

Innovative Approaches to Developing Future Talent at the Canadian Institute for Seniors Care (CISC)

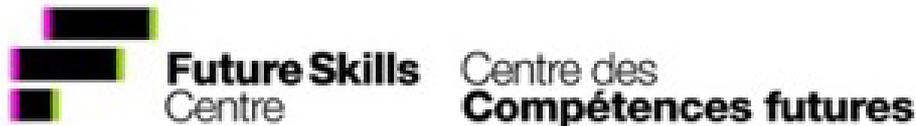
Veronique Boscart RN PhD

Stephen Cross PhD

2022 Polytechnic Showcase

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Acknowledgements



- Conestoga College's Canadian Institute for Seniors Care
- Registered Nurses' Association of Ontario (RNAO)
- Future Skills Canada

Background

- Workforce preparedness is critical to a **resilient** healthcare system
- Challenges:
 - **Aging** population: 17% CAN is 65+ yrs¹
 - Medical **complexity**: 73% of seniors have 1+ chronic disease²
 - # **PLWD** will double within the next 10 years³
 - Labor **shortages** in underfunded sectors and rural areas⁴

Strategies

- Rethink program curricula to include the needs of **older adults** across disciplines
- Address **stigma** on aging, long-term care and home care sectors
- Flexible, **accessible**, experiential learning options
- **Community** involvement



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Connect Life and Learning

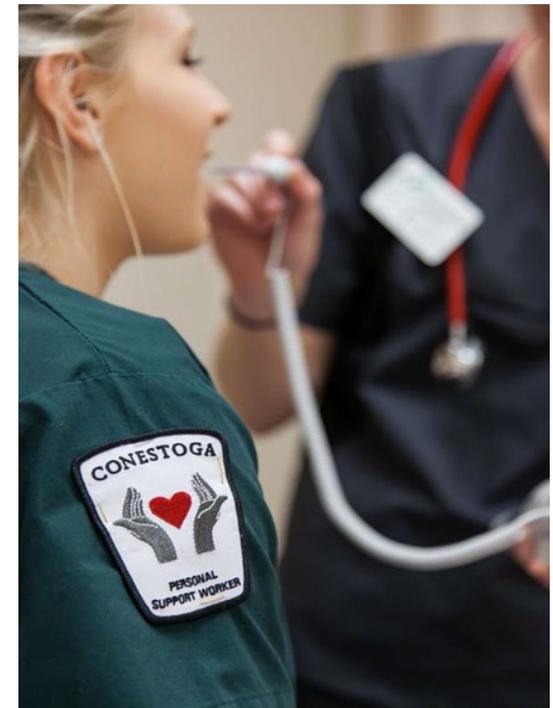
WHAT YOU DO HERE...
COUNTS OUT THERE



About Conestoga College

Conestoga College

- Ontario college specializing in polytechnic education.
- Offers career-focused programs that provide students with hands-on experience.
- Applied research drives collaboration and gives students the opportunity to learn and grow in rich experiential learning environments.





**The Canadian Institute for Seniors Care at
Conestoga College**



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Initiatives at Conestoga



BScN Practicum in LTC

- Goals:
 - Address **ageist** attitudes/beliefs
 - Recognize and develop unique **skills** required in LTC
 - Leadership, clinical, communication, documentation (ex. RAI-MDS)
 - Increase **interest** in working in LTC sector



BScN Practicum in LTC

- **Myths/false assumptions about LTC:**
 - Will not be able to learn/develop **skills**
 - Patients are stable, **slow** pace
 - Mostly administrative
 - Not **rewarding**
 - Not **interested** in a career there⁵

BScN Integrated Practicum in LTC

- The process:
 - Developed an online **guidebook** for clinical preceptors
 - Clarified student expectations, adjunctive curriculum, additional resources
 - Three **training sessions** for students at Wk 1, 6 and 12
 - Wk 1: **Reviewed baseline knowledge**, beliefs and previous experiences with caring for older adults, PowerPoint on what a LTC home is and how it functions
 - Wk 6: Reviewed **experiences in practicum placement**, PowerPoint on clinical concepts
 - Wk 12: **Reflection on overall perceptions**, answering questions, reviewed role of a RN in LTC

