

Welcome

COLLABORATIVE MEMBERS

3.12.2026 Quarterly Learning Collective



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THE FRAMEWORK

A cooperative framework that forges partnerships between nursing homes, and schools of nursing, focusing on the principles of Age-Friendly Health Systems (AFHS).



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AGENDA

11:00 am Welcome and Overview of Agenda

Maureen Saxon-Gioia, MHA, BSN, RN, Nurse Project Manager
Jewish Healthcare Foundation/Health Careers Futures

11:05 am Western Region: Building Clinical Experiences Beyond Traditional Placements

Yurun Cai, PhD, RN
Assistant Professor
University of Pittsburgh

11:25 am PA LTC Learning Network: Central Region 4Ms—Live from the Field

Stacie L. Bonenberger, MOT, OTR/L, Program Manager, Aging Initiatives
Jewish Healthcare Foundation

Felicia Heaton, NHA, Assistant Administrator
Dr. Dennis A. Shannon, III, Medical Director
Xenia Kugler, CRNP, Nurse Practitioner
Erin Castiglione, LSW, Director of Social Services
Jamie Prisk, LPN, Restorative Coordinator
Kimberly Sample, Therapeutic Recreation Director
Centre Care Rehabilitation and Wellness Services

11:45 am PA TNHC – Micro learnings from a DON: Eastern Region Spotlight

Kim Ratliff, BSN, RN, CNDLTC, Director of Nursing
Wesley Enhanced Living, Mainline

11:55 am Announcements

Maureen Saxon-Gioia, MHA, BSN, RN

12:00 pm Adjourn

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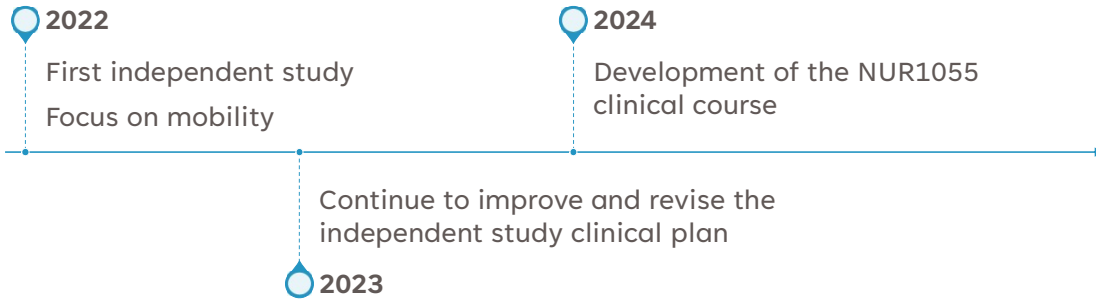
Western Region: Building Clinical Experiences Beyond Traditional Placements

Yurun Cai, PhD, RN, Assistant Professor
University of Pittsburgh School of Nursing



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Iterative development of clinical experience



Build partnership with The Willows Co-design for clinical rotation

- ❖ Plan for student clinical experience through regular SON & nursing home zoom meetings
- ❖ Independent study for maximum clinical experience beginning February 8, 2022

COURSE: 2224 NUR 1051-1050 Age-Friendly Health Systems Quality Improvement Project for Mobility Care of Older Adults in Nursing Homes

CREDIT ALLOTMENT: 1 credit

FACULTY: Yurui Cai, PhD
Beth Schwartz, MSN, FNP

COURSE PURPOSE: This Independent Study aims to improve quality of care according to the Age-Friendly Health Systems 4Ms framework for older adults in nursing homes.

Preceptor rating of Performance ranges from 1 to 5
5=Superior
4=Above Average
3=Average
2=Acceptable
1=Below Average

Number of Credits and Hours for This Independent Study 1 credit per term
40 hours (5 hours per week for 8 weeks)

Individualized Opportunities: Spring Semester focus on 4Ms care – mobility. Students will:

- Gain knowledge and clinical experience of Age-Friendly Health Systems 4Ms care in long-term care facilities
- Evaluate the current mobility care and identify facilitate and barriers for application of 4Ms care
- Develop and perform assessment of mobility/physical function and fall risk in the nursing home unit
- Develop interventions to support the goals for mobility/physical function
- Promote and develop evidence-based practice as an interdisciplinary team member

