

## Synopsis of the Students for Education in Retirement Homes (SERH) project.

Our committee (David Amot; Rene Bura; Nikki Burke; Rebecca Crosbie; Tanya Eastman; Laurine Kazhila; Patrick Rand) were concerned about the uncertain effectiveness of care offered to residents in retirement homes after reviewing a survey of resident care facilities (93% privately owned of a total of 45 facilities (67% response rate = 30 facilities)) in the Ottawa- Carleton region, conducted by Aminzadeh, Dalziel, Martell & Amos (September, 2001).

Aminzadeh et al. (2001) found that 90% (27 facilities) provided basic nursing care, but were understaffed (staff: patient  $r = 0.36$ ,  $P < 0.05$ ), and 47% were unaware of the referral process for the “specialized comprehensive geriatric assessment and management (CGA) programs” (p.130) available to the community. CGA referral is usually activated via physician referral after an event which is essentially a secondary care paradigm. According to Aminzadeh et al. (2001), CGA has been advocated as an optimal primary care strategy for admission to retirement homes to screen for “undetected and untreated geriatric conditions (p.130). The provincial government offers CGA type services as part of the aging at home strategy and in nursing homes, however some seem to perceive that retirement homes offer effective supportive services to all residents. Berta, Laporte, Zarnett, et al. (2006) conducted a pan-Canadian survey of long-term-care homes and found that privately owned (for-profit) facilities tend to staff with less regulated care-providers than not-for-profit or government-owned facilities.

Retirement homes are (relatively) free to operate independently under private ownership, in comparison to nursing homes -as the Ontario’s Senior Secretariat (Winter 2006/2007) outlined, there are minimal regulations which govern retirement homes in comparison to nursing homes. Thus, we expect that there is a wide range of care levels provided in retirement homes which may be dependant on the resources available (community supports), and governed by overhead costs of doing business as well as the number of residents residing in the facility (Berta, et al. 2006).

Our committee decided that there may be a need for comprehensive geriatric assessment in retirement homes within the Peterborough community to support staff in complex geriatric care planning. Aminzadeh et al. (2001) reported that the management of behaviours, dementia care and assessment and management of geriatric syndromes were the top 3 learning needs for staff.

Our objective was to create a clinical placement to facilitate the education of caregivers of people with dementia in Peterborough retirement homes. We named this project Students for Education in Retirement Homes (SERH).

Our plan included the following:

1. Submit a proposal outlining the project for review by nursing department heads.
2. Establish a nursing student placement at the Peterborough Alzheimer Association
3. Form a working relationship with a local retirement home (Royal Gardens) for the student to practice geriatric assessment skills; comprehensive case study (e.g. PIECES framework); innovative care plan intervention and community referral.
4. Set the student up for success with various training and tools

- a. Geriatric neurological assessment training (DR. Ingram consultation Inc.)
  - b. Gentle persuasive approaches (GPA) training provided by Royal Gardens
  - c. Needs Assessment Tool for staff at Royal Gardens to assess the effectiveness of current resources which may generate opportunities for student to assist staff.
  - d. Consult with Janice Cassels R.N. for advice regarding project implementation as she has experience in implementing the RNAO 3D's BPGs at Ross Memorial Hospital.
5. Maintain an on-going working relationship with student, NURS-404, TCCBE, and the Peterborough Social Planning council (Research Analyst) to ensure the effectiveness of the student placement and future role/goal expansion.
  6. Generate awareness of our project, targeting the community and nursing students via the Peterborough Examiner; TCCBE poster presentation showcase, N302 community poster presentation showcase; and NURS-404 presentations
  7. Outline our project in a student manual for the Royal Gardens staff to be orientated to the SERH project.
  8. Compile our work in a Dossier to orientate the next N404 SERH group (Paving the road)
  9. Invite community partners to N404 presentation to ensure a perpetual relationship and an opportunity to thank them for their support.

#### References

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Running head: Supporting Residents in Retirement Homes

Supporting Residents in Retirement Homes with Dementia.

January 05, 2009.

Rene Bura, Nikki Burke, Tanya Eastman,

Laurine Kazhil, Carly Lachance, Jen Taylor, Rebecca Crosbie,

Trent University

Instructor: Cathy Graham

NURS-404H Professional Trends & Issues

## Our Groups Interest

Members in our group came together, last semester, to learn about the access to care for residents in retirement homes. We felt that people in retirement homes were somewhat abandoned by our healthcare system because of lack of regulation of a privatized industry and we felt that by ignoring the needs of people in retirement homes would eventually overburden hospitals in Ontario. We understood our bias was in favor of residents in retirement homes and against both a political and privatized industry. We thought exploration of this issue in a debate format would help us understand the political and entrepreneurial nature of the retirement home industry to balance our enthusiasm with sound reasoning.

Our debate considered three topics including: (1) the impact regulation would have on the autonomy of the residents in retirement home; (2) the impact subsidizing a privatized sector would have on access to care to cover imposed regulation of retirement homes; (3) and we considered if the right people in retirement homes or should we monitor our retirement homes if care needs are not met adequately.

Through our research we discover one significant survey which assessed the level of care offered at retirement facilities in the Ottawa-Carleton region (Aminzadeh, Dalziel, Martell, and Amos, 2001, September). Aminzadeh et al (2001, September) suggested that there are not enough LTC homes and there is a growing trend for privately run and “unlicensed” retirement homes that provide care equal to the care provided in licensed LTC facilities.

Our group has prepared a proposal to answer the needs of people with dementia in retirement homes. We have devised a strategy to act politically in a non-antagonistic fashion, rather to act cohesively (win:win) with local agencies, and with the notion that people in

retirement homes are in need of more specialized care to support the needs for residents in local Peterborough retirement homes with dementia.

### Background Discussion of the Issue

“There’s a demographic tsunami headed our way” says University of Toronto’s Dr. Alejandro Jadad, a physician with a special interest in public health (Steed, 2008, November 8, ¶9).

Dr. Jadad comment is the central analogy what Judy Steed reported as” the gray wave” (November, 8) or “boomer tsunami” (2008, website) in the November 2008, Atkinson Fellowship Series, in the Toronto star. There seems to be some real data which supports the notion of a looming healthcare disaster on the horizon. One of the key threats to aging mentioned by Steed was the prevalence of dementia in Canada.

In 1994, the Canadian study of health and aging [CSHA] was released by Ian McDowell (lead epidemiologist for the project) who reported that there were 161,000 cases of Alzheimer’s dementia in the early 1990’s and that by 2021 the prevalence of dementia would be estimated to grow to 592,000 cases. If in fact the growth rate estimate is accurate it would pose a great challenge for Ontario’s medical system. The fact that few cases of dementia are unreported means that most people with dementia will be receive a diagnosis only after the disease has progressed to the later and more serious stages. Baycrest Geriatric Health Care System, in Toronto, a leader in geriatric care and research, markets the fact that “70% of patients at acute care general hospitals are over the age of 70” on its website. Costa, Williams, Somerfield et al.,

(1996) suggested that hospital staff may have a tendency to staple the dementing symptoms as a result of “just old age” (RNAO, November, 2003, p23). With such an approach delirium may manifest as a co-morbidity in an aggressive client with dementia as he or she is treated with psychotropic medication. Managing delirium in hospital comes at a high price tag as it is a serious condition that typically increases hospital stay. In the united states it is estimated that delirium costs the hospitals a total of “\$4 billion annually” (Pitkala, Laurila, Strandberg, Kautiainen, Sintonen, & Tilvis, 2008, p.805).

Clearly an innovative strategy was necessary to manage this forecast of Ontario’s future healthcare needs before hospital’s become overwhelmed with elderly patients. The Ministry of Health and Long Term Care (MoHLTC) recognized the need to support caregivers at home and staff in nursing homes to care for people with dementia. In September, 1999, the Ontario government invested \$68.4 million over five years (1999 - 2004) in a ten point initiative called the Alzheimer Strategy (Alzheimer society of Ontario, 2003) which formed a partnership with the Alzheimer’s society to support caregivers of people living with dementia in the early to middle stages of the disease as well as researched into the best practice to care for residents in nursing homes living with dementia. The role of Psycho-geriatric resource consultants (PRCs) was assigned to nurses and other qualified occupations to train staff in nursing homes to understand and effectively support people with dementia in difficult situations commonly expressed in the later stages of the disease such as aggressive behavior.

Additional support for the elderly came in August 2007, when the government of Ontario invested a further \$1.1 billion (over four years) into the aging at home strategy. Steed (2008, November 8) reported that former health minister George Smitherman spearheaded the Aging at home strategy, and quoted the ambition of the new health minister, David Caplan, stating “I want

to support a health-care system that allows people to take risks and try new things. Innovation should be a hallmark” (¶32).

