



**CAREER PREFERENCES FOR WORKING WITH  
PEOPLE WITH DEMENTIA IN UNDERGRADUATE  
AND NEWLY QUALIFIED HEALTHCARE  
PROFESSIONALS**

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# OVERVIEW

1. BACKGROUND
2. OVERVIEW OF DESIGN
3. SUB STUDY 1
4. SUB STUDY 2
5. SUB STUDY 3
6. FINAL OUTPUT

# BACKGROUND

**Why is it important to understand the career preferences of healthcare students in relation to dementia?**

- Prevalence of dementia (Prince et al., 2013)
- Increased demand for quality care and competency in dementia care (Department of Health, 2013; World Health Organization, 2017)
- Established lack of preference for older adults (Garbrah et al., 2017; Neville et al., 2014), less known but indicated in dementia (Chenoweth et al., 2010; McKenzie & Brown, 2014).

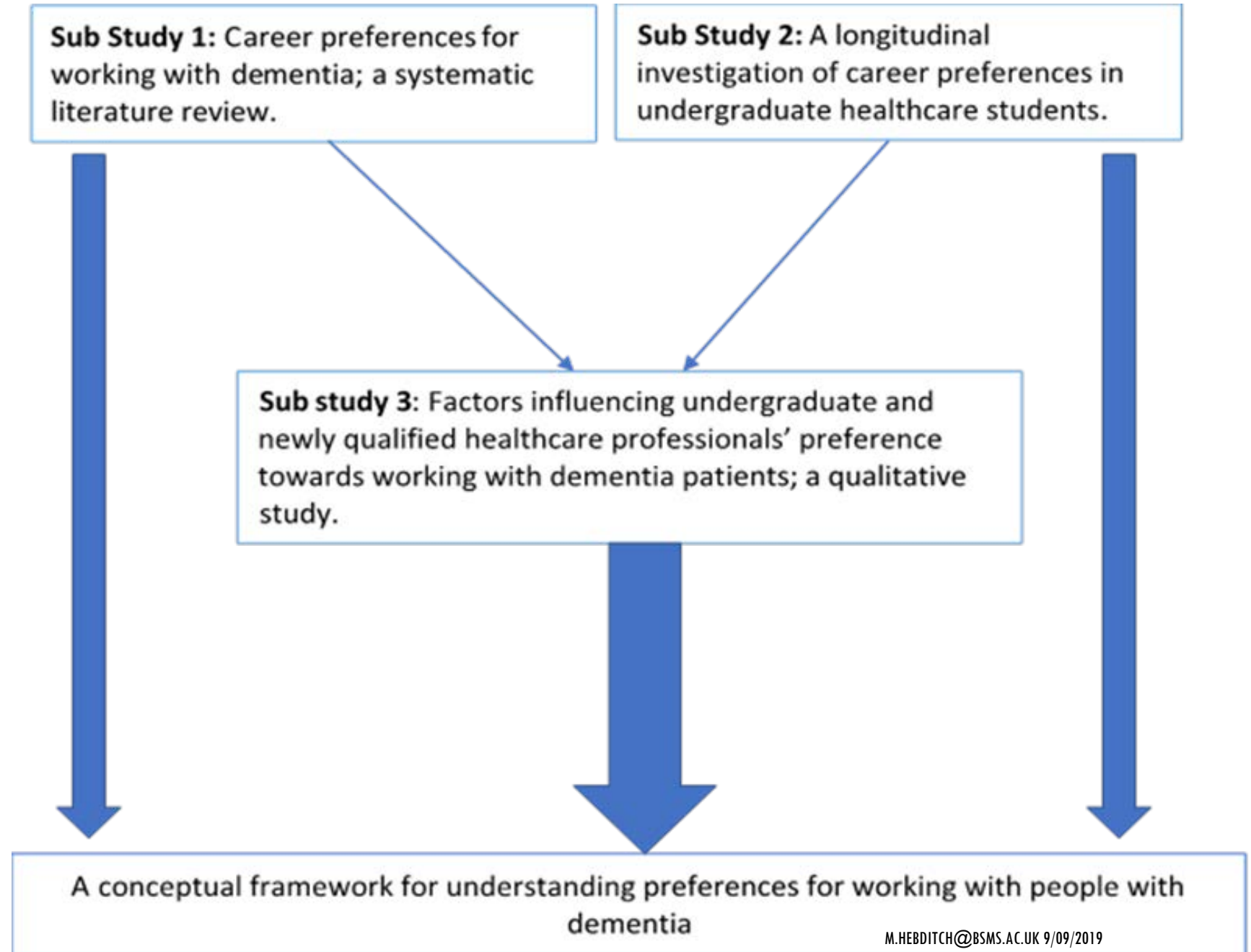
## **Conclusion**

Preferences need to be understood for workforce planning.

