

# A Formative Evaluation of an Age-Friendly, Palliative Care Educational Program to Promote Nursing Student Confidence and Interest in Caring for Older Adults Residing in Nursing Homes

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# Funding Disclosure

**Geriatric Workforce Enhancement Program (GWEP):** Five-year, federally-funded initiative from Human Resources and Services Administration (HRSA)

**Purpose:** Test innovative approaches to delivering healthcare to older patients  
Dartmouth Centers for Health and Aging: \$3.75 million recipient

**Subaward Project Title:** Northern New England Geriatric Workforce Enhancement Program (GWEP), Nursing Home Supplement (Jan-June 2023)

# Background & Significance

The Northern New England GWEP team at Dartmouth-Hitchcock will develop a partnership with:

- UVM Department of Nursing
- Nursing Assistant Training Program
- Nursing Home

**To educate and train nursing students in the final year of their training in a baccalaureate degree (BSN) programs, licensed nursing assistants enrolled in licensed nursing assistant training programs, and LNAs currently employed in nursing homes.**

# Age-Friendly Health Systems



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

Follows set of evidence-based practices

Align with What Matters to the older adult and their family caregivers





**UVM College of Nursing and Health Sciences**

August 9, 2021 at 6:00 AM · 🌐



Age-friendly wellness visits for older people “provide an opportunity for patients to express their thoughts, feelings and goals pertaining to their health,” says Hannah Scheibner, '21, an RN at Appletree Bay Primary Care, UVM’s nurse practitioner faculty practice.



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**Nursing Faculty and Students Practice 'Age-Friendly Health Care' at Appletree Bay**

First Level 2 Designated Age-Friendly Health System:

AppleTree Bay Primary Care

# Clinical Question

Can the implementation of an online, educational module provide nursing students insight into age-friendly, end-of-life care (EOL) in the nursing home setting with the overarching goal of promoting student confidence and interest in pursuing a career in long-term care?

# Project-At-A-Glance

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4. Identify the presence of caregiver burnout, compassion fatigue, and grief in nurses and nursing assistants providing end-of-life care. Discuss strategies to support fellow colleagues and oneself when providing end-of-life care to older adults and their families.

*The above objectives were designed to align with the American Association of College of Nursing (AACN) New Essentials and the End-of-Life Nursing Education Consortium (ELNEC) curriculum to offer undergraduate nursing students and students enrolled in nursing assistant programs an opportunity to explore end-of-life care of the older adult in the long-term care setting.*

## Work At-A-Glance


*Please complete the module in the sequence provided.*


Readings, videos, and activities in this module include:

- 5 videos (total 38 minutes) including a 2-part video case study
- 1 reading: 4Ms Framework Overview (2 pages)
- Discussion questions (Part 1 and Part 2)
- Complete the Evaluation Survey


Please remember this module is voluntary and will not impact your grade in PRNU 231 in any way. After completing the module and evaluation, you will receive a certificate of completion via email.

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 Alternative formats





# Project Implementation

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- Coordination with Simulation lab
- Script development with Dartmouth and LNA partners
- Voluntary module in Chronic Illness & Palliative Care course
- Certificate of Completion



From left: Seth I. Gordon, Marican Culcuba, Vivian Jordan, Lois Casavant





**Linda & Kasey, Senior LNAs and MedTechs, 53 years combined experience in Skilled Nursing Care**



**Kerry Prendergast, MS, RN, CNL with 25 years experience in Geriatrics & Skilled Nursing Care**



0:05:34

0:00:33

Elm Manor Nursing Home Part 1

share some memories.



Anouk Thomas, Vivian Jordan, Marican Calcuba, Lois Casavant, Peter Kurth

# Methods of Evaluation

Please rate how much you agree or disagree with each statement.

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
This educational activity promoted new insights about how to apply palliative care principles to care of the older adult in the nursing home setting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel more confident in caring for older adults in the nursing home setting after participating in this educational activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel more interested in and/or recommitted to working in a nursing home setting after participating in this educational activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This educational activity was a meaningful supplement to the course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend this activity be a permanent addition to the course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12:29

How did this experience impact your views on palliative care and care of the older adult in the nursing home setting?

In particular, what was one thing you learned today that might impact your future practice?

What was one thing that could be different about the activity that could have improved your experience?