Strategy:

Our group will promote awareness and care needs of residents with dementia in retirement homes. This project will be completed in 3 phases (See Appendix A). Our primary strategies include the following:

1. Align with staff from the local Peterborough CCAC, Alzheimer’s society, and hospital.
2. Devise a list of contacts for staff at retirement homes to find professional support residents with dementia with the help from the local Peterborough CCAC.
3. Work with the Alzheimer’s society to implement an information sharing session with staff at retirement homes to:
  - a. Recognized signs and symptoms associated with the stages of dementia
  - b. Convey an understanding of the challenges residents with dementia may face with communication barriers that may result in aggressive behavior and result in injury.
  - c. Students will support the intelligence of retirement home staff and learn of their responses and experiences of working with residents with dementia. This information will help to improve upon future information sessions and promote a progressive exploration into best practice for retirement home staff.
4. Contact human resources at the Peterborough hospital to gather statistics that highlight the amount of elderly people over 65 years from a retirement home, admitted to

Peterborough Emergency Department and admitted to specialty floors, the length of stay, and amount of sample diagnosed with dementia as well as a co-morbid delirium, or admitted because of a dementia related behavioral issue. This information will answer how relevant a need for community support in retirement homes (supporting our project to continue with future support).

5. Promote our initiative to the MohLTC, so they may consider amending the Alzheimer strategy to include support for residents in retirement homes with dementia. In this strategy psycho-geriatric resource consultant (PRC) are tasked to support and train staff in seminars such as gentle persuasive behaviors and elderly sexual expression. However the staff of retirement homes are not part of the PRC jurisdiction.

We believe that there is a need to support retirement home staff awareness and knowledge of the unique challenges of residents with dementia because of the following facts we have discovered in our research thus far:

1. A survey conducted in the Ottawa-Carleton region suggested that there are not enough LTC homes and there is a growing trend for privately run and “unlicensed” retirement homes providing care equal to the care provided in licensed LTC facilities (Aminzadeh, et al., September, 2001.). This suggests the possibility that retirement homes in Peterborough may be over burdened with limited qualified staff to meet the needs of their aging residents. Conducting a survey of acute admissions of people with dementia on our own will demonstrate the need for a local community support initiative.
2. In 1994, the Canadian study of health and aging was released by Ian Mcdowell (lead epidemiologist for the project) and reported that dementia occurs one in every third person over 85 years. Sternberg et al., (2000) found that “[f]or almost two-thirds of those



with dementia in the community, their dementia has not been formally diagnosed (CSHA, 2002, website download power point slide 6). In addition, Baycrest Geriatric Health Care System, in Toronto, a leader in geriatric care and research, markets the fact that “70% of patients at acute care general hospitals are over the age of 70” on its website. Linking these facts with common understanding that people are living longer and that the baby boomer generation will be entering retirement suggests that hospitals in the future may not have sufficient resources to meet the acute needs of people with dementia. Therefore there is a need for more preventative programs to support people with dementia and their care givers. Implementing our own program will be an effective political act to work with local agencies in resolving needs of people with dementia in retirement homes.

References:

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[http://www.health.gov.on.ca/english/public/program/ltc/34\\_strategy\\_qa.html](http://www.health.gov.on.ca/english/public/program/ltc/34_strategy_qa.html)

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Stevens, L. E., de Moore, G. M., & Simpson, J. M. (1998). Delirium in hospital: Does it increase length of stay? *Australian and New Zealand Journal of Psychiatry*, 32(6), 805-808. Retrieved June 21, 2008 from CINHL database.

Appendix A: Phases of this project:

Phase 1: Planning and Permission

1. Form team, establish roles, & have Cathy Graham review initial draft of project for input after first class.
  - Cathy and team members will receive a copy of this project draft the first week classes resume
  - Roles and responsibilities of team members
    - All team members will meet at least once a week to debrief and/or re-strategize.
      - One member will act as chairperson to ensure we stay on topic during meetings
      - One member will volunteer to take minutes and post those minutes on a g-mail account
        - G-mail account is only to keep track of important project information. All other correspondence can be done on personal e-mails...etc.
        - G-mail username is [nurs404@gmail.com](mailto:nurs404@gmail.com); password Retirement.
    - Team members will work in teams to correspond with retirement homes and staff in Peterborough
    - At least 2 members will volunteer to contact the hospital and get permission to gather stats as described above.

- At least 2 members will volunteer to contact the CCAC to get a contact list of specialists in dementia (PRC preferred) and learn about resources available for retirement home staff.
  - At least 2 members will volunteer to contact the Alzheimer's Society to learn about the how to teach the stages of Alzheimer's which is normally part of the Alzheimer's Society, First link curriculum.
  - At least 2 members will volunteer to contact the MoHLTC to learn about how this strategy may be integrated into the 10 Alzheimer strategy and/or aging at home strategy (e.g. sponsoring, supporting with resources etc.).
  - At least 2 members will volunteer to contact the Peterborough examiner and or RNAO and or other media outlet to write about our project and how we have focused on a win:win strategy to fill the gap in the MoHLTC Alzheimer strategy.
2. Get permission from Wendy Facile to assure that this project meets the ethical requirements of Trent University

#### Phase 2: Contacts and implementation

1. Weekly team meetings
2. Correspond with retirement homes
3. Correspond with hospital
4. Correspond with CCAC –PRC &/or PACE program at PRCH.
5. Correspond with Alzheimer's Society –First Link curriculum

6. MoHLTC
7. Media –Letter to the editor

Phase 3: Prepare presentation

1. Presentation will be given to N404 and to future N404 students to pave the way for future interest.
2. A binder will be available to collect our data for future interest (G-mail account is a good source to retrieve data for binder).

090109 Minutes –N404 political Action for January 9, 2009.

Attendees –Rene Bura; Nikki Burke; Rebecca Crosbie, Tanya Eastman; Wendy Fucile; Cathy Graham; Laurine Kazhil

Purpose: To review proposal and discuss ways to implement political action plan

Significant Points Discussed:

1. It is significant to mention that retirement homes are not regulated by government [in terms of care provided...exception Health Protection and Promotion Act (Ontario's Senior Secretariat, Winter 2006/2007)] and that political action strategies should respect this fact.
2. We should re-structure our proposed political action plan in the following ways:
  - a. Education
    - i. Work with Alzheimer society, PACE, CCAC, VON adult daycare and/or other community agency to design curriculum for staff in retirement homes [e.g. The Empress, Princess & Canterbury Gardens (contact: Carry Davies)], VON adult daycare & extended care.
    - ii. Tanya Eastman mentioned a great concept to bring across that Alzheimer's disease and other forms of dementia are not a normal part of aging.
  - b. Survey
    - i. Consider surveying academic/resource needs at retirement homes to support residents with dementia
      1. Consider approach ...Wendy suggested "come softly through the door."
    - ii. Questions:
      1. Who are the retirement homes which accept residents with various stages of dementia?
      2. OPEN ENDED- What challenges are the facilities experiencing in regards to caring for clients with dementia
      3. OR CLOSED ENDED- Are the facilities experiencing e.g behavioural, wandering, functional challenges with residents who have dementia a
      4. Would the facilities welcome students to run a seminar on caring and or understanding clients with dementia?
  - c. Poster
    - i. Contact Dr. Rush about template from research advanced topic course
3. Rene Bura will send weekly minutes to Cathy Graham on team's progress to assure that group stays within ethical limits.
4. Future meetings will occur every Friday before N404 (proposed time 10:30 in Sc303)
  - a. Rene Bura will arrange booking Sc303 for the time period of 10:30 to 12:00 if available.
5. Next meetings object is to distribute tasks and responsibilities equally among team.

## Reference:

Ontario's Senior Secretariat (Winter 2006/2007). Consultation backgrounder for Ontario's consultation on regulating the retirement home industry. Toronto, ON. Retrieved Sept. 29, 2008 from the Ontario Seniors Secretariat at <http://www.culture.gov.on.ca/seniors/english/programs/rhc/background/backgrounder.shtml>.



090123 Minutes –N404 political Action for January 23, 2009.

Attendees –Rene Bura; Nikki Burke; Tanya Eastman; Laurine Kazhil

Purpose: To complete the group contract

Significant Points Discussed:

1. David Amot has joined our group...welcome and we look forward to your contributions.
2. If there is dispute about the regular schedule of meetings 10am to 12 on Fridays then team members are expected to voice concerns and make suggestions of alternatives Minutes will keep absent members updated with latest meeting discussions. Although the group recognizes attendance is significant to the level of contribution it may not always be possible to attend the meetings. Rene will contact room bookings and e-mail the assigned room each week by Thursday evening.
3. Cathy Graham has suggested that we consider language used in the proposal. Rather than describing our project as research we should describe our project as “advocacy work as a needs assessment for potential health education related to” supporting caregivers of people with dementia in retirement homes. Otherwise we may have REB issues with the university.
4. Contact list

Rene Bura	Cell: (705) 632-9439	<a href="mailto:Rbura@trentu.ca">Rbura@trentu.ca</a>
Laurine Kazhila	Cell: (705) 928-4643 Home: (705) 878-0527	<a href="mailto:Lkazhi@trentu.ca">Lkazhi@trentu.ca</a>
Nikki Burke	(705) 742-0159 768-6457	<a href="mailto:dburke@trentu.ca">dburke@trentu.ca</a>
Tanya Eastman	(705) 874-5441 Cell: (705) 772-9068	<a href="mailto:Teastman@trentu.ca">Teastman@trentu.ca</a>
Rebecca Crosbie		<a href="mailto:recrosbi@trentu.ca">recrosbi@trentu.ca</a>
David Amot		

