



**Culture Change Nursing Homes as Clinical Training Sites:
Recommendations to the Field**

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I. Background

The Hartford Institute for Geriatric Nursing, New York University College of Nursing (“Hartford Institute”), in collaboration with the American Association of Colleges of Nursing (AACN) and drawing on the experience of the Pioneer Network, with funding from the Commonwealth Fund and the Picker Institute, has developed Recommendations to the Field consisting of six e-Learning Modules. These Recommendations, which are being widely disseminated to nursing programs and nursing homes, address how to maximize the use of nursing homes as clinical training sites, with one focus being culture change values and practices.

The Hartford Institute identified experts in the use of nursing homes as clinical training sites and in the goals of the Pioneer Network to participate as a Steering Committee. Developed with extensive review by the Steering Committee as well as final review by nursing faculty and nursing home staff, and working with an instructional designer, the Modules include case studies and resources and the Pioneer Network Nurse Competencies for Nursing Homes. The Modules, along with archived webinars reviewing the modules, are available on the Hartford Institute web site, http://www.hartfordign.org/education/nh_modules/, with continuing education units available and consist of:

Overview of the Project.

Module 1: Nursing homes: A general description

Module 2: Nursing practice in nursing homes

Module 3: Resident-directed care and culture change

Module 4: Selecting and structuring clinical placements in nursing homes

Module 5: Introducing resident directed care and culture change: a Case Study

Module 6: Helping nursing homes become clinical placement sites

Development of the Modules recognizes that older adults need health care providers capable of assessing, managing and monitoring multiple conditions simultaneously. Clinical rotations in nursing homes allow nursing students to learn how to care for older adults with complex and overlapping illnesses over a sufficient period of time, with exposure to and interaction with health care teams, and with faculty supervision that fosters the student’s appreciation of both the complexity of the care and the opportunities to achieve improvements that promote quality of life. Lack of explicit knowledge, criteria and guidelines on the part of both academia and practice on how to select and use nursing homes impedes optimum use of nursing homes as clinical rotations, and leads to faculty, nursing home, and student dissatisfaction with the experience. Similarly, faculty are often uninformed about culture change and resident directed care in nursing homes, thus limiting student exposure to this evolving practice model.

The aim of this project was to develop Recommendations, in the form of e-Learning modules. Content drew on faculty and nursing home educators as authors and Steering Committee members with already-developed experience and expertise in the use of resident directed/culture change nursing homes by schools of nursing.

The objectives of this project were to:

- Improve the number, quality and preparedness of nursing and other academic health care programs using nursing homes as clinical training sites, with a special focus on resident directed/culture change nursing homes
- Improve nursing homes’ readiness to serve as clinical training sites.

Promoting culture change and person-centered care is the underlying vision for this project. By establishing criteria, the Recommendations encourage schools of nursing to seek out culture

change nursing homes so that together they could create nursing home-stationed educators. The Modules include the Pioneer Network Nurse Competencies for Nursing Homes and strongly recommend that information about culture change and person-centered care be included in didactic learning experiences, reinforcing that it is best obtained through structured nursing home clinical experiences that involve the nursing staff and the interdisciplinary team.

From the original proposal, the number of Modules was extended to six to fully encompass the content, as recommended by the Steering Committee. This modification and faculty scheduling changed the projected timeline for this project.

Ongoing wide dissemination includes posting of the Recommendations on the Hartford Institute and the American Association of Colleges of Nursing and other linked web sites, webinars (available archived), on relevant web sites, and presentations at national meetings (*See Attachment A, Dissemination Plan*). The web-based modules have received endorsements from several prominent organizations.

II. Project Implementation and Administration

Module Development

- This project initially benefited from communications with nursing programs and faculty participants in AACN's GNEC project (Geriatric Nursing Education Consortium (GNEC), <http://www.aacn.nche.edu/GNEC.htm>) with experience in long term care initiatives in nursing home programs and nursing home teaching experiences.
- A literature search for related articles was useful to determine if there were any relevant resources and initiatives.
- The Hartford Institute identified a project Steering Committee composed of stake holders and nursing program faculty with experience in long term care initiatives in nursing homes and nursing home teaching experiences.
- The Hartford Institute developed a collaboration with Steering Committee member, Christine Mueller, PhD, RN, BC, NEA-BC, FAAN, University of Minnesota, School of Nursing and in collaboration with her HRSA (Health Resources and Services Administration) grant on developing regional Culture Change resources for nursing home clinical placement.
- Leveraging resources and opportunities, Dr. Mueller co-authored Module 3 and was the primary author of Module 5. This collaboration is jointly copyrighted and supports wide dissemination. In addition, Dr. Mueller participated in all four of the webinars and presented this resource in collaboration with the Hartford Institute at the AACN Baccalaureate Conference.
- As described in previous reports, at various stages, the content for the modules was developed following extensive review and recommendations by the project Steering Committee and the Pioneer Network. In addition, the final draft modules were reviewed by nursing program faculty and nursing home administration and subsequently appropriately revised.
- Working with an instructional designer, the final Recommendations were transformed into web-based learning modules that include case studies and resources to increase their usability. The Recommendations are available on the Hartford Institute web site, http://hartfordign.org/education/Baccalaureate_education, offer continuing education, and are widely disseminated.
- The Recommendations have been endorsed by the Coalition of Geriatric Nursing Organizations, the Pioneer Network and Christine Mueller, in collaboration with her