Setting for the Practicum: Nursing home (UPMC: Canterbury Place and/or Presbyterian Senior Care: The Willows)
Independent Study Faculty: Yurui Cai, PhD
Beth Schwartz, MSN, FNP

Course Competencies	Specific Learning Activities	Projected Hours:	Preceptor Rating:
Review the 4Ms Framework with a focus on mobility	<ul style="list-style-type: none"> Understand the Age-Friendly Health Systems (AFHS) 4Ms framework Review the AFHS Guide to Using the 4Ms in the Care of Older Adults Review the 4Ms Care Description Worksheet for Nursing Homes 	5	



Clinical Plan

Understand the Age-Friendly Health Systems (AHA) 4Ms framework

- Review the AHA Guide to Using the 4Ms in the Care of Older Adult
- Complete Age-friendly Health Systems 4Ms care online modules

Orientation to site

- Obtain access to medical record
- Gather essential and accurate information about residents
- Identify the medical team involved in the mobility/mentation care.

Identify What Matters to the residents

- Conduct the What Matters conversation

Mobility/mentation assessment

- Review Just-In-Time Learning materials
- Identify assessment tools appropriate to the residents
- Assess mobility/mentation levels using these assessment tools

Medication review

- Identify residents with polypharmacy
- Identify medications increasing the risk for mobility impairment/falls or mentation issues (e.g., delirium, depression, dementia)

Develop an evidence-based mobility/mentation plan

Write a final report/paper and present student experience



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Enhancement of student experience Opportunity & Sustainability

Clinical course

- Elective clinical course open for undergraduate students in junior and senior levels
- Improved and formalized clinical plan and 4Ms care learning materials from independent study in Phase I

Capstone project

- Students in the Honors program complete capstone project (e.g., EBP) in nursing home and present findings at university-wide symposium
- Innovative and effective approach

Shadowing experience

- A one-day or half-day shadowing experience is provided for students who are interested in 4Ms care and geriatric nursing
- Exposure to nursing home environment → a broader learning experience



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Plans to incorporate AFHS to curriculum



Integrate 4Ms care into the geriatric course objectives



DON in The Willows invited to give guest lectures in geriatric course about 4Ms care



Students clinical experience



Benefits of Crocheting & 4Ms

Medication

With an improvement of mentation could her usage of antidepressants be assessed

Matters

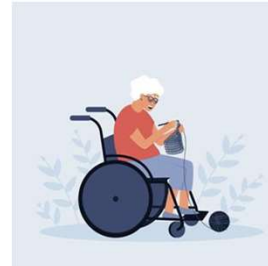
Gives her a purpose for the day. A sense of accomplishment.

Mentation

Can promote socialization. Helping her to fear less and ease her out of her self isolation

Mobility

When doing the activity she is working on her upper extremity strength, and may open her up to using her wheelchair. Helps with fine motor function



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4Ms Interventions Examples from Students

Improve psychological well being

- Encourage resident to leave her room 3x a day for meals
- Encourage participation of group activities such as BINGO, group exercise
- Involve family in care
- Continue bi-weekly therapy and use of medication to manage symptoms of depression

Increase engagement with staff and other residents

- Encourage staff to maintain a positive attitude when engaging with Aubrey.
- Have her spend more time in common areas with the other residents

Decrease medications

- Protonix & Calcitonin were deprescribed after medication reconciliation

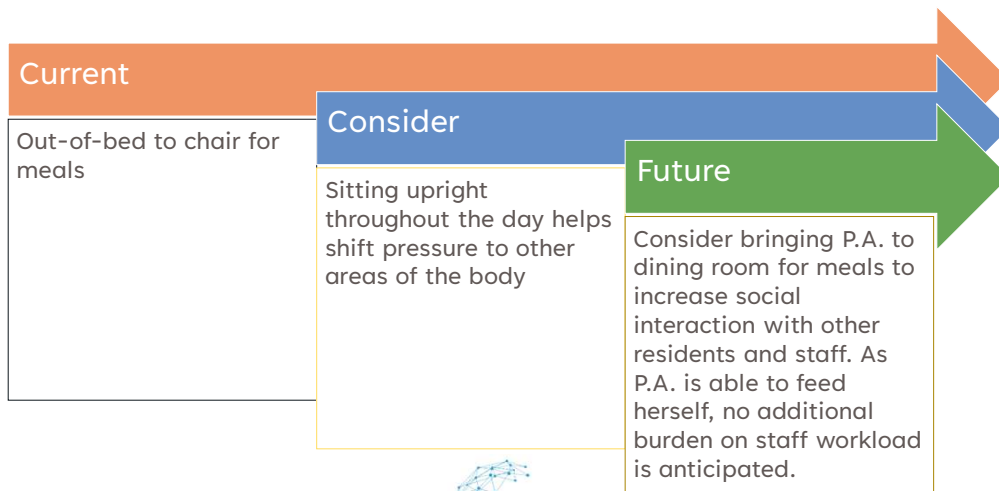
Increase fall precautions and fall risk assessment