5. Since next week N404 runs from 11am until 1, group meeting will be from 1 until 3pm.
  - a. Agenda:
    - i. Add David and Rebecca roles to group contract (please review current contract and e-mail by January 28, 2009)
    - ii. Review list of retirement home contacts
    - iii. Consider other community partnerships e.g. Roy Brady will put us in contact with Dr. Gendrum (working on a similar issue to ours at the PGRH CCU)
    - iv. Review minutes of meeting with Christie and Dawn
    - v. Consider the most convenient time to and place to meet during reading week

6. Reminder to attend the meeting with Christie Nash (TCCBE) & Dawn Berry-Merriam (Peterborough Social Planning Council)
- a. Date: Wednesday January 28, 2009.  
Room: CCN G4  
Time: 9am to 12  
Agenda: What kind of relationship can we form with Christie & Dawn to promote support for care-givers of people with AD in retirement homes?
7. Current project objectives as also described in group contract (See appendix A)

Week due	Objective	Responsibility of
On going	Community partnership/channels	Group
On going	All relevant education material will be e-mailed to G-mail for preparation of Dossier <ul style="list-style-type: none"> <li>- username is <a href="mailto:nurs404@gmail.com">nurs404@gmail.com</a>; password Retirement.</li> <li>- Nikki will e-mail data of PGRH CCU she found on net.</li> </ul>	Group
???	Contact VON day program / Alzheimer Association (next to Dawns office) <ul style="list-style-type: none"> <li>- Student placement with day program in conjunction with retirement homes</li> <li>- Gather education material / Resources / contacts</li> </ul>	Nikkii
4	List of retirement homes to begin relationship	Rene
6	Education <ul style="list-style-type: none"> <li>- Alzheimer staging/intervention</li> <li>- What are the competencies of RPNs and PSWs graduated at Fleming college regarding care of Alzheimer clients?</li> <li>- See Alzheimer strategy at the following references for primary education source: Alzheimer society of Ontario. (2003) Alzheimer Strategy. Retrieved November 11, 2008, from Alzheimer society of Ontario website at <a href="http://alzheimerontario.org/English/alzheimer%20strategy/default.asp?s=1">http://alzheimerontario.org/English/alzheimer%20strategy/default.asp?s=1</a> Ministry of Health and Long Term Care. [MoHLTC]. (1999, September). Ontario's Strategy for Alzheimer Disease and Related Dementias: PREPARING FOR OUR FUTURE. Retrieved November 11, 2008 from the Ministry of Health and Long Term Care [MoHLTC] database at <a href="http://www.health.gov.on.ca/english/public/pub/ministry_reports/alz/alz_strat.pdf">http://www.health.gov.on.ca/english/public/pub/ministry_reports/alz/alz_strat.pdf</a></li> </ul>	Laurine
7	Survey training of retirement home staff (focus on needs assessment)	Tanya, Nikki

	<ul style="list-style-type: none"> <li>- Dr. Rush may be a good source to guide design of needs assessment.</li> <li>- Also verify approval with Cathy prior to conducting needs assessment.</li> </ul>	
7	<p>Script</p> <ul style="list-style-type: none"> <li>- What to say when communicating with retirement homes</li> <li>- Sharon Maloney may provide useful guidance (How does she usually approach partners?)</li> </ul>	Nikki
9	Results of needs assessment and begin with connecting retirement homes with Sharron Maloney for potential student placement (list objectives/sample learning plan of student etc.)	
9	Prepare synopsis	
10	E-mail synopsis to Cathy and recommended readings for class	
10 & 11	Prepare dossier and power point	
11	Post synopsis/readings of presentation	
12	Present results of political action	

**Appendix A:  
GROUP Political action and presentation Project PRESENTATION CONTRACT**

*This form must be completed and SUBMITTED to the Professor by Week 3.*

**DESCRIPTION OF ISSUE: Select a current nursing, health or healthcare issue ( may be local, regional, provincial or national in scope) that will lend itself to political action.**

Political Action Issue: \_\_\_\_Caregivers in Peterborough retirement homes may not have adequate knowledge to support residents with dementia in retirement homes. \_\_\_\_\_

TO BE PRESENTED WEEK # \_\_\_\_\_Week 12\_\_\_\_\_

**THE FOLLOWING ROLES AND RESPONSIBILITIES FOR THE DEBATE HAVE BEEN DECIDED UPON BY THE ENTIRE GROUP IN SECTION:**

<b>Contractual Elements</b>	<b>Norms – Universal and Group Specific</b>
<b>Goals and Objectives of Group</b>	Create a clinical placement to educate caregivers of people with dementia in Peterborough retirement homes
<b>Time, Length &amp; Frequency of Meetings</b>	<b>Time: 10am-12</b>
	<b>Length: 2 hours</b>
	<b>Frequency: Weekly</b>
<b>Place of Meetings</b>	Rene will book room via room bookings and e-mail Q Thursday evenings
<b>Starting and Ending Dates</b>	<b>Start Date January 9, 2009</b>
	<b>End Date March 27 2009</b>
<b>Attendance</b>	Encouraged but specific to tasks and responsibility
<b>Decision Making</b>	Aim for consensus otherwise majority rules
<b>Confidentiality</b>	Respect personal boundaries & boundaries of community partners
<b>Conflict / Conflict Resolution</b>	Respectful communication is mandatory. Moderator mediates goal for consensus.

<b>Participation: Name of each group member</b>	<b>Detailed description of work each student has accepted responsibility for and is committed to</b>
<b>Member 1-/ group leader</b>  Rene Bura	Channel maker, minute taker, list of retirement homes
<b>Member #2</b>  Laurine Kazhila	Education material, gather PSW/RPN core competencies
<b>Member #3</b>  Nikki Burke	Script (what to say when communicating with retirement homes) Survey (identify needs) Going to retirement homes
<b>Member #4</b>  Tanya Eastman	Script (what to say when communicating with retirement homes) Survey (identify needs) Going to retirement homes
<b>Member #5</b>  Rebecca Crosbie	
<b>Member # 6</b>  David Amot	

**NB! 2 Weeks (14 days)** in advance of the actual presentation, team leader informs the faculty, in writing, of the presentation summary and recommended readings for class.

- **1 Week (7 days)** in advance of the actual presentation, team members will inform, in writing, the class and faculty of the presentation summary and recommended readings for class.

Completed:     notification of teacher on \_\_\_\_\_  
                    notification of class on \_\_\_\_\_

**Student Signatures indicate agreement to the terms of the above contract.**

Name	Date Signed
Rene Bura	
Laurine Kazhila	
Nikki Burke	
Tanya Eastman	
Rebecca Crosbie	
David Amot	

090123 Minutes –N404 political Action for January 28, 2009.

Attendees –Rene Bura; Tanya Eastman; Dawn Berry-Merriam (social planning council-  
Research & policy analyst); Christie Nash (TCCBE projects coordinator)

Agenda:

1. What kind of relationship can we form with Christie & Dawn to promote support for care-givers of people with AD in retirement homes?

Significant Points Discussed:

1. The Peterborough Social Planning Council conducts research on community social issues & advocates for Social Justice issues
  - a. Can help with
    - i. Providing a comparison of aging population in Peterborough area
    - ii. Provide a Peterborough Profile of households, families and caregivers
      1. e.g. How many will have dementia
    - iii. Mentor for survey design
    - iv. Address social policy based on the findings of our needs assessment paper
    - v. Provide “info notes” on our project to the community
    - vi. Letter to government on curriculum change and enhance staffing and standards.
  - b. Dawn advise for our project includes the following
    - i. Focus on one retirement home as a template for future relationships with other retirement homes [RH]
      1. Provided contact: Jane Crane of Empress Gardens
    - ii. Trends/Challenges
    - iii. We should provide an annotative bibliography of our significant literature review to help Dawn begin research to support our needs assessment
      1. A reminded our group is not to conduct our own research on this project in order to avoid issues with the Trent REB
2. The TCCBE “connects students and faculty with local organizations to create community-based research, service learning and experiential education opportunities that enhance the social, environmental, cultural and economic health of our communities”( <http://www.trentcentre.ca/>).
- a. Christie will require us to sign a WEPA form
- b. Christie will also require us to complete a Project agreement (similar...cut/paste to our group contract)
  - i. We need a champion to take responsibility for this task.

