Making TRACS …..the Footprint of Aged Care Learning Organisations

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Aged Care: Quiet Achievers

- Aged care is one of the most complex of human services and faces multiple challenges that require skill, knowledge, clever and creative use of resources and the capacity for innovation.
- Yet this is rarely recognised beyond the aged care sector.
Innovation from Challenges

‘It is difficult to imagine an area of public policy that is more important than aged care or one which is more challenging’

(Peter Shergold, Chair Aged Care Reform Implementation Council, 2012).

- Thinker in Residence, Geoff Mulgan identified ageing as a priority field and argued that South Australia should be identified by COAG as a ‘State-based laboratory’ developing innovations in ageing.
- SA already has a recognised track record as leading innovation in aged care, and among policy makers is often referred to as a Laboratory State.
Innovation from Collaboration

Collaboration has always been at the heart of innovation, but meeting the economic and social challenges of the 21st century will require more extreme partnerships – ones that cross previously sacrosanct organisational, geographical and disciplinary boundaries (NESTA 2007: 1).

- Collaboration across disciplines and sectors is well suited to complex problem solving
- This is the heart of the TRACS model
Teaching and Research Aged Care Services

- TRACS Program **drivers** –
  - need to treble aged care workforce by 2050
  - Need sufficiently skilled workforce to provide high quality care and meet the demands set by national reform
- Funding **16** aged care and education partnerships across the country that combine teaching, research, and formal care
- Distinct but linked by shared purpose of developing ‘**learning organisations**’ that support student clinical placements and workforce professional development
**TRACS Rationale**

- Clinical placement in a **teaching hospital** focused more on emergency needs and occurs over a relatively brief timeframe.
- Clinical placement in a **teaching aged care service** focused on complex and chronic care needs and students work with older people over longer periods of time.
- Clinical placement in a teaching aged care service provides more effective preparation for working with older people, an important outcome given population ageing.
The TRACS Model

‘We have teaching hospitals in the health sector but we have not traditionally had teaching aged care centres. (TRACS) ... enables us ... to bring together the right mix of education and clinical practice to develop a more effective approach to aged care. For residents, that means a more complete service that caters for their changing needs and is more responsive, making use of the latest research and evidence about care and support. For students, workers, providers and the aged care sector more generally it is about creating the best possible learning environment and making aged care an attractive and exciting industry to work in.’

(Former Minister Butler, Opening the G-TRAC Centre, 2013)
Changing Perceptions

- TRACS has broader goal of building and legitimising aged care’s role in teaching and in research.

- Requires **significant shift in perception of role** because research is associated with universities, and health workforce training is associated with ‘Teaching Hospitals’.

- In reality, aged care providers are often involved in both roles, but typically receive neither resourcing nor recognition to do so.

- TRACS projects are showcasing the aged care sector’s research and workforce training roles, and capturing lessons about how to build these for the sector as a whole.
TRACS across Australia
Funding to Innovate

- Proportionately more TRACS projects are located here in SA than in any other State (4 of the 16 funded).

- TRACS = rare instance of government resourcing innovation in aged care

- TRACS is funding people to think and create and share the lessons learned

- Most of those selected have established history of leadership and innovation in aged care and TRACS builds on this important foundation
Features presented today

- Purpose built Infrastructure
- Well designed Clinical Placements
- Inter Professional Learning focus
- Building current aged care Workforce Capacity
- Providing Accessible learning opportunities
- Building Learning Organisations
- Building Research Capacity and an Evidence Base for Care
- Building Effective Partnerships and Collaboration
Adelaide Geriatrics Training and Research with Aged Care (G-TRAC) Centre

- **Lead:** The University of Adelaide
- **Partner:** Resthaven Inc

- **G-TRAC Centre**
  - **Site:** Resthaven, Paradise
G-TRAC Teaching Research & Learning

- Purpose-designed teaching and research facility at Resthaven’s Paradise site with well equipped seminar, clinic, and student and research areas
- Building designed to enable students to work in real clinical setting with Resthaven clients, and to have dedicated learning spaces that are supported with IT resources
- G-TRAC Centre acting as a Learning Hub for health and aged care providers in the region to meet for seminars and other learning-related activities
- G-TRAC becoming a key Research Hub on geriatric health and care with a series of aged care-focused projects being developed
G-TRAC: Medical student training

- Strong involvement of aged care workforce, GPs, Geriatricians and Medical Registrars in training

- Students in 4th and 5th years undertake placements at G-TRAC Centre where they complete Geriatrics and General Practice Placement

- Students work closely with Resthaven clients and staff

- There has been an increase in student numbers and increased interest in working with older people

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ViTA - The Interprofessional Learning Delivering Good Lives project

Combines teaching, research, aged care, health care and rehabilitation services in one location

- **Lead:** ACH Group
- **TRACS Partner:** Flinders University

TRACS part of larger ViTA infrastructure and development of an [Inter Professional Learning framework](#) for students on placement and embedding this model in ACH Group’s staff training, research and care
ViTA Infrastructure

New **Teaching Aged Care and Rehabilitation Facility** housing:

- **60** new **residential aged care** places operated by ACH Group and funded by the Australian Government

- **40** existing **transition care/flexible care** places operated by ACH and funded by the SA Government through the Adelaide Health Service

- **20** **sub-acute rehabilitation** places operated by the SA Department of Health with funding from the Australian Government
ViTA Teaching

- Additional 450 to 500 placements at the ViTA site alone
- State-of-the-art, dedicated teaching facility that includes lecture theatres, tutorial rooms and simulation labs
- Students will have access to training on robotic-based therapies and learn through student-led wards and services
- Will also provide online teaching, and be linked to SA rural areas to provide education and training

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Preparing an Aged Care Workforce: Building the Model for Teaching and Research in Aged Care

**Lead:** Resthaven Inc

**Partners:**
- University of Adelaide
- TAFESA
- Workforce Capacity Building project
Preparing an Aged Care Workforce: Building the Model for Teaching and Research in Aged Care

- Overarching **Framework for Teaching, Research and Workforce Development** directly linked to Resthaven’s strategic planning processes and future direction setting

3 areas of focus:

1. **Workforce development** – includes focus on attracting students and others into the workforce and on increasing retention rates; promoting a learning culture; developing career pathways that involve both VET training and higher education.

2. **Teaching** - Clinical placement and Curriculum development

3. **Research** – based on a Resthaven research agenda that is currently under development.
Preparing an Aged Care Workforce: Building the Model for Teaching and Research in Aged Care

- Framework is mapped against relevant compliance systems and processes – external and internal to Resthaven
- A **Champions Strategy** applied to leading change in implementing the Framework
- Implementation steps include **Workforce Skills Audit, Workforce Training Audit, Re-designed Workforce Training and Development Strategy, Review of Clinical Placement model, Re-designed Placement Strategy**, establishment of **Learning Hubs** (Paradise and Mitcham sites), **Review of Curriculum** and re-developed **Research Agenda**

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ReSeE (Resident Experience, Student Experience, Employability) - Promulgation of a Student Placement Model

Lead: University of SA

Partners:
- Helping Hand Aged Care
- TAFESA
- Mary Mackillop Care SA
- Eldercare Incorporated
- Clayton Church Homes
- Aged and Community Services SA/NT
Helping Hand led component

- Builds on Centralised Clinical Placement system, also web-based, developed pre-TRACS in partnership with UniSA
- Extends this from the higher education to the VET sector in partnership with TAFESA
- Builds on development of Inter Professional Learning model applied to clinical placement
- Includes employment of Inter Professional Learning Facilitators at Helping Hand
- Includes linking students to a Helping Hand Research Project

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UniSA led component

• Builds on partnership established with Helping Hand pre-TRACS that included joint research on IPL focused workforce development and building centralised clinical placement model

• Extends the model to 3 additional aged care partners:
  ➢ Clayton Church Homes
  ➢ Eldercare Inc
  ➢ Mary McKillop Care

