



# The Lydia Osteoporosis Project: Implications for living well with osteoporosis

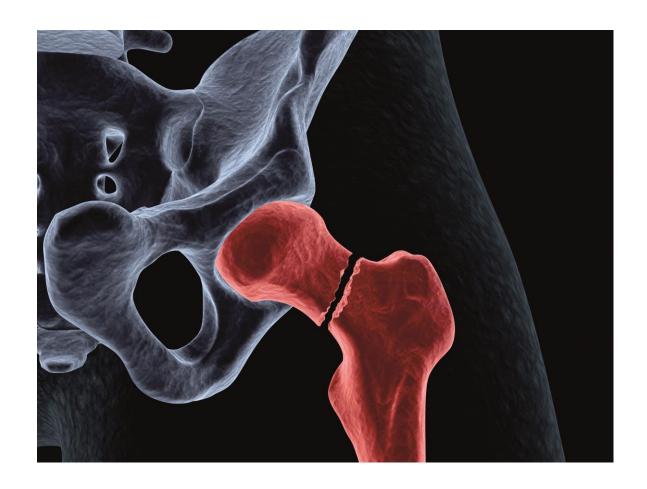
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## Aims and purpose of project

### Project acknowledgements

- To increase awareness of osteoporosis in frontline staff and investigate implications of disease for acute care, moving and handling
- To explore older people's perspectives on living with osteoporosis and implications for care
- To develop, implement, evaluate and disseminate education for frontline staff to enhance care
- Why the work is important ...



Osteoporosis increases fracture risk

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## Osteoporosis- large public health problem!

- Ageing population, incidence increases with age, rapidly escalating ...
- Affects over 3 million in UK, quarter million in Scotland
- Causes increased risk of fracture
- Hidden/ often silent presentation until first fracture, often missed!
- I in 2 women and 1in 5 men over age 50 will suffer a fracture/ break a bone... (NOS 2017)
- Scotland, fractures incidence around 20 in 1000 women and less than 9 in 1000 men over age 50 (SIGN 2015)
- Osteoporosis leads to porous bones fracture easily, consequences severe, morbidities, reduced QOL and death (predominantly hip fractures)

## Burdens arising from Osteoporosis

- 1,150 die per month in UK after hip fracture (Breaking Point Report, 2010)
- Males over 70 years have poorest hip fracture outcomes.
- Over 70,000 hip fractures per year in UK
  - 6000 hospital admissions per year with hip fracture in Scotland (SHFA 2016)
  - Rest of UK, 4% hip fractures IN HOSPITAL
  - Nearly 2000 hip fractures per year or 5 EVERY DAY (NHFA 2016)
- Acute management hip fracture £73 million per annum, Scotland.
- Urgent need to promote bone health across lifespan.
- Screening and referral.

## Project Design: 4 phase sequential exploratory mixed methods

Figure 1: The Overall Design for the Lydia Osteoporosis Project

### PHASE 1

Research Phase

Study 1 - Qualitative interviews with Healthcare Practitioners (HCPs)

Study 2 - Qualitative interviews with older people [aged 60+] with DEXA confirmed diagnosis of osteoporosis

Study 3 - Systematic search and narrative literature review focusing on osteoporosis, healthcare staff's knowledge of osteoporosis, moving and handling and incidence of inhospital fractures in older adults with DEXA confirmed diagnosis of osteoporosis

### PHASE 2

 Feasibility Study Education, Intervention and Evaluation

Study 4 - Feasibility study of an experiential education workshop intervention including clinical simulation with NHS staff

Design evaluation study – quasi experimental pre/post-test study

Secure approvals

Conduct feasibility study, report outcomes, contribute evidence for components of complex (education) intervention

### PHASE 3

 Design Complex (Education) Intervention

Complex (education) intervention based on robust theoretical and conceptual frameworks in Implementation Science

Justify main components of education intervention (including system of risk identification)