- c. In addition to above Christie can help with on going support and many resources such as
  - i. Poster design and presentation on March 20 from 13:00 to 16:30
    - 1. The poster will help ensure sustainability of this project beyond our semester and we need a volunteer to champion this task from our group.
    - 2. Workshop on resume at career center to include community based research 11-12 March 20

**Friday January 30, 2009 agenda**

**(1-3pm location will be announced via e-mail evening January 29)**

- 1. Review 090128 minutes
- 2. Complete group contract
  - a. Distribute remaining tasks out to group
  - b. Sign contract
- 3. Rebecca to explain CQI
- 4. **Next 'community meeting'** Tuesday February 3<sup>rd</sup> 2009 at social planning council
  - a. Through Jane Crane (Empress Gardens) I was put in contact with Linda Bayly (office at the Royal Gardens) who handles education for staff.
    - i. Linda is very interested in our project and will meet with us at the social planning office on Feb 3, 2009
    - ii. Meeting time is currently 14:00 Feb 3, 2009 at social planning office
      - 1. subject to change
      - 2. Dawn Berry-Merriam (Research Policy Analyst); 187 Simcoe Street (Downtown) Peterborough ON K9H 2H6; (705) 743-5915  
Fax: (705) 748-6174; email: [dawnbm@pspc.on.ca](mailto:dawnbm@pspc.on.ca) website: [www.pspc.on.ca](http://www.pspc.on.ca)
- 5. Group meeting will continue regularly schedule (Every Friday from 10-12)

090130 Minutes –N404 political Action for January 30, 2009.

**Attendees** –Rene Bura; Laurine Kazhil; Rebecca Crosbie; David Amot

**Purpose:**

1. Review 090128 minutes
2. Complete group contract
  - a. Distribute remaining tasks out to group
  - b. Sign contract
3. Consider adding Britney Smith & Patrick Rand to Group

**Significant Points Discussed:**

1. The group felt there was appropriate need in our project to invite Patrick Rand and Britney Smith to join our team.
  - a. In our meeting we felt that Patrick and Britney could help full fill the media requirements (poster & annotative bibliography of our current research.
    - i. According to the contract we are to sign with Christie of the TCCBE we need to develop a poster to present at a fair on March 20<sup>th</sup>.
    - ii. To capitalize on Dawn's service she may require an annotative bibliography e.g.
      1. Aminzadeh, F., Dalziel, W. B., Martell, C., Amos, S. (2001, September). A survey of residential care facilities in the Ottawa-Carleton region. Ottawa, ON: Regional Geriatric Assessment Program of Ottawa-Carleton. Retrieved October 26, 2008 from Google Scholar database at [http://66.102.1.104/scholar?hl=en&lr=&q=cache:RvFIICLY3oIJ:www.canadiangeriatrics.ca/pubs/GTSept2001/gtsept2001\\_A2.pdf+retirement+home+and+locked+unit](http://66.102.1.104/scholar?hl=en&lr=&q=cache:RvFIICLY3oIJ:www.canadiangeriatrics.ca/pubs/GTSept2001/gtsept2001_A2.pdf+retirement+home+and+locked+unit)
      2. Canadian Study of Health and Aging Working Group. [CSHA]. (1994). Canadian Study of Health and Aging: study methods and prevalence of dementia. *Can Med Assoc J*; 150:899-913. Retrieved January 04, 2009 from DOAJ Directory of Open Access Journals.
      3. Ministry of Health and Long Term Care. [MoHLTC]. (1999, September). Ontario's Strategy for Alzheimer Disease and Related Dementias: PREPARING FOR OUR FUTURE. Retrieved November 11, 2008 from the Ministry of Health and Long Term Care [MoHLTC] database at [http://www.health.gov.on.ca/english/public/pub/ministry\\_reports/alz/alz\\_strat.pdf](http://www.health.gov.on.ca/english/public/pub/ministry_reports/alz/alz_strat.pdf)
  - b. Patrick has confirmed interest in our project...welcome and we look forward to your contributions.
    - i. Patrick has numerous ideas/connections to offer and will be part of Friday's agenda.



- ii. Patrick be prepare to describe how your ideas and support our goal as described in the 090123 minutes
  - c. Brittney has been invited and we are awaiting confirmation
2. Patrick, David, & Rebecca have class until 11am on Friday mornings and will not be able to attend at that time. Would it be workable for everyone to attend from 2-4pm for the next two Fridays (Feb 6, 13) ?
- a. According to Cathy Graham, after Feb 13 N404 classes will not resume in classes until approximately week 11 (when we begin presenting). Therefore we can schedule our meeting during the N404 time slot of 12-2.
3. Contact list

Rene Bura	Cell: (705) 632-9439	<a href="mailto:Rbura@trentu.ca">Rbura@trentu.ca</a>
Laurine Kazhila	Cell: (705) 928-4643 Home: (705) 878-0527	<a href="mailto:Lkazhi@trentu.ca">Lkazhi@trentu.ca</a>
Nikki Burke	(705) 742-0159 768-6457	<a href="mailto:dburke@trentu.ca">dburke@trentu.ca</a>
Tanya Eastman	(705) 874-5441 Cell: (705) 772-9068	<a href="mailto:Teastman@trentu.ca">Teastman@trentu.ca</a>
Rebecca Crosbie		<a href="mailto:recrosbi@trentu.ca">recrosbi@trentu.ca</a>
David Amot		<a href="mailto:damot@trentu.ca">damot@trentu.ca</a>
Patrick Rand		<a href="mailto:prand@trentu.ca">prand@trentu.ca</a>
Royal Gardens: Linda Bayly (705) 741-6036		
Christie Nash, Projects Coordinator Trent Centre for Community-Based Education Stewart House, Traill College (292 London Street) Phone: 705-743-0523 x 23 fax: 705-743-7170 Email: <a href="mailto:christienash@trentcentre.ca">christienash@trentcentre.ca</a> Internet: <a href="http://www.trentcentre.ca">www.trentcentre.ca</a>		
Dawn Berry-Merriam (Research Policy Analyst); 187 Simcoe Street (Downtown) Peterborough ON K9H 2H6; (705) 743-5915 Fax: (705) 748-6174; email: <a href="mailto:dawnbm@pspc.on.ca">dawnbm@pspc.on.ca</a> website: <a href="http://www.pspc.on.ca">www.pspc.on.ca</a>		

4. Next week Feb 3 meeting at social planning council office
- a. Discuss the staff training needs of the Royal Gardens which our project can fulfill.
    - i. What requirements are needed by Linda?
  - b. How can the Social Planning Council [SPC] contribute to both the needs of the royal Garden and our project?
5. Next week Feb 6 meeting will be from 2 until 4pm.
- a. Agenda:
    - i. Review minutes of Feb 3 meeting with Dawn at Social Planning Council Office and Linda Bayly (Education co-ordinator at the Royal Gardens).
    - ii. Patrick will explain how his ideas/contacts can support our goal as described in the 090123 minutes

6. Revised current project objectives and group contract to include David and Rebecca's responsibilities (See appendix A)

Week due	Objective	Responsibility of
5	What requires does Sharron Maloney have for student placement	Rebecca
5	Contact the Alzheimer's association to arrange a student placement	Laurine, Rebecca
5	Contact Dr. at PRCH CCU for guidance on how to train staff and better care for people with dementia in retirement homes	David
5	Complete contract for TCCBE	Group
6	Education - Alzheimer staging/intervention - What are the competencies of RPNs and PSWs graduated at Fleming college regarding care of Alzheimer clients?	Laurine
7	Survey training of retirement home staff (focus on needs assessment) - Dr. Rush may be a good source to guide design of needs assessment. - Also verify approval with Cathy prior to conducting needs assessment. - Dawn of SPC can help with design	Tanya, Nikki
8	Complete Poster for TCCBE fair on March 20 <sup>th</sup>	? Patrick, ? Britney
8	Complete annotative bibliography for SPC	? Patrick, ? Britney
9	Results of needs assessment and begin with connecting retirement homes with Sharron Maloney for potential student placement (list objectives/sample learning plan of student etc.)	Rebecca, Tanya, Nikki
9	Prepare synopsis	
10	E-mail synopsis to Cathy and recommended readings for class	
10 & 11	Prepare dossier	
10 & 11	Prepare dossier power point	
11	Post synopsis/readings of presentation	
12	Present results of political action (Scheduled for March 27)	Group

**Appendix A:  
GROUP Political action and presentation Project PRESENTATION CONTRACT**

*This form must be completed and SUBMITTED to the Professor by Week 3.*

**DESCRIPTION OF ISSUE: Select a current nursing, health or healthcare issue ( may be local, regional, provincial or national in scope) that will lend itself to political action.**

Political Action Issue: \_\_\_\_Caregivers in Peterborough retirement homes may not have adequate knowledge to support residents with dementia in retirement homes. \_\_\_\_\_

TO BE PRESENTED WEEK # \_\_\_\_\_ March 27, 2009 \_\_\_\_\_

**THE FOLLOWING ROLES AND RESPONSIBILITIES FOR THE DEBATE HAVE BEEN DECIDED UPON BY THE ENTIRE GROUP IN SECTION:**

<b>Contractual Elements</b>	<b>Norms – Universal and Group Specific</b>
<b>Goals and Objectives of Group</b>	Create a clinical placement to educate caregivers of people with dementia in Peterborough retirement homes
<b>Time, Length &amp; Frequency of Meetings</b>	<b>Time:</b> 12 to 2 after N404 classes end
	<b>Length:</b> 2 hours
	<b>Frequency:</b> Weekly
<b>Place of Meetings</b>	Rene will book room via room bookings and e-mail Q Thursday evenings
<b>Starting and Ending Dates</b>	<b>Start Date</b> January 9, 2009
	<b>End Date</b> March 27 2009
<b>Attendance</b>	Encouraged but specific to tasks and responsibility
<b>Decision Making</b>	Aim for consensus otherwise majority rules
<b>Confidentiality</b>	Respect personal boundaries & boundaries of community partners
<b>Conflict / Conflict Resolution</b>	Respectful communication is mandatory. Moderator mediates goal for consensus.

