is believed that the degree to which a rural teacher becomes involved in community educational and cultural programs influences his or her decision to remain; therefore retention requires a coordinated school-community effort.

The school district in West Vancouver, British Columbia have purchased **Teacherages** (houses) (see page 171) that are rented out to teachers in outlying communities. This ensures that teachers have comfortable living arrangements. The district is responsible for the upkeep of these houses and teachers pay rent, which goes into a housing trust fund, which must financially support anything to do with the teacherages. There is language in the teacher’s contract that says “The board will assist teachers new to Gold River to locate housing and will guarantee the availability of rental accommodation to all teachers outside Gold River.”

According to the Australia Hospital Association, organizations need to **Promote the Positives of the Town** (see page 174) in which a position is available. Even small rural towns have their positive aspects. Also, the social dynamics of the town are extremely important. Is the town friendly? Will people embrace the new practitioner or specialist coming to the town? Will they invite them to their homes? The town must strive to develop a general appeal as a good place to live for the doctor and their spouse or partner and children.

The School of Rural Health-Monash University in Australia has developed a **Regional Rural Training Program** (see page 176) that supports family practitioners as the primary teachers in the training program, works with specialist teachers during hospital terms to focus their training on the residents future in rural family practice, and features vertical integration whereby educational activities link undergraduate students with postgraduate trainees and practicing Continuing Medical Education (CME) activities.

A three-year demonstration project was begun in West Virginia, United States, in 1998- the **Recruitable Community Project (RCP)** (see page

177). The objectives of the project focused on enhancement of recruitment knowledge and abilities of rural communities through broad-based community development, increased knowledge of recruitment and retention issues, and on establishment of familiarity of trainees with rural communities. The ultimate goal of the project was to increase the recruitment of healthcare providers to rural areas of the State. This was accomplished. There have been 24 additional healthcare provider recruitments accomplished among RCP communities after their community planning team visits.

The province of Alberta, Canada, through the Alberta Rural Physician Action Plan (RPAP) celebrates rural innovations, success stories, and quality skills each year during June through **Rural Health Week** (see page 193). The goals of Rural Health Week include: increased awareness and recognition of the innovations and success stories related to rural health, increased awareness and recognition of health professionals and organizations who work to deliver health services and who contribute to the quality of life in rural Alberta, and long-term, increased student enrollment in rural health career programs.

In Newfoundland and Labrador, an **Employment Program for Social Work Students** (see page 194) is a program that places 15 fourth-year Bachelor of Social Work students throughout rural Newfoundland and Labrador for a 12-week period. The government wants to increase the number of social work graduates who practice in the province, particularly in rural areas. This work experience could very well assist them in making a long-term commitment.

Education  
Findings-  
Demographic/Geographic

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<b>INTERNATIONAL: Education Findings</b>					
<b>Area of Interest/ Strategy</b>	<b>Source</b>	<b>Target Group</b>	<b>Description</b>	<b>Evaluation/Results</b>	<b>Reference</b>
Demographic/ Geographic  Recruiting people with rural backgrounds	United States (Various States)  ERIC (Educational Resources Information Center)	Current Teachers (Rural)  Potential Teachers  High School Students	<b><u>Recruiting Rural Teachers</u></b> To recruit rural teachers, administrators must target candidates with rural backgrounds or with personal characteristics or educational experiences that predispose them to live in rural areas. The emphasis on background and experience is crucial for racially or culturally distinct communities. Selling points in recruitment efforts are the benefits of teaching in rural schools, such as few discipline problems, less red tape, more personal contact, greater chance for leadership, small class size, and greater teacher impact on decision making. Most rural teachers were raised close to where they teach now. Various “grow your own” strategies offer incentives to local residents with potential to become teachers, such as assisting them in obtaining the needed education and training. For example, Future Teachers of America (FTA) clubs encourage students to consider returning to their home communities once they have received their teaching credentials. Colleges must take more of a role in recruiting students who demonstrate the characteristics of successful rural teachers. The United States Department of Education suggests colleges should recruit aggressively in middle and high schools, exposing students to peer tutoring, camp counseling, and classes in education theory.		ERIC (Educational Resources Information Center)  Www.ed.gov/databa ses/ERIC_Digests/ed 438152.html



<b>INTERNATIONAL: Education Findings</b>					
<b>Area of Interest/ Strategy</b>	<b>Source</b>	<b>Target Group</b>	<b>Description</b>	<b>Evaluation/Results</b>	<b>Reference</b>
Demographic/ Geographic  School- Community Orientation	ERIC (Educational Resources Information Center)	New Rural Teachers	<b><u>School-Community Orientation</u></b> The degree to which a rural teacher becomes involved in community educational and cultural programs influences his or her decision to remain; therefore retention requires a coordinated school-community effort. A school-community orientation can help new rural teachers overcome feelings of isolation, acquire a sense of community security, and develop professional competence. The school can ease the way for new teachers by streamlining paperwork, providing a well-planned in-service program, and arranging release time for visiting other teachers' classrooms. The community should recognize new teachers' accomplishments and invite them to participate in various activities. Universities should play an important role in offering cost-effective distance-learning courses to keep rural teachers up-to-date.		ERIC (Educational Resources Information Center)  Www.ed.gov/databa ses/ERIC_Digests/ed 438152.html

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<b>NATIONAL: Education Findings</b>					
Area of Interest/ Strategy	Source	Target Group	Description	Evaluation/Results	Reference
Demographic/ Geographic  Teacherages	Canada (Province of British Columbia)  Vancouver Island West School District 84	Current Teachers  Potential Teachers	<p><b><u>Teacherages</u></b></p> <p>The school district in West Vancouver have purchased teacherages (houses) that are rented to teachers in outlying communities. This ensures that teachers have comfortable living arrangements. The district is responsible for the upkeep of these houses and teachers pay rent, which goes into a housing trust fund and this fund must financially support anything to do with the teacherages. By law, the district’s operating fund cannot be used to fund these houses.</p> <p>Since purchasing the teacherages, a “Joint Rental Accommodations Committee,” which has employer and tenant representation was formed. The Committee meets once or twice a year to talk about housing issues and to make sure that everything is operating in an acceptable manner to everyone concerned.</p> <p>There is language in the teacher’s contract that says, “The Board will assist teachers new to Gold River to locate housing and will guarantee the availability of rental accommodation to all teachers outside of Gold River.”</p> <p>This came about originally because the outlying communities are small resource-based communities and if the logging industry is healthy, the houses are full. Therefore, in order to ensure that there would be somewhere for teachers to live when they moved into the community, the Board had to purchase teacherages specifically for that purpose.</p>	When teachers moving into the remote communities in Vancouver Island West realize there is housing available, they are quite relieved. That is one less thing for them to be concerned about.	Anne James Human Resources Administration Vancouver Island West School District 84 P.O. Box 100 Gold River, BC Tel: (250) 283-2241 ajames@viw.sd84.bc.ca <a href="http://www.sd84.bc.ca/">http://www.sd84.bc.ca/</a>

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<b>NATIONAL: Education Findings</b>					
<b>Area of Interest/ Strategy</b>	<b>Source</b>	<b>Target Group</b>	<b>Description</b>	<b>Evaluation/Results</b>	<b>Reference</b>
Demographic/ Geographic  Recruiting the “right” type of person with a rural background	Canada (Province of British Columbia)  Vancouver Island West School District 84	Current Teachers  Potential Teachers	<b><u>Rural Background</u></b> School District 84, when searching for new teachers to come to their district, look for the outdoor enthusiasts because their district, in general, is absolutely beautiful with a number of opportunities for outdoor adventure. A very attractive feature of the school district is that teachers have more freedom to explore and expand their teaching careers. They are encouraged to create and try any new ideas in order to improve the learning situations for the students. For instance, teachers in Kyuquot (a very remote community that is almost 95% First Nations), are actively involved in creating outdoor education experiences for the students, which include raising salmon, building a greenhouse, doing hard-core hiking, camping, and rock-climbing.	Recruiting has not been a problem. The strategy works well in promoting the area.	Anne James Human Resources Administration Vancouver Island West School District 84 P.O. Box 100 Gold River, BC Tel: (250) 283-2241 ajames@viw.sd84.bc.ca <a href="http://www.sd84.bc.ca/">http://www.sd84.bc.ca/</a>

