

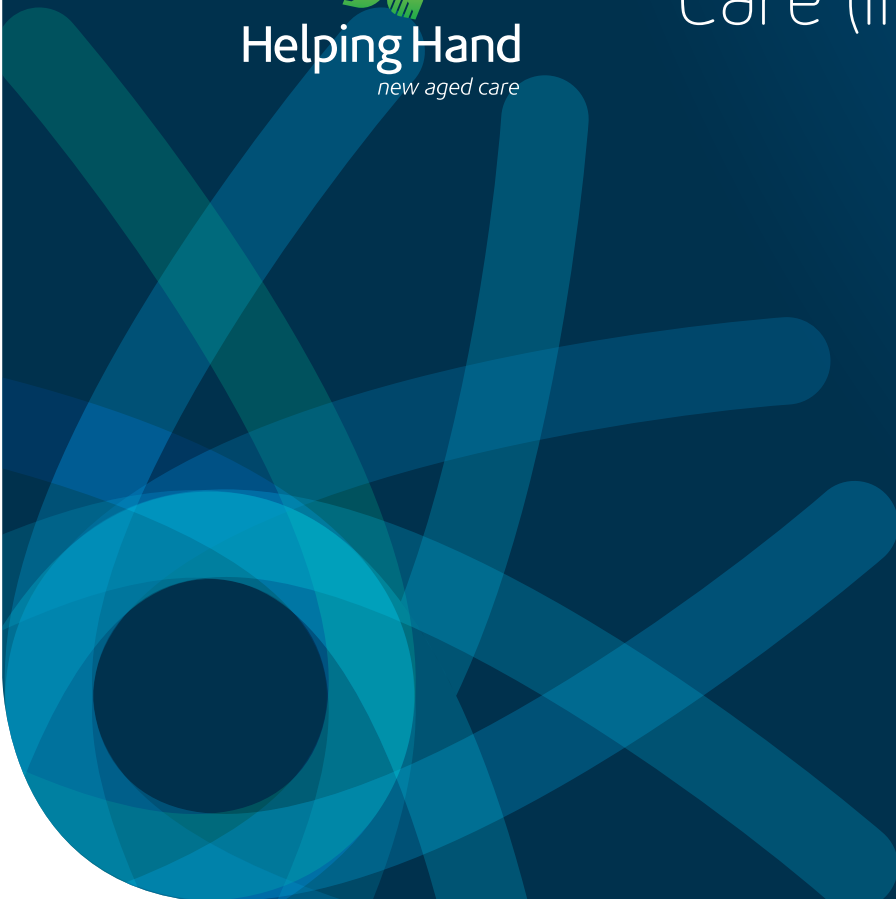


Brightwater



Helping Hand
new aged care

The Interprofessional Education in Aged Care (IPEAC) Toolkit



Acknowledgements

Thank you to all who have contributed to the development of the IPEAC toolkit including the residential aged care organisations involved, the project group, the critical reference group, core working group and the steering group.



Funding



This project is funded by the National Health and Medical Research Council (NHMRC) Partnership Centre: Dealing with Cognitive and Related Functional Decline in Older People (Cognitive Decline Partnership Centre).

The CDPC receives funding from the NHMRC and funding partners Hammond Care, Helping Hand, Brightwater Care Group and Alzheimer's Australia.

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Introduction

Welcome to the Interprofessional Education in Aged Care (IPEAC) Toolkit.

An Interprofessional Education (IPE) student placement in an aged care setting promotes collaborative practice with other professions and allows students to learn more about the practical application of their role in a supportive and structured environment. This learning has been demonstrated to create an aged care workforce which can work efficiently and collaboratively for the benefit of residents.

This toolkit has been developed specifically to guide residential aged care staff in conducting an IPE student placement at their facility. It uses learnings and experience from a research project specifically designed to evaluate their benefit in these settings.

(Background to the toolkit)

Successful interprofessional education student placements within the aged care sector prepare students for the workforce and increase capacity of aged care facilities to enhance the care provided to residents.

Is the toolkit suitable for your aged care facility?

The toolkit is suitable for your setting if:

- You would like to, or currently already, supervise students on practical placements at your facility
- You would like to increase the care provided to residents and reduce time pressures on staff which can be common in residential aged care

What will you get from this toolkit?

