

Welcome

COLLABORATIVE MEMBERS

11.18.25 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).



2

AGENDA



2:00 pm Welcome and Overview of Agenda

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

2:05 pm Programmatic Updates

Howard Degenholtz, Professor, School of Public Health
University of Pittsburgh

Emily Franke, MSW, LSW, Program Specialist, Aging & Behavioral Health Initiatives
Jewish Healthcare Foundation/Health Careers Futures

2:15 pm Collaboration in Action: Eastern Region

Desiree Fleck, PhD, ACNP-BC, PCNP-AC, Senior Lecturer/Adult & Pediatric Nurse Practitioner
Nancy A. Hodgson, PhD, RN, FAAN,FGSA, Chair and Professor, Department of Biobehavioral Health Sciences

Anne Marie Sweeney, MSN, ACNP-BC, Lecturer, Associate Course Director for N-2550
University of Pennsylvania School of Nursing

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

2:55 pm Announcements

Anneliese Perry, MS, NHA, Senior Program Manager, Aging Initiatives
Jewish Healthcare Foundation/Health Careers Future

3:00 pm Adjourn

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PROGRAMMATIC UPDATES

Howard Degenholtz, PhD

Professor
School of Public Health
University of Pittsburgh

Emily Franke, LSW, MSW

Program Specialist
Jewish Healthcare Foundation
Health Careers Future

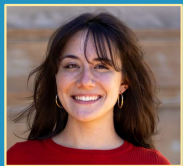


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PA TNHC Independent Evaluation



Howard B. Degenholtz, PhD
 PA Teaching Nursing Home
 Collaborative Lead Independent
 Evaluator
 Professor, University of Pittsburgh
 School of Public Health



Kenna Campbell
 Research Coordinator
 Staff, University of Pittsburgh
 School of Public Health

University of Pittsburgh, School of Public Health
 Lead Evaluator: Howard B. Degenholtz, PhD.

PA NH Quality and Staff Experience

- Staff Satisfaction Surveys – Qualtrics
- Clinical Data Collection (EHR/ MDS)
- Annual Site Visits (Virtual/In-Person)

PA SON Student and Faculty Experience

- Faculty Preparation and Student Assessment - Qualtrics
- Student Assessment of Competencies and Preferences - Canvas



Register online through the "Satisfaction Survey Registration"
 Contact evaluation coordinator, Kenna Campbell (kec224@pitt.edu);

Benefits to Participating: Nursing Homes

- **Access to tailored reporting** on staff satisfaction with benchmarks
- **Bolster connections** to academic practice partners
- **Feedback** on quality and staffing outcomes

The "4Ms"

- 1 What Matters:** Older adult's care goals and preferences inform the health care team and the care they deliver.
- 2 Medications:** Aging can increase the risk of medicinal side effects. The health team monitors medications and prioritizes deprescription to ensure that older adults' medications support What Matters, Mentation, or Mobility.
- 3 Mentation:** The health team pays attention to aspects of mental processing and memory, and screens for changes that could be related to dementia, depression and delirium.
- 4 Mobility:** The health team encourages safe mobility and ambulation to support healthy living in residents.



Strengthening partnerships to advance teaching nursing homes
Enhancing Age-Friendly care for residents
Building tomorrow's Careforce

Contact Us

info@patnhc.org

Evaluation

kec224@pitt.edu

To learn more, visit the website www.patnhc.org

Evaluation

The independent evaluation is lead by Howard B. Degenholtz, PhD. at the **University of Pittsburgh, School of Public Health**. Nursing homes can participate and help shed light on the impact of the TNHC by choosing one or more of the options below. Findings will be shared with each individual facility.



Option #1: Site Visits

Partake in an annual conversation with the evaluation team about how the TNHC is impacting resident care.



Option #2: Staff Satisfaction Surveys

Facilities can share or collect survey data on staff satisfaction and receive tailored reports on the findings.



Option #3: Clinical Data

Be apart of a novel effort to document 4Ms care through clinical outcomes by sharing clinical data.

Note: Pamphlet available upon request.