Health  
Findings-  
Demographic/Geographic

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<b>INTERNATIONAL: Health Findings</b>					
<b>Area of Interest/ Strategy</b>	<b>Source</b>	<b>Target Group</b>	<b>Description</b>	<b>Evaluation/ Results</b>	<b>Reference</b>
Demographic/ Geographic  Promote Positives of Town	Australia  Australian Health Review	Health Care Organizations  Municipalities	<p><b><u>Promoting Positives</u></b> According to the Australia Hospital Association, organizations need to promote the positives of the town in which a position is available. Even small rural towns have their positive aspects. Also, the social dynamics of the town are extremely important. Is the town friendly? Will people embrace the new practitioner or specialist coming to the town? Will they invite them to their homes? There is no point in spending huge amounts on expensive advertising if there is not an active program to make the doctor and their family feel welcome and one of the town once they arrive. Some rural towns are not as receptive as they could be to doctors, especially doctors with cultural differences. The town must strive to develop a general appeal as a good place to live for the doctor and their spouse or partner and children.</p>		<p>“Recruitment of Medical Practitioners to Rural Areas: A Practical Approach from the Coalface” by Alan M Wolf Director of Medical Services, Wimmera Health Care Group, Horsham, Victoria</p> <p>Australian Health Review-Publication of Australia Hospital Association</p>

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<b>INTERNATIONAL: Health Findings</b>					
<b>Area of Interest/ Strategy</b>	<b>Source</b>	<b>Target Group</b>	<b>Description</b>	<b>Evaluation/Results</b>	<b>Reference</b>
Demographic/ Geographic  Practical Approach	Australia  Australia Hospital Association	Chief Executive Officers (CEO's )  Medical Directors  Health Care Organizations	See <u>Practical Approach/Game Plan (Health)-</u> Human Resource Planning, page 110.		“Recruitment of Medical Practitioners to Rural Areas: A Practical Approach from the Coalface” by Alan M Wolf Director of Medical Services, Wimmera Health Care Group, Horsham, Victoria Australian Health Review
Demographic/ Geographic  Parallel Rural Community Curriculum (PRCC) Program	Australia  Flinders University in South Australia	Post-Secondary Students	<u><b>Parallel Rural Community Curriculum (PRCC) Program</b></u> The PRCC involves students in Year 3 of the Flinders four-year course spending the entire year attached in pairs to family practitioners in the Riverland area of South Australia. Although learning rural in family practices and at the local hospitals, the students are studying internal medicine, surgery, obstetrics and gynecology, pediatrics and psychiatry which form the curriculum content of the Flinders year 3. The PRCC students sit the same examinations as the students in Adelaide who undertake the year in separate blocks for each of these five clinical disciplines.	The program has been remarkably successful in terms of student popularity, as well as academic performance as measured both by examination score and ranking in the class. It has provided a model that other medical schools in Australia are following in one form or another.	Presentation by: Dr. Roger Strasser “It’s About ‘Doing the Necessary’ Training for Rural Practice” - Lessons from Australia. Roger.Strasser@norme d.ca

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Demographic/ Geographic  Gippsland Regional Training Program (GRTP)	Australia  School of Rural Health- Monash University in Australia	Student Residents  Family Practitioners	<p><b><u>Regional Training Program</u></b> Beginning in 1998, this program focuses on three features:</p> <ol style="list-style-type: none"> <li>1. Support hand-ons family practitioners as the primary teachers in the training program.</li> <li>2. Work with the specialist teachers during hospital terms to focus their training on the residents future in rural family practice.</li> <li>3. Vertical integration whereby educational activities link undergraduate students with postgraduate trainees and practicing Continuing Medical Education (CME) activities. This has developed further taking the view that part of being a family physician is teaching and therefore teacher training is part of the seminar program for our family practice residents.</li> </ol> <p>Developing the GRTP as training by rural practitioners for rural practice has been integral to the success of the program. The family physicians who have residents attached to their practices have chosen to hold a full day workshop every three months as the major component of their professional development as teachers of family practice. This has had the effect of these family physicians (known as General Practitioner (GP) supervisors) becoming more actively involved in all aspects of the training program including development and teaching of the educational seminars for residents and teaching visits to other practices.</p>	<p>The GRTP has been spectacularly successful as indicated by:</p> <ul style="list-style-type: none"> <li>* The increase in family practice residents within the region from 11 in 1997 to over 40 today.</li> <li>* The positive feedback received from trainees in the program.</li> <li>* The high level of interest from applicants wishing to join the program. For 2000, 24 applicants placed Gippsland as their first preference for eight new training places. This three to one ratio has not been experienced in application for family practice training in other parts of Australia.</li> </ul>	<p><a href="http://www.med.monash.edu.au/mrh/education/voctrg_med/rgptn.html">http://www.med.monash.edu.au/mrh/education/voctrg_med/rgptn.html</a></p> <p>Presentation by: Dr. Roger Strasser “It’s About ‘Doing the Necessary’ Training for Rural Practice” - Lessons from Australia. Dr. Roger Strasser Founding Dean and Professor Northern Ontario Medical School Roger.Strasser@normed.ca (Past Professor of Rural Health at Monash University School of Rural Health)</p>
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Demographic/ Geographic  Recruitable Community Project (RCP)	United States (State of Virginia)  West Virginia University Department of Family Medicine  Claude W. Benedum Foundation  The Robert Wood Johnson Foundation through the Southern Rural Access Program	Communities  Towns  Municipalities	<p><b><u>Recruitable Community Project</u></b>            A three-year demonstration project was begun in West Virginia in 1998, the Recruitable Community Project (RCP). The objectives of this project focused on enhancement of recruitment knowledge and abilities of rural communities through broad-based community development, increased knowledge of recruitment and retention issues, and on establishment of familiarity of trainees with rural communities. The ultimate goal of the project was to increase the recruitment of healthcare providers to rural areas of the State. The project involved frequent interaction of communities and program personnel, community visits by university-based community development programs involving a variety of disciplines, and case management for trainees, including funded rotations to various rural sites.</p> <p>Project personnel included a physician with rural practice experience in West Virginia, a program manager who traveled extensively to the RCP communities (providing one-on-one consultation and assistance), and a part-time secretary. A project oversight committee comprised of project personnel and individuals from State agencies, private organizations, and academic departments participated in decision-making.</p> <p>Continued on the next page...</p>	As of August, 2000, seven rural West Virginia communities had entered the program and six have had community visits by the development teams. As of November, 2001, 14 rural rotations had been sponsored. Recruitment of healthcare discipline graduates who had RCP program contact into rural underserved areas totaled five. Four of those recruits participated in sponsored rural rotations. Three rotation participants have committed to rural West Virginia practice sites.	“Empowering Rural Communities for Healthcare Provider Recruitment: An Interim Report of the Recruitable Community Project”  Ken Shannon West Virginia University Department of Family Medicine shannonk@rcbhsc.wvu.edu

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Demographic/ Geographic  Recruitable Community Project (RCP)	United States (State of Virginia)  West Virginia	Communities  Towns  Municipalities	<p><b><u>Recruitable Community Project</u></b> (Continued)</p> <p>Information regarding the program was distributed throughout the State through the West Virginia University (WVU) Extension Service, the West Virginia Rural Health Education Program (WVRHEP) network for rural training of healthcare discipline students, and through mailings to hospitals and clinics. Seven of the initial 12 applicant communities were selected for participation by the oversight committee on the basis of perceived need, ability to organize for a recruitment effort, and ability to support a primary care practitioner. RCP communities are required to identify a local sponsor, such as a clinic or hospital, which would offer a contract to a prospective recruit.</p> <p>On the premise that community recruitment potential correlates with community development and a pro-active community effort, the project combines the efforts of university-based community development programs with healthcare provider recruitment initiatives. RCP communities are required to organize for a community assessment and a recruitment effort by submitting information and by developing a recruitment board comprised of community members.</p>	<p>There have been 24 additional healthcare provider recruitments accomplished among the RCP communities after their community planning team visits. Some community members remarked that their communities also benefitted through subsequent community development initiatives. Positive outcomes of the project have included enhanced community perception of ability to address community development and recruitment issues and of partnership with the academic center and State agencies.</p>	<p>“Empowering Rural Communities for Healthcare Provider Recruitment: An Interim Report of the Recruitable Community Project”</p> <p>Ken Shannon West Virginia University Department of Family Medicine shannonk@rcbhsc.wvu.edu</p>
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Demographic/ Geographic  Family Practice Preceptorship: Second Year	United States (State of Minnesota)  University of Minnesota/ Duluth School of Medicine	Post-Secondary Students	<p><b><u>Family Practice Preceptorship: Second Year</u></b></p> <p>During the second year, each student is assigned to a family physician preceptor in a smaller community; the student meets three times with the preceptor for a period of three consecutive days (and nights) in November, February and March. These communities are in or contiguous to traditionally underserved areas. During these three-day visits, the students live in the home of the preceptor and her/his family in order to maximize the students’ exposure to the everyday working environment of the small community family physician and the life-style of that physician in the non-urban setting.</p> <p>Twice a year, students meet to review and evaluate preceptorship experience; this enables them to compare the different styles they have collectively seen. Faculty development workshops for preceptors have been held in eight different locations during the past 7 years.</p> <p>Physicians in the second-year Family Practice Preceptorship are offered clinical faculty appointments on the faculty of the School of Medicine at Duluth. All preceptors are unpaid; all teaching efforts, lodging and meals for students, etc. are donated by the physician.</p>	<p>In 1990, the University of Minnesota, Duluth School of Medicine’s Family Practice Preceptorship Program was presented the “National Outstanding Rural Health Program Award” by the National Rural Health Association.</p> <p>Since the program began in 1972, more than 200 family physicians have participated as preceptors in the second-year program. Students find that the program enables them to get the full picture of a life of a family in a small community and clearly shows them the rewards and realities of Family Practice in a smaller community.</p>	<p><a href="http://penguin.d.umn.edu/Courses/FMed_6461/">http://penguin.d.umn.edu/Courses/FMed_6461/</a></p>
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Demographic/ Geographic  Evidence- Based Research	Australia  Victorian Universities Rural Health Consortium (VURHC)  Rural Workforce Agency, Victoria	Health Care Organizations	<p><b><u>Evidence-Based Research</u></b></p> <p>There was evidence-based research completed that determined the types of people most interested in rural placements and most likely to remain in a rural community to practice. There is strong evidence-both nationally and internationally-that having a rural background is the strongest predictor of entry into rural practice. Various studies have reported that General Practitioners (GP’s) with a predominantly rural childhood background are up to 4 times more likely to enter rural practice than those who grew up in urban areas. This fact has been widely recognized. However, evidence-based analysis by the VURHC revealed interesting variations to this finding. The sub-predictors associated with a rural background that increase the likelihood of entering rural practice include:</p> <ul style="list-style-type: none"> <li>• having a rural primary school education (this appears to be more important than rural secondary education)</li> <li>• for rural GPs with partners, the strongest independent predictor is having a partner who grew up in the country (rural GPs have been found to be 3 times more likely to have a partner with a rural background than urban GPs)</li> <li>• having family living in a rural area has been found to be significantly associated with long-term plans to practice in a rural area</li> </ul> <p>Continued on the next page...</p>		<p>Paper: “Recruiting and Retaining General Practitioners in Rural Areas: Improving Outcomes through Evidence-Based Research and Community Capacity-Building”</p> <p><a href="http://www.vurhc.org.au/vurhc_research_reports/pdfs/gp_project_exec_summary.pdf">http://www.vurhc.org.au/vurhc_research_reports/pdfs/gp_project_exec_summary.pdf</a></p>
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Demographic/ Geographic  Evidence- Based Research	Australia  Victorian Universities Rural Health Consortium (VURHC)  Rural Workforce Agency, Victoria		<p><b>Evidence-Based Research</b> (Continued)</p> <ul style="list-style-type: none"> <li>• the view of one’s partner or spouse about living and working in a rural area</li> </ul> <p>Other predictors for the successful recruitment of GPs include: being male, being older, having a partner, and having children under 18 years of age.</p> <p>While it is valuable to examine why doctors leave rural practice or do not enter it in the first place, it is important to assess the reasons why they choose rural practice. Evidence from Australian and international research indicates that the most important attractors to rural practice are:</p> <ul style="list-style-type: none"> <li>• Sense of community (the degree of community recognition and appreciation)</li> <li>• Rural lifestyle (more relaxed way of life, outdoor living, etc.)</li> <li>• Scope and variety of work (multi-skilled GP)</li> <li>• Hospital access and procedural work (capacity to practice procedural medicine)</li> <li>• Independence and autonomy</li> <li>• Comprehensiveness and continuity of care</li> <li>• Happiness of spouse and family (availability of employment for spouses)</li> </ul>		<p>Paper: “Recruiting and Retaining General Practitioners in Rural Areas: Improving Outcomes through Evidence-Based Research and Community Capacity-Building”</p> <p><a href="http://www.vurhc.org.au/vurhc_research_reports/pdfs/gp_project_exec_summary.pdf">http://www.vurhc.org.au/vurhc_research_reports/pdfs/gp_project_exec_summary.pdf</a></p>
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Demographic/ Geographic  Understand Rural Communities: “Rural Realities”	Australia	Post-Secondary Students  High School Students  Medical Students	<p><b><u>Understanding Rural Communities</u></b> In order to appreciate the requirements for rural training, it is necessary to understand rural communities, their health service needs and the nature of rural practice. There are a series of key parameters that provide the framework which determines how rural practitioners work and the nature of rural practice. Dr. Strasser calls these “Rural Realities.” They are the physical environment, the rural culture, the patterns of health status, illness and injury, and availability of resources and personnel. Successful training for rural practice requires a strong emphasis on and enhancement of the facilitators to entering rural practice, and specific focus on overcoming the substantial barriers. In order to achieve this, undergraduate education and postgraduate training for rural practice requires:</p> <ul style="list-style-type: none"> <li>• Recruitment of a substantial proportion of rural origin students into the undergraduate medical course. A critical mass of 20-30% of students from the country helps to orient the whole class towards an interest in and consideration of rural practice as a career option.</li> <li>• Overt and covert endorsement of rural practice as a career which is professionally challenging and rewarding, and personally satisfying.</li> </ul> <p>Continued on the next page...</p>		<p>Carl Moore Lecture 2001: “It’s About ‘Doing the Necessary’ Training for Rural Practice” - Lessons from Australia by Dr. Roger Strasser</p> <p>Dr. Roger Strasser Founding Dean and Professor Northern Ontario Medical School Roger.Strasser@norme d.ca <i>(Past Professor of Rural Health at Monash University School of Rural Health)</i></p>
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Demographic/ Geographic  Understand Rural Communities: “Rural Realities”	Australia	Post-Secondary Students  High School Students  Medical Students	<p><b><u>Understanding Rural Communities</u></b> (Continued)</p> <ul style="list-style-type: none"> <li>• High quality clinical and educational experiences at different stages of undergraduate education, as well a postgraduate training. Ultimately it is not possible to learn to be a rural practitioner without substantial clinical experience in the rural practice setting.</li> <li>• Rural clinical teachers who are rural practitioners, trained, and supported by rural-based academic units.</li> <li>• Strong support from the Universities and Colleges encouraging successful preparation for rural practice through regular visits to rural areas by senior academic staff and the provision of high quality communication information technology access so as to minimize the disadvantages of separation from other students/residents and distance from libraries or other educational resources.</li> </ul>		<p>Carl Moore Lecture 2001: “It’s About ‘Doing the Necessary’ Training for Rural Practice” - Lessons from Australia by Dr. Roger Strasser</p> <p>Dr. Roger Strasser Founding Dean and Professor Northern Ontario Medical School Roger.Strasser@norme d.ca <i>(Past Professor of Rural Health at Monash University School of Rural Health)</i></p>
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Demographic/ Geographic  Community Capacity-Building Approaches to Recruitment and Retention	Australia (Victoria)  Victorian Universities Rural Health Consortium (VURHC)/ Rural Workforce Agency	Rural Communities	<p><b>Community Capacity-Building</b> is an approach that rural communities can use to recruit and retain a general practitioner. The justification for using this approach is:</p> <ol style="list-style-type: none"> <li>1. Communities have some degree of control in addressing many of the known barriers to recruitment and retention.</li> <li>2. Further, communities have some degree of control over the known predictors of and attractors to rural practice.</li> <li>3. Community capacity-building has been used successfully to address a wide range of health problems, including GP workforce issues.</li> <li>4. Capacity-building, when combined with an evidence-based approach to addressing barriers, predictors and attractors, offers rural communities a strategic advantage in successfully recruiting and retaining a general practitioner. Communities can develop and implement strategies based on rigorous research knowledge about the most effective interventions.</li> <li>5. Community capacity-building can and should be used by rural communities in conjunction with other existing recruitment and retention programs. Community capacity-building puts the community at the centre of the effort to recruit and retain a General Practitioner (GP); communities develop local solutions to their problem.</li> </ol> <p>Continued on the next page...</p>	<p>The research evidence on capacity-building reveals a number of consistent factors associated with improved outcomes in GP recruitment and retention. Research carried out in 1991 identified seven factors that contributed to positive outcomes for six Pacific Northwest and Alaskan communities they worked with. The factors are:</p> <ol style="list-style-type: none"> <li>1. The involvement of outside organizations in fostering community change.</li> <li>2. A high degree of community commitment and investment in all stages of the process.</li> </ol>	<p><a href="http://www.vurhc.org.au/vurhc_research_reports/pdfs/gp_project_exec_summary.pdf">http://www.vurhc.org.au/vurhc_research_reports/pdfs/gp_project_exec_summary.pdf</a></p> <p>Paper: “Recruiting and Retaining General Practitioners in Rural Areas: Improving Outcomes through Evidence-Based Research and Community Capacity-Building”</p>

