

Welcome

COLLABORATIVE MEMBERS

9.16.25 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).



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AGENDA

Quarterly Learning Collective
September 16, 2025; 2PM-3PM



- 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**
Kenna Campbell, Research Program Coordinator, Department of Health Policy & Management, 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** **School of Nursing and Nursing Home Collaborations to Support DNP Nurse Practitioner Students' Practica and Projects**
Heather Fischetti, MSN, RN, IP-BC, Nurse Educator
Canterbury Place

Taylor McMahon, RN, CNDLTC, Director of Nursing
Presbyterian Senior Care, The Willows

Leo Julian, BSN, RN, DNP Student
Megan Kazakoff, DNP, AGNP-C, RN, CNE, Assistant Professor
Joshua Palmer, DNP, PMHNP-BC, RN, Assistant Professor
University of Pittsburgh School of Nursing
- 2:55 pm** **Closing**
Anneliese Perry, MS, NHA, Program Manager, Aging Initiatives
Jewish Healthcare Foundation/Health Careers
- 3:00 pm** **Adjourn**

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PROGRAMMATIC UPDATES

Kenna Campbell

Research Program Coordinator
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);

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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.

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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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4Ms

What Matters
Medication
Mind
Mobility

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.

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Member Recognition Package

COMMUNICATIONS MATERIALS FOR MEMBERS
PENNSYLVANIA TEACHING NURSING HOME COLLABORATIVE

UPDATED MAY 2025

Welcome to the PA Teaching Nursing Home Collaborative
Congratulations! Your organization is now a member of the PA Teaching Nursing Home Collaborative, your commitment to this work is invaluable and greatly appreciated.

These communication materials can help your organization share its dedication to this work and raise awareness about the PA Teaching Nursing Home Collaborative.

To Note: These materials should be shared with your organization's marketing and communications team, if applicable.

If you have any questions, please email info@patnhc.org. Thank you!

MEMBERSHIP BADGE

Pennsylvania Teaching Nursing Home Collaborative Member

Ask me how you can start your Teaching Nursing Home journey...

Visit patnhc.org to learn more

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This new book from Sigma challenges educators and students to look beyond incorrect perceptions and negative attitudes to see a vibrant, growing healthcare sector ripe for nurses to make an impact and build rewarding careers. Available at SigmaMarketplace.org and other bookstores.

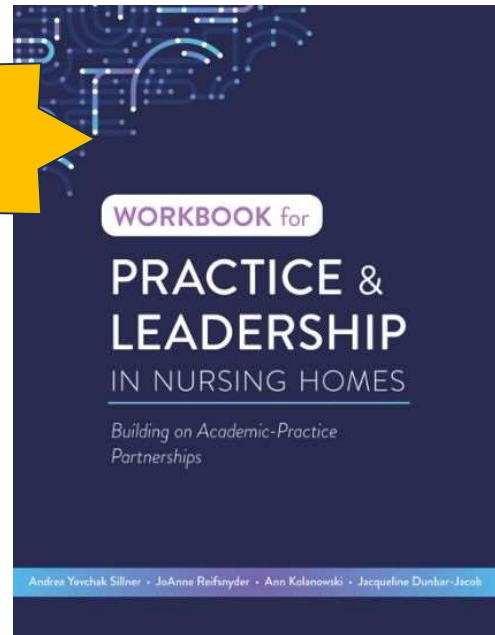
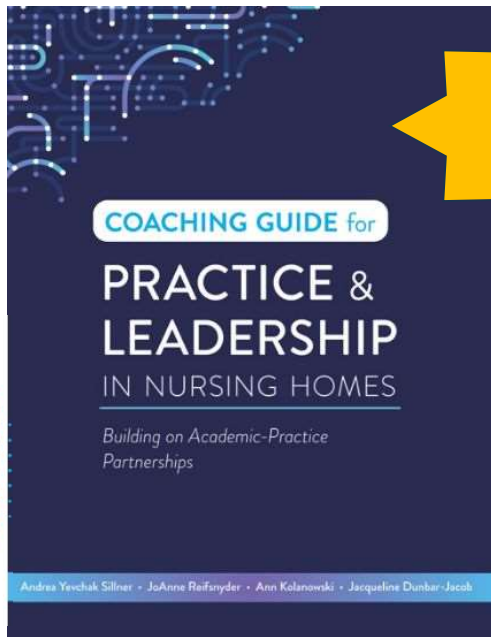
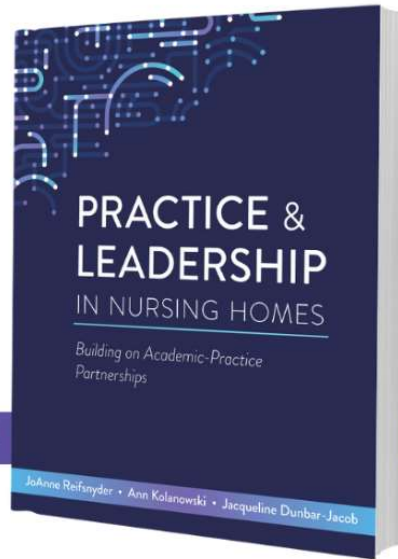
» Coaching Guide and Workbook coming soon!



