

GERIATRICS LUNCHTIME LEARNING

Date: / /

Please complete this evaluation form and return it to the Site Coordinator prior to your departure. The course planning committee needs your suggestions to develop future programs. Thank you for your assistance.

Please indicate discipline:

- Osteopathic Physician Physician Assistant Social Work Allopathic Physician Nursing Pharmacist
 Resident Nursing Student Other _____

Program Title:

DEPRESSION IN THE ELDERLY

Individual Presentation: JAMES P. GRIFFITH, M.D., F.A.C.P., ASSOCIATE CHAIRMAN,
DEPARTMENT OF INTERNAL MEDICINE, ASSOCIATE DEAN
OF STUDENT SERVICES, WVU SCHOOL OF MEDICINE,
CHARLESTON DIVISION

	Very much	Somewhat	Not at all
The content was relevant to my practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The speaker was organized in his/her presentation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The speaker was effective in his/her presentation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Objectives: At the conclusion of this program, participants should be able to:

- Attendees will learn how to recognize and diagnose depression in their elderly patients.
- Attendees will learn how to properly evaluate such patients.
- Attendees will learn about appropriate treatment options for elderly depressed patients.

Overall Presentation

Strongly Agree Agree Disagree Strongly Disagree

1. The presentation objectives were met.

2. Self-Assessment Learning

- Elderly depressed people are at lower risk to commit suicide than younger depressed patients because they have learned how to cope better with stress.
 True False
- Severe depression in elderly may be an early manifestation of dementia.
 True False
- Depression in the elderly occurs with equal frequency in healthy and medically ill populations.
 True False
- Tricyclic antidepressants are a good first line treatment for an elderly person with depression.
 True False
- Psychotherapy is ineffective in the management of depression in the elderly because they are generally too rigid to change their way of thinking.
 True False

Please go to the next page

Draft



3. There was an adequate opportunity to ask questions.

Strongly Agree Agree Disagree Strongly Disagree

4. The following learning activities were effective:

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	<u>N/A</u>
Case Studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Question/Answers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Group Activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Role Modeling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Panel Discussion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Audience Response System	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. The educational material was useful.

Strongly Agree Agree Disagree Strongly Disagree

Excellent Good Fair Poor

6. Your overall evaluation of the program:

7. Ability to avoid commercial bias or influence:

8. Potential impact on your practice and/or position:

9. How can attending this program affect your current practice and/or position?

10. What will you do differently in your practice and/or position as a result of your attendance in this program?

Suggestions and Comments?

1. Additional comments about this program:

2. Suggestions for future topics:

