



West Park
HEALTHCARE CENTRE

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Application of QI Framework to Reduce
Incidents of Aggressive and Abusive Behaviours
in Inpatient ABI Unit

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GTA Rehab- May 2019

Agenda

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Introduction

Patient Population

- Adults (18 to 65 years of age) with an acquired brain injury as the result of a trauma or a disease process that has resulted in challenging behaviours.

Problem

- Incidents of aggressive and abusive behaviours among clients with acquired brain injury are exceptionally common in inpatient Acquired Brain Injury units. It accounts for about 70 percent of hospital incident reports.

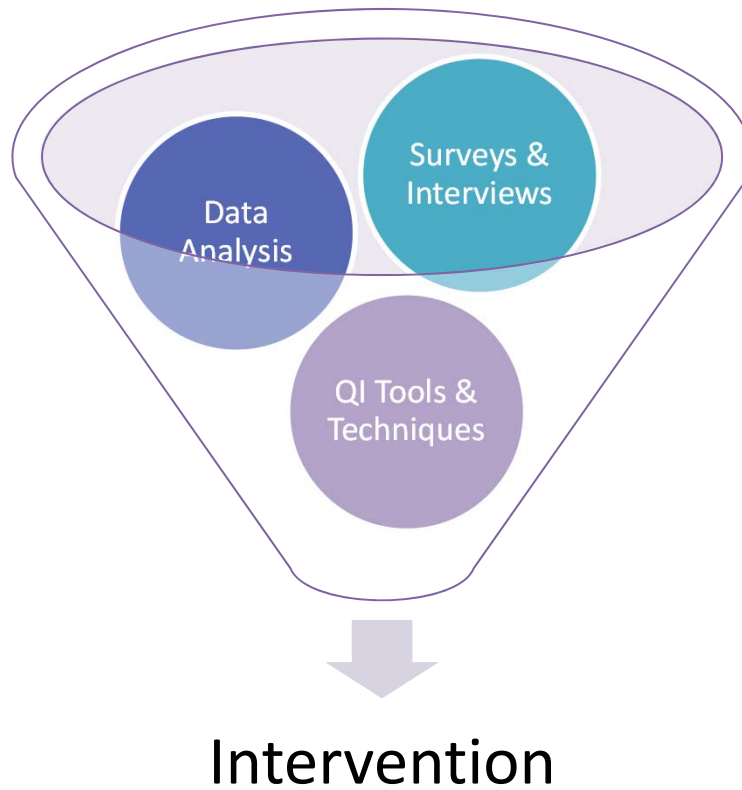
Project Goal

- Reduce aggressive responses by adults with acquired brain injuries admitted to the neurobehavioural units (ABIBS) by 30% from baseline by May 30, 2019.

