



## To develop an incontinence-associated dermatitis care teaching program for nursing post-graduate staff

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### BACKGROUND

The incontinence-associated dermatitis (IAD) was a common situation that usually associated with patient had frequent diarrhea in clinical setting. The IAD based on severity of skin damage divided into five levels (Figure 1). Nurses had to learn to distinguish the IAD level and provided different skin care and material, even collaborated with other health member.

All of these were hard to learn for new nurses. For the purpose of early detection and early treatment, we develop an IAD care teaching program and evaluate this teaching program by Objective Structured Clinical Examination (OSCE) test (Figure 2).

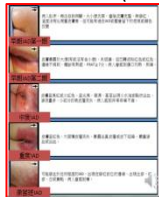


Figure 1: IAD degree.

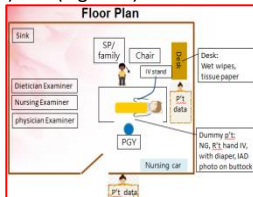


Figure 2: Examination room floor plan.



Figure 3: IAD teaching video.



Figure 4: OSCE test.

### METHODOLOGY

Based on the six core competencies (Medical Knowledge, patient care, Interpersonal and communication skills, professionalism, Practice-based learning and improvement, Systems-based practice) of the Accreditation Council for Graduate Medical Education (ACGME), we created an IAD care teaching program.

This program included three parts: IAD teaching video (Figure 3) for learning, simulated IAD situation for practice and OSCE for evaluation. The procedure is (1) to take an OSCE pre-test; (2) to participate this teaching program; (3) after one week, an OSCE post-test (Figure 4) be given. In the Interpersonal and communication skills core competencies part, we design the new nurse must consult the Physician and dietitian. So, there are nursing teacher, physician and dietitian in the OSCE examination room.

### RESULT

Five new nurses participate in this pilot program. According to the six core competencies of The ACGME, medical knowledge part increases from 40.8 to 63.2(0~73), patient care part increases from 21.4 to 35.4(0~40), interpersonal and communication skills part increases from 13 to 14(0~15), professionalism part increases from 5.4 to 9.6(0~12), practice-based learning and improvement part increases from 19.4 to 27.8(0~31), systems-based practice part increases from 59.2 to 86.8(0~100) (Figure 5).

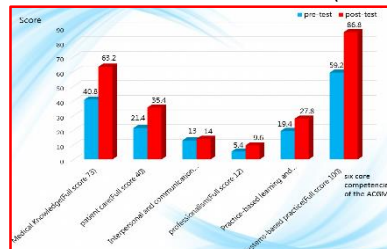


Figure 5: The score of the ACGME between Pre- and post-test

### CONCLUSION

The result shows that IAD care teaching program is an effective intervention for new staffs to promote their ability on IAD patient care (Figure 6).

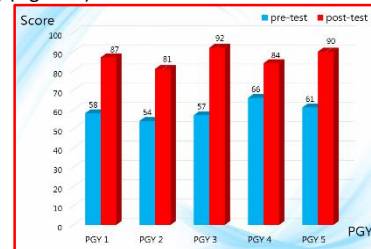


Figure 6: All PGY increased their IAD care ability.