GEC Delirium Resource Review Form

Resource Name:
- Delirium Teaching Rounds: My place or yours

Reviewer Name:
Heidi White, MD

1. Abstract (350 characters or less)

Key features of resource include:
- Slides with speaker notes that provide an overview of the prevalence and impact of delirium, a case to discuss issues related to communication between team members.
- Handouts are included for the case and for the clinical features of delirium and for risk factor both predisposing and precipitating.
- Interprofessional perspectives (medicine, nursing and others) can be solicited using this case.

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

- [ ] 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?
   - [x] Yes
   - [ ] No
   Comments:

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

5. Delirium Areas (Select all that apply)
   - [x] Risk Factors
   - [x] Prevention
   - [x] Identification of predisposing factors
   - [ ] Treatment
   - [ ] Non-pharmacological
   - [ ] Pharmacological
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- Identification of precipitating factors
- Prevention strategies
- Recognition/Assessment
- Identification of signs/symptoms

- Behavior Management
- Communication strategies
- Ethical considerations
- 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
- Counseling
- Death and Dying
- Epidemiology
- Geriatric Nursing
- Gerontology
- Human Behavior
- Human Relations
- Medicine
- Mental Health
- Neurology
- Nursing
- Nursing Education
- Nutrition
- Pharmacology
- Physical Therapy and Occupational Therapy
- Physiology
- Psychology
- Public Health
- Safety
- Social Work
- Sociology
- Surgery

Other:

8. Learning Setting (Select all that apply)

☒ Classroom
☐ Clinical
☐ Independent study
☐ Online
☐ Skills/simulation
☐ Laboratory

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9. Learning Context (Select all that apply)

- [ ] Adult/Continuing Education
- [ ] Higher Education
- [x] Professional Development
- [ ] Research/Collaboration

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

<table>
<thead>
<tr>
<th>Pre-licensure Students</th>
<th>Applies to all pre-licensure students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing</td>
<td>Medical Student</td>
</tr>
<tr>
<td>LPN</td>
<td>Pharmacy Doctoral Student</td>
</tr>
<tr>
<td>PA</td>
<td>Undergrad Nutrition Student</td>
</tr>
<tr>
<td>Nutrition</td>
<td>Grad Nutrition Student</td>
</tr>
<tr>
<td>PT</td>
<td>Social Work</td>
</tr>
<tr>
<td>Associate Degree (ADN)</td>
<td></td>
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<tr>
<td>BSN</td>
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</table>

<table>
<thead>
<tr>
<th>Post-licensure Students</th>
<th>Applies to all post-licensure students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Nurse Specialist</td>
<td>Resident</td>
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<tr>
<td>Nurse Prac Fellow</td>
<td>Pharmacy Fellow</td>
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<td></td>
<td>MSW Student</td>
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<td></td>
<td>DSW</td>
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<tr>
<td>Practicing Professionals</td>
<td>Applies to all practicing professionals</td>
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<tr>
<td>RN</td>
<td>Physician</td>
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<tr>
<td>Clinical Nurse Specialist</td>
<td>PharmD</td>
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<tr>
<td>Nurse Prac</td>
<td>PA</td>
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<tr>
<td>Non-Professional</td>
<td>Dietitian</td>
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<tr>
<td>Patient</td>
<td>PT</td>
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<tr>
<td>Family-Caregiver</td>
<td>Social Worker</td>
</tr>
</tbody>
</table>
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11. Who are your target learners?

My target learners may be medical students, residents or fellows.

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

This is most appropriate for use with an interdisciplinary group of learners. It would be nice to incorporate some evaluation at the end, perhaps a one minute paper. The learner could indicate how this session might influence future practice.

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: This is really set up to provoke small group discussion and ideas for improvements in care communication, transitions, and coordination.

15. Is this resource a fully developed lesson plan?

☒ Yes  ☐ No

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

Discuss challenges in evaluation and management after the recognition of delirium, including:

Challenges in communication among providers, caregivers & patients
Challenges in communication across sites of care
Opportunities for improvement in communication across settings and key actors

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

☐ Yes  ☒ No

Comment:

This could benefit from having an instruction sheet for the instructor about how to structure the session and utilize the components that are provided.

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

☐ Yes  ☐ No

Comment:

Yes, I think a one minute paper could provide a means of assessing both student learning and session effectiveness.
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d. Does the Learning Object feedback, exercise or assessment relate to the objectives?

☑ Yes  ☐ No

Comment: