GEC Delirium Resource Submission Form

Resource Name:

Delirium Teaching Rounds: Itching for a Fight

Submitter Name:

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1. Abstract (350 characters or less)

This conference provides an interprofessional group of learners an introduction to role of certain medication classes in the development of delirium--specifically anticholinergics. Delirium is common and caustic. It affects up to 50-60% of hospitalized older adults and results in increased risk of disability and death. Medications are a major precipitating factor for delirium. This interactive presentation details a case of a gentleman who develops delirium post-operatively after receiving anticholinergics for pruritis. Learners review a paper case and work as a group to identify risk factors for delirium. Presenters then engage attendees in a game in which teams rank a list of medications according to anticholinergic activity. Pharmacists then provide a didactic overview of anticholinergics and non-pharmacologic approaches to pruritis.

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.
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3. Is the content consistent with current evidence, standards of practice or guidelines in your discipline?
   ☒ Yes ☐ No

Comments:
This session expands on the medication management portion of current guidelines— with particular attention to avoidance of anticholinergic medications.

4. Learning Resource Type (Select all that apply)

- [ ] 3-Dimensional Object
- [ ] Animation
- [ ] Assessment Material
- [ ] Audio
- [x] Case Study
- [ ] Community (e.g., blog, wiki)
- [ ] Course
- [ ] Dataset
- [ ] Demonstration
- [ ] Diagram
- [ ] eBook
- [ ] 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

Small group discussion (interprofessional)
5. Delirium Areas (Select all that apply)

- Risk Factors
- Prevention
  - Identification of predisposing factors
  - Identification of precipitating factors
- Prevention strategies
- Recognition/Assessment
  - Identification of signs/symptoms
- Treatment
  - Non-pharmacological
  - Pharmacological
- 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:
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8. Learning Setting (Select all that apply)

- Classroom
- Clinical
- Independent study
- Online
- Skills/simulation Laboratory

9. Learning Context (Select all that apply)

- Adult/Continuing Education
- Higher Education
- 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</td>
</tr>
<tr>
<td>Medicine</td>
<td>Pharmacy</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>PA</td>
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<tr>
<td>PA</td>
<td>Nutrition</td>
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<tr>
<td>PA students</td>
<td>PT</td>
</tr>
<tr>
<td>Undergrad Nutrition</td>
<td>Doctor of PT</td>
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<tr>
<td>Student</td>
<td>Social Work</td>
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<tr>
<td>LPN</td>
<td>Associate (ADN)</td>
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</tbody>
</table>

- BSN

<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 resident</td>
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<tr>
<td>Nurse Educator</td>
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<td>RN</td>
<td>Physician</td>
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<td>PharmD</td>
<td>PA</td>
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<td>PA</td>
<td>Dietitian</td>
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<tr>
<td>PT</td>
<td>Social Worker</td>
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<tr>
<td>DSW</td>
<td>MSW Student</td>
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</tbody>
</table>

- Practicing Professionals

- Non-Professional

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

| Primary target learners are undergraduate and post-graduate learners from all the professions listed above. |

12. Would you use this resource?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Maybe</th>
</tr>
</thead>
</table>

Comments:

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

| No modifications needed. |

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

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

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

Comment:

Lends itself to interactive discussion, particularly involving interprofessional audiences. Features the specific knowledge and skills of pharmacists.
16. Is this resource a fully developed lesson plan?
☐ Yes  ☐ No

If yes, answer the following questions.

a. Learning objectives

1) Describe the epidemiology and outcomes related to delirium in older adults.
2) Appreciate the role of different professions in recognition and management of delirium.
3) Identify certain medications that contribute to the development of delirium.

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

☐ Yes  ☐ No

Comment: See comments/text in slides.

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

☐ Yes  ☐ No

Comment: More or less. True measurement of objectives would require a post-test and follow-up of prescribing practices. Could also "grade" the game.
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d. Does the Learning Object feedback, exercise or assessment relate to the objectives?

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<tbody>
<tr>
<td>☒ Yes</td>
<td>☐ No</td>
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Comment:
The exercise (group discussion) relates to the objectives, but there is no specific evaluation strategy described.