- Adding a performance-based assessment such as MORSE Fall Scale
- Try turning on room lights or opening the shades when resident allows.



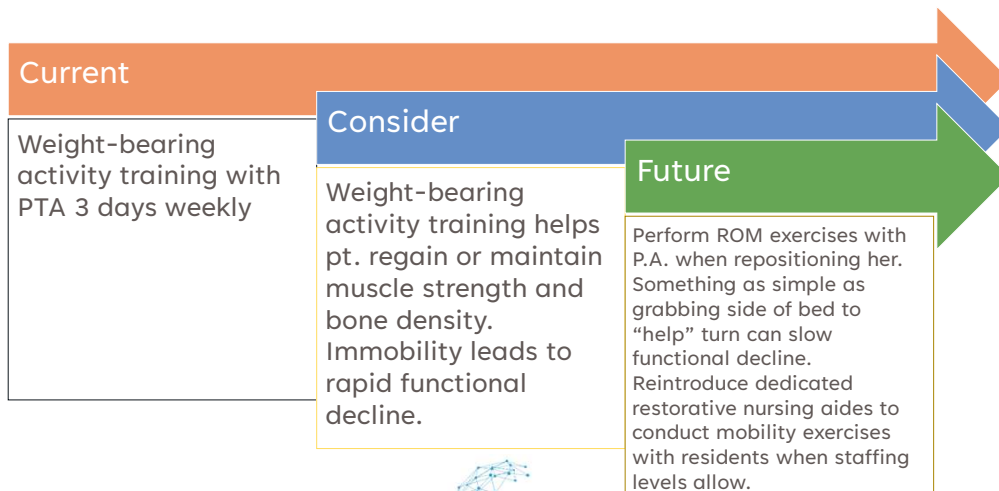
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4Ms Interventions Examples from Students



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4Ms Interventions Examples from Students



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Student Experience: The Highlights

“I was able to communicate and interact with DNP students in biweekly meetings regarding the study, this was great as someone who’s interested in pursuing my DNP.”

“I was able to learn about how the 4Ms framework and focused on improving mobility in long term care setting.”

“I was able to observe the nurses, NP, pharmacy, physical therapy, social work, and hospice on weekly basis. I also worked with the assistant director of nursing, which gave me a new perspective on that role.”

“I formed very meaningful relationships with the residents. I really enjoyed being able to spend time getting to know the residents and being able to learn about their lives, families, hobbies and interests, and beliefs.”



Facilitators

Leadership Support & Staff Flexibility

- Director of Nursing and leadership team actively support innovative strategies to improve care
- Facility leadership openness to student involvement and new care approaches
- Staff willingness to accept workflow adjustments to support student learning activities

Collaboration & Partnership

- Regular meetings between faculty, students, and nursing home staff to coordinate clinical activities
- Interprofessional collaboration (PT/OT, pharmacist, speech therapist, social worker, podiatrist)

Resident & family Engagement

- Increased visitation and family involvement after COVID-19 improve resident mood and mentation
- Allows more lifestyle engagement outside room
- Volunteers make many lifestyle and social engagement activities possible



Barriers

Staffing and workflow

- Staffing shortages increase workload
- Competing priorities may reduce staff engagement

Resident-level challenges

- Residents may refuse participation in 4Ms interventions
- Interventions may not align with individual preferences or daily routines

Documentation and system

- Limited communication across teams
- Separate documentation systems may reduce care coordination



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Barriers to Implementing the 4Ms

Within our healthcare system...

- Stigmatizing, ageism and stereotyping
 - within our own profession of nursing
- Short staffing
- The uniqueness of the care can be intimidating to people taught in acute settings
- Passionate healthcare providers who could implement care plans are not being introduced to age-friendly care

Responses I have received after telling people I am interested in geriatric nursing:

"Geriatric nursing is too much to handle, you will regret going into that"

"I could never work with old people- they are mean"

"Oh, why??"

