**Australian College of Nursing**

# AGED CARE TRANSITION TO PRACTICE PROGRAM

## Message to Care and Facility Managers

The Aged Care Transition to Practice (ACTTP) program aims to increase the availability of nurses with experience and skills in aged care. The partnership created between the Australian College of Nursing (ACN) and your Aged Care Provider will foster cultural change, improve health outcomes, and enhance the quality of life of older people living in your facilities.

## Why this is important to know

The ACTTP program enables you to attract, develop and retain newly graduated registered (RN) and enrolled (EN) nurses to the sector. It has also been expanded to attract experienced RNs from other areas wanting to transition into aged care. The program is designed to empower nurses to become the clinical and professional leaders required for the aged-care reform agenda in response to the Royal Commission into Aged Care Quality and Safety.

The participants in the ACTTP program will build on their leadership and clinical skills supported by a mentor, which will facilitate their transition to the aged care sector. The program positions aged-care nursing as a chosen career pathway for both RNs and ENs.

The ACTTP program will be delivered nationally over 12 months to participants from metropolitan, rural and remote settings. There will be 13 cohorts from June 2022 to June 2024.

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## What you need to know

The employer allocates a mentor to support the participant in the workplace.

The participants will need to attend nine synchronous days online using videoconferencing. **Attendance is mandatory and should be given as study leave**.

Mentors will also attend two Zoom sessions and be supported through an online mentoring forum. Again, **attendance is mandatory and should be given as study leave**.

Participants and mentors will be enrolled into ACN's LMS (CNnect) to access aged care specific continuous professional development (CPD) modules designed exclusively for the sector. Topics include aged-care standards, pain management and the Serious Incidence Reporting Scheme (SIRS).

## Aim of the program:

The ACTTP program aims to develop the fundamental knowledge, skills, and attitudes essential to provide holistic and evidence-based care to older people. The program also aims to encourage the legal and ethical understanding of the relevant clinical practice and support nurses in developing their role as autonomous members of the multidisciplinary team and professional leaders within the aged-care sector. The program is designed to support recommendations from the Royal Commission into Aged Care Quality and Safety and is flexible to adapt to emerging evidence-based practice.

## Training and support

**Training and support for NGs and mentors include:**

- Access to skilled aged-care nurse educators who possess a wide variety of specialised skills and expertise.
- Access to an online course and discussion forums 24/7.
- Nine sessions are equivalent to 95 CPD hours. The days are spread over 12 months to allow flexible learning.
- Access to 9 self-paced CPD modules exclusively designed for aged care.
- Access to updated course material, online quizzes, online discussion forums (to promote professional communication, collaboration and peer networking which is essential for all aged-care environments), resources and references to websites
- Real-life case scenarios to analyse, discuss and examine the current practice.
- Last day: Consolidation of the program by presenting a portfolio.
- Advanced standing for the unit of study in Clinical leadership in Aged Care (offered by ACN).

**Mentors:**

- Four hours of synchronous sessions (via Zoom) across two days. Equivalent to 4 CPD hours.
- Access to 9 self-paced CPD modules directly related to aged care, mentoring, coaching and leadership.
- Mentor online forum is available for assistance and to ask questions.
- Access to updated course material, online quizzes, online discussion forums (to promote professional communication, collaboration and peer networking which is essential for all aged care environments), resources and references to websites.

## Course content

| Content | Stream | | | Associated Self-paced CPD Modules (all streams) |
|---|---|---|---|---|
| | NG (RN) | NG (EN) | RN | |
| **Day one** | | | | |
| Introduction and Orientation to the program (Purpose, defining goals and expectations) | x | x | x | Aged Care Quality Standards |
| Introduction and Orientation to ACN LMS, how to access ACN library | x | x | x | Wound management |
| Governance, mandatory registration standards | x | x | x | Professional practice |
| Responsibilities of approved aged care providers | x | x | x | Infection prevention and control |
| Portfolio development | x | | | Malnutrition in older adults (2 hours) |
| Clinical Leadership: Being a clinical leader in aged care | x | | | |
| Making the transition to aged care, resilience and resources | | | x | |
| How and when to escalate clinical deterioration | | | x | |
| Scope of practice, accepting delegation | | x | | |
| Collaboration and contributing to nursing care | | x | | |

NG (RN) = newly graduated registered nurse
NG (EN) = newly graduated enrolled nurse
RN = registered nurse who recently transitioned from another specialty

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| Content | Stream | | | Associated Self-paced CPD Modules (all streams) |
|---|---|---|---|---|
| | NG (RN) | NG (EN) | RN | |
| **Day two** | | | | |
| Healthcare Associated Infections | x | x | x | |
| Multi Resistant Organisms | x | x | x | |
| Choose wisely, Antibiotic Resistance and Stewardship | x | x | x | |
| Reportable infections | x | x | x | |
| Outbreak Management in Aged care | x | x | x | |
| Group work: Case studies and PPE Activity | x | x | x | |
| Immunisation | x | x | x | |
| **Day three** | | | | |
| Medication management | x | x | x | |
| High Risk medications | x | x | x | |
| Polypharmacy | x | x | x | |
| Psychotropic drugs and chemical restraints | x | x | x | |
| Falls management and prevention | x | x | x | |
| Restraint in aged care facilities | x | x | x | |
| Group activities and analysis of care | x | x | x | |

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| | NG (RN) | NG (EN) | RN | |
| **Day four** | | | | |
| Behavioural and Psychological Symptoms of Dementia (BPSD) | x | x | x | Reduction of Unnecessary Transfers to Hospitals (RUTH) (1 hour) |
| Delirium and Depression | x | x | x | |
| Therapeutic approaches to Behaviour management | x | x | x | |
| Communication in Dementia | x | x | x | |
| Group activities | x | x | x | |

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| | NG (RN) | NG (EN) | RN | |
| **Day five** | | | | **Mental Health (4 hours)** |
| How to lead in practice | x | | | |
| Nurse Leadership (Delegation, teamwork, critical thinking and decision-making) | x | | | |
| Nurse leadership in aged care, building on what you know from clinical practice | | | x | |
| Quality improvement opportunities | | | x | |
| Working in a team, when to say you need help, reporting back | | x | | |
| Leadership as an EN | | x | | |
| Lifelong learning | x | x | x | |
| Emotional Intelligence | x | x | x | |
| Clinical handover | x | x | x | |
| Compulsory Reporting/Serious Incident Response Scheme | x | x | x | |
| Compassion Fatigue and Burnout | x | x | x | |
| Self-Care Concepts (Barriers and Enablers) | x | x | x | |

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| **Day six** | | | | |
| Common Health Conditions and its Burden | x | x | x | |
| Acute Deterioration/Clinical Assessment | x | x | x | |
| Assessing the needs on return from the hospital | x | x | x | |
| A practical component to be completed at workplace with mentor | x | x | x | |
| Malnutrition in older adults | x | x | x | |
| Oral Health Care | x | x | x | |
| **Day seven** | | | | |
| Quality of Life in Aged care homes | x | x | x | Management of cardiac conditions (4 hours) |
| Sexuality and Intimacy in older adults | x | x | x | |
| Diverse Population Groups (Aboriginal Torres Strait and Islander peoples, Lesbian, gay, Bisexual, Transgender and Intersex and Queer (LGBTIQ), Culturally and linguistically older adults) | x | x | x | |
| Conflict management | x | x | x | |

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| **Day eight** | | | | |
| Transition to Palliative care in Aged Care (symptom management and decision making) | x | x | x | Palliative care |
| Transition to End-of-life care (symptom management and decision making) | x | x | x | Pain management (2 hours) |
| Role of Multidisciplinary team | x | x | x | |
| Group discussions | x | x | x | |
| Palliative care emergencies and Decision Making | x | x | x | |
| **Day nine** | | | | |
| Consolidation and presentation of assessment items | x | x | x | |

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