Benefits to Participating: Schools of Nursing

• Tailored “4Ms” Competencies for nursing curriculums

• Access to evaluation findings

• Feedback on student and partner experience

The “4Ms”

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Evaluation

The independent evaluation is lead by Howard B. Degenholtz, PhD, at the **University of Pittsburgh, School of Public Health**. Nursing schools participating in the evaluation distribute student and faculty surveys during the semester to shed light on the impact of TNHC on student learning.



Student Surveys: Students complete surveys at the beginning and end of each term about their experience in long-term care.



Faculty Surveys: Faculty complete a survey at the end of term about student clinical experiences in the nursing home.



Shared Findings: See the results of your work through shared survey data.

Note: Pamphlet available upon request.

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Website Resources

<https://www.patnhc.org/>

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Activate Your Member Profile



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Get Started

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Surveys

Login

After you completed the Join Us Form, you received a confirmation email that an account was created for you. If you have not already done so, please activate your account to access the TNHC Member Hub

How to Activate User Account:

1. Go to <https://www.patnhc.org/login>
2. Enter your username and temporary password:
Username: Your email address
Temporary password: welcome2patnhc
3. Once you log in, reset your password to one you will remember.

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Finding the Right Resources

1

Getting Started Guides

Foundational resources for those new to the teaching nursing home collaborative model

2

Detailed Tools & Templates

Ready-to-use materials for implementing partnerships between nursing schools and care facilities

3

Success Stories

Examples from established partnerships across Pennsylvania

- Teaching tools or clinical assignments to try out
- Orientation materials for faculty, students, or staff
- Partnership basics (roles, timelines, templates)
- Examples from other schools or nursing homes
- Age-Friendly Health System Resources



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Practice & Leadership in Nursing Homes
Building on Academic-Practice Partnerships
Julianne Rafferty, Ann Katanowski, Jacqueline Dunbar-Jacob

COACHING GUIDE for Practice & Leadership in Nursing Homes
Building on Academic-Practice Partnerships
Julianne Rafferty, Ann Katanowski, Jacqueline Dunbar-Jacob

WORKBOOK for Practice & Leadership in Nursing Homes
Building on Academic-Practice Partnerships
Julianne Rafferty, Ann Katanowski, Jacqueline Dunbar-Jacob

Practice & Leadership in Nursing Homes **Coaching Guide for Practice and Leadership in Nursing Homes** **Workbook for Practice and Leadership in Nursing Homes**

Textbook **Workbook and Coaching Guide**

Available to purchase on Sigma & Amazon!!

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PA TNHC Clinical Templates Now Available!

Schools of Nursing Clinical Assignments Library

1. Resource tab

Resources / Clinical Assignments Library

- Clinical Assignments Library
- Clinical Curriculum and Template for Nursing Home Assignments
- Clinical Assignments - Older Adults/Nursing Home

2. Member Hub – Log In

Member Hub

- Age-Friendly Health Systems
- Academic Practice Partnerships**
- TNHC Program Materials
- Networking Forum
- Evaluation
- TNHC Map
- User Profile
- Logout

Clinical Assignments Library

- Clinical Assignments - Older Adults (Sept 2020)
- Clinical Assignments for RN Assignments (Sept 2020)
- Clinical Assignments - Medication Administration (Oct 2020)
- Clinical Assignments - Patient Safety (Sept 2020)
- Clinical Curriculum Outline for the Nursing Home (Sept 2020)
- Template for Clinical Assignments (Oct 2020)

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Collaboration in Action: Eastern Region

Desiree Fleck, PhD, ACNP-BC, PCNP-AC, Senior Lecturer
Nancy A. Hodgson, PhD, RN, FAAN, FGSA, Chair and Professor,
Department of Biobehavioral Health Sciences
Anne Marie Sweeney, MSN, CRNP, ACNP-BC, Lecturer, Associate
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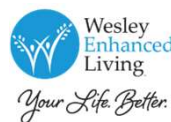
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COLLABORATION IN ACTION

