

# TEACHING NURSING HOME

## Development of an Australian model

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# Background

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## Characteristics of older patients

- 65% hospital inpatients > 65 yrs
- 25% of this cohort > 75 yrs
- high priority health resources for old-old
- complex disease processes
- multiple psychosocial needs

Ref: Duckett & Jackson, 2004; Trossman, 2004

# Undergraduate Nursing Curriculum Changes in New South Wales:

- Mandatory aged care clinical placements
- Increased theory content in ageing for:
  - biological sciences
  - nursing

# Teaching Nursing Homes (TNH)

## (US model)

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### Multipurpose facilities:

- Improve clinical care & provide clinical placements
- Teaching site affiliated with academic institution
- Collaborative research
- Increase students' knowledge of aged care
- Increase staff interest in post-graduate education
- Increase retention and recruitment

Ref: Aiken, 1985; Kramer & Shaughnessy, 2002

# TNH - Australian model

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## Development of the model

- Collaboration: ACU academic, 3 DONs, Educator
- 3 nursing homes co-located
- Dementia-specific, high care
- 3 not-for-profit service providers

## TNH - Objectives

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- Provide quality, coordinated & supervised clinical experiences for UG students
- Improve students' attitudes towards older adults in long- term-care & their understanding of the elderly with cognitive impairment
- Encourage RNs to pursue post-graduate education
- Develop research collaborations
- Enhance recruitment & retention of staff

# Undergraduate curriculum

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## Organisation of & preparation for placement

- 3 weeks clinical placement
- Theory unit – aged & palliative care  
( Lectures & Tutorials)
- Virtual Health Environment – theory & laboratory-based programme

# ACU student assessments

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- ANMC competencies
- Aged & pall. care clinical objectives
- Objectives related to professional behaviours

# Reactions to the TNH concept from NH perspective

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- Improve image of nursing homes
- Increase recruitment of staff
- Excited to be linked to academic institution

## **versus**

- Increased workload for all staff
- Impact on RN's workload (as preceptor)
- Benefits to the nursing home and staff?
- Fear that arrangement might fail

## TNH - Challenges

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- Development of clinical objectives collaboratively
- Development of relevant schedule of activities
- Standardised orientation package for 3 NHs
- Variations in NHs' policies & procedures
- Consistency of evidence-based skills
- Working with an external agency
- What should our expectations of them be?

# TNH - Student Roles

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- **Week 1:** Resident allocation & person-centred care (4 residents)
- **Weeks 2 & 3:** RN role
- Wound & skin care management
- Medication management
- Manual Handling & OHS
- Nurse handover
- Psychosocial & physical assessments
- Team leadership role
- Time management

# Orientation booklet

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- Details of 3 week schedule
- Summary of Aged Care Act
- Description of homes
- Glossary of terms & abbreviations related to aged care
- Leisure therapies (reminiscence, sensory)
- Manual handling equipment

# Research project: “Students’ attitudes”

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## Focus group interviews

1. Before going to TNH
2. After TNH placement

## Focus group participants

12 months program

- 3 from Russia
- 2 from China
- 3 from Thailand

# “Students’ attitudes”

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## Question 1

### Working in Nursing home currently/ previously

- Most students were working in or had worked in a nursing home

# “Students’ attitudes”

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## Question 2

### Perceptions of nursing homes

- **Pre-clinical**
  - Negative perceptions of residents & NHs
  
- **Post-clinical**
  - NHs seen as bright, clean, roomy
  - Outings & socialising activities
  - Regular visits by family members

# “Students’ attitudes”

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## Question 3

### Perceptions of what it is like to work in a NH

- **Pre-clinical**
  - NHs – difficult places to work in; heavy work
- **Post-clinical**
  - High standard of professional care
  - Care plans
  - Collegiality
  - Staff helpful to residents, families, students

# “Students’ attitudes”

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## Question 4

### Perceptions of resident characteristics

- **Pre-clinical**
  - Negative perceptions of residents
    - Depressed
    - Lonely
    - Withdrawn
  - **Post-clinical**
    - Elderly
    - Children
    - No. of residents with dementia

# “Students’ attitudes”

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## Question 5

### Perception of load of physical care

- **Pre-clinical**
  - Nursing care involves meeting residents’ physical needs
  
- **Post-clinical**
  - Social & recreational activities
  - No staff shortages

# “Students’ attitudes”

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## Question 6

### Interest in working in aged care

- **Pre-clinical**
  - Not interested in working in aged care nor LTC
  
- **Post-clinical**
  - More capable & confident
  - Would work in aged care

# “Students’ attitudes”

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## 1. Students’ evaluation

- Clean & attractive workplaces
- Staff friendly & helpful
- Difficulties managing aggression; communication difficulties
- Dissatisfied with week 1
- Couldn’t always approach staff
- Tired – long days on their feet
- Drs’ instructions hard to read
- Staff shared knowledge willingly
- Good feedback from facilitator
- Experiencing Dementia Workshop - positive experience

# “Students’ attitudes”

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## 2. Facilitators’ evaluation

- Bridge building between homes
- RN role is different in aged care
- Students eventually perceived benefit of wk 1  
(providing hands on care)
- Struggled with terminology
- Students had difficulty organising daily work plan

# “Students’ attitudes”

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## 3. RNs’ evaluation

- Help needed with preceptor role
- Needed greater understanding of students’ clinical objectives
- Difficulty with communicating (language & terminology)
- Students lacking experience in nursing practice

# TNH – Review by DONs

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- Review clinical objectives
- Produce generic Orientation Package
- Education of RNs as preceptors
- Improve medication administration training
- Reschedule Dementia Workshop to wk 1
- Care planning variations

# Evaluation of clinical placement outcomes

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Consistent themes:

1. High quality of supervision
2. Great learning opportunity
3. Increased understanding of RN role in Aged Care
4. Staff role in relation to placement
5. Clinical skills improved
6. Increased knowledge of dementia & delirium

## TNH: Stage 2

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- Adaptation to low care facilities (hostels)
- Development of website  
[www.teachingnursinghomes.com.au](http://www.teachingnursinghomes.com.au)
- Increase exposure to research
- Post-graduate student objectives
- Further conceptualisation of TNH model