

# Gerontology Resources for APRN Preceptors and Students

9th Edition

care • continuity • connection  
 **GAPNA**  
Gerontological Advanced  
Practice Nurses Association

# Gerontology Resources for APRN Preceptors and Students

---

9th Edition



**Gerontological Advanced Practice Nurses Association**

Box 56 East Holly Avenue, Pitman, New Jersey 08071-0056

866-355-1392 | GAPNA@ajj.com | gapna.org

**ISBN: 978-1-940325-65-1**

Copyright © 2024 by the Gerontological Advanced Practice Nurses Association. All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or any information storage and retrieval system without the written permission of the Gerontological Advanced Practice Nurses Association.

**SUGGESTED CITATION:**

Gerontological Advanced Practice Nurses Association (GAPNA). (2024). *Gerontological resources for APRN preceptors and students* (9th ed.).

# Table of Contents

<b>Preface</b> .....	4
<b>Toolkit Taskforce</b> .....	4
<b>Gerontological Resources for Primary Care and Community Setting</b>	
1. Gerontological and Geriatric Assessment .....	5
2. Geriatric Specialty Assessments .....	7
3. Geriatric Mental Health .....	15
4. Cognitive Assessment .....	17
5. Dementia Assessment and Management .....	18
6. Gerontological Pharmacology .....	19
7. End-of-Life Issues .....	20
8. Nursing Home Information and Regulation .....	20
9. Role Issues .....	21
10. Legal Issues .....	22
11. Social Determinants of Health .....	22
12. Telehealth .....	23
<b>Preceptor Resources</b>	
1. Suggested Preceptor Preparation for Role .....	25
2. Suggested Teaching Guidelines for Preceptors .....	25
3. Teleprecepting .....	26
4. Suggested Readings and Resources for Clinical Preceptors .....	26
5. Mobile Device Applications .....	28
6. National Standards and Competencies for Nurse Practitioners .....	28
7. Suggested Student Geriatric Clinical Sites .....	29

## Preface

The goal of this latest edition of the *Gerontology Resources for APRN Preceptors and Students* toolkit is to make geriatric and gerontological content accessible to those caring for older adults. It is designed for advanced practice registered nurse (APRN) students, preceptors, and educators, and it provides a single portal to comprehensive resources. The toolkit is organized by primary care topics and includes links to websites and mobile device applications (apps) mostly in the public domain. The toolkit was developed by gerontological APRNs to provide an open access practice resource for integration of geriatric knowledge for APRN clinical education, with the goal of improving the quality of health care provided to older adults.

The toolkit has two sections:

1. Gerontological Resources for Primary Care
2. Preceptor Resources

The toolkit was first developed in 2012 after a national discussion on the need for APRN educators to be prepared to deliver didactic and clinical gerontological content to all APRN students, not just adult gerontology-focused students. Family, women's health, and other APRN specialties are required to include gerontological content according to national graduate program curriculum standards set by the American Association of Colleges of Nursing.

This is the ninth edition of the toolkit. The toolkit focuses on established gerontological and geriatric guidelines, algorithms, and content that have been successfully integrated

into didactic and clinical education. The resources are primarily from open sources, organizations, and universities with a mission to improve care for older adults. The toolkit does not attempt to provide resources on every possible clinical topic; instead it focuses on common clinical problems. Readers are referred to specific as well as broad resources that cover gerontological content.

Toolkit development has been a collaborative effort among members of the GAPNA Education Committee which represents a diverse group of APRNs involved in gerontological education and practice. It is organized by an assumed hierarchy of student learning needs (beginning with physical health, moving to specialty care, and then role issues) but the order does not represent any predetermined priority. Assessment resources are listed first because they are the foundation for quality care for older adults. Specialty topics are listed in alphabetical order.

In conclusion, the *GAPNA Gerontology Resources for APRN Preceptors and Students* toolkit is a free resource for all healthcare clinicians and educators who are educating students about the care of older adults. It has been a collaborative effort by GAPNA members who are passionate about excellent care for older adults.

For best viewing and functionality on the Web, open the toolkit using the Web browsers Google Chrome, Firefox, and Safari.

## Toolkit Taskforce

Melissa Kramps, DNP, NP-C, GNP-BC  
Natalie Baker, DNP, ANP-BC, GNP-BC, CNE, GS-C, FAANP, FAAN  
Kala K. Blakely, DNP, NP-C, CNE, COHC, FAANP  
Mary DiGiulio, DNP, APN-BC, GNP-BC, FAANP  
Gloria Jones Dinkins DNP, APRN, FNP-BC, GS-C  
Shantha Franks, DNP, RN, APN, GNP-BC, NP-C  
LaDawna Goering, DNP, ANP-BC, BC-ADM, CDM  
Sherry A. Greenberg, PhD, RN, GNP-BC, FGSA, FNAP, FAANP, FAAN  
Melodee Harris, PhD, RN, FAAN MJ Henderson MS, RN, GNP-BC  
Autumn Henson, DNP, NP-C, GNP-BC, WCC  
Linda J. Keilman, DNP, GNP-BC, FNAP, FAANP  
Kelly A. Henrichs, DNP, RN, GNP-BC

Letha Joseph, DNP, AGPCNP-BC, FFMRCISI, FAANP  
Laurie Kennedy-Maone PhD GNP-BC FAANP, FGSA, FAAN  
Cheryl A. Maes, PhD, APRN, FNP-BC  
Sara McCumber, DNP, APRN, CNP, CNS  
Sincere S. McMillan, DNP, MS, RN, ANP-BC  
Karen Devereaux Melillo, PhD, A-GNP-C, FAANP, FGSA  
Joanne Miller, PhD, GNP-BC  
(Joan) Michelle Moccia DNP, ANP-BC, GS-C  
Fiona Okoroti, DNP, APRN, AGPCNP-BC, PMHNP-BC, WCC  
Laura A. Steadman, EdD, MSN, CRNP, FNP-B  
Tomika Williams, PhD, AGNP-C, CDP  
Joshua S. Zucker, DNP, FNP-BC, GNP-C

\*The Taskforce list reflects contributions to the 2024 version of the Toolkit. The GAPNA Education Committee, chaired by Sara McCumber, acknowledges the work of members who contributed to previous versions, in particular Barbara E. Harrison, PhD, GNP-BC, GS-C, FGSA and Natalie Baker, DNP, ANP-BC, GNP-BC, CNE, GS-C, FAANP, FAAN

# Gerontological Resources for Primary Care and Community Settings

## 1. Gerontological and Geriatric Assessment

### National Organizations

#### Agency for Healthcare Research & Quality (AHRQ)

AHRQ is a federal agency with the mission of improving the safety and quality of the American health care system. AHRQ's [SHARE Approach](#) is a five-step process for shared decision making that includes exploring and comparing options available to patients and guides the decision process based on what matters most to the patient.

#### AMDA - The Society for Post-Acute and Long-Term Care Medicine

This organization provides resources for medical directors, physicians, nurse practitioners, physician assistants, and other professions working in various post-acute and long-term care (PA/LTC) settings. The organization provides continuing education for professions caring for clients in the PA/LTC settings and promotes the importance of interprofessional care.

#### American Association of Retired Persons (AARP)

AARP is a nonprofit organization for the purpose of providing resources and tools to help empower adults as they age. [The Home Alone AllianceSM](#) is a partnership of organizations working collaboratively to create guidance for healthcare professionals who engage with family caregivers and tools for family caregivers providing complex care.

[Age-Friendly Health Systems | Institute for Healthcare Improvement \(ihi.org\)](#) - an initiative of [The John A. Hartford Foundation](#) and the Institute for Healthcare Improvement (IHI), in partnership with the [American Hospital Association \(AHA\)](#) and the [Catholic Health Association of the United States \(CHA\)](#) guiding practitioners and healthcare organizations how to provide evidence-based care focused on what matters to them.

#### American Geriatrics Society (AGS)

AGS is a not-for-profit organization of health professionals devoted to improving the health, independence, and quality of life of all older people. Their website offers many free and low-cost assessment resources. AGS also publishes [Geriatrics at Your Fingertips](#) yearly in both print and mobile device application.

#### Enhancement of Geriatric Care for All (ENGAGE-IL)

An interprofessional community aimed at disseminating geriatric values and skills across professions to provide patient and family centered care to meet the holistic needs of older adults. Includes a variety of evidence-based training and educational material.

The [GEDC \(gedcollaborative.com\)](#) Geriatric Emergency Department Collaborative is a nationwide collaborative dedicated to improving the quality of care for older people in Emergency Departments with the goal of reducing harm and improving healthcare outcomes. An abundance of easy to use resources are available (on-line learning, resource library, implementation toolkits, research)

#### Gerontological Advanced Practice Nurses Association (GAPNA)

GAPNA is the premier professional organization that represents the interests of advanced practice nurses, other clinicians, educators, and researchers involved in the practice or advancement of caring for older adults. Organizational goals include promoting members' personal and professional growth, increasing the influence of APRNs caring for older adults, and modeling organizational vibrancy. The site has a [Clinical Topics](#) area with valuable information on a variety of topics pertaining to older adults. This toolkit is published by the Education Committee and is very useful as a resource for students and faculty.

#### HIGN (Hartford Institute for Geriatric Nursing)

Based at the New York University Rory Meyers College of Nursing, the Hartford Institute for Geriatric Nursing (HIGN) is a non-profit organization with an embedded clinical website that contains valuable geriatric assessment and educational tools designed to help interprofessional health care practitioners improve the quality of care of older adults.

[e-Learning Resources: Education center](#) with a portal to courses, podcasts, webinars, tools, and other resources related to care of older adults. Resources are available for the interprofessional healthcare team (nurses, physicians, social workers, and other members).

[ConsultGeriatrics Dementia App](#): free smart phone and iPad app of evidence-based dementia protocols. Step-by-step app for diagnosis and management of cognitively impaired older adults (free).

[Try This.® Series](#): Best Practices in Nursing Care for Older Adults: Evidence-based assessment tools and best practice approaches to care for older adults.

**APRN Case Studies:** APRN case studies on primary care of older adults (for a fee).

**Geriatric Nursing Protocols** published in *Evidence-Based Geriatric Nursing Protocols for Best Practice*. You can explore the protocols or common geriatric symptoms to complement these protocols.

## Hospice and Palliative Nurses Association

This national professional organization is dedicated to advancing expert care across the continuum of illness and across the lifespan through education, leadership development, advocacy, and research on behalf of its hospice and palliative care nurse members.

## Institute for Healthcare Improvement (IHI)

The goal of IHI is that everyone has the best care and health possible by improving health and health care worldwide. **Age-Friendly Health Systems** is an initiative of The John A. Hartford Foundation and IHI in partnership with the American Hospital Association and the Catholic Health Association of the United States. Age-Friendly Health Systems is a movement so that all care with older adults is age-friendly; follows an essential set of evidence-based practices; causes no harm; and aligns with what matters to the older adult and their family caregivers. Four evidence-based elements of high-quality care, known as the 4Ms include: What Matters, Medication, Mentation, and Mobility and are encouraged to be incorporated into daily care of older adults.