BScN IP in LTC

- What we found:
 - 24% students in Wk 1 were **satisfied with the care** they could provide (50% in Wk 6, 74% in Wk 12)
 - 97% students in Wk 1 had **difficulty making clinical decisions** (78% Wk 6, 70% Wk 12)
 - 32% students believed they were ‘very **knowledgeable**’ about caring for older adults (21% Wk 6, 100% Wk 12)
 - 78% students correct responses to a **knowledge test** in Wk 1 (76% Wk 6, 82% Wk 12)

BScN IP in LTC

- What did students say?
 - Quotes:
 - *“When I first came in, I was expecting it to be very, **very boring**. I didn’t think I was going to like it at all.”*
 - *“As a student and then nurse working in LTC, I will need **continuous education** to practice at a high level for providing quality care.”*
 - Trends:
 - By Wk 12, all students responded with greater detail about the multifaceted **role of RN** in LTC and the level of **complexity** of residents’ needs.
 - All students felt they had acquired a **wide** range of knowledge and **skills**.

BScN IP in LTC

- What does this mean?
 - Few students have previous exposure to caring for older adults
 - Many students **begin with a low level of confidence** despite having a moderate knowledge of care principles
 - The role of the RN in LTC is **internalized** gradually in part because of lessons learned with **experience**

BScN Practicum in LTC

- Formalized mentorship opportunities can support nursing students by:
 - Promoting **inclusivity** and reducing ageism
 - Raise the **standard of excellence** for practicing in LTC
 - Increase students' **confidence and satisfaction** with the care they provide
 - Encouraging students to seek out new learning and skills to **improve** their expertise

BScN Practicum in LTC

- Future directions:
 - Do student participants **seek out careers** in LTC after graduation?
 - Do new hires report **higher job satisfaction** and **retention** following this program?
 - Can this be implemented as **onboarding** for new nurse graduates?



Best Practice Spotlight Organization



BPSO

- Rationale:
 - The RNAO has provided best practice guidelines (**BPGs**) as a free, evidence-based resource to inform care providers; some are extremely applicable to the care of **older adults**
 - Conestoga College is committed to enriching the gerontological content of **all** School of Health and Life Sciences program curricula
 - After a 3-yr process, Conestoga was one of the **first** colleges to be designated as a BPSO for integrating BPGs into student curricula

BPSO

- The process:
 - Our team selected 5 BPGs:
 - Delirium, dementia, depression; alternatives to restraints; pain management; pressure ulcer management and prevention; and fall prevention
 - Developed **online learning modules** for students to be offered at the discretion of their course professors
 - **Surveyed** 17 professors and 199 students to better understand how BPGs support learning across 5 programs:
 - BScN, Enhanced nursing practice, Practical nursing, Occupational therapist assistant, Personal support worker

BPSO

- What faculty said:
 - Very **familiar** with BPGs (87.5%)
 - Have **accessed** BPGs when developing course material (100.0%)
 - BPGs are **beneficial** for student learning (93.8%)
 - Some are unsure how BPGs apply to **non-nursing disciplines** (25.0%)

BPSO

- What students said:
 - Differed based on program type
 - **Nursing students:**
 - Many **familiar** with BPGs (96.9%)
 - Many **previously accessed** BPGs independently (93.8%)
 - Many believed **benefited** their learning (93.2%)
 - Many believed relevant to other **disciplines** (83.9%)
 - **Knowledge** of BPG recommendations varied from 35.4% (Priority in caring for a depressed person) to 93.2% (Caring for a person with a delirium, Pain management plan of care)

BPSO

- What does this mean?
 - Nursing students are **very familiar** with RNAO BPGs but **gaps** in learning
 - Online learning modules have the potential to support student learning in **targeted** areas

BPSO

- What students said:
 - **Occupational Therapist Assistant** students:
 - Somewhat **familiar** with BPGs (60.0%)
 - Few previously **accessed** BPGs independently (6.7%)
 - Some believed **benefited** their learning (53.3%)
 - Some believed relevant to other **disciplines** (66.7%)
 - **Knowledge** of BPG recommendations varied from 20.0% (Priority in caring for a depressed person) to 100.0% (Fall prevention, pain management)

BPSO

- What does this mean?
 - OTA students are **somewhat familiar** with RNAO BPGs but more emphasis needs to be placed on how they are **applicable** to their profession
 - Despite not accessing the BPGs as much as nursing students, still have **high level of knowledge** of the principles in **some areas**
 - Online learning modules have the potential to support student learning in **targeted** areas

