

## **Preparation and Reading for Elder Experience**

**Pre-amble:** Students will spend a total of four days in the long-term care facility. There will be an instructor on site all day who will orchestrate the activities. In a perfect world the flow of the experience would be ordered as they appear below. Two students per day will be assigned to follow the wound care nurse (WCN). Because students will not know which day they will be assigned to the WCN, all students should come prepped the first day for the CBLA.

**Overview:** see posted “Elder Experience Overview”. The reading and assignment on this document will be the topic of the first pre-conference.

### **Day One: Spend the Day with a Resident:**

- Bring forward the knowledge you gained from the initial assignment for this rotation.
- Participate in pre-conference discussion related to person-centered care.

### **Day Two: Interdisciplinary Shadow Day:**

- Follow this link: <http://www.pioneernetwork.net/Providers/ForNurses/> to “Nurse Competencies for Nursing Home Culture Change”. Read and be prepared to discuss in pre-conference.
- Follow this link: <http://www.pioneernetwork.net/Providers/Artifacts/> . This will lead you to a page titled Artifacts of Culture Change. Read the opening info and two thirds of the way down the page is a blue box titled “Artifacts Tool Available Here”. Follow this link and it will bring you to a page with some PDF’s. Click on “Artifacts of Culture Change- downloadable version. Become familiar with the categories. You do not need a hard copy.

**Day Three: Culture Change Project:** No further prep. You will be given the assignment in the clinical setting.

**Day Four: CBLA:** Assessing for Factors Related to Inflammation and Infection and Factors that impair healing. See posted CBLA on Rogue Online in the Elder Experience Folder.

## Culture Change Project

**Outcome:** This is the final activity associated with the Elder experience. Students will discover a culture or theme gleaned from the “Spend a Day with a Resident”. You are expected to create a week’s worth of activities that can be implemented by the facility for minimal to no cost. The objective is to unite the staff and residents in-directly opening the door for culture change to occur.

**Activity Instructions:** Working in pairs, students will plan a week for residents at. The activities **will include** but are not limited to the following:

- Confirm the theme or culture of the week with Anna before you get started.
- Create a “brain stimulating activity”, i.e. a crossword puzzle.
- Generate a menu for one day to include three meals.
- Find a community group who will volunteer their time to entertain for a day.
- A movie night associated with your theme.
- Design a craft that can be done around your theme.
- Create a learning hour to educate all on your topic. You choose the format.
- Plan an end of the week party around your theme.

Note: some of the above bullets may not be appropriate for your theme. You may discuss with Anna changing the topic of a bullet.

**Assignment:** The above activity will be written up in a clear and concise manner so the facility can easily implement part or your entire project. This assignment is due one week after the day you are assigned to this project.

## Elder Experience Overview

**Summary of Rotation:** A culture change journey to enhance the students' perception of older adults and culture change associated with the transition to alternate living situations. This rotation is also designed to increase awareness and desirability of working with residents in alternate health care settings. The information gained from this experience is transferable to all areas of nursing practice. Students will spend four days in this long term care facility (LTC) participating in a variety of learning activities, each with their own assignment. All paperwork and journal entries related to this experience will be submitted to Anna Lewis. Hours of attendance: 0900-1600 with daily pre- and post-conference.

### Learning Outcomes:

1. Create or enhance nursing partnerships between home and community-based LTC settings/providers and academic institutions, expanding the availability of quality clinical experiences for nursing students.
2. Bolster interest in geriatric nursing as a specialty area for practice.
3. Improve the quality of care provided to older adults living in long term care facilities and community based residential care settings.