<b>Participation: Name of each group member</b>	<b>Detailed description of work each student has accepted responsibility for and is committed to</b>
<b>Member 1-/ group leader</b> <b>Rene Bura</b>	<b>Channel maker, minute taker, list of retirement homes</b>
<b>Member #2</b> Laurine Kazhila	<b>Education material, gather PSW/RPN core competencies</b>
<b>Member #3</b> <b>Nikki Burke</b>	<b>Survey (identify needs) Going to retirement homes</b>
<b>Member #4</b> <b>Tanya Eastman</b>	<b>Survey (identify needs) Going to retirement homes</b>
<b>Member #5</b> Rebecca Crosbie	<b>Link student placement from Trent to Alzheimer association supporting Royal gardens</b>
<b>Member # 6</b> David Amot	<b>Consult Dr. PRGH CCU for advice to pass to retirement home staff to care for residents with AD and prevent unnecessary admission to hospital (e.g. how often are people with AD admitted for behavioral issues)</b>
<b>Member # 7</b> <b>Patrick Rand</b>	
<b>Member # 8</b> <b>Britney Smith</b>	

**NB! 2 Weeks (14 days)** in advance of the actual presentation, team leader informs the faculty, in writing, of the presentation summary and recommended readings for class.

- **1 Week (7 days)** in advance of the actual presentation, team members will inform, in writing, the class and faculty of the presentation summary and recommended readings for class.

Completed:     notification of teacher on \_\_\_\_\_  
 notification of class on \_\_\_\_\_

**Student Signatures indicate agreement to the terms of the above contract.**

<b>Name</b>	<b>Date Signed</b>
Rene Bura	
Laurine Kazhila	
Nikki Burke	
Tanya Eastman	
Rebecca Crosbie	

David Amot	
Patrick Rand	
Britney Smith	

090130 Minutes –N404 political Action for January 30, 2009.

**Attendees** –Rene Bura; Laurine Kazhil; Tanya Eastman, Patrick Rand; Dawn Berry Merriam;

Linda Bayly

**Purpose:**

1. Discuss the staff training needs of the Royal Gardens which our project can fulfill.
  - a. What requirements are needed by Linda?
2. How can the Social Planning Council [SPC] contribute to both the needs of the Royal Garden and our project?

**Significant Points Discussed:**

1. Staff needs:
  - a. Royal Gardens [RG] has staff certified in training other staff in Gentle Persuasive Approaches [GPA] curriculum [designed by MoHLTC]
  - b. Staff require training in P.I.E.C.E.S
    - i. Designer contact at Belleville Geriatric Outreach → Dr. Ken LeClair
    - ii. RG needs funding
    - iii. Rene has P.I.E.C.E.S. handbook
    - iv. How can we as students support this need (training may be too complex for a 3<sup>rd</sup> yr / 2<sup>nd</sup> year nursing student.
      1. Assist trainer
      2. Contact trainer
        - a. Set up training date each semester
        - b. Fund raising???? TFSNA role?
        - c. Can Alz society help fund raise (THIS IS EXTRA & not intending to de-rail from primary goals)
        - d. Students reflection may add to review of valid literature for project
          - i. How can we link student work with Dawn to review?
          - ii. Is that an appropriate expectation on the student?
  - c. Staff require training in “you first”
    - i. What is this about?
  - d. 3 D’s ... Laurine will contact Janice Cassels...
    - i. learn how BPGs were implemented to change care at Ross Memorial
  - e. Patrick will try to contact Dr. McClery expert in how dementia affects functional abilities
  - f. Possibly student community nurse may help in specific cases
    - i. Can our group accompany RG staff in an assessment to understand possible gaps/limits in care at a retirement home?

1. When do the residents with dementia become too much for retirement home to manage?
2. Are there limits established?
- ii. Individual resident review & act as liason to community supports?
  1. What community links can we arm the student with?
  2. Can Alzheimer association help the student learn of resources here?
    - a. CONTACT –Joan Miller (First Link Convener); 183 Simcoe St. K9H 2H6; (705) 748-5131 or 1800-561-2588 fax: 705 748-6174 e-mail [joan@alzheimertbo.com](mailto:joan@alzheimertbo.com) CHARITABLE REGISTRATION NUMBER 12939 7980 RR0001
  - g. Seniors council needs assessment
  - h.
2. Ross Smith is the developer of the Garden Homes and has personal interest in dementia care of residents
3. Contact for PGRH CCU → Dr. Jenny Ingram (has own neuro-medicine clinic)
4. Dawn can help
  - a. with survey question design
  - b. Dawn is willing to review survey questions to drawn out RG needs
    - i. Consider sampling from Managers/ Registered Staff/ PSW/ House Keeping/ Kitchen Staff
  - c. Results of this project may help Dawn to support us in
    - i. Changing Education
    - ii. Changing health system
    - iii. Impact wellness
    - iv. System change
    - v. Address staffing issues

## **090206 Minutes –N404 political Action for February 06, 2009.**

**Attendees** –Rene Bura; Laurine Kazhil; Patrick Rand; David Amot; Rebecca Crosbie; Nikki Burke

**Purpose:**

1. Review minutes of Feb 3 meeting with Dawn at Social Planning Council Office and Linda Bayly (Corporate Nursing consultant at the Royal Gardens).
2. Rebecca discuss status of contact with Sharron Maloney -requirements for student placement
3. Rebecca discuss status of contact with Alz association
4. David discuss status of contact with Dr. Jenny Ingram (via Roy brady) from PRHC CCU
5. Update Group contract and complete contract for TCCBE
6. Consider fund raising (50/50 draw) to raise money for P.I.E.C.E.S. training for staff at royal gardens
7. Consider Names ....e.g. Innovative Approaches to Managing people with Dementia in Retirement Homes (I.AM.DRH)  
other ideas????

**Significant Points Discussed:**

1. Discussed Placement status with Rebecca
  - a. Sharron Maloney is very interested in our project and wants placement to begin in May '09 for the spring/summer semester
  - b. A meeting will be arranged, possibly Feb 27, 2009, with Sharron Maloney, Cindy Gilmore, Dawn & Linda and representative of Alzheimer association (possibly Joan Miller) to review objectives of Student placement
    - i. Student placement may be similar in scope to other placements with the heart & stroke foundation and Diabetes education
      1. However, in these placements the student tasks are on educating clients, where as the Alzheimer placement will focus on caregivers/ retirement home staff
    - ii. Possible student role may include
      1. Student may spend first half of semester developing/reviewing significant case scenarios (Windshield assessment) and then incorporate the case into a P.I.E.C.E.S. or other relevant presentation to staff during 2<sup>nd</sup> half of semester.
    - iii. WEPA will need to be on the agenda
2. Discussed needs assessment with Nicky
  - a. Nicky, Tanya, Patrick will be planning a draft of the needs assessment questions Sunday
  - b. Draft will be sent to Dawn Berry-Merriam & Linda Bayly for review



3. Discussed Education sources with Laurine & David
  - a. Laurine will meet with Janice Cassels (Ross Memorial geriatric psychiatry nurse) next Friday Feb 13 in the morning to discuss her involvement (possibly with P.I.E.C.E.S. support or 3D's)
  - b. David has made contact with Dr. Ingram and will arrange a meeting on Feb 16 for an open discussion of our project and learn about how Dr. Ingram can support our cause
    - i. Ask Dr. Ingram about problems discharging ALC clients according to "1<sup>st</sup> bed policy" –legalities?? (Health innovation act...8 acts) – Nikki Burke knows more about this.
  - c. David will talk to Cindy Gilmore about student roles at heart & stroke and diabetes education student placement
4. Nikki suggested that our project name could be "Students for Education in Retirement Homes" (SERH), pronounced "Seer" –a vote was cast and accepted.