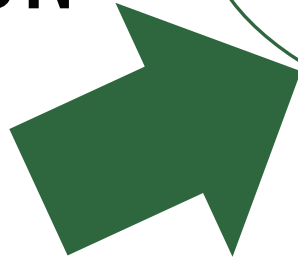
# AIM

Identify the factors which influence healthcare students' preferences for working with people with dementia in order to develop a conceptual framework for understanding them

# DESIGN



# DESIGN



**Sub Study 1:** Career preferences for working with dementia; a systematic literature review.

**Sub Study 2:** A longitudinal investigation of career preferences in undergraduate healthcare students.

**Sub study 3:** Factors influencing undergraduate and newly qualified healthcare professionals' preference towards working with dementia patients; a qualitative study.

A conceptual framework for understanding preferences for working with people with dementia

# SUB STUDY 1: A SYSTEMIC REVIEW

## Objective

To identify and consolidate the existing literature on career preferences of medical and nursing students specifically in relation to dementia and to older adults generally.

## Research Questions

1. What factors are associated with preferences for working with older adults and people with dementia?
2. What are the differences and similarities between medical and nursing students?
3. What is specifically known about the career preferences of healthcare students in relation to working with people with dementia?

# METHODS

Prospero : <https://www.crd.york.ac.uk/prospero/>

PROSPERO [CRD42018104647].

Inclusion	
	<ol style="list-style-type: none"><li>1. Career preferences AND</li><li>2. Older adults OR dementia, AND</li><li>3. Medical or Nursing students</li></ol>
	Types of paper:
	<ul style="list-style-type: none"><li>• &gt;1995</li><li>• Empirical papers</li><li>• Quant , Qual, mixed methods</li></ul>
	Topics:
	<ul style="list-style-type: none"><li>• Factors associated with career preferences OR</li><li>• Career preferences as an outcome of an educational intervention (where intervention is a factor)</li></ul>
Exclude	
	<ul style="list-style-type: none"><li>• Postgraduate training and professionals</li><li>• Studies that do not measure career preferences related to either older adults or dementia.</li></ul>