This toolkit will assist with facilitating interprofessional education student placements at your facility. It provides templates and practical tips to get started and support interprofessional education student placements.

The toolkit has been developed for residential aged care facilities to:

- Support interprofessional student placements and student learning about aged care and cognitive and functional related decline
- Improve resident wellbeing through student interaction
- Build the capacity of staff to lead interprofessional education and practice

For more information on the toolkit please contact

the Brightwater Research Centre on research.enquiries@brightwatergroup.com

About the IPEAC Toolkit

The IPEAC Toolkit has been developed for residential aged care facilities to better support interprofessional student placements and student learning about cognitive and functional related decline. Adopting this practice model can enhance resident wellbeing through student interaction.

The toolkit is comprised of four modules to help guide and navigate you through hosting interprofessional student placements at a level that suits your organisation. You may wish to use small sections if you only have a few students or larger portions of the toolkit if you host many students. The term 'IPE student placement' is used throughout the toolkit and is intended to include all students from a variety of backgrounds and professions.

The toolkit is a guide only to help you integrate individual interprofessional learning activities into discipline specific student placements in residential aged care facilities. Remember to start small and build toward further developing your student placements over the time.

Module 1: IPE in Aged Care

Interprofessional education can enable improved planning and coordination of personalised care for your residents. This module is an overview of interprofessional education in aged care and the benefits of this practice model. It also provides a background to the development of the toolkit, and the evidence behind it.

Module 2: Getting Started

This module will teach you how to make connections with education providers while outlining easy ways to create student placements at your facility. It walks you through how to link your facility resources to support IPE student learning opportunities within a placement.

Staff, residents and families are central to the success of the IPE student placement so this section discusses ideas on how you might engage and talk to staff, residents and relatives about such placements. Finally you are guided through how to organise students' placements.

Module 3: Running an IPE Student Placement

Easy and accessible information on running an IPE placement, including:

- What to do before students arrive
- The students' first day
- An orientation package that you can adapt to suit your facility or placement requirements
- Ways to create opportunities during student placements.

This module includes practical ideas on how to lead opportunities during student placements, with examples, hints, tips, resource links and videos throughout, all designed to support you to host quality student placements at a day-to-day level that suit your facility and that are ideally aimed to improve your residents' wellbeing.

Module 4: Moving forward with IPE

This module provides you with more information to consider when hosting IPE student placements, including:

- How to evaluate the placement from the student, staff and resident perspective
- Resources to support the role of individual professions
- Additional IPE resources, reading and references.

Icons

Throughout the toolkit there are icons to assist in communication sharing.



Practical Tip

Tips on how to run student placements at your facility



Managing Risk

To identify potential areas of risk



Templates

A template you can adapt and incorporate into your facility

Module 1. IPE in aged care

What is IPE in aged care?



Interprofessional education is 'When two or more professionals learn with from and about each other to improve collaboration and the quality of care'. (Centre for the Advancement of Interprofessional Education (CAIPE), 2002).

Interprofessional practice between health professionals leads to an improved quality of care for residents. When health professionals with differing skills sets work together and understand where their scope ends and another professional's begins, care needs of residents are better attended to, through appropriate referral processes and collaborative care. This also reduces unnecessary medical costs (Coleman, 2003).

Residential aged care staff from a variety of backgrounds and professions contribute to the care needs of residents. Collaboration between staff to support student placements can provide many interprofessional learning opportunities.

An Interprofessional Education placement not only aims to increase the student's clinical abilities within their own profession as would occur in a traditional student placement but to enhance their knowledge of interprofessional education and support the development of interprofessional practice.

Residents

'When you are teaching the students things the residents really do feel like they're helping with the teaching process and it empowers them a bit so. I know they really do enjoy it.'

You ask them if they mind if students can come in and they sort of puff up their chests and they enjoy it.'



Families

'With an ageing population the more students in all branches of medicine and social services that have training in dealing with ageing and the elderly, the better.'

Students

'Just by talking as a team you can get that information across much more quickly and then deliver more effective care for you have all that information and input from different disciplines to see things from different perspectives.'



