Residential aged care: Stagnant or stimulating for future graduates?

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Brightwater Care Group

- Established in 1901
- Not-for-profit organisation in Western Australia
- Aged care and disability service provider in addition to commercial services in linen and catering
- 23 facilities, a retirement village and community care services
- Employs over 2000 people
Interprofessional Education Program at Brightwater

• Project is part of the NHMRC Cognitive Decline Partnership Centre (CDPC)
• Conducted at one of Brightwater’s residential aged care sites – Madeley (110 beds)
• Final year university students from various health specific disciplines across 3 universities undertake their clinical placement
• Placement length varies from 2 to 10 weeks
• Facilitated by interprofessional coordinators in an interprofessional environment
• Provides theory and training in working with people experiencing cognitive decline
• During 2013 and 2014 there were 125 students
Student Activities in 2014

- Additional Weeks of Care: 284
- Orientation: 27
- Case Studies & GP Rounds: 48
- IPE Education Sessions: 141
- Student Led Staff Training: 6
- Student Led Resident Programs: 394
How are we measuring outcomes?

Residents & Families

Staff

Students
Students

1. Readiness for Interprofessional Learning Scale (RIPLS) (Pre & Post)
2. Interprofessional Education Feedback Form (Post)
3. Student Education Evaluation Form (Post)
4. The Tool for Understanding Resident’s Needs as Individual Person (TURNIP) (Pre & Post)
5. Semi-Structured Interviews and Focus Groups (Post)
1. Readiness for Interprofessional Learning Scale (RIPLS)

- Originally developed by Parsell and Bligh, to evaluate attitudes and perceptions of students regarding IPE
- Assess if the readiness increases Pre and Post IPE placement
- 19 item, 5 point Likert scale, 4 subscale
- 2013/14 response rate 73.6% (n=92)
- Mean age was 24.1, 33.7% Male; 66.3% Female
- 37.5% had previous IPE learning experience

Respondents by Discipline

- Dietetics
- Nursing
- Pharmacy
- OT
- Medicine
- Physiotherapy
- SP
<table>
<thead>
<tr>
<th>Subscales</th>
<th>Range of Possible Score</th>
<th>Pre</th>
<th>Post</th>
<th>Difference</th>
<th>Positive Direction of change</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teamwork &amp; collaboration</strong></td>
<td>5-45</td>
<td>41.51</td>
<td>43.23</td>
<td>1.7</td>
<td>Yes</td>
</tr>
<tr>
<td>High score implies that students agree with the importance of cooperative learning with students from other professions</td>
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<tr>
<td><strong>Negative professional Identity</strong></td>
<td>3-15</td>
<td>4.49</td>
<td>4.28</td>
<td>-0.21</td>
<td>Yes</td>
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<tr>
<td>High score implies that students do not value cooperative learning with other health care professionals</td>
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<tr>
<td><strong>Positive professional Identity</strong></td>
<td>4-20</td>
<td>17.74</td>
<td>18.56</td>
<td>0.83</td>
<td>Yes</td>
</tr>
<tr>
<td>High score implies that students value shared learning experiences such as improving communication, problem solving and team skills</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Roles and responsibilities</strong></td>
<td>3-15</td>
<td>9.24</td>
<td>8.70</td>
<td>-0.54</td>
<td>Yes</td>
</tr>
<tr>
<td>High score implies an unclear or distorted perception of one’s own role and that of others</td>
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RIPLS (n=92)
RIPLS Subscales

- Teamwork & collaboration
  - Post IPE Placement (n=92): 43.23
  - All Other Health Professionals* (n=87): 39.3

- Negative professional ID
  - Post IPE Placement (n=92): 4.28
  - All Other Health Professionals* (n=87): 12.5

- Positive professional ID
  - Post IPE Placement (n=92): 18.56
  - All Other Health Professionals* (n=87): 12.1

- Roles and responsibilities
  - Post IPE Placement (n=92): 8.7
  - All Other Health Professionals* (n=87): 11.4

Student Quotes from the RIPLS Post Survey

IPE has been invaluable in helping me understand the roles of Allied Health professionals and how to work as a team. I will, in future, know when/to whom to report health statuses out of my scope. I will carry this throughout my working career.

I am very grateful for this clinical placement within aged care. It definitely has enhanced my nursing skills and [I have] become more confident to work in aged care in the near future. The enhancing experience of interprofessional learning and share skills and knowledge with my IPE peers has been beneficial.
2. Interprofessional Education Feedback Form

- Developed by Brightwater Care Group as a continual improvement tool for the program
- Administered post placement
- Consists of open and closed questions
- 2013/14 response rate 90.4% (n=113)
The placement was well organised.

I was given adequate support at the site.

I received valuable feedback during my placement.

Organisational Support for Facilitating Learning

Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
Don't Know
Not Applicable
The placement allowed development of my clinical/IPE knowledge and skills.

I feel confident I can now apply this to my workplace.

The placement allowed me to work with staff and students from other disciplines.
Future Employment in Aged Care

I was considering employment in the Aged Care sector before undertaking this placement.

The placement encouraged me to consider aged care as a future employment choice.

I would work for Brightwater if there was a job in my area of interest.
Suggestions from Students

• More education on IPE concepts early in program
• Increased time with other disciplines
• Increased time with supervisor
• Opportunities for ongoing IPE project work
• Increased length of placement
• Increased promotion to Universities
Workforce

• This experience will help shape the workforce for the future
• 7 past participants are currently employed with Brightwater:
  - 1 x Speech Pathologist
  - 3 x Care Workers (still completing nursing studies)
  - 1 x Registered Nurse
  - 1 x Occupational Therapy (OT)
  - 1 x Community Support Worker (recent OT graduate)
• A workforce competent in aged care will result in improved outcomes for residents
Outcomes for IPE at Brightwater

Short Term:
• Improve knowledge for students and staff
• Demonstrate and learn interprofessional practice
• Change students perceptions of aged care and working with older adults
• Increase the wellbeing of residents

Long Term:
• Collaborative practice ready workforce
• Workforce ready to provide quality care for people with cognitive and related functional decline
• People with cognitive and related functional decline having a high quality of life and improved health outcomes
Questions?

Acknowledgements:
Residents who have participated in the IPE program
Staff from the Brightwater Madeley facility
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Brightwater Research Centre Staff
Helping Hand, Hammond Care, Alzheimer’s Australia Consumer Dementia Research Network

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