HRSA grant on Culture Change, and for Module 6, the Advancing Excellence Campaign. Endorsement statements are included in the modules.

Webinars

- The Hartford Institute, working with AACN, developed four webinars which have been an excellent resource to foster discussion on when and how to use nursing homes as clinical placements.
- The webinars are now archived for asynchronous viewing on the Hartford Institute e-Learning Center, <http://www.hartfordign.org/Spotlight/eLearning/> and on the AACN website, <http://www.aacn.nche.edu/webinars/past-webinars>. The Webinars have been an excellent resource to foster discussion on when and how to use nursing homes as clinical placements.
- Three webinars were for baccalaureate nursing faculty to introduce Modules 1-5. The webinars, held on October 18, November 10, and December 6, 2010, were extensively disseminated by the Hartford Institute and AACN and had a total registration of over 700.
- Since the last webinar, the archived webinars have had 150 viewings.
- The webinar for Module 6 on March 3, 2011 for nursing homes and baccalaureate nursing faculty had 480 registrations and since that date, there have been 36 additional viewings of the archived webinar. The Advancing Excellence Campaign endorsed and disseminated this module and webinar.
- Comments received in the presentation evaluations for all the webinars were excellent and confirmed the need for this resource.
- Webinar presenters included Hartford Institute faculty, AACN collaborators, nursing program faculty, Bonnie Kantor, Director of the Pioneer Network, and collaborator Christine Mueller, who participated in all 4 webinars.

Dissemination:

- The Modules continue to be widely disseminated to nursing faculty teaching undergraduate and graduate nurses and to the nursing home community. The updated dissemination plan provides detailed efforts for wide dissemination.
- The Modules have been on the Hartford Institute web site since October 1, 2010. Effective February 1, 2011, the Modules have resided on the Hartford Institute's e-Learning Center. From February 1 – December 20, 2011, 610 users accessed/downloaded the Modules and 2734 accessed the Hartford Institute web page that describes the Modules. For access prior to the e-Learning Center, we can report that from October 1, 2010 – January 31, 2011, 3100 users accessed the Education web page on the Hartford Institute website that included the Modules as a resource.
- The Hartford Institute used its web sites and newsletters for wide dissemination, as well as those of partners and collaborators, such as AACN, John A. Hartford Foundation and Atlantic Philanthropies funded geriatric nursing programs, Pioneer Network, Coalition of Geriatric Nursing Organizations, and regional/statewide geriatric nursing education consortiums.
- Hartford Institute organized a symposium, Best Practices for Using Nursing Homes as Clinical Placement Sites for Nursing Students: New Resources and Strategies, at the Gerontological Society of America Conference in November, 2011, which had an excellent reception.
- Collaborations contributed to wide dissemination, for example:
 - AACN and outreach to its over 600 member nursing programs, providing direct contact with deans and faculty, as well as faculty that participated in its GNEC program.

- The Hartford Institute leveraged a collaboration with Dr. Christine Mueller, and her dissemination in collaboration with her HRSA grant, as described, her presentation in collaboration with the Hartford Institute at an AACN Baccalaureate Conference, and dissemination at the Upper Midwest Geriatric Nursing Education Alliance workshops and meetings.
- Coalition for Geriatric Nursing Organizations members presented at meetings, such as AAHSA and the Pioneer Network conferences and disseminated to the organizations' members.
- Effective January 2012, Modules 1, 2, and 3 will be offered as Elective courses as part of the Consortium of New York Geriatric Education Centers' Geriatric Scholar Certificate Programs, www.NYGEC.org. They will be made available on the Hartford Institute's web site, <http://hartfordign.org/education/cnygec/>.
- Information on the Modules was included in the resources in the presentations that the Hartford Institute and AACN conducted at 5 national meetings attended by faculty teaching in Master's level Advanced Practice Nursing programs February-June, 2011 (AACN Master's Education Conference, National Association of Clinical Nurse Specialists, National Organization of Nurse Practitioner Faculties, American Association of Critical-Care Nurses, and American Academy of Nurse Practitioners).
- The Hartford Institute is preparing a blast of its resources to baccalaureate nursing faculty through AACN's newsletter to nursing program deans and faculty; to associate degree nursing programs through the National League of Nursing's web site; and to the Hartford Geriatric Nursing Initiative newsletter. (*See Attachment B, Sample Flyer*)

