Innovations in Teaching: NLN Advancing Care Excellence for Seniors

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• Describe the ACES framework for teaching gerontological nursing.

• Discuss NLN competencies model associated with care of older adults.

• Identify NLN ACES resources for use of simulation and unfolding cases.
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NLN ACES Framework
Do you have a mandatory stand alone gerontology course?

1. Yes
2. No
What is your primary source for gerontological nursing care?

1. Med/Surg textbooks
2. AACN Gero Comps
3. Hartford Institute
4. Geriatrics textbook
NLN’s Vision of Nursing Education

• Attending to changing demographic and health care needs
• Teaching evolving knowledge of caring for older adults
• Designing intentional encounters
• Cultivating clinical decision-making skills
• Managing and coordinating care during transitions
Competent, Individualized Care for Older Adults

NLN Competencies for Nursing Education

NLN ACES Framework

QSEN

Inter-professional Collaboration

Setting and Context
Institutional Values
Leadership
Patient & family centered approaches
Inter-professional Collaboration

- The concept of inter-professional practice
- Safety and Inter-professional team-based care
- Core Competencies for Inter-professional Collaborative Practice
QSEN
(Quality and Safety in Nursing Education)

- Patient-centered care
- Evidence-based practice
- Teamwork and collaboration
- Safety
- Quality improvement
- Informatics
NLN ACES Framework

QUALITY CARE FOR OLDER ADULTS

ESSENTIAL KNOWLEDGE DOMAINS
- Individualized Aging
- Complexity of Care
- Vulnerability During Transitions

ESSENTIAL NURSING ACTIONS
- Assess Function and Expectations
- Use Evolving Knowledge
- Coordinate and Manage Care
- Make Situational Decisions
ACES Essential Knowledge Domains

• Individualized Aging
• Complexity of Care
• Vulnerability During Transitions
ACES Essential Nursing Actions

• Assess Function and Expectations
• Coordinate and Manage Care
• Use Evolving Knowledge
• Make Situational Decisions
• Reflect the NLN's core values of caring, integrity, diversity, and excellence

• Incorporate a vision for the future preparing nurses to deliver quality health care for individuals, families and communities.
Program Outcomes

- Spirit of Inquiry
- Human Flourishing
- Professional Identity
- Nursing Judgment
Making the connection to your curriculum

• What would it be like if we started with assessing function and expectations as well as physical assessment?

• How would the teaching of gerontology be turned upside down if we started with complexity?

• How will a focus on transitions lead to situational decisions making by the nurse?
The Future

Transformation of nursing practice requires a fundamental re-conceptualization of nursing education in order to substantively change how nurses are prepared for and engage in practice.
While the nature of nursing practice has changed drastically, the pedagogical assumptions have not!
The Fundamental Questions:

• Do our current pedagogical approaches reflect these changes?

• Are we teaching as we were taught and for a healthcare system and a client base that no longer exists?
NLN ACES Framework

**ESSENTIAL KNOWLEDGE DOMAINS**
- Individualized Aging
- Complexity of Care
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**ESSENTIAL NURSING ACTIONS**
- Assess Function and Expectations
- Use Evolving Knowledge
- Coordinate and Manage Care
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**QUALITY CARE FOR OLDER ADULTS**

**SKILLS LAB**

**CLASSROOM**

**SIMULATION**

**CLINICAL**
Definition of an Unfolding Case

• Evolves over time in a manner that is unpredictable to the learner.
• Elements and new situations develop and are revealed with each encounter.
• The ACES cases incorporate the power of storytelling with the experiential nature of simulation scenarios.
Elements of an ACES Unfolding Case

- First Person Monologues
- Simulation Scenarios
- Finish the Story
- Instructor Toolkits
Pedagogy of Unfolding Cases

- Constructivist Learning Theory
- Scaffolding
- Narrative Pedagogy
Educational Practices

- Active learning
- High expectations
- Time on task
- Prompt feedback
- Student/faculty interaction
- Diverse ways of learning
- Collaboration

Every Unfolding Case Includes:

- Complexity
- Missing information
- Varied settings
- Family dynamics/role strain
- Common syndromes of aging
- Differences in responses of older adults to illness
- Assessing risk/benefit in context of respect for individual’s preferences/values
- Evidence-based practice/use of validated tools Inter-professional team approach
Four Cases

Millie Larsen
Red Yoder
Henry and Ertha Williams
Julia Morales and Lucy Grey
Case #3: Henry Williams  
Author: Jeanne Cleary, MA, RN  
Professor  
Director of Healthcare Simulation  
Ridgewater College, Willmar, MN

Overview: Henry Williams is a 69-year-old African American, a retired rail system engineer who lives in a small apartment with his wife Ertha. Henry and Ertha had one son who was killed in the war 10 years ago. They have a daughter-in-law, Betty, who is a nurse, and one grandson, Ty. Henry is concerned about Ertha because she is experiencing frequent memory lapses.

Monologue: Henry was admitted to the hospital last night after he called the doctor and told him that he could not catch his breath. Henry has several medical problems including COPD, hypertension, and high cholesterol. Henry provides important details of how he views his current life situation.

Simulation Scenarios 1, 2, and 3: The simulation scenarios focus on the physical and psychosocial changes that Henry encounters over the next few weeks. His failing health and his concern for his increasingly forgetful wife lead him...
Simulation – 1

• Takes place a few hours after Henry was admitted through the emergency room with an acute exacerbation of COPD.

• He is short of breath and concerned about Ertha because he has been the one taking care of and supporting her.
**Simulation Design Template-Henry Williams-Simulation #1**

**Date:**

**Discipline:** Nursing

**Expected Simulation Run Time:** 20 minutes

**Location:** Simulation Lab

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**Admission Dates**

**Today's Date:**

**Brief Description of Client**

**Name:** Henry Williams

**Gender:** M  **Age:** 80  **Race:** Black

**Allergies:** No known allergies

**Weight:** 58 kg  **Height:** 165 cm

**Religion:** Baptist

**Major Support:**

Erika (wife) 320-222-2345

**English** (daughter-in-law) 220-222-1211

**Allergies:** Penicillin

**Immunizations:** Up to date

**Attending Physician/Team:** Dr. Nelson

**Past Medical History:** Chronic obstructive pulmonary disease (COPD), cardiovascular disease (CVD), asthma, hearing loss (hears hearing aids)

**History of Present Illness:**
Patient was admitted last night with an acute exacerbation of COPD. He was not able to catch his breath and his doctor told him to go to the emergency room.

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**Psychomotor Skills Required Prior to Simulation**

General head to toe assessment; SPICES, the Geriatric Depression Scale, the Modified Caregiver Strain Index, and the Beers Criteria for Potential Inappropriate Medication Use in Older Adults; and the General Anxiety Disorder 7 (GAD-7) assessment tools

**Cognitive Activities Required prior to Simulation**

- Independent reading (R)
- Computer simulations (CS)
- Lecture (L)

- SBAR or other standardized communication tool (R)
- Basic knowledge of geriatric syndromes and the typical presentation of older adults (L, R)

- Tools in the Ty Tho & How to Ty This Series, available at www.ConsultGerRIn.org

- Specific tools recommended for this scenario are the SPICES, Geriatric Depression Scale, the Modified Caregiver Strain Index, and the Beers Criteria for Potential Inappropriate Medication Use in Older Adults assessment tools (R)

- Reading in textbook as assigned (R)
Simulation – 2

- Occurs five days later – Henry is sitting in his wheelchair waiting to be transferred to the rehabilitation center where he will receive pulmonary rehabilitation.
Simulation – 2

• He will need teaching, medication reconciliation, and a plan of care for his wife Ertha until an assisted living apartment is located and available for both of them
Simulation – 3

• Takes place 15 days later as Henry is awaiting transfer from the rehabilitation center. He received pulmonary rehabilitation including education on how to pace himself, how to take his medications, when to do his breathing treatments and when to contact the doctor.

• This scenario will include how Henry, Ertha, and the family have been dealing with the changes in their health and living situation.
Discussion Questions

• What are your concerns about this patient?
• What is the cause of the concern?
• What information do you need?
• What are you going to do about it?
• What is this individual experiencing?

Adapted from Benner (2010). *Educating Nurses: A Call for Radical Transformation*
Tool Kit

• CONTAINS
  – Suggestions on how to use monologues
  – Ways to adjust content to fit curriculum
  – Ways to level unfolding case
  – Use of the critical thinking questions
  – Links to the best practice for geriatric care
  – ACES Essential Nursing Actions
Assessment Tools - Try This!® and How To Try This Resources

General Assessment Series

The General Assessment Try This!® Series offers assessment tools on a variety of topics relevant to the care of older adults. The How to Try This series is comprised of articles and videos presenting cases studies demonstrating the use of the Try This!® series. How to Try This articles and videos are listed under their respective Try This article.

- Try This Issue 1 - SPICES: An Overall Assessment Tool of Older Adults
  - How to Try This (Article): Pulmer SPICES
  - How to Try This (Video): SPICES: An Overall Assessment Tool

- Try This Issue 2 - Katz Index of Independence in Activities of Daily Living (ADL)
  - How to Try This (Article): Monitoring Functional Status in Hospitalized Older Adults
  - How to Try This (Video): Katz Index of Independence in Activities of Daily Living

- Try This Issue 3 - Mental Status Assessment of Older Adults: The Mini-Cog
  - How to Try This (Article): The Mini-Cog
  - How to Try This (Video): The Mini-Cog

- Try This Issue 4 - The Geriatric Depression Scale (GDS)
  - How to Try This (Article): The Geriatric Depression Scale: Short Form
  - How to Try This (Video): GDS Short Form Assessment

- Baccalaureate Nursing Competencies
- Advanced Practice: Web Based Case Studies
- Clinical Teaching Modules
- Educational Resources
- eNewsletter
- En Español
- Geriatric Pictures
- Geriatric Topics
- Gerontological Certification FAQs
- Gerontology Centers/Education Centers/Institutes
- GNEC Geriatric Nursing Education Podcasts
- Hartford Geriatric Nursing Initiative (HJNI)
- Hospital Competencies
- Hospital Programs: NICHE
- Best Practice Models
- Journals
- Listserves
- Marketing Materials
- Nursing Resources in Spanish
- Portal of Geriatrics Online
The ACES Project aims to advance the care of older adults through innovations in nursing education. To learn more about the ACES Project please click on the links below.
Comments and Questions

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