The TRACS Footprint: Showcasing what is possible with the right ingredients

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Keynote Presentation to the ACSA National Conference, Coming of Age: Redefining Ageing, September 7-12, 2014
Teaching and Research Aged Care Services Program (TRACS)

- **Department of Social Services** funding *(2012-2015)*
  - Ageing & Aged Care Services Group
    - Ageing & Service Improvement Branch
      - Professional Support & Better Practice Section

- 16 aged care & education **partnerships**

- Distinct, but shared purpose as **innovators**

- WISeR is the National Evaluator.
Features of the Model

- Enhanced Quality of Care
- Purpose designed Research + Translation
- Current Workforce Education
- Future (Student) Workforce Education
Aged Care Identity and TRACS
Challenges

- Partnerships
  - Different expectations and cultures
  - Investment of time and work
- Turnover and loss of Champions
- Aged care staff not trained or resourced to supervise
- Competing priorities for aged care staff, heavy workloads
- Ageism – students and teaching staff
- Lack of teaching infrastructure in aged care services.
Purpose-built Infrastructure

- **Restorative** care focus
- Designed for teaching
- **Technology** is key feature

Photos courtesy ACH Group
Purpose-built Infrastructure: Hammondcare Clinical Training Centre

- Focus on rehabilitation and restorative care
- Location: Hammondville site, Liverpool NSW

Photo courtesy Hammondcare NSW
Purpose Modified: Adelaide Geriatrics Training and Research with Aged Care (G-TRAC) Centre

GTRAC Video

http://health.adelaide.edu.au/medicine/g-trac/about/

G-TRAC Centre Site: Resthaven

Photos courtesy G-TRAC
Student Education: Infrastructure

Simulation laboratory, ViTA – ACH Group

G-TRAC Student area, Resthaven Inc
Simulation Mannikins: RSL LifeCare & G-TRAC
TRACS: Demonstrating Good Practice  Student Education in the Aged Care Setting

✓ **Structured preparation** - students and aged care staff
✓ **Mentoring** of students by nominated aged care staff + backfill
✓ **Structured support of Mentors** by education and training partners
✓ Appropriate **physical infrastructure**
✓ **Evaluation** of clinical placements with students, aged care staff and education/training staff
✓ **Structured Learning Programs** eg Learning Clinics and interaction with staff providing care.
Student Education: ‘Learning Clinics’

Student education is a component of 10 of 16 TRACS Projects

Resthaven student

I-TRACS students (U of Wollongong and IRT)
Consumers as Teachers

I have enjoyed imparting my knowledge and experience to the Students … and am pleased the Centre includes consumers in developing and delivering their programs.

Betty Freeman, G-TRAC Project
Positive Ageing as a focus of student learning

- Several focus on Positive and Healthy Ageing
- Through specific healthy ageing programs (eg G-TRAC) or
- Exercise Physiology clinics and placements (eg Wicking TACF).
- Students experience positive aspects of ageing and care and positive interactions with consumers.
- Positive influence on students’ understanding of ageing and management of ageing-related conditions.
TNHs are uniquely positioned to promote models of interdisciplinary education, practice and research critical to preparing the future long-term care workforce (Mezey et al 2008: 12).

- Most TRACS projects providing student education applying IPL model, but to varying degrees.
- TRACS funding supports resourcing eg employment of IPL Facilitators – critical to success of model.
- Embraced by TRACS aged care providers but are Professional bodies on same page?
IPL Student Education: Helping Hand Strategy

- A co-supervision strategy
- Complex Case Reviews
- IPL education sessions
- IPL Projects
- Embedded in broader workforce organisation
Embedding IPL: ACH Group and ViTA

- ACH Group IPL Framework
- Reflects TRACS model
- Embeds IPL in student and workforce education
- Centralised student placement
- Online student induction
- On-site orientation
- Supported by ViTA infrastructure
Supporting IPL: Centralised Student Placement