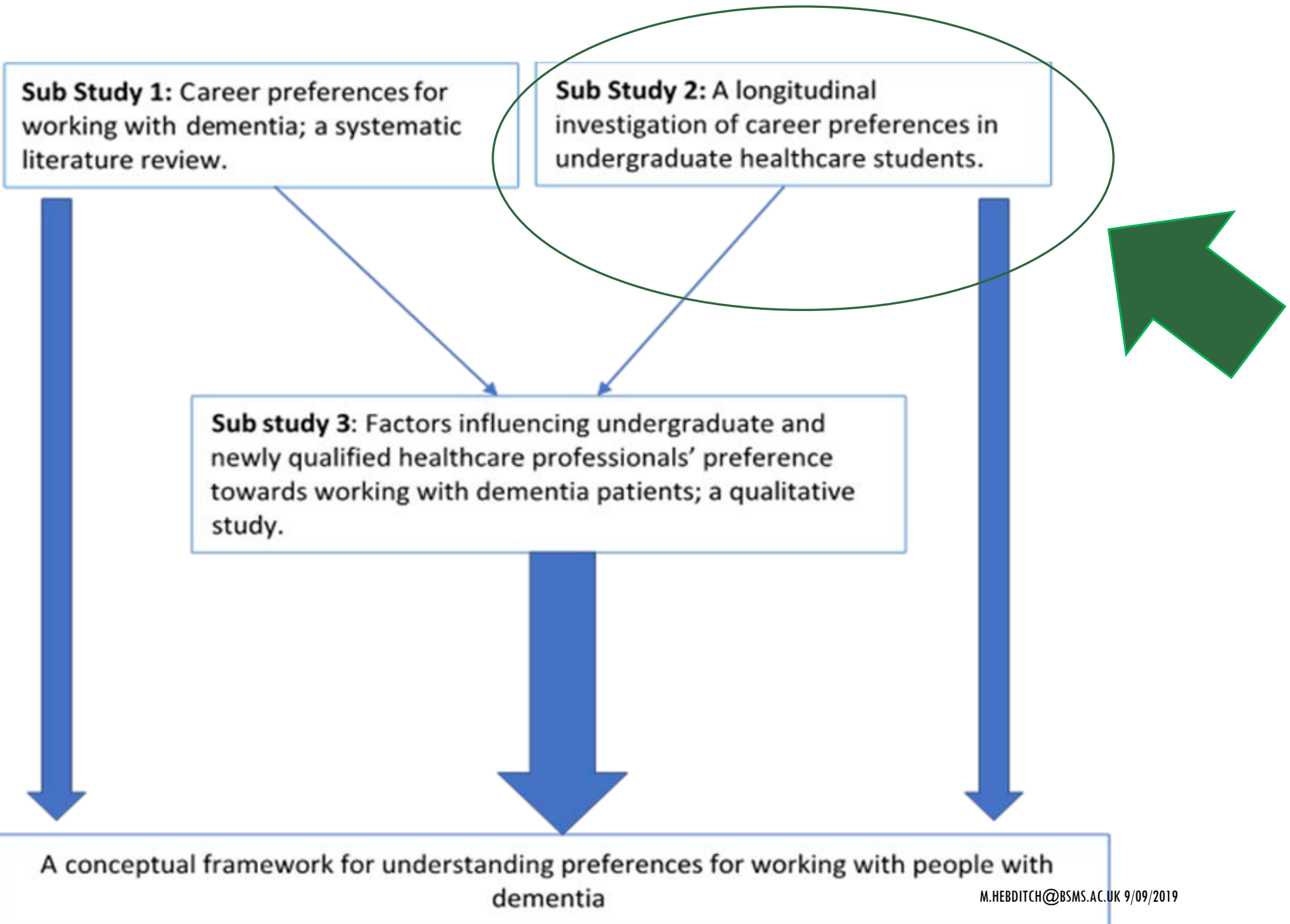
# DATA COLLECTION & SYNTHESIS

- Extraction Template: variables & themes, career preference measure, field of interest.
- Quality Rating: Mixed methods assessment tool MMAT (Pluye 2013)
- Narrative Synthesis

# KEY RESULTS

What is specifically known about preferences of healthcare students in relation to working with people with dementia?

- Age and Ageism- McKenzie and Brown (2014)
- Educational interventions- Pairs program Jefferson et al. (2011)



# SUB STUDY 2: LONGITUDINAL SURVEY DATA

## Objective

To assess student preferences during undergraduate training in relation to working with people with dementia.

## Research questions

1. How popular is working with patients with dementia and older adults and do these preferences change over undergraduate training?
2. What factors (including TFD) are associated with a preference for working with people with dementia?
3. What do students report as the reasons for their preferences?

# METHODS

**Study design:** 2014 -2018 as part the TFD evaluation (Banerjee, Farina et al. 2017). 3 time points.

## **Study setting and sample**

- Seven student cohorts (n=914),
- Nurses and medical students,
- 4 university's: UoS, UoB, BSMS & UEA.
- 4 TFD 3 non TFD.

## **Measures**

- Demographics, attitudes, knowledge, participation
- Medical career preferences; First specialty choices (Jefferson et al. 2001) and willingness to work with people with dementia question on graduation.
- Nurses carer preferences: Ranking exercise (Stevens 2011)

# PRELIMINARY RESULTS

## Measures

Ranking exercise of career preferences (Stevens, 2011)

1 (their most preferred)  11 (their least preferred).

‘Please explain why your Rank 1 is your most preferred career choice’

‘Please explain why your Rank 11 is your least preferred career choice’

‘Please explain your choice of Rank for a career working with ‘people with dementia’

Factors associated with preferences for working with people with dementia in Year 3 (n=106)