TEACHING NURSING HOME COLLABORATIVE'S
EASTERN REGION

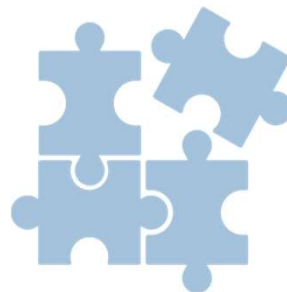
Desiree Fleck, PhD, ACPN-BC, CPNP-AC, Penn Nursing
Anne Marie Sweeney, MSN, CRNP, Penn Nursing
Nancy Hodgson, PhD, RN, FAAN, Penn Nursing
Kim Ratliff, RN, Director of Nursing, Wesley Enhanced Living



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KEY ACTIVITIES

1. Clinical assignment
2. Phase II lessons learned
3. Wesley: “This is Who We Are”
4. Collaborating with Eastern regional SONs
5. The collaborative writing group
6. TNHC data management & exploration



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CLINICAL ASSIGNMENT: “WHAT MATTERS”

Understanding and aligning care with what is most important to the patient.



NURSING HOME CLINICAL ASSIGNMENT

WHAT MATTERS? UNDERSTANDING AND ALIGNING CARE WITH WHAT IS MOST IMPORTANT TO THE PATIENT

COURSE: University of Pennsylvania School of Nursing
NURS N2550 Nursing Care of the Older Adult

Applicable Course Learning Outcomes:

1. Apply knowledge of age-related changes based on an understanding of physiological, functional, cultural, social, psychological, and spiritual functioning to care for older adults
2. Apply clinical reasoning and decision-making skills in prioritizing, coordinating, and meeting the multiple and complex nursing needs of elders and their families

LEVEL OF STUDENT: This assignment is designed for students in their junior year or equivalent.]

SPHERE OF CARE:

Hospice/palliative/supportive care/rehabilitation for individuals requiring extended care.
Complex, chronic conditions.

STUDENT LEARNING OUTCOMES: At the end of this clinical assignment the student will:

1. Be able to conduct a thorough review of what matters to older adults.
2. Be able to identify the nurses' role in participating in care plans considering what matters to older adults.
3. Be able to demonstrate adequate communication skills with older adults and health care providers using the “What Matters Worksheet” and completing it in full.
4. Demonstrate beginning competency in using evidence-based assessment tools.

ESSENTIAL CONCEPTS

- Communication
- Compassionate Care

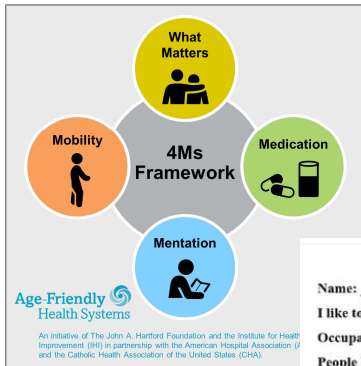
COMPONENTS

- Pre nursing home work
- Structure for onsite activity



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CLINICAL ASSIGNMENT: "WHAT MATTERS"



Age-Friendly Health Systems

An initiative of The John A. Hartford Foundation and the Institute for Health Improvement (IHI) in partnership with the American Hospital Association (AHA) and the Catholic Health Association of the United States (CHA).

For related work, this graphic may be used in its entirety without requesting permission. Graphic files and guidance at: ih.org/AgeFriendly

All About Me

Name: _____ Author: _____
 Date: _____

I like to be called: _____

Occupation: _____

People I love: _____

What Matters: _____

Favorites:

Movies: _____

TV Shows: _____

Books: _____

Music: _____

Sports: _____

Notes:

PRE NURSING HOME WORK

- PSU module on 4 Ms
- Videos - communication with older adult
- Geriatric assessment tools

ON SITE

- What Matters Worksheet
- Post Conference Discussion



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NURS 2550: NURSING CARE OF THE OLDER ADULT

Phase II Lessons Learned

- Undergraduate Geriatric Nursing Course
- Traditional (BSN)/ Accelerated Nursing Program (ABSN)**(MPN)
- 7-week course

Didactic Lectures by renowned gerontological experts



Terry Fulmer, PhD, RN, FAAN
 President of the John A. Hartford Foundation
 Founding Dean of NYU College of Nursing

Presents a lecture on "Age Friendly Health Systems" during the First week of class



