GEC Delirium Resource Review Form

Resource Name:

| Delirium Basics |

Reviewer Name:

| Heidi White, MD |

1. Abstract (350 characters or less)

| 1. Describe the prevalence of delirium and its impact on the health of older patients |
| 2. Discuss pathophysiology, risk factors and key presenting features |
| 3. Distinguish presenting features of delirium, dementia and depression |
| 4. Use nursing process to organize thinking about key nursing activities in preventing and managing delirium |
| 5. Find opportunities to improve current practice |

Key features of resource include:

- Pre and post test using content from the Vancouver Health Authority Delirium 3-D Quiz compatible with an audience-response system format
- Slides with speaker notes that provide an overview of the prevalence and impact of delirium, Inouye's model of predisposing and precipitating risk factors, and evidence-based guidelines for recognition and management discussed in the context of a case.
- Video-clips using a standardized patient are embedded in the slides to allow students to view common presenting features of delirium
- Explanation of standardized assessment instruments, including the Richmond Agitation and Sedation Scale (RASS) and the Confusion Assessment Method (CAM-ICU)
- Interprofessional perspectives: nursing and pharmacy.

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  ☐ No

Comments:

4. Learning Resource Type (Select all that apply)

☐ 3-Dimensional Object  ☐ Exam  ☐ Map

☐ Animation  ☐ Exercise  ☐ Multimedia

☐ Assessment Material  ☐ Figure  ☐ Narrative Text

☐ Audio  ☐ Game  ☐ Poster

☐ Case Study  ☐ Graph  ☐ Presentation

☐ Community (e.g., blog, wiki)  ☐ Image  ☐ Problem Statement

☐ Course  ☐ Index  ☐ Questionnaire

☐ Dataset  ☐ Interactive Resource  ☐ Reference Material

☐ Demonstration  ☐ Lab Demonstration  ☐ Research Paper

☐ Diagram  ☐ Lecture  ☐ Research Study

☐ eBook  ☐ Lesson plan  ☐ Self-Assessment

☐ Educator’s Guide  ☐ Slide  ☐ Simon

☐ Animation  ☐ Exam  ☐ Map

☐ Assessment Material  ☐ Exercise  ☐ Multimedia

☐ Audio  ☐ Figure  ☐ Narrative Text

☐ Case Study  ☐ Game  ☐ Poster

☐ Community (e.g., blog, wiki)  ☐ Graph  ☐ Presentation

☐ Course  ☐ Image  ☐ Problem Statement

☐ Dataset  ☐ Index  ☐ Questionnaire

☐ Demonstration  ☐ Interactive Resource  ☐ Reference Material

☐ Diagram  ☐ Lab Demonstration  ☐ Research Paper

☐ eBook  ☐ Lecture  ☐ Research Study

☐ Educator’s Guide  ☐ Lesson plan  ☐ Self-Assessment

Other

5. Delirium Areas (Select all that apply)

☐ Risk Factors  ☐ Treatment

☐ Prevention  ☐ Non-pharmacological

☐ Identification of predisposing factors  ☐ Pharmacological

Delirium Basics Presentation_Delirium Resource Review_Heidi White 011011.docx
GEC Delirium Resource Review Form

- 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

Delirium Basics Presentation_Delirium Resource Review_Heidi White 011011.docx
9. Learning Context (Select all that apply)

- [ ] Adult/Continuing Education
- [ ] Professional Development
- [x] 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>
<td>☑️ Medical Student</td>
</tr>
<tr>
<td>Medicine</td>
<td>☑️ Pharmacy Doctoral Student</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>☑️ PA students</td>
</tr>
<tr>
<td>PA</td>
<td>☑️ Undergrad Nutrition Student</td>
</tr>
<tr>
<td>Nutrition</td>
<td>☑️ Doctor of PT Student</td>
</tr>
<tr>
<td>PT</td>
<td>☑️ BSW Student</td>
</tr>
<tr>
<td>Social Work</td>
<td>☑️ Grad Nutrition Student</td>
</tr>
<tr>
<td></td>
<td>☑️ MSW Student</td>
</tr>
<tr>
<td>Associate Degree (ADN)</td>
<td></td>
</tr>
<tr>
<td>☑️ BSN</td>
<td></td>
</tr>
</tbody>
</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>
</tr>
<tr>
<td>Nurse Prac Fellow</td>
<td>☑️ Pharmacy Resident</td>
</tr>
<tr>
<td>Nurse Educator</td>
<td></td>
</tr>
<tr>
<td></td>
<td>☑️ MSW Student</td>
</tr>
<tr>
<td></td>
<td>☑️ DSW</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Practicing Professionals</th>
<th>Applies to all practicing professionals</th>
</tr>
</thead>
<tbody>
<tr>
<td>RN</td>
<td>☑️ Physician</td>
</tr>
<tr>
<td>PharmD</td>
<td>☑️ PA</td>
</tr>
<tr>
<td>PA</td>
<td>☑️ Dietitian</td>
</tr>
<tr>
<td>PT</td>
<td>☑️ Social Worker</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-Professional</td>
<td></td>
</tr>
<tr>
<td>Patient</td>
<td></td>
</tr>
<tr>
<td>Family-Caregiver</td>
<td></td>
</tr>
</tbody>
</table>
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?

I think this could be adapted fro use primarily with medical students but may also be appropriate for residents and beginning fellows. For more advanced learners I would modify the questions at the beginning and add more about pharmacologic treatment of delirium. I would provide a preparatory reading for the learners.

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?

Really well developed lecture that could be used with medical students

Comment:

15. Is this resource a fully developed lesson plan?

- Yes
- No

If yes, answer the following questions.

a. Learning objectives

1. Describe the prevalence of delirium and its impact on the health of older patients
2. Discuss pathophysiology, risk factors and key presenting features
3. Distinguish presenting features of delirium, dementia and depression
4. Use nursing process to organize thinking about key nursing activities in preventing and managing delirium
5. Find opportunities to improve current practice
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: The questions embedded at the beginning could be repeated at the end to demonstrate improvement.

---

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

☑ Yes ☐ No

Comment:

---