## National Council on Aging (NCOA)

This organizing sheds light on challenges older adults face through programs, services, and advocacy. There is also an area to submit potential programs for future listing.

## National Hartford Center of Gerontological Nursing Excellence (NHCGNE)

NHCGNE is a 501(c)3 organization dedicated to optimal health and quality of life for older adults through faculty development, advancing gerontological nursing science, facilitating adoption of best practices, fostering leadership, and designing and shaping policy.

## University Resources

### New York University Rory Meyers College of Nursing HIGN (Hartford Institute for Geriatric Nursing)

The website contains valuable geriatric initiatives and tools designed to help healthcare practitioners improve the quality of care of older adults. The HIGN develops and maintains **ConsultGeri Resources** that include **eLearning**, **Guides & Competencies**, the **Try This®: Series**, and **Geriatric Nursing Protocols**

## Oregon Health & Science University (OHSU)

**OHSU**, in collaboration with the Hartford Center for Gerontological Nursing Excellence, provides learning materials and resources to help educate preceptors and learners to better care for older adults.

## The Pennsylvania State University

**Center for Geriatric Nursing Excellence:** Provides multiple tools to assist professionals and family members to care for older adults.

**Nursing Home Toolkit:** Provides nonpharmacological approaches on how to care for those with behavioral and psychological symptoms of distress related to dementia.

**Collaborative Seminar Series:** Various seminar topics related to care and quality of life for older adults.

## University of Alabama at Birmingham

**Integrative Center for Aging Research:** A university-wide interdisciplinary center that provides evidence-based educational experiences to promote the care of complex older adults and their families through interprofessional CME modules on care of older adults.

## University of Arizona

**Arizona Center of Aging's** mission is to promote healthy and functional lives for older adults through comprehensive programs in research, education, training, and clinical care. **"Elder Care Interprofessional Provider Sheets"** are single-page resources on core geriatric syndromes, conditions, and considerations in care. **"Care Partner Information Sheets"** are information and tip handouts on a variety of daily living topics for older adults and their care partners (also available in Spanish).

## University of Iowa

**Iowa Geriatric Education Center:** Provides diverse and excellent resources for educators and health professionals in multiple health disciplines. The website includes free tools and resources, including **"GeriaLearning"** resources on assessment and decision making in primary care of older adults.

## University of Maryland - Baltimore

**Geri-Ed Programs:** Provide geriatric web-based educational materials including medication management in assisted living facilities, delirium, Video Press geriatric education film productions, and valuable resources on clinical interventions. An Age-Friendly Specialist Certificate of Achievement Program is available through the university for those interested in expanding their knowledge on aging and older adults.

## University of Missouri

A “[Geriatric Examination Toolkit](#)” from the Department of Physical Therapy that contains numerous links to instruments used in assessing topics from head-to-toe along with the scale/instrument scoring details.

## University of Washington

[Health Sciences Library - Gerontology](#): This website provides educational materials through a central location including books, databases, evidence-based practice, toolkits, statistics and technology, all focused on care for the aging.

## Yale School of Medicine

[Geriatric Medicine Clinical Resources](#): Provide multiple mobility and cognitive screening tools along with useful video tutorials and examples of the assessment tools. Also provide videos on communication techniques and it has geriatric assessment and geriatric consultation materials in English and Spanish.

## 2. Geriatric Specialty Assessments

### Cardiology

Understanding the aging changes in the heart and blood vessels is essential as a healthcare provider. The [National Library of Medicine](#) highlights several essential facts including but not limited to non modifiable and modifiable risk factors for heart disease in older adults.

Transforming cardiovascular health and improving heart health is a mission of the American College of Cardiology (ACC). This online resource provides evidence-based practice information regarding topics including “[Geriatric Cardiology](#)”. In addition, the ACC has a free online case based curriculum covering key features of aging impacting cardiovascular disease including but not limited to heart failure and syncope titled the “[Essentials of Cardiovascular Care of Older Adults \(ECCOA\)](#).”

The [Merck Manual Professional Version](#) is a free online resource providing up-to-date medical information not only on cardiovascular disorders but also geriatrics.

With the aging population on the rise, so do diseases of the heart and blood vessels. The [Centers for Disease Control and Prevention \(CDC\)](#) maintains a variety of resources which focus on preventing heart disease with inclusion of clinical practice guidelines.

The [American Heart Association](#) includes up-to-date evidence based treatment guidelines for healthcare providers in the management of atrial fibrillation and heart failure to name a few.

### Caregiver Stress

AARP has multiple resources for caregivers [AARP Resources for Caregivers and their Families](#) eg. tools to care for an older adult, making a home safe, practical approaches for splitting costs among siblings, dementia caregivers guide, basics on when caregivers should apply for Medicaid, coping strategies, finding the right support group.

The [Alzheimer's Association](#) has a portion of their website dedicated to caregiver health. It recognizes [caregiver stress](#) as a risk for burnout. It lists 10 symptoms of caregiver stress and tips to manage stress. [Respite care](#) and care coordination calendars such as [Lotsa Helping Hands](#) are two resources recommended to alleviate some of the strain on caregivers.

ARCH National Respite Network and Resource Center is a [national respite locator](#).

Assessment of caregiver burden is important. The Zarit Burden Interview is a widely used instrument used to assess caregiver burden. It originated as a 29 item questionnaire and has been revised to several shorter [forms](#). Answers are on a 5-point scale. This article indicates the [essential 6 items](#).

The National Institute on Aging's page on [Caregiving](#) encourages people to be effective caregivers while still taking care of themselves. There are articles on planning for long term care, advance directives, long distance caregiving and frequently asked questions about caregiving. There is also a page explaining the role of a [Geriatric Care Manager](#).

### Cultural Competence

Cultural competence is the ability for healthcare professionals to demonstrate cultural humility, cultural intelligence, and cultural awareness in providing quality care of patients. Despite years of work in this area, there still remains a huge divide related to disparities and inequities in health care. The Centers for Disease Control and Prevention has a section on [Cultural Competence in Health and Human Services](#) which is very informational.

Components of culturally competent care include: awareness, attitude, knowledge, and skills. The American Association of Colleges of Nursing (AACN) has [cultural competence tool kits](#) available on its website.

In 2017, the American Nurses Association (ANA) published [Standard 8 of the Scope and Standards of Practice](#) which is culturally congruent practice.

## **Diabetes**

Diabetes is an important health condition for the aging population. There are special considerations that apply to this growing segment of the population.

**American Association of Clinical Endocrinology** published their **Clinical Practice Guideline: Developing a Diabetes Mellitus Comprehensive Care Plan 2022 Update**; a comprehensive resource for care of the diabetes patient including care of older adults with diabetes, assessments and screenings treatments, therapies, and technology.

### **American Diabetes Association (ADA)**

The ADA has published “[Older Adults: Standard of Medical Care in Diabetes-2023](#)” that includes the ADA’s current clinical practice recommendations and is intended to provide the components of diabetes care, general treatment goals and guidelines, and tools to evaluate quality of care.

“[Management of Diabetes in Long-term Care and Skilled Nursing Facilities: A Position Statement of the American Diabetes Association](#)” provides a classification system for older adults in long-term care (LTC) settings, describes how diabetes goals and management should be tailored based on comorbidities, delineates key issues to consider when using glucose-lowering agents in this population, and provides recommendations on how to replace sliding scale insulin in LTC facilities.

### **American Geriatrics Society (AGS)**

**iGeriatrics** app contains many free resources at your fingertips including the Quick Guide to Diabetes Management which provides a 5-step framework on diabetes management in older adults, and is based on the recommendations from the American Diabetes Association and the American Geriatrics Society.

### **Joslin Diabetes Center**

“[Joslin Clinic Guideline for the Care of the Older Adult with Diabetes](#)” is designed to assist primary care physicians, specialists, and other healthcare providers address the unique challenges and issues of the older adult with diabetes.

### **National Institute on Aging**

“[Diabetes in Older People](#)” is a great quick resource for patient and caregiver information that providers can share.

## **Drug-Induced Movement Disorders**

The [Abnormal Involuntary Movement Scale \(AIMS\)](#) is one of the most widely used assessment tools for dyskinesias. The AIMS can be readily administered in a few minutes, by

an experienced clinician. It is ideal for patients receiving medications that may cause Tardive Dyskinesias. A rating of two or higher is evidence of tardive dyskinesia.

The American Parkinson Disease Association (APDA) provides support, education and research for those with Parkinson’s Disease. APDA has a [Living with Parkinson’s post regarding medication-induced parkinsonism](#). The [Parkinson’s Foundation has a podcast episode](#) dedicated to medication-induced parkinsonism.

Akathisia is an extremely distressing neurological disorder characterized by severe agitation, an inability to remain still, and an overwhelming sense of terror. It primarily occurs as a medication side effect or withdrawal syndrome. [Akathisia Alliance for Education and Research](#) has an online guide for clinicians and a guide for family and friends.

[Dystonia](#) is a neurological movement disorder characterized by involuntary (unintended) muscle contractions that cause slow repetitive movements or abnormal postures that can sometimes be painful. Acquired dystonia may occur as a result of medication.

Neurocrine Biosciences offers [MIND-TD](#), a website that houses a compendium of resources from assessment tools to real-world patient cases, to facilitate the identification of tardive dyskinesia and differentiation from other drug-induced movement disorders including akathisia, drug-induced parkinsonism, and dystonia. Through the website, healthcare professionals can access educational resources such as the [MIND-TD Questionnaire](#) which assists clinicians with facilitating dialogue about abnormal movements with patients who are at risk for tardive dyskinesia, as well as a comprehensive resource on the [Abnormal Involuntary Movement Scale \(AIMS\)](#) to help assess the severity of tardive dyskinesia in patients.

Additional resources can be found on [Neurocrine Library of Science](#), such as the tardive dyskinesia video glossary and quizzes, to assist in the recognition and appropriate differentiation of drug-induced movement disorders. The website also includes educational podcasts, videos, and slide presentations.

## **Diversity, Equity, Inclusion and Justice**

Diversity, equity, inclusion, and justice (DEIJ) are the responsibility of all human beings but most important for healthcare professionals and advanced practice registered nurses (APRN). The presence of the 2020 COVID-19 pandemic and eventual quarantine in the United States brought to the forefront health inequities and disparities leading to more emphasis being placed on DEIJ. Many nursing and

healthcare organizations and associations across the globe have placed DEIJ at the front of agendas and mission statements with the goal of improving how care is provided for all human beings in an equitable and just manner. The following information and links highlight some of the positive work being conducted, and the knowledge being disseminated to help APRNs provide quality care while honoring DEIJ as part of their practice and academic philosophy.

## [National Commission to Address Racism in Nursing](#)

On January 25<sup>th</sup> 2021 “the Commission” (as it is known) was created to examine racism within nursing with a focus on patients, communities, health care systems, and of course – nurses. In addition to the American Nurses Association (ANA), the National Association of Hispanic Nurses (NAHN), the National Black Nurses Association, Inc. (NBNA), and the National Coalition of Ethnic Minority Nurse Associations (NCEMNA) joined together to help motivate all nurses to confront individual and systemic racism.

## [Project ECHO®](#)

The Project ECHO® on Racism in Nursing Series has a variety of well-received resources to help you understand what racism is, discover how pervasive racism is in nursing, learn how you can make a difference every day and listen to the stories of other nurses or tell your own. There are available resources from prior webinar sessions that are accessible for you. The Project ECHO® Model is an “all teach, all learn” approach to knowledge sharing in communities and health systems. The Commission is using this model to redefine how nurses learn about racism and allyship through tools and resources to confront and dismantle racism within the nursing profession and healthcare.

## **Elder Abuse/Mistreatment**

Elder mistreatment can take many forms from overt abuse to neglect to financial exploitation

Centers for Disease Control and Prevention (CDC) authors “[Elder Abuse Surveillance: Uniform Definitions and Recommended Core Data Elements.](#)” Definitions of elder abuse have varied across states, making it difficult to reliably measure its presence. This document establishes uniform definitions for all forms of elder abuse.

Hartford Institute for Geriatric Nursing’s *Try This®*: Series on [Elder Mistreatment Assessment](#) provides statistics on elder mistreatment and describes the best tool for assessment, the [Elder Assessment Instrument](#).

## **National Center on Elder Abuse (NCEA)**

Directed by the U.S. Administration on Aging, NCEA is a resource for policymakers, social service and healthcare practitioners, the justice system, researchers, advocates, and families.

## **National Institute on Aging (NIA)**

The NIA’s page on Elder Abuse provides an overview of the types of abuse, signs of abuse and information about where to get help.

## **The Elder Justice Initiative**

The mission of the [Elder Justice Initiative](#) is to support and coordinate the Department’s enforcement and programmatic efforts to combat elder abuse, neglect and financial fraud and scams that target our nation’s older adults.

[Elder Mistreatment Emergency Department Toolkit - GEDC \(gedcollaborative.com\)](#)

Elder mistreatment affects 1 in 10 older adults, but only 1 in 1000 older adults presenting in the emergency department are diagnosed with elder mistreatment. This toolkit contains resources that will address this disparity with simple tools, how to respond to suspected cases, and form partnership with the community.

## **Ethnogeriatrics**

### **The Hartford Institute for Geriatric Nursing (HIGN)**

“[Ethnogeriatrics and Cultural Competence for Nursing Practice](#)” covers key concepts in ethnogeriatrics, assessment, nursing care and health promotion strategies, and expected outcomes. Evidence-based screening tools are also available.

### **Stanford School of Medicine**

*Ethnogeriatrics*: Modules provide information to increase awareness of specific cultural, racial, ethnic, and tribal influences on health and health care of minority and marginalized older adults.

- African Americans
- Alaska Native Americans
- American Indians (Native Americans)
- Asian Indian Americans (South Asians)
- Chinese Americans
- Filipino Americans
- Hawaiian & Pacific Islander Americans
- Hispanic/Latinx Americans
- Hmong Americans
- Japanese Americans

- Korean Americans
- Pakistani Americans
- Vietnamese Americans

## **Disaster Preparedness**

The American Nurses Association has [resources on preparedness](#) for different types of disasters, as well as older position statements on [RN Rights and Responsibilities Related to Work Release During a Disaster](#) and [Work Release During a Disaster - Guidelines for Employers](#).

The [Federal Emergency Management Agency \(FEMA\)](#) provides a variety of resources regarding preparing for and responding to disasters. Patients, healthcare workers and healthcare students may have specific concerns during disasters. The site has information for supporting patients and healthcare workers.

The National Academies of Sciences, Engineering, and Medicine; National Academy of Medicine; Committee on the Future of Nursing 2020 - 2030: Charting a Path to Achieve Health Equity devotes chapter 8 to [Nurses in Disaster Preparedness and Public Health Emergency Response](#)

The National Organization of Nurse Practitioner Faculties (NONPF) provides information pertinent to nurse practitioner curriculum. Their [APRN Education for Emergency Preparedness and All Hazards Response: Resources and Suggested Content](#) provides a framework that reviews the roles and opportunities for APRNs in all phases of disaster response.

The Society for the Advancement of Disaster Nursing has a website with a variety of [links to resources](#) for researchers, educators, disaster responders and special populations.

The US Department of Homeland Security website [Ready.gov](#) has a variety of resources on different disasters and emergencies, making a plan for individuals, special populations, children, businesses. Many of these resources are available in English, Spanish, Chinese, Korean, Tagalog, Arabic, Vietnamese and videos are available with sign language interpreters.

## **Hearing Loss**

Hearing loss in older adults is often not recognized. At least two-thirds of older adults over age 70 have a hearing loss that significantly impacts their understanding of information and quality of life. Most older adults who need aids to hear do not use them. Difficulty hearing contributes to cognitive decline, falls, social isolation, anxiety, cost of care and more.

A suggested screening question for hearing loss is, “Can you tell me about any difficulties you have with hearing or understanding conversations?” A common assessment tool is

the [“Hearing Handicap Inventory for Elderly – Screening \(HHIE-S\) Questionnaire.”](#) It is a 10-item tool from the Hartford Institute for Geriatric Nursing available in multiple languages.

The National Council on Aging provides providers and patients information on [“Presbycusis Age-Related Hearing Loss Facts”](#), including sound bytes of hearing changes, causes of hearing loss, health impacts of hearing changes, prevention and treatment plans.

## **Hearing Health Foundation (HHF)**

The [HHF](#) includes information on hearing loss, hearing aids, preventing hearing loss, common myths, and types and degrees of hearing loss and their causes.

## **Hearing Loss Association of America (HLAA)**

The [HLAA](#) has multiple resources for providers, patients, caregivers and institutions on hearing loss and improving care for persons with hearing loss. It also includes a comprehensive Communication Access Plan [Guide for Patients and Providers](#) to implement a realistic plan for communication across multiple health care settings.

## **National Institute on Aging (NIA)**

The NIA, [Hearing Loss: A Common Problem for Older Adults](#), has information on hearing loss and links to multiple additional resources.

## **University of Arizona, Center on Aging, Elder Care**

The Elder Care series has two, two-page resources that cover [Improving Communication with People Who Have Hearing Loss](#) and [What You Need to Know about Hearing Aids](#).

## **Infectious Disease**

### **Asymptomatic Bacteriuria**

Asymptomatic Bacteriuria (ASB) is the presence of bacteria in a patient’s urine or a positive culture without signs or symptoms of a urinary tract infection. Bacteria colonization is found in 15% of all individuals. This is a frequently occurring health condition in older adults noted in up to 50% of long term care residents. Therefore, a urine test may result with a positive culture in 50% of all specimens, even without symptoms, and therefore is not a diagnosis of UTI (CDC; Infectious Disease Society of America)

AHRQ has a [Toolkit for Assessment and Management of the Resident With a Suspected Urinary Tract Infection](#). This is built on the work of [Development of Minimum Criteria for the Initiation of Antibiotics in Residents of Long-Term-Care Facilities: Results of a Consensus Conference](#). The [Minnesota Department of Health](#) created a quick reference card to help providers efficiently follow the criteria for initiation of antibiotics.

[Clinical Practice Guideline for the Management of Asymptomatic Bacteriuria: 2019 Update by the Infectious Diseases Society of America](#) outlines recommendations for management of this condition,

[The Use of Clinical Decision Support in Reducing Diagnosis of and Treatment of Asymptomatic Bacteriuria](#) describes a successful program to address ASB. Clinicians should use the [McGeer Criteria](#) for patients in Long term care facilities to aid in clinical decision making.

### COVID-19

Coronavirus disease (COVID-19) is an infectious disease caused by the SARS-CoV-2 virus and was declared a global pandemic by the World Health Organization (WHO) on March 11, 2020. At the [WHO site](#) there is advice for the public, myth busters, information on the COVID-19 breakout, and questions and answers.

The [Centers for Disease Control and Prevention \(CDC\)](#) has information for older adults related to risks, vaccine information and other important facts. The CDC also has up-to-date information on recommendations for [older adults and other specific populations](#) regarding COVID-19.

GAPNA COVID-19 Vaccination and Therapeutics in PALTC Toolkit: Resources for Clinicians [Vax and Pax Toolkit | Gerontological Advanced Practice Nurses Association \(GAPNA\)](#) on recommendations for vaccine and therapeutics

### Functional Assessment

[Barthel Activities of Daily Living \(ADL\) Rating Scale](#): This index provides information using a standardized validated scale for assessment of ability to perform tasks relating to personal care. The scale has good validity and reliability.

[Doctot® Geriatric App](#): Tools of the Trade. Offers the medical practitioner efficient and easy-to-use electronic tools that measure important functions of geriatric patients. Free.

[Gerikit App](#): This application is a tool to help medical professionals facilitate a geriatric examination. The app includes tests for eight indicators to diagnose a patient's geriatric health - Cognition, Depression, Function, Strength, Fall Risk, Nutrition, Medications, and Advanced Care. Includes Katz ADL and Lawton IADL scales among others.

[Katz Index of Independence in Activities of Daily Living \(ADL\)](#): Commonly referred to as the Katz ADL, it is the most appropriate instrument to assess functional status as a measurement of a person's ability to perform ADLs independently. The index ranks performance in the six functions of bathing, dressing, toileting, transferring, continence, and feeding.

[Lawton Instrumental Activities of Daily Living \(IADL\) Scale](#):

This instrument is used to assess independent living skills among community-dwelling older adults. Eight domains of function are assessed such as housekeeping, meal preparation, ability to handle finances, and manage medications.

### Intellectual and Developmental Disorders (I/DD)

The Alzheimer's Association's "[Down Syndrome and Alzheimer's Disease](#)" resource assists in understanding how those diagnosed with Down syndrome age. These individuals have a higher risk of developing a type of dementia that is similar to Alzheimer's disease.

[Administration for Community Living/Administration on Disabilities](#): The Administration on Disabilities (AoD) collaborates with states, communities, and partners in the disability network to equip individuals with disabilities of all ages with opportunities, tools, and supports to lead lives of their choice in their community.

[American Association on Health & Disability \(AAHD\)](#): supports the health and wellness of people with disabilities through research, public awareness, education, and advocacy. Dedicated to ensuring health equity and inclusion for persons with disabilities through policy, research and dissemination.

[American Association on Intellectual and Developmental Disabilities \(AAIDD\)](#): Publishes a number of resources, including information on care and end-of-life planning. AAIDD promotes progressive policies, sound research, effective practices, and universal human rights for people with intellectual and developmental disabilities.

[Autistic Self Advocacy Network \(ASAN\)](#): The Autistic Self Advocacy Network seeks to advance the principles of the disability rights movement with regard to autism. The organization works to make sure autistic people are included in policy-making, so that laws and policies meet the community's needs. Nothing About Us, Without Us!

[National Down Syndrome Society \(NDSS\)](#). Advocates for the value, acceptance, and inclusion of people with Down syndrome. NDSS has published a book, "[Aging and Down Syndrome: A Health & Well-Being Guidebook.](#)"

[National Task Group on Intellectual Disabilities and Dementia Practices](#): The American Academy of Developmental Medicine & Dentistry disseminates information and training related to screening, health care, family/community-based support, and long-term care related to I/DD

[The Arc](#): A national community-based organization advocating for and serving people with I/DD and their families.

## **Lesbian, Gay, Bisexual, Transgender, Queer + (LGBTQ+) Persons**

American Geriatrics Society (AGS) Ethics Committee (2015) published the “[American Geriatrics Society Care of Lesbian, Gay, Bisexual, and Transgender Older Adults Position Statement](#).” AGS acknowledges this population is at risk for discrimination in the healthcare setting, outlines its vision for the treatment of LGBT elders, and cites specific steps that can be taken to ensure they receive needed and appropriate care.

“[Lesbian, Gay, Bisexual, and Transgender Health: Healthy People 2030](#) provides information that is related to the *Healthy People* goals for this population. Very good, basic information as well as statistics are provided.

“[LGBTQIA+ Aging Project](#).” Non-profit organization under the direction of Fenway Health dedicated to ensuring that lesbian, gay, bisexual, and transgender older adults have equal access to the life-prolonging benefits, protections, services, and institutions that their heterosexual neighbors enjoy.

[Services and Advocacy for Gay, Lesbian, Bisexual, and Transgender Elders \(SAGE\)](#): National organization dedicated to improving the lives of LGBT older adults. Offers supportive services and consumer resources for LGBT older adults and their caregivers, advocates for public policy changes that address the needs of LGBT older people, and provides training for aging providers and LGBT organizations, largely through its National Resource Center on LGBT Aging.

## **Mobility & Fall Risk Assessment**

### **American Geriatrics Society**

[2010 AGS/BGS Clinical Practice Guideline: Prevention of Falls in Older Persons](#): A joint endeavor of the American Geriatrics Society (AGS), British Geriatrics Society (BGS), and American Academy of Orthopaedic Surgeons. The goal of the guideline is to assist healthcare professionals in their assessment of fall risk and in their management of older adults who have fallen or are at risk of falling.

### **Centers for Disease Control and Prevention (CDC)**

“[Keep on Your Feet-Preventing Older Adult Falls](#)” includes statistics, articles, and brochures on fall prevention and education.

“[Older Adult Fall Prevention](#)” Most up-to-date statistics and facts about fall prevention. This site links to “[Preventing Falls: A Guide to Implementing Effective Community-Based Fall Prevention Programs](#)”.

[Falls & Mobility - GEDC \(gedcollaborative.com\)](#) - resources for specialized assessment and care of older adults who have fallen, and maintenance of mobility in the ED.

[STEADI - Older Adult Fall Prevention | CDC](#) has multiple resources (slide deck, brochures, free continuing education, algorithm, care plan, mobility plan for healthcare providers) to help identify and reduce fall risk and maintain mobility. Short videos demonstrating the 30-second chair stand, 4 Stage Balance Test, other assessments are included.

Patient and caregiver resources are also available. [Patient & Caregiver Resources | STEADI - Older Adult Fall Prevention | CDC Injury Center](#)

[Berg Balance Scale](#): Developed to measure balance among older people with impairment in balance function by assessing the performance of functional tasks. It is a valid instrument used for descriptions of function in clinical practice and research.

[Doctot® Geriatric App](#): Tools of the Trade. Offers the medical practitioner efficient and easy-to-use electronic tools that measure important functions of geriatric patients. Free.

### **Hartford Institute for Geriatric Nursing**

The 4Ms: Age-Friendly Health Systems incorporates Mobility as an important M for older adult care. The HIGN [Building Age-Friendly Communities | HIGN](#) shares a brochure and poster on how to engage older adults and their caregivers to take an active role.

Clinical website that includes evidence-based content, tools, and relevant practice guidelines. [Geriatric Nursing Clinical Practice Protocol: Fall Prevention](#) provides an overview, link to falls assessment tool, and relevant practice guidelines.

[Fall Risk Assessment for Older Adults: The Hendrich II Fall Risk Model | HIGN](#) - a useful guideline for practitioners. Falls are the leading cause of injury in adults 65 and older.

### **National Council on Aging (NCOA)**

The NCOA provides information on “[Preventing Falls: Tips for Older Adults and Caregivers](#)”. Includes listing of evidence-based community fall prevention programs.

The “[Timed Up-and-Go](#)” (TUG) test measures the overall time to complete a series of functionally important mobility tasks, such as standing from a sitting position, walking, turning, stopping, and sitting down, which are all tasks needed for independent mobility. This [video](#) created by the CDC demonstrates how to perform the test.

## **Nephrology Resources**

### **American Nephrology Nurses Association**

The American Nephrology Nurses Association provides evidence-based practice education that will improve the quality of health care that patients receive. Additionally, the ANNA also focuses on Health Policy. A certification review course is offered for the Nurse Practitioner interested in obtaining a certification in nephrology (Certified Nephrology Nurse Practitioner.) Continuing education and educational resources provide information about aging and kidney health.

### **American Society of Nephrology Online Curricula: Geriatric Nephrology**

Older adults are the largest group of individuals beginning dialysis bringing attention to discussions about conservative versus dialysis treatment modalities. The American Society of Nephrology (ASN) provides a complete Geriatric Nephrology Curriculum for providers to learn more about Geriatric Nephrology free of charge.

### **Kidney Disease Improving Global Outcomes**

The clinical practice guidelines used when providing care to individuals with kidney disease that focuses on prevention or management.

### **National Kidney Foundation**

The National Kidney Foundation is a wealth of knowledge about kidney disease and has basic information about kidney disease, CE for healthcare professionals, information about how to get involved, and patient education that can be ordered or printed and handed out in your clinic.

### **Family and Caregiver Resources**

This information provides a list of resources and links that may be helpful for the individuals taking care of an older adult patient with kidney disease.

### **Optum Kidney Solutions**

Optum Kidney Solutions provides value based care solutions, care coordination, and promotes early identification of kidney disease.

### **United States Renal Data System**

The USRDS is a national data system that provides information about kidney disease in the United States. Annual Reports are published about the incidence, prevalence and other relevant data for acute kidney injury, chronic kidney disease, end stage kidney disease, and transplantation among children/adolescents, and older adults.

## **Nutrition**

### **AARP**

Caregiver video series on “[Special Diets](#)” and managing nutrition.

### **American Geriatrics Society**

The “[American Geriatrics Society Feeding Tubes in Advanced Dementia Position Statement](#)” is updated and revised because of the publication of several sentinel studies further detailing the natural history of eating difficulties and burdens associated with tube feeding use in persons with advanced dementia.

### **Hartford Institute for Geriatric Nursing**

“[Assessing Nutrition in Older Adults](#)” highlights the Mini-Nutritional Assessment Short-Form, a screening tool used to identify older adults at risk for malnutrition.

“[Nutrition in Aging:](#)” Clinical Practice Protocol: Nutrition in Aging

### **Melissa Batchelor, PhD, RN, FNP, FAAN**

[Tips for Eating and Drinking at Home](#) This site contains modules that provide instruction in managing persons with dementia at mealtimes and guidance in feeding techniques. This site also offers [Alzheimer’s Care Swallowing Problems](#) in a four part series including modifying food textures and maximizing independence in eating.

### **National Council on Aging**

“[Healthy Eating Tips for Seniors](#)” gives information on ways to eat well as you get older and contains videos on topics such as how to eat healthy on a budget and making healthy food choices. Also includes links to specific topics on [Diet and Nutrition for Older Adults](#).

### **Nestle Nutrition Institute**

[Mini Nutritional Assessment Forms](#): Nutrition assessment forms for healthcare professionals and self-assessment by older adults available in multiple languages.

### **Interprofessional Geriatrics Training Program**

[Nutrition for the Older Adult](#) pdf or [video](#) for professional credit provides healthcare professionals with knowledge on nutritional needs of older adults, weight loss parameters to assess nutritional status, and strategies to manage nutrition in the older adult.

### **National Institute on Aging**

[Health Meal Planning: Tips for Older Adults](#) includes how to build a healthier eating pattern with information on and links to common roadblocks, meal planning, sample menu and more.

## Obesity

### **American Association of Nurse Practitioners**

Multiple resources available on the AANP website for free: [“Obesity and Weight Management”](#)

One of the AANP resources is a thorough guide, although not focused on the older adult, [“Obesity Management Fundamentals: Essential Clinical Tools”](#) This free booklet provides essential information for clinicians who manage patients who are overweight or who are diagnosed with obesity. It covers topics such as conducting a weight history, eating and meal plans, weight-related complications and medications. It also provides the Binge Eating Disorder Screener-7 (BEDS-7) and a description of physical assessment tools for use in clinical practice, in addition to a patient handout.

### **Gerontological Society of America (GSA)**

GSA has the [KAER Toolkit](#) that is focused on the management of obesity in older adults:

### **Obesity Medicine Association**

[“Obesity Algorithm®: Clinical Guidelines for Obesity Treatment”](#) is a set of obesity treatment guidelines available for purchase in digital or print format. The PowerPoint of the algorithm is free.

## Oral Health

### **American Dental Association**

Useful information and tips on oral health and older adults. Also has publications and resource links for additional reading.

The [Center for Integration of Primary Care and Oral Health \(CIPCOH\)](#) serves as a national resource for systems-level research on oral health integration into primary care training with special emphasis on training enhancements that will train primary care providers to deliver high quality, cost-effective, patient-centered care that promotes oral health, addresses oral health disparities and meets the unique needs of all communities.

### **National Institute for Health and Care Excellence**

Recommendations on [“Oral Health for Older Adults in Care Homes.”](#)

[Oral Health Nursing Education and Practice \(OHNEP\)](#) A national initiative led by New York University Rory Meyers College of Nursing in partnership with the National Interprofessional Initiative on Oral Health. The website serves as a knowledge center and portal for best practices. OHNEP’s [National Interprofessional Initiative on Oral Health Resources](#) provides videos, presentations, reports, and case studies.

