The Portrait, the Mirror, & the Landscape

A national collaboration towards a unified approach to training for health professionals in person centred approaches to responsive behaviour

Holly Markwell
DTSC Educator, SA/NT
ADI Perth 2015
What is the Portrait, the Mirror & the Landscape?

- One day face to face workshop
- DTSC National project – lead by SA/NT DTSC
- Collaboration with DBMAS and DCRC
- Steering committee with representatives across the three agencies
What is the Portrait, the Mirror & the Landscape?

- Representative of three domains of working in a dementia care setting
  - **The Portrait**: knowing and valuing the person and weaving this understanding into care practices
  - **The Mirror**: encouraging self-reflective practice within the context of care and work relationships
  - **The Landscape**: local and wider context in which care occurs informed by both tangible and intangible elements
Project aims

- Develop training to provide national consistency in person centred approaches to responsive behaviour
- Ongoing partnership with DBMAS and DTSC in the development and delivery of the workshop
Project methodology

- Steering committee established - partners across DTSC, DBMAS & DCRC
- Review of existing training packages
- Input provided by DBMAS Clinical Behaviour Consultants
Project methodology continued...

- DTSC/DBMAS co-delivery of workshop pilots: Adelaide, Brisbane & Canberra
- *Train the Trainer* version in Melbourne with DBMAS Victoria & Tasmania
- Workshop ‘evolution’ based on feedback from all 4 sessions to date
- Knowledge translation feedback tool
- Development of a pathway model to facilitate knowledge translation
# Brief outline of the workshop

<table>
<thead>
<tr>
<th>Setting the groundwork</th>
<th>Workshop themes and language</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The Portrait: an example</td>
</tr>
<tr>
<td>From theory to practice</td>
<td>CAUSED Model Concept Mapping</td>
</tr>
<tr>
<td></td>
<td>(Aberdeen et al, 2010)</td>
</tr>
<tr>
<td>Bringing it together holistically</td>
<td>Person centred care – VIPS Model</td>
</tr>
</tbody>
</table>
Concept mapping role play

Case study/role play 6
participants per group:
The facilitator
The collaborator
The strategist
The idealist
The observer
The naysayer

“The concept mapping was the best activity that I have been involved in. I have been to many workshops with activities and they have not impressed me as much as this has. I overheard other attendees in deep discussion with this mapping technique as well. I brought 2 staff with me today and they are feeling very positive about putting this in place. “
## Evaluation of the pilots

<table>
<thead>
<tr>
<th>Location</th>
<th>Participants</th>
<th>Overall rating scale 1-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adelaide</td>
<td>16</td>
<td>9.5</td>
</tr>
<tr>
<td>Brisbane</td>
<td>17</td>
<td>9.2</td>
</tr>
<tr>
<td>Canberra</td>
<td>18</td>
<td>9.1</td>
</tr>
<tr>
<td>Melbourne (TtT)</td>
<td>19</td>
<td>9.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>70</strong></td>
<td><strong>9.3</strong></td>
</tr>
</tbody>
</table>
## Content evaluation - quality

<table>
<thead>
<tr>
<th>Content</th>
<th>Rating scale 1-5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1=very poor, 2=below average, 3=average, 4=above average, 5=excellent</td>
</tr>
<tr>
<td>CAUSED concept mapping role play</td>
<td>4.7</td>
</tr>
<tr>
<td>Workshop themes/Ray’s story</td>
<td>4.6</td>
</tr>
<tr>
<td>Engagement/activities</td>
<td>4.6</td>
</tr>
<tr>
<td>BPSD summary</td>
<td>4.5</td>
</tr>
<tr>
<td>Pain/delirium/medication</td>
<td>4.5</td>
</tr>
<tr>
<td>Person centred care/VIPS model</td>
<td>4.5</td>
</tr>
<tr>
<td>Behaviour models</td>
<td>4.4</td>
</tr>
</tbody>
</table>
Participant feedback

“I can be more creative and turn 'tasks' into opportunities for meaningful engagement. In moments of frustration I will stop and refocus on the portrait rather than the landscape.”

“Loved the role play as it not only spoke about the topic but also highlighted the culture of care within an organisation.”

“Concept mapping/role play was a fantastic activity - well planned. It was fun but also brought out lots of good information.”

“Amazing education session.”
Knowledge Translation Feedback Survey

- Adelaide - 6 months post
- Brisbane and Canberra – 4 months post
- 36% response rate (survey completed in full)
## Feedback

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you changed an aspect of your own personal professional practice?</td>
<td>62.5%</td>
<td>37.5%</td>
</tr>
<tr>
<td>Have you tried a new procedure, technique, or other intervention?</td>
<td>75%</td>
<td>25%</td>
</tr>
<tr>
<td>Have you supported another staff member to make a change?</td>
<td>56%</td>
<td>44%</td>
</tr>
<tr>
<td>Have you changed a practice or routine on your &quot;unit&quot; or in your workplace?</td>
<td>44%</td>
<td>56%</td>
</tr>
</tbody>
</table>
How often have you used skills/knowledge from this workshop in your professional practice?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nearly all the time</td>
<td>50%</td>
</tr>
<tr>
<td>Half of the time</td>
<td>25%</td>
</tr>
<tr>
<td>1-2 times</td>
<td>12.5%</td>
</tr>
<tr>
<td>Unsure</td>
<td>12.5%</td>
</tr>
</tbody>
</table>
Participant feedback

“Given me more confidence as an RN to voice concerns & implement change.”

“Trying to be more mindful and look at the person as a whole and valuing their life experiences.”

“It is not always possible to know all the details of a client’s history but we have changed our initial assessments to give our counsellors the opportunity to ask more background questions.”
Future plans
Knowledge translation pathway

Key staff attend PML workshop

DTSC facilitates 1st component of CM3: Case study/role play concept mapping

DBMAS provides mentoring component of "Live" concept mapping process

Ongoing mentoring meetings
Further cycles of CM3 to reach a critical mass of staff

CM3 = Concept mapping module/mentoring
Facilitator preparation to deliver DCRC modules

Key staff attend PML workshop

Deliver DCRC “In service” one hour modules on BPSD
Where to from here?
Special thanks

Steering Committee

Elizabeth Beattie (DTSC/DCRC)
Charise Buckley (DBMAS)
Kim Burns (DCRC)
Rajiv Chand (DTSC)
Julie Elliott (DBMAS)
Kate Hawkins (previously DBMAS)

Mary Ingrames (previously DBMAS)
Sandra Jeavons (DTSC)
Kathryn Mifsud (DBMAS)
Gina Murphy (DTSC)
Tim Wallace (DBMAS)
Margaret Winbolt (DTSC)
Special thanks

DBMAS Victoria and Tasmania
DBMAS South Australia
Belinda Goodenough and Fallon Forbes

Co-presenters
Emerson Castro (DBMAS SA)
Charise Buckley (DBMAS ACT)
Heather Campbell (previously DBMAS QLD)
References


Thank you!

Contact details

Holly Markwell
DTSC Educator, SA/NT
Phone: 08 8372 2100
holly.markwell@alzheimers.org.au