Nancy Hodgson, PhD, RN, FAAN
 Claire M. Fagin Leadership Professor in Nursing, Chair of the Department of Biobehavioral Health Sciences

Presents a lecture and active learning class on "Dementia, Delirium and Depression"

Clinical

Nursing Home Rotation:

- Students interview patients
 - 4 Ms
 - All about Me
 - Geriatric Tools
- Assist with ADLs
- Observe the role of various disciplines in providing care to the older adult

Course Intentions for this experience

- Expose students to long-term care setting
- Use the Age-Friendly Health Systems 4 M frame Work to improve quality of care for nursing home residents
- Provide students with exposure to various roles of Nursing (RNs, LPNs, APRNs, CNAs) in a Nursing Home Setting



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PHASE II TIME LINE

(Phase I- Pilot)

2021-2023



Fall 2023



(BSN) 86 students
Site: Wesley
 Thurs (7a-3:30p)
 *2 students opted to have site as their Clinical Site

Fall 2024



(BSN) 94 students
Site: Wesley + UCity rehab
 Thurs (7a-3:30p)

Fall 2025



(BSN) 84 students
Site: Wesley + Ucity
 Thurs (6:30a-3:00pm)

Phase II (Dissemination)



(ABSN) 105 students
Site: Wesley
 Thurs & Saturdays (7a-3:30p)
 started as makeup day, not all students went



(ABSN) 106 students
Site: Wesley + UCity rehab
 Thurs (7a-3:30p)
 *6 students randomly assigned UCity as Clinical site



(MPN) 119 students
Site: Wesley + UCity rehab
 Thurs (7a-3:30p)

Spring 2023

Spring 2024

Spring 2025



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HOW TO GET STARTED....



Wesley Enhanced Living



- **Identify partnership**
- **Establish contract**
 - **6 months** before start of rotation
- **Communication with Nursing Home Partners**
 - **2 months** before start of rotation
- **Compliance Info to be sent to Nursing Home**
 - **6 weeks** before start of rotation
- **Set expectations**
 - Clinical instructors – instructor orientation
 - Students – **first day of class**



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THEMES THAT WE LEARNED...



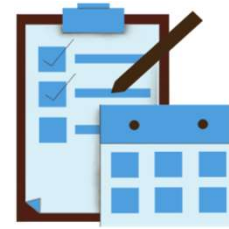
Co-Creation

- Student Feedback
- Faculty Feedback
- Site Feedback



Logistics

- Days and Time Onsite
- Onsite Clinical Instructor
- Nursing Home based Clinical group



Preparation

- Student Prep
- Instructor Prep

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CO-CREATION

STUDENT FEEDBACK

- Apprehensive about the new experience
 - Onsite clinical instructor orients students to the setting before they start patient care
 - Moved start time up to 6:30am

FACULTY FEEDBACK

- Primary Clinical Instructors Unfamiliar with Nursing Home Environment
 - Time spent during clinical faculty orientation
 - On site clinical instructor familiar with environment and passionate about care of older adult

SITE FEEDBACK

- **Wesley:** Looking for more coordination with other programs visiting
- **University City:** More understanding of THNC
- **Both site staff and patients enjoyed having the students!**

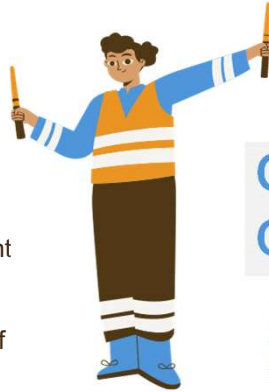


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LOGISTICS

Day and Times

- Length of clinical day
 - 8-hour clinical day
 - Initially 7a-3:30pm
 - Moved start time to 6:30a to orient students to site
- Clinical group for whole rotation only if students voluntarily selected this.
- Post conference – debrief on experience



Onsite Clinical Instructor

Both nursing homes have an onsite instructor who is passionate about Long Term Care and familiar with that site.

This has enhanced the student and faculty experience.