The OHNEP interprofessional tool kit and [Oral Health Faculty Toolkits](#) are organized by nurse practitioner programs and describe how to integrate evidence-based oral-systemic health content, teaching-learning strategies, and clinical experiences into undergraduate, nurse practitioner, and midwifery programs. [Interprofessional Oral Health Case Studies](#) are available. The relationship between [oral health and overall health](#) are provided as well.

### [“Smiles for Life: A National Oral Health Curriculum”](#)

Developed by the Society of Teachers of Family Medicine Group on Oral Health and designed to enhance the promotion of oral health for all age groups.

## Pressure Injuries

[National Pressure Injury Advisory Panel \(NPIAP\)](#) Educational and clinical resources such as an image library, continuing education programs, and slide sets developed by NPIAP, the authoritative voice for improved patient outcomes in pressure injury prevention and treatment. [Pressure Injury Prevention](#) is a great resource for pressure injury prevention points.

### [Woundsource](#)

A great online resource covering pressure injury prevention to treatment. Product information and continuing education can also be found at this website. Some of the CE is free.

### **Pressure Injury Risk Assessment**

#### [Ten top tips: honing your pressure injury risk assessment](#)

This article discusses 10 different populations in which the current formal risk assessment scales are often not sensitive enough to accurately determine the patient’s risk for developing pressure injuries and what the additional risk factor(s) is/are.

#### [Braden Scale-For Predicting Pressure Sore Risk](#)

Use this tool in conjunction with clinical assessment to determine if a patient is at risk for pressure injury. (Many EMR systems in the US have Braden Scale incorporated in their systems.)

Other scales available are the Norton Scale and Waterlow Scale.

[Documentation tips for all wound care documentation](#) - A great resource to make your wound documentation capture all that is needed in the note.

[Cross-Setting Pressure Ulcer Measurement & Quality Improvement.](#) A CMS resource with links for quality improvement concerning pressure injuries.

## **Sexual Assessment**

Healthcare providers often do a poor job eliciting and documenting a sexual history including older adults. A framework which offers assessment of sexuality among older adults is the [PLISSIT Model](#). This model, recognized by the Hartford Institute for Geriatric Nursing, offers questions which can be used to initiate and discuss sexuality among older adults. Overall, this model provides guidance for further work-up or referral. It is not a diagnostic tool.

The National League for Nursing (2021) offers additional resources. They offer teaching resources specific for Advancing Care Excellence for Seniors which integrates gerontological nursing education. They note a need to raise student awareness of sexuality issues among older adults and offer a teaching strategy titled [Sexuality and the Older Adult](#). Furthermore, this teaching strategy may increase a student's comfort level of discussing this topic, in addition to increasing awareness of integrating sexuality assessment in an older adults' plan of care.

An additional resource, completed by Glenn and colleagues, from the University of Arizona College of Medicine Center of Aging is available. The title of the resource for interprofessional providers is [Sexual Health: Tips for Taking Sexual History in Older Adults](#).

## **Sleep**

### **Hartford Institute for Geriatric Nursing**

The [Epworth Sleepiness Scale \(ESS\)](#) is an instrument used to assess daytime sleepiness.

### **National Institute on Aging**

[“A Good Night's Sleep.”](#) A consumer-oriented resource on a variety of topics on sleep including sleep and aging, insomnia, diagnoses affecting sleep, safe sleep, and tips on falling asleep.

### **National Sleep Foundation**

A resource on [Aging and Sleep](#).

### **University of Arizona Center on Aging**

Elder Care series geared toward interprofessional providers on various topics, two of which are on sleep: [“Sleep in Older Adults”](#) and [“Steps to a Good Night's Sleep.”](#)

## **Urinary Incontinence**

### **Hartford Institute for Geriatric Nursing**

[“Urinary Incontinence Assessment in Older Adults Part I: Transient Urinary Incontinence”](#) highlights the Bladder Diary as a tool to collect information during the assessment and treatment of urinary incontinence (UI) and outlines possible causes of transient UI in helpful mnemonics.

[“Urinary Incontinence Assessment in Older Adults Part II: Established Urinary Incontinence”](#) highlights two scales to discern the type of UI and assess the impact of UI on quality of life.

### **National Institute on Aging**

[“Urinary Incontinence in Older Adults”](#) provides helpful information on UI geared toward the patient and also has videos on age-related changes affecting the bladder and seeking help for bladder problems.

## **3. Geriatric Mental Health**

The American Psychiatry Association provides a [fact sheet](#) of the updated Diagnostic And Statistical Mental Disorder (DSM-5 -TR).

The [Geropsychiatric Nursing Initiative \(GPNI\)](#) is a partnership between the Hartford Institute for Geriatric Nursing, American Association of Colleges of Nursing, and National Hartford Center of Gerontological Nursing Excellence. For a nominal fee, the GPNI provides online resources on geriatric mental health for advanced practice registered nurses and other graduate nurses and nursing students. The GPNI online learning includes continuing education that is specific to older adults. The continuing education topics include an overview of geropsychiatric nursing, delirium, depression, serious and persistent mental illnesses, post-traumatic stress disorder, bipolar disorder, mental health disparities, and cultural competency. Classroom licensing is available. The Geropsychiatric Nursing Competency Enhancements were developed in 2012 by the Geropsychiatric Nursing Collaborative to enhance existing undergraduate and graduate nursing competencies. Recommended Geropsychiatric Nursing Competency Enhancements for Psychiatric Nurse Practitioners can be found on the [International Society of Psychiatric-Mental Health Nurses](#) website.

The [GAPNA Geropsychiatric Nursing Position Statement](#) is a position statement that supports evidence for geropsychiatric nursing as a subspecialty. The position statement is supported by geriatric/gerontological organizations.

[VA Research on Mental Health](#) PDF link addresses some veteran services research on mental health topics.

## Alcohol and Substance Abuse in Older Adults

### **Hartford Institute for Geriatric Nursing**

“[Alcohol Use Screening and Assessment for Older Adults](#)” is a reference that contains two screening tools, AUDIT-C and Short Michigan Alcoholism Screening Test – Geriatric Version (S- MAST-G)

The [National Institute on Alcohol Abuse and Alcoholism](#) based at the National Institutes of Health has many resources available for older adults including drinking guidelines for adults and interactions with medications.

[[Substance Use](#)] [Screening and Assessment Tools Chart](#) is a link from the NIH’s National Institute on Drug Abuse. It has links to screening and assessment tool charts for screening for different abused substances. Some tools have an associated fee.

Resources addressing substance abuse issues among older adults are included in multiple publications available from the [Substance Abuse and Mental Health Services Administration \(SAMHSA\)](#). These include: “Get Connected: Linking Older Adults with Resources on Medication, Alcohol, and Mental Health—2019 Edition;” “Key Substance Use and Mental Health Indicators in the United States: Results from the 2015 National Survey on Drug Use and Health” (2016); “Growing Older: Providing Integrated Care for an Aging Population”(2016); and “In Brief: Substance Use and Suicide: A Nexus Requiring A Public Health Approach” (2016).

## Delirium

The [American Delirium Society](#) is a community of professionals dedicated to improving delirium care. The goals are to foster research, education, quality improvement, advocacy, and implementation science to minimize the impact of delirium on short and long-term health and well-being of patients. The online resource is for healthcare professionals, patients, and families.

AARP and the Geriatric Emergency Department Collaborative (GEDC) have teamed up to release two short educational videos about dementia care and the risks of delirium in the emergency room [Dementia and delirium in the ER: Providing better care for older patients](#).

### **A Train Education**

This is a continuing education website providing content on a myriad of topics for healthcare professionals. An in-depth learning module titled “[Dementia Special: Delirium, Alzheimer’s, Dementia Care, and Supporting Caregivers](#)” is available at no cost. It is a 15 hour course that can be completed for free and contact hours awarded for a fee. The

course covers understanding delirium along with causes, risk factors, screening tools, differential diagnosis, and strategies for addressing delirium.

### **Hartford Institute for Geriatric Nursing**

“[Clinical Practice Protocol: Delirium](#)” is an in-depth look at delirium from background to assessment to nursing care strategies.

The [Hospital Elder Life Program](#) (HELP) is a comprehensive, evidence-based, patient-care program that provides optimal care for older persons in the hospital. Dr. Sharon K. Inouye and her colleagues at Yale University School of Medicine originally designed HELP to prevent delirium among hospitalized older persons. This site requires establishing an account to access the materials.

[Tools](#) include:

- Confusion Assessment Method (long & short CAM)
- CAM-S Delirium Severity Scoring
- FAM-CAM (Family assessment of delirium)
- 3D-CAM (3 minute diagnostic assessment)
- UB-CAM (Ultra Brief CAM)
- Delirium Burden Instruments (DEL-B)
- CHART-DEL

The [ICU Delirium website](#) is an online resource that is housed at Vanderbilt University Medical Center. The website includes assessment tools, videos, handouts, testimonials, the latest research, and other resources on delirium for healthcare professionals, patients, and families.

Network for Investigating Delirium: Unifying Scientists, [NIDUS](#) is an interprofessional network that is funded by the National Institutes on Aging to connect scientists and advance the science of delirium. The site includes a blog, newsletters, delirium tools, information about grant opportunities, research studies and resources.

The [U.S. Department of Veteran Affairs](#) website offers information on Delirium Screening, Prevention, and Diagnosis.

## Depression

### **Anxiety**

Anxiety is very common among older adults. The [National Council on Aging](#) offers a guide for causes and management of anxiety: [Anxiety and Older Adults: A Guide to Getting the Relief You Need](#).

Information for screening older adults with anxiety can be found on the USPSTF website [Anxiety Disorders in Adults: Screening](#). The [GAD-7](#) is used to screen for anxiety.

## Depression and Anxiety: Screening and Intervention

Depression in the older adult can be assessed using the [Geriatric Depression Scale](#). The short form consists of 15 questions highly correlated with depressive symptoms.

## Depression and Suicide in Older Adults

The American Psychological Association reviewed the latest criteria for management of depression and prevention of suicide in this vulnerable population: “[Depression and Suicide in Older Adults Resource Guide](#).”

American Psychological Association – [Psychotherapy & older adults: Resource guide](#).

[Friendship Line \(1-800-971-0016\)](#) is sponsored by the Institute on Aging. It is the only 24-hour toll-free hotline specifically for older and disabled adults who are either in crisis or just in need of a friend.

## Suicide Prevention

The SAMHSA toolkit “[Promoting Emotional Health and Preventing Suicide](#)” includes resources, fact sheets, and other useful information for senior center staff.

## Loneliness

Loneliness has been recognized by the U.S. Surgeon General, as well as internationally, as a major public health issue impacting the health and well-being of older adults. Loneliness is a subjective measure of an individual’s perceived social and emotional isolation.

A 2020 report from the National Academies of Science, Engineering, and Medicine, [Social Isolation and Loneliness in Older Adults](#), summarizes the evidence on this topic with recommendations that include a focus on low income, underserved, and vulnerable populations.

