

Student Guide – One Health Case Study

Introduction: The Village at Pine Crest:

The *Village at Pine Crest* is an award-winning healthcare center offering short-term rehab, memory care, hospice care, and long term residential nursing care. The *Village* is equipped to provide complex medical treatment with an emphasis on individualized care and a strong belief in involving the family members of residents in the facility. The *Village* is designed to accommodate no more than 140 residents.

The *Village* is comprised of five distinct neighborhoods each with their own dining area, activity room and library. All of the neighborhoods have easy access to the secure garden courtyard. All residential apartments are located on the ground floor.

The acute rehabilitation neighborhood, specializing in the care of those recovering from acute surgical intervention or stroke, can lodge up to 30 clients in the 20 private rooms and 5 semi private rooms. The goal is to enable short-term rehabilitation clients to transition back to home as quickly as possible.

The memory care neighborhood is designed to provide a patient centered, safe, stimulating environment for those living with Alzheimer's or dementia. The memory neighborhood is small to enable the staff to deliver highly personalized care, focusing on individual needs. There are 20 private rooms in the memory care neighborhood. Private rooms facilitate personalized care and minimize distractions for the residents.

The hospice neighborhood can comfortably house 10 patients and their families in 10 private apartments. Apartments can easily support a family member that would like to spend the night. The two residential neighborhoods are designed to accommodate no more than 80 residents with a total of 40 private rooms and 20 semiprivate rooms. The neighborhoods are designed to provide a homelike experience with daily activities and social programs.

Services Provided:

Occupational, Physical, Recreational and Speech Therapy
 Personalized Wellness Programs
 Regular, Scheduled Care Conferences
 On Call Physician 24/7
 24-hour Emergency Response System
 Optometrist, Podiatrist and Dentist available by appointment
 Full time Social Worker support
 Weekly Nurse Practitioner Rounds
 Stroke and Cardiovascular Rehab
 Orthopedic Rehab
 Diabetic Care
 Pulmonary Management/Oxygen Therapy
 Pain Management
 24-hour skilled nursing care
 Discharge Planning

Learning Objectives: The learning objectives for each phase of this case study are as follows:

- **Preparatory Phase:**
 - Define the different types of human-animal interactions that occur in the health care setting.
 - Identify factors to ensure animal suitability, health, and well-being for human-animal interaction programs.
- **Phase I:**
 - Demonstrate successful completion of a SWOT analysis by identifying potential benefits and barriers for successful implementation of the program.
 - Create a budget and plan for financial sustainability of the program.
- **Phase II:**
 - Identify potential problems associated with the assigned program consideration area.
 - Develop policies and procedures for assigned program considerations that can impact residents, staff, visitors, and animals.
- **Phase III:**
 - Identify benchmarks for evaluating the program's success.
 - Develop a plan for evaluating progress towards the program's benchmarks.

Preparatory Phase and Background Information:

The Learning Objectives for this phase are as follows:

- Demonstrate understanding of the IPEC Core Competencies.
- Define the different types of human-animal interactions that occur in the health care setting.
- Identify factors to ensure animal suitability, health, and well-being for human-animal interaction programs.

Prior to participating in this case study, you will be asked to review the following materials prior to participating in this learning activity and complete a quiz based upon the materials.

- Introduction to Interprofessional Education:
 - Association of American Medical Colleges. (n.d.) Interprofessional Collaborative Practice Competencies. Adapted from Interprofessional Education Collaborative Expert Panel. (2011). *Core competencies for interprofessional collaborative practice: Report of an expert panel*. Washington, D.C.: Interprofessional Education Collaborative. Retrieved from <https://ipecollaborative.org/uploads/IP-Collaborative-Practice-Core-Competencies.pdf>
- How animals are used in health care settings to improve quality of life:
 - The Eden Alternative: <https://www.youtube.com/watch?v=ZKRMd-r2dN8>
 - Sasha the Therapy Dog: <https://www.youtube.com/watch?v=hvdfhakoUTQ>
- Benefits of different types of human-animal interactions that occur in the health care setting:
 - Morrison, M. L. (2007). Health benefits of animal-assisted interventions. *Complimentary Health Practice Review*, 12(1), 51-62. DOI: 10.1177/1533210107302397. Available from <http://www.pawsforpeople.org/wp-content/uploads/2012/08/Health-Benefits-of-Animal-Assisted-Interventions.pdf>
- Factors that must be considered to ensure safe and appropriate human-animal interactions in the health care setting:
 - International Association of Human-Animal Interaction Organizations (IAHAIO). (2013). *IAHAIO 2013 Chicago Declaration*. Available from <http://www.iahaio.org/files/declarationchicago.pdf>
 - Please go to <http://www.aai-int.org/aai/standards-of-practice/> and retrieve the following documents.
 - General standards of practice for animal assisted activity, animal assisted education, animal assisted therapy and animal support.
 - Standards for health and welfare of dogs working in a range of interventions.

Phase I: Introduction of Scenario, SWOT Analysis, and Budget Development

The Learning Objectives for this phase are as follows:

- Demonstrate successful completion of a SWOT analysis by identifying potential benefits and barriers for successful implementation of the program.
- Create a budget and plan for financial sustainability of the program.

