

# Development of a whole-of-community aged care placement model

## *The SHAPE Framework*

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# Background

- Partnership between MML and CSU, residential and community aged care providers.
- Expose students to the spectrum of services provided to older people through whole-of-community model
- Address some of the negative perceptions of aged care
- Increase capacity of organisations willing to host students

*“It sounded way more exciting and a better learning experience than where I was originally going”  
(student)*

# Methodology

## Scoping of student placement capacity

- Literature review
- Stakeholder survey

## Pilot Placement

- Two sites – large regional and small rural
- 2 x 2 week placements in each site with nursing students
- Appoint Practice Placement Facilitator (PPF)

## Evaluation

- Mixed methods pre and post



	Monday 01/09	Tuesday 02/09	Wednesday 03/09	Thursday 04/09 All students	Friday 05/09	Monday 08/09	Tuesday 09/09	Wednesday 10/09	Thursday 11/09	Friday 12/09
Student 1	Teloca AM shift	Narrandera Medical Centre	BCS H/C packages  Pharmacy 2-5 pm	CAN assist 9:00 -10:00 Men's Shed 10- 12:00 Dementia Care 1:30-3:30	Teloca PM shift	BCS centre based 0730 -3:00  Opal ( 2 hours)	Home Care  Opal (remaining hours)	Community Health OT	Community Nurse	Opal AM shift
Student 2	BCS centre based 0730 -3:00 Teloca (2 hours)	Home Care  Opal (remaining hours)	Teloca PM shift	CAN assist 9:00 -10:00 Men's Shed 10- 12:00 Dementia Care 1:30 -3:30	Teloca AM shift	Community Nurse	Narrandera Medical Centre	Opal AM shift	Community Health – OT	BCS H/C package  Pharmacy 2-5pm
Student 3	Community transitions OT	Community Nurse	Opal AM shift	CAN assist (9- 10) Men's Shed 10-12 (2 hrs) Opal 1-5pm	BCS H/C package  Pharmacy 2-5 pm	Teloca AM shift	Narrandera Medical Centre	Meals on Wheels/H Mod/home visits	BCS centre based 0730 -3:00 Dementia Care 1:30-3:30	Teloca PM shift
Student 4	BCS centre based 9:00 -3:00 Opal (2 hours)	Narrandera Medical Centre	Meals on Wheels/ H.Mod/ho me visits	CAN assist (9-10) Men's Shed 10-12 (2 hrs) Opal 1-5pm	Opal AM shift	Meals on Wheels/ H.Mod/home visits	Community Nurse	BCS H/C package  Pharmacy 2-5pm	Community transitions OT Dementia Care 1:30- 3:30	Teloca AM shift

# Outcomes

## Students

***“I felt it helped my learning, to develop a better understanding of what’s available beyond the hospital, what resources we can tap into. I gained an understanding of the services the referral agencies offered.”***

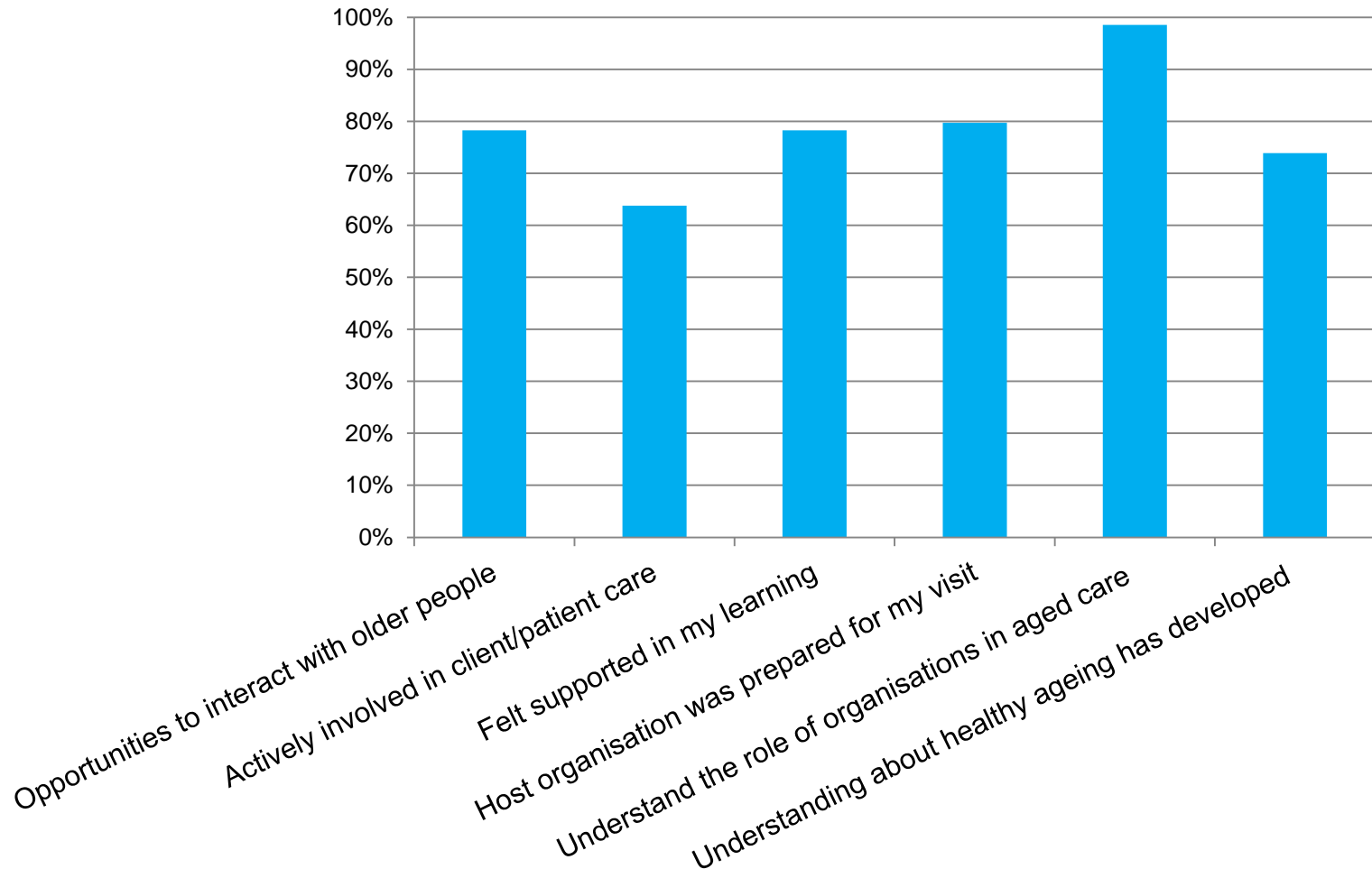
***“I enjoyed this placement more than the one facility nursing home placement. It was looking at the whole community- holistic care and how they link with each other. That is really interesting.”***