"Wow that is surprising, but we do need more people like you"



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Key takeaways



Nursing homes provide effective and valuable clinical learning environments



The 4Ms framework structures meaningful student engagement



Academic–practice partnerships support both student learning and care quality in long-term care setting



Model can be replicated in other nursing programs



PA LTC Learning Network: Central Region 4Ms—Live from the Field

Stacie L. Bonenberger, MOT, OTR/L, Program Manager, Aging Initiatives
Jewish Healthcare Foundation

Dr. Dennis A. Shannon, III, Medical Director

Xenia Kugler, CRNP, Nurse Practitioner

Erin Castiglione, LSW, Director of Social Services

Jamie Prisk, LPN, Restorative Coordinator

Kimberly Sample, Therapeutic Recreation Director

Centre Care Rehabilitation and Wellness Services



Erin Kitt-Lewis, PhD, RN, CNE, Associate Research Professor
The Penn State Ross and Carol Nese College of Nursing



ABOUT THE NFQI:

- Pay for performance incentive program
- Facilities earn points for meeting performance requirement for Medicaid services provided during the performance year
- To be eligible:
 - Open Medicaid facility
 - Achieve a benchmark or incremental improvement on at least one measure
 - **Attend at least one webinar**



NF Quality Incentive Program Goals - 2025

Impacting Clinical Care and Utilization (national, state indicators) and Improve Quality of Care in NFs.

1. Percentage of short-stay residents who were **re-hospitalized** after a NF admission (Medicare FFS Claims)
2. Percentage of long-stay residents with **pressure ulcers** (MDS)*
3. Percentage of long-stay residents experiencing **one or more falls with major injury** (MDS)*
4. Percentage of long-stay residents assessed and appropriately given the **seasonal influenza vaccine** (MDS)*
5. Percentage of long-stay residents assessed and appropriately given the **pneumococcal vaccine** (MDS)*
6. Percentage of long-stay residents who received an **antipsychotic medication** (MDS)*



*National Quality Forum (NQF) from Minimal Data Set (MDS)

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Why AFHS – 4Ms



- Growing national movement
- Person-centered – transcending
- Continuity of education
- Important to partners and stakeholders
- Hospitals are using it!
- Common language across healthcare continuum



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AFHS Q 1 2023 Schedule:

- 10 webinars
- TNHC Partners were instrumental
 - Alice Bonner
 - Marie Boltz
 - Donna Fick
 - Taylor McMahon
 - Erin O'Brien
- Learning Collaborative
 - Tracy Mason
 - Kim Ratliff
 - Andrew Naugle
 - Brittney Sarnese

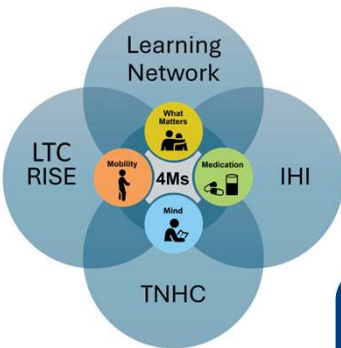


DATE	TOPIC	TIME
January 5	NO WEBINAR	
January 12	Introduction to the 2023 Quality Incentive Program and the Learning Network	
January 19	Introduction to AFHS Alice Bonner, PhD, RN, FAAN & Amy Walsh, MS	
January 26	Introduction to the AFHS Tool Kit and Guide for NH and NH example from The Cedars Alice Bonner, PhD, RN, FAAN, Julia Portale, MBA, MSW, Angela Hunt, RPT, MS	
February 2	Introducing What Matters Sarah Sjostrom, MSN, RN, ACNP-BC	
February 9	That Matters – Advance Care Planning Kate DeBartolo, Senior Director	
February 16	Introducing Mentation Marie Boltz, PhD, GNP-BC, FGSA, FAAN	2:00 pm – 3:00 pm
February 23	Acting on Mentation Donna Fick, PhD, RN, GCNS-BC, AGSF, FGSA, FAAN & Jenny Knecht Fredo MSN, CRNP	
March 2	Introducing Mobility Marcus Ruopp, MD, Lindsay Lefers, DPT, Taarika Ashcroft, DPT	
March 9	Leading the Way with Lead Aides – Restoring What Matters through Mobility Taylor McMahon, RN	
March 16	Introducing Medication – The Drive to Deprescribe Erin O'Brien, MA, RN	
March 23	Quarterly Learning Collaborative – 90 minutes In development	2:00 pm – 3:30 pm