### Required Reading and Assignment: due at the first pre-conference of your experience:

1. Issue Paper: *Nurses Involvement in Nursing Home Culture Change: Overcoming Barriers, Advancing Opportunities. Executive Summary.* From the Hartford Institute for Geriatric Nursing. This is posted on Rogue Online, NRS221 clinical, elder experience folder. **Assignment: in a minimum of two paragraphs:**
  - **Summarize the principles and goals behind the culture change movement in LTC.**
  - **Describe the recommendations.**
2. Marquis, B.L. and Huston, C.J. 2009. Leadership Roles and Management Functions in Nursing. Chapter 8: Planned Change. **Assignment:**
  - **Describe the three phases of Lewin's change theory.**
  - **Differentiate between Lewin's driving and restraining forces.**
  - **Why is resistance the expected response to change (see pg. 176).**
  - **Why is planned change a collaborative process and who should be involved?**
3. Go to the Pioneer Network website: <http://www.pioneernetwork.net>. **Assignment:**
  - **Describe the mission, vision, and values**
  - **Under the culture change tab:**
    - **The language of culture change:**
      - **Why is it a factor in culture change**
      - **How will you incorporate this concept into your overall nursing practice?**
    - **Elder Speak:**
      - **Define**
      - **List and explain the main components.**

## Interdisciplinary Shadow Day

**Outcome:** View the long term care culture experience from the healthcare workers perspective to include, but not limited to: RN, LPN, staff nurse, RCM, Educator, director of nursing, CNA, CMA, social services, OT, PT, housekeeping, maintenance, dietary, volunteers. (Students will spend a day with the wound care nurse and the CBLA: Factors that Impair Tissue Healing).

### **Preparation:**

- Follow this link: <http://www.pioneernetwork.net/Providers/ForNurses/> to “Nurse Competencies for Nursing Home Culture Change”. Read and be prepared to discuss in pre-conference.
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**Activity Instructions:** You will be assigned an employee to shadow for approximately two hour intervals. You are there to discover the function of this role as it relates to each resident and whether the contact is direct or indirect. Because you are spending a short interval with the disciplines, your information will be obtained via observation and noticing, **not direct interviewing**. It is expected that there will be some verbal communication with these individuals. Please remember they are very busy and this needs to be respected and their routine should not be disrupted.

- **Points of Interest to be Noticed for all Disciplines:**
  - What is their job description?
  - List the types of services they provide for the residents.
  - Describe the type of relationships they have with the residents.
  - Do they feel valued in their job?
  - What are their interpretations of person-centered care?
  - Does their department focus on person-centered care?

### **Assignment due the following pre-conference:**

- Complete the Artifacts of Culture Change worksheet to the best of your ability.
- One page typed reflection focused on the 10 competencies addressing:
  - Discuss observations that you noticed reflecting positive culture change in this facility .
  - Identify areas where culture change is not evident and where improvement is needed.

Elder Experience: Four days 09-16  
Instructor Guidelines

Day One: Spend the Day with a Resident

**Objective:** Get to know the resident and their story. Grasp the culture change and transitions the resident had to go through. Understand LTC from the residents' point of view. Skills to be used: Active listening, open-ended questions. The final product of this experience is to create the residents' plan of care. The residents have been selected by the facilities staff and have agreed to spend the day with the student.

**Student Preparation:**

- Reference the overview assignment due the first pre-conference of the experience

**Flow of the Day:** Instructor arrives at 0830 to meet w/CEL to obtain list of residents, meet residents. There will be a variety of levels of consciousness in the residents as not all LTC residents are fully cognitive.

- **Pre-conference: 09-10**
  - **Learning circle** "As you come into this clinical experience, describe your feelings about LTC"
  - **Person-centered care and quality of life** (module 2, pgs. 5-10)
    - The challenge of LTC today is to truly get beyond a task-oriented, medical model of care delivery. Residents need meaningful relationships and activities in their daily lives. The need to be treated as individuals who have full ranges of emotion, desire, preferences, and needs. They want to still have their lives! The old culture of nursing home care has not worked well, and is frustrating for all involved. Old: treated residents as less than a whole person and strip away their personhood. The very act of entering into a nursing facility makes them a little less of a person. The old model of task-oriented, custodial approach to care focused on goals of keeping residents clean, dry, and fed. This did not allow for residents to have choices in their care such as when they wanted to bathe or to eat. Care was not individualized.
    - **Excess Disability:** resulted from task-oriented approach to care. This occurs when a resident experiences more disability than should be expected from just disease or medical conditions. May also result from how we care for a person. **Ask the students for examples of this.**
    - The care we give must never get in the way of the resident's *independence, personal choices, and quality of life.*
    - Always see the resident as a **whole person** with your role to help residents maximize their remaining abilities: discussion
    - We DO NOT want to create an atmosphere of *"the diminished person"* either physically or mentally.

