



Student Placement in Care Homes

From students to service enhancement at Helping Hand

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Manager, Student Participation

A vision for teaching research-based care home

Edinburgh, Scotland

7th June 2017





Sustaining and embedding positive student placement in aged care

Building on traditional notions of student placement to **build service enhancement** and aged care learning outcomes



Helping Hand

new aged care

Established 1953

8 Residential sites – 800 residents

Independent Housing – 250 residents

4000 clients receiving community services

Workforce (full-time, part-time & casual) – 1400

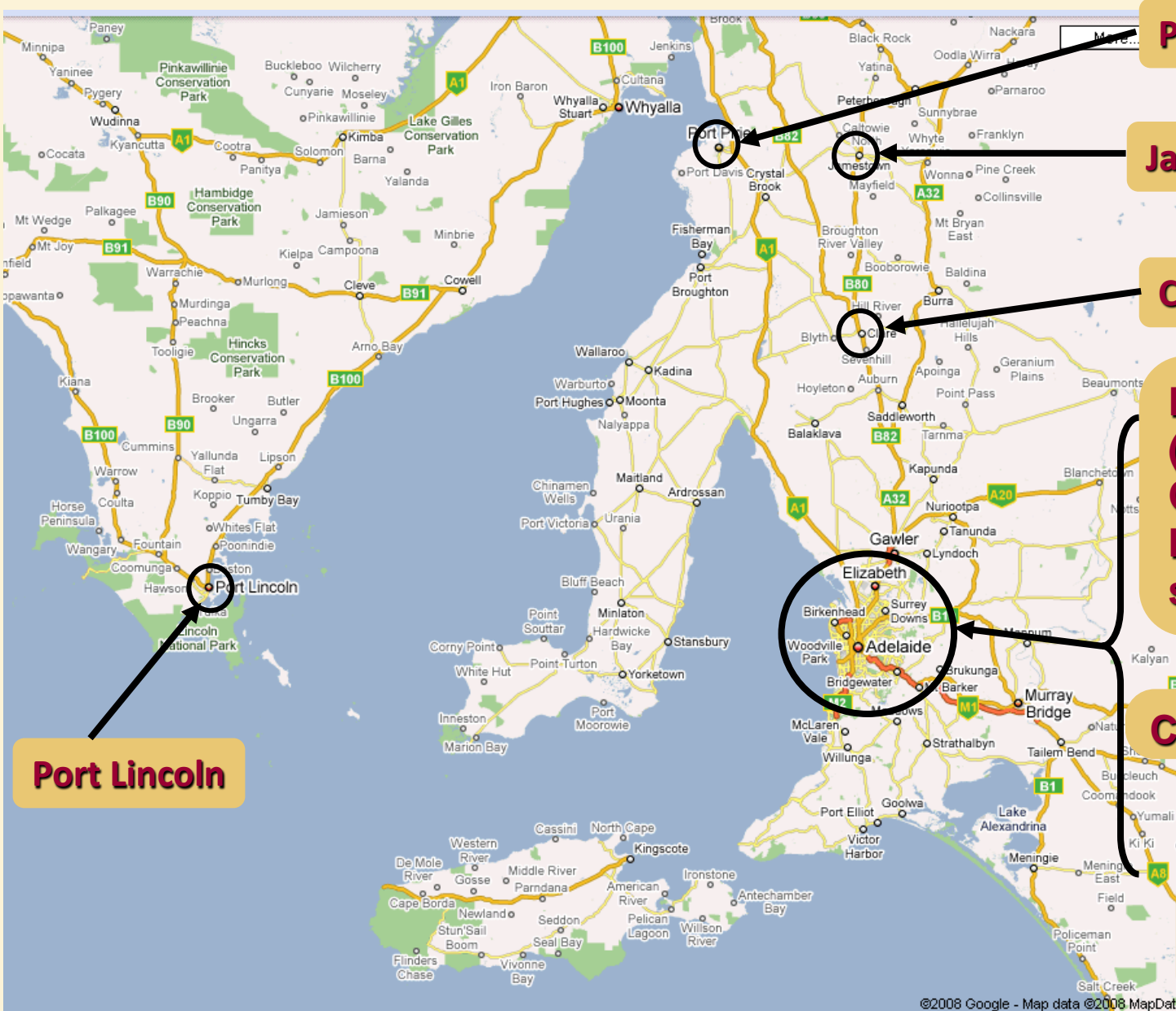
Volunteers - 400

Not-for-profit organisation



Helping Hand
new aged care





Port Pirie

Jamestown

Clare

**Residential
(5)
Central and
Northern
suburbs**

Port Lincoln

Community Services

**Respite
Houses**

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Helping Hand Research and Development Unit

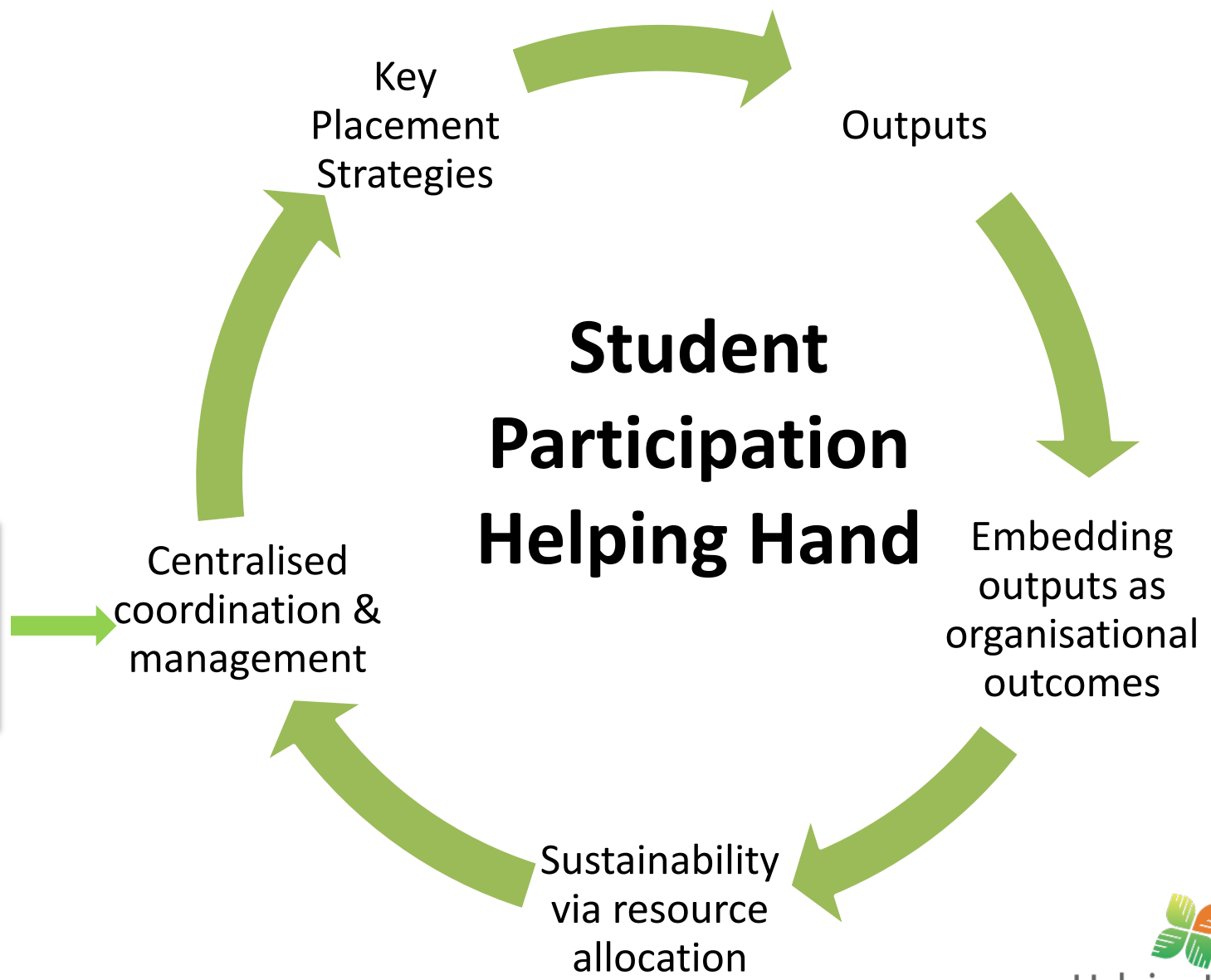
“turning what we know into what we do”

Strategic partnerships

Student Participation Unit



Background
context and
funded
projects



Student Participation Helping Hand

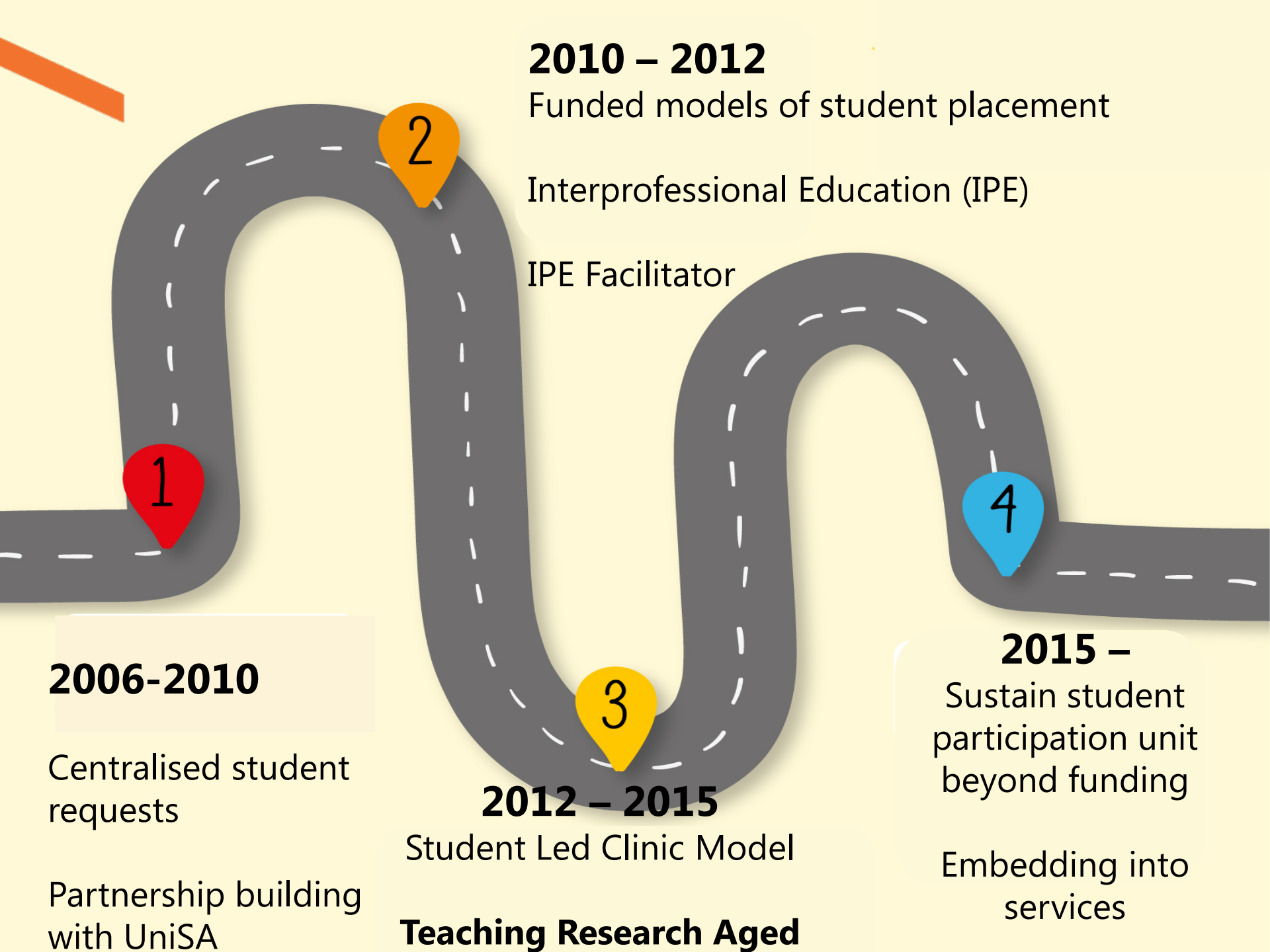
Increasing demand for
student placement

Recognition of
workforce need in aged
care

Helping Hand incident

Helping Hand Strategic
Plan





2010 – 2012
Funded models of student placement
Interprofessional Education (IPE)
IPE Facilitator

2006-2010

Centralised student requests

Partnership building with UniSA

2012 – 2015

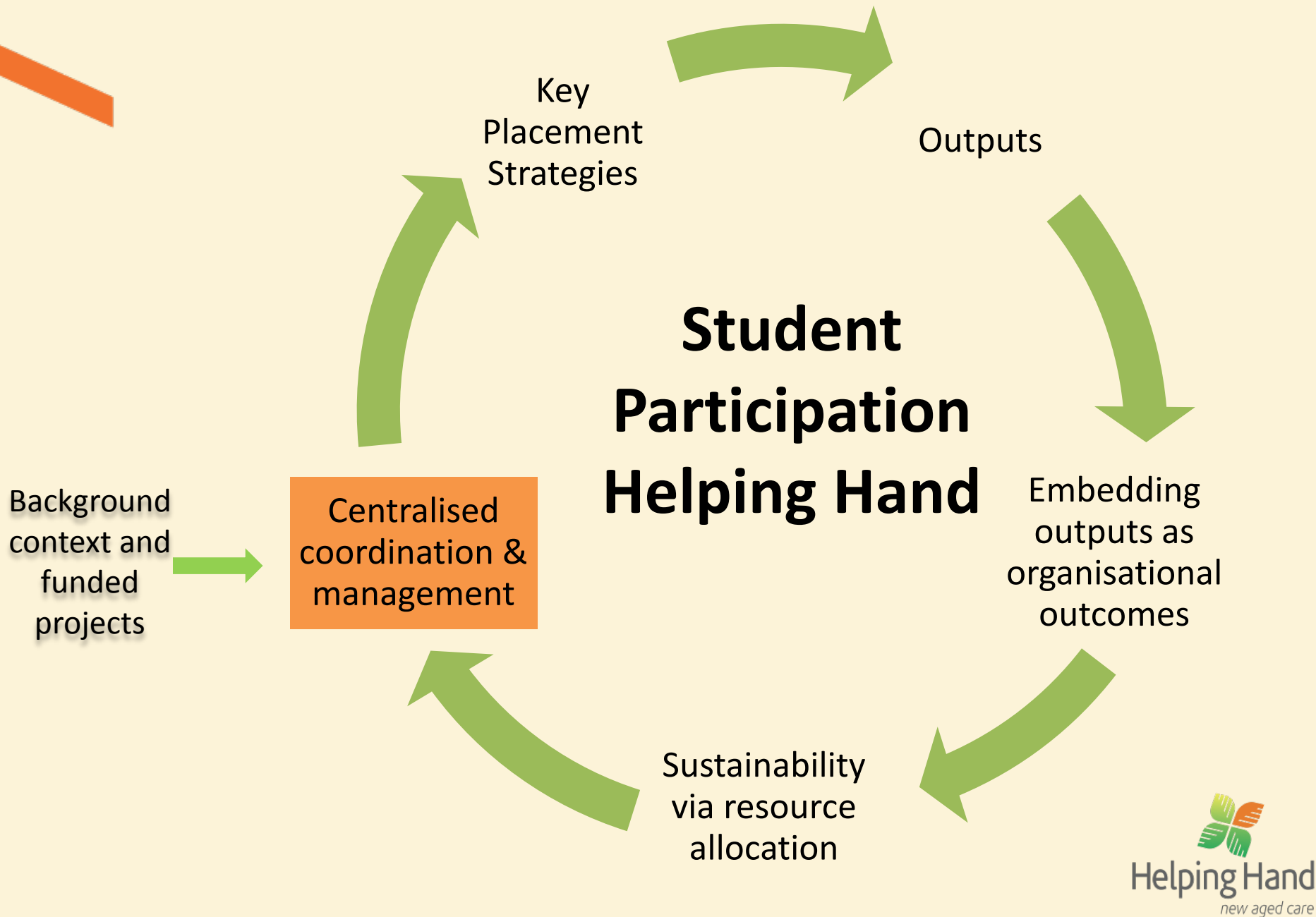
Student Led Clinic Model

Teaching Research Aged

2015 –

Sustain student participation unit beyond funding

Embedding into services



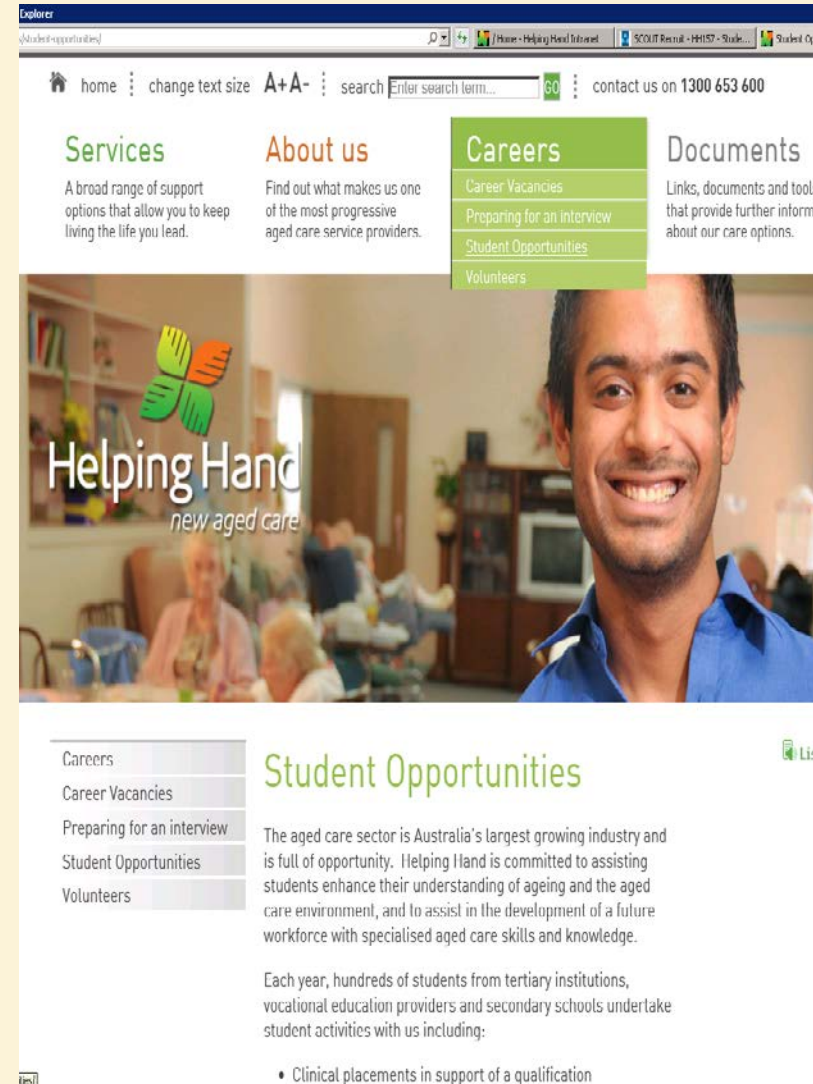
Centralised Requests for student placement

Approximately 3000 requests per year

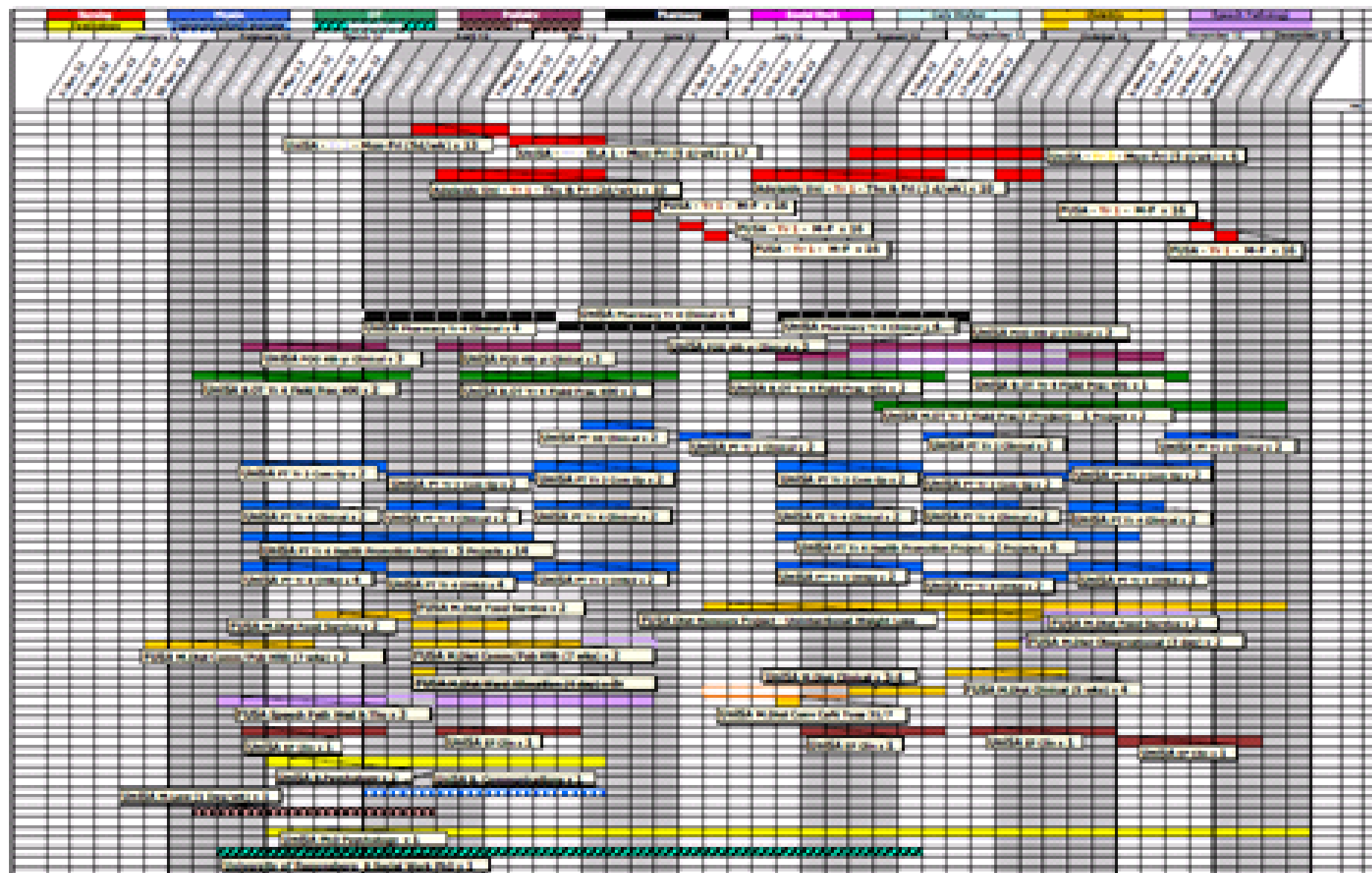
Vocational and Secondary School
Students apply online

[http://www.helpinghand.org.au/careers
/student-opportunities/](http://www.helpinghand.org.au/careers/student-opportunities/)

**Tertiary placements direct to
Student Participation Unit**



Agreed Activities OVERVIEW



Student Opportunities: Tertiary



Nursing
Physiotherapy
Occupational Therapy
Exercise Physiology
Speech Pathology
Medicine
Podiatry
Dietetics
Social Work
Pharmacy
Psychology
Interior Architecture
Business
Law

Student Opportunities: Vocational

Cert III Individual Client Support (Ageing)

Dip. Enrolled Nursing

Dental Hygiene Oral Health

Cert II Health Support Services

Cert II in Horticulture



Student Opportunities: Secondary

Observation with Lifestyle teams

Small projects – displays, music and craft

Vocational education in schools





Maybe

Yes

No

Aged Care Service
Need

• Student Program
Response

Communication and
swallow services

• Speech Pathology
Student Clinic

Prescription
movement for people
with cognitive decline

• Exercise Physiology
Student Clinic

Oral hygiene
assessments in
residential care

• Dip. Oral Hygiene
Visit Program

Criteria

- Student Program Response

Site capacity

- Current staffing and existing students

External site activity

- Accreditation

Training/Education Quality

- Decline students with only online training programs for care workers

Key Student Placement Strategies

Offer a variety of student placement activities

- 1:1
- Clinics
- Project Work
- Student Volunteers
- Research

Interprofessional approach to promote the clinical complexity of aged care client

Centralised Coordination, Management and Evaluation

Partnerships with education and training providers

Staff support





Adding on from traditional 1:1 models of placement

- **Student led clinics**
- Projects for service enhancement
- Adding in projects to 1:1 student placements
- Taste of Aged Care

Student Exercise Physiology Clinic

Key activities

Partnership UniSA
0.1 FTE EP 2012-2014

Interprofessional facilitation

Project management

Dementia training

Manual handling training

Experience with nursing team

Reporting systems

EPIISODES OF SERVICE



Cognitive Stimulation Therapy Groups OT Students



Student Project Work : Pedestrian Crossing Timings in North Adelaide





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Interprofessional and Aged Care Education

Compulsory induction to promote aged care client *complexity* and *reablement* concept

Educational Modules

- Dementia
- Dysphagia
- Mobility
- Medication



Interprofessional and Aged Care Education

IP Supervision

- Nursing/Exercise Physiology
- Medical Students/Physiotherapy
- OT/Physio

Complex Case Review

Project Work/Clinical Audits



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Staff support



Engagement with staff

Mentor/Coaching
Buddy program
Backfill

Allocation and
Rostering

Assessment support

Identify clinical
issues and support
“enhancements”

Troubleshoot
student
performance

Provide “off floor”
clinical activities

Reduce
fatigue

Increase
capacity

Improved
supervision
quality

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Staff support



University of
South Australia



Government of
South Australia



Australian Nursing and
Midwifery Education Centre

Learning to care from leaders in health



THE UNIVERSITY
of ADELAIDE



Flinders
UNIVERSITY

Collection and analysis of evaluation data

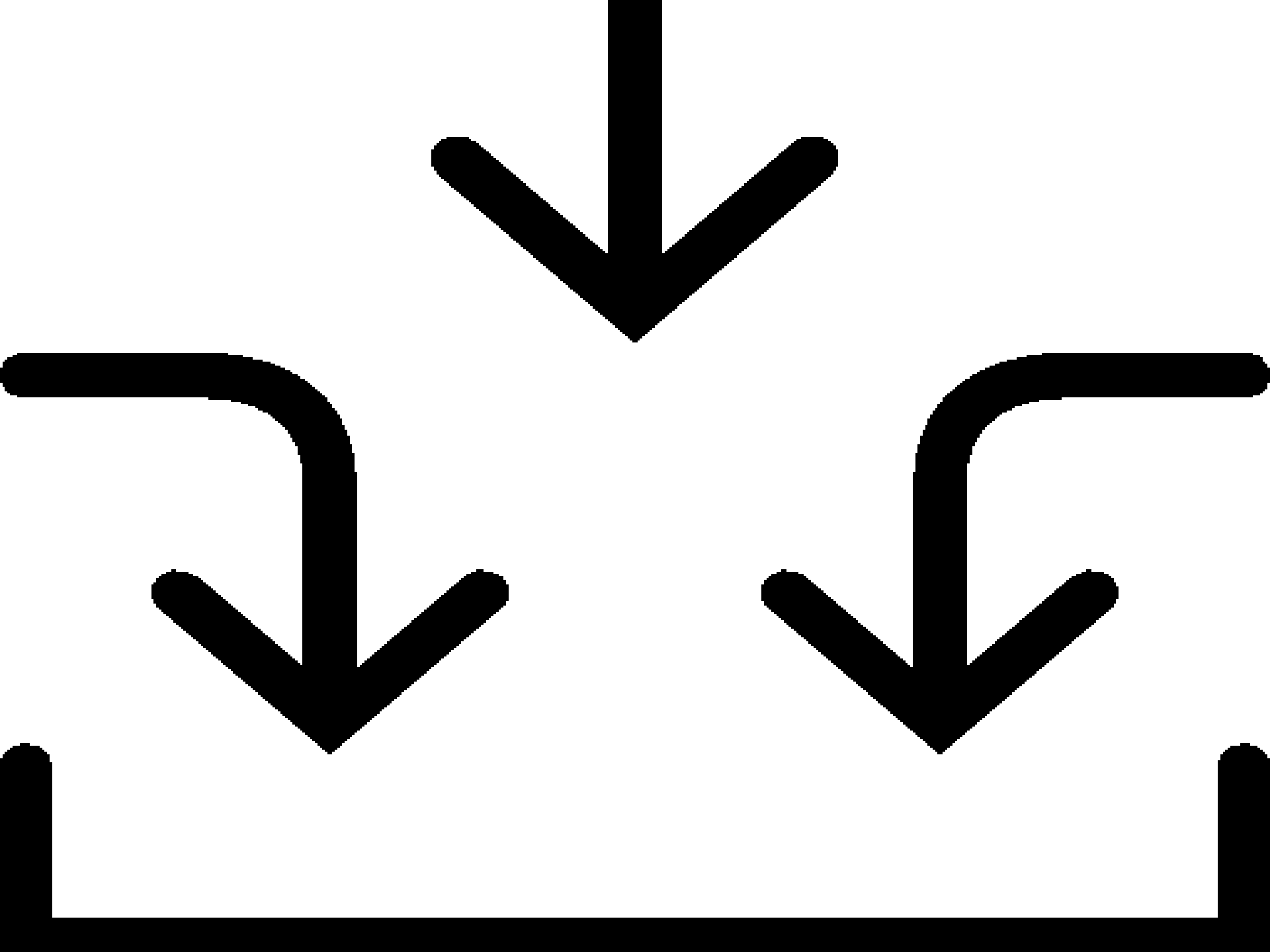
Development of new experiences to achieve clinical learning objectives

Delivery of clinical assessment tools

Collaboration in design of aged care components of teaching

Industry consultation course advisory committees

Infrastructure and resources



Program Inputs

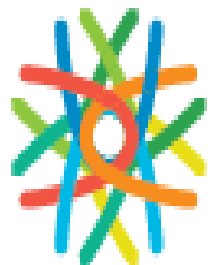
(external to existing aged care staff)

- ✓ Student Participation
Manager/Interprofessional Facilitator (1.0FTE)
- ✓ Student Support Officer (0.6 FTE)
- ✓ Backfill of personal care workers if needed for coaching role
- ✓ Emerging student supervisor roles

