

# Exploring a blended learning approach for delirium education in first year adult nursing students

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## AIM OF PAPER:

To discuss and explore a novel approach to undergraduate nurse education pertaining to delirium. The discussed education intervention is aligned to the Nursing and Midwifery Council standards of proficiency for registered nurses and utilises a blended learning offer. Blended learning, and the use of simulation is rapidly expanding in education, however evaluating the impact of these strategies is paramount to ensure high quality, responsive education. In addition, delirium is a complex and challenging condition spanning mental, physical, cognitive health. Bringing these factors together will support proactive education supporting the future nursing workforce and high-quality patient care.

## ABSTRACT:

Exploring a blended learning approach for delirium education in first year adult nursing students.

## Background

Delirium presentations signify an acute medical condition and should be seen as a medical emergency. Undergraduate nurse education must equip students with the ability to recognise delirium. A novel blended learning approach using online supported learning and standardised patient case study was devised to support identification and recognition of delirium.

## Aims

- Evaluate and explore first year student nurses' perceptions and experiences of a blended delirium education package.
- Explore if students believe this will change or influence their practice.

## Methods and Sample:

A mixed methods approach was undertaken. Data were collected using an online questionnaire following completion of a blended education package. Quantitative data were collected through Likert Type items and analysed using descriptive statistics. Free text options allowed for further explanations and opinion. Qualitative data were thematically analysed before integration of the full data set to offer breadth and depth of exploration.

Purposive sampling of first year adult nursing students was undertaken (N=270). n=49 questionnaires were returned.

### The Educational Intervention

A blended delirium learning intervention was developed including an Online Supported Learning package to be completed prior to undertaking a face to face activity centring on simulated base case studies including the art of noticing, assessment, and care planning.

### Findings

1 Acknowledging the complexity of delirium. Participants reported that the educational intervention increased their confidence in delirium identification, and their ability to discuss this with their colleagues.

2 Bridging the gap between online learning and classroom learning. 91.8% of participants identified that the blended approach to learning supported their understanding, permitting them to study at their own pace.

### Conclusion

Early blended learning about delirium is beneficial, with clearly focused activity to support learning and practice, and a confidence to discuss potential delirium presentations.

Accepted