1. Abstract (350 characters or less)

This conference provides an interprofessional group of learners an introduction to the basics of delirium care, including epidemiology, impact and clinical tools for improving recognition. Delirium is common and caustic. It affects up to 50-60% of hospitalized older adults and results in increased risk of disability and death. Several studies indicate that health care providers, including physicians and nurses, recognize delirium less than half the time it is present. Strategies for improving recognition include 1) vigilance in identifying those at high risk according baseline characteristics (predisposing factors) and problems occurring in the course of care (precipitating factors) 2) recognition from cues in the medical record and 3) use of structured tools, like the Confusion Assessment Method (CAM). This session provides a brief lecture followed by a video-triggered discussion by interprofessional groups on their observations of an evolving case of delirium in Mrs. Smith, a patient hospitalized for repair of a hip fracture.

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.
3. Is the content consistent with current evidence, standards of practice or guidelines in your discipline?

☐ Yes  ☐ No

Comments:

References include those from Sharon Inouye and Ed Marcantonio.

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:

Small group discussion (interprofessional)
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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:

Submission_Review_Delirium Teaching Rounds_Recognition_MHeflin.docx
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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)

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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>PA students</td>
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<td>Grad Nutrition Student</td>
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<td>Pharmacy Resident</td>
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<td>Nurse Prac Fellow</td>
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<td>Family-Caregiver</td>
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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?

Yes  No  Maybe

Comments:

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

If allowed more time, this lecture and video may lend itself to a rich discussion of diagnostic and treatment strategies.

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.
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) Identify risk factors and key presenting features. 3) Find opportunities to improve communication among providers.

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 observed performance of the CAM.
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d. Does the Learning Object feedback, exercise or assessment relate to the objectives?

☑ Yes  ☐ No

Comment:

The exercise (group discussion) relates to the objectives, but there is no specific evaluation strategy described.