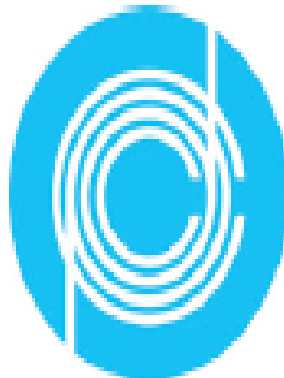


IPEAC

Interprofessional Education in Aged Care



Brightwater

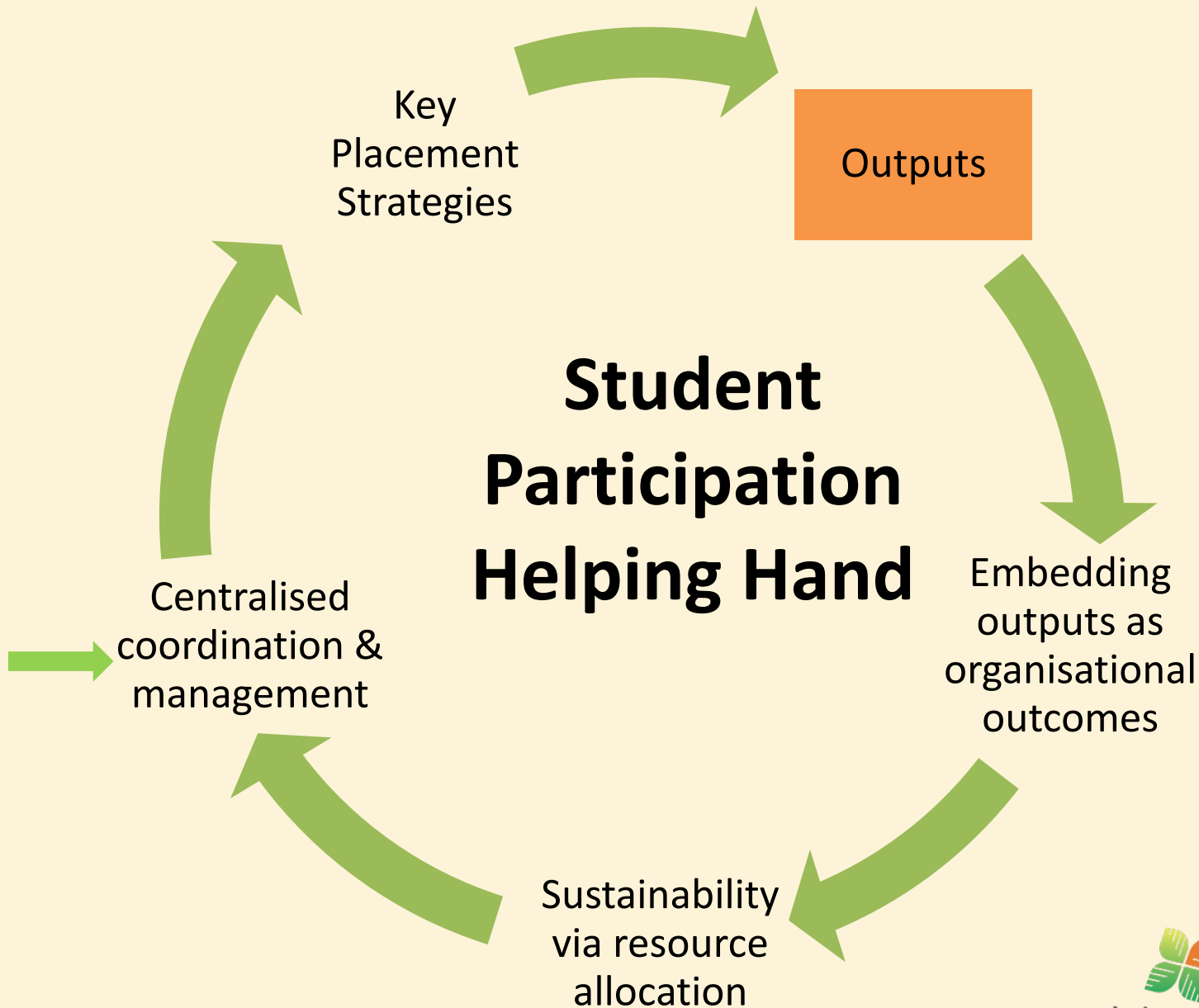


COGNITIVE
DECLINE
PARTNERSHIP
CENTRE

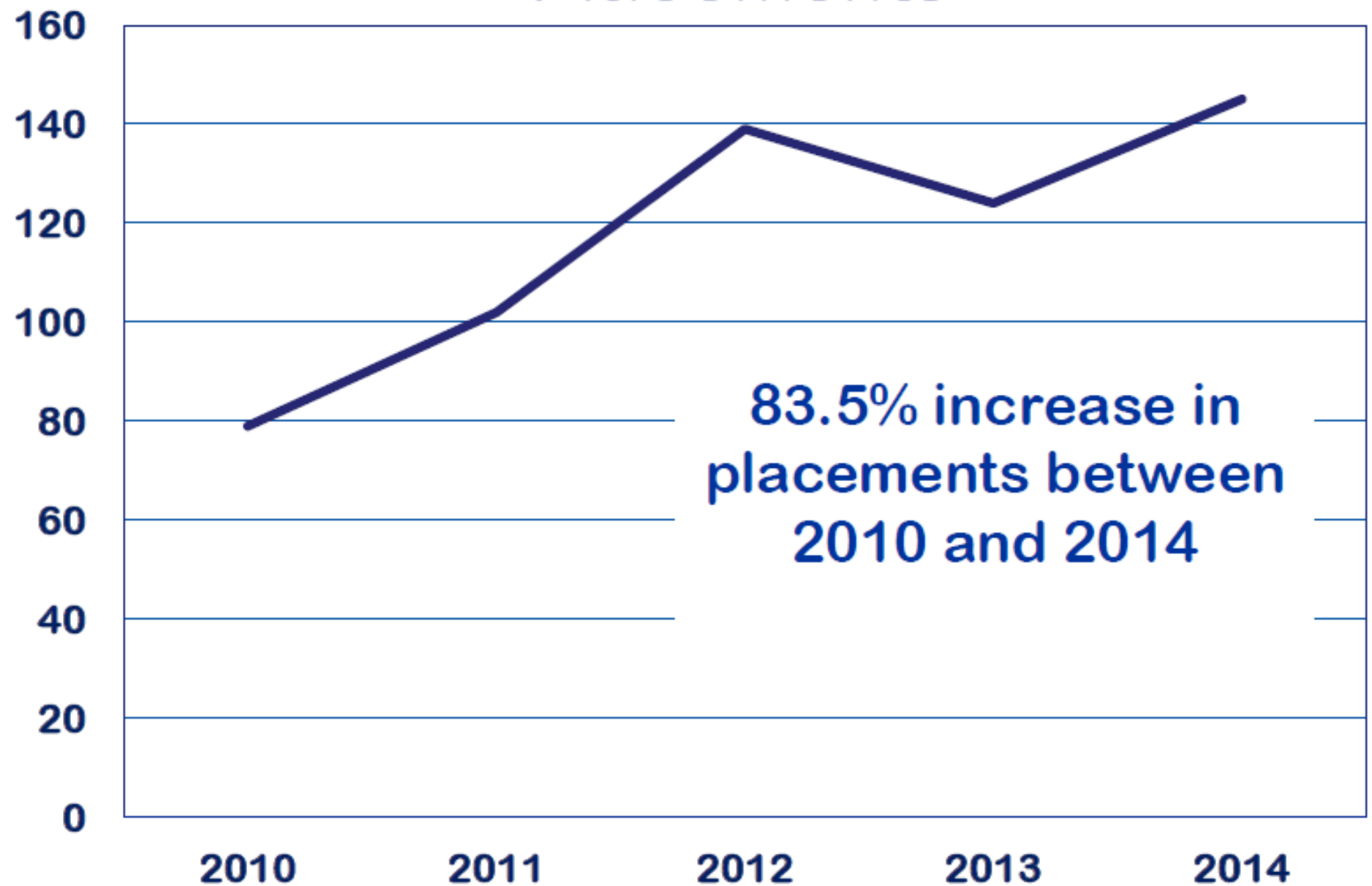


Helping Hand
new aged care

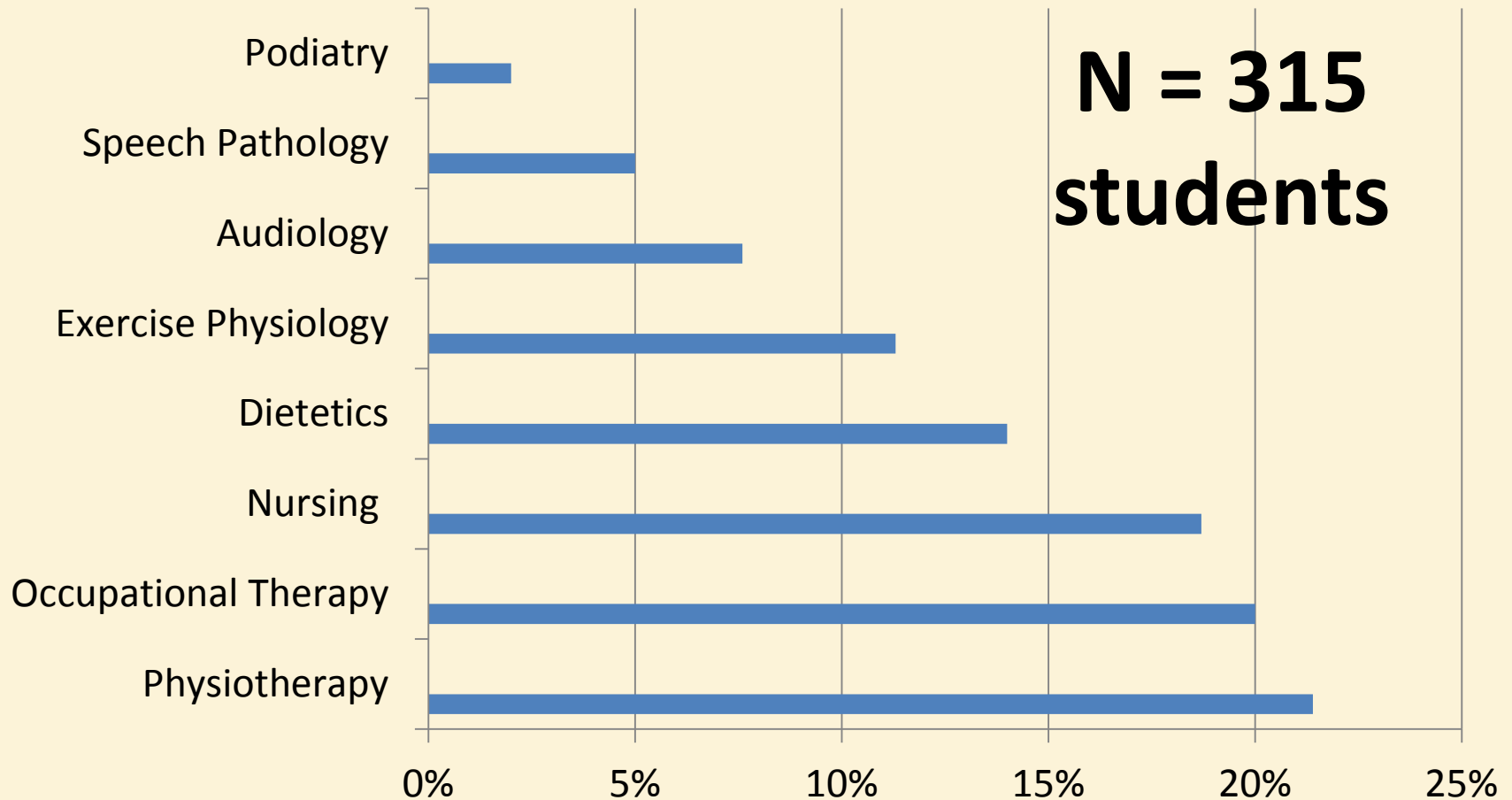
Background
context and
funded
projects



Helping Hand Aged Care Placements



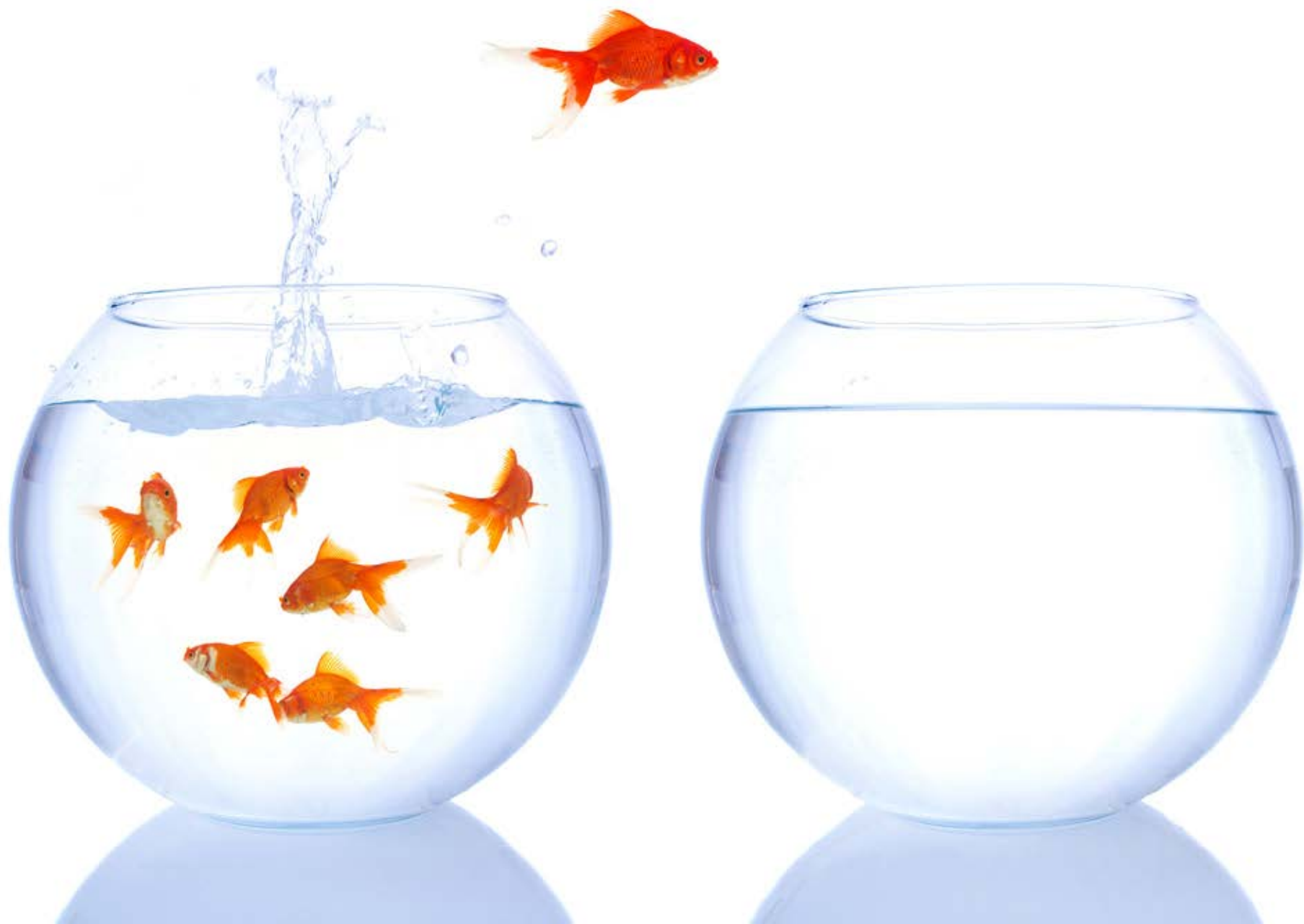
Tertiary Student Numbers 2016






- ✓ Increased numbers of students in aged care
- ✓ Improvements in student engagement
- ✓ Increased interest in aged care as career choice
- ✓ Interprofessional practice opportunities
- ✓ Improved staff attitude towards placement
- ✓ Partnerships between aged care and education providers

ICTC UniSA 2012
Activity 9 CDPC 2015





Outputs – Student Clinics

Exercise Physiology Clinic

- 2012-2015
- **728 additional service enhancements**
- EP in Aged Care research Project 2014 -2017

OT CST Student Program

- 2016
- **301** service enhancements occasions (cognitive stimulation group therapy)

Oral Hygiene Assessment Visits

- 2015
- **58 additional oral hygiene** assessments across 3 sites