Staff

'The students are coming with fresh ideas and experiences and knowledge that I didn't have and they are happy to share.'

Background to the Toolkit

Brightwater Care Group (WA) and Helping Hand (SA) in collaboration with educational providers in Western Australia and South Australia, have delivered interprofessional education (IPE) student programs in residential aged care facilities since 2010.


An evaluation of both IPE programs was undertaken from 2013 to 2015 with funding from the NHMRC Partnership Centre: Dealing with Cognitive and Related Functional Decline in Older People (Cognitive Decline Partnership Centre).

The 'Evaluating the Outcomes for Interprofessional Education Programs in Residential Aged Care Report' highlighted four key outcomes from the programs:



This module provides information about the main areas to consider when preparing your facility to support IPE student placements.

Collaborating with educational providers is one of the first steps in getting started to help increase opportunities to engage students within your facility.

 **Practical Tip**

- Exploring facilitation options with the educational provider. You may be able to co-facilitate students from a variety of fields across multiple facilities.
- Educational providers have many resources and learning opportunities, ask them what is available to both staff and students.

Below are some examples:



Linking facility resources

As part of getting started it is important to investigate what resources are available within your facility to support student learning and to facilitate the interprofessional education student placement.

Resources that could be helpful:



Practical Tip

- A designated work area for students or an area within the facility for all students to work together co-located with staff and residents.
- Access to desks, chairs, tables, phones and a whiteboard.
- Secure storage for student's personal items.
- Access to computers and WiFi, consider a student laptop or iPad.
- A facility entry card and pocket information card.
- Compile a list of equipment resources available within your facility to support student placements. Don't be limited by what you currently have, consider linking in with educational providers.

Talking with staff, residents and families

The staff, residents and families are central to the success of the IPE student placement as they enable student learning. When deciding to conduct an IPE student placement in aged care consultation with these three groups is required in all aspects of the student experience.

Initial engagement may include:



Practical Tip

- Introducing the idea of running IPE student placements at your facility with your supervisor
- Exploring the facility's perceptions of working with students
- Investigating what staff would be interested in the opportunity to work with students
- Understanding the workforce strengths and capabilities to identify the need for future learning
- Working towards involving student placements into the day to day activities of your facility

Organising student placements

The structure and processes to support IPE student placements need to be set up ahead of time which includes providing staff with the appropriate learning resources to facilitate IPE student placements.



Practical Tip

- Be aware of your organisation's policy on student placements and the student placement agreements with education providers
- Consider how staff, residents and families may be informed about student placements
- Ensure staff have the key documents from the education provider to assist in facilitating student placements i.e. unit outlines, student handbook and facilitator guidelines
- Develop student preparation sheets specific to aged care addressing common diagnoses, assessments and relevant interventions

The following documents may be helpful in the coordination of student placements at your facility.



Templates

[Student Sign In Register](#)

[Student Contact List](#)

[IPE Student Planner](#)

Module 3. Running an IPE student placement

Before students arrive

1. Staff information sharing

Provide staff with information about student placements prior to their commencement.

Ways this could be achieved include:



Practical Tip

- Notify facility staff of incoming students and share correspondence received students as appropriate
- Provide staff with details of student allocations



Templates

[Notification of upcoming student placement](#)

2. Contacting the student

Initiating contact with students before they arrive provides an opportunity to outline the placement, develop appropriate expectations and discuss any concerns they may have about working with older adults. When preparing to contact students you may choose to develop a confirmation letter.

Other information to include could be:



Practical Tip

- Location facility map
- Facility information sheet
- Student preparation sheet



Templates

[Placement confirmation letter](#)

3. Students learning about cognitive decline, aged care and IPE

Consider providing preparation work for students, to assist them in:



Practical Tip

- Preparing for the aged care environment
- Supporting the needs of older adults
- Working in an interprofessional manner

The following resources are useful to provide to educational providers and students prior to placement and to discuss further with students during their placement.

[Clinical Practice Guidelines and Principle of Care for People with Dementia](#)

The national clinical guidelines for people with dementia provides health professionals and carers access to recommendations reflecting current evidence on dementia care to better respond to the needs and preferences of the person living with dementia.

