Effects of Implementing an Innovative Education Initiative for Recognition Management of Delirium in Acute Hospitals

Professor Victoria Traynor, University of Wollongong
Amy Montgomery, NSW Health
Dr Rita Chang, University of Wollongong
Professor Peter Smerdely, NSW Health
Pamela McAllan, University of Wollongong
Alera Riley-Henderson, NSW Health
Professor Ritin Fernandez
Who we are …

Welcome to Aged Dementia Health Education & Research (ADHERe)

A centre of interdisciplinary researchers generating evidence in gerontological studies. Transform the lives of older people and family carers using our evidence-based resources.

Funding

• NSW Health
• University of Wollongong
Delirium care research at UOW 2008 ….

- Lothian NHS Trust, University of Edinburgh, Australian Commonwealth Government, NSW Health and UOW
  - Delirium Care Pathways
  - ‘Delirium Care Flip Chart’ and ‘Delirium Care Patient Journey’ Filmed Vignettes
  - Detecting delirium in emergency departments
  - Recognition and identification of delirium by RNs
  - Role of anaesthetics in delirium
  - OSCEs as innovative delirium care education
Outputs from our collaborations
Research aim and objectives

• Evaluate the implementation of a multi-modal education intervention on delirium care in acute care hospitals
  o Pre and post test surveys (baseline, immediately post and six-weeks post)
  o Observations of practice
  o Reflective accounts
Multi-modal education

- Face-to-face session using the ‘Delirium Care Flip Chart’
- Online delirium care module
- Reflective activity reviewing documentation
- Delirium care Objective Structured Clinical Examinations (OSCEs)
Sample and setting

- Aged care wards
  - Regional sub-acute hospital
  - Urban acute care hospital
- Facilitators
  - Senior RNs (nurse practitioner, clinical nurse consultants and clinical nurse educators)
- Learners
  - RNs, ENs, allied health and medics
- Role play actors for OSCEs
  - Assistants in nursing
How were the OSCEs undertaken?
The logistics

- Launch event crucial with media attention
- Integration of intervention into existing educational calendar schedule and delivered within usual staffing profile
- All staff involved, including AINs in the role playing activities
- Focus was on ensuring education intervention was engaging
- Education focused on confidence and competence in delirium care with practical aspects in OSCE
Findings

- N=98: Learners completed the programme across two sites
And what did we achieve … ?

Site 1: Perception about Ability to use the CAM by Level (%)

- Low
- Medium
- High

Level

Percentage

0% 20% 40% 60%

Pre-test 6-wks Post

p ≤ 0.001
And what did we achieve … ?

Site 1: Perception about delirium knowledge

Percentage

Low, Medium, High

Level

Pre-test, 6-wks Post

p ≤ 0.001
And what did we achieve … ?

**Site 3: Confidence to use CAM**

<table>
<thead>
<tr>
<th>Level</th>
<th>Pre-test</th>
<th>6-wks Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neither</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Site 3: Confidence in delirium care**

<table>
<thead>
<tr>
<th>Title</th>
<th>Pre-test</th>
<th>6-wks Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neither</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Not significant
And what did we achieve … ?

Site 3: Perception about competence to use CAM

- Disagree
- Neither
- Agree

Percentage

Site 3: Perception about competence in delirium care

- Disagree
- Neither
- Agree

Percentage

Not significant
“Scenarios allow nurses to practice what they need to do”

“Putting into action the knowledge and skills obtained from this education session.”

“It retains much more knowledge ... we got to participate as well as use critical thinking in the normal hospital scenarios.”

“It is very practical and provides up-to-date information useful in actual practice.”
And the facilitators ....

“The OSCE was a great way to see how the nursing staff put their delirium knowledge and clinical skills into practice.”

I was able to validate appropriate clinical management directly after the session to reinforce positive [delirium] management."

"Being able to offer support/encouragement to staff when doing the face-to-face component."
What’s next? 2018-ongoing

• Extending the research to private hospital setting in Sydney

• Adding observation of practice to the evaluation outcomes

• Collaboration in Taiwan with Taipei Medical University in an intensive care unit with a RCT with usual non-OSCE education as the control

• Resources published an available on the ADHERe website (www.adh
“We’re all ears”: Any questions?
Further Information

Professor Victoria Traynor
School of Nursing
Sciences Building 41
University of Wollongong
Northfields Avenue
Wollongong
NSW 2522

ADHERe: www.adhere.org.au

+61 (0)2 4221 3471

victoria_traynor@uow.edu.au