



UWL REPOSITORY

repository.uwl.ac.uk

Dementia education and training through simulation: development and evaluation of scenarios for the acute hospital setting

Brooke, Joanne and Rudman, Karen (2016) Dementia education and training through simulation: development and evaluation of scenarios for the acute hospital setting. In: 31st International Conference of Alzheimer's Disease International, 22-24 Apr 2016, Budapest, Hungary. (Unpublished)

This is the Accepted Version of the final output.

UWL repository link: <https://repository.uwl.ac.uk/id/eprint/1867/>

Alternative formats: If you require this document in an alternative format, please contact: open.research@uwl.ac.uk

Copyright:

Copyright and moral rights for the publications made accessible in the public portal are retained by the authors and/or other copyright owners and it is a condition of accessing publications that users recognise and abide by the legal requirements associated with these rights.

Take down policy: If you believe that this document breaches copyright, please contact us at open.research@uwl.ac.uk providing details, and we will remove access to the work immediately and investigate your claim.

ACCEPTED FOR PRESENTATION AT:

31ST INTERNATIONAL CONFERENCE OF ALZHEIMER'S DISEASE INTERNATIONAL, BUDAPEST

Dementia education and training through simulation: Development and evaluation of scenarios for the acute hospital setting.

Joanne Brooke, Associate Professor of Dementia Care, University of West London, UK

Karen Rudman, Practice Educator, Royal Berkshire Hospital, Reading, UK

Background

Skills for Health, Health Education England and Skills for Care (2015) in 'Dementia Core Skills Education and Training Framework' describe tier 2 dementia training as the provision of basic skills which are relevant to all staff in settings where people with dementia may attend. The framework contains 13 recommendations, which range from identification, assessment and diagnosis to end of life care. Health Education Thames Valley commissioned the development of Dementia Education and Learning Through Simulation (DEALTS), which has been adapted for many clinical settings. However, there remains a lack of evidence of the applicability of scenarios and the impact on staff knowledge.

Aim

To develop and evaluate scenarios for an acute hospital setting, including the impact on staff knowledge.

Methods

Scenarios were adapted for the acute hospital setting by Dementia and Elderly Care Practice Educators. Delivery of simulation training occurred in an NHS Foundation Trust Education Centre with dedicated simulation staff. Each training session contained three scenarios to provide a continuum of the progressive nature of dementia. Scenarios included national legislation,

communication and the promotion of local initiatives such as the 'This is Me' booklet and the forget me not scheme. Dementia knowledge questionnaires were completed by staff pre and post training, alongside an evaluation feedback form.

Results

Tier 2 Simulation Training was delivered between April and October 2015 (n=15), pre and post dementia knowledge questionnaires (n=141) and evaluation feedback forms (n=139) were completed. Improvement in knowledge ranged from 0-18 (maximum total 31). Evaluation feedback included: 74% and 71% strongly agreed they expected to implement this learning in their work environment, and the training had improved their confidence in caring for people with dementia, respectively.

Discussion

Tier 2 dementia simulation training was beneficial for staff as impacted positively on both their clinical practice and dementia knowledge. Ward based staff reported the applicability of the scenarios, although staff from out-patients requested a more specific clinical scenario. The training was developed prior to the publication of the Dementia Core Skills Education and Training Framework (2015) and can be mapped to 12 of the recommendations, but currently not end of life care. Development of scenarios to include out-patients and end of life care is in progress.