Use the Academy for staff learning

Choose a practical route

For a shared introduction, use Delirium in 30. Offer New to healthcare first to people unfamiliar with the terms. Use Safety, distress and agitation next where relevant. Select causes, distress, communication or persistent delirium for further learning.

Prepare the local details

Name a person responsible for arranging the teaching. Add emergency contact routes, the usual route for reporting new confusion or drowsiness, and sources of senior clinical advice. Make role expectations clear. Check course and video access on the devices staff use.

Give staff time

Allow about 30 minutes for the foundation and 35 minutes for safety. Optional preparation adds eight minutes. Allow extra time for accessibility needs, reflection, discussion and local rehearsal. Learners can work at their own pace.

Record learning without a new account

The foundation and safety modules provide questions and feedback. Learners can save a completion certificate after meeting the module’s requirements. Use your existing learning record or supervision process. The Academy does not verify identity or keep a central register of named completions.

Check application

Ask a learner to explain what they would do in a new case. Arrange observation and feedback for assessment, communication and other clinical skills. Keep attendance, course completion and practical competence distinct.

Adapt and share

Three ways to teach with the pack

A ten-minute team discussion

Choose one case. Give staff two minutes to read it, then ask each person to propose a first action. Spend five minutes discussing the learning points and different roles. Use the final three minutes to confirm the local escalation route and one change in practice.

Foundation plus discussion

Ask learners to complete Delirium in 30 in advance. Allow a further 20 minutes together: five minutes on case 1, five on case 4, five on a local handover rehearsal and five for questions. Use the foundation slides to revisit a point that needs explanation.

Safety plus local rehearsal

Ask learners to complete the safety module after Delirium in 30. Allow a further 25 minutes: five minutes on patient experience, ten on the Mr Okafor scenario, five on local help and staff roles, and five on review after an incident. Use the safety slides and practice card. Practical restraint techniques require separate approved training.

For mixed groups

Ask each profession and support role what it would notice, report, assess or arrange. Avoid asking support staff to make prescribing decisions. Ask registered staff how they would respond to a concern raised by a colleague or family member.

Using film

Introduce the purpose before playing. Show the short film once, ask for observations, then replay only if useful. Distinguish a survivor account from a simulated teaching scene. Read the written alternative where video is unavailable. Discussion should include what the film does not show.

A short evaluation

Ask: Which part would change your response? Which term or decision was unclear? How long did the course take? What local barrier remains? Review the responses before the next session.

Add your service's arrangements

Service and staff group

_____

Clinical emergency response

Number or route: _____

What information to give: location, condition, immediate danger and help needed.

New confusion, drowsiness or other concern

Contact or role: _____

If unavailable, escalate to: _____

Threatened violence or immediate injury risk

Help route: _____

Safe waiting or withdrawal arrangements: _____

Senior review and clinical decisions

Persistent distress or medicines: _____

Capacity, consent and restrictions: _____

Communication and practical support

Interpreting and communication aids: _____

Additional observation and staffing: _____

After an incident and before transfer

Incident reporting and staff support: _____

Continuing care and medicine review: _____

Teaching review

Responsible educator: _____

Date completed: _____ Next review: _____