- Value of a centralised student placement system to plan and coordinate different professional group placements. Evident in Helping Hand and ACH Group TRACS Projects.
- Supports a conversation between the aged care provider and education and training providers.
- Sees aged care providers driving the placement process.
Student Education: Mentors

- Mentoring includes clinical supervision, providing structured opportunities to test aspects of learning and work.
- Feature of most TRACS Projects.
- Mentors act as key points of contact and often become champions for the Project.
- TRACS evaluation identifying importance of these roles in student education.
Structuring Mentored Student Learning

**Wicking Teaching Aged Care Facilities** Project (U of Tas) piloting structures and processes to support mentoring.

- 4 RACFs each with a **Mentor Group** and **Mentor Leader**.
- Mentor Leaders collaborate with university and TRACS Project staff.
- 10 x 1 hour preparation sessions prior to students commencing placement.
- Resources developed for Mentors (eg **Student Information Toolkit**).
- Participate in workshops to build knowledge and evaluate placements.
Student Education: VET student training

- Traditional focus of model is higher education, not VET.
- **Helping Hand Aged Care** tailoring model for VET, partnering with TAFESA.
- Helping Hand employs Certificate III Facilitator.
- Trialling strategies for applying IPL focus to VET training.
- Very positive employment outcomes (70+% for Certificate III students on graduation in 2013).
Preparatory Education Resource: ReSeE (Resident Experience, Student Experience, Employability) Project

3 accessible Learning Modules developed by UniSA to enhance student understanding of aged care:

- Module 1 – Residential Care
- Module 2 - Residents’ Rights and Intimacy
- Module 3 – Collaborative practice and career opportunities in Aged Care

Accessible via Open Source Website: www.agedcareawareness.com

Actors and Director at work in ACA’s ‘Residents’ Rights & Intimacy’
TRACS Student Education: Evaluation findings

- **Positive** ratings (Leads, Partner, Students) regarding TRACS clinical placements.

- **Outcomes** achieved from Placement (80+% of Leads and Partners):
  - ✓ increased understanding of aged care
  - ✓ increased aged care knowledge
  - ✓ increased aged care related skills.

- **Less impact** in producing changes to the aged care curriculum.
TRACS National Evaluation findings: Students’ assessment of clinical placement features

- Infrastructure
- Evaluation
- Supervision
- Mentoring
- Preparation

![Bar chart showing assessment scores for different features of clinical placements.]

- Infrastructure: 70
- Evaluation: 85
- Supervision: 87
- Mentoring: 87
- Preparation: 84
### TRACS National Evaluation: Students’ assessment of Learning Outcomes

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<th>Skill/Subject</th>
<th>Somewhat</th>
<th>Great Extent</th>
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<td>Skills in meeting the care needs of older people</td>
<td>27%</td>
<td>67%</td>
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<td>Knowledge of specific ageing-related conditions</td>
<td>23%</td>
<td>73%</td>
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<td>Knowledge of the needs of older people</td>
<td>27%</td>
<td>70%</td>
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<tr>
<td>Understanding of aged care services and how they operate</td>
<td>27%</td>
<td>70%</td>
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<tr>
<td>Understanding of caring for older people</td>
<td>27%</td>
<td>69%</td>
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WISeR 2014
TRACS National Evaluation: Changes in Student Attitudes

Aged care services should have recognised role in student training

Aged care services can provide a high quality learning environment

Interested in employment in aged care

More positive attitudes towards working with older people

A positive and useful experience

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<th>Disagree</th>
<th>Agree</th>
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<td>6%</td>
<td>52%</td>
<td>40%</td>
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</tr>
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<td>7%</td>
<td>50%</td>
<td>40%</td>
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<tr>
<td>8%</td>
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<tr>
<td>6%</td>
<td>43%</td>
<td>49%</td>
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WISeR 2014
Interest in future aged care employment x course enrolled and age group (Max ‘4’ Rating)

