

annual meeting

*Workforce Education on Care Transitions*

Facilitator : Gail Hunt  
Robyn Stone, DrPH  
Kathleen McCauley, PhD, RN, ACNS-BS, FAAN, FAHA  
Ellen Lukens, PhD, LCSW-R

---

---

---

---

---

---

---

---



annual meeting

*The Direct Care Worker Role in Transitional Care*

Robyn Stone, DrPH,  
LeadingAge Center for Applied Research

---

---

---

---

---


---

---

---

**Why are Direct Care Workers Important?**

- » Major hands-on provider with strong client/resident relationship
- » Voice of cognitively impaired consumers
- » Most interaction with family members
- » Eyes and ears of health system
- » Greatest continuity with consumers



---

---

---

---

---

---

---

---

**Potential Roles for Direct Care Workers**

- » Participant in multi-disciplinary team
- » Liaison between family members and health care professionals
- » Enhance client/resident compliance to ease transitions
- » Greater task delegation (e.g. medication management, wound care, etc)

Itqa

---

---

---

---

---

---

---

---

**Barriers to Direct Care Worker Participation**

- » Lack of training
- » Variation in scope of practice
- » Inadequate reimbursement
- » Lack of awareness among professionals
- » Client consent

Itqa

---

---

---

---

---

---

---

---

**Training and Skills Development**

- » Current Direct Care Worker competencies with no focus on transitional care
- » CNA/HHA training requirements have no specific focus on transitional care
- » Potential best practice elements in current requirements

Itqa

---

---

---

---

---

---

---

---

**Summary of State Nursing Assistant Curriculum Training Requirements Related to Transitional Care**

Training requirement	States
Patient care plans (admission, transfer, discharge)	California, Illinois, Kansas, Kentucky, Maine, Nevada, New York, Ohio, Oklahoma, Oregon, Rhode Island, South Dakota, West Virginia
CNA as member of the health care team	Alaska, Arizona, Delaware, Georgia, Illinois, Kansas, Louisiana, Maine, Maryland, Massachusetts, Ohio, Oregon, Rhode Island, South Dakota, Vermont
Role of the multidisciplinary health care team and integration of services for the total care of the patient	Illinois, Kansas, Maine, Oklahoma, Rhode Island, South Carolina, South Dakota
Care plan meeting	Ohio
Recording and reporting	Alaska, California, Colorado, Delaware, Iowa, Kansas, Kentucky, Maine, Maryland, Massachusetts, Missouri, Montana, Ohio, Oregon, Rhode Island, Washington
Forms used in the medical record system	Illinois, Maine, Ohio

Source: American Health Care Association, CAN All States Curriculum Regulations cross walk for How to be a Nursing Assistant, 3rd Edition

---

---

---

---

---

---

---

---

---

---

---

---

- Examples of Direct Care Worker Training and Educational Materials**
- » Transitions Care QIO Support Center
    - INTERACT II views CNAs as the early warning staff
    - Use stop and watch tool to document changes
  - » Home Health QIO Support Center
    - Training module on care coordination for Direct Care Workers
    - Reducing rehospitalizations
      - Includes podcast on role of home health aides, discussion guide, personal health record form, post-test for aides

---

---

---

---

---

---

---

---

---

---

---

---

**Transitional Care**

---

*Education to Improve Quality and Cost Outcomes*

Kathleen McCauley PhD, RN, ACNS-BC, FAAN, FAHA  
 Professor of Cardiovascular Nursing

Mary D. Naylor, PhD, RN, FAAN  
 Marian S. Ware Professor in Gerontology

NewCourtland Center for Transitions and Health  
 University of Pennsylvania School of Nursing

---

Long-Term Quality Alliance, 2nd Annual Meeting, February 16, 2012, Washington DC

---

---

---

---

---

---

---

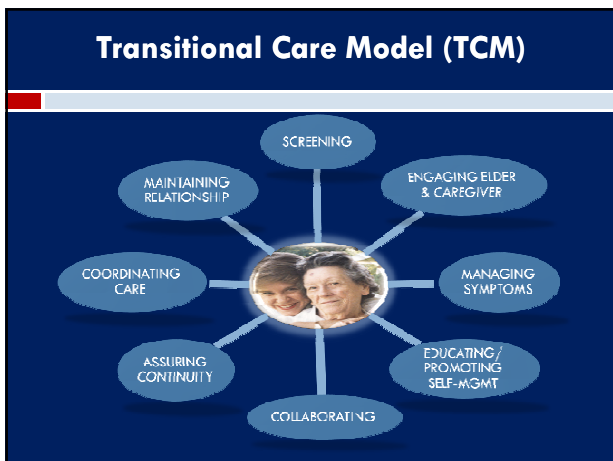
---

---

---

---

---



---

---

---

---

---

---

---

---

- ### Key Points
- Power of using patient goals as a motivator
  - Focus on main health problem + co-existing conditions and overall health behaviors
  - Solving complex problems will require multidimensional solutions
    - Change needed in structures, care processes, health professionals' roles and relationships to each other and people they serve
    - Overcoming inertia requires substantial force

---

---

---

---

---

---

---

---

### Learning as you implement

Baseline clinical knowledge  
Building content expertise in transitional care  
The power of case conferences and group learning  
Working with local and national experts  
Learning from our patients and families and team members