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Demographic/ Geographic  Community Capacity- Building Approaches to Recruitment and Retention	Australia (Victoria)  Victorian Universities Rural Health Consortium (VURHC)/ Rural Workforce Agency	Rural Communities	<u>Community Capacity-Building</u> (Continued)	3. Comprehensive identification of problems in the health care system by outside consultants. 4. The use of periodic meetings of communities confronting similar issues. 5. Identification and development of local leadership. 6. Concurrent experiential learning opportunities. 7. Enhancing teamwork among health care providers.	<a href="http://www.vurhc.org.au/vurhc_research_reports/pdfs/gp_project_exec_summary.pdf">http://www.vurhc.org.au/vurhc_research_reports/pdfs/gp_project_exec_summary.pdf</a>  Paper: “Recruiting and Retaining General Practitioners in Rural Areas: Improving Outcomes through Evidence-Based Research and Community Capacity-Building”
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<p>Demographic/ Geographic</p> <p>Healthcare Experts for Rural Oregon (HERO)</p>	<p>United States (State of Oregon)</p> <p>Office of Rural Health in Oregon/ Oregon Health Sciences University (OHSU)</p>	<p>Rural Health Care Organizations</p> <p>Primary Care Providers</p> <p>Rural Communities</p>	<p><b><u>HERO</u></b> The Office of Rural Health assists rural communities to recruit primary care providers through a service called HERO. HERO works one-on-one with candidates to match them with potential practice opportunity sites. Opportunity profiles are sent to the candidate for review and, if interested, the candidate’s profile is forwarded to the potential practice opportunity site for consideration.</p> <p>HERO practice opportunity sites include hospitals, clinics, groups and solo practices. Some are within the public sector, but most are private; some are for-profit ventures and others are not. Any rural health care entity can list its opportunity with HERO. Rural communities are defined as those with a population of less than 30,000, located at least ten miles from a community of that size or larger.</p> <p>HERO can also send you information about Oregon and incentives to practice in the rural parts of the state. These incentives include a \$5,000 state income tax credit, state and federal loan repayment, and participation in OHSU student/resident clinical rotations.</p>		<p>Sandra Assasnik assasnik@ohsu.edu Hero Coordinator OHSU Office of Rural Health 866-ORH-HERO <a href="http://www.ohsu.edu/regonruralhealth/heropg.html">http://www.ohsu.edu/regonruralhealth/heropg.html</a></p>

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Demographic/ Geographic  Recruitment and Retention Community Project	United States (State of Virginia)  Bureau for Public Health- Office of Community and Rural Health Services West Virginia	Primary Health Care Providers  Rural Communities	<p><b><u>The Recruitment and Retention Community Project</u></b> is designed to help fill gaps that exist with state and federal loan repayment/scholarship programs. This is accomplished by building on existing incentives to develop a more competitive package for the recruitment and retention of primary health care providers. The purpose of this grant is to help rural communities recruit and retain primary health care providers in medically underserved communities by providing financial support in the form of recruitment grants (loan repayment, loan forgiveness, residency stipends) and retention grants (locum tenens), or other incentives approved by the Bureau.</p> <p>To be eligible a community must demonstrate the need and must be classified as a Medically Underserved Community (MUC). The community organization must provide a full continuum of care, including arrangements for after hour and acute care, have an open policy to provide health service regardless of a person’s ability to pay, and be able to provide 50 percent cash matching dollars.</p> <p>The benefits of the project is a 50 percent match between the Bureau for Public Health and the sponsoring community organization, not to exceed a combined total of \$20,000.</p>		<p><a href="http://www.wvrecruitment.org/assets/pdf/rhcp/fact%20sheet.pdf">http://www.wvrecruitment.org/assets/pdf/rhcp/fact%20sheet.pdf</a></p> <p>Melissa Wheeler Program Coordinator Division of Recruitment Tel: 1-888-442-3456 melissawheeler@wvdhhr.org</p>

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Demographic/ Geographic  Retention Plans for Rural Communities	Canada (Province of Alberta)  Government of Alberta  Alberta Rural Physician Action Plan (RPAP)	Rural Communities	<p><b><u>Retention Plan</u></b> The Alberta Rural Physician Action Plan states physician retention plans should be developed for rural communities. Participants in preparing the action plan felt that top priority was to work with communities and involve them in supporting physicians through recruitment and retention. They saw importance of involving the community in developing ways to ease physicians and their families into and keep them content within the community. This is essentially assisting communities with marketing, which starts at recruitment and continues into retention.</p> <p>Local governments were generally felt to be the most effective level of contact and involvement. When communities are informed about what they can do and its importance, they are usually interested and supportive.</p> <p>Implementation activities include:</p> <ul style="list-style-type: none"> <li>• Encourage communities to be flexible to meet physician’s and their families’ needs and find ways to deepen a physician’s commitment to the community. Examples of ways to help include providing interest-free loan or subsidized mortgage to provide an incentive to build a house, contract to buy-back a home if the physician leaves after 5 years, etc.</li> </ul> <p>Continued on the next page...</p>		Alberta Rural Physician Action Plan-“Retention of Rural Physicians” An Action Plan for 2001-2002 and beyond prepared by a multi-stakeholder group of rural physicians, regional health authority and community representatives and service providers to rural physicians  <a href="http://rpap.ab.ca/">http://rpap.ab.ca/</a>