- Enrolled in aged care course: 3.8
- Enrolled in other course: 2.7
- Aged >25: 3
- Aged <25: 2.7
TRACS Student Education: Wicking TACF Evaluation findings

Correlation between nursing students’ interest in working in aged care in future and:

- students having a positive experience of learning
- Care Workers being supportive
- Nurse Mentors being supportive
- Students giving and receiving feedback to/from nurse mentors.
Workforce Education: Models in TRACS

- **Sector-wide (seminars, conferences)**
  - CHART (U of Canberra)
  - G-TRAC (U of Adelaide)

- **Organisation-specific**
  - CLAN-D (Griffith U + RSL Care Queensland)
  - QUT + Masonic Care + Churches of Christ Queensland
  - Hammondcare NSW
  - Deakin U + Cabrini + Monash Health + Western Districts Health
  - RSL LifeCare (NSW) + Australian Catholic University
Sector-wide Workforce Education

- Providing a **Learning Hub** for health and aged care providers in the region (G-TRAC)
- Monthly face to face **Seminar Series** (G-TRAC)
- **Quarterly online interactive seminar series** (CHART)
  Video-recorded and accessible via
  www.canberra.edu.au/faculties/health/CHART
- **Practice Education Roundtables** (CHART)
- Annual **National Aged Care Conference** (CHART)
Workforce Development Embedded as part of wider Organisational Change

Workforce Capacity Development projects with clearly defined methodologies:

- Sumner House of Excellence Project (Brotherhood of St Laurence)
- Resthaven Inc (SA)
- Wicking TACF (University of Tasmania)
- ACH Group (SA)
Whole of Workforce Education:
Deakin University + Monash Health, Cabrini, Western District Health Service

- 9 education modules applying Tri-Focal Model of Care
- Each developed in accordance with evidence.
- Delivered to care delivery + support staff (modified program) in 5 facilities across 3 healthcare organisations.
- Leadership Training and Development components.
The Tri-focal Model of Care Workforce Education
Key Outputs

• **225+** education sessions across the facilities.

• **1,616** staff attendances (range of roles).

• Content converted to **online digital format** suitable for self-paced, off-campus delivery

• **Resources** – Manuals, CD, Online program, various implementation templates.
Workforce Education using New Technologies: The Collaborative Learning Action Network Dementia: CLAN-D

Griffith University - Centre for Health Practice Innovation
RSL Care Queensland

- **CLAN-D** - virtual action learning community (dementia).
- Modelled on Learning Action Networks, Communities of Practice and Learning Circles.
- Providers, educators and researchers linked each month via Webinar to share learnings on evidence based dementia care.
- Fed findings into practice and reviewed in final Phase of Continuous Improvement Activities.
Workforce Education using new Technologies: Hammondcare NSW

- Clinical education program
- 2 streams x 10 sessions
  - Stream 1: higher education trained
  - Stream 2: VET trained workforce
- Applies **Case Study** teaching method to both.
- Live from Hammondville site in SW Sydney, video-conferencing to all Hammondcare sites.
- **70** aged care staff and managers each month
Workforce Education using new Technologies: HammondCare NSW

- Adult education principles, encouraging enquiry & ongoing self-directed learning.
- Backfilling is resourced.
- Certificate of Completion + CNE Points.
- Breaking down barriers between staff groups.
- Valuable lessons about using technology of relevance to wider aged care sector.
New Work Roles: CHART Liaisons

- **CHART Liaisons**—link between University and Aged Care Partners

- **Academic Mentors** paired with Liaisons to support Action Research

- 5 day **Practice Development Course** at Monash University ‘*Transforming Culture, Transforming Care*’ program
New Work Roles: RSL LifeCare Peer Support and Assessor

- **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.

- Assess, train and mentor.

- Ongoing, informal training for care worker staff.

- Supports enhanced quality of care.

