**Implementing a Delirium Assessment Tool: Improving Delirium Screening Rates and Reducing Acute Care Transfers**

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**Background:** Recent data from a Transitional Care Unit (TCU) identified that 43% of older adult patients transferred to acute care facilities had risk factors for delirium. None of these patients had been assessed for delirium using a validated assessment tool. After surveying nurses, gaps were identified in knowledge of risk factors and recognition of delirium, management, prevention, and the use of the Confusion Assessment Method (CAM-S) tool.

**Purpose:** This project aims to evaluate the effectiveness of education on delirium in improving nurses’ knowledge, competency level when assessing with the CAM-S tool, and the early identification of delirium.

**Framework:** This project applied Kolb’s experiential and constructivist learning theories to delirium education and the Knowledge-to-Action framework to implement the tool and evaluate its effectiveness in identifying delirium.

**Process:** 38 nurses attended delirium education. The participants completed pre- and post-self-reported knowledge questionnaires on delirium signs and symptoms, risk factors, interventions, prevention strategies, the CAM-S tool, and their confidence in using the tool. The tool was integrated into routine patient assessments. Health records audits are conducted to determine the percentage of patients screened and identified as positive for delirium, and the percentage of patients transferred to acute care with risk factors for delirium.

**Findings:** After the education, nurses’ understanding of delirium significantly increased in several areas: knowledge of signs and symptoms, risk factors, interventions, prevention strategies, and increased confidence when utilizing the CAM-S tool for assessment of delirium. This resulted in improved screening rates, decreased delirium rates, and reduced acute care transfers.

**Conclusion:** Multimodal and interactive education improved nurses’ knowledge of delirium and confidence in using the tool. The KTA framework improved delirium screening rates, facilitating timely interventions and enhancing patient outcomes for those exhibiting risk factors for delirium.

**Learning Objectives**

*By participating in the presentation, participants will be able to:*

1. Explain the significance of using the Confusion Assessment Method (CAM-S tool) in clinical practice and evaluate its impact on patient outcomes.
2. Apply the steps of the Knowledge-to-Action framework for CAM-S tool implementation and sustainability.
3. Examine the effectiveness of education on delirium in increasing nurses’ knowledge of risk factors and recognition of delirium, management, prevention, and confidence in using the CAM-S tool.