BPSO

- What students said:
 - **Personal support worker** students:
 - Somewhat **familiar** with BPGs (60.9%)
 - None previously **accessed** BPGs independently (0%)
 - Some believed **benefited** their learning (52.2%)
 - Few believed relevant to other **disciplines** (34.8%)
 - **Knowledge** of BPG recommendations varied from 26.1% (Priority in caring for a depressed person) to 95.7% (Fall prevention)

BPSO

- What does this mean?
 - PSW students are **not very familiar** with RNAO BPGs and more emphasis needs to be placed on how they are **applicable** to their profession
 - Despite not accessing the BPGs, still have **high level of knowledge** of the principles in **some areas**
 - Online learning modules have the potential to support student learning in **targeted areas**

BPSO

- Next steps:
 - Initiatives exploring how BPGs support **non-nursing disciplines**
 - Support online module learning with **experiences** caring for older adults to reinforce concepts
 - **Reinforce** less understood concepts in classroom, lab and clinical learning



Flexible learning solutions

- Living Classroom
- ON-SITE classrooms
- Goals:
 - To provide **accessible** learning for students
 - To increase **exposure** to working with older adults





Living Classroom



- A partnership model where student classrooms are located in **a LTC or retirement home**
- Provides real-life **experience** and eases transition into LTC
- Residents, families, and staff can help **mentor** students

Living Classroom

- Began in 2009 with Schlegel Villages at the Village of Riverside Glen in **Guelph**, and the Schlegel-UW Research Institute for Aging (RIA)
- In 2015, a second Living Classroom opened at the Village of University Gates in **Waterloo**.
- Now open to both **PSW and PN** students
- **Over 800 graduates and 90% continue on to work with seniors**

OnSITE

- **First** college in ON to offer a 20-wk accelerated **PSW program**
- Partnered with **employers**
- “ONtario Sites for Integrated Training and Experiential learning” (OnSITE) model
- **Technology and remote learning** to bring learning to students
- Flexible learning emphasizing **small, rural and remote** communities



ON-SITE

- Since 2019, ON-SITE has trained over **4,000 PSWs**
- 2 ON-SITE locations currently
- More **under development**
- **Seeking funding** to expand to PNs and additional sites



Involving the Community

- CRADLE
- Open-Minds, Open Hearts
- Goal:
 - To reduce ageism and **promote inclusivity**
 - To provide meaningful **connections** with older adults and students
 - To **support** caregivers caring for people living with dementia

CRADLE

- Canadian Remote Access for Dementia Learning Experiences
- **Funded** by Future Skills Canada in 2019 for a 2-year project
- Recently **renewed** to expand reach for another 2 years
- **Objective:** to provide high-quality, online learning for **PSWs across Canada** in caring for **PLWD**

CRADLE

- Across care settings, PSWs provide **most direct care** for PLWD; yet, because of barriers such as cost, distance and travel, **few have received additional education** to confidently perform their roles⁶
- Many PSWs are **new to Canada** and participating in an educational program in a **familiar language** and network with peers can help ensure successful career transition.^{7,8}

CRADLE

- This **innovative** educational program will support PSWs in **community, retirement living and LTC** homes across Canada.
- **Diverse stakeholders**, including people living with dementia, care partners, UCPs, employers, regional health authorities, educators and subject matter experts, researchers, advocacy and equity seeking groups, policymakers and government representatives, are **involved in every aspect** of study design, implementation, evaluation and dissemination.
- Results of this study have the potential to **support quality care and maintain a skilled, engaged workforce.**

Stakeholders

- Alberta Health Services' Seniors Health Strategic Clinical Network
- Assurance Health Care
- Autumnwood Retirement
- Brandon University
- Canadian Indigenous Nurses' Association
- Canadian Rural Revitalization Foundation
- Care Partners
- Conestoga College
- Good Samaritan Society
- McCowan Retirement Residence
- McMaster University
- Native Women's Association of Canada
- Northern Health Region
- Ontario Health's Telehealth Network
- Ontario Long Term Care Association
- Ontario Retirement Communities Association
- Revera
- Schlegel Villages
- SeniorsNL
- Shannex Incorporated
- SPECTRUM
- The Centre for Family Medicine
- Tideview Terrace
- UW-Schlegel Research Institute for Aging
- University Health Network
- University of Calgary
- University of Manitoba
- University of Saskatchewan
- University of Waterloo
- York University



