- ✓ Community of Learning
- ✓ Confidential Case Sharing
- ✓ Practical



- ✓ Interdisciplinary
- ✓ On-line Learning
- ✓ Free CME and CE

Learn and apply Leadership & Quality Improvement principles from experts!

Share and get practical tips from colleagues!

Project ECHO University of Hawaii Long-Term Care Learning Action Network

A Collaborative Partnership to Provide Education from Quality Improvement and Leadership and Implementation Experts with Case Discussion to build a Community of Learning



Long-Term Care Learning Action Network











This series is made possible through GWEP funding to the University of Hawaii Department of Geriatric Medicine from the Health Resources and Services Administration (HRSA): Grant Nos. U1QHP28729 and T1MHP39046 and the support from generous our donors- AlohaCare and UnitedHealthcare

Confidential & Safe



We commit to maintain and safeguard the confidentiality of information shared. All case presentations are required to be de-identified and HIPAA compliant. In order to create a safe learning environment, we will foster a culture of mutual learning and encouragement, rather than negativity, shame and blame.

ECHO case consultations do not create or otherwise establish provider-patient relationships between any ECHO specialists and patients whose cases are being presented in an ECHO setting.

Learning Objectives

- Explore strategies for well-being during the Pandemic and recovery
- Practice Age Friendly Health Systems strategies
- Identify QI strategies to improve nursing home care.
- Increased knowledge for regulatory guidance for COVID and QMs

CME Credits

In order to receive CMEs please:

- I. Register:
 https://echo.zoom.us/meetin
 - https://echo.zoom.us/meeting/register/tJUqcuysr jsvGtE2kdnnVk9kl4iAu9cPoOGB
- Complete an Evaluation
 https://geriatrics.jabsom.hawaii.edu/nh-echo-lan/

** Some systems do not allow access to google forms. Fillable PDFs can be found on our website. Please send to Jon at Nakasone@hawaii.edu

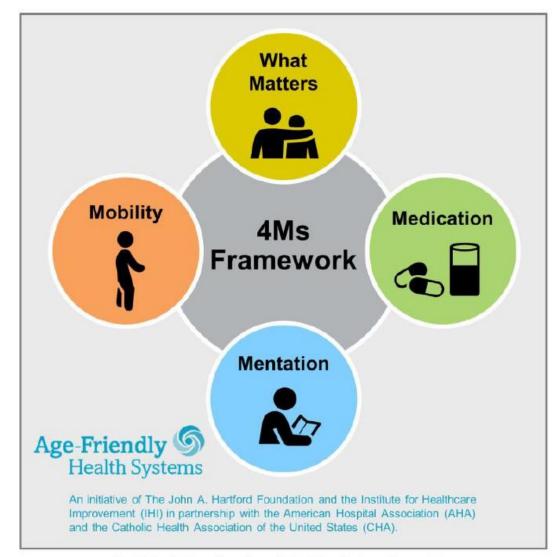
The Hawaii Consortium for **Continuing Medical Education** is accredited by the Accreditation Council for Continuing Medical Education to provide continuing medical education for physicians.

This program is approved by the **National Association of Social Workers** - Hawai'i Chapter (Approval HI62792021-190) for up to 1 Social Work continuing education contact hour(s).

HRSA is encouraging Nursing Facilities to adopt AFHS

There will be an Opportunity for AFHS Recognition through IHI

Figure 1. 4Ms Framework of an Age-Friendly Health System



What Matters

Know and align care with each older adult's specific health outcome goals and care preferences including, but not limited to, end-of-life care, and across settings of care.

Medication

If medication is necessary, use Age-Friendly medication that does not interfere with What Matters to the older adult, Mobility, or Mentation across settings of care.

Mentation

Prevent, identify, treat, and manage dementia, depression, and delirium across settings of care.

Mobility

Ensure that older adults move safely every day in order to maintain function and do What Matters.

Stay tuned...

