

ST. CATHERINE UNIVERSITY

THE VOICE OF THE ELDER TEACHER AND THE CLINICAL PARTNER ON AN INTERPROFESSIONAL TEAM



Presenters and project leaders

Rebecca McGill, Ed.D, RN ; Associate Dean, Director of Clinical Education & Practice St. Catherine University, Henrietta Schmoll School of Health

rlmcgill@stkate.edu

Karen Sames, OTD, MBA, OTR/L, FAOTA, Associate Professor and Program Director of MAOT, St. Catherine University

kmsames@stkate.edu

Session objectives

- Describe the voice of the clinical partner in the Carondelet Village project
- Present the voices of the elder teachers in the Carondelet Village project
- Discuss strategies for developing strong clinical partnerships





Carondelet Village

- Independent Living
- Assisted Living
- Memory Care
- Care Center

(Carondelet Village, 2012)



St Catherine University

- School of Arts and Sciences
- School of Business and Leadership
- Henrietta Schmoll School of Health

(St. Catherine University, 2012)

Promote innovate an IPE/ IPP

Establish an interprofessional student/faculty immersion experience within Carondelet Village that

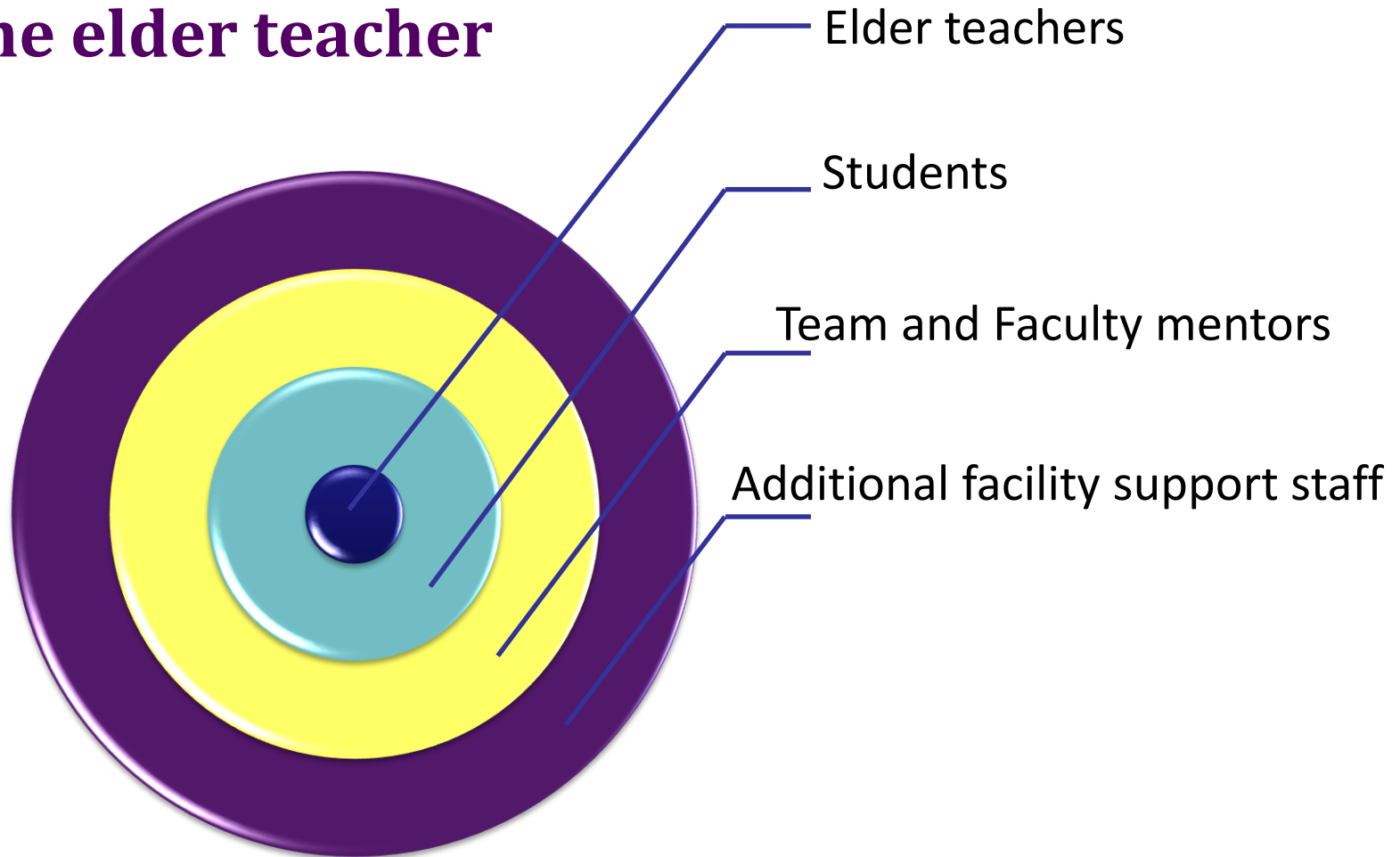
- meets the needs and emphasizes the strengths of the residents
- promotes learning, focuses on connections and strong relationships