• By October 2013 placements at these 3 organisations had increased significantly

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Sumner House of Excellence

- **Lead:** Brotherhood of St Laurence
- **Partner:** Royal Melbourne Institute of Technology (RMIT)

- Sumner House supports financially disadvantaged clients with complex need
- **Workforce Capacity Development** project focused on current and future workforce. Includes:
  - Analysis of needs and preferences of residents and families
  - Skills Audit of workforce with a focus on CDC capacity
  - Re-designed training and mentoring programs
  - Input into curriculum design at RMIT

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The Tri-focal Model of Care: Teaching and Research Aged Care Services

**Lead:** Deakin University (Centre for Innovation & Education in Aged Care)

**Partners:**
- Western Districts Health (2 sites)
- Cabrini Health (1 site)
- Southern Health (2 sites)

- Project extends roll-out of this model developed through earlier work by Deakin and aged care and health partners
- Model and its training program aligned with industry accreditation and ACFI
- Implemented via workplace Educators – **Evidence Based Practice Leaders**

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St John's & The Centre TRACS
Community Partnership

Lead: St John’s Village, Wangaratta

Partners:

- The Centre for Continuing Education Inc.
- Jobs Services Australia (2 agencies)
- Working relationships with two local TAFE institutes
- Clinical placement relationships with University of Charles Sturt, La Trobe University and Monash University
- Working relationships with 4 local aged care providers

• **Supported Career Pathway** for St John’s staff to progress through qualifications from Certificate III in Aged Care to Bachelor of Nursing.

• Supports small number of employees to complete Certificate IV in Training and Assessment to foster a **workplace training program**

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CHART - Cooperative Healthy Ageing Research and Teaching Service

**Lead:** University of Canberra

**Partners:**
- Calvary Retirement Community, Canberra
- Illawarra Retirement Trust, Kangara Waters
- The Salvation Army Aged Care Plus, Goulburn
- Banksia Village, Broulee, NSW
- Canberra Institute of Technology
- Key2Learning (RTO specialising in aged care training)
- Healthcare Consumer Association
- Alzheimer's Australia NSW
- ACT Health Directorate – Rehabilitation, Aged and Community Care

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CHART

- Extends **Student Nurse Led Ward** model of clinical education in residential aged care (developed pre-TRACS) to other health disciplines and from the higher education to the VET sector.

- Goal to develop **Inter Professional Learning** placement model.

- Quarterly online **interactive seminar series** focusing on clinical care.


- **CHART Liaisons** at 4 Aged Care Partners.

- **Academic Mentors** paired with Liaisons to support **Action Research**.
A Model for Psychologists Working in Residential Care

Lead: Southern NSW Local Health District Aged Care Evaluation Unit

Partners:
- Australian National University (ANU)
- Goodwin Aged Care Services Ltd (Ainslie, Farrer and Monash sites)

- Demonstrating place of clinical psychologists in aged care workforce
- Piloting one year clinical placements by senior clinical psychology students each supported by a qualified clinical psychologist
- Provides information training and support to Goodwin staff
- Provides training and information to residents and families via group seminars on issues such as, pain management and sleep
- Senior managers from Goodwin report that the project is bringing benefits for staff and residents and their families

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Real Cases, Real Time

**Lead:** Hammondcare, NSW

**Partners:**
- University of NSW
- Catholic Healthcare

- Clinical education program with two streams of 10 sessions each
- Stream 1 for higher education trained workforce & Stream 2 for VET trained workforce
- Live site at Hammondville site in SW Sydney, video-conferencing to reach all Hammondcare sites
Real Cases, Real Time

- Uses **Case Method Teaching Technique** developed at Harvard - richly detailed case of a person continuing over a couple of decades of their life
- Highly **participative** learning
- **Inter Professional Learning** model applied
- Certificate of Completion; RN credentialing from participation
- Builds on existing partnership between Hammondcare & UNSW

- funding by Hammondcare of UNSW **Hammond Chair of Positive Ageing and Care**
- **Conjoint academic appointment** of Hammondcare CMO at UNSW