CRADLE

- **Fully online** learning program, **cost-free**
- 5 immersive, evidence-informed, person-centred **case scenarios**
- Topics include **rural** health care, **trust**, **inclusivity**, **respect** for persons, recognizing and responding to **emergencies**, supporting **socialization**, **end of life** care, and **care transitions**
- Case scenarios were based on a learning framework, 'Applied Simulated and Integrated Learning Approach (ASILA),' for adult education that prioritizes **practical**, **relatable**, and **realistic problem solving** with guided questions and answers ⁹



CRADLE

- Each case scenario has custom **videos**, **audio** clips, **animations**, self-reflection **exercises** and ‘**choose your own adventure**’-style storylines
- Clearly illustrates **critical thinking and logical consequences** for PSW roles
- Available in **English, French, Tagalog and Mandarin**
- **Community of Practice** place to network with peers anonymously to discuss questions, concerns and provide peer support
- Our team also provides **free** information **webinars** bi-monthly to the public to discuss issues related to **dementia and PSW role**

Case-based Learning



Meet Albert (1:17)

Watch this short video to view Albert's story.



Let's review what you know about a person's preferences, living with dementia, and supporting meaningful connections.

 To reveal the answer, select a true or false card to flip it.

Learning about a person's life story can help you to identify meaningful ways to connect.

True

False

Emotional distress is rare for seniors.

True

The way you respond to a person's life story can influence their level of comfort.

True

Albert's Care Plan

 Select on the number icons to learn more about Albert.



Name: Albert Winston Parker

Age: 67 years **1**

Personal Story: Quiet, enjoys time alone in his room.

Diagnosis: Beginning dementia, congestive heart failure, hypertension, diabetes, chronic obstructive pulmonary disease. **2**

Allergies: Eggs.

Hygiene **3**

Bathing Self Assist Tub bath
 Shower Bed Partial bath

Bathing

Requires ADL assistance.

Shampoo Self Assist

Oral Care Self Assist

Dentures Upper Lower

Mobility

Cane Walker Wheelchair

Special Instructions

Nutrition

Self Assist Total

DAT Diet NPO



Brandon is heading home for the evening and Derrick is meeting Albert for the first time.

Brandon and Derrick's Conversations with Albert (1:04)

Watch the video and observe closely.





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Brandon refers to Mr. Parker as Al. He lets him know he is leaving, while standing in the doorway.

Mr. Parker does not respond verbally.



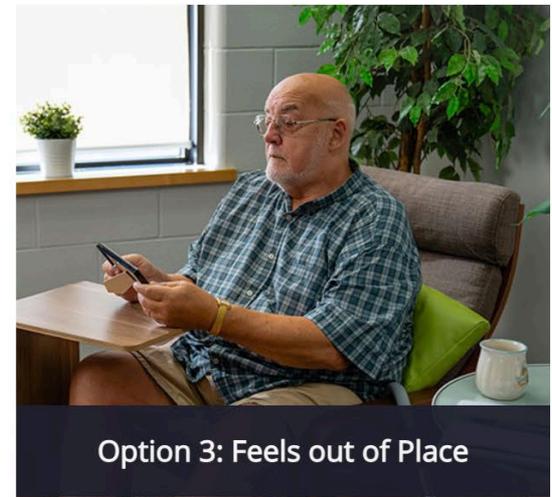
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Based on Derrick's observations, what do you think is happening with Mr. Parker?