### **Agenda for February 13, 2009**

1. Complete contract for TCCBE
2. Status of needs assessment component
3. Status of Educational component
4. Status of placement component

## 090213 SERH Meeting Minutes

Attendees: Nikky Burke; Patrick Rand; David Amot; Rene Bura

### Agenda:

1. Status of needs assessment component
2. Status of Educational component
3. Status of placement component
4. Patrick has almost finished poster and has the following concerns to address
  - Title & visual representation of the elderly + Trent U logo
  - mission statement? => "To promote and support the educational needs in retirement homes, with the ultimate goal of increasing the quality care delivered to clients living with dementia"
  - Values? => Autonomy, Knowledge, Respect, Dignity and Integrity.
  - other specific information? or structure?
  - Ann Biblio => am I going to use the references gather from the initial proposal or are there other references you would like summarized?
5. Complete contract for TCCBE

### Items discussed:

1. Needs Assessment
  - a. Draft questions complete but need to be adjusted to suit style of interview (e.g. open-ended if facility will allow enough time for one-on-one interviews; or multiple choice if time is an issue.
  - b. Purpose of needs assessment was discussed and it became clear that the results will help the first placement student(s) provide direction and support success in achieving useful implementations of strategies.
    - i. With the right training students may be able to work with staff to discover creative solutions
    - ii. e.g. in some LTC facilities managing wandering behaviors of residents with dementia are a problem and in particular clients with visual spatial dysfunction it was useful for staff to place a black mat on the door to which the resident thought it was a hole and the resident stayed away from the door.
2. Educational component Laurine was not able to attend because she had a meeting with Janice Cassle and has looked into PSW/RPN competencies at Fleming college
  - a. Laurine reported to me that the meeting was very "fruitful" and she will write up a summary of what was discussed.
  - b. Laurine was not able to get into contact with lead coordinators at Fleming but is expecting contact this up-coming week.
    - i. It is hopeful that understanding competencies will help students in placement understand where limits/gaps may exist in providing specialized care for residents with dementia.
3. Placement component
  - a. Patrick spoke with a student who was placed at the heart and stroke foundation

- i. Student experience was limited in opportunities for making actual system changes which makes our proposal unique in scope and may therefore be exceptionally challenging for the student
  - 1. Therefore, additional professional supports in the community will be required to help the student analyze cases.
    - a. Supports we are currently linking to the project include the following.
      - i. Linda Bayly as liaison to retirement home staff as informed sources on the front line
      - ii. Dawn Berry-Merriam – Research analyst – assist with student with needs assessments data and epidemiological data
      - iii. Joan Miller as placement mentor for access to training material and responding to dementia related challenges
      - iv. Dr. Ingram – neurologist for clinical advice
      - v. Template needs assessment
      - vi. Educational resources package
- 4. As part of the poster design and SERH placement meeting (Tentative Feb 27, 2009) Nikky and Patrick will develop a draft placement description and objective list and contact Rebecca for input from her progress.
- 5. Nikky and Patrick are considering writing a letter to CHEX TV or Examiner to inform the public about the SERH project
- 6. A reminder to the group that all outside communications should be reviewed by Cathy Graham prior to release.
- 7. Patrick will review Nicky and Rene’s paper on this project before considering the need to complete an annotative bibliography on our literature review to assist Dawn’s supportive role and as part of the N404 Dossier.
- 8. David has arranged a meeting with Dr. Ingram –who is interested in our project
  - a. Monday February 16th at 8am at 168 Brock st. (all group member’s are welcome to attend)
  - b. David will chair the meeting and set the agenda

## 090216 SERH Meeting Minutes

Attendees: Patrick Rand; David Amot; Rene Bura; Tanya Eastman

### Agenda:

1. What guidance can Dr. Ingram offer for the SERH project?
2. What do needs does Dr. Ingram see common for residents in retirement homes [RH]?

### Items discussed:

#### 1. Guidance

- a. Possible objective can focus on promoting ethical responsible care
  - i. E.g. discuss RH policy/values in situations such as respecting autonomy (privacy in resident home) v.s. insisting bathing
  - ii. Text – (Barrick, AL, Rader, J, Hoeffler, B, & Sloane, PD: Bathing Without a Battle: Personal Care of Individuals with Dementia. New York: Springer, 2001.)
- b. Support student placement
  - i. Check lists, templates, assessments
    1. Assessments should include medical hx, cognitive hx, care plan, developmental areas, fitness
- c. Dr. Ingram would like to see a placement in Peterborough manor
- d. Dr. Ingram has offered to have staff nurses in her office provide a few days orientation for student to perform a cognitive assessment using their template which may help student evaluate resident needs.
  - i. Considered that it would be more beneficial for student to be orientated at beginning of semester rather than in the middle.

#### 2. RH needs

- a. Most of healthcare system offers support for physical and functional needs but cognitive issues are not always addressed
  - i. Residents in RH may have mild impairment and simple abnormalities may be over looked
    1. E.g. hiding dirty underwear in sock drawer
    2. Students placed may want to consider needs assessment focused on highlighting these details for demonstrating capacity
- b. High turnover of staff may indicate a gap in training which may increase educational opportunities for SERH
- c. Case conferences with families
  - i. Increase family connections (e-mail, pictures, etc.)
- d. Do the nutritional needs match the diet?

### Agenda for next SERH meeting

February 20, 2009 from 10 am to 12 in CCN I2 - SEMINAR ROOM

1. Review 090216 minutes and 090213

2. Status of Educational component
  - a. Laurine to discuss Educational component re:
    - i. Meeting with Janice Cassle
    - ii. PSW/RPN competencies at Fleming college
3. Status of placement component
  - a. Has meeting for Feb 27 been arranged with all relevant parties invited
4. Status of needs assessment component
  - a. Questions open-ended/closed
5. Media component
  - a. Poster... can we peg to 4<sup>th</sup> year bulletin board in Nursing dept?
  - b. What about talks to student who intend to take 300, 302 in the summer and next year?
6. Complete contract for TCCBE
  - a. signing

## **090227 SERH Minutes –N404 political Action for February 27, 2009.**

**Attendees** –Rene Bura; Tanya Eastman; Laurine Kazhil; David Amot; Rebecca Crosbie; Patrick Rand; Nikki Burke; Sharon Moloney; Cyndi Gilmer

### **Agenda:**

1. Sign WEPA and contract for TCCBE.
2. Discuss placement
  - Do we need WEPA for the student for workshops in Gentle Persuasive Behaviours (GPA) & learning Dr. Ingrums capacity assessment tool?
  - How do we begin the process? What information/tasks does Sharon need us to complete?
  - What concerns does Cyndi have about course requirements?
3. The Poster
  - Is it sufficient? What other graphics/information may represent our work/goals/student role?
4. Educational component
  - What words from PASE and Alzheimer society regarding GPA training?
  - Schedule for training
5. Needs assessment status
6. Other matters.

### **Significant Points Discussed:**

1. Sign WEPA and contract for TCCBE.
  - a. Completed, and Rene will delivery to Christie Nash
2. Discuss placement
  - a. According to Sharon the students placement WEPA will cover any workshops attended
  - b. Laurine will contact Joan Miller (Alzheimer Association) to formalize placement
    - i. Provide outline of student objectives
      1. Student placement may be on Mondays and Tuesdays for 14 hrs/week.during fall and winter semesters
      2. Placement days may be different on Summer semester
      3. We can assure there will be a placement fall 2009 but we are not sure if nursing placement will run this summer (depends on student demand for course)
    - ii. Arrange contact with Sharon Moloney
    - iii. Alzheimer society does not require a partnership agreement

- c. What concerns does Cyndi have about course requirements?
    - i. No concerns, Cyndi believes the student can meet the course objectives for NURS-302 in this placement
    - ii. Cyndi would like to encourage research in leadership for this placement
    - iii. Cyndi recommended a booklet to orient the student to the expectation of this project.
      - 1. Nikki has volunteered too develop a student guide for the student
3. The Poster
- a. Members were happy with Patrick's work but would like to change the graphic
    - i. Group suggested choosing a graphic that speaks to the issues of aging in place, keeping couples together, and maintaining a healthy lifestyle at the retirement home.
    - ii. It was suggested that Patrick contact Christie Nash for resource/experience support and advice on developing the poster (there were concerns about the amount of time to commit)
      - 1. Patrick may need more support from group members –Any volunteers?
    - iii. Patrick will present his poster at the NURS-302 community poster presentations with Tanya on Monday March 16<sup>th</sup> from 2-4pm to generate student interest.
  - b. Patrick will develop a more detailed poster for the TCCBE project presentation on March 20<sup>th</sup>.
    - i. Patrick will not be able to attend this presentation and needs volunteers to attend.
4. Educational component
- a. Laurine mentioned that the Royal Gardens can provide the GPA training for the student as they hold training on a monthly basis for staff. Therefore PASE will not be involved.
    - i. Students may have the option to purchase the workshop material.
    - ii. Laurine wants to learn what specific material is covered in the GPA curriculum
      - 1. This information will be useful for the student guide Nikki is planning to develop.
  - b. Laurine will attend the meeting on March 10<sup>th</sup> at 5:30 pm at Dr. Ingram's clinic (168 Brock St.) to learn more about the assessment tool.
    - i. This information will be useful for the student guide Nikki is planning to develop.
5. Needs assessment status
- a. Nikki and Patrick need input from Linda about the needs assessment
  - b. Nikki and Patrick hope to conduct a trial of the needs assessment tool but time is limited

- c. The purpose of the needs assessment tool is to guide the student to communicate with staff at the Royal Gardens to determine what are the common and/or specific cases which require attention
6. Other matters.
    - a. Patrick and Nikki have developed a media release for our project and plan to submit the release (pending Cathy Graham's approval) towards the end of March.
    - b. Everyone is to prepare 'draft' slides describing the role they played in this project and evidence of political action by March 13<sup>th</sup>
      - i. Tanya has volunteered to assemble and polish the presentation slides which will need to be ready
    - c. Rene has volunteered to prepare a synopsis of the project for review and posting on WebCT by March 13<sup>th</sup>
    - d. Laurine and Rebecca volunteered to assemble Dossier

### **Next Team Meeting March 13<sup>th</sup> Agenda**

1. Laurine to discuss status of connection with Alzheimer Association
2. Nikki to discuss status on student guide
3. Patrick to discuss status of poster for N302 community placement display and the more detailed poster for the TCCBE display
  - a. Who will volunteer to attend the TCCBE display?
4. Patrick and Nikki to discuss status of needs assessment tool
5. Patrick and Nikki to discuss where we are ready for media release
6. Assure all slides are prepared for Tanya to assemble presentation
7. Rene to discuss synopsis with group for approval and consensus
8. Laurine and Rebecca to discuss status of Dossier
9. Other matters ???