## Host organisations

***“A really interesting model, felt the students had opportunity to see how the system links...a really fabulous idea to see how agencies connect.” (General Practice)***

***“It was fantastic. The student was very keen, very eager and wanted to learn about who we are, what we did, how we received referrals. I would have loved to have had more time as there was so much more we could have showed her ... I could see she wanted to know more and time was limited”. (Home care worker)***

Placement opportunities meet the objectives?  
(% of students who strongly agreed/agreed)





# Results

**Recommendations which formed the development  
of the SHAPE framework.**

**S**tudent  
**H**ealthy  
**A**geing  
**P**lacement  
**E**xperience

# Student Healthy Ageing Placement Experience SHAPE

## Effective governance

- Establish a steering committee with key stakeholders from HEP and community aged care organisations to enable shared governance.

## Engaged services

- Organisations providing services to the aged within a community including: community package providers, home and community care, residential, aged care general practice, pharmacy, allied health, aged care services

## Clear roles and responsibilities

- Home base organisation
- Host organisation supervisor
- Higher Education Provider
- Student placement facilitator

## Appropriately trained stakeholders

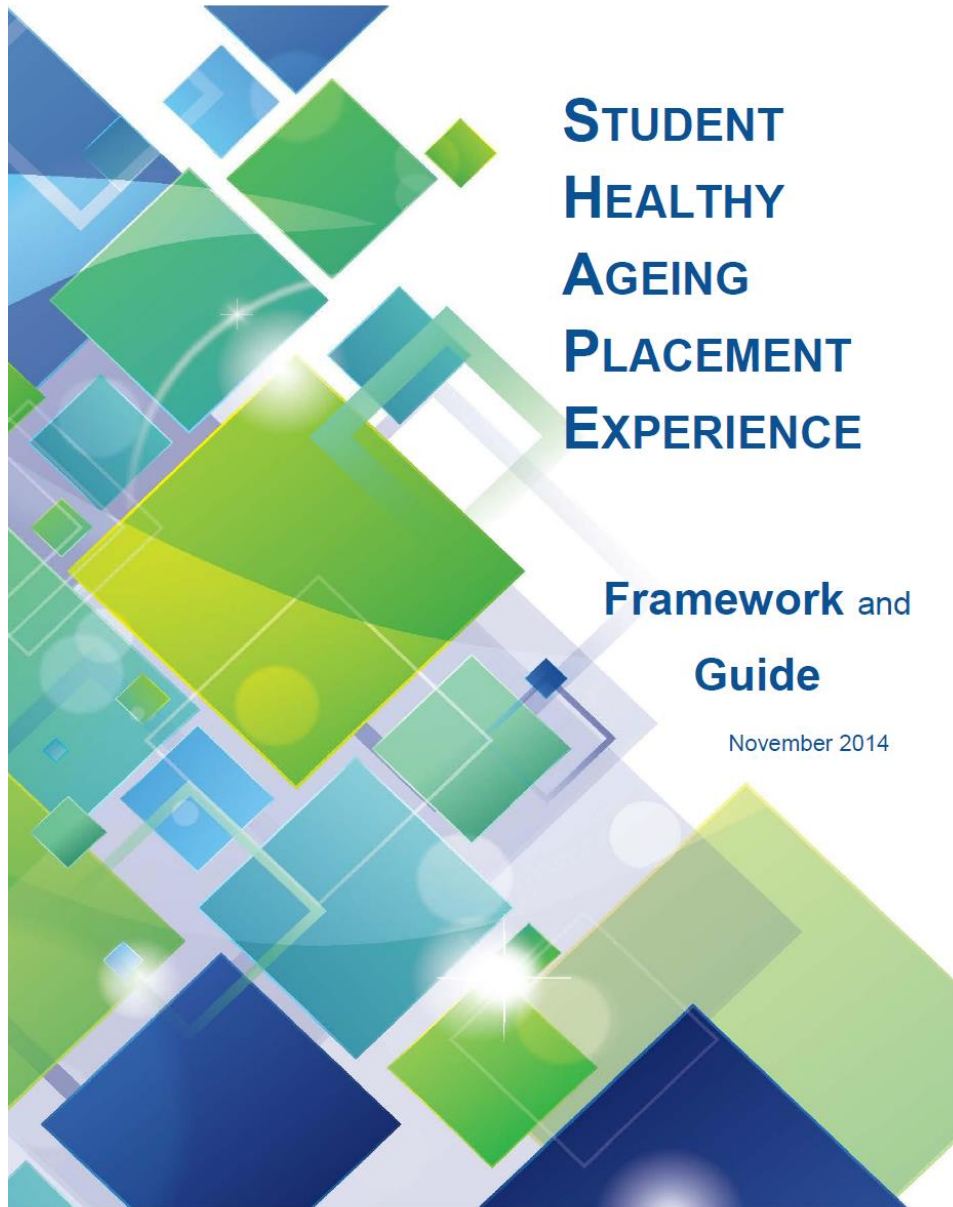
- People are appropriately trained to carry out their roles
- Supervisor training is provided for host organisations