Partners



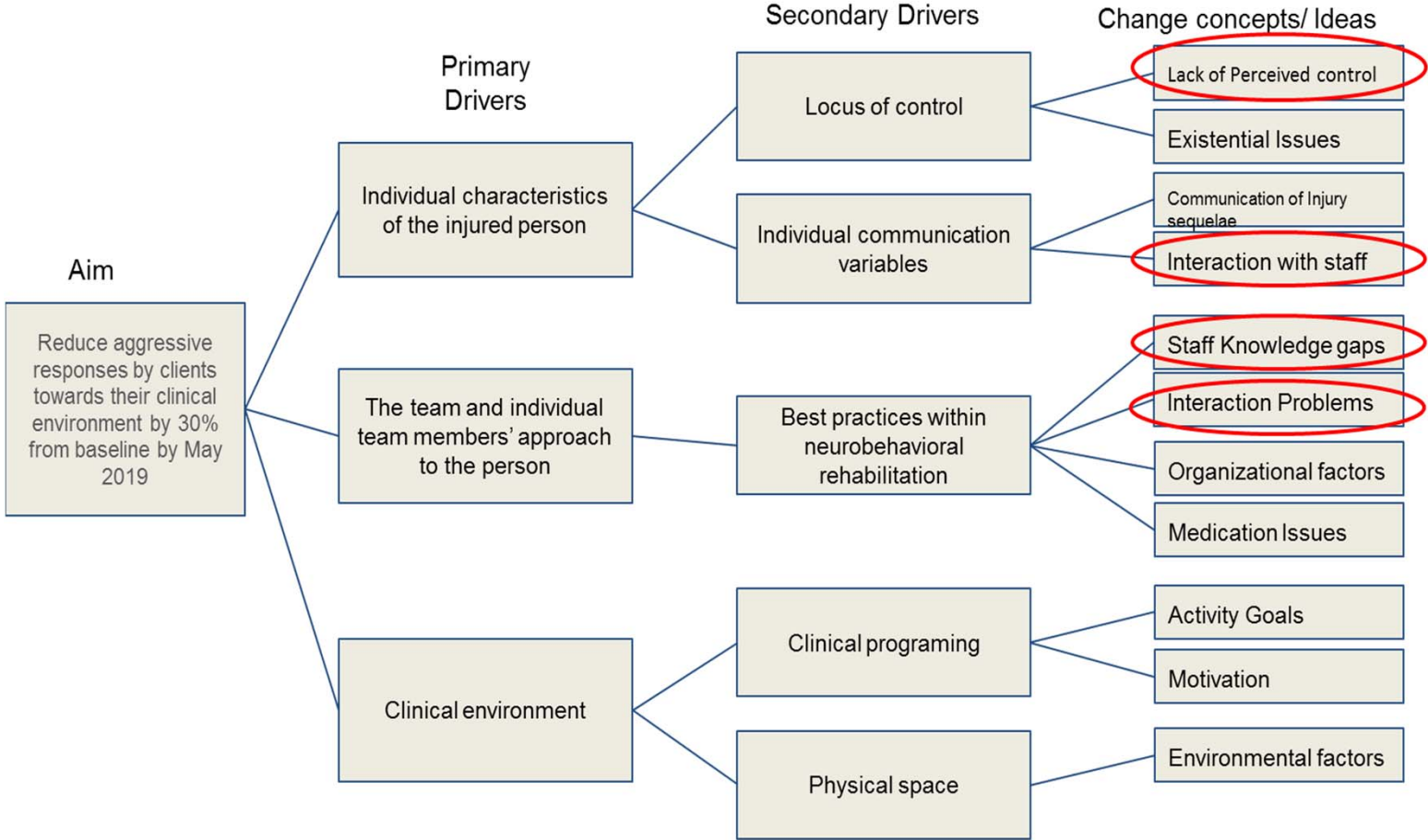
Methodology



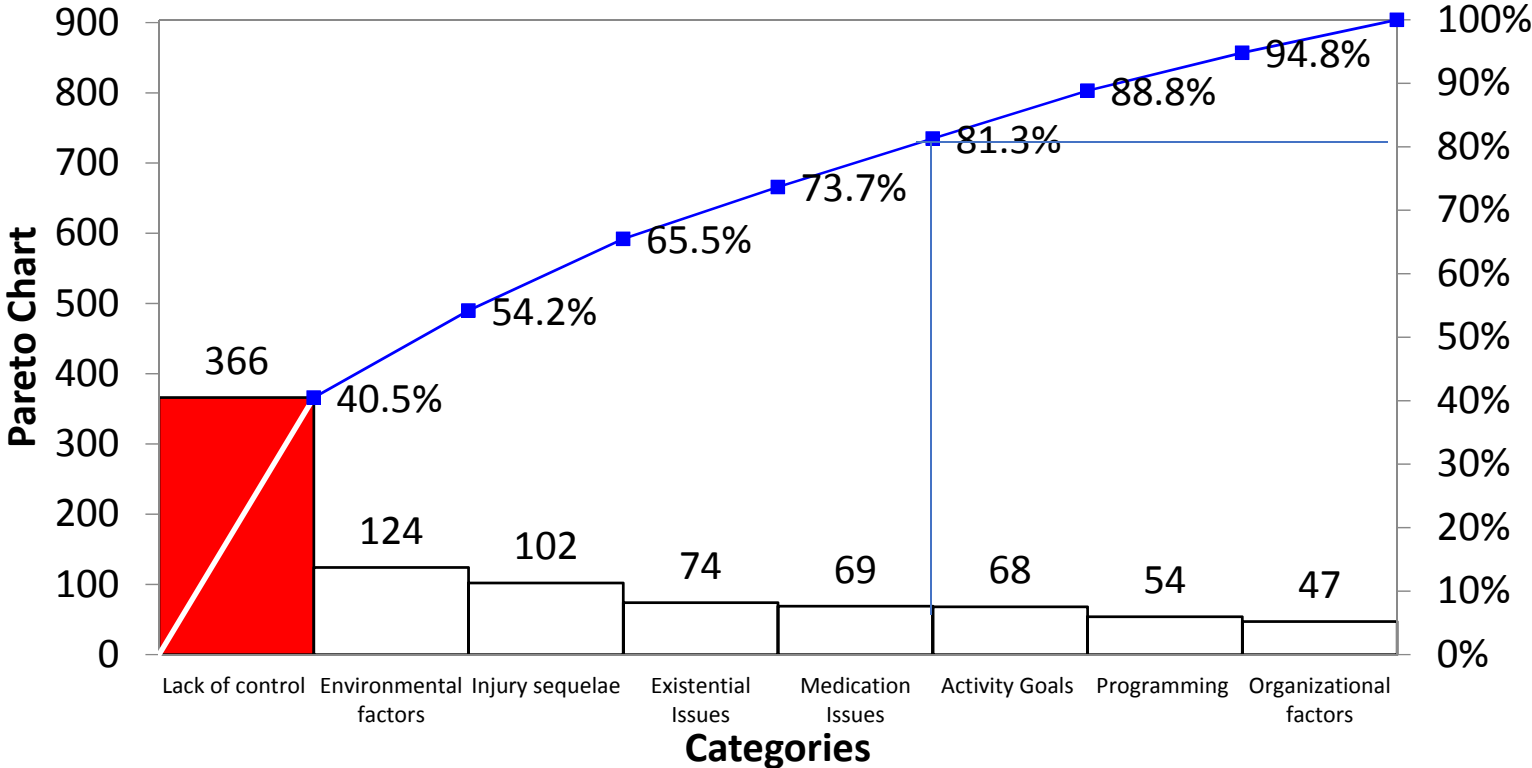
- PDSA Cycles
- Driver Diagram
- Dotmocracy
- Pareto Chart



Driver Diagram: Diagnostics



Pareto Chart



Intervention: Choice Options

- ABI client's control of their environment may help to reduce problematic behaviours during inpatient rehabilitation.
- Structured training program that can enhance staff's component skills for communicating choice options to clients throughout their daily routine is anticipated to decrease aggressive behaviors and improve clients' participation in activities.
- This strategy has been found to be effective in reducing problematic behaviours in persons with various neurological conditions.

Pre-training assessment.

Date:

1. Identify a client who is available for choice-making.
2. Identify a staff person to present the choice and follow-through.
3. Explain that you are gathering info regarding how staff prompt clients.
4. Ask the staff person to identify an activity to prompt the client to do.
5. Ask the staff person to prompt the client to do the activity.
6. Enter a:
 - a. "Y" next to each step that the staff person completes the step, or
 - b. "N" if they omit the step, or
 - c. "NO" if there is No Opportunity for them to do the step.
7. After the interaction, enter whether the client showed any:
 - a. Completion of the activity at all.
 - b. Refusal at all.
 - c. Aggressive behaviour at all.