Contact Anne Loupis - aloupis@hammond.com.au

HammondAtHome South West Sydney Manager participating in the first session
RSL Research and Practice Development

- **Lead**: RSL LifeCare Ltd, NSW
- **Partner**: Australian Catholic University

Existing partnership - in 2005, RSL LifeCare endowed Chair of Ageing at ACU, and a Research Fellow

- Significant number of **practice focused research** projects undertaken by partnership
- Students engaged in TRACS project **Perception of Aged Care** which includes a post placement survey about perceptions of aged care
- TRACS project includes **workforce development** program. Delivers training from its learning centre at RSL Narrabeen site with video-conferencing to all RSL sites
RSL LifeCare: Peer Assessors

- Certificate IV Training and Assessment Diploma conducted by TAFE NSW and taught on site at Narrabeen and via video conferencing
- Supports new position—‘Peer Support and Assessor’—recognised financially and through career progression
- These staff train and mentor other staff

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ITRACS - University of Wollongong and IRT

- **Lead:** University of Wollongong
- **Partner:** IRT (Illawarra Retirement Trust)

- **Research Coordinator** appointed in each partner organisation
- Builds on IRT’s **Research Foundation** (established 2009)
- Project goal of building a **Learning Community** at IRT which builds on existing **IRT College** and is supported by:
  - Clinical placement and workforce development program
  - Intergenerational research and teaching programs that include students, staff, residents and their families (provided by UoW and IRT staff)
ITRACS

- A Calendar of Learning Community events has been developed and aims to provide at least one learning event per month, held at different sites but videoed for sharing online across sites.
- Clinical Leadership program designed to develop qualities needed to lead other staff through change and development.
- IRT staff earn credits towards UoW Graduate Certificate in Health Leadership and Management.
- Training includes use of Montessori teaching as part of dementia care.

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**The Triple C Model:** Enhancing Aged Care Education and Practice through Collaboration, Creativity and Capacity Building

- **Lead:** Griffith University
- **Partner:** RSL Care (2 sites)

- Established **CLAN** learning, research and evidence based care network
- Established **Centre for Excellence in Aged Care Education (EACE)** designed to identify and apply best practice care across the two RSL sites participating in TRACS

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The Triple C Model: The CLAN

- **Collaborative Learning Action Network (Dementia) – (CLAN-D)** is a virtual action learning community
- Providers, educators and researchers link each month via Webinar to focus on evidence based dementia care; and processes for engaging in active learning and research translation in relation to dementia care
- Members share learning and research findings, feed these into practice and then review that practice
- Phase 1 (6 months) links theory, research and practice
- Phase 2 applies this evidence in the aged care setting
The Triple C Model: EACE

- **EACE (Excellence in Aged Care Education)** - to support the development of 2 RSL sites as centres of learning
- Wide-ranging review of Aged Care strand of Griffith U Bachelor of Nursing Program, and review of Clinical Placement
- Enhanced clinical placement including training for Griffith and RSL supervising staff and new on-site Preceptor Toolkit
- Students work with one client each for a week over three levels of care (high care, low care, independent living unit care and support) culminating in a Case Study presentation
- Reshaped first year nursing program with consumer centred focus
ACCERT - Aged Care & Community Education Research Training

- **Lead:** University of Southern Queensland, Toowoomba
- **Partner:** Anglicare Southern Queensland
  (Sites Hervey Bay, Bundaberg, Brisbane, Toowoomba)

- Initiated by Anglicare with goal of **building a learning culture** in their organisation
- Focus on **building research capacity** in aged care
- Building capacity in **translating research evidence into practice**

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ACCERT – Key Features

- **Clinical Audit** with QA focus
- Development of **Clinical Risk Register**
- Translated into **Register of Research Priorities**
- Designed 6 **Evidence Utilisation Research Projects**
- Anglicare identified 6 volunteer **Research Fellows / Research Champions** (1 per Project)
- Provided **JBI Research Fellowships** to each
- On site course at UniSA with support to develop Research Project
- Projects applied in Anglicare workplace
Community of Interdisciplinary Practice for People with Dementia