## **090313 SERH Minutes –N404 political Action for March 13, 2009.**

**Attendees** –Rene Bura; Tanya Eastman; David Amot; Rebecca Crosbie; Patrick Rand; Nikki Burke

### **Agenda:**

1. Laurine to discuss status of connection with Alzheimer Association
2. Nikki to discuss status on student guide
3. Patrick to discuss status of poster for N302 community placement display and the more detailed poster for the TCCBE display
  - a. Who will volunteer to attend the TCCBE display?
4. Patrick and Nikki to discuss status of needs assessment tool
5. Patrick and Nikki to discuss where we are ready for media release
6. Assure all slides are prepared for Tanya to assemble presentation
7. Rene to discuss synopsis with group for approval and consensus
8. Laurine and Rebecca to discuss status of Dossier
9. Other matters ???

### **Significant Points Discussed:**

1. Laurine to discuss status of connection with Alzheimer Association
2. David reviewed meeting with Dr. Ingram
  - i. Dr. Ingram suggested students should be wary about when they choose to use the word capacity as it should be linked to a legalized assessment.
  - ii. Dr. Ingram will train students (maximum of 2) free of charge –to assess residents of retirement homes (RH) for higher order function using several tools such as clock drawing, trail making, etc.
    1. Laurine felt these tools would set the student up with very useful skills during this placement.
    2. It was also raised that the student may be in a position (possibly towards the mid or final end of the semester) to introduce these skills to other students (eg. As a train-the-trainer exercise).
3. Nikki to discuss status on student guide
  - a. Nikki and Patrick have almost completed the package.
4. Patrick to discuss status of poster for N302 community placement display and the more detailed poster for the TCCBE display
  - a. Complete and looks great!
    - i. Tanya will attend the community placement display.
  - a. Who will volunteer to attend the TCCBE display?
    - i. Tanya has volunteered to attend from 2 to 4pm (after N404 lecture)
5. Patrick and Nikki to discuss status of needs assessment tool
  - a. Patrick & Nikki are waiting on word from Linda to discuss the tool
6. Patrick and Nikki to discuss where we are ready for media release
  - a. Ready to be released to Examiner.

7. Assure all slides are prepared for Tanya to assemble presentation
  - a. Rene has prepare a draft outline
8. Rene to discuss synopsis with group for approval and consensus
  - a. Rene will adapt from Nikki's LOE
9. Laurine and Rebecca to discuss status of Dossier
  - a. Outline complete, minutes will be included as a scaled down version
10. Other matters ???
  - a. Laurine has a collection of information on GPA curriculum which will be included in the dossier.

### **Next Team Meeting March 20<sup>th</sup> Agenda**

1. Laurine to discuss status of connection with Alzheimer Association
  - a. NAME OF NEW CONTACT? & other contact information.
2. Tanya to discuss student interest in placement?
3. Patrick and or Nikki to discuss contact with Linda?
4. Patrick and Nikki to discuss where we are ready for media release
5. Assure all slides are prepared for Tanya to assemble presentation
6. Rene to discuss synopsis with group for approval and consensus
7. Laurine and Rebecca to discuss status of Dossier
8. Volunteers to send out invitations regarding April 3<sup>rd</sup> presentation to community partners
9. Other matters ???

## **090320 SERH Minutes –N404 political Action for March 20, 2009.**

**Attendees** –Rene Bura; Tanya Eastman; David Amot; Patrick Rand

### **Agenda:**

1. Laurine to discuss status of connection with Alzheimer Association
  - a. NAME OF NEW CONTACT? & other contact information.
2. Tanya to discuss student interest in placement?
3. Patrick and or Nikki to discuss contact with Linda?
4. Patrick and Nikki to discuss when we are ready for media release
5. Assure all slides are prepared for Tanya to assemble presentation
6. Rene to discuss synopsis with group for approval and consensus
7. Laurine and Rebecca to discuss status of Dossier
8. Volunteers to send out invitations regarding April 3<sup>rd</sup> presentation to community partners
9. Other matters ???

### **Significant Points Discussed:**

1. Laurine to discuss status of connection with Alzheimer Association
  - a. The contact for Alzheimer's association is  
Sarah Cook (705) 748-5131  
183 Simcoe St. K9H 2H6 Fax: (705) 748-6174
2. Tanya to discuss student interest in placement?
  - a. No 2<sup>nd</sup> year students came to the showcase of community poster's
  - b. Could be because of conflict schedules
  - c. Rene will query with Jen Richardson if next year she could consider having a common hour for 2<sup>nd</sup> year students between lectures and seminars to schedule the next community poster showcase
  - d. David has volunteered to speak to a 2<sup>nd</sup> year class about our project to generate interest.
    - i. David will speak with Jen Richardson to find out what class he can attend.
    - ii. David is also asking for someone else in the group to offer him help.
3. Patrick and or Nikki to discuss contact with Linda?
  - a. In service with staff and needs assessment survey scheduled Wednesday March 25
4. Patrick and Nikki to discuss when we are ready for media release
  - a. E-mailed to Examiner last week
5. Assure all slides are prepared for Tanya to assemble presentation
  - a. Tanya has received slides from Laurine
  - b. Rene will work with Tanya on Friday March 27 at 2pm on finalizing the slide show
  - c. We will schedule a dry run for presentation Wednesday April 1<sup>st</sup>.
6. Rene to discuss synopsis with group for approval and consensus
  - a. Rene has received some advice to make a few adjustments.

7. Laurine and Rebecca to discuss status of Dossier
8. Volunteers to send out invitations regarding April 3<sup>rd</sup> presentation to community partners
  - a. Rene will send e-mail invitations on Wednesday after synopsis has been finalized.
9. Other matters ???
  - a. Tanya has downloaded a few worksheets that may be useful for student from the Baycrest institute.
  - b. Tanya will enter the worksheets into the student guide and dossier
    - i. Psychotropic drugs
    - ii. Changing challenging behaviors checklist
    - iii. Frequency Tally sheet.
  - c. Tanya will submit synopsis to the Trent undergrad Journal

#### **Next Team Meeting March 27<sup>th</sup> Agenda**

1. David to discuss outcome of talk with 2<sup>nd</sup> year students
2. Nikki and Patrick to discuss outcome of in service at Royal Gardens
3. Laurine and Rebecca to discuss status of Dossier
4. Tanya to discuss status of synopsis submission to Trent Undergrad Journal

# Students for Education in Retirement Home

-SERH-



## Values:

**Autonomy**  
**Knowledge**  
**Respect**  
**Dignity**  
**Integrity**

*To promote and support the educational needs of Retirement homes and students with the goal of enhancing the skills and evidence based practice in the retirement home setting.*

# STUDENTS FOR EDUCATION IN RETIREMENT HOMES

David Amot, Rene Bura, Danielle Burke,  
Rebecca Crosbie, Tanya Eastman,  
Laurine Kazhila & Patrick Rand

# Overview

- Professional Issue
- Relevance to nursing
- Political Action Strategies
  - Education component
  - Student Placement
  - Needs Assessment
  - Raising awareness to community and nursing students
- Evidence of Product
- Barriers
- Paving the Road Ahead
- Questions & Discussion

# Professional Issue

- Aminzadeh, F., Dalziel, W. B., Martell, C., Amos, S. (2001, September). **A survey of residential care facilities in the Ottawa-Carleton region.** Ottawa, ON: Regional Geriatric Assessment Program of Ottawa-Carleton. Retrieved October 26, 2008 from Google Scholar database at [http://www.canadiangeriatrics.ca/pubs/GTSept2001/gtsept2001\\_A2.pdf](http://www.canadiangeriatrics.ca/pubs/GTSept2001/gtsept2001_A2.pdf).
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- Berta, W, Laporte, A, Zarnett, D, et al. (2006). **A pan-Canadian perspective on institutional long-term care.** *Health policy*, 79(2/3), 175. Retrieved February 3, 2009 from the Business source complete database.
- Ontario's Senior Secretariat (Winter 2006/2007). **Consultation backgrounder for Ontario's consultation on regulating the retirement home industry.** Toronto, ON. Retrieved Sept. 29, 2008 from the Ontario Seniors Secretariat website at <http://www.culture.gov.on.ca/seniors/english/programs/rhc/docs/RHC.Backgrounder.pdf>



# Relevance to Nursing

- Nurses should focus on the competence of retirement home staff (upstream) to reduce the burden on our hospitals and nursing homes (downstream) (Bura, 2009).
- RNs and RPNs often fill the roles of CEO, administrator, and educator in retirement homes.
- PSWs and similar “aide” workers provide the bulk of the care in retirement homes and may not receive specific education or training surrounding healthy aging and dementia behaviours.