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AFHS Q 1 2025 Schedule:

- 10 webinars
 - 2 weeks / M with action items
 - Wk 1: All about the M
 - Wk 2: Nursing Facility example
 - Learning Collaborative

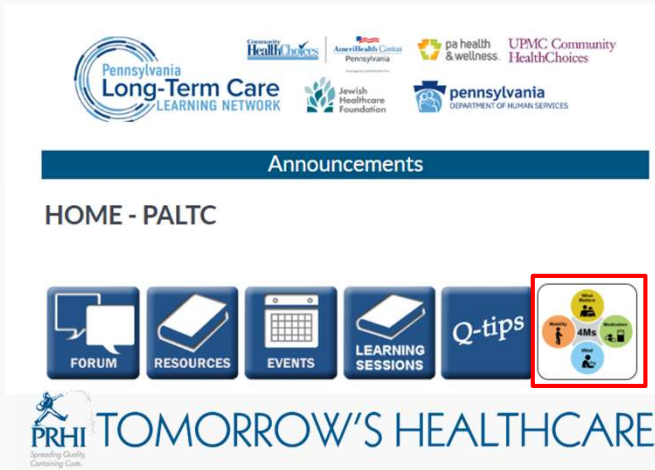


DATE	TOPIC	TIME
January 2	NO WEBINAR	
January 9	NO WEBINAR	
January 16	Introduction to the 2025 Quality Incentive Program and the Learning Network	
January 23	Introduction to AFHS – 4Ms Framework – IHI – Amanda Meier, BSW, MA, RISE 3.0 partners	
January 30	M – What Matters JoAnne Reifsnnyder, PhD, MSN, MBA, RN, FAAN	
February 6	Nursing Home Case Study Taylor McMahon, RN, CDP, CNDLTC – Presbyterian SeniorCare	
February 13	M – Medication Nicole Brandt, PharmD, MBA, BCGP, FASCP	2:00 pm – 3:00 pm
February 20	Nursing Home Case Study Ben Fallah, RN – Mirabella Portland	
February 27	M – Mentation Donna Fick, PhD, RN, GCNS-BC, AGSF, FGSA, FAAN	
March 6	Nursing Home Case Study Uche Ekemezie - Hebrew Senior Life	
March 13	M – Mobility Cynthia Brown, MD, MSPH	
March 20	Nursing Home Case Study Thomas Youngmans, LCSW, MBA, LNHA – MediSys	
March 27	Quarterly Learning Collaborative – 90 minutes In development	2:00 pm – 3:30 pm

Recorded and uploaded to Tomorrow's Health – accessible 24 hours a day!

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PA Long-Term Care Learning Network 4Ms Learning Series

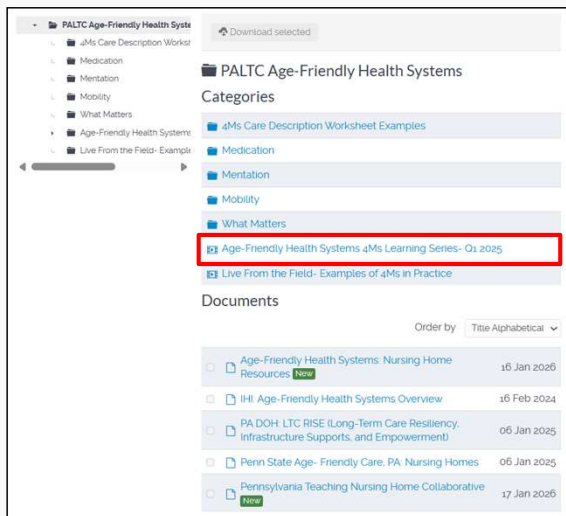


- Weekly Learning Sessions
- Tomorrow's Healthcare On-demand resources available
- Recordings and PowerPoint Slides from 2025 4Ms Series

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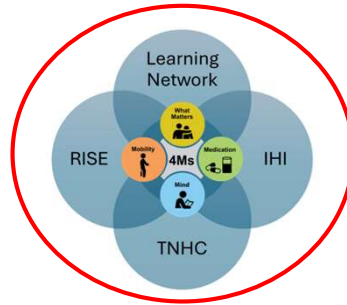
PA Long-Term Care Learning Network 4Ms Learning Series