---

---

---

---

---

---

---

---

## Educational Program

- Web – based modules addressing evidence base and key concepts
  - Bibliography: key references, tools for translation
- Webinars: application and translation
  - Clinical Implementation: McCauley and Bixby
  - Administrative – “making the case”: Naylor
- [NewCourtlandCenter@nursing.upenn.edu](mailto:NewCourtlandCenter@nursing.upenn.edu)
- <http://www.transitionalcare.info>

---

---

---

---

---

---

---

---



## annual meeting

An Integrated Academic & Field Learning Project for MSW Candidates Working with Persons with Mental Health Conditions:

*Considering Adaptations for the Long-Term Care Workforce*

Ellen Lukens, Ph.D., LCSW  
Firestone Centennial Professor of Clinical Social Work  
Columbia University School of Social Work

---

---

---

---

---

---

---

---

» **The Model:** An ongoing partnership among NY State policy makers, social work academics & service providers

» **The Project Goal:** To educate graduate social work students regarding the evidence-based practices (EBP's) for persons with mental health conditions

**Our Question:** What can we draw from this integrated model that could inform education & training for those in the long-term care community?



---

---

---

---

---

---

---

---

**Overarching Goal: To Prepare Graduate Level MSW Students to Work with Persons with Severe Mental Health Conditions through Academic & Field Partnerships**

- » NY State Office of Mental Health (NYS OMH) Funded
  - Initiated 2003 through joint effort of NYS OMH, Deans & Directors of NY State Schools of Social Work & University of Buffalo School of Social Work
    - Ongoing funding from NYSOMH to each participating school
    - Co-development of curriculum
    - Planning meetings & teach-in
    - Faculty mentoring
    - Common course evaluation
    - Identification of field sites & supervisors by NYSOMH/University of Buffalo
    - Selected 2<sup>nd</sup> year MSW candidates
    - Student stipend upon successful completion

Itqa 127

---

---

---

---

---

---

---

---

---

---

**Overview of Program**

- » System & Agency Oriented
  - Horizontal/Vertical implementation
- » Consumer & Family Centered
  - Shifting paradigm
    - Illness oriented → Recovery/Strengths
- » Knowledge Based
  - Integrating practice & research
  - Strengths & limitations of EBP

Itqa 128

---

---

---

---

---

---

---

---

---

---

**Three Integrated Components**

- » Academic Requirements
  - One semester elective in applied practice and EBP
  - Requisite course on Adult Psychopathology and Wellness
  - Evening schedule to attract alumni
- » Field Internships (21 hours per week for duration of academic year)
  - Sites designated by OMH as evidence-based practice sites
  - Placements coordinated with CUSSW field department
  - ACT, Supported Employment, Wellness Management, Family Psychoeducation
- » Integrative Colloquia at Each Participating School of Social Work
  - Students, faculty, field instructors & invited speakers

Itqa 129

---

---

---

---

---

---

---

---

---

---

**Course Content & Assignments**

- » Diagnosis & assessment in context of research (evidence) based practice
- » Provision of treatment
  - Skills training
  - Transfer of skills across fields of practice
- » Clinical/programmatic formulation & analysis
- » Application of evidence based practice search skills

Itqa 130

---

---

---

---

---

---

---

---

**Graduate Student Enrollment**

- » 2003-2004
  - Total # *project* students across 5 schools of social work: 9
- » 2003-2012
  - Total # *project* students across 11 schools: 220
  - Total # students enrolled in course across 11 schools: 1487
- » 2011-2012
  - Total # field internships across 11 schools: 48

Itqa 131

---

---

---

---

---

---

---

---

**Outcomes**

- » Project well received across sites
- » Skills training for evidence-based practice
- » Reframes approaches to mental health
  - Recovery oriented
  - Strengths based
- » Opens doors
  - Early listing of employment opportunities available to student participants
- » Builds cadre of professionals trained in Evidence Based Practices for Persons with MH Conditions
- » "Stretches" the field
- » Course meets standards as preparation requirement for LCSW (advanced licensing) in NYS

Itqa 132

---

---

---

---

---

---

---

---

**Considerations for Long-Term Care Workforce**

- » Flexible Model with Potential across Various Disciplines
  - Practice
  - Programming
  - Sustainable implementation
  - Professional standards & standing
  - Research
  - Policy

Itqa 133

---

---

---

---

---

---

---

---

**Acknowledgements**

- ▶ Robert Myers, PhD,  
Senior Deputy Commissioner, Division of Adult Services, NYS Office of Mental Health, Albany, NY
- ▶ Moira Tashjian, PhD  
Acting Director, Bureau of Housing Development & Support, Division of Adult Services, NYSOMH
- ▶ Lucy J. Newman, LMSW, PhD  
Project Manager OMH-Dean's Consortium of Schools of Social Work Evidence-based Practice in Mental Health Project, NYS OMH
- ▶ Brenda J. Wright  
Project Director, OMH-Deans Consortium EBP Project, University of Buffalo, Buffalo, NY
- ▶ Jeanette C. Takamura, PhD  
Dean, Columbia University School of Social Work, NYC, NY
- ▶ Lauren B. Gates, PhD  
Research Scientist, Columbia University School of Social Work, NYC, NY
- ▶ Collaborating faculty, students, field supervisors, participants & families across NY State who have contributed to & shared project success

Itqa 134

---

---

---

---

---

---

---

---