[Western Australia Centre for Health Ageing \(e-Ageing\)](#)

The e-Ageing learning program provides education about the ageing process and common health problems related to aging with the aim of fostering positive attitudes towards older adults.

[Aged Care Awareness](#)

This program aims to increase awareness and understanding of the complexity of aged care service provision, as well as highlight the opportunities for learning and career development for health professionals in aged care.

[Dementia Dynamics Toolkit](#)

The dementia dynamics toolkit incorporates the most recent, evidence-based information about dementia and best practice dementia care with a particular focus on addressing responsive behaviours.

[Hand Hygiene Australia Learning Management System](#)

The Hand Hygiene Australia learning package promotes the value of hand hygiene practice, including how to apply correct hand hygiene practice to enable safe and competent care of patients.

[Subacute Care Interprofessional Education resource \(SCIPE\)](#)

SCIPE provides an e-learning module for students to complete prior to the placement to introduce students to an interprofessional student placement within subacute services.

[Dementia KT](#)

The Dementia Knowledge Transfer Hub translates dementia research into practice and provides a number of links to resources for education and training, guidelines and policy and measures and tools and more.

Students first day in aged care

Providing orientation is an essential part of the student placement experience as it ensures students feel welcomed and supported.

Developing a quality orientation can result in a positive placement experience for students and positively influence student's perceptions and understanding of older adults and cognitive decline.

Ways that orientation could be delivered include face to face, PowerPoint presentations, web-based and/or through student manuals.



Templates

The [Orientation Document Checklist](#) for Staff is a checklist that can assist you in keeping track of student documents.

Opportunities during student placement

To acquire a range of interprofessional capabilities students should be involved in structured activities aimed at facilitating interprofessional learning and practice.

Below is an example of the learning opportunities students could participate in during a typical week of an IPE student placement;

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00am	Observe GP Visit	Resident Wellbeing Program		Resident Wellbeing Program	Resident Wellbeing Program
10:00am			Resident Wellbeing Program	Profession and Interprofessional Care Delivery	
11:00am		Profession and Interprofessional Care Delivery			Profession and Interprofessional Care Delivery
12:00pm	Profession and Interprofessional Care Delivery	Student Led Education Session	Resident Wellbeing Projects		
1:00pm					
2:00pm					
3:00pm	Resident Wellbeing Program	Student debrief	Student debrief		

The following are some practical examples of how to implement IPE activities at your facility.

1. IPE and cognitive decline activities

Students undertaking a placement in residential aged care can lead to additional care, social interactions and therapy for residents adding to their emotional and physical wellbeing.

a) Engaging with residents

Consider the following points when developing opportunities for students to engage with residents:

Students can assist in facilitating resident wellbeing programs or student assisted clinics for residents under the supervision of staff:



Practical Tip

- Balance group
- Pulmonary Rehabilitation group
- Communication group
- Voice group
- Wii group
- Cognitive decline groups - men's and ladies groups
- Paro group
- Provide students with information on Spark of Life principles and the Montessori approach so they understand the benefits of meaningful resident engagement. Additional resources for students can be found in Before Students Arrive on page 13
- Involve students in developing an activity group plan for the resident wellbeing programs or student assisted clinics



Templates

[Activity Group Plan](#)

The following short videos demonstrate examples of students engaging with residents.



b) Facilitating time with other professions

Facilitating time with other professions allows students to gain a greater understanding of how other professions work effectively in an interprofessional team.

The following are some tips and examples on how to facilitate interprofessional engagement with students:



Practical Tip

- Interprofessional engagement
- Plan and allocate time for students to:
- Work with other professions (both staff and student) to deliver care to residents
- Accompany the GP and/or nurse practitioner
- Conduct collaborative resident assessments with other students or professionals
- Observe of health related procedures performed by different professions

c) Resident Case Studies

Resident case studies allow students to discuss the interprofessional care of residents whilst supporting them to develop their knowledge and understanding of the complex care needs of residents.