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Nursing Home Recognition Data

Recognition in PA	After Q1 2023	After Q1 2025	Current
LEVEL 1	20	114	196
LEVEL 2	10	58	64



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pennsylvania
DEPARTMENT OF HEALTH



Webinar Schedule - 2026

Every Thursday 2-3PM ET starting January 22

Webinars will focus on implementation of the 4Ms so that nursing homes can apply to be recognized by Age-Friendly Health Systems for their commitment to quality care for older adults:



4MS AND THE TEAM
January 29- February 5



4MS AND MANAGING CLINICAL CONDITIONS
February 12 - February 19



4MS AND QAPI
February 26- March 5



4MS AND CULTURE
March 12- March 19

Concludes with Quarterly Collaborative March 26

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DATE	TOPIC	TIME	
January 1	NO WEBINAR		
January 8	NO WEBINAR		
January 15	Introduction to the 2026 QIP & the Learning Network: DHS OLTL, MCOs, JHF	2:00 pm – 3:00 pm	
January 22	Introduction to AFHS – 4Ms Framework IHI – Amanda Meier, LTC RISE Partners, JHF		
January 29	4Ms and the TEAM: Care Force Erin O'Brien, MA, RN LFTF		
February 5	4Ms and the TEAM: Engaging Leadership Angie Hunt, RPT, MS, Administrator		
February 12	4Ms and MANAGING CLINICAL CONDITIONS: Deprescribing Jennifer Pruskowski, PharmD, MS LFTF: Kim Ratliff		
February 19	4Ms and MANAGING CLINICAL CONDITIONS: Mentation – Dementia/Delirium and Depression – Assessment and Interventions Taylor McMahon, RN		
February 26	4Ms and QAPI: Survey and QAPI Sophie Campbell LFTF: Felicia Heaton		
March 5	4Ms and QAPI: Reduction in Re-hospitalization Angie Hunt, RPT, MS, Administrator		
March 12	4Ms and CULTURE: Leadership and Culture Change Joanne Reifsnyder, PhD, MSN, MBA, RN, FAAN		
March 19	4Ms and CULTURE: AFHS Development in LTC – Ben Fallah from Rose Villa		
March 26	Quarterly Learning Collaborative TBD		2:00 pm – 3:30 pm

Quarter 1: Age-Friendly Health Systems

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PA TNHC – Micro learnings from a DON: Eastern Region Spotlight

Kim Ratliff, BSN, RN, CNDLTC, Director of Nursing
Wesley Enhanced Living, Mainline



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PADONA

PENNSYLVANIA ASSOCIATION OF
DIRECTORS OF NURSING ADMINISTRATION

The PA TNHC in Action *A Microlearning Series*

Short, on-demand micro learnings led
by a Director of Nursing, sharing
real-world PA TNHC experience

*Released by PADONA, in partnership
with the PA TNHC*



Sophie Campell, Executive Director

*"We're so excited to partner
with the PA TNHC and share
these micro learnings with
you. Let's get started."*

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THE PENNSYLVANIA TEACHING NURSING HOME COLLABORATIVE

The PA Teaching Nursing Home in Action

Turning Quick Steps into Lasting Care

5-10 Minute weekly skill-building videos

presented by
Kim Ratliff, DON

In partnership with
PADONA
PENNSYLVANIA ASSOCIATION OF DIRECTORS OF NURSING ADMINISTRATION


www.patnbc.org | Teaching Nursing Home Collaborative



In partnership with the PA TNHC,
PADONA will email regular micro-learnings to their membership

- ✓ Each micro-learning gives you easy steps to help you engage and move forward
- ✓ Short segments you can view on your own time
- ✓ Take the next step and begin using these tools in your daily practice.