Baccalaureate Award for Innovative Clinical Rotation in a Nursing Home:

- An educational award in collaboration with AACN for exemplary use of nursing home clinical placement by schools of nursing with innovative clinical rotation in culture change nursing homes was awarded at the AACN Fall Annual Meeting, October 2011 and recognized at the Baccalaureate Meeting, December 2011 (*See Attachment C, AACN Award Final*).
- The Hartford Institute and AACN are disseminating the award information, the awarded nursing program and on the exemplary models of top submissions on their web sites and in their newsletter: Hartford Institute, http://hartfordign.org/education/nh_modules/; AACN web site, www.aacn.nche.edu, AACN press release, <http://www.aacn.nche.edu/news/articles/2011/clinical-awards>, and in their newsletter to nursing program deans and faculty, <http://www.aacn.nche.edu/publications/NovDec11.pdf>.

III. Accomplishments and Challenges

Module Development

- The original proposal plan called for developing Modules outlining Recommendations, using the AACN GNEC program as a model. This plan continued to guide the project. As described previously, the number of Modules was reorganized and extended to six to fully encompass the content, as recommended by the Steering Committee. These additional modules required additional time and review and, therefore, adjustments in the originally proposed timeline.
- Working with an instructional designer was a new, learning experience which has benefitted the development of new resources.

Dissemination Plan:

- The Hartford Institute's partnerships and collaborations have greatly contributed to wide dissemination of these resources.

- Following the Dissemination Plan, the modules have been widely disseminated via postings and links in newsletters, on the Pioneer Network web site; linkage campaign with associations (e.g. the CGNO, the Alliance for Quality Nursing Home Care, the Association of Homes and Services for the Aged, American HealthCare Association, NCNHR); webinars; presentations; collaboration with existing long term care programs; an annual award in collaboration with AACN (Fall, 2011); and dissemination via the Steering Committee associations.

Additional Collaborations:

- This project benefited from collaboration with Dr. Christine Mueller, Professor, the University of Minnesota College of Nursing. As described, Dr. Mueller's grant from HRSA to develop regional Culture Change resources for nursing home clinical placement allowed for a leveraging of resources and wide dissemination.

Additional Funding Received:

- As an outcome of this project, the Hartford Institute received additional funding from the Jewish Foundation for the Education of Women to develop two teaching modules: Preparing Clinical Faculty to Supervise Student Clinical Rotations in Care of Older Adults in Long Term Care Facilities for baccalaureate and for advanced practice nursing students, with references to the 6 nursing home modules. These resources help faculty develop structured and meaningful clinical experiences for students in nursing homes, using an evolving case study to help prepare students for the clinical experience, guide students in assessment, and evaluate students in learning objectives. Available on the Hartford Institute's e-Learning Center, <http://hartfordign.org/Spotlight/eLearning/> .

IV. Plan for Follow-Up after the Grant

- Wide dissemination of the project is ongoing.
- The Hartford Institute will disseminate the new Baccalaureate Award for Innovative Clinical Rotation in a Nursing Home as a model, along with the top award submissions.
- Dissemination will also include offering Modules 1, 2 and 3 as Electives as part of the Consortium of New York Geriatric Education Centers' Geriatric Scholar Certificate.
- The Hartford Institute is preparing a blast of its resources to baccalaureate nursing faculty through AACN's newsletter to nursing program deans and faculty; to associate degree nursing programs through the National League of Nursing's web site; and to the Hartford Geriatric Nursing Initiative newsletter.

V. Analysis and Interpretation

The Hartford Institute has traditionally sought collaborations and partnerships in the development of projects, the practice of which greatly benefitted this project, as described.

The project has proceeded in line with the original proposal, with some changes in the timeline for additional module completion and webinar schedules of faculty participants, as discussed. Feedback from the Steering Committee and from nursing home staff and nursing faculty Module reviewers address the quality, value and need of the modules. Feedback from nursing program faculty (many of whom were participants in the AACN GNEC program) who participated in the webinars supports the original proposal rationale about the need for this resource.

VI. Financial

The final financial report will follow, due date 1/31/12.