Dementia specific communication skills training for community aged care staff: Examining the influence of motivation on training outcomes

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Corporate partnerships • Translating evidence • Research partnerships

Translating dementia research into practice
Acknowledgments

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- The research was conducted at the University of Queensland.
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Communication and Dementia Care

- Social interaction is key to wellbeing and personhood

- Difficulties with every-day communication is a prominent and distressing feature of dementia
  - Contribute to stress and frustration for the person
  - Impedes expression of personhood
  - Contribute to caregiver stress

- Conversation partner needs to accommodate to the individual with dementia
Communication skills training

• Community aged care staff play key role in facilitating social engagement

• Important to provide specific training for aged care staff in communication strategies for working with people with dementia
MESSAGE Training

- Training DVD content
  - Introduction to communication changes in dementia
  - MESSAGE Strategies for Care Staff
  - Teaching Examples for discussion
- Individual Feedback
- Previously research suggests MESSAGE Training has a significant positive impact on care staff knowledge (e.g., Broughton et al., 2011)

MESSAGE
M – MAXIMISE attention
E – EXPRESSION and body language
S – Keep it SIMPLE
S – SUPPORT their conversation
A – ASSIST with visual AIDS
G – GET their message
E – ENCOUARGE and ENGAGE in communication
The current investigation

- Part of a larger randomized controlled investigation to examine outcomes of communication skill training (*MESSAGE Communication Strategies in Dementia* Training) for community-based aged care staff
- Exploratory analysis of the impact of staff self-rated motivation on outcomes of a communication skills training program for care staff
Maximizing Training Success in Aged Care

- Training of aged care staff is considered one way to improve quality of care and reduce staff turnover (e.g., McCabe et al., 2007)

- Factors for success of training to increase skills and generate changes in care include:
  - Staff receptiveness to learning (Burgio et al., 2000)
  - Staff motivation (Burgio et al., 2000; McCabe, Davison, & George, 2007; Nolan et al., 2008)
  - Staff confidence (Nolan et al., 2008)
  - Organizational/Management level support (Nolan et al., 2008)

- Limited direct measurement of staff motivation in communication training studies and its influence on outcomes
Participants and Design

- Pre-test – post-test study
- Current analysis focus on Training Group
- N = 22 community-based aged care staff

<table>
<thead>
<tr>
<th>Age</th>
<th>54 years (range: 38-66)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>82% Female</td>
</tr>
<tr>
<td>Years Dementia Care experience</td>
<td>6.5 years (range: &lt;1-18)</td>
</tr>
<tr>
<td>Role:</td>
<td></td>
</tr>
<tr>
<td>RN or EN</td>
<td>4.5%</td>
</tr>
<tr>
<td>In home Care worker</td>
<td>72.7%</td>
</tr>
<tr>
<td>Day center Care worker</td>
<td>22.7%</td>
</tr>
</tbody>
</table>
Procedure

- **Outcome Measures**
  - Communication Support Strategies in Dementia Knowledge test (CSSD)
  - Self Efficacy
  - Preparedness to provide care
  - Modified Nursing Care Assessment Scale (Strain) (Kleinman, et al. 2004)
  - Motivation to learn (MTL) (adapted from Tharenou, 2001)

Baseline:
- Knowledge
- Self-Efficacy
- Preparedness to provide care
- Strain
- MTL

Training:
- MESSAGE training session
- Immediate post knowledge
- Individual feedback

Follow-up:
- Knowledge
- Self-efficacy
- Preparedness to provide care
- Strain

Analysis:
- Median split: High v less high motivation
- Baseline to Follow-up comparison
Analysis

- Staff separated into subgroups ‘higher’ and ‘lower’ motivation for the current cohort
  - Median split on motivation scale
  - Median = 36
  - Higher group n = 11
  - Lower group n = 10
- Within group comparison (Wilcoxon) between baseline and follow-up outcome measure scores:
  - Knowledge
  - Self-efficacy
  - Preparedness to provide care
  - Strain in Nursing Care
Results

- Higher motivation subgroup analysis:

<table>
<thead>
<tr>
<th>Measure</th>
<th>Baseline (BL)</th>
<th>Follow-up (FU)</th>
<th>Comparison BL to FU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Support Strategies in Dementia</td>
<td>7.82 (3.22)</td>
<td>11.68 (2.10)</td>
<td>Z=-2.938, p=0.003*</td>
</tr>
<tr>
<td>Self-Efficacy</td>
<td>45.60 (9.29)</td>
<td>53.14 (4.75)</td>
<td>Z=-2.092, p=.036*</td>
</tr>
<tr>
<td>Strain in Nursing Care</td>
<td>63.35 (14.06)</td>
<td>55.12 (14.59)</td>
<td>Z = -1684, p=.092</td>
</tr>
<tr>
<td>Preparedness to provide care</td>
<td>28.89 (4.94)</td>
<td>33.50 (4.01)</td>
<td>Z=-1.965, p=.049*</td>
</tr>
</tbody>
</table>

*Note. Mean score and standard deviation in parentheses. *Significant difference (p value <.05)
Results

- Lower motivation subgroup analysis:

<table>
<thead>
<tr>
<th>Measure</th>
<th>Baseline</th>
<th>Follow-up</th>
<th>Comparison BL to FU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Support Strategies in Dementia</td>
<td>8.75 (2.52)</td>
<td>9.30 (2.14)</td>
<td>Z= -.535, p=.592</td>
</tr>
<tr>
<td>Self-Efficacy</td>
<td>43.56 (7.35)</td>
<td>44.22 (3.07)</td>
<td>Z= -0.938, p=348</td>
</tr>
<tr>
<td>Strain in Nursing Care</td>
<td>64.13 (12.70)</td>
<td>56.39 (13.86)</td>
<td>Z = -2.207, p=.027*</td>
</tr>
<tr>
<td>Preparedness to provide care</td>
<td>28.83 (1.06)</td>
<td>30.61 (2.62)</td>
<td>Z= -1.550, p=.121</td>
</tr>
</tbody>
</table>

Note. Mean score and standard deviation in parentheses. *Significant difference (p value <.05)
Discussion & Conclusions

• Supports suggestion that staff motivation to learn from training can impact success of training outcomes:
  – Positive influence on direct outcome of training (knowledge)
  – Positive outcomes for factors that contribute to staff satisfaction

• Reduction in strain in nursing care for ‘lower’ group
  – Reflect staff comments that training provides reassurance for current practice
  – Reflects control group outcome of significant reduction in strain
Discussion & Conclusions

• Consideration of staff motivation before delivering training in order to optimize outcomes
  – Link training to certification or career progression
  – Positive learning culture (support, feedback, supervision)
  – Influence of organizational or management supports

• Acknowledge the preliminary nature of this analysis with limitations
References