- **What residents want:**
  - Relationships with all members of the care team. This is a central part of their day and they want to like and trust the persons caring for them. They also want the care staff to know them and like them.
  - They want meaningful things to do.
  - They want to be treated as individuals.
  - They still want to have a life.
- **Students will be assigned to the residents**
- **Students with the Residents 10-14**
  - The main objective of the day is to get to know the resident and their story with the final outcome the residents' plan of care. The document will be provided by the facility.
- **Post-conference 14-15:**
  - Introduce resident and share the plan of care
  - Discuss observations on community and culture change
- **Assignment:** A one page typed document addressing your observations on the bulleted items under Community and Culture. To be submitted in hard copy to instructor the following pre-conference. (see details on students copy of "spend the day with a resident").

### Day Two: Interdisciplinary Day

**Objective:** : View the long term care culture experience from the healthcare workers perspective to include, but not limited to: RN, LPN, staff nurse, RCM, Educator, director of nursing, CNA, CMA, social services, OT, PT, housekeeping, maintenance, dietary, volunteers. (Students will spend a day with the wound care nurse and the CBLA: Factors that Impair Tissue Healing).

#### **Student Prep:**

- Follow this link: <http://www.pioneernetwork.net/Providers/ForNurses/> to "Nurse Competencies for Nursing Home Culture Change". Read and be prepared to discuss in pre-conference.
- Follow this link: <http://www.pioneernetwork.net/Providers/Artifacts/> . This will lead you to a page titled Artifacts of Culture Change. Read the opening info and two thirds of the way down the page is a blue box titled "Artifacts Tool Available Here". Follow this link and it will bring you to a page with some PDF's. Click on "Artifacts of Culture Change- downloadable version. Become familiar with the categories. You do not need a hard copy.

**Flow of the Day:** Students will shadow one role for two hours and rotate. It is realized they will not be able to shadow all the facilities roles, thus creates a group discussion.

- **Pre-conference: 09-10**
  - Group discussion on the 10 nurse competencies
  - Discuss and explain the artifacts of culture change worksheet
- **Students observing a variety of roles 10-15**
  - This is a 5hr. time frame and there are about 13 roles listed in the objectives. This could be done in pairs but the ultimate would be singles as to shadow as many roles possible.
- **Post-conference: 15-16**
  - An interactive discussion on the roles of all the healthcare workers
  - A compare and contrast discussion on the residents view vs. the healthcare workers view.
  - Relate the observations from the students into a discussion revolving around the nurse competencies for nursing home culture change.
  - Re-visit the artifacts of culture change tool, answer questions and students to begin completing.

**Assignment due the following pre-conference:**

- Complete the Artifacts of Culture Change worksheet to the best of your ability.
- One page typed reflection focused on the 10 competencies addressing:
  - Discuss observations that you noticed reflecting positive culture change in this facility
  - Identify areas where culture change is not evident and where improvement is needed.

### Day Three: CBLA: Factors that Impair Tissue Healing 09-16

**Flow:** This activity is designed for the student to spend the day with the wound care nurse (WCN). Students will shadow WCN in pairs throughout the four day experience and complete the activity. The CBLA will be de-briefed during the final post-conference, after the last group of students has circulated through the experience.

