DEVELOPING CURRICULAR PRIORITIES FOR A DEMENTIA MODULE FOR GENERAL PRACTITIONERS USING AN EDELPHI CONSENSUS

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Background: General Practitioners (GPs) play a pivotal role in the care of people with dementia. However, GPs find aspects of dementia care to be challenging and are keen to participate in educational initiatives in dementia. The aim of this study was to identify and prioritize key learning topics to inform the development of a 12-week blended-learning dementia module for GPs.

Methods: An initial list of potential learning topics was identified through a triangulated educational needs analysis with GPs, people with dementia and their caregivers. Clinical experts (n = 65) were invited to participate in an eDelphi survey and ranked these learning topics based on their importance and relevance to general practice. Qualitative comments and new topic suggestions were also collected. Percentage agreement on topic was determined when consensus of greater than 70% was reached.

Results: Response rate was 40% in the first round (26/65) and 92% in the second round (24/26). Respondents included GPs (n = 15), geriatricians (n = 6), neurologists (n = 2) and old age psychiatrists (n = 3). Round 1 involved 41 topics, where 28 learning topics reached consensus for inclusion and 6 topics reached consensus for exclusion. 7 topics did not reach consensus and respondents suggested 5 additional topics for consideration. A total of 12 topics were carried forward into round 2, where 9 learning topics reached consensus for inclusion while consensus was not achieved in 3. These 3 topics were discussed at an expert panel meeting and were subsequently excluded. In total, 37 topics were identified as essential for a dementia curriculum for GPs.

Conclusion: A prioritized summary of learning needs of the Irish GP population has been identified, which is being used to inform the development of a postgraduate blended learning module.