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Nursing School Collaborations

- University of Pennsylvania  **Penn Nursing**
*Our partner from the beginning!
- Villanova University
- Pennsylvania Institute of Technology - LPN Students
- Successful Aging - CNA Students
- Immaculata University

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Transforming the Clinical Experience

1 Think Bigger

*Clinicals are a shared learning experience
Step beyond daily routines*

2

Nursing Home = Opportunity

*Inspire students & faculty
Show the rewards of geriatric care*

3

Real Nursing Happens Here

*Hands-on skills, critical thinking, autonomy
Meaningful resident care every day*

4

Share Positive Experiences

Create a welcoming, engaging environment



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Steps to complete before your first meeting

- **Complete an internal assessment-** Reflect on past experiences
- **Designate key liaisons** to facilitate communication and decision-making
- **Outline mutual expectations** for faculty, students, and nursing home staff
- **Involve the team-** nursing faculty & the nursing team (RNs, LPNs, and CNAs) view themselves as 'teachers'



Setting the Stage for a Strong School of Nursing Partnership Before the First Conversation

Nursing Home Reflections Before the Meeting with the School of Nursing Faculty

Purpose

Before meeting with the academic faculty, the nursing home team completes intentional preparation to ensure clarity, alignment, and shared responsibility for teaching and learning

First, reflect honestly on our experience with students.

- Look at what's gone well
- Where students made a difference
- And what you would want to do better this time. Students are part of our workforce pipeline, even during staffing challenges

Next, be clear about communication and decision-making.

Faculty and students need to know who to go to, and staff need to know they won't be caught in the middle.

- Clear points of contact prevent confusion and frustration.

Also put expectations on the table early.

That means being clear about

- student roles, faculty support, and what's realistic for staff — always keeping resident care first.

Finally, bring the nursing team in from the start.

- RNs, LPNs, and CNAs are already teaching every day. We name that role, value it, and support it.

When leadership prepares this way, the first meeting is focused, respectful, and productive — and the partnership starts on solid ground.

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Starting and Staying Connected

Schedule Your First Partner Meeting School of Nursing Faculty

- Decide who needs to be there
- Talk through what matters most in your nursing home
- Set a time that works for everyone
- Use a simple agenda to keep the conversation on track--Use the attached sample agenda (in the email) if helpful

10 Minutes	Introductions	Introduce team members from both organizations.
10 Minutes	Motivation and Goals	Share the reasons for forming the partnership and outline goals
10 Minutes:	Nursing Home Overview	The nursing home partner describes current staffing and nursing roles.
10 Minutes:	School of Nursing Overview	The school describes curricular requirements for clinical placements and the type of students that will engage with the nursing home's Careforce and residents
20 Minutes	Discuss Shared Goals	Identify and agree on mutual goals for the partnership. Establish benchmarks for evaluation.

Activities to complete:

- Schedule the Next Meeting:**
Set a date and time for the next meeting to keep the momentum going.
- Identify Lead Contacts:**
Designate lead contacts for both the Nursing Home and School of Nursing to streamline communication.
- Maintain Regular Communication:**
Keep in touch via email to provide updates and track progress.

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Share Your Experiences & Ideas!

Challenges You've Faced
with Partnerships

Tips to Engage with
the Schools of Nursing

Creative Learning
Opportunities for
Students and Staff

Evaluate Your Partnership:
How do you know
it's working?

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How to Align Opportunities

- Start with the NHA + unit leaders to learn priorities and culture
- “Who’s energized by teaching?” identify team champions
- Match activities to team strengths + student scope
- Set a clear deliverable (1 tool, 1 brief, 1 mini-project)

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Coming in April...

An introduction into the 4Ms- Watch for new episodes through PADONA!

Looking Ahead to Age-Friendly Care

TEACHING NURSING HOME COLLABORATIVE

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PA TNHC Liaison

👉 Here to help with
Office Hours

💬 Facilitating Conversations

🕒 Helping You Navigate



Maureen Saxon-Gioia
Nurse Project Manager,
Jewish Healthcare Foundation
gioia@jhf.org

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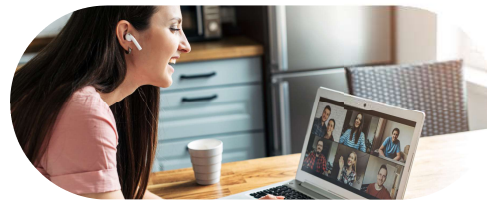
Announcements



Upcoming Monthly Office Hours

Wednesday, April 8th 1:00 PM ET
Tuesday, May 5th 2:00 PM ET

- Learn from fellow collaborative members
- Ask questions and offer insight
- Receive technical support



JIT Learning: Clinical Partnerships & Tips

Wednesday, April 22nd 2026 1:00-2:00 PM ET

- Western Regional Partners: Canterbury Place & University of Pittsburgh
- Shared experience in clinical partnerships
- Practical strategies to strengthen clinical collaboration

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THANK YOU
for joining!