- **Pre-conference: 09-10** discuss the reading assignment and answer questions etc.
- **Students to spend 10-15 with WCN.**
- **Post-conference: 15-16:** Debrief CBLA and discuss plans of care.

### Day Four: Culture Change Project

**Flow:** by this time in the rotation, students should be very familiar with the facility. The students will be spending all day on their project. I was informed that wi-fi is available and students can brainstorm, investigate, and plan the activity.

- **Pre-conference 09-10:** Begin with a learning circle " as you are nearing the end of this experience, how have your views on LTC changed. If they haven't, share and explain.

- Flow 10-15: Create the week, brainstorm with CEL and instructor.
- Post-conference: 15-16: Share ideas for the project.

## Spend the Day with a Resident

**Outcome:** Get to know an elder who is a resident in a LTC facility and their story. Grasp the culture change and transitions the resident had to go through. Understand LTC from the residents' point of view. Skills to be used: Active listening, open-ended questions, and interviewing skills. The final product of this experience is to create the residents' plan of care. The residents have been selected by the facilities staff and have agreed to spend the day with a student.

### **Preparation:**

- Bring forward the knowledge you gained from the initial assignment for this rotation.
- Participate in pre-conference discussion related to person-centered care.

### **Activity Instructions:**

You will be assigned a resident by your instructor in pre-conference. You are expected to spend the entire day (1000-1500) with your resident which includes all activities including lunch. **After you have spent a significant amount of time getting to know your resident, complete the plan of care from the resident's point of view provided by Royale Gardens.**

### **Points of Interest to be discussed and noticed:**

- **General Information**
  - Where were you born?
  - Describe memories of your childhood.
  - Tell me about your family: then and now.
  - Is your family happy?
  - What type of profession were you in?
  - Were you in the military?
  - What has changed since you were a young adult?
  - How would you describe your age or state of life right now?
  - How do you feel about getting older?
- **Quality of Life**
  - What is the residents' perspective of quality of life?
  - What would they like to be changed?
  - What could the facility do to improve their general quality of life?
  - What kind of activities or hobbies do you like to do?
- **Transition to LTC facility**
  - Why did you have to move here? Was it planned or sudden?
  - What other co-morbidities does the resident have?
  - How long have you lived here?
  - How is your stay being paid for?
  - How did the transition impact you? Your family? Your caregiver?
  - What was your formal orientation to this facility like?
  - What do you like the most?
  - What makes a good day? A bad day?
  - If you could change something about this place what would it be?

- If you were in charge of training the staff and preparing them to work with you and other residents, what would you want them to know?
- What is the most important thing about you that people who work here should know?
- Does this facility have interesting things for you to do?
- Do you have privacy if you want it?
- **The Resident's Bill of Rights. There is a copy of this in your social services synopsis.**
  - What is important to you?
  - Do you have any safety concerns?
  - What do you want the staff to know?
  - What are your priorities for decision-making, privacy, relationships, things you value and treasure?
  - To what extent are you involved in decisions about your daily schedule?
  - What do you need from the nurses and the nursing assistants so you can continue to have a life, to still be a person?
- **Community and Culture:** Throughout your day with the resident you will also be observing the community and culture your resident lives in. Bring a journal and jot down your observations and reactions to the following:
  - **Observe the life of residents.**
    - How do they interact with each other?
    - How do they respond to staff?
    - What are they doing when staff is not present?
    - What is the quality and nature of staff/resident communication?
    - How about staff/staff interaction:
    - Is there a set of parallel universes? One for staff and one for residents?
    - Identify episodes of person-centered care and task-oriented care
    - Describe your emotions about these interactions.
    - What type of transitional orientation is given to the residents upon moving in?

**Assignment:**

- Complete the residents' plan of care, it's okay to tweak the one provided by the facility to meet the residents' needs.
- Type a one page document addressing your observations on **ALL** the bulleted items under Community and Culture. To be submitted in hard copy to instructor the following pre-conference.