During this case study, you will work with your Interprofessional Team to address the following case scenario:

The *Village at Pine Crest* is an award-winning healthcare center offering short-term rehab, memory care, hospice care, and long term residential nursing care. The *Village* is equipped to provide complex medical treatment with an emphasis on individualized care and a strong belief in involving the family members of residents in the facility. The *Village* is designed to accommodate no more than 140 residents.

The *Village* is comprised of five distinct neighborhoods each with their own dining area, activity room and library. All of the neighborhoods have easy access to the secure garden courtyard. All residential apartments are located on the ground floor.

A new administrator has arrived and is interested in exploring options for integrating animals into the environment. An interprofessional team is being formed to explore the feasibility of implementing programs involving residential and/or therapy animals into the facility. The team will be asked to examine multiple aspects of program development including:

- SWOT analysis
- budget
- policies and procedures for program(s)
- identification of roles of volunteers and staff
- identification of tools for program evaluation purposes

Activity #1: Roles and Responsibilities

Your first task is to identify the roles and responsibilities of the professionals represented in the team. Please be sure to think about others who are not members of your team today but whom would be important to include in the process.

1. Who are the members of your team?	2. What is the role for each team member?	3. What needs to be done to develop this program?	4. Who is responsible for each need identified?	5. Who else do you want on your team and why?

Activity 2: SWOT Analysis

Your second task is to complete a “SWOT analysis” worksheet to help the team identify potential strengths, weaknesses, opportunities, and threats associated with implementing the programs at *The Village at Pine Crest*

SWOT Analysis

<p><u>Strengths</u></p>	<p><u>Weaknesses</u></p>
<p><u>Opportunities</u></p>	<p><u>Threats</u></p>

SWOT

Activity #3: Budget

Your third task is to complete a budget to help the team identify potential costs associated with implementing the programs at *The Village at Pine Crest*. Be sure to consider both start-up and ongoing costs associated with the program.

Budget

Item	Justification (use)	Cost
Total		

Phase II: Program Considerations

The Learning Objectives for this phase are as follows:

- Identify potential problems associated with the assigned program consideration area.
- Develop policies and procedures for assigned program considerations that can impact residents, staff, and animals.

Activity #4: Program Considerations

Your fourth task is to think about the “Program Consideration” assigned to your team and identify and reflect upon potential concerns that could arise in regards to the specific consideration, and policies and procedures that could be developed to address these considerations. Be sure to consider the perspectives of the residents, staff, visitors, and animals as you develop your responses.

Program Consideration: _____

	What are the potential problems?
Resident	
Staff	
Animal	
Visitors	

What polic(ies) should be developed in regards to these problems?
What procedure(s) should be developed in regards to these problems?

Keep the following definitions in mind as the activity is completed:

- Policies are written statements that describe how an organization conducts itself. Policies are rules and principles that help guide decision making.
- Procedures are written sets of steps that describe how a particular task should be completed.

Phase III: Outcomes Evaluation

The Learning Objectives for this phase are as follows:

- Identify benchmarks for evaluating the program's success.
- Develop a plan for evaluating progress towards the program's benchmarks.

Activity #5: Outcomes Evaluation

Your fifth task is to work with your team to identify procedures for evaluating the outcomes of your program at *The Village at Pine Crest*. As you complete the worksheet, be sure to consider how you will maintain the quality and occupancy rates at the facility.

1. What will you measure to ensure program success?	2. How will you measure it?	3. How will you collect it?	4. Who is responsible?	5. What is the timeline?

About the Authors

Jean Prast, OTD, OTRL is an Assistant Professor in the Master of Science in Occupational Therapy Program at Saginaw Valley State University. She has been an occupational therapist for 13 years in a variety of settings including inpatient acute care, outpatient, community-based practice, and academics. Her specialty areas include neurology, program development, fieldwork education, and interprofessional education. She also serves as the Coordinator for Interprofessional Education in the College of Health and Human Services.

Ellen Herlache-Pretzer, Ed.D., MA, OTRL is an Assistant Professor and Program Director for the Master of Science in Occupational Therapy Program at Saginaw Valley State University. She has been an occupational therapist for 13 years in settings including acute care inpatient, outpatient, community-based practice, and low vision rehabilitation. She also works as a Field Representative and Foster Puppy Raiser for Paws With A Cause, an organization that trains assistance dogs for people with various disabilities including hearing impairments, mobility impairments, seizure disorders, and families of children with autism.

Andrea Frederick, DHA, MSN, RN, is Assistant Professor of Nursing at Saginaw Valley State University. Previously, she was a director of nursing at MidMichigan Medical Center in Midland, Michigan. Her career in nursing, nursing management and health care administration spanned over thirty years. Her academic interests include critical care nursing, continuing education for RNs, health care finance, and interprofessional development. Dr. Frederick emphasizes the value of diversity in thought and experience that people of differing backgrounds bring to solving complex health care problems.

Meghan Baruth, PhD is an Assistant Professor of Health Science at Saginaw Valley State University. She is a behavioral scientist with a background in public health and exercise science. She has been involved in the development, implementation, and evaluation of a number of community-based, behavior change interventions focusing on physical activity and dietary change in various populations.

Lucy Mercier, LMSW, PhD is Professor and Director of the Social Work & Youth Services programs at Saginaw Valley State University. She worked as a psychiatric social worker, family therapist, and in the fields of family violence and chemical dependency prior to her academic career. She researches and publishes in the areas of family diversity, gender and sexuality, and service learning in higher education.