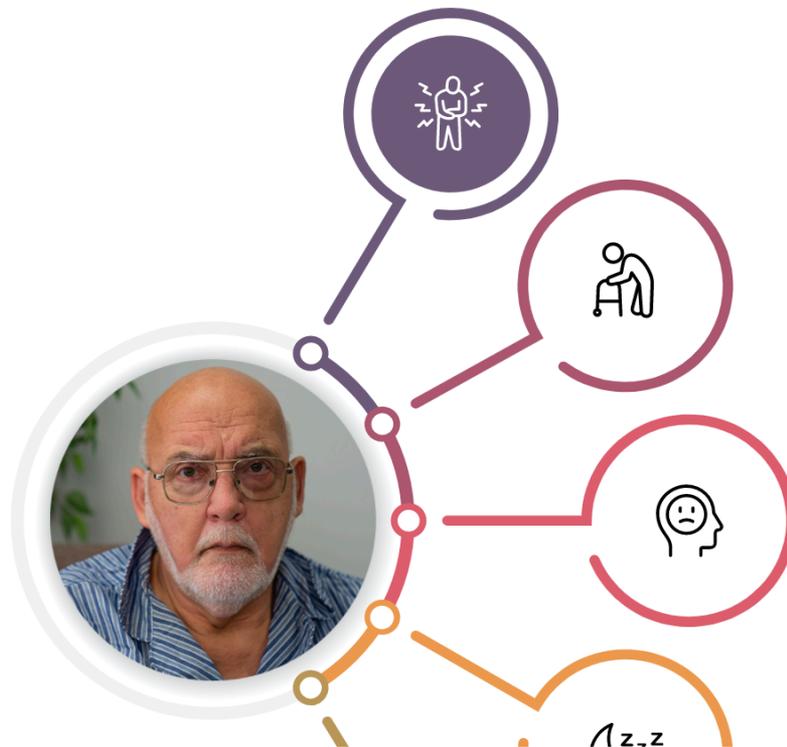
 Select each potential cause to learn more.



Possible Signs and Symptoms

Derrick reviews the signs and symptoms of depression:

 To begin, select the Next button. The Previous button will go back.



Physical

- ▶ Feeling uneasy or restless
- ▶ Having trouble concentrating
- ▶ Sharing new discomforts or pain

Albert's Situation

People are unique and require person-centred care. The best strategy to get to know a person is to observe, to have a conversation with the person if possible, and to talk to loved ones and family. Let's take a closer look at Mr. Parker's sister, Veronica; as well as Brandon, a care provider on the team.

 Select on the audio icons to hear Veronica, Brandon and Mr. Parker. Ensure you select only one audio at a time for best learning experience. Ensure you select only one audio file at a time for best learning experience.



Veronica, Mr. Parker's Sister

Alternative Text



Brandon, Team Member

Alternative Text

In every situation, different people may have a different point of view. Although it can be helpful to learn from others

Albert's Situation



Mr. Parker

Alternative Text

Derrick Continues the Conversation with Mr. Parker (0:50)

Watch this video to see Derrick continue the conversation with Mr. Parker.



Know the Person



Mr. Parker's story reminds us that a person's life and experiences can easily be left behind if we don't take active steps towards discovering the story.

In this situation, we saw that:

Select to Learn More

- ▶ Brandon and Veronica Parker were viewing Mr. Parker's experiences through their own understanding.
- ▶ Derrick explored Mr. Parker's story through communicating and listening.
- ▶ Mr. Parker felt supported by Derrick and felt comfortable to meaningfully connect.
- ▶ Derrick learned about Mr. Parker's life and experiences, what he misses and what interests him, and potentially could help him to connect with others.
- ▶ Derrick identified ways that the team could better support Mr. Parker.

Person-Centred Approaches

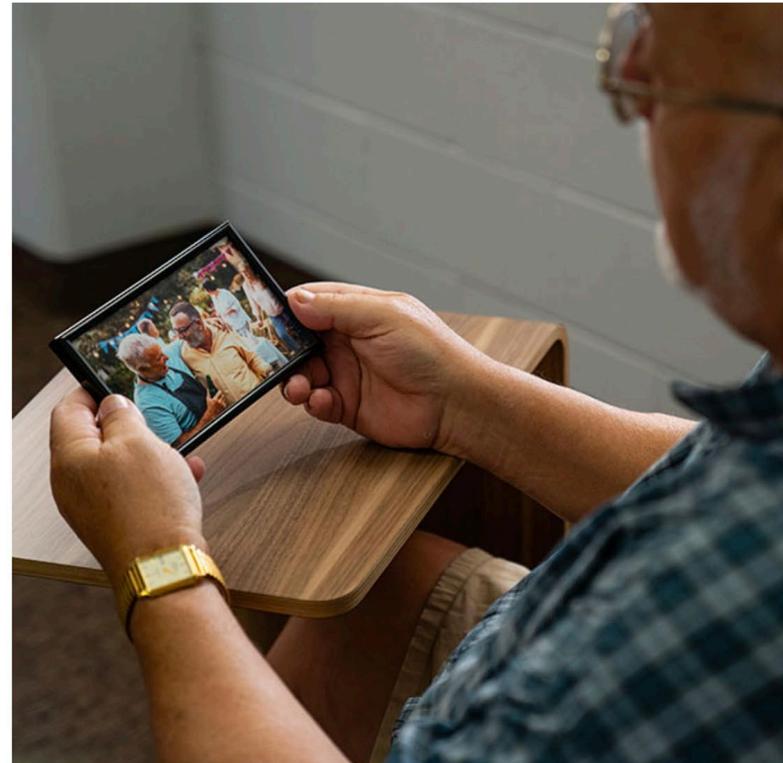
Recognize Personal Attitudes, Values and Beliefs