**Loneliness Assessment Tools Commonly Used.** The [UCLA Loneliness Scale](#), originally developed in 1978 and updated with several revisions over the years, has been the most widely used instrument for measuring loneliness due to its high validity and reliability testing. The [20-item scale](#) is used to assess an individual’s feelings of loneliness and feelings of social isolation. A shorter [3-item scale](#) is also available to assess relational connectedness, social connectedness, and self-perceived isolation. The [DeJong Gierveld Loneliness Scale](#) is a 6-item scale focused on identifying levels of social and emotional loneliness.

**Provider Training and Information.** The [National Council on Aging](#) offers resources for providers to help older adults stay connected. The Campaign to End Loneliness based out of the United Kingdom provides [training on loneliness](#) along with [tools for measuring and evaluating loneliness](#). CareMore Health provides a free presentation on [Senior Loneliness and CareMore’s Togetherness Program](#).

The [National Institute on Aging](#) has developed a social isolation and loneliness outreach toolkit including educational flyers, social media images, and videos.

**Resources to Connect Older Adults.** [Canary Peers](#) partners with health plans, healthcare providers, and companies to offer [Better Choices, Better Health](#) digital peer support groups for older adults with chronic health conditions at no cost to the participants. [The Foundation for Art & Healing](#) has launched the “[Aging Unlonely](#)” initiative to partner with organizations to use arts as a public health tool for older adults to create connections and improve health and well-being. [The Coalition to End Social Isolation & Loneliness](#) shares resources to connect older adults across multiple venues and areas of need. The U.S. Administration on Aging has developed the “[Eldercare Locator](#)” as a public service to connect older adults and their families to local services. [Commit to Connect](#) has a website sharing activities and resources that help people connect through volunteering, technology, and talk lines.

## 4. Cognitive Assessment

### Cognitive Assessment

#### Alzheimer’s Association - Cognitive Assessment Tools

This website from the Alzheimer’s Association offers multiple free downloadable pdf files with [guidelines for initial and annual assessment](#) of cognitive function in the older adult: “[Cognitive Assessment Toolkit](#)” for annual wellness visits and an algorithm for the [annual wellness visit](#). There are also videos demonstrating screenings for cognitive impairment including the following: AD8 = Informant Interview to Differentiate Aging and Dementia; AWW = Annual Wellness Visit; GPCOG = General Practitioner Assessment of Cognition; HRA = Health Risk Assessment; MoCA = Montreal Cognitive Assessment; SLUMS = St. Louis University Mental Status Exam; and the Short IQCODE = Short Informant Questionnaire on Cognitive Decline in the Elderly

#### American Bar Association - Cognitive Assessment in Older Adults

The American Bar Association Commission on Law and Aging, in conjunction with the American Psychological Association has created [handbooks for psychologists, lawyers and judges](#) that review assessment and legal aspects regarding older adults with diminished capacity. Appendix C of the handbook for psychologists includes a chart on cognitive assessment tests.

## National Institute on Aging (NIA)

The NIA provides clinical practice tools, training materials, and more resources for assessment, treatment, and management of older adults with cognitive impairment.

## Older Driver Assessment

The American Geriatric Society, through a cooperative agreement with the National Highway Traffic Safety Administration, published *The Clinician's Guide to Assessing and Counseling Older Drivers*, a free online guide on assessment and counseling of older drivers for healthcare professionals (app also available). The website contains [comprehensive information](#) for identifying older adults at increased risk for unsafe driving and provides practical tips for management.

The Alzheimer's Association has resources for family members and individuals with cognitive impairment that address [dementia and driving](#). The resources include information on having the conversation, planning ahead, signs of unsafe driving, and videos showing examples of family members dealing with issues related to dementia and driving.

## 5. Dementia Assessment and Management

### General Dementia Resources:

The Alzheimer's Association offers a “[Cognitive Assessment Toolkit](#)” and a “[Cognitive Impairment Care Planning Toolkit](#)” which can aid in the assessment of individuals with dementia.

[Alzheimer's Disease Education & Referral Center \(NIH/National Institute on Aging\)](#) As a public, U.S. Government-funded resource, the ADEAR Center strives to be a current, comprehensive, unbiased source of information about Alzheimer's disease and related dementias.

[Alzheimer's Foundation of America](#) provides support, services and education to individuals, families and caregivers affected by Alzheimer's disease and related dementias nationwide, and funds research for better treatment and a cure. AFA offers a helpline and a guide to creating a dementia friendly home. [National Memory Screening Program](#) is one of the highlights of AFA's ongoing national effort to promote early detection of memory problems.

American Psychiatric Association – [Patient and Caregiver Guide: Antipsychotic Medications to Treat Agitation or Psychosis in Adults with Dementia](#)

*The American Psychological Association Handbook of Dementia* (Glenn E. Smith & Sara Tomaszewski Farias, editors 2018) provides a comprehensive discussion of diagnosis, epidemiology, neurobiology, assessment, and most

importantly interventions (primary, secondary, and tertiary prevention strategies). It is available through the American Psychological Association, Washington, DC.

[Caregiver Action Network](#) is the nation's leading family caregiver organization.

Dementia: Assessment and Care Strategies. In M. Boltz., E. Capezuti, D. Zwicker, & T. Fulmer in *Evidence-based geriatric nursing protocols for best practice* (6th ed.) (pp. 331-352). Springer Publishing Company

[Dementia Friendly America](#) includes tools and resources to help communities work toward dementia friendliness

[Glorious Opportunity](#) is inspired by a general practitioner from the United Kingdom who has been diagnosed with dementia. This website includes videos, modules, information for caregivers and children, and other resources.

*The Handbook of Alzheimer's Disease and Other Dementias* edited by Andrew E. Budson & Neil W. Kowal (2014, WileyBlackwell) is an excellent resource for scientific foundations of dementia.

[National Council of Certified Dementia Practitioners \(NCCDP\)](#) was formed to promote standards of excellence in dementia and Alzheimer's disease education to professionals and other caregivers who provide services to clients with dementia. The goal of the NCCDP is to promote national standards for Alzheimer's disease and dementia care education.

[National Nursing Home Quality Improvement \(NNHQI\) Campaign](#) exists to provide long-term care providers, consumers and their advocates, and quality improvement professionals with free, easy access to evidence-based and model-practice resources to support continuous quality improvement. The Campaign promotes focus on individuals' preferences, staff empowerment, and involving all staff, consumers, and leadership in creating a culture of continuous quality improvement.

[The National Institute for Medical Respite Care](#): Provides resources for evaluating co-occurring conditions that impact cognition and specific dementia assessments including Pain Assessment in Advanced Dementia Scale, Informant Questionnaire, Quick Dementia Rating System, Functional Assessment Staging Tool and Impact on Daily Function.

“[Nursing Home Toolkit: Promoting Positive Behavioral Health](#)” is a toolkit of non-pharmacological interventions for promoting positive dementia behaviors.

[The 36-Hour Day: A Family Guide to Caring for People Who Have Alzheimer Disease and Other Dementias](#). Written by experts with decades of experience caring for individuals with memory loss, Alzheimer's, and other dementias, the book is widely known for its authoritativeness and compassionate approach to care. Featuring everything from the

causes of dementia to managing its early stages to advice on caring for those in the later stages of the disease, it is widely considered to be the most detailed and trusted book available.

The [World Health Organization](#) provides evidence based guidelines on risk reduction strategies and behaviors for prevention of cognitive decline and dementia that can be shared with patients and families

## **Alzheimer's Dementia**

The [Alzheimer's Association](#) has information for patients and clinicians on its website. The [Alzheimer's Association Research Center](#) provides resources such as access to articles on new approaches for diagnosis and treatment of cognitive disorders in older adults including clinical trials. The Alzheimer's Association also offers education on [other forms of dementia](#).

The [Alzheimer's Disease Cooperative Study](#) was formed to advance research in the development of drugs that might be useful for treating patients with Alzheimer's disease, particularly drugs that might not be developed by industry.

The [National Institutes on Aging](#) provides valuable information on diagnosis, symptoms, and treatment of Alzheimer's Dementia.

The [Alzheimer's Research UK](#) provides great resources to understand the various types of dementia.

## **Frontotemporal Degeneration**

The [Association for Frontotemporal Degeneration](#) works to improve the quality of life of people affected by frontotemporal degeneration and drive research to a cure.

The [National Institutes of Health](#) provides information on frontotemporal disorders for patients, families, and caregivers.

## **Lewy Body Dementia**

[Lewy Body Dementia Association](#) is dedicated to raising awareness of Lewy body dementia (LBD); supporting people living with LBD, their families, and caregivers; and promoting scientific advances. The association's purposes are charitable, educational, and scientific.

The [Lewy Body Composite Risk Score \(LBCRS\)](#) is an instrument designed by James E. Galvin that helps guide clinicians as to whether Lewy bodies may be a contributing factor in a person's cognitive decline.

"[What Is Lewy Body Dementia?](#)" by the National Institute on Aging contains information for patients, families, and professionals.

## **Vascular Dementia**

The [National Institute on Aging](#) and [Alzheimer's Association](#) have a great deal of information on their websites about the 2nd most common form of dementia. The [American College of Cardiology Guidelines](#) review the latest risk factors and treatment guidelines.

## **6. Gerontological Pharmacology**

### **The American Geriatrics Society (AGS) Beers Criteria® for Inappropriate Medication Use in Older Patients**

The AGS updated the [Beers Criteria® in 2023](#) to identify medications that may be inappropriate or harmful to older adults due to a higher incidence of complications, such as falls, confusion, and constipation. There is also a [Pocket Guide](#) available.

### **Deprescribing**

The Canadian website [Deprescribing](#) provides algorithms and other information on deprescribing.

Principles of deprescribing for older adults and suggestions for specific medications to consider for deprescribing are reviewed in "[Tips for Deprescribing in Nursing Homes.](#)"

A tool to assist deprescribing is [medstoppper.com](#). This tool helps determine if a medication can be stopped or needs to be tapered. The tool uses the Beers Criteria, START/STOPP, and other resources to assist in deprescribing decisions.

The overuse of medication for older adults is described in the Lown Institute's [materials on medication overload and older Americans](#). It includes resources to address this problem.

### **Medication Prescription Resources**

[Epocrates](#) provides reliable clinical information. The free drug reference includes brand, generic, and over-the-counter(OTC) medicines; drug interaction check; and pill identification.

[iGeriatrics](#) combines all the American Geriatrics Society's clinical information offerings into one easy-to-use application. It is aimed at healthcare providers and covers a wide range of topics relating to older adults, from medication safety to cross-cultural assistance. This app is designed for both iPhone and iPad.

The Medscape [Drug Interaction Checker](#) is an online tool used to search medications or OTC drugs and herbal supplements for potential drug-drug interactions (free).