For related work, this graphic may be used in its entirety without requesting permission Graphic files and guidance at thi.org/AgeFriendly

What Matters Series- 4 Parts

LTC ECHO LAN Schedule

2nd Tuesday of each month 2:00- 3:00 pm

DATE	TOPIC
Feb	Who Knows What Matters?
Mar	Understanding What Matters
Apr	Addressing What Matters
May	Care Plans that Matter
** Session Top	ics subject to change

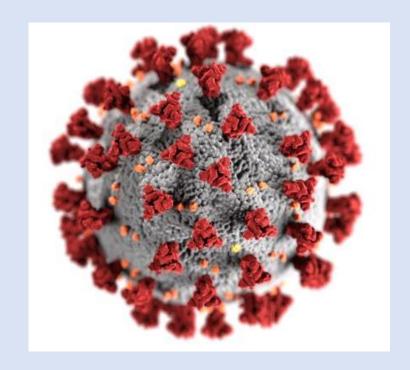
Introducing: The Hub Team

	Position	Role
Aida Wen, MD, CMD	UH Dept of Geriatric Medicine	Course Director
Cody Takenaka, MD	UH Dept of Geriatric Medicine	Speaker
Gayle Rodrigues, MSN, RN	Director of Nursing, Oahu Care Facility	Facilitator
Dana Mitchell, RN	Mountain Pacific Quality Health	QI Coach
Lori Henning, LNHA	HAH-Quality & Education Program	COVID and Regulatory updates

^{*}Our speakers report that they have no conflicts of interest.

Regulatory & COVID-19 Updates

Healthcare Association of Hawaii



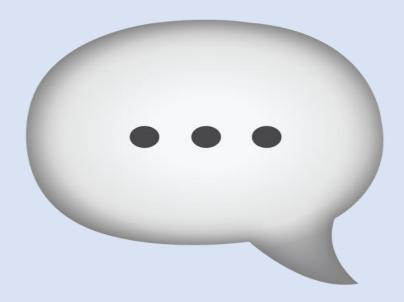
What Matters Series — Part 2

Understanding What Matters Most

Starting the Conversation



Your turn to chat: Why are ACP Conversations Hard to Have?



Core Principles of Trauma Informed Care



Safety

Throughout the organization, patients and staff feel physically and psychologically safe



Collaboration

Power differences — between staff and clients and among organizational staff — are leveled to support shared decision-making



Trustworthiness + Transparency

Decisions are made with transparency, and with the goal of building and maintaining trust



Empowerment

Patient and staff strengths are recognized, built on, and validated — this includes a belief in resilience and the ability to heal from trauma



Peer Support

Individuals with shared experiences are integrated into the organization and viewed as integral to service delivery



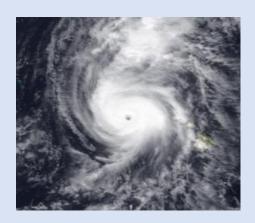
Humility + Responsiveness

Biases and stereotypes (e.g., based on race, ethnicity, sexual orientation, age, geography) and historical trauma are recognized and addressed

What is Trauma?

Exposure to an event or series of events that cause an emotional or physical threat with lasting effects on an individual's well-being.

- Individual: Physical, Sexual, or Emotional abuse
- Natural disasters
- Region: Local events
- Culture/group: Violence in the community, discrimination, war or terrorism



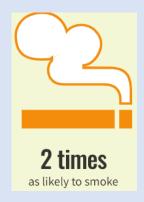




How Does Trauma Affect Health?

ACE study

• The number of traumatic events experienced prior to age 18 found that participants with "ACE score" >4











Vincent J. Felitti, Robert F. Anda, Dale Nordenberg, David F. Williamson, Alison M. Spitz, Valerie Edwards, Mary P. Koss, James S. Marks, REPRINT OF: Relationship of Childhood Abuse and Household Dysfunction to Many of the Leading Causes of Death in Adults: The Adverse Childhood Experiences (ACE) Study, American Journal of Preventive Medicine, Vol56, Issue 6, 2019, p 774-786.

Always Use Trauma Informed Care Universal Precautions

- Be aware of your body language
- Inform the patient who you are, and what you are going to be doing
- Don't be authoritarian in your communication. Use a collaborative approach
- Don't be rushed
- No blame/shame, no judgements
- Identify strengths and build on them
- Don't ignore their needs, help find solutions
- Keep noise levels low

What Makes a Person Who they Are?



- Identity & Culture
- Relationships
- Personality
- Likes and dislikes...