One of the challenges faced by the LGBTQI2S+ community is feeling invisible. All people have the need to feel seen, valued, and heard.

Take stock of your own values, feelings and experiences.
Consider the following:

Select to Reveal

- ▶ What attitudes, values and beliefs do I carry?
- ▶ Have my attitudes, values or beliefs influenced others?
- ▶ Has a person suggested that they wanted to open up, but I wasn't sure how to address it?
- ▶ In what ways have my actions supported or hindered people feeling included?



Consider ways that you can reflect on your own attitudes, values and beliefs and those of others. Be mindful not to generalize people's

Support Inclusive Spaces



For more information read [A guide to creating inclusive spaces for LGBTQ2S+ older adults](#).

Remember person-centred language has changed over time, so a senior may like a different term than those described above. It is always important to ask.

Learn some helpful tips:



Tips for Conversation

- ▶ Try using the term “partner” instead of husband or wife.
- ▶ Don't assume a person's orientation or identity based on their appearances.
- ▶ Ask the person if they have a specific pronoun they would like to use (i.e.,



Tips for the Social and Physical Environment

- ▶ Consider the use of visual cues such as a rainbow pin that could signal a safe person or space for support.
- ▶ Learn about local people, groups or events that could offer support and resources.



Communicate and Document



Documentation and communication are an important part of team-based care. It is important to consider the information that would be helpful for the team to know to support a person's care and the information that a person is sharing confidentially to express themselves.

Seek the person's permission before documenting or sharing information about their sexual orientation or gender identity. Keep in mind that the information a person feels comfortable sharing with you or the team may not be the same information they feel comfortable sharing with their friends or family.





Let's review some important strategies for supporting meaningful connections and experiences.

Having an identity is important for a person's well-being.

 To reveal the answer, select a true or false card to flip it.

True

This is true. Our unique identity drives our personal story. Care providers play an important role in supporting a person's well-being through listening for the person's unique story.

False

The correct option is true. Our unique identity drives our personal story. Care providers play an important role in supporting a person's well-being through listening for the person's unique story.

Testimonials



Registration

- Course registration open via [D2L Open Courses](#)
 - Available in English
 - French, Mandarin and Tagalog versions being released soon
- Individual or group completion at pre-determined or self-selected pace
 - Contact SeniorsCare@conestogac.on.ca if interested in group delivery



CRADLE: Canadian Remote Access for Dementia Learning Experiences

Start Date: [January 25, 2021](#)

End Date: [December 31, 2022](#)

Duration: 100% self-directed, complete at your own pace.

Cost: [FREE](#)

Registration is open from January 25, 2021 until December 24, 2022.

[View Details](#)

CRADLE

- Recently held a Canada-wide virtual **conference** to review role of PSW, future of CRADLE, PLWD and caregivers' voices
- Cost-free
- **Over 5,000 registrants**
- Included **keynotes and musical acts** from **Yvette Nicole Brown** (Community, Avengers: Endgame), **André Picard** (The Globe & Mail), **Jay Ingram** (Daily Planet), **James Gordon** (Canadian singer-songwriter), and **Katherine Wheatley** (Canadian singer-songwriter).