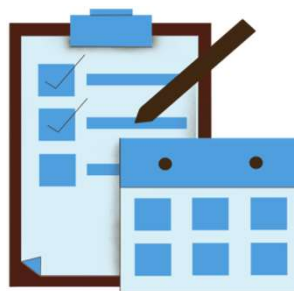


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PREPARATION

Student Prep

- Video
 - Dementia
- Canvas page with information & resources about dementia.
- Penn State Module on 4 Ms
- Survey of student prior experience with long term care. This is completed before the student goes to site and is reviewed by the onsite clinical faculty



Faculty Prep

- Faculty Orientation
- Discussed clinical instructor role in facilitating student experience
 - Penn State Module on 4 Ms
 - Ask for feedback each semester



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ADDITIONAL CONSIDERATIONS MOVING FORWARD....

Programs at Penn

- MPN Program- "Transitions in Care"
- DNP Program – possible project site
- Opportunities through the newly funded UPenn GWEP
- "Advancing Geriatric Education with Strategic, Multidimensional Age-friendly Resources and Training (AGESMART)"

***Expand Age-Friendly care in our Sim component**

Partnership with other schools

Community College of Philadelphia

Partnership with other Nursing Homes

We are talking to other Nursing Homes in the West Philadelphia area to expand this opportunity to

- Pro: diversity of sites to send students
- Con: Cost of having embedded instructors



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Wesley: This is Who We Are



- Our Activity Staff makes their calendar based on resident requests
- Our care plans are individualized
- Medications are evaluated monthly
- We focus on what the residents want
- Our restorative exercise programs are active



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BEFORE

AFTER

Medication

Looked at meds per resident & pharmacy review

Look at medication reduction by category, resident and pharmacy review

Mobility

Had Restorative Nursing

- Restorative Nursing geared to what resident's goals are.
- Have mobility included in some activities
 - i.e.: dance parties.
- Have exercise specialist doing one activity per month.

Mentation

BIMS

Our Speech Therapist is more involved in testing cognition

What Matters

Loosely addressed what mattered to the residents

- Purposeful about addressing What Matters
- Activities are planned for all with focus on one or a small group
- Individualized Care Plans
- Poster for residents



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NURSING SCHOOL COLLABORATIONS

University of Penn
 Villanova University
 Pennsylvania Institute of Technology – LPN Students
 Successful Aging – CNA Students



Coming Soon:
 Immaculata University



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EASTERN REGIONAL SONS

convening monthly



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UNDERSTANDING OUR REGION

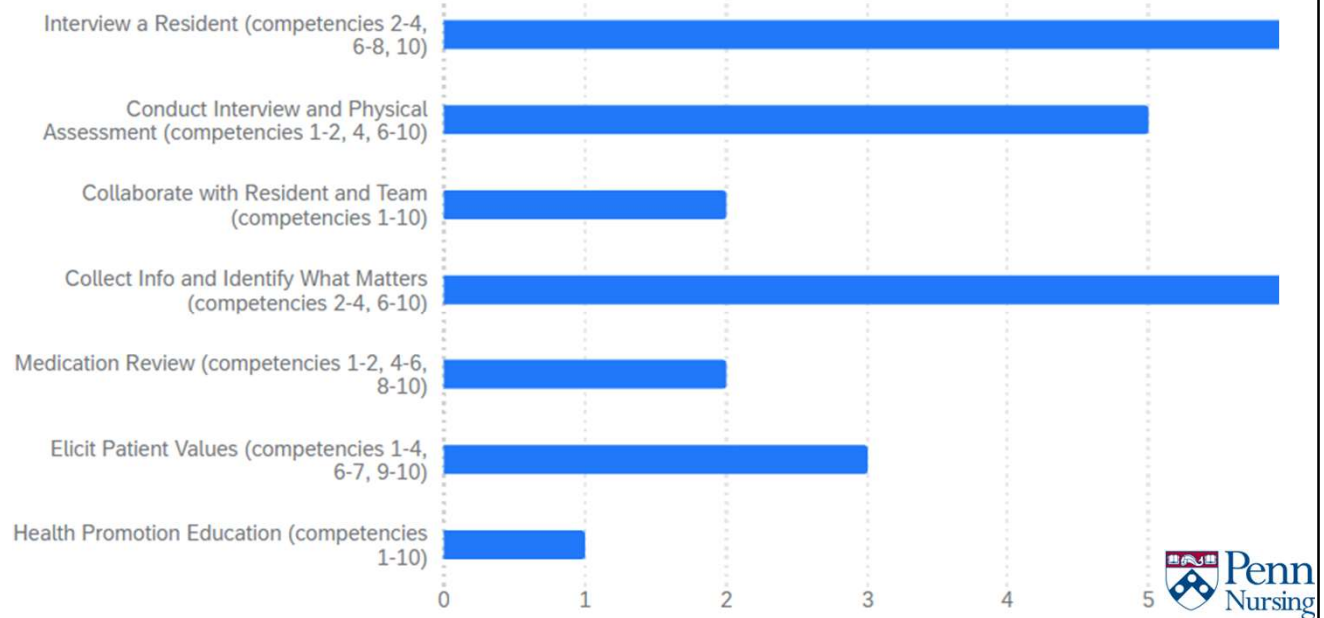
When surveying SONs in PA's eastern region, we received 6 responses representing **5 schools**