Be mindful on how culture affects if they trust you enough to have the conversation...

http://www.ihi.org/Engage/Initiatives/Age-Friendly-Health-Systems/Documents/IHI_Age_Friendly_What_Matters_to_Older_Adults_Toolkit.pdf

Checklist for Culturally Appropriate "What Matters" Conversations Learn the older adult's preferred term for his or her cultural identity. Determine the appropriate degree of formality. Learn the older adult's preference for how he or she would like to be addressed and use this title and the surname (e.g., Mrs. Smith), unless a less formal address is requested. Determine the older adult's preferred language. If the older adult has basic or below basic literacy or English language proficiency, seek permission from the person to have a medical interpreter assist in the "What Matters" conversation, or determine if a trusted individual who is literate can be present during the "What Matters" conversation. Be respectful of nonverbal communication. Watch for body language cues that might be linked to cultural norms. Adopt conservative body language, use a calm demeanor, and avoid ex pressive gestures. Address issues linked to culture such as a lack of trust, fear of medical experimentation, fear of side effects, and unfamiliarity with Western biomedical belief systems. Review the medical records to determine if there has been a history of trauma, including refugee status, survivors of violence, genocide, and torture. These are very sensitive issues and must be approached with caution. Reassure the older adult of the confidentiality of the clinician-patient relationship. Determine the level of acculturation and recognize that this is a factor for individuals who are recent immigrants, as well as for those who are not recent immigrants. Recognize health beliefs that include the use of alternative therapies. Consider how gender or gender identity might affect decision making. Consider an approach to decision making that recognizes family and community decisions and does not automatically exclude them in favor of individual autonomy.

Understanding Life Contexts and Priorities

Guiding Questions: Understanding Life Context and Priorities

- What is important to you today?
- What brings you joy? What makes you happy? What makes life worth living?
- What do you worry about?
- What are some goals you hope to achieve in the next six months or before your next birthday?
- What would make tomorrow a really great day for you?
- What else would you like us to know about you?
- How do you learn best? For example, listening to someone, reading materials, watching a video.

Understand Anchoring Treatment Goals and Preferences

Guiding Questions: Anchoring Treatment in Goals and Preferences

- What is the one thing about your health care you most want to focus on so that you can
 do [fill in desired activity] more often or more easily?
- What are your most important goals now and as you think about the future with your health?
- What concerns you most when you think about your health and health care in the future?
- What are your fears or concerns for your family?
- What are your most important goals if your health situation worsens?
- What things about your health care do you think aren't helping you and you find too bothersome or difficult?
- Is there anyone who should be part of this conversation with us?

Who Can initiate the *Conversation*?

- Patient
- Family
- Caregivers
- MD
- ANYONE else on the IDT: nurse, social worker, pharmacist, activities, housekeeping, dietary, chaplain, PT/OT

Whoever the patient is most comfortable with....
And has the time and availability (need lots of listening!)

When Should We Ask? And Re-visit?

- Admission
- Annual visit
- New Diagnosis
- Change in Condition/ Chronic Disease Progression
- Inpatient visits

Sharing "What Matters"

- Complete documents (DPOA HC, ACP, POLST)
- Document the Conversation in the EMR
- Discuss with the care team
- Incorporate into resident Care Plan
- Continue the Conversation

CHECK THE CHART:

GENERAL POWER OF ATTORNEY OF

Jane Doe

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address], City of	, State of	
hereby designate	, [attorney-in-fact's	s name], of
	[street address], City of	
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to act as set forth below, in my	name, in my stead and for my benefit,	
all powers of attorney I may ha	ave executed in the past.	

PERMITS DISCLOSURE OF POLST TO OTHER HEALTH CARE PROFESSIONALS AS NECESSARY	HIPAA F
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CAL INTERVENTIONS: "Person has pulse and/or is breathing "	agent or made rea
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Transfer to hospital if indicated. Avoid intensive care.	de materiale de
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Patient Name (last, first, middle)		Date of E	M F
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LOOK FOR 3 THINGS:

all powers of attorney I may have executed in the past.

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	[street address], City of	
State of	, my attorney-in-fact (herein	
to act as set forth below	in my name in my stead and for my benefit	

#2

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Please Share with our Team:

You will receive a link to fill out an online survey form to share how many of your residents have these 3 documents.

