**Managing Behaviours Associated with Dementia: Tailoring an Educational Intervention for Emergency Department Staff**

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### Purpose
- Increasing numbers of people with dementia are presenting to emergency department settings (EDs) with behavioural and psychological symptoms of dementia (BPSD) as a chief complaint. BPSD can lead to staff distress, restraint use and injury risk.
- ED environments can trigger or intensify BPSD. ED staff are not consistently trained to manage BPSD.
- This study will explore the relevance of Gentle Persuasive Approaches™ (GPA) to ED staff.

### Background
- GPA eLearn is an online 2.5 – 3 hour educational intervention.

### Data Collection and Analysis
- Phase one participants, who indicated their consent to be interviewed were contacted for a phone interview.
- Phone interviews were recorded and transcribed.
- Emergent themes were identified systematically from transcribed interviews.

### GPA Intervention

**GPA eLearn** is an online 2.5 – 3 hour educational intervention.

#### Module 1
- **Person-centred care**
- **Meaning behind behaviour**
- **Core principle:** Aggressive behaviour re-framed as a response to exert control, or to defend oneself

#### Module 2
- **Impact of dementia on brain and behaviour**
- **Core principle:** All behaviours have meaning and often reflect specific changes in the brain

#### Module 3
- **Application of tailored communication strategies will often defuse responsive behaviour**

#### Module 4
- **Core principle:** Person-centred care strategies reduce need for body containment
- **Body containment Strategies**
- **Debriefing**

### Findings – Emergent Themes

#### Bridging a Gap in Knowledge
- They gave me a better understanding of the causes, I appreciated the etiology behind that.

#### Better patient outcomes
- Clients that are treated in that respectful way that feels safe and feels comfortable within the care, they get better care and they’re less likely to have more at-risk behaviours.

#### Improve course length
- It’s not feasible for ER staff to have a learning in one stretch in two hours. They don’t have the time.

#### Include ED-specific examples
- They’ll be able to easily dismiss how they did things and why they did things, because it wasn’t in the emergency department.

#### Include an in-person component
- Well I think that the gentle persuasive techniques in module 4 would probably be better taught in-person.

### Conclusion
- Findings suggest that GPA can provide ED staff with the knowledge to interact with patients exhibiting BPSD. The knowledge can improve staff’s ability to provide care, thereby improving patient outcomes and job satisfaction.
- GPA is applicable to the ED, warranting broader dissemination and adaptation. Tailoring requirements include increasing the number of examples set in the ED and decreasing the course length.

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