Scan the QR code to learn more and purchase!



RECOMMENDED READING



<https://www.sigmamarketplace.org/sigmabooks.html?pagenumber=1&viewmode=grid&orderby=0&pagesize=9&price=14-100>

SCHOOL OF NURSING AND NURSING HOME COLLABORATIONS TO SUPPORT DNP NURSE PRACTITIONER STUDENT'S PRACTICA AND PROJECTS

Heather Fischetti, MSN, RN, IP-BC, Nurse Educator
Canterbury Place

Taylor McMahan, RN, CNDLTC, Director of Nursing
Presbyterian Senior Care, The Willows

Leo Julian, BSN, RN, DNP Student

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University of Pittsburgh School of Nursing



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Canterbury Place: History as a TNHC Clinical Site

- 4- to 5-year partnership with the University of Pittsburgh
- BSN students initially
- ABSN students the last two years
- Initially, we were just a clinical site for nursing students without much collaboration
- Today, Canterbury Place is a Partner in Education
- Teaching assistants from the DNP nurse practitioner program support us by engaging their students with our unique population
- We support the DNP students by providing DNP Project ideas



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Learning Opportunities

- Long-term care
- Rehabilitation
- Memory care
- Complex wound care including wound vacs
- Cardiac care including LVAD and inotropic drips
- Respiratory care including tracheostomy and laryngectomy
- Introduction to NH administration and the interprofessional team: RNAC, Nursing Leadership, Social Work, Staff Development, Infection Control, Activities, and Nurse Practitioners



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Benefits

- Historically, nursing curricula lacked geriatric, long-term care, and dementia care components
- Today, students and clinical instructors are introduced to a unique, hands-on healthcare environment, often noting surprise at medical complexity in the NH community
- Current staff encouraged, through contact with students and clinical instructors, to further their education
- Staff are able to assist students, which helps them develop leadership and mentoring skills
- The NH benefits from the DNP Projects
- Win! Win!



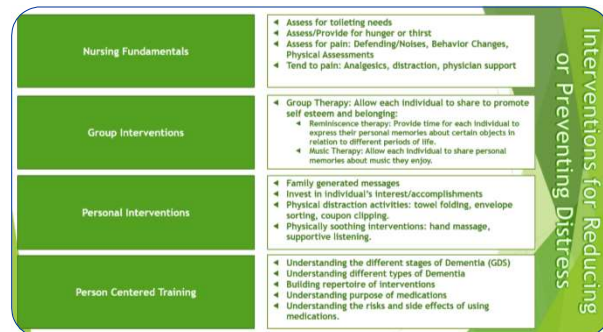
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Reducing Distress and Medication Use in Dementia

Reducing Distress and Medication Use in Dementia

- Staff were compassionate and well-intentioned, but gaps in formal training left them without practical strategies to manage behavioral symptoms without relying on medication
- Developed and delivered an educational in-service for nursing home staff
- **Topics included**
 - Dementia pathology and Global Deterioration Scale (GDS) staging
 - Risks and limitations of psychotropic medications
 - Evidence-based non-pharmacological interventions
 - A structured decision-making flowchart to guide behavioral support before initiating PRN medications

Palmer J. E. (2017). Reducing distress and medication use in patients with dementia. *Nursing*, 47(5), 18–21. <https://doi.org/10.1097/01.NURSE.0000515519.92537.5f>



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Reducing Distress and Medication Use in Dementia