To get started in conducting a [resident case study](#) with your student group, consider the below:

- Identify a resident with complex needs suitable for a case study
- Facilitate discussion with the student group and identify areas of intervention
- Conduct case studies in an appropriate location to facilitate student discussion



This is an example of a Resident Case Study conducted by a student group

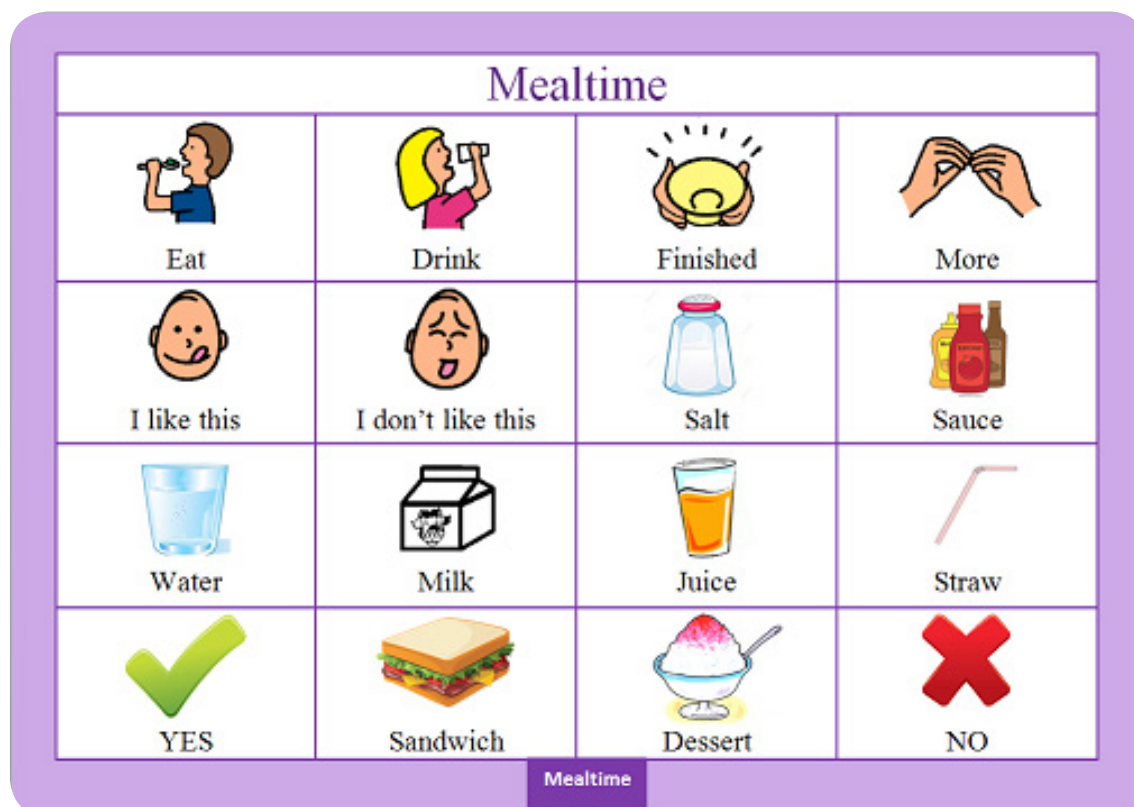
d) Enhancing care outcomes

Students can work together, and with staff, on projects during IPE student placements that focus on enhancing the wellbeing of residents.

Resident wellbeing projects

Under the supervision of staff, students can participate in resident wellbeing project such as:

- Life story books for residents and families
- Resident newsletter
- Pictorial communication booklets for residents who require communication support



Quality assurance

In consultation with staff, students can participate in quality assurance activities such as:

- Clinical audits
- Developing action plans to address identified issues
- Developing and conducting education sessions

2. Utilising resources within your organisation

The following areas could be utilised to enhance student learning:

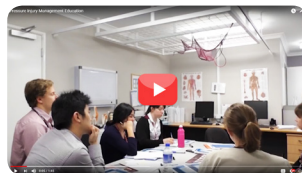
At your facility

The following are examples of how to involve students in learning activities at your facility:



Practical Tip

- Utilising facility staff to provide education sessions to students, e.g. pressure injury management, falls management and chronic disease management
- Observe consultations from visiting professionals, e.g. dietitian, podiatrist, nurse practitioner and general practitioners
- Involve students in additional programs at your facility, e.g. intergenerational playgroup



This is an example of an interprofessional education session conducted by a facility staff member.