Graduates from the first course
Challenging Core Workforce Profiles: In-house Psychologists in Residential Aged Care

Southern NSW Local Health District Aged Care Evaluation Unit with Goodwin Aged Care Services and Australian National University (ANU)

- Clinical psychologists - 1 day week x 2 Goodwin facilities.
- ANU clinical psychology students undertake placements at Goodwin (2 days week x 4 months).
- On-site, part of the care team.
- Provide information, training and support to Goodwin staff, residents and families.
- Positively rated by residents, staff, and families
Project Evaluation Findings: Significant Reduction in Behavioural Incidents

Reported Behaviours pre and post workforce training
Most Positive Workforce Education Outcomes – National Evaluation

- Additional education and/or training materials for participating aged care staff (84+% ).
- Increased aged care staff participation in TRACS-driven education or training (76+% ).
- Participating aged care organisations better able to provide high quality learning environments (71+% ).
- Participating aged care organisations increasingly operating as learning organisations (71+% ).
Moderately Positive Workforce Education Outcomes – National Evaluation

• **Improved care outcomes** being demonstrated for consumers (63+%).

• **New or modified internal guidelines** developed to support improved care practice (56+%).

• Participating aged care organisations using **TRACS research evidence** in care provision (54+%).
TRACS Research

- Average of 2 research projects per TRACS project.
- Highest number of projects (10) - RSL LifeCare NSW and Australian Catholic University Project.
- Research is co-designed to address key care issues.
- Range of strategies to build aged care capacity in:
  a) undertaking research
  b) translating evidence into practice.
ACCERT - Aged Care & Community Education Research Training

University of Southern Queensland & Anglicare Southern Queensland

Methodology

• **Clinical Audit** with QA focus

• Development of **Clinical Risk Register**

• Translated into **Register of Research Priorities**

• **5 Evidence Utilisation Research Projects**
ACCERT – Building Research Capacity

• Anglicare identified 5 volunteer Research Fellows / Research Champions (1 per Research Project)

• JBI Research Fellowships
• Course + support to develop Research Project
• Projects applied in Anglicare workplace

Attending the Joanna Briggs Institute Fellowship Program, Adelaide
RSL LifeCare and ACU: Better Practice Research Program

RSL LifeCare Ltd, NSW and Australian Catholic University

- RSL LifeCare endowed Chair of Ageing at ACU, and a Research Fellow

- Practice-Driven Research Agenda based on issues identified by staff.

- Developed into Better Practice Research Projects (6 TRACS funded).

- Findings evaluated by research & care staff

- Translated into RSL LifeCare practice.
University of Wollongong (UoW) and IRT partnership

- **IRT Research Foundation**
- 2009 ⇒ $1 million+ in grants to leading Australian researchers
- 2 TRACS **Research Directors** - 1 from UoW + 1 from IRT - jointly coordinate research program.
- Joint **Research Program** includes
  - 4 **Research Projects** focused on care (dementia focus)
  - **Research in Aged Care seminars** to build IRT staff research capacity
  - **Research Toolkit** - step by step guide to research and processes to support research at IRT.
What are the ingredients?

- People with commitment + skill
- Leadership – multi-level
- Organisational Learning Culture
- Effective partnerships
- People in dedicated and resourced roles – eg Project Coordinators
- Infrastructure
- Resources
- Time
Concluding Comments

- Rewarding capability
- Importance of Foundations for TRACS
- Compounded outcomes
- Timeframe
- Funding as Investment
Further Information …

kate.barnett@adelaide.edu.au
National Evaluation Website
www.adelaide.edu.au/wiser/tracs

Project Websites

• University of Tasmania - http://www.utas.edu.au/wicking/research/current/tacfp
  http://www.utas.edu.au/wicking/home
• Griffith University - http://app.griffith.edu.au/triplec/
• University of SA and Helping Hand Aged Care –
• UniSA Training module website - www.agedcareawareness.com
• G-TRAC - http://health.adelaide.edu.au/medicine/g-trac