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Demographic/ Geographic  Retention Plans for Rural Communities	Canada (Province of Alberta)  Government of Alberta  Alberta Rural Physician Action Plan (RPAP)	Rural Communities	<p><b><u>Retention Plan</u></b> (Continued)</p> <ul style="list-style-type: none"> <li>• Help communities recognize ways of maintaining ongoing interest in and support for the medical community, such as by providing weekends away, involving the spouse, etc.</li> <li>• Help communities to realistically consider what level of medical services they want to be offered, and the community will be able to support.</li> <li>• Educate communities about how to use physician resources most effectively.</li> <li>• Involve communities in orientation programs for rural physicians</li> <li>• Inform the communities about steps they can take to keep physicians (which would vary by community but could include anything from owning the medical clinic to organizing a community welcoming/orientation get-together for a new physician to inviting the spouse to a recreational activity.)</li> <li>• Inform the communities about and encourage them to provide the social support structures needed by spouses, i.e. help with childcare, friendships, and social outlets.</li> <li>• Identify and re-use successes of some communities.</li> </ul>		Alberta Rural Physician Action Plan-“Retention of Rural Physicians” An Action Plan for 2001-2002 and beyond prepared by a multi-stakeholder group of rural physicians, regional health authority and community representatives and service providers to rural physicians  <a href="http://rpap.ab.ca/">http://rpap.ab.ca/</a>
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Demographic/ Geographic  Shadowing Program  Professional Development	Canada (Province of Alberta)  Government of Alberta  Alberta Rural Physician Action Plan (RPAP)	Current Medical Students	See <u>The Shadowing Program (Health)</u> - Training & Development, page 37.		Bev Garbutt RPAP Medical Students’ Initiatives Coordinator Tel: (403) 628- 3222 bgg@telusplanet.ne t http://rpap.ab.ca
Demographic/ Geographic  Clerkship Opportunities	Canada (Province of Ontario)  Ministry of Health and Long-Term Care (MOHLTC)	Ontario Medical Students	See <u>Clerkship Opportunities (Health)</u> - Training & Development, page 35.		www.romponline.c om www.ermep.com www.nomp.on.ca Www.nomec.on.ca
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Demographic/ Geographic  Repatriation Program	Canada (Province of Ontario)  Ontario Ministry of Health and Long-Term Care (MOHLTC)	Residents	See <u>Repatriation Program (Health)</u> - Training & Development, page 36.		Brett Fernandes Program Officer Provincial Health Service Planning Unit Ministry of Health and Long Term Care Tel: (416) 327-8339 HPBProgramOffice r@moh.gov.on.ca  <a href="http://www.health.gov.on.ca/english/providers/ministry/recruit/rec_03/rec_110203.html">http://www.health.gov.on.ca/english/providers/ministry/recruit/rec_03/rec_110203.html</a>
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Demographic/ Geographic  Alberta Rural Physician Award of Distinction	Canada (Province of Alberta)  Government of Alberta  Alberta Rural Physician Action Plan (RPAP)	Rural Physicians	<p><b><u>Award of Distinction</u></b>            This award was designed to recognize the achievements of an outstanding rural physician in your community by nominating them for the 2003 Rural Physician Award of Distinction. Beyond their medical practice, rural physicians often contribute to the fabric of rural life by teaching other health professionals, conducting research, and volunteering in their community. This award is presented annually to a family physician who currently lives in rural Alberta and has done so for more than four years. The individual must demonstrate superior commitment and contribution to the community. Rural Alberta is defined as any community outside of the Calgary and Capital health regions. Through the Award of Distinction program, RPAP hopes to increase awareness and recognition of the role and contributions made by rural family physicians, and to encourage more physicians to locate and maintain medical practices in rural Alberta.</p>		Alberta- RPAP@rpap.ab.ca <a href="http://rpap.ab.ca/supportphysicians/award.htm">http://rpap.ab.ca/supportphysicians/award.htm</a>  <a href="http://rpap.ab.ca/pdf/2003%20Rural%20Physician%20Award%20Criteria%20Web%20Version%206Feb2003.pdf">http://rpap.ab.ca/pdf/2003%20Rural%20Physician%20Award%20Criteria%20Web%20Version%206Feb2003.pdf</a>
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Area of Interest/ Strategy	Source	Target Group	Description	Evaluation/Results	Reference
Demographic/ Geographic  Rural Health Week	Canada (Province of Alberta)  Government of Alberta  Alberta Rural Physician Action Plan (RPAP)	Potential Physicians  Current Physicians	<p><b><u>Rural Health Week</u></b> Rural innovation, success stories and quality skills are celebrated each year during the third week of June through Rural Health Week in Alberta. This special week is the result of the collaboration of the Rural Physician Action Plan and representatives from many provincial and regional rural health interests.</p> <p>The goals of Rural Health Week are:</p> <ul style="list-style-type: none"> <li>• Increased awareness and recognition of the innovations and success stories related to rural health</li> <li>• Increased awareness and recognition of health professionals and organizations who work to deliver health services and who contribute to the quality of life in rural Alberta</li> <li>• Long Term- Increased student enrollment in rural health career programs. More health professionals choose to practice in rural Alberta</li> </ul> <p>A news release for province-wide distribution was developed that showcased programs, projects or initiatives developed by participating community partners to address the health needs and service delivery challenges found in rural Alberta. Each community partner also took responsibility for finding ways to leverage awareness about Rural Health Week and their specific highlights. The news release was posted on websites, local media were contacted with story ideas, articles were put in newsletter, etc.</p>	In June 2002, almost 20 community partners, many representing provincial and regional rural health interests, collaborated for Rural Health Week. Planning is currently underway for Rural Health Week 2003, which will be celebrated June 16-22, 2003.	Alberta Rural Physician Action Plan Email: Alberta-RPAP@rpap.ab.ca Tel: 1-866-423-9911 <a href="http://rpap.ab.ca/regionalhealth/healthweek.htm">http://rpap.ab.ca/regionalhealth/healthweek.htm</a>  Rhonda Crooks Rural Physician Action Plan Communications Consultant Tel: (403) 208-5402 Email: <a href="mailto:startingpointsinc@shaw.ca">startingpointsinc@shaw.ca</a>
<b>PROVINCIAL: Health Findings</b>					



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Area of Interest/ Strategy	Source	Target Group	Description	Evaluation/ Results	Reference
Demographic/ Geographic  Rural Placements during Med School	Newfoundland & Labrador  Memorial University of Newfoundland	Post-Secondary Medical Students	See <u>Rural Placements (Health)</u> - Training & Development, page 45.		Marilyn Neal Faculty of Medicine Memorial University of Newfoundland mneal@mun.ca Tel: (709) 777-6510
Demographic/ Geographic  Social Work Employment Program	Newfoundland and Labrador  Government of Newfoundland and Labrador	Social Work Students	<u>Employment Program for Social Work Students</u> The program will place 15, fourth-year Bachelor of Social Work students throughout rural Newfoundland and Labrador for a 12-week period. The government wants to increase the number of social work graduates who practice in the province, particularly in rural areas. This work experience could very well assist them in making a long-term commitment. Some \$59,950 has been budgeted by the Department of Health and Community Services. Students hired will earn a wage of \$8 per hour, plus an additional \$2 per hour in the form of a tuition voucher. It is hoped that this program will help the province overcome recruitment issues and encourage social workers to practice in this province.	First offered in 2002.	Http://www.gov.nf.ca/releases/2003/youth/0415n02.htm