Opioid prescription guidelines: Chronic pain is common, multidimensional, and individualized, and treatment can be challenging for healthcare providers as well as older adults. The CDC released the [Guideline for Prescribing Opioids for](#)

*Chronic Pain*. This site includes resources for providers and patients.

The [STOPP/START Toolkit Supporting Medication Review](#), arranged by physiological systems, assists in the review of older adults' prescriptions (STOPP) and includes guidelines to alert the practitioner to the right treatment (START). It also has references to drug class duplication, drug-drug, and drug-disease interactions. The START tool highlights under-prescription or omission of clinically indicated, evidence-based medications. The Supplementary Material file has the full set of STOPP/START guidelines. They are also listed in table format in [Appendix 5 of England's NHS Toolkit for General Practice in Supporting Older People Living With Frailty](#).

## 7. End-of-Life Issues

### NP Resources

#### Dying in America Report

In 2014, the IOM was charged with writing [Dying in America](#) to produce a comprehensive report on the current state of care for people of all ages who may be approaching death.

#### End-of-Life Nursing Education Consortium (ELNEC)

The [ELNEC project](#) is a national education initiative to improve palliative care. The project provides training in palliative care to nurses, faculty, CE providers, and staff development educators so they can teach this essential information to practicing nurses or nursing students.

#### Medical Aid in Dying (MAID)

[MAID](#) is available in 11 states currently. If practicing in a state where this is legal (ME, NJ, VT, NM, MT, CO, OR, WA, CA, HI, and D.C), there are certain criteria that must be met and the NP should be familiar with the laws for their respective state. [Compassion & Choices](#) provides links to each state's legislation to assist providers with learning the requirements in their state.

#### Family/Caregiver/Patient Resources:

The [Conversation Project](#) is an initiative of the IHI with free guides for patients and family members on how to have difficult conversations.

[CaringInfo](#), created by the National Hospice and Palliative Care Organization, provides free information on topics related to end of life in both English and Spanish.

The [National Institute on Aging](#) provides information for caregivers and loved ones related to the end of life. The articles assist individuals in understanding what to expect prior to, during, and after the death of a loved one. It explains the difference between hospice and palliative care.

#### Advance Directive Resources:

[Five Wishes Online](#) available through [Aging with Dignity](#) covers personal, spiritual, medical and legal wishes all in one document. An interactive site enables users to create and customize their advance directive online. The document can be saved, printed, or emailed. \$5.00 purchase fee for paper version \$15 for the digital version.

[National Hospice and Palliative Care Organization](#) provides downloadable and printable state-specific advance directive documents and instructions: [Advance Directives State by State Index](#).

#### Physician Orders for Life Sustaining Treatment (POLST)

The [POLST Paradigm](#) is an approach to making medical and end of life decisions for those with serious illness and/or frailty, encouraging conversations between patients, loved ones, and medical providers. The forms for each state can be accessed on this website.

## 8. Nursing Home Information and Regulation

### Adverse Events in Nursing Homes

The CMS has compiled information and resources related to adverse events in nursing homes to assist providers to identify, track, and systematically investigate adverse events that have occurred, as well as develop and implement systemic interventions that will help prevent adverse events. Topics include Quality Prescribing and Office of Inspector General Reports. Assessment forms/tools are available for adverse drug events, infection control, and tracking infections.

### Centers for Medicare & Medicaid Services (CMS)

The [Nursing Home Resource Center](#) provides information about being certified as a Medicare and/or Medicaid nursing home provider and includes links to applicable laws, regulations, and compliance information as well as the Quality Indicator Survey, Nursing Home Action Plan, and Data Compendium.

### Federal and State Regulations Affecting Nursing Homes

Nursing homes are strictly regulated and surveyed annually, or when concerns arise, to maintain their licensure. Regulations are both federal and state specific. Care providers in this setting need to be familiar with these regulations. The "[Electronic Code of Federal Regulations](#)" provides the details of these regulations.

[Medicare and Medicaid Programs; Reform of Requirements for Long-Term Care Facilities](#). - A list of the requirements for long-term care facilities to participate in Medicare and Medicaid programs.

## **INTERACT® (Interventions to Reduce Acute Care Transfers)**

A quality improvement program that focuses on management of acute change in nursing home residents' conditions and is designed to improve the early identification, assessment, documentation, and communication about changes in the status of residents. The goal of INTERACT® is to improve care and reduce the frequency of potentially avoidable transfers to the acute hospital. It includes clinical and educational tools and strategies for use in APRN practice in long-term care.

[Initiative to Reduce Avoidable Hospitalizations among Nursing Facility Residents \(NFI\)](#) - CMS has compiled further information/resources about reducing avoidable hospitalizations.

[Long-Term Care Ombudsman Program | ACL Administration for Community Living](#) - works to resolve problems related to the health, safety, welfare and rights of individuals who live in LTC facilities, such as nursing homes, board and care and assisted living facilities, and other residential care communities.

## **Minimum Data Set (MDS)**

The MDS is a comprehensive, interprofessional assessment based on patient and staff interviews, physical examination, and chart review. It identifies actual and potential diagnoses and serves as a roadmap for formation of care plans. For skilled residents, the MDS also determines Medicare payment. Established by the Omnibus Budget Reconciliation Act in 1987, the MDS assessment continues to evolve according to CMS guidelines. CMS provides official training materials for MDS. There are several resources available at this link to support and educate.

## **Nursing Home Compare**

This site has detailed information for comparing data on every Medicare and Medicaid-certified nursing home in the United States.

## **Promoting Nonpharmacologic Strategies to Address Behavioral and Psychological Symptoms of Distress(BPSD)/Reducing Use of Antipsychotic Medications**

Nursing home toolkit that focuses on promoting positive behavioral health in patients with dementia. The toolkit was supported by Commonwealth Fund and Hartford Foundation.

## **The Society for Post-Acute and Long-Term Care Medicine [formerly American Medical Directors Association (AMDA)]**

This organization's website provides resources for the community of medical directors, physicians, nurse practitioners, and physician assistants working in the post-acute

and long-term care (PA/LTC) settings. Members work in skilled nursing facilities, long-term care and assisted living communities, continuing care retirement communities, home care, hospice, PACE programs, and other settings.

[Quality Improvement Organizations](#) - A resource if you or your organization are interested in further information about improving quality of health and reduction of cost for people with Medicare.

## **Quality Innovation Network-Quality Improvement Organizations**

The National Nursing Home Quality Improvement (NNHQI) Campaign (formerly, Advancing Excellence in America's Nursing Homes Campaign) is a major initiative operating under CMS. The NNHQI Campaign provides free evidence-based and model practice resources to support continuous quality improvement.

## **9. Role Issues**

### **ABCDs of Medicare**

This resource published by the [Arizona Center on Aging](#) distinguishes between "original Medicare" and "Medicare Advantage Plans" and outlines services covered by Plans A, B, C, and D.

### **Basic Medicare Resources for Healthcare Professionals, Suppliers, and Providers**

This resource is designed to provide [Medicare enrollment information](#) for APRNs and other suppliers. Review the downloadable fact sheets to learn about Medicare provider enrollment. Free educational materials for healthcare professionals on CMS programs, policies, and initiatives can be found at [CMS Services Medicare Learning Network](#).

### **Drug Enforcement Agency (DEA)**

Pursuant to Title 21, Code of Federal Regulations, a mid-level practitioner who is licensed, registered, or otherwise permitted by the United States or the jurisdiction in which he/she practices, may dispense a controlled substance in the course of professional practice. Drugs and other substances that are considered controlled substances under the Controlled Substances Act (CSA) are divided into [five schedules](#). Substances are placed in their respective schedules based on whether they have a currently accepted medical use in treatment in the United States, their relative abuse potential, and likelihood of causing dependence when abused. Authorization to dispense controlled substances based on Schedule Categories is determined by the state practice regulations. Application for registration is done [online](#).

## National Provider Identifier (NPI)

The NPI is a unique identification number required for healthcare providers delivering Medicare services. This document provides information about the [NPI](#), including the application process.

## Rural Health Care (RHC)

This page provides basic information about being certified as a Medicare participating [RHC supplier](#) and includes links to laws, regulations, and compliance information. The curriculum is open to all healthcare professionals and disciplines.

## AANP Advocacy Center

This page provides information on advocacy efforts such as Removal of Barriers to Practice NP Legislation: Advocating to Remove Federal Barriers.

## 10. Legal Issues

### American Bar Association (ABA)

“[Assessment of Older Adults with Diminished Capacity](#)” was created by the ABA Commission on Law and Aging, in conjunction with the American Psychological Association. Appendix 3 describes psychological and neuropsychological tests to measure cognition in older adults.

[ABA Commission on Law and Aging](#): Resources on topics such as elder abuse, ethics and counseling older adults, guardianship law, healthcare decision making, and long-term care services.

### Assessing Decisional Capacity

Created by the Rush University Medical Center and the Commission on Law and Aging, [Assessment of Capacity of Older Adults: A Growing Challenge for Health Care Professionals](#), is an interactive online education curriculum on assessing the capacity of older adults, funded by The Retirement Research Foundation. The course (\$25 fee) is timely because more health professionals are making capacity assessment in an aging population. The curriculum is open to all healthcare professionals and disciplines.

### National Academy of Elder Law Attorneys, Inc. (NAELA)

This organization is a professional association of attorneys dedicated to improving the quality of legal services provided to people as they age. NAELA provides free educational resources through the [NAELA Consumer Library](#).

## 11. Social Determinants of Health

The Social Determinants of Health (SDOH) are the conditions in the environments where people are born, live, learn, work, play, worship, and age that affect a wide range of health, functioning, and quality-of-life outcomes and risks. Resources listed here available are from international and national organizations and universities.

The [AHC Health-Related Social Needs Screening Tool \(cms.gov\)](#) - a tool to identify unmet needs such as homelessness, hunger, and exposure to violence, we can help undo their harm to health and make referrals to community services.

### International Organizations

[World Health Organization](#) Commission reports on how countries can establish frameworks and programs that influence social determinants of health and improve health equity.

### WHO Health Equity

Link to the WHO document *World Health Day 2021: It's time to build a fairer, healthier world for everyone, everywhere*.

### National Organizations

#### American Academy of Home Care Medicine

#### AAHCM Learning Management System

The Educator's toolkit contains links to screening tools that can be used to assess the SDOH. A learning module on the Social Drivers of Health is available to complete for a certificate of participation. If not a member of the American Academy of Home Care Medicine, the user will need to register for free access to information on this website

#### Center for Disease Control

#### CDC Social Determinants of Health

Overview with definition and approaches to social determinants of health.

#### Social Determinants of Health: Know What Affects Health

CDC resources for SDOH data, research, tools for action, programs, and policy

#### Strategies for Reducing Health Disparities

Examples of successful strategies and interventions to promote health equity.