Within your organisation

Some examples of how to involve students in organisational activities are provided below:



Practical Tip

- Attending organisational training, for example dementia care, dysphagia and continence management
- Attending organisational forums and graduate program study days
- Attending professional group meetings, i.e. allied health, clinical governance and infection control meetings
- Accompanying specialist roles within your organisation, e.g. visits with the admissions coordinator to gain a greater understanding of the admission processes for residential aged care
- Utilising organisation staff to provide training to students, i.e. nurse practitioner or geriatrician
- Exposure to other services within your organisation, i.e. transitional and community care



This is an example of a staff member with a specialist role within an aged care organisation providing training to students.

Volunteers

Utilising volunteers' expertise within your organisation can enhance student learning opportunities.



This is a demonstration of how a volunteer can assist in engaging IPE students.

3. Community Learning Experiences

Below are considerations when coordinating community learning opportunities for students.

Practical Tip

- Involve students in consultations delivered by external providers, e.g., Dementia Behaviour Management and Advisory Service (DBMAS) and Palliative Care Team
- Coordinate visits to community organisations
- Explore suppliers company education opportunities

Managing Risk

- Check the education provider's policy on students travelling in vehicles

4. Day to day activities

To assist in the day-to-day running of IPE student placements at your facility, students can participate in:

Practical Tip

- Relevant team meetings
- Student debrief sessions
- Administrative duties

It is important to keep staff and residents informed of the day-to-day activities of IPE student placements. The following are some ideas for information sharing during student placements.

Practical Tip

- Distribute a student newsletter or include a section in your facility newsletter
- Display student placement information in a communal area in your facility
- Discuss student placements at team meetings

At the end of the placement

The student experience of finishing a placement may determine the ease in which they will move forward to their next placement or into the workforce.

Here are some ideas to assist in the closure of placements.

Administration



Practical Tip

- Students to provide a handover of resident caseloads
- Review the student learning objectives completed at the beginning of placement
- Ensure all student assessments and relevant documentation for the education provider is completed and returned appropriately
- Encourage students to provide feedback on their placement experience
- Collect facility resources from the student
- Provide students with information on recruitment opportunities within your organisation

Celebrating



Managing Risk

- Arrange morning tea for residents and staff to farewell students
- Invite students to share their placement experience and project work with staff and residents
- Take a student group photo for newsletters
- Acknowledge staff for their contributions to the student placement
- Provide feedback to education providers on student performances
- Check your organisation's policy on providing student references

Module 4. Moving forward with IPE

This part of the toolkit will provide you with further information when moving forward with IPE student placements at your facility.

Capturing the benefits

Here are some examples of how to capture the benefits of student placements at your facility.



Practical Tip

- Students and staff can complete a quality improvement form for project work completed in relation to the accreditation standards
- Students and staff can assess measured outcomes for resident enhanced wellbeing
- Record additional episodes of care delivered to residents through student interaction
- Evaluate education sessions conducted by students and staff
- Encourage students to complete a student feedback form
- Contact the education providers to access any further student feedback
- Summarise student feedback



Templates

[Resident Episodes of Care](#)

[Training Evaluation Form](#)

[Student Feedback Form](#)

Further education on aged care

Aged care provides a unique opportunity for all students to practise their profession and develop new skills.

A list of assessments conducted onsite is beneficial for each profession to know and also to learn about assessments that other professions complete.

There are some common pathologies and processes in aged care that would be helpful to know more about. These are listed below with some useful links. The following is a guide not a comprehensive list:

Pathology and/or Process

- **Dementia and its sub-categories**
 - [Dementia Training Study Centres](#)
 - [Alzheimer's Australia](#)
 - [Alzheimer's Disease](#)
 - [Vascular Disease](#)
 - [Frontotemporal Dementia](#)
 - [Lewy body Dementia](#)
- **Behavioural & psychological symptoms of dementia**
 - [Dementia Dynamics Toolkit](#)
- **Parkinson's Disease**
 - [Parkinson's Australia](#)
- **Diabetes & diabetic neuropathy and glaucoma**
 - [Diabetes Management in Aged Care](#)
 - [Aged Care Insite - Managing diabetes in aged care](#)
- **Falls & falls prevention**
 - [Australian Commission on Safety and Quality in Health Care](#)
 - [Preventing Falls and Harm from Falls in Older People](#)
- **Deprescribing**
 - [The benefits and harms of deprescribing](#)
- **Palliative Care**
 - [Palliative Care Australia](#)
 - [Program of Experience in the Palliative Approach](#)
- **Delirium**
 - [Care of Confused Hospitalised Older Persons](#)

