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Translating Delirium Knowledge into Practice: A focus on Medical Students

Amy Montgomery

University of Wollongong, aes883@uowmail.edu.au

Peter Smerdely

University of Wollongong, smerdely@uow.edu.au

Victoria Traynor

University of Wollongong, vtraynor@uow.edu.au

H.C. Chang

University of Wollongong, hchang@uow.edu.au

L Baird

University of New South Wales

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Abstract

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Translating Delirium Knowledge into Practice: A focus on Medical Students

A. Montgomery*^{1,2,4}, P.Smerdely^{1,2,3}, V.Traynor², H.C.R. Chang² & L. Baird^{1,4}.

¹Department of Aged Care, St. George Hospital, ²School of Nursing, University of Wollongong, ³School of Public Health & Community Medicine, UNSW, St. George & Sutherland Clinical School, UNSW Sydney.

Aim: The aim is to evaluate the implementation of an innovative delirium care clinical simulation education programme, specifically perceptions of confidence and competence about delirium care and experiences of using simulation an Object Structured Clinical Examination (OSCE). .

Methods: The intervention was an innovative education programme of a face-to-face session and a simulation component using OSCE. A pre-post quasi-experimental design was adopted using surveys as the primary measure. Surveys consisted of a 16-item delirium knowledge MCQ as well as questions about self-perceived confidence and competence in delirium assessment and management. A convenience sample of undergraduate medical students during clinical placement at NSW urban hospital were recruited.

Results: A total of 18, third year medical students participated. There was a significant improvement in mean MCQ score from 85.8% pre-education to 90.8% post education ($p=0.033$). There was also a significant increase in self-perceived confidence ($p<0.001$) and competence ($p<0.001$) in delirium knowledge and using the gold standard delirium assessment tool. Multivariable linear regression found no relationship between self-perception of confidence in knowledge and MCQ score ($p=0.663$). 100% of participants report high satisfaction with the education program and 100% reported that OSCE simulation was the most valuable part to the education.

Conclusion: The innovative delirium care clinical simulation education appears to be effective in increasing delirium knowledge as well as self-perceived confidence and competence of delirium assessment and management for medical students. A cohort study will be undertaken to compare simulation education versus traditional education in retaining delirium knowledge for medical students.