Open Minds, Open Hearts

- Funded by Public Health Agency of Canada for a 2-year project
- Partnered with **College of New Caledonia** (Prince George, BC) and **National Circus School** (Montreal, QC)
- Aims at **creating awareness and reducing stigma** by fostering social cohesion and a sense of belonging between **college students and PLWD** and their **care partners**



Open Minds, Open Hearts

- **Virtual activity sessions** with college students and PLWD and caregivers across Canada
- Topics include **culinary** arts, **woodworking** and celebrating **culture** and languages, **physical well-being** and discovering the art of **circus**, **forest and nature** exploration and **preservation**
- English and French languages
- Includes **orientation sessions** for using Zoom -- and for students RE dementia and communication

Open Minds, Open Hearts

- With permission from participants, we will record meaningful moments via Zoom and conduct short video interviews to develop short 3–5-minute **docufilms**
- Docufilms will be **widely shared** across the colleges and community **to raise awareness and decrease stigma** associated with dementia
- Aiming to enroll **1,800 students and 900 PLWD**



References

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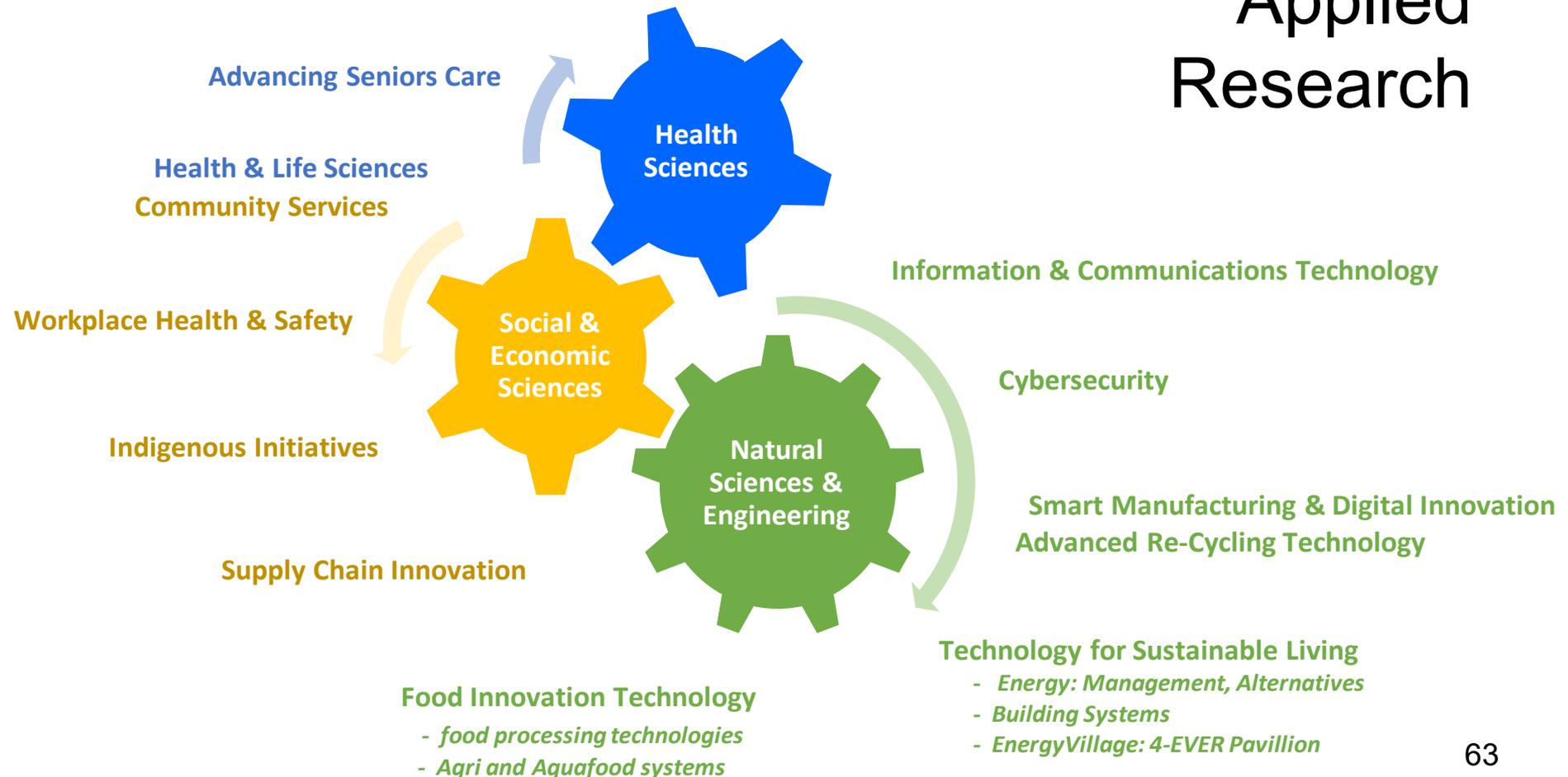
Applied Research in Support of Seniors Care