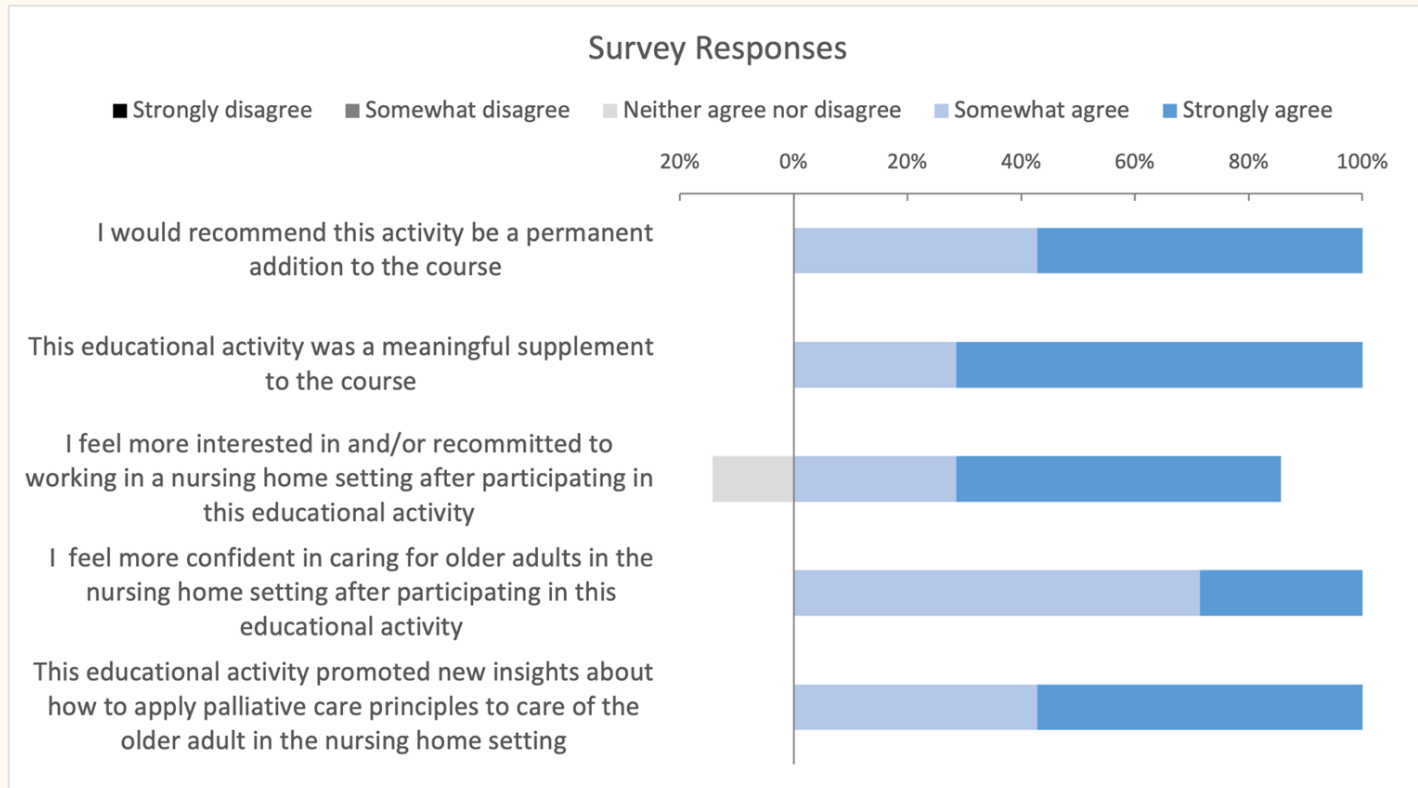
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# Methods of Analysis

- **Quan:** Descriptive statistics
- **Qual:** Conventional content analysis
- **Mixed:** Convergent parallel design

# Survey Results



## Free-text responses mirrored positive survey results

“I think that this is a really important topic that we should cover in PRNU 231!...[I would] consider working in a nursing home at some point!”

(Participant 4)



Theme #1: The educational program **prompted reflection** for students, helping them **uncover biases** in themselves and their nursing education regarding nursing home care.

“I feel like I have had some **internalized feelings** about nursing homes and this kind of opened my eyes to how much connection and care the people in nursing homes provide. Again, hospital nursing is kind of the only thing we really learn about and we are trained to become hospital nurses, but this experience reminded me that **there is more than hospital nursing** and that people working in the nursing home setting can really be their residents strongest advocates.”

(Participant 7)

Theme #2: The educational program **reinforced key concepts** pertaining to care of the older adult.

“I felt that this module definitely taught me some important things about long-term care facilities, end-of-life care, and age-friendly care...[and] the importance of nurses and LNAs in nursing homes.”

(Participant 5)

Theme #3: Students appreciated the **format** of the module, and suggestions for improvement centered on **content** and **mode** of instruction.

“I'm not sure if it would be possible or not but I think it would have been really interesting to have a **perspective of an older adult living in a nursing home** and be able to listen to them answer some of interview questions.”

(Participant 2)

“I think if it was potentially a little **more interactive**, it would promote further understanding on concepts.”

(Participant 6)

# Limitations

- Challenges introducing module into LNA program
- Lack of ethnically diverse standardized patients available to participate



# Implications & Next Steps



Dissemination



“Toolkit” for RN/LNA Programs



Integration into Chronic Illness & Palliative Care course

# Thank you!

Dartmouth/Northern New England  
Geriatric Workforce Enhancement Program

- Ellen Flaherty, VP Dartmouth Health Geriatric Center of Excellence, GWEP PI
- Michaela Priess

Educators at Sullivan County Health Care

- Rebecca Dupoint
- Marci Thibodou

The University of Vermont Clinical  
Simulation Laboratory

Student Participants

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# Selected References

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