Lead: Queensland University of Technology

Partners:
- Masonic Care Qld (Cairns, Townsville)
- Churches of Christ Care (Brisbane sites)
- James Cook University

- Designed to upskill graduate health professionals in dementia care, including management of behavioural and psychological symptoms

- Provides professional education modules with 40 hour practicum at partner aged care sites

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Wicking Teaching Aged Care Facility (TACF)

**Lead:** University of Tasmania

**Partners:**
- Southern Cross Care Inc (Rosary Gardens, Newtown, Tasmania)
- Mount St Vincent Nursing Home & Therapy Centre (Ulverstone, Tasmania)
- Australian Catholic University (Melbourne)
- Catholic Homes (Hawthorn, Victoria)
- Curtin University (Perth)
- Uniting Church Homes (Rowethorpe)
- AP Leadership Group
Wicking Teaching Aged Care Facility (TACF) Learning Organisation Leadership

• One project component devoted to Leadership Development to lead change and innovation (delivered by AP Leadership)

• Guided program that begins with detailed ‘Organisational Health Check’ and review of Learning Organisation capacity, followed by Action Plan for Change and supported by TRACS Leads and AP Leadership

• Strategy is to build Leadership Capacity across workforce groups

• Establishes Mentor Leaders in each RACF and Mentor Groups to support students on placement and workforce development
Wicking Teaching Aged Care Facility (TACF) Clinical Placements

- Focused on Nursing, Medicine and Paramedicine - expanding across Allied Health disciplines
- Applies—highly structured placement Evidence Based Best Practice Placement Model preparation for students and RACF staff
- Mentor Leaders and Mentor Groups support students and provide point of liaison for university partners
- Clinical Liaison Officers in each university provide point of contact for RACFs
- Project Officers provided for each RACF to support Mentors and Clinical Liaison staff
Wicking Teaching Aged Care Facility (TACF)

- Includes focus on developing **dementia** knowledge of students
- Provides learning and teaching infrastructure
- Mt St Vincent aged care facility site (Ulverston) - $1.4 million from DoHA Health and Hospital Fund to build a Learning Centre
- Other learning centres are being developed by modifying existing buildings in partner RACFs

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Emerging Lessons: Building Teaching Research and Learning Centres

- Need for **physical infrastructure**
- Need for aged care provider to have **critical mass** to pool and leverage resources
- Needs **buy-in** at different levels
- Good practice clinical placement needs **good resourcing**
- Important roles of **Mentors** and **Liaison** officers
- Takes **time**
International TRACS Community

- **Norwegian Teaching Nursing Home** program model – **Hub and Spokes**
- One government funded TNH per province being a Hub with Spokes radiating out to other aged care services in the region. Plus one Indigenous-specific.
- **Communities of Practice**: supports national network of TNHs that meet regularly to exchange information and support each other.
- **Canadian 3 Centres of Excellence for Learning, Research and Innovation in Long Term Care** in the Province of Ontario (5 years’ government funded)
- Goal to develop **local Communities of Practice** designed to support innovation and best practice in long term care.
- Like TRACS, link research, learning and practice and promote aged care organisations as learning organisations
An Investment rather than a Cost

- Importance of government investment and longer term resourcing

‘Funding that is ongoing to allow longer term impacts to be realised is important, ... based on significant in-kind contributions from the partners.

.... a minimum of 5 years, but up to 10 years core funding is necessary to sustainability.’

(Marit Kirkevold, Norwegian Evaluator)
Investing in the future

- Importance of aged care investment

‘Like all TRACS projects, the model depends on individuals who have commitment to the project goals and to making a difference, and therefore, regard the investment of time and other in-kind contributions, as an investment bringing benefits as opposed to a cost with no clear return’

(CHART Project Leader, 2013)
More information …

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Evaluation Website - www.adelaide.edu.au/wiser/tracs