Principles

- The IPE pilot will emphasize relationships over a longer time.
- Build relationships with staff, faculty, students and residents.
- Flexible concept of teacher and learner. The residents have much to teach the students and faculty.
- “All learners work and all workers learn” - Vanderbilt philosophy
- Seek faculty leaders with specific interest in the identified practice environments.
- Benefit both organizations

Team goal: To improve the health and vitality of the elder teacher





Teams

Team 1:

- **Elder Teacher:** Female with Parkinson's and mild dementia
 - Assisted Living
 - No close relatives, no one to make healthcare decisions
 - Sleeps on couch because bed is so uncomfortable
- **Students:** OT, nurse practitioner, and social work students
- **Team mentor:** nurse

Team 2:

- **Elder Teacher:** Male post CVA with OCD
 - Care Center
 - Sits in wheelchair parked in dining room from 6:00 am to 7:00 pm every day
 - Constantly using call button; daughter visits every evening
- **Students:** OT, baccalaureate nursing, physician assistant, and PT students
- **Team mentor:** nurse

Team 3:

- **Elder Teacher:** Nun with bipolar disorder and dementia with Lewy bodies
 - Care Center
 - Non-ambulatory
 - Wants to swim
- **Students:** PT, social work, and physician assistant students
- **Team mentor:** OTA

Process

Plan

- Multiple meetings with University and Carondelet Village leadership

Approve

- SCU IRB
- CV Quality Committee approval

Recruit

- Students
- Faculty mentors
- Team mentors
- Elder teachers

Implement

- 2-week didactic
- 14-week Clinical immersion

Evaluate

- Quantitative
 - RIPLS
 - IEPS
- Qualitative
 - IEEQ
 - Assignments
 - Meeting summaries
 - Field notes
 - Debrief



Unique voices in the project

Voice of the Clinical Partner

- Wanted a longer experience
- Wanted to bring a model of teamwork to the facility to develop all staff
- Had run out of ideas on certain elder teachers- hoped for new ideas
- Challenge of limited resources

Voice of the Elder Teacher

- Transition of moving to Carondelet Village a challenge in itself
- Common issues- isolation, cognitive decline, mobility challenges multiple diagnoses, safety
- Elders had many strengths that could be leveraged

Clinical Partner Voices

- Provided a welcoming environment for students
- “This is not a hospital. This is the residents home” (Staff person)
- “Its has been great! We would love to have the students here year round” (Campus administrator)
- Workforce challenges in retaining staff ; saw this as a way to expose students to the positive environment in senior care.
- Came from a strengths-based philosophy versus problem focused in health care

Team Mentor Voices

I have gained a new appreciation for IPE & the importance of it. I believe in it. :)

As they discussed among themselves I heard good ideas being presented. I enjoyed the fresh look at things.

I find new ideas to aide the residents beneficial. Also the experience for the elder teacher to find purpose in their day.

Elder Teacher voices

Something to look
forward to; made my
day

[They] listened
to a lot of the
things I said

...they all came
together; they would
push my wheelchair;
sang special blessing

[I] looked
forward to
seeing my girls

Benefits for the Clinical Partner

- My Best Day
- Identify missing documentation
- Identify opportunities for staff training and professional development
- New and creative ideas
- Exposure to many disciplines for this setting

“[It] Gave me new energy & new ways of looking at situations”

Implementation Challenges

- Scheduling classes, team meeting times, presentations, and a consistent meeting room
- Real life happens: Vacations and illnesses
- Role clarity for mentors; Some are more naturally “teachers and mentors”
- Tension between student learning needs and organizational workload
- Steep learning curve for students and mentors
- Managing expectations of participants

Strategies for developing partnerships

- Understand the partner's greatest workforce concerns
- Seek to add increased value. It is not just about us wanting clinical placements
- Schedule time for site visits- take relevant program contacts out to meet the site leaders
- Express gratitude frequently
- Check in with new sites to make sure all is well and to see if there are concerns
- Provide team mentors with CE for hours served with students

References

Carondelet Village. (2012). *Carondelet Village*. Retrieved April 12, 2012 from <http://carondeletvillage.org/>

Henrietta Schmoll School of Health [HSSH]. (2012). *Carondelet Village and St. Kate's partnership*. Retrieved from http://news.stkate.edu/articles/ipe_carondelet_2013.html

Lait, J., Suter, E., Arthur, N., & Duetschlander, S. (2011). Interprofessional mentoring: Enhancing students' clinical learning. *Nurse Education in Practice* 11, 211-215. doi: 10.1016/j.nepr.2010.10.005

Mann, K., McFetridge-Durdle, J., Martin-Misener, R., Clovis, J., Rowe, R., Beanlands, H., & Sarria, M. (2009). Interprofessional education for students of the health professions: the "Seamless Care" model. *Journal of Interprofessional Care*, 23, 224-233. doi:10.1080/13561820802697735

St. Catherine University (2012). *Colleges and Schools*. Retrieved from https://www2.stkate.edu/about/colleges-schools?_ga=1.201334354.293642387.1442425654