# RESULTS

	Mean	Std. Deviation	Pearson correlation	Sig.
T3 People with Dementia (1-11)	6.38	2.63		
<b>University Course (Ad vs MH)</b>	<b>0.18</b>	<b>0.39</b>	<b>-0.27</b>	<b>0.003</b>
University (UoS vs UoB)	0.08	0.28	0.00	0.480
Student Gender (Female vs Male)	0.10	0.30	-0.07	0.231
Ethnicity (White British/Euro Vs Other)	0.18	0.39	-0.04	0.336
Dementia experience (Yes vs No)	0.48	0.50	-0.01	0.455
Student Age	28.28	9.14	-0.14	0.080
ADKS at T3 (0-30)	24.74	2.35	-0.09	0.167
DK at T3 (0-20)	16.31	2.28	-0.07	0.242
<b>MCRS at T3 (11-66)</b>	<b>55.28</b>	<b>6.84</b>	<b>-0.48</b>	<b>&lt;0.001</b>
<b>ADQ at T3 (19-95)</b>	<b>80.83</b>	<b>6.54</b>	<b>-0.23</b>	<b>0.008</b>
<b>DAS at T3 (20-140)</b>	<b>120.07</b>	<b>12.21</b>	<b>-0.30</b>	<b>&lt;0.001</b>
<b>Jefferson at T3 (20-140)</b>	<b>116.50</b>	<b>12.08</b>	<b>-0.18</b>	<b>0.027</b>
<b>In Tfd? (Yes vs No)</b>	<b>0.26</b>	<b>0.44</b>	<b>0.19</b>	<b>0.025</b>
<b>T1 People with Dementia</b>	<b>6.04</b>	<b>2.51</b>	<b>0.44</b>	<b>&lt;0.001</b>

Factors associated with preferences for working with people with dementia in Year 3 (n=106)

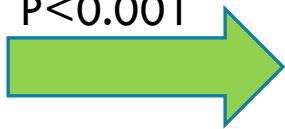
# RESULTS

**Multiple regression:**

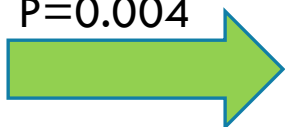
14 predictors explained 40% of the variance ( $R^2=.40$ ,  $F(13.108) = 4.45$ ,  $p < .001$ ).

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P<0.001



P=0.004





<p><b>Aligns with personal skill set</b> (n=10)</p>	<p><i>“I have had experience with dementia hence high rank, I feel confident working with people with dementia”</i></p>
<p><b>Positive aspects of work</b> (n=12)</p>	<p><i>“I find working with people with dementia are challenging but rewarding. I enjoy building a relationship with them”</i></p> <p><i>“I love being able to empower them to live as independently as possible in their homes”</i></p>
<p><b>Enjoyment and interest</b> (n=10)</p>	<p><i>“Enjoy working with dementia patients”</i></p> <p><i>“I’m interested in the decline of the mind, especially interested in vascular dementia”</i></p>
<p><b>Positive past experiences</b> (n=7)</p>	<p><i>“Following placements working in a community mental health team for older people and on an acute elderly specialist dementia ward I’ve grown great interest to work within the field of dementia”</i></p>

<p><b>Prefer other areas</b> (n=12)</p>	<p><i>“I’m happy working with people with dementia but I prefer other disciplines”</i></p>
<p><b>Negatives characteristics work</b> (n=17)</p>	<p><i>“I found dementia care understaffed, testing and stressful”</i></p> <p><i>Low down on my list because as an illness it tends to deteriorate so I find it more difficult to find the ways to win at work”</i></p> <p><i>“I had HCA experience and they have been one of the most difficult people to care of because it's distressing that they don't understand sometimes”</i></p>
<p><b>Lack of skills or experience</b> (n=7)</p>	<p><i>“Minimal experience. Similarly, with rank 11 it's a skill set I am not too fond of using. I enjoy working with more active people.”</i></p> <p><i>“I am not overly familiar with the appropriate ways to care for people with dementia or the typical symptoms of it”</i></p>
<p><b>Personal Experiences</b> (n=2)</p>	<p><i>“As I have had experience with people with dementia in both professional and personal life, I would find it really difficult to cope with a full-time job in this sector”</i></p>

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A conceptual framework for understanding preferences for working with people with dementia

# SUB STUDY 3: QUALITATIVE STUDY

**Objectives** To identify factors that influence career preferences in relation to working with people with dementia. To understand how these factors relate to medical and nursing students' preferences and how they influence decisions and perspective on their careers.

## **Research questions**

1. How do newly qualified healthcare students view working with people with dementia and older adults? How has this affected their decisions post qualifying or intended career choices?
2. What factors were influential in how they feel about working with people with dementia?
3. How have their career preferences changed over training or post qualifying?

# METHODS

## Study design

- Individual semi-structured qualitative interviews
- Different time points over two years post qualification.

## Participants

- Purposeful sampling from TFD Cohorts (n= 294)
- Approx. n= 40
- 20 Medical , 20 Nurses , each 10 TFD 10 Non TFD.

## Procedure

## Ethics

## Analysis

- Grounded Theory Techniques (Glaser & Strauss 1967)

# RESULTS – ONGOING!

Sept 2019  
N=7

May 2020  
n=40

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