**PROVINCIAL: Health Findings**

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Area of Interest/ Strategy	Source	Target Group	Description	Evaluation/Results	Reference
Demographic/ Geographic  Training in Rural Newfoundland and Labrador	Newfoundland & Labrador  Memorial University of Newfoundland	Social Work Students	See <u>Training in Rural Newfoundland and Labrador (Health)</u> - Training & Development, page 43.		<a href="http://www.mun.ca/regoff/calendar/SWCourseList.htm">http://www.mun.ca/regoff/calendar/SWCourseList.htm</a>
Demographic/ Geographic  Rural Placements	Newfoundland & Labrador  Memorial University of Newfoundland	Medical Students	See <u>Rural Placements (Health)</u> - Training & Development, page 46.		Marilyn Neal Faculty of Medicine Memorial University of Newfoundland mneal@mun.ca Tel: (709) 777-6510
<b>PROVINCIAL: Health Findings</b>					

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Area of Interest/ Strategy	Source	Target Group	Description	Evaluation/Results	Reference
Demographic/ Geographic  Northern Family Medicine Education Program (NorFam)	Newfoundland & Labrador  Memorial University of Newfoundland	Residents	See <b>NORFAM(Health)</b> - Training & Development, page 49.		“NorFam- A Rural/Northern Family Medicine Program that Trains Family Medicine Residents for Rural/Northern Practice in Canada”  Michael K.K. Jong, CCFP, Health Labrador Corporation mjong@hvgb.net Tel: (709) 897-2268

8. RESEARCH/ ADDITIONAL INFORMATION

This final area considers other research carried out to support human resource planning and development and where additional information gathering/research is needed.

The issues originally identified with respect to this topic include:

- T Roles of unions in the discussion regarding recruitment and retention challenges
- T Whether needs of the business/private sector in the region have been identified
- T The challenge of developing comprehensive projections based on current data
- T Knowing what is happening in other provinces/countries that are facing the same issues
- T Learning about what works, and why people come? Why do they stay?
- T Lack of examples of comprehensive organizational human resources plans, tied to regional/provincial plans
- T Lack of information/occupational comparisons for ‘other factors’ besides money

**Questions:**

1. Are there examples where unions have come together with employers to discuss common strategies?
2. Are there sources currently identifying the needs of other employers in the region?
3. Are there examples of good research and data sources that have been developed to support Human Resource plans? Are there forecasting models that are being used?
4. Are there occupational comparisons for jobs, between Province’s for example, that take into account quality of life and cost of living factors?

### **SUMMARY OF KEY FINDINGS - RESEARCH/ ADDITIONAL INFORMATION**

While examining best practices or strategies for research, it was evident that many organizations are completing reports that examine the state of the labour market for both health and education professionals, as well as the supply and demand for positions in these sectors. Most of the supply and demand reports included in this literature review look at expected retirements in each organization and the effect of retirements on organizations, possible shortage areas- in certain teaching/health areas and geographic areas, the salary difference between states or countries, and the average age of health and education professionals.

The **Study of Teacher Supply and Demand** (see page 201) completed in the State of Oklahoma, United States, presents supply and demand information by two key factors: 1. Geographic area, and 2. Discipline area or educator position. The results show that Oklahoma produces enough teachers but is experiencing hiring shortages for teachers of high demand subjects and in certain parts of the state.

In December 2000, the British Columbia Teacher’s Federation (BCTF) submitted a brief to the Government of British Columbia calling for action on teacher supply and demand issues in the province. The brief “**Enhancing the Quality of Education: Attracting, Recruiting and Retaining the Best Teachers**” (see page 203) called on government to “act now,” in cooperation with education partners, to avoid a general shortage of teachers in the province, and ensure that children in the province continue to receive high quality public education. Statistics referred to in the brief are related to the average retirement age for teachers in British Columbia and causes of the shortages. The report also includes recommendations made by the BCTF.

The **Allied Health Supply and Demand 2000-2001 Newfoundland and Labrador** (see page 209) report provides an overview of the current supply of nine allied health professional groups in the provincial health sector, as well as a listing of programs that are currently in place in the province to assist with the recruitment and retention of allied health professionals.

Education  
Findings-  
Research

<b>INTERNATIONAL: Education Findings</b>					
<b>Area of Interest/ Strategy</b>	<b>Source</b>	<b>Target Group</b>	<b>Description</b>	<b>Evaluation/ Results</b>	<b>Reference</b>
<p>Research</p> <p>Demand and Supply of Primary and Secondary School Teachers</p>	<p>Australia</p> <p>Conference of Education Systems Chief Executive Officers (CESCEO)</p> <p>Ministerial Council on Education, Employment, Training, and Youth Affairs (MCEETYA)</p>		<p><b><u>Demand and Supply of Primary and Secondary School Teachers</u></b></p> <p>This report examines the state of the teacher labour market in each Australian State and Territory in 2000, projects demand and supply for teachers to 2003 and, for the longer period to 2010, considers some issues which are likely to have a significant impact on the balance between demand and supply. The analysis is based on information provided by the State and Territory education authorities and data from other sources.</p> <p>The report focuses on three principal matters:</p> <ol style="list-style-type: none"> <li>1. The state of the teacher labour market in 2000, nationally and by State and Territory</li> <li>2. The outlook for the teacher labour market to 2003</li> <li>3. Possible sources of significant pressure in this labour market into the latter part of the current decade.</li> </ol>	<p>* In 2000 there were some recruitment difficulties being experienced but only in particular specializations of secondary teachers (mathematics, science and IT, industrial arts/technology, and foreign languages)</p> <p>* In the period to 2003 teacher recruitment needs were projected to total between 12,000 and 13,000 each year. Some of this incorporates movements between education systems within a State and across States and Territories.</p>	<p>Demand and Supply of Primary and Secondary School Teachers in Australia (July 2001)</p> <p><a href="http://www.curriculum.edu.au/mceetya/public/pub326.htm">http://www.curriculum.edu.au/mceetya/public/pub326.htm</a></p>

<b>INTERNATIONAL: Education Findings</b>					
<b>Area of Interest/ Strategy</b>	<b>Source</b>	<b>Target Group</b>	<b>Description</b>	<b>Evaluation/ Results</b>	<b>Reference</b>
Research  Teacher Supply and Demand	United States (State of Oklahoma)  Oklahoma Higher Education  Southern Regional Education Board  Cooperative Council for Oklahoma School Administration		<p><b><u>Study of Teacher Supply and Demand</u></b></p> <p>The Oklahoma State Regents for Higher Education commissioned the Southern Regional Educational Board to conduct a study on teacher supply and demand in Oklahoma. The Regents accepted this study in April 2002. The results show that Oklahoma produces enough teachers but is experiencing hiring shortages for teachers of high demand subjects and in certain parts of the state. The study presents supply and demand information by two key factors: 1.) geographic area; and 2.) discipline area or educator position.</p> <p>Some of the key findings were:</p> <ul style="list-style-type: none"> <li>* Up to 32% of educators will be eligible for retirement in five years. This increased since the previous study done in 1998.</li> <li>* Possible shortages are projected in guidance counselors, librarians, art/music, science, mathematics, and speech pathologists.</li> <li>* Oklahoma ranked 50<sup>th</sup> out of 51 states in the national average teacher salary during 1999-2000.</li> </ul> <p>Some of the positive steps to address the predicted shortages are:</p> <ul style="list-style-type: none"> <li>- Teacher Shortage Employment Incentive Program</li> <li>- Alternative certification</li> </ul> <p>Continued on the next page...</p>		Oklahoma Higher Education “Oklahoma Teacher Supply and Demand Study” <a href="http://www.okhighered.org/studies-reports/teacher-supply/">http://www.okhighered.org/studies-reports/teacher-supply/</a>