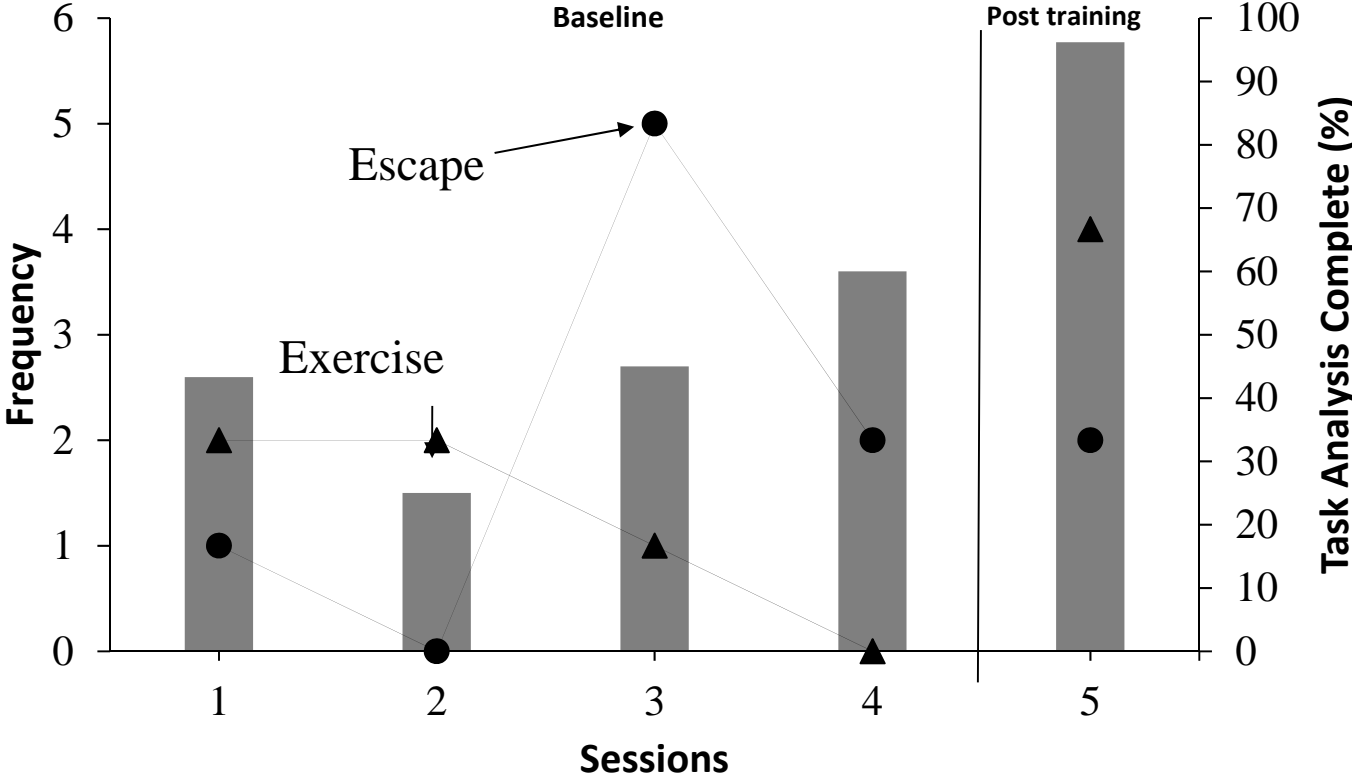
Staff

| Step | Purpose | Example | Done? Y/N |
|------|--|---|-----------|
| 1 | Approach and greet client. | "Hi! Good to see you." | |
| 2 | Assess client readiness | "How are you doing here?" | |
| 3 | Assess the situation. [Possibly, define the problem and goal.] | "Let's see. What do we have going on here?" | |
| 4 | Define a goal. | "Let's try to do [relevant activity]." | |
| 5 | Generate options. | "What different options do we have?" | |
| 6 | Paraphrase. | "So, it seems that we have at least a couple of choices." | |
| 7 | Offer choice. [Perhaps use graduated prompting to facilitate choice-making: "What's your choice?" Then, "Would you like A or B?" Then, "How about A?" Then, "Let's do A!"] | "We could start with X or Y; which do you want to start with?" | |
| 8 | Affirm the choice. | "Great! Let's give it a try, and see if we can get it done." | |
| 9 | Support follow-through and success. | [Collaborate on division of labour, and execution of steps in the chosen task.] | |
| 10 | Reinforce follow-through. | "Nice job!" [Both during and at end of task] | |
| 11 | Debrief. | "Well, now. How did we do?" | |