Presentation

- Educational session introduced non-pharmacologic strategies for managing behavioral symptoms in dementia
- Focused on building staff confidence through discussion and reflection
- No interventions were implemented; no outcomes were measured

Shift Observed

- Initial skepticism gave way to growing openness and acceptance of evidence-based approaches

Palmer J. E. (2017). Reducing distress and medication use in patients with dementia. *Nursing*, 47(5), 18–21. <https://doi.org/10.1097/01.NURSE.0000515519.92537.5f>



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Reducing Distress and Medication Use in Dementia

- **Future**
 - Staff response was so positive that they requested a family education night
 - A family-facing version of the presentation was developed and received well
 - Formalized training was sought afterwards to support staff yearly
- **DNP Expansion**
 - Leo Julian adapted the project using the AFHS 4Ms framework and incorporated outcome evaluation into the project

Palmer J. E. (2017). Reducing distress and medication use in patients with dementia. *Nursing*, 47(5), 18–21.
<https://doi.org/10.1097/01.NURSE.0000515519.92537.5f>



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Teaching Nursing Home Collaboration (Instructor/Educator)

- Clinical Instructor for the past ~2yr at Canterbury Place
 - ABSN students
 - 4Ms: mentation, mobility, medication, matters
- DNP Project
 - “Educational Interventions to Increase Long-term Care Staff Knowledge and Self-Efficacy Around Residents with Dementia”
 - Canterbury Place



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TNHC Instructor

- AFHS 4Ms framework as a Gero teaching tool
 - Systematic
 - Complexity/interplay of gerontology
- Wonderful teaching environment
 - Slow
 - Methodical
 - Unique experience
 - Inclusive of students

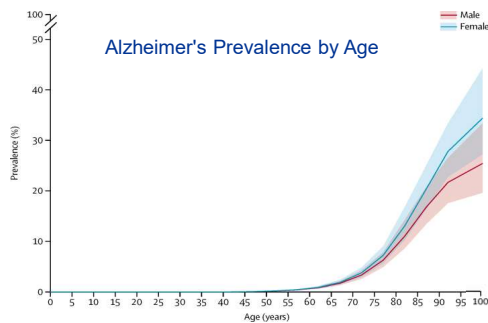


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DNP Project (Dementia Education)

- Need for memory-care training in long-term care
 - High prevalence among nursing home residents
 - 50% of residents who are 65 years and older
 - Demographic shift → increase dementia and cognitive impairment
 - Training not formalized in most settings
 - Evidence shows improved staff knowledge and efficacy with training
- Canterbury Place
 - Identified needs
 - Locked memory care unit
 - High needs population

GBD 2016 Dementia Collaborators. (2019). Global, regional, and national burden of Alzheimer's disease and other dementias, 1990-2016: A systematic analysis for the Global Burden of Disease Study 2016. *The Lancet. Neurology*, 18(1), 88-106. [https://doi.org/10.1016/S1474-4422\(18\)30403-4](https://doi.org/10.1016/S1474-4422(18)30403-4)



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Faculty Perspective



Introduction of learners to a wide range of patient presentations from healthy aging to complex chronic disease management



Incorporation of organizational leadership and financial/insurance considerations into each patient interaction

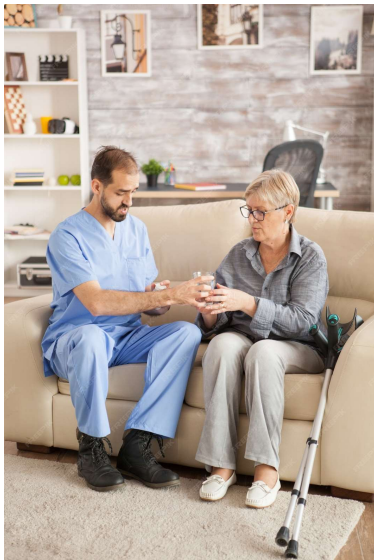


Interdisciplinary team members available to provide insight into their unique roles in care of the older adult



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DNP Student Perspective



Meaningful patient interactions without time frame pressure in other environments