Questions	Yes	No
1. Has you SON included any 4Ms in any simulation space updates?	1	5
2. Have you innovated your curriculum to include age-friendly home care ?	6	0
3. Would you be willing to share with the Eastern Region SON group?	4	0



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3. Which AACN competencies via the 4M domains have you worked to focus on at your SON via your TNHC experience?



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NEXT STEPS & LESSONS LEARNED

- Lessons: sharing experiences and unmet needs is helpful
- Penn's collaboration with the Community College of Philadelphia
 - Evaluating "What Matters" training with students
- Leveraging ACES cases & integrating 4Ms into low fidelity sims
- **To be explored:** matching resources to needs



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PENN HOSTS TNHC WRITING GROUP



The John A. Hartford Foundation



PennState



Penn Nursing



University of Pittsburgh



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TNHC WRITING GROUP

- Modeled after *How to Write A Lot* by Paul J. Silvia
- Encourages dissemination through brainstorming & collaboration
- Hold colleagues **accountable** through reporting progress



Document tabs +

Publications in progr... ⋮

- Complete publications
- Complete Presentations & ...
- Brainstorming
- Open Access Publishers
- Conferences
- Bibliography

Teaching Nursing Home Collaborative Writing Group 2024-2025

Publications in progress				
Lead author	Co-authors	Publication	Journal	Timeline/Notes
Nancy Hodgson	Darina Petrovsky, Lareen Ryley, Ann Marie Sweeney, Mary Elaine Tagliareni, Sonia Talwar	Mixed methods evaluation regarding "What Matters Most" comparing Penn and CCP	Gerontology & Geriatrics Education	ENRS poster abstract to be submitted Oct 23



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TNHC WRITING GROUP ONE YEAR LATER



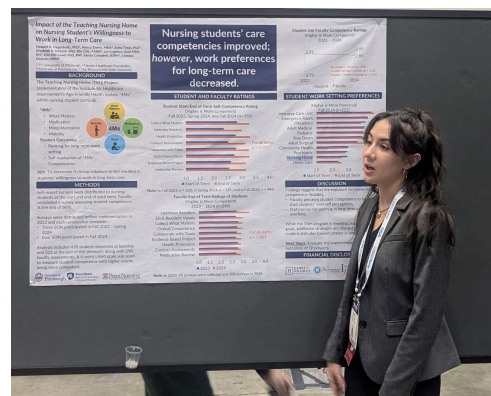
Publications	October 2024	October 2025
Accepted journal articles	0	7
Lead authors	0	6
Journals	0	3
Drafted journal articles	8	15
Lead authors	6	9
Intended journals	6	8
Posters	5	8
Presentations/Symposia	4	7



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TNHC WRITING GROUP

- Pitt, PSU, and Penn tell story of **TNHC evolution**
- Publications represent cross-school and cross-organizational collaboration
 - Pubs co-authored by **3 different organizations**
- GSA newsletter & presence at conference



EducationalNews

The Transformative Power of the Teaching Nursing Home Collaborative



By Erin Kitt-Lewis, PhD, RN, CNE
Penn State Ross and Carol Nese
College of Nursing



The [Teaching Nursing Home \(TNH\) Collaborative Model](#) creates powerful partnerships between nursing homes and nursing schools, integrating clinical practice, education, and research through the Institute for Healthcare Improvement's [Age-Friendly Health Systems \(AFHS\) 4Ms framework](#).

outcome measurement—building foundations in evidence-based practice and systems thinking.