Outputs – Student Clinics

Speech Pathology Clinic

- Approximately **500 occasions of service enhancement per year** communication and swallow (in conjunction with SP)
- Additional 0.2 FTE Speech Pathologist
- Helping Hand now employs 1.6 FTE Speech Pathologists

UniSA Physiotherapy Rehab Clinic

- **0.2 FTE UniSA PT for 36 weeks per year**
- Rehabilitation services offered with 4 students



Outputs – Student Projects

Occupational Therapy

- Enhanced dining experience in memory support unit
- Introduction of destination stations

Physiotherapy WHS

- Manual handling review across student, gardening and care staff areas

Background
context and
funded
projects



Centralised
coordination &
management



Key
Placement
Strategies



Outputs



Embedding
outputs as
organisational
outcomes



Sustainability
via resource
allocation



Student Participation Helping Hand



Helping Hand
new aged care

Making the leap to organisational engagement

Reporting and
promotion of not
only student
learning outcomes
but client service
enhancement to
own organisation

Student Participation Helping Hand

Background
context and
funded
projects



Centralised
coordination &
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Key
Placement
Strategies



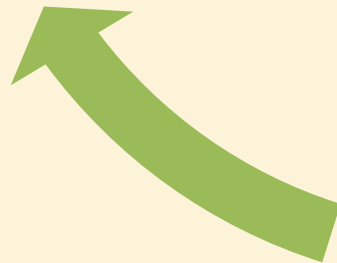
Outputs



Embedding
outputs as
organisational
outcomes



Sustainability
via resource
allocation



Developing resourced roles and infrastructure

- Facilitation income – universities provide resource for internal nursing facilitation
- Helping Hand allocate R+D funding of Student Participation Manager/IPE facilitator
- Developing new roles of student supervisor (not necessarily RN)

Critical success factors

- Partnership
- Integration into additional care provision
- Broader concepts of student facilitation role
- Management and board support
- student autonomy and student supervision



Critical success factors

- Report resident outcomes and learning outcomes
- Workforce model employing Allied Health
- Initial funding to explore student placement activities





*Creating student
placement as an
aged care service
enhancement
essential as well as
a quality location for
aged care specialty
training*



Acknowledgements

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