Practicum involving both acute illness and wellness visits

Experience coding for different procedures used in long-term care

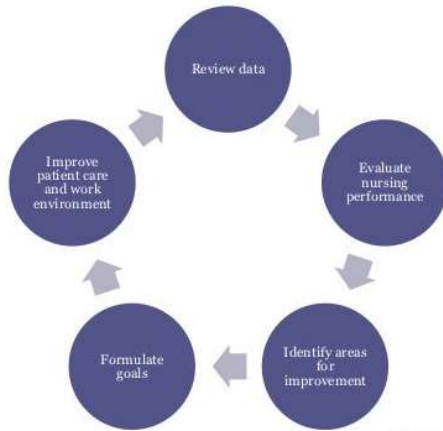
Taking part in goals of care discussions with residents and families

Utilizing scope of practice to keep residents out of the hospital



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Quality Improvement Projects in the Nursing Home



- Review of data with staff in case questions arise
- Evaluate performance within the entire system
- Areas of improvement are measurable and timely
- Goal setting with the Nursing Home team
- Projects that result in improved care that is observable in real time



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Director of Nursing Perspective



- Benefits of full time NP in house
 - Continuity of care
 - Involvement of provider in care conferences
 - Increased communication with direct care staff
- DNP student placements
 - Ability to emphasize age-friendly care systems
 - Showcase role of the NH in health maintenance and disease prevention
 - Opportunity to lecture to schools of nursing to enrich academic partnerships



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The Effect of Nursing Management Involvement in QI Projects

- DNP student and direct care staff collaboration leads to more sustainable projects
- Increased number of QI initiatives results in better care for elders
- Relating QI aims to State Health Department Guidelines results in safer practices



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Teaching Nursing Home Collaborative Acknowledgements

- The John A. Hartford Foundation
- Jewish Healthcare Foundation



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QUESTION AND ANSWER

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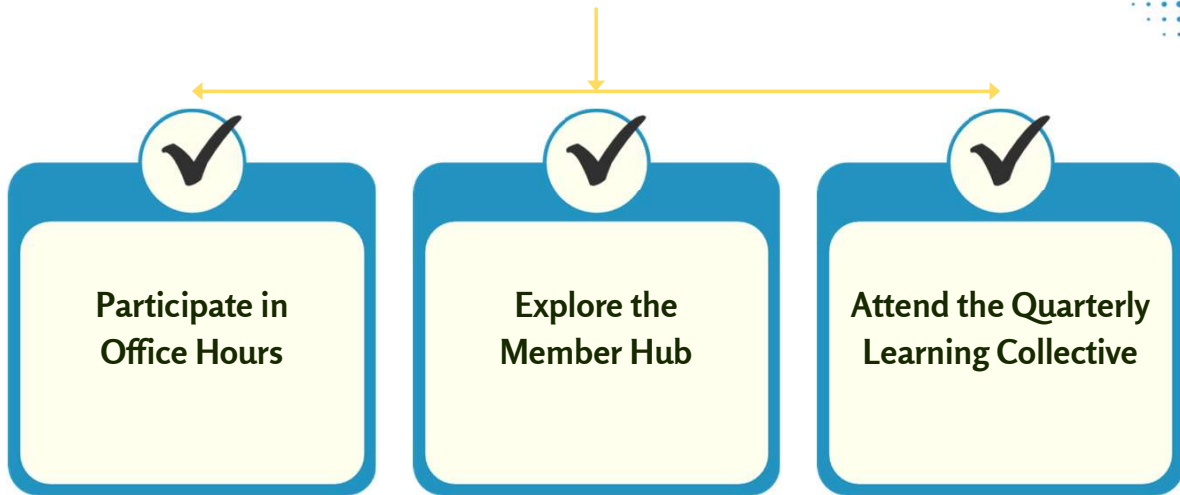
ANNOUNCEMENTS

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



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ENGAGE IN THE COLLABORATIVE



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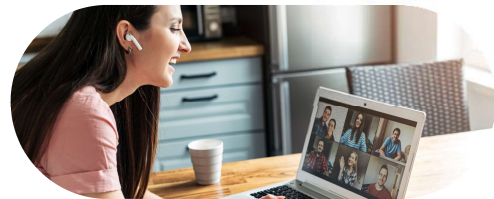
SAVE THE DATES



Upcoming Monthly Office Hours

Wednesday, October 29 1:30PM ET

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



Next Quarterly Learning Collective

Tuesday, November 18 2:00PM ET

- Learn from Phase 1 partners
- Receive programmatic updates

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