GEC Delirium Resource Review Form

Resource Name:
Delirium or Dementia: Delirium Morbidity and Mortality Case

Reviewer Name:
Eleanor S. McConnell, PhD, RN, GCNS-BC & Heidi K. White, MD, MPH

1. Abstract (350 characters or less)
A web-based case sponsored by the Agency for Healthcare Research and Quality (AHRQ) that features an 86 year old woman hospitalized for pneumonia. The patient becomes agitated, and is restrained. The case is accompanied by a 20-slide power-point slide set, a bibliography, and commentary from delirium experts. Two clinical tools that are featured include a simple delirium prediction rule developed by the case author, James Rudolph, MD. The second clinical tool featured is the Confusion Assessment Method (CAM) and DSM-IV criteria for delirium.

2. Which of the following competencies does this learning resource address? (Select all that apply.)

- [x] Choose, administer, and interpret a validated and reliable tool/instrument appropriate for use with a given older adult to assess cognition.
- [x] Demonstrate knowledge of the signs and symptoms of delirium and whom to notify if an older adult exhibits these signs and symptoms.
- [ ] Develop verbal and nonverbal communication strategies to overcome potential sensory, language, and cognitive limitations in older adults.
- [x] Distinguish among, refer to, and/or consult with any of the multiple healthcare professionals who work with older adults, to achieve positive outcomes.
- [x] Communicate and collaborate with older adults, their caregivers, healthcare professionals, and direct care workers to incorporate discipline-specific information into overall team care planning and implementation.
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3. Is the content consistent with current evidence, standards of practice or guidelines in your discipline?

☐ Yes  ☐ No

Comments:

4. Learning Resource Type (Select all that apply)

☐ 3-Dimensional Object  ☐ Exam  ☐ Map  ☐ Simulation
☐ Animation  ☐ Exercise  ☐ Multimedia  ☐ Slide
☐ Assessment Material  ☐ Figure  ☐ Narrative Text  ☐ Software
☐ Audio  ☐ Game  ☐ Poster  ☐ Study Guide
☐ Case Study  ☐ Graph  ☐ Presentation  ☐ Syllabus
☐ Community (e.g., blog, wiki)  ☐ Image  ☐ Problem Statement  ☐ Table
☐ Course  ☐ Index  ☐ Questionnaire  ☐ Textbook
☐ Dataset  ☐ Interactive Resource  ☐ Reference Material  ☐ Tutorial
☐ Demonstration  ☐ Lab Demonstration  ☐ Research Paper  ☐ Unit
☐ Diagram  ☐ Lecture  ☐ Research Study  ☐ Video
☐ eBook  ☐ Lesson plan  ☐ Self-Assessment  ☐ Website
☐ Educator’s Guide

Other

Clinical practice guideline with material similar to that found in textbook articles or systematic reviews

5. Delirium Areas (Select all that apply)

☐ Risk Factors  ☐ Treatment
☐ Prevention  ☐ Non-pharmacological
☐ Identification of predisposing factors  ☐ Pharmacological

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☐ Identification of precipitating factors  ☑ Behavior Management

☐ Prevention strategies  ☐ Communication strategies

☐ Recognition/Assessment  ☐ Ethical considerations

☐ Identification of signs/symptoms  ☐ Quality Improvement

6. Is the content free of industry/product biases?

☐ Yes  ☐ No

Comments:

7. For which disciplines/subjects is this material appropriate? (Select all that apply)

☑ Aging  ☑ Medicine  ☐ Physiology

☑ Counseling  ☐ Mental Health  ☑ Psychology

☐ Death and Dying  ☐ Neurology  ☐ Public Health

☐ Epidemiology  ☐ Nursing  ☐ Safety

☑ Geriatric Nursing  ☑ Nursing Education  ☑ Social Work

☑ Gerontology  ☐ Nutrition  ☐ Sociology

☐ Human Behavior  ☐ Pharmacology  ☐ Surgery

☐ Human Relations  ☑ Physical Therapy and Occupational Therapy

Other:

8. Learning Setting (Select all that apply)

☑ Classroom  ☑ Independent study  ☐ Skills/simulation

☐ Clinical  ☑ Online  ☐ Laboratory

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9. Learning Context (Select all that apply)

- Adult/Continuing Education
- Professional Development
- Higher Education
- Research/Collaboration

10. Type and level of learners (Select all that apply)

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<thead>
<tr>
<th>Pre-licensure Students</th>
<th>Applies to all pre-licensure students</th>
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<td>Nursing</td>
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<td>LPN</td>
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<td>Medical Student</td>
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<td>PT</td>
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<td>Social Work</td>
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<td>Associate Degree (ADN)</td>
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<td>BSN</td>
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<tr>
<th>Post-licensure Students</th>
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<td>Medical Resident</td>
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<td>Pharmacy Resident</td>
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<td>Nurse Prac Fellow</td>
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<td>Nurse Educator</td>
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<td>MSW Student</td>
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<td>DSW</td>
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<th>Practicing Professionals</th>
<th>Applies to all practicing professionals</th>
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<td>Social Worker</td>
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<th>Non-Professional</th>
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<td>Patient</td>
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<td>Family-Caregiver</td>
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11. Who are your target learners?

Medical students, internal medicine residents and geriatric medicine fellows (Heidi)  
Advanced Practice Nursing Students (Ellie).

12. How would you use and/or modify the content to teach your target learners?

Clearly applicable as a "stand-alone" assignment for APRN students or medical students. Uncertain how this would adapt for other professions, but would be interesting to ask our colleagues to comment on this.

13. How much time is needed to teach this material?

☐ N/A supplemental reading only  ☐ 1-2 hours  
☒ 30-60 minutes  ☐ 3+ hours

14. How could this resource add value to your current approach?

Comment: Could be used as supplemental material or used as a self-instructional module or (if modified), as a diagnostic reasoning exercise.

15. Is this resource a fully developed lesson plan?

☐ Yes  ☒ No

If yes, answer the following questions.
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a. Learning objectives

State the key diagnostic differences between delirium and dementia. Describe the Confusion Assessment Method for workup of suspected delirium. Explain the risks associated with using physical restraints in geriatric inpatients. Describe the initial workup of delirium in a hospitalized patient.

b. Are the content and instructions linear and easy to follow?

☑ Yes ☐ No

Comment:

c. Are the learning objectives measurable, student-centered and aligned with content and outcomes?

☑ Yes ☐ No

Comment:
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d. Does the Learning Object feedback, exercise or assessment relate to the objectives?

☐ Yes ☒ No

Comment: