GEC Delirium Resource Review Form

Resource Name:


Reviewer Name:

Kathy Shipp, PT, PhD

1. Abstract (350 characters or less)

This review article covers epidemiology and diagnostic criteria, clinical characteristics (including etiologic and risk factors, pathogenesis, and approach to evaluation), prevention and management, relationship between delirium and dementia, and delirium as an indicator of the quality of health care. The author is a geriatrician whose entire career has focussed on understanding and researching delirium.

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.

☐ 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.

☐ Distinguish among, refer to, and/or consult with any of the multiple healthcare professionals who work with older adults, to achieve positive outcomes.

☐ 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.
GEC Delirium Resource Review Form

3. Is the content consistent with current evidence, standards of practice or guidelines in your discipline?
   - Yes [x]  
   - 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
   - Tablet
   - Demonstration
   - Lab Demonstration
   - Research Paper
   - Unit
   - Diagram
   - Lecture
   - Research Study
   - Video
   - eBook
   - Lesson plan
   - Self-Assessment
   - Website
   - Educator’s Guide
   - Other

5. Delirium Areas (Select all that apply)
   - Risk Factors [x]
   - Prevention
   - Identification of predisposing factors
   - Treatment [x]
   - Non-pharmacological
   - Pharmacological
GEC Delirium Resource Review Form

<table>
<thead>
<tr>
<th>Identification of precipitating factors</th>
<th>Behavior Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prevention strategies</td>
<td>Communication strategies</td>
</tr>
<tr>
<td>Recognition/Assessment</td>
<td>Ethical considerations</td>
</tr>
<tr>
<td>Identification of signs/symptoms</td>
<td>Quality Improvement</td>
</tr>
</tbody>
</table>

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
GEC Delirium Resource Review Form

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)

<table>
<thead>
<tr>
<th>Pre-licensure Students</th>
<th>Applies to all pre-licensure students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing</td>
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<tr>
<td>Medicine</td>
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<tr>
<td>Pharmacy</td>
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<td>PA</td>
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<tr>
<td>Nutrition</td>
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<td>PT</td>
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<tr>
<td>Social Work</td>
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<tr>
<td>LPN</td>
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<tr>
<td>Medical Student</td>
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<tr>
<td>Pharmacy Doctoral</td>
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<td>PA students</td>
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<td>Undergrad Nutrition</td>
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<td>Grad Nutrition Student</td>
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<td>BSN</td>
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<table>
<thead>
<tr>
<th>Post-licensure Students</th>
<th>Applies to all post-licensure students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical</td>
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<tr>
<td>Nurse Specialist</td>
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<tr>
<td>Resident</td>
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<tr>
<td>Pharmacy Resident</td>
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<tr>
<td>MSW Student</td>
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<tr>
<td>Nurse Prac</td>
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<tr>
<td>Fellow</td>
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<tr>
<td>Pharmacy Fellow</td>
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<td>DSW</td>
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<table>
<thead>
<tr>
<th>Practicing Professionals</th>
<th>Applies to all practicing professionals</th>
</tr>
</thead>
<tbody>
<tr>
<td>RN</td>
<td>Physician</td>
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<tr>
<td>PharmD</td>
<td>PA</td>
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<tr>
<td>Dietitian</td>
<td>PT</td>
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<tr>
<td>Social Worker</td>
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</tbody>
</table>

| Non-Professional         |                                        |
| Patient                  | Family-Caregiver                        |
11. Who are your target learners?

Doctor of physical therapy students

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

Reading in preparation for class session on delirium.

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 recent (2006) review by a leading researcher in the field succinctly provides an overview of the topic of delirium. Excellent introduction to the topic and provides background information for sessions on evidence-based clinical assessment of delirium and treatment of delirium.

15. Is this resource a fully developed lesson plan?

☐ Yes  ☒ No