Assessments

Across aged care there are many assessments which are regularly conducted; familiarising yourself with these assessments and how to interpret them will help you to provide optimal care and advice.

- [Abbey Pain Scale](#)
- [Cornell Depression Scale](#)

Additional

Below are a couple of short, useful lists and principles that may also be helpful:

- [Beers list of medication to avoid in the elderly](#)
- [Ten principles for medications use in older adults](#)
- [Residential medication management review](#)
- [4th edition medical care of older persons in residential aged care facilities](#)

Resources and references

Useful IPE websites

[Australasian Interprofessional Practice and Education Network \(AIPPEN\)](#)

AIPPEN brings together individuals, groups, institutions and organisations committed to promoting and supporting interprofessional learning and improving collaborative practice in healthcare across Australia and New Zealand, with the ultimate goal of achieving quality patient-centred care.

[Canadian Interprofessional Health Collaborative \(CIHC\)](#)

The CIHC works at the edges and interfaces of health, education and the professions to discover and share promising practices to promote interprofessional education and collaboration in areas that will enhance patient care.

[Centre For The Advancement Of Interprofessional Education \(CAIPE\)](#)

CAIPE aims to promote and develop interprofessional education with and through its individual, corporate and student members, in collaboration with like-minded organisations in the UK and overseas, for the benefit of patients and clients.

[ClinSimWA](#)

A website dedicated to expanding simulation-based learning. The website also includes a link to an Interprofessional Learning (IPL) Online Course, which brings together six modules to assist users to build communication, collaboration and problem-solving skills within their workplace. The course is designed to be completed either as a whole training package or as separate modules. Users will receive a certificate for each module completed, which may be used as part of their professional development portfolio.

[European Interprofessional Education Network \(EIPEN\)](#)

EIPEN aims to develop and sustain a network in the European Union to share and develop effective interprofessional vocational training curricula, methods and materials for improving collaborative practice and multi -agency working in health and social care.

[Interprofessional Learning Clinical Placement Toolkit](#)

This toolkit will assist in the design of interprofessional learning placement opportunities for students. The toolkit focuses on integrating interprofessional learning experiences for clinical placements in teams working collaboratively. This toolkit also offers the opportunity to improve a team's collaborative and interprofessional practices.

[National Center for Interprofessional practice and education](#)

The National Center for Interprofessional Practice and Education provides the leadership, evidence and resources needed to guide the use of interprofessional education and collaborative practice as a way to enhance the experience of health care, improve population health and reduce the overall cost of care.

[On Track eLearning Package](#)

This Interprofessional eLearning Package covers everything from planning, commencing, carrying and evaluating student placements. Designed for rural and remote allied health and nursing professionals and appropriate for both experienced supervisors and those new to supervision, the course can be undertaken with individual components only or in its entirety.

[Teaching on the Run](#)

The Teaching on the Run (TOTR) program supports professionals involved in clinical/student teaching, supervision and assessment. It is designed to enable participants to build their confidence to apply the teaching and learning principles in the workplace setting.

[The Curtin compass tool](#)

The change leadership program is designed to increase interprofessional clinical fieldwork opportunities. Developed by Curtin and Charles Sturt Universities, in partnership with the University of Toronto, the program has been created to support health and academic staff to build their capacity to lead interprofessional education and practice initiatives.

[World Health Organisation - Framework for Action on Interprofessional Education and Collaborative Practice](#)

The Framework for Action on Interprofessional Education and Collaborative Practice highlights the current status of interprofessional collaboration around the world, identifies the mechanisms that shape successful collaborative teamwork and outlines a series of action items that policy-makers can apply within their local health system.

Recommended reading on IPE

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