Prepare learning materials

Develop strategy for wider dissemination in collaboration with NHS

### PHASE 4

Dissemination Phase

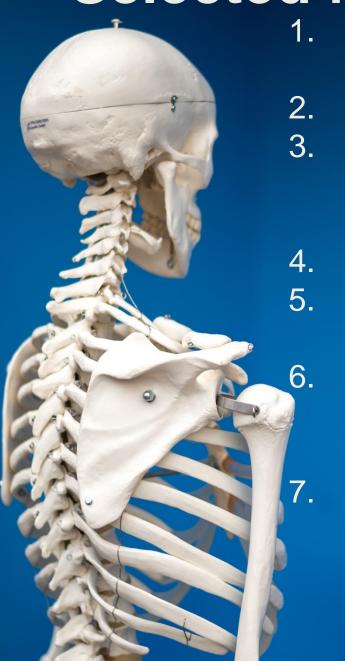
Initial dissemination of complex (education) intervention including development of an interactive website

Prepare final project report

Publications ongoing (see publications plan)

Develop strategy for wider dissemination in collaboration with NHS

Study 5 - Evaluation of project phases 3 and 4 Selected findings



Limited understanding of how to promote bone health

2. Prevalence underestimated

Complicated, largely silent presentation, delayed and missed diagnosis

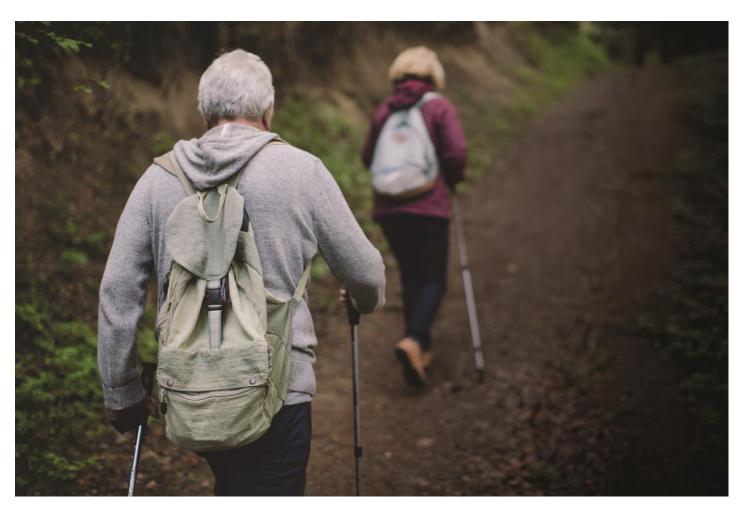
4. Severe consequences

5. Practice implications, limited understanding

Moving & handling best viewed as complex intervention

Value of clinical simulation & Technology Enhanced Learning

## Bone health across Lifespan

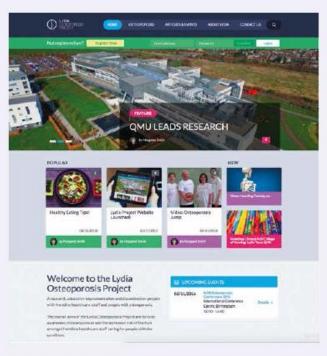


www.lydiaosteoporosis.com

## Exciting developments to address osteoporosis

Extracts from the www.lydiaosteoporosis.com website





### **Implications**

- Major advances in Medicine and Biosciences
- Implementation Science: Action Research & Evaluation assisting in translating knowledge into practice- LOP 2





http://eresearch.qmu.ac.uk/4419/1/ 4419.pdf

### Selected References

- Coulter Smith M., O'May F., Tropea S., Berg J. 2016 a Framing moving and handling as a complex healthcare intervention within the acute care of older people with osteoporosis: A qualitative study Journal of Clinical Nursing 25, 2906–2920, doi: 10.1111/jocn.13344 http://eresearch.qmu.ac.uk/4418/ [Accessed 22/10/2016]
- Coulter Smith M., Pearson C., et al 2016 The Final Report for the Lydia Osteoporosis Project. Unpublished monograph available from QMU eResearch repository <a href="http://eresearch.qmu.ac.uk/4419/">http://eresearch.qmu.ac.uk/4419/</a> [Accessed 22/10/2016]
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- van Merrienboër J. J.G., Kirschner P. A. 2013 Ten Steps to Complex Learning. A Systematic Approach to Four-component Instructional Design. 2<sup>nd</sup> edition. New York, Routledge.