Gerontology-Focused Curriculum
The AFHS 4Ms framework (what matters, medication, mentation, and mobility), aging physiology, ethical considerations, cultural

Resources for Improving Clinical Experiences in U.S. Nursing Homes: Filling a Gap in Nursing Education

Ann M. Kolanowski, PhD, RN, FGSA, FAAN; Jacqueline Dunbar-Jacob, PhD, RN, FAAN, FAHA, FSBM; and JoAnne Reifsnnyder, PhD, MBA, RN, FAAN



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QUANTITATIVE DATA ANALYSIS

- Collaboration with Pitt: design data request process & gain further insight into data
- Exploring student, faculty, and nursing home data
- Working with Penn Nursing biostatistician
- Research questions include:
 - **impact of ageism attitudes, faculty perceptions, and nursing home organizational culture on student competency ratings & student nursing home experience**



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Thank you to the Teaching Nursing Home Collaborative!

OUR COURSE FACULTY AT THE NURSING HOME:

Natasha Williams, MSN, CRNP
Dawn Pope-Dubose, MSN, RN

OUR NURSING HOME PARTNERS



Wesley **Enhanced** Living



The
John A. Hartford
Foundation



Jewish
Healthcare
Foundation



TEACHING
NURSING
HOME
COLLABORATIVE



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QUESTION AND ANSWER

Nancy A. Hodgson, PhD, RN, FAAN, FGSA, Chair and Professor,
Department of Biobehavioral Health Sciences
Ann Marie Sweeney, MSN, CRNP, ACNP-BC, Lecturer, Associate Course
Director for N-2550
University of Pennsylvania School of Nursing

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

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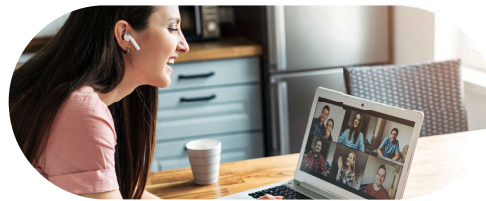
Announcements



Upcoming Monthly Office Hours

Wednesday, December 10 2:00PM ET

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



PHENSA/PA TNHC Virtual Workshop

Thursday, January 15, 2026 4:00-5:30 PM ET

- Bring Your Faculty Team!
- Interactive session with guided work time
- Use the PA-TNHC template to draft your clinical assignment

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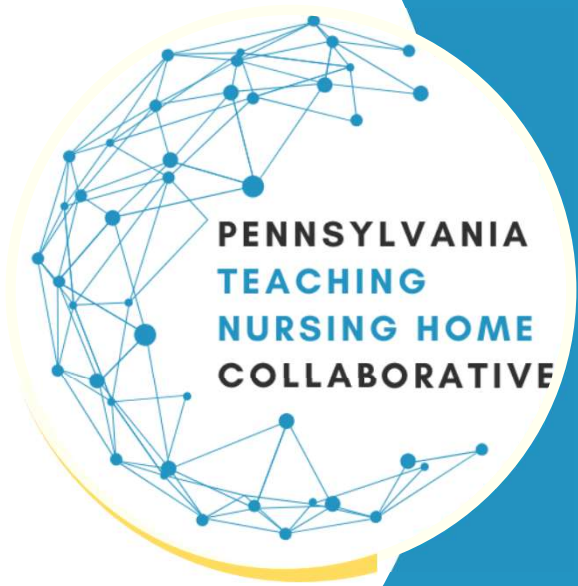
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View Past Quarterly Learning Collective Sessions
<https://www.patnhc.org/resources/quarterly-learning-collective>

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THANK YOU
for joining!



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