Stephen Cross, PhD

*Director, Strategic Initiatives
School of Health & Life Sciences*



Conestoga Applied Research

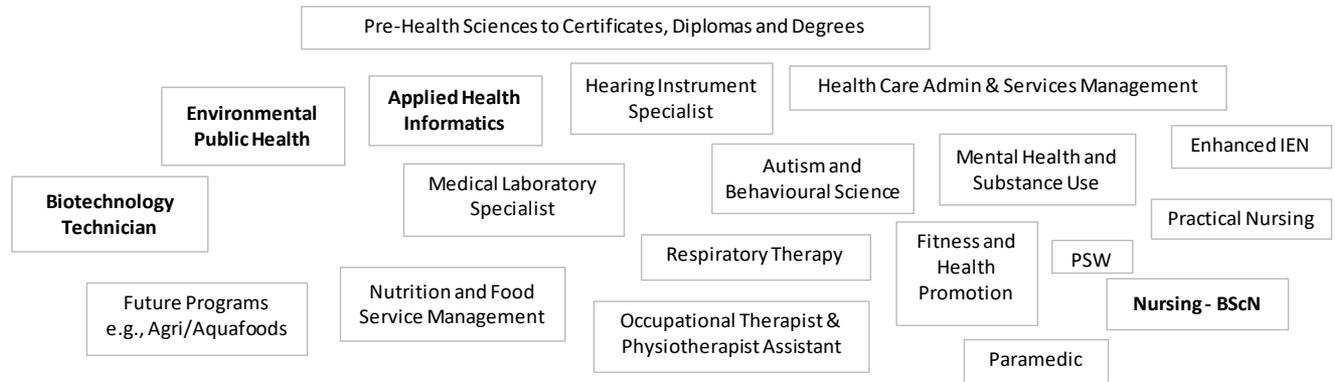


School of Health & Life Sciences

Bio/Life Sciences

Health Sciences

SHLS PROGRAMS
Faculty & Student
HQP Pool



INFRASTRUCTURE & SHARED ANALYTICAL RESOURCES



CENTRES OF APPLIED RESEARCH & INNOVATION





Seniors Care Research

- Canadian Frailty Network – developing a planning guide for long-term care
- E-Campus Simulation Modules – end of life, falls, transfers, etc.
- Future Skills – CRADLE
- New Horizons – virtual activities for students/seniors
- Industry Partner projects – e.g., learning modules for PointClickCare, clinical needs and directed research for Schlegel Villages, etc.
- Public Health Agency of Canada – Open Hearts Open Minds, virtual activities for people living with dementia and students
- Intergenerational bridges between youth and those living with dementia
- Optimizing training curricula for RPS's in LTCHs – exploring roles
- Introducing and validating technologies in LTCHs – e.g., Buddy Badge



Student Projects

Purpose: Think of someone you have met with a physical, sensory or cognitive deficit. Can you design (or adapt) and fabricate an assistive device to enable this individual to increase performance?

Conestoga - Team Mitch



Student Projects

Purpose: Think of someone you have met with a physical, sensory or cognitive deficit. Can you design (or adapt) and fabricate an assistive device to enable this individual to increase performance?



Conestoga – Karen J.

Student Projects

Purpose: Think of someone you have met with a physical, sensory or cognitive deficit. Can you design (or adapt) and fabricate an assistive device to enable this individual to increase performance?

Conestoga – Kaitlyn P.



Student Projects

Purpose: Think of someone you have met with a physical, sensory or cognitive deficit. Can you design (or adapt) and fabricate an assistive device to enable this individual to increase performance?



Conestoga – Hilary E.



Thank You



Veronique Boscart

Email: Vboscart@conestogac.on.ca

Twitter: [@VBoscart](https://twitter.com/VBoscart)

Skype: Vboscart

Stephen Cross

Email: SCross@conestogac.on.ca