## Effective and ongoing communication

- Effective and ongoing communication channels are maintained at all levels e.g. steering committee, HEP and whole of community host organisations, host facilitator and students

## Evaluation and quality improvement

- Evaluation and feedback is received by all stakeholders to aid the quality improvement process



# STUDENT HEALTHY AGEING PLACEMENT EXPERIENCE

## Framework and Guide

November 2014

## ORGANISATION PROFILE AND CAPACITY TEMPLATE

**Organisation Name:**

**Management contact details:**

**Staff member responsible for student supervision:**

**Location:**

**Additional information required by student as to where they report for placement (eg building number):**

**Days available to host students:**

**Hours of operation:**

**Types of activities available:**

- 
- 
- 
- 
- 
- 

**Requirements:**

**Eg. Current Criminal Check record check, health checks**

**Any other relevant information**

**Please return completed form to:**

*(Insert HEP information here )*

Organisation	Types of service	Possible competencies
<b>HACC</b>  <b>Home Care services</b>	Community transport, community options, home modifications, respite, social support , personal care, housekeeping	<ul style="list-style-type: none"> <li>• Interpersonal and therapeutic communication</li> <li>• Clear and accurate documentation</li> <li>• Needs assessment</li> <li>• Education in self-administration of medication</li> <li>• Cultural safety and social justice principles</li> <li>• Observation and use of assessment tools</li> <li>• Assisting older people with ADL</li> <li>• Identify services to help people to stay at home</li> <li>• Client education for independence/ use of aids</li> <li>• Practice within OH&amp;S guidelines</li> <li>• Observe policy statements relating to practice</li> <li>• Practice as part of health team</li> <li>• Ensure the rights of the older person are maintained in all settings</li> <li>• Encouraging self-care during rehabilitation or habilitation</li> <li>• Health lifestyle education</li> <li>• Observation/implementation of strategies to alter behavior. eg orientation , aggression</li> <li>• Positioning and moving clients</li> <li>• Observe policy statements relating to practice</li> </ul>
<b>Medical Centre</b>	Medical	<ul style="list-style-type: none"> <li>• Interpersonal and therapeutic communication</li> <li>• Needs assessment</li> <li>• Cultural safety and social justice principles</li> <li>• Observation of assessment tools</li> <li>• Education in medication self-administration</li> <li>• Health lifestyle education</li> <li>• Identify services available to help clients at home</li> <li>• Practice as part of health team</li> <li>• Ensure the rights of the older person are maintained in all settings</li> <li>• Practice within OH&amp;S guidelines</li> <li>• Observe policy statements relating to practice</li> </ul>

Host Organisation Data Sheet		
Organisation	Contact	Details
(Insert: Name of organisation)	(Insert: Name of Manager or other contact)	(Insert :Phone number Email address Street address Any additional details about times/access to site)
Retirement Village		
Men's' Shed		
Home Care Services		
Local Health District Aged Care services		
Home Services		
Respite/dementia day care centre		
Pharmacy		
General Practice		

## Unanticipated outcomes

- **Students saw patients in different settings - the continuum of care**
- **Simulation training session at CSU for staff**
- **Students offered employment in community aged care and pharmacy**
- **Community organisations e.g. Home care and Men's Shed realised they can play a role in training students**
- **Established a network of stakeholders to provide a platform for future collaboration and aged care education initiatives.**