# Political Action Strategies

- To create a student placement to raise awareness about the education needs of staff in retirement homes to support seniors aging in place.
- To perform a needs assessment to understand what gaps exist in Retirement Homes surrounding healthy aging and dementia.
- To spread awareness in the community that memory loss and dementia behaviour is NOT a normal part of the aging process

# Educational Component

- Personal Support Worker entry to practice competencies.
- Gentle Persuasive Approaches Curriculum.
- RNAO Best Practice Guidelines Screening for Delirium, Dementia and Depression in Older Adults.

# GPA: Gentle persuasive approaches

- Responding to persons with challenging behaviours
- 4 modules in the course content
- Understand client with Dementia is a unique human being
- Choose strategies that serve to diffuse responsive rather than escalating them

# The 3 D's

## ➤ Dementia

- loss intellectual functions (such as thinking, remembering and reasoning)

### ➤ Symptoms include:

- Personality
- Mood and behaviour

## ➤ Depression

- temporary disordered mental state
- characterized by acute & sudden onset of cognitive impairment, confusion and decline in level of consciousness

# Student Placement

- Collaboration with Alzheimer's Society and Royal Gardens of Peterborough.
- Support from Dr. Ingram's neurological assessment clinic with student nurses learning from RN's how to perform neurological assessments.
- Training in Gentle Persuasive Approaches (GPA) through Royal Gardens

# Placement Co-ordinators

Sharon Maloney

- Clinical placement coordinator

Cyndi Gilmer

- 3<sup>rd</sup> Year Lead

# Placement Objective

## The Royal Gardens of Peterborough

- Main objective is for the nursing student to support the staff and residents through research and needs assessment.
- As an end product, our aim was for the student to present a professional, educational in-service based on their findings to support staff, residents and family members.



# Community Awareness

- Community 302 poster presentation
- Community Presentation for Trent Centre for Community Based Education
- Presentation to 200 nursing class
- Media release to the Peterborough Examiner
- Submission of work to Journal of Undergraduate Studies at Trent.

# Community Partners

- Trent Fleming School of Nursing
- The Alzheimer's Society
- Dr. Ingram Geriatric Consulting, Inc.
- The Gardens of Peterborough Retirement Home
- The Peterborough Social Planning Council
- The Trent Centre for Community Based Education
- Roy Brady, Ontario Health Care Coalition

# Needs Assessment Tool

Your Job Position: \_\_\_\_\_

*Please answer the following questions on a scale of 1-5*

**1= Strongly Agree. 2= Agree. 3= Somewhat Agree. 4= Disagree. 5= Strongly Disagree**

Do you know what a patient with dementia typically presents with cognitively (Their Behaviours, thought processes etc)?

1-----2-----3-----4-----5

Is memory loss is a normal part of aging?

1-----2-----3-----4-----5

Do you have access to resources about dementia?

1-----2-----3-----4-----5

If so, are these resources are easily accessible?

1-----2-----3-----4-----5

# Needs Assessment Tool cont.

Would a pocket card with helpful reminders or tips assist you in providing better care for patients with dementia?

1-----2-----3-----4-----5

Have you have been taught how to effectively communicate with people who have dementia?

1-----2-----3-----4-----5

Would more education or in-services be helpful with regards to helping patients suffering from dementia?

1-----2-----3-----4-----5

Are there other people within the facility that you can use as resources?

1-----2-----3-----4-----5

Have you been trained in accident prevention for patients suffering from dementia?

1-----2-----3-----4-----5

**Any comments or questions regarding helping patients with dementia such as tools or resources that you use or feel would be beneficial:**

# Evidence of Product

- Nursing student Community placement beginning in Fall 2009
  - Student Manual
  
- Setting the student up for success
  - GPA
  - Neurological Assessment
  - Needs Assessment
  
- Raising Awareness to the community and nursing students
  - Media Release to Peterborough Examiner
  - Community nursing Poster Presentation
  - Community presentation for Trent Centre for Community Based Education
  - Submission of work to Journal of Undergraduate Studies at Trent
  
- Dossier

# Barriers

## ➤ Educational Component

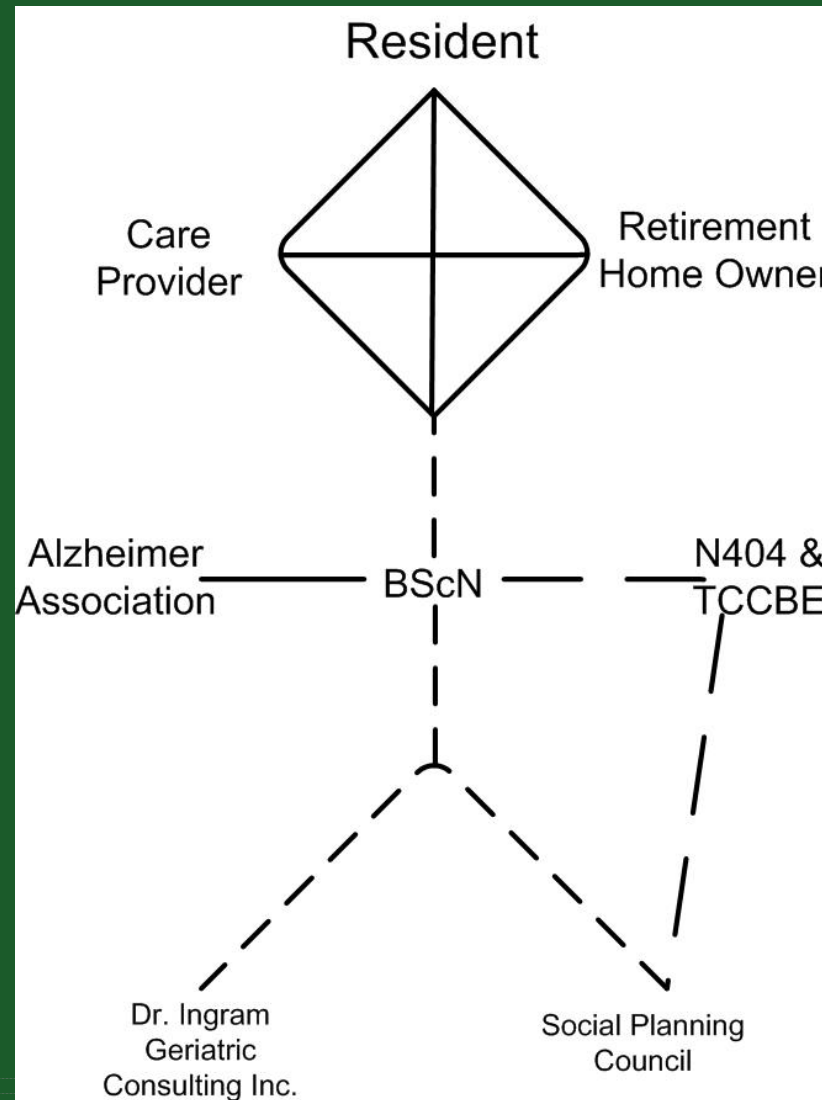
- GPA training
  - considered PASE team, but student required to pay a fee.
  - Alzheimer's society not certain when training would be done.
- P.I.E.C.E.S training
  - Too expensive
- Dr Ingram's assessment tool training
  - only able to provide training for first two students.
- 3D's
  - not easy to implement all 3D's at once.

## ➤ Implementation

- Involvement of numerous community partners increases complexity of communication
- Time constraints to seeing the first placement take place

# SERH Community Allies

- Adjunctive Functional Support using:
  - Case studies
  - GPA
  - Mental / functional assessments



- Support, advocacy and on-going research into quality assurance and quality control.

# Paving the Road Ahead

- Successful Implementation of a Student placement
- Future 404 projects
  - Work along side to support student placement
  - Expansion of project to other retirement homes
  - Interest from 3<sup>rd</sup> year students to carry on this project in the fall.
- Nursing research opportunities at Trent University.
- Research to support funding for a Primary Care position for Retirement Homes to support staff, residents and family members.



# References

- Aminzadeh, F., Dalziel, W. B., Martell, C., Amos, S. (2001, September). A survey of residential care facilities in the Ottawa-Carleton region. Ottawa, ON: Regional Geriatric Assessment Program of Ottawa-Carleton. Retrieved October 26, 2008 from Google Scholar database at [http://www.canadiangeriatrics.ca/pubs/GTSept2001/gtsept2001\\_A2.pdf](http://www.canadiangeriatrics.ca/pubs/GTSept2001/gtsept2001_A2.pdf).
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- Registered Nurses Association of Ontario (2003). *Screening for Delirium, Dementia and Depression in Older Adults*. Toronto, Canada: Registered Nurses Association of Ontario

# Questions and Discussion

- Before this presentation, were you aware of the needs of Retirement home staff and residents?
- Would this placement be of interest to you if you were entering your community clinical rotation?
- Is there any other ideas for how we could support the student?