Please try have someone screen all your residents before our next session.

If you are too busy this month, its ok to do this next month as well.

DOCUMENT	HOW MANY HAVE?	TOTAL# RESIDENTS
Power of Attorney		
Advanced Care Planning (e.g. DPOA HC)		
POLST form		

Please Share with our Team:

As we provide ideas to help your residents & families complete these we hope that all these scores will improve.

We will ask you to do this again at the end of May

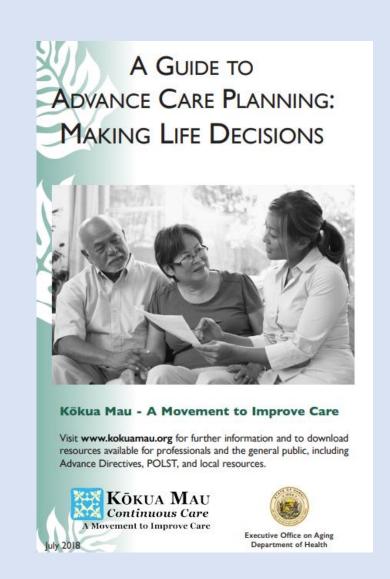
This will demonstrate that you are doing a good job helping residents achieve their wishes!



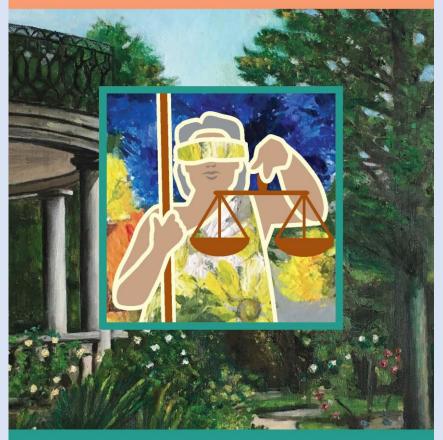
Local Resources

Online at kokuamau.org

- Tube feeding handout
- What is CPR?
- Kokua Mau Booklet "A Guide to Advance Care Planning: Making Life Decisions"



Deciding What to Do and Why Not Now?



A Legal Handbook for Hawai'i's Older Persons, Families and Caregivers

By James H. Pietsch, JD and Lenora H. Lee, PhD University of Hawai'i Elder Law Program William S. Richardson School of Law

RESOURCE

Available at www.hawaii.edu/uhelp/ or as hardcopy.

Toolkits

- IHI AFHS
 - (http://www.ihi.org/Engage/Initiatives/Age-Friendly-Health-Systems/Documents/IHI Age Friendly What Matters to Older Adults Toolkit.pdf)
- The Conversation Project
- 5 Wishes
- Vital Talks



Wellness

What Matters Most to YOU?

Your immediate family
Your grandchildren
Your church Family
Your pet
Your mango tree...



Wellness

What Things do you ENJOY?

Music, Dancing, Zumba...
Fresh vegetables from the garden
Good Barbeque
Beach



These are important to put back into your life - DO IT THIS WEEK!

And don't forget to Plan for your own healthcare

This will help everyone have peace of mind!

<u>Templates</u> | <u>Letter Project</u> | <u>Stanford Medicine</u> about writing a letter to the doctor of what matters most.

	Dear Doctor,
	My Doctor's name
	RE: What matters most to me at the end of my life
,	I have been reading and thinking about end-of-life issues lately. I realize how important it is that I communicate my wishes to you and my family. I know that you are very busy. You may find it awkward to talk to me about my end-of-life wishes or you may feel that it is too early for me to have this conversation. So I am writing this letter to larify what matters most to me.
M	ly name
W Ex gra	hat Matters Most to Me camples: Being at home, doing gardening, going to church, playing with my andchildren
xa f n	important future life milestones: mples: my 10th wedding anniversary, my grandson high school graduation, birth ny granddaughter
an k a	e is how we prefer to handle bad news in my family apples: We talk openly about it, we shield the children from it, we do not like to

NEED HELP?

- FRIDAY 3/11/22
 - 10am
 - •2pm

Mibrao@hawaii.edu





THANKS FOR CARING!