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<b>INTERNATIONAL: Education Findings</b>					
<b>Area of Interest/ Strategy</b>	<b>Source</b>	<b>Target Group</b>	<b>Description</b>	<b>Evaluation/ Results</b>	<b>Reference</b>
Research  Teacher Supply and Demand	United States (State of Oklahoma)  Oklahoma Higher Education  Southern Regional Education Board  Cooperative Council for Oklahoma School Administration		<u><b>Study of Teacher Supply and Demand (Continued)</b></u> - The Teacher Job Connection (website to inform Oklahoma students and alumni about employment opportunities in the state) - Home loans (Select Oklahoma banks offer innovative home loans to help teachers overcome the high cost of home ownership).		Oklahoma Higher Education “Oklahoma Teacher Supply and Demand Study” <a href="http://www.okhighered.org/studies-reports/teacher-supply/">http://www.okhighered.org/studies-reports/teacher-supply/</a>

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<b>NATIONAL: Education Findings</b>					
Area of Interest/ Strategy	Source	Target Group	Description	Evaluation/ Results	Reference
Research  Attracting, Recruiting and Retaining the Best Teachers	Canada (Province of British Columbia)  British Columbia Teacher’s Federation (BCTF)		<p><b><u>Attracting, Recruiting and Retaining the Best Teachers</u></b></p> <p>In December 2000, the BCTF submitted a brief to the Government of British Columbia calling for action on teacher supply and demand issues in the province. The brief called on government to “act now,” in cooperation with education partners, to avoid a general shortage of teachers in the province, and ensure that children in the province continue to receive high quality public education. Shortages are already evident in the province in some geographic areas and specific subject areas. The following are some statistics referred to in the brief</p> <ul style="list-style-type: none"> <li>* Average retirement age for teachers in B.C. is 59</li> <li>* Almost 5,000 educators were at least 55 years of age in 1999-2000, the earliest age at which teachers can retire with a pension</li> <li>* Over 12,000 educators (31%) were at least 50 years of age in 1999, and will, therefore, likely retire within the next 4 to 8 years.</li> <li>* Interprovincial in-migration, traditionally relied upon as a source of teacher supply, will likely dry up as other jurisdictions address their own shortages by implementing financial and other incentives.</li> </ul> <p>BCTF Recommendations:</p> <ul style="list-style-type: none"> <li>* Making teaching more financially attractive</li> <li>* Improving working conditions for teachers</li> <li>* Various initiatives to assist in recruiting and supporting new teachers</li> <li>* Enhancing professional support</li> <li>* Engaging in planning, research, and communication efforts such as a centralized web site for teacher recruitment.</li> </ul>		<p>A Brief to the British Columbia Government:</p> <p>“Enhancing the Quality of Education: Attracting, Recruiting and Retaining the Best Teachers”</p> <p><a href="http://www.bctf.ca/education/recruiting/2000brief/brief.html">http://www.bctf.ca/education/recruiting/2000brief/brief.html</a></p>

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<b>PROVINCIAL: Education Findings</b>					
<b>Area of Interest/ Strategy</b>	<b>Source</b>	<b>Target Group</b>	<b>Description</b>	<b>Evaluation/ Results</b>	<b>Reference</b>
Research  Recruitment and Retention of Professionals	Newfoundland & Labrador  Strategic Social Plan-Central Region	Professionals-Health and Education Sectors in Central Newfoundland and Labrador	<p><b><u>Joining Forces HR Project</u></b></p> <p>The Central Region Steering Committee for the Strategic Social Plan established the “Joining Forces” Project as a result of partner agencies identifying current and potential difficulties in recruitment and retention of people to fill positions, particularly professional positions in the Health and Education Sectors. The goals of the Joining Forces Project, established in 2002, are to:</p> <ul style="list-style-type: none"> <li>• determine human resource requirements for key positions in Central Newfoundland and Labrador</li> <li>• research and identify successful strategies that attract professionals to rural areas</li> <li>• develop and implement a survey and other tools to determine who is being successfully recruited to Central Newfoundland and Labrador and why they stay</li> <li>• recommend most effective strategies to meet regional needs</li> <li>• plan and deliver a regional forum on human resource recruitment and retention to promote awareness</li> </ul>	Survey completed with health and education stakeholders; survey completed with professionals working in specific positions in Central Newfoundland and Labrador; Literature review of rural recruitment/ retention strategies carried out; HR Forum held in June 2003- 100 participants; Final report and results to be available October 2003.	Susanne Hobbs Planner/Researcher Strategic Social Plan-Central Region susannehobbs@gov.nl.ca

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<b>PROVINCIAL: Education Findings</b>					
Area of Interest/ Strategy	Source	Target Group	Description	Evaluation/ Results	Reference
Research  Specialized Service Delivery	Newfoundland & Labrador  Government of Newfoundland and Labrador  Departments of Education and Health and Community Services	Speech Language Pathologists (SLP’s)	A <b>Provincial Review</b> of speech language service delivery began in 2002. The review is being carried out by staff of the Departments of Education and Health and Community Services and is intended to: <ol style="list-style-type: none"> <li>1. Review current SLP service delivery models for children in Newfoundland and Labrador</li> <li>2. Conduct a comprehensive literature review of SLP services in Health and Education in North America</li> <li>3. Review current SLP service delivery models in each Canadian jurisdiction</li> <li>4. Provide a final report that outlines current realities, best practices in service delivery to children and recommendations to provide optimal service to children in Newfoundland and Labrador</li> </ol>	Report currently in draft form (internal)	Brenda Smith Department of Education  Bev Griffin Department of Health and Community Services
Research  Specialized Service Delivery	Newfoundland & Labrador  Central Region Steering Committee for The Strategic Social Plan	Speech Language Pathologists  Service Users (Children)  Central Newfoundland and Labrador	<b>Research Project</b> This Research Project was established in 2003 to examine the delivery of speech-language services through Health and Education Boards in Central Newfoundland and Labrador. The project researcher is reviewing information being collected as part of the provincial Speech Language service review, conducting additional research and compiling information specific to the Central Region, analyzing service delivery models in other jurisdictions and preparing a discussion paper on ways to coordinate and enhance service delivery, reduce waiting lists and address recruitment and retention problems for Speech Language Pathologists in the Central Region.	Final Report will be completed by October 2003. Speech Language Pathologists, Referral Agents (Public Health Nurses, Special Needs Teachers) and Parents of children who use both services are being consulted.	Strategic Social Plan-Central Region Office P.O. Box 1209 Lewisporte, NL A0G 3A0 Tel: (709) 535-0901 Fax: (709) 535-0902

Health  
Findings-  
Research

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<b>NATIONAL: Health Findings</b>					
<b>Area of Interest/ Strategy</b>	<b>Source</b>	<b>Target Group</b>	<b>Description</b>	<b>Evaluation/ Results</b>	<b>Reference</b>
Research  Training Doctors for Rural Practice	Canada  Canadian Institutes of Health (CIHR) Rural Strategic Initiative	Medical Students	<p><b><u>Training Doctors for Rural Practice</u></b> A one-year multi-province study on the best ways to train medical students for rural and northern medical practice has been funded by the Canadian Institutes of Health (CIHR) Rural Strategic Initiative.</p> <p>The investigators involved in the proposed project are connected to two research centres- the Newfoundland and Labrador Centre for Applied Health Research (NLCAHR) at Memorial University and the Centre for Rural and Northern Health Research (CraNHR) at Laurentian University and Lakehead University. Members of the research team include principal applicant Dr. Raymond Pong, research director of CraNHR at Laurentian University; Dr. Stephen Bornstein, founding director of the NLCAHR at Memorial; Dr. Michael Jong, director of the Northern Family Medicine Program at Memorial University (NorFaM) and the medical director of the Health Labrador Corporation; Dr. Vernon Curran, director of academic development and assistant professor of medical education with the Faculty of Medicine at Memorial; Dr. Geoffrey Tesson, Laurentian University’s vice-president academic and executive director of health initiatives; and Dr. Roger Strasser, who recently took up the position founding dean with the new Northern Ontario Medical School.</p> <p>Continued on the next page...</p>	There are plans to use the findings and experiences from the study as a basis for developing a much broader program of research with rural/northern medical education and the rural physician workforce as its focus. This work will serve as a basis for furthering rural/northern health research. It will put in place a multi-centered and interdisciplinary team linking researchers with a variety of community and decision-maker partners in two key rural regions- northern Ontario and Newfoundland.	Faculty of Medicine, Memorial University of Newfoundland  <a href="http://www.med.mun.ca/munmed/152/pages/rural_training.htm">http://www.med.mun.ca/munmed/152/pages/rural_training.htm</a>
<b>NATIONAL: Health Findings</b>					

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Area of Interest/ Strategy	Source	Target Group	Description	Evaluation/ Results	Reference
Research  Training Doctors for Rural Practice	Canada  Canadian Institutes of Health (CIHR) Rural Strategic Initiative	Medical Students	<p><b><u>Training Doctors for Rural Practice</u></b> (Continued)</p> <p>A grant of \$98,000 will allow the members to examine various models that exist, including Memorial’s, for training doctors who will then practice in rural locations. Ways to retain them will be examined, and well as the common features and interesting innovations between the successful models.</p> <p>The CIHR-funded project will provide the first systematic review of the scientific literature on rural/northern medical education as well as critical appraisal of the literature’s quality and applicability to the Canadian scene. It will provide a detailed and data-based understanding of the nature of rural practice in Canada and of the country’s rural doctors and their distinguishing features.</p> <p>It is anticipated that the study will provide a foundation for future research, policy development, and program planning.</p>		Faculty of Medicine, Memorial University of Newfoundland  <a href="http://www.med.mun.ca/munmed/152/pages/rural_training.htm">http://www.med.mun.ca/munmed/152/pages/rural_training.htm</a>
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Area of Interest/ Strategy	Source	Target Group	Description	Evaluation/ Results	Reference
<p>Research</p> <p>Allied Health Supply Report 2000-2001 Newfoundland and Labrador</p>	<p>Newfoundland &amp; Labrador</p> <p>Newfoundland and Labrador Health Boards Association (NLHBA)</p>		<p><b><u>Allied Health Supply Report 2000-2001 Newfoundland and Labrador</u></b></p> <p>This report provides an overview of the current supply of nine allied health professional groups in the provincial health sector including audiologists, dietitians, occupational therapists, pharmacists, physiotherapists, psychologists, respiratory therapists, social workers, and speech language pathologists.</p> <p>Unlike physicians or nurses, these professional groups practice widely in both public and private health care delivery systems. As shortages are ongoing in both sectors, competitive employment factors are notable such as wage differentials and benefits.</p> <p>Currently there are a number of programs in place in the province to assist with the recruitment and retention of allied health professionals. Seat purchase programs, bursaries, and relocation cost reimbursement programs exist and are associated with a return-in-service contract.</p>		<p>NLHBA Website</p> <p><a href="http://www.nlhba.nf.ca/hr/documents/Allied.pdf">http://www.nlhba.nf.ca/hr/documents/Allied.pdf</a></p>
<b>PROVINCIAL: <i>Health Findings</i></b>					



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Area of Interest/ Strategy	Source	Target Group	Description	Evaluation/ Results	Reference
Research  Licensed Practical Nurse Supply Report	Newfoundland & Labrador  Newfoundland and Labrador Health Boards Association (NLHBA)		<b>Licensed Practical Nurse Supply Report</b> Newfoundland and Labrador has the highest ratio of licensed practical nurses (LPN’s) per population in Canada and the highest ratio of LPN’s per Registered Nurse (RN). The LPN workforce in this province is comprised of approximately 2800 individuals. The total number of licensed practical nurses has slowly increased over the last 10 years by 7 percent. There has been a dramatic increase in the number of LPN’s over 45 years of age in the past 11 years. At present, 41.4% of the LPN population is over 45 years of age. The majority of LPN’s, 62.5%, work in a geriatric care setting. Nursing home employ 47.2% of the LPN’s with a further 45.2% reporting employment in hospital settings.		NLHBA Website  <a href="http://www.nlhba.nf.ca/hr/documents/LPN.pdf">http://www.nlhba.nf.ca/hr/documents/LPN.pdf</a>
Research  Recruitment and Retention of Professionals	Newfoundland & Labrador  Strategic Social Plan-Central Region	Professionals- Health and Education Sectors in Central Newfoundland and Labrador	See <b>Joining Forces HR Project (Education)</b> - Research, page 204.		Susanne Hobbs Planner/Researcher Strategic Social Plan- Central Region susannehobbs@gov.nl.ca
<b>PROVINCIAL: Health Findings</b>					

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Research  Specialized Service Delivery	Newfoundland and Labrador  Central Region Steering Committee for The Strategic Social Plan	Speech Language Pathologists Service Users (Children)  Central Newfoundland and Labrador	See <u>Research Project (Education)</u> - Research, page 205.		Strategic Social Plan- Central Region Office P.O. Box 1209 Lewisporte, NL A0G 3A0 Tel: (709) 535-0901 Fax: (709) 535-0902

**PROVINCIAL: *Other Findings***

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Area of Interest/ Strategy	Source	Target Group	Description	Evaluation/ Results	Reference
Human Resource Planning  Provincial Strategy	Newfoundland & Labrador  Government of Newfoundland and Labrador  Treasury Board	Provincial Governments and Related Boards	<p><b><u>Provincial Strategy</u></b></p> <p>The public service of Newfoundland and Labrador has a demographic profile consistent with the aging of Canada’s ‘Baby Boomer’ Generation. The provincial budget for 2003 allocated \$3.4 million for initiatives designed to improve governments ability to attract new employees in key areas and to provide opportunities for current public employees to enhance their skills. This direction includes initiatives to address hard-to-fill positions, support training activities for program staff and promote leadership development among management and executive employees. Highlights of the 3-year human resource strategy include:</p> <ul style="list-style-type: none"> <li>• reconfiguring the existing Graduate Recruitment Program</li> <li>• Extensive training activities for program, management and executive staff</li> <li>• reviewing human resource management policies</li> <li>• improving the use of human resource management across the public service</li> <li>• improving internal communications</li> </ul>		Bill Duggan Director Human Resource Policy & Planning Division Treasury Board Secretariat Tel: (709) 729-7350 bduggan@gov.nl.ca
<b>PROVINCIAL: <i>Other Findings</i></b>					

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Area of Interest/ Strategy	Source	Target Group	Description	Evaluation/ Results	Reference
<p>Human Resource Planning</p> <p>Labour Market Development Strategy</p>	<p>Newfoundland &amp; Labrador</p> <p>Government of Newfoundland and Labrador</p> <p>Department of Human Resources and Employment</p>	<p>Provincial Labour Force</p>	<p><b><u>Labour Market Strategy</u></b></p> <p>In 1998, the Strategic Social Plan committed government to develop a Labour Market Strategy for the province. This commitment was reaffirmed in the Interim Report on Jobs and Growth (2000) and announced in a speech from the Throne (2003). An arms length advisory body, The Labour Market Development Council, was established in 2000. The strategy is intended to help government respond to the challenges and opportunities in our present circumstances, including:</p> <ul style="list-style-type: none"> <li>• continuing demographic shift</li> <li>• increasingly diversified economic growth</li> <li>• need to retain our youth and reverse out-migration</li> <li>• continuing emphasis on the development of a highly skilled labour force</li> <li>• remaining responsive to the issues posed by the restructuring of the rural economic base</li> </ul>	<p>Completion of the Strategy targeted for Summer 2003</p>	<p>Department of Human Resources and Employment</p> <p><a href="http://www.gov.nf.ca/hre/">http://www.gov.nf.ca/hre/</a></p>