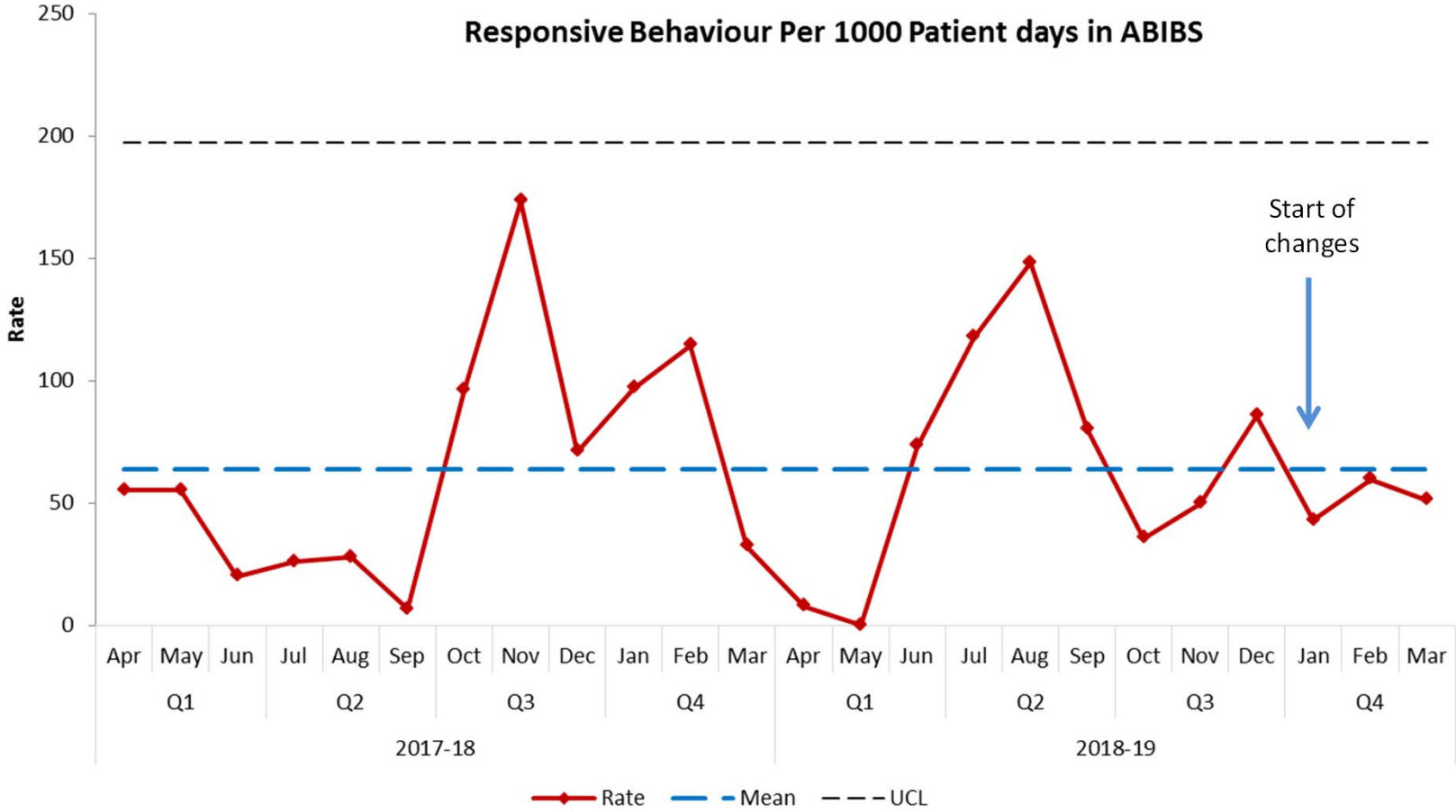
Client

| Completion of Activity | | Refusal | Aggression |
|------------------------|---|---------|------------|
| Y | N | Y | N |

Intervention Outcomes



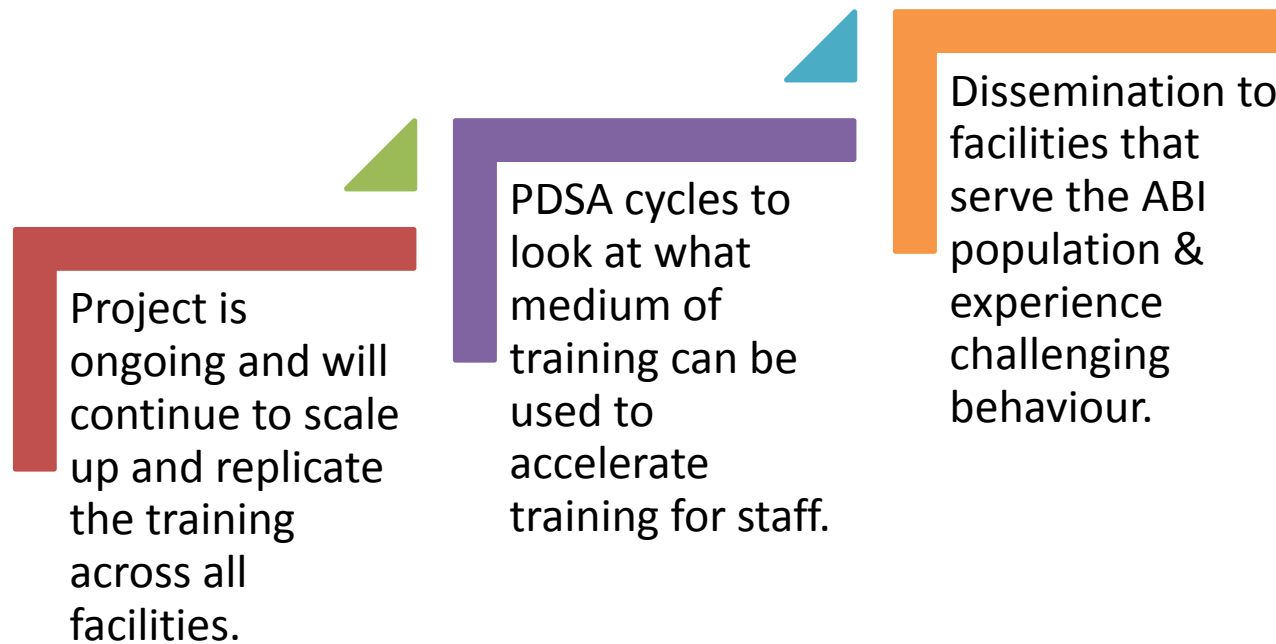
Results



Organizational Enablers

- Front line involvement from the beginning to identify issues and solutions. Staff participated in interventions and provided feedback for improvements.
- Institutional support at various levels during the project provided resources needed to facilitate quality improvement project.
- The goals of the project are aligned with and support the organizations' strategic priorities for improvement.

Next Steps



Questions