## Center for Health Care Strategies

### Screening for Social Determinants of Health in Populations with Complex Needs: Implementation Considerations

This resource examines how organizations participating in Transforming Complex Care (TCC), a multi-site national initiative funded by the Robert Wood Johnson Foundation, are assessing, and addressing social determinants of health for populations with complex needs. Included in this link is the downloadable brief *Screening for Social Determinants of Health in Populations with Complex Needs: Implementation Considerations*

## Center for Medicare and Medicaid Services

### Centers for Medicare and Medicaid Services: Toolkit for Making Written Material Clear and Effective

Guidelines for creating written material including readability, graphics, and design. The Toolkit is a health literacy resource

[A Guide to Using the Accountable Health Communities Health-Related Social Needs Screening Tool: Promising Practices and Key Insights \(cms.gov\)](#) A proxy version has been developed in which a proxy will complete the screening on behalf of the patient.

## U.S. Department of Health and Human Services

### Healthy People 2030: Social Determinants of Health

Linkages to targets set forth in Healthy People 2030 that pertain directly to the social determinants of health delineated in five domains: Economic stability, education access and quality, health care access and quality, neighborhood and built environments, and social and community context

### Health Disparity and Minority Health Resources

Minority health and disparity definitions with visual data and interactive graphics.

### Office of Minority Health: Knowledge Center

Collection of journal articles, media, and books related to health of minority populations.

### Office of the National Coordinator for Health Information Technology

### Social Determinants of Health Information Exchange Toolkit

The Social Determinants of Health Information Exchange Toolkit provides approaches for advancing information exchange goals, examples of common challenges and opportunities in information exchange and questions and resources to inform information exchange implementation.

## University Resources

University of Kansas provides a community toolkit including “[Addressing Social Determinants of Health and Development](#)”, an overview of SDOH with a checklist, video examples, and a power point summary.

## Social Determinants of Health Assessment Tools

### Find Help

A repository of resources listed by zip code financial assistance, food pantries, medical care, and other free or reduced-cost help

### The Clear Toolkit

Helps health care providers address social factors that cause barriers to care and delineates strategies for professionals to provide more equitable care. It is available in over 10 languages.

### The EveryONE project

Tool used to assess and address a patient’s social needs to identify helpful resources in the community.

## THRIVE

An assessment that is used to understand the social determinants of health within a given community, and ways in which those determinants can be addressed to provide safety, and more equitable health care.

## 12. Telehealth

Telehealth, also called telemedicine, is delivery of health-care by a provider without an in-person office visit. Telehealth is provided primarily online through internet access via computer, tablet or smartphone. There are several different types of telehealth including: talking to the health care provider live over the phone or video chat; secure messaging, email and image sharing between the patient and the health care provider; and remote monitoring, using a device to collect data such as vital signs or symptoms, which are transmitted to the healthcare provider ([HRSA, 2023](#))

[Medicare Telehealth Trends Report](#) reports on recent trends in telehealth. Telehealth services accounted for 15% of Medicare Fee for Service the last quarter of 2022. Telehealth services can be audio-only or video-based. Older adults are more likely to use audio-only telehealth which has more limited communication ability and patient assessment ([Li et al, 2023](#)).

[Telehealth policy changes after the COVID-19 public health emergency](#) (HRSA, 2023) outlines the temporary Medicare changes through December 31, 2024. Providing telehealth services have other specific requirements including appropriate state licensure, using HIPPA compliant technology. The [National Consortium of Telehealth Resource](#)

[Centers](#) are 12 regional centers which are excellent resources for the most up to date telehealth requirements and information. The [National Telehealth Toolkit for Educators/Faculty](#) is an excellent resource for teaching students.

[Telehealth Competencies for Nursing Education and Practice: The Four P's of Telehealth](#) (Rutledge et al, 2021) outlines standardized competencies which can guide education and practice development. [Old Dominion University \(ODU\) CT-IER Telehealth Physical Exam Videos](#) provide excellent examples of providing physical exam via telehealth.

## Preceptor Resources

### 1. Suggested Preceptor Preparation for Role

Before making the commitment to serve as a preceptor for an APRN student, the following information will be useful in planning student learning experiences.

#### Information on the APRN Program and Course

Obtain a copy of course objectives and clinical practice guidelines so that you clearly understand preceptor expectations for clinical practice with older adults.

- Determine the current level of the student's clinical expertise. Is this experience his/her first clinical rotation or one nearing graduation?
- Determine the criteria for student evaluations.
- Ask about the frequency, methods, and length of faculty clinical visits to evaluate the student's performance.
- Know the name of the faculty responsible for the student, how to contact him/her, and decide how faculty is to contact you.
- Determine the time commitment; with specific start and end dates and number of hours weekly.
- Clarify the patient population/characteristics for which the student is expected to do clinical visits and in what amount of time. For example, is the student expected to have experience with approximately 50% adults and 50% older adults, or other characteristics such as "under-served"?

#### Practice Site Questions and Factors to Consider

##### Before Precepting APRN Students

- Will your patient population be receptive to an APRN student?
- Can you realistically provide students the type of patients needed to meet course objectives?
- Do you have a collaborating physician or supervisor who needs to be included in the decision to precept an APRN student?
- Will a student impact your productivity or clinical site productivity?
- Are the examination rooms large enough to accommodate the patient, family, you, and a student?
- Are there enough examination rooms to provide extra time for a student to spend with a patient?

- Is a contract required between clinical site and school of nursing?
- Are there issues relevant to malpractice, worker's compensation, OSHA, TB skin test, etc.?
- Will the student have access to and be documenting in electronic health records?
- Will the student be required to attend an orientation session?
- Is there enough office or clinic space to accommodate the student?
- What clinical resources are available for student use?

### 2. Suggested Teaching Guidelines for Preceptors

#### When Precepting an APRN Student, These Guidelines Will Be Useful in Planning Student Experiences

- Establish your expectations with the student at the outset of the clinical experience and as needed.
- Attempt to match patients' healthcare problems with the student's level of competence.
- Establish a collaborative learning environment and provide ongoing feedback.
- Clearly explain how the student is to contact you to discuss difficult patients throughout the day.
- If possible, set a predetermined time for case discussions.
- Ask direct and critical questions in a non-threatening manner and away from patients.
- Adjust your expectations based on patients' complexity.
- Identify student's weaknesses and seek opportunities to assist student in mastery of skills.
- Be willing to assign outside readings relative to clinical experiences.
- Be flexible in your teaching style as the student progresses through the rotation.
- Recognize students do not progress at the same pace in clinical practice.
- Ask the student for a commitment to diagnosis/problem, probe for supporting evidence/rationale, teach general principles, reinforce what was right, and correct mistakes.

## **These Guidelines May Be Useful When Addressing Concerns About a Student's Clinical Performance**

- Clarify expectations of student performance (is the student beginning, intermediate, or advanced?).
- First, ask the student about his/her perception of the identified problem.
- Be as specific as possible, including examples of your concerns.
- Ask the student if there are competence issues or barriers preventing satisfactory performance.
- Try different teaching strategies. Does the student need more time shadowing you?
- Assign the student only specific portions of the history, physical examination, or management plan to complete until skill level increases.
- Does the student need exposure to different types of patients?
- Is there a problem between student and staff that is impacting the situation?
- Have the student set daily objectives to work on and mutually evaluate progress toward objectives.
- Review the upcoming schedule and assign student additional background reading to prepare for specific cases.
- Contact APRN faculty and request a telephone call, review of care, or site visit.
- If problems persist, document observations, corrective measures, and send to faculty.
- Document concerns in writing if a student is unsafe, not progressing, or unprofessional.

## **These Are Suggestions for Recognizing Excellent Student Performance**

- For a student who demonstrates exemplary clinical practice, document his/her performance, and ask faculty if there are any awards for which such behaviors can be recognized.
- Consider writing a letter of recommendation for the student's portfolio.
- Consider inviting him/her to apply for student awards in GAPNA, regional, or state APRN groups.
- Consider inviting the student to participate in developing a professional presentation or developing a manuscript for publication.

## **3. Teleprecepting**

### **UCSF Telehealth Preceptor Portal**

#### **Tips for Transitioning from In-Person Precepting to Teleprecepting (ucsf video)**

The [National Telehealth Toolkit for Educators/Faculty](#) is an excellent resource for teaching students.

[Old Dominion University \(ODU\) CT-IER Telehealth Physical Exam Videos](#) provide excellent examples of providing physical exams via telehealth.

DeClerk, L., Wells C., Chasteen S., Baxter, J., Jessica Martinez, J., & Rojo, M. (2023). [Preceptorship and telehealth: Nurse Practitioners' perspectives](#). *The Journal for Nurse Practitioners*, 19(10). <https://doi.org/10.1016/j.nurpra.2023.104772>.

Johnson, D., Gatewood, E., Ling, A., & Kuo, A. C. (2021). [Teleprecepting: A timely approach to clinical education during -19](#) *Journal of the American Association of Nurse Practitioners*, 34(1), 153–159. <https://doi.org/10.1097/JXX.0000000000000567> (includes a checklist for preparing for teleprecepting)

Johnson, D. S. (2019). [Thinking outside the box: Are we ready for teleprecepting to expand training and practice venues?](#) *Issues in Mental Health Nursing*, 40(3), 215-222. doi:

10.1080/01612840.2018.1488903 [available to subscribers or for a fee]

Olson, C. (2022). [Virtual Precepting: Incorporating Learners into Telehealth Patient Care](#)

## **4. Suggested Readings and Resources for Clinical Preceptors**

American Association of Nurse Practitioners (AANP). AANP has developed [Clinical Resources by Therapeutic Area](#) designed to keep NPs informed on important health issues and to assist them in educating their patients. AANP offers this [toolkit](#).

Babcock, P., Rosebrock, R., & Snow, B. (2014). [Tips for mentoring advanced practice nursing students](#). *AACN Advanced Critical Care*, 25(4), 322-225. doi:10.1097/NCL.0000000000000055

Barker, E.R., & Pittman, O. (2010). [Becoming a super preceptor: A practical guide to preceptorship in today's clinical climate](#). *Journal of American Academy of Nurse Practitioners*, 22(3), 144-149.

- Bott, G., Mohide, A., & Lawlor, Y. (2011). [A clinical teaching technique for nurse preceptors: The five minute preceptor.](#) *Journal of Professional Nursing*, 27(1), 35-42. [available with institutional access or purchase, see Neher article for similar content]
- Burns, C., Beauchesne, M., Krause, P.K., & Sawin, K. (2006). [Mastering the preceptor role: Challenges of clinical teaching.](#) *Journal of Pediatric Health Care*, 20(3) 172-183.
- Burt, L., Sparbel, K., & Corbridge, S. (2021). [Nurse practitioner preceptor resource needs and perceptions of institutional support.](#) *Journal of the American Association of Nurse Practitioners*, 34(2), 348–356. DOI: 10.1097/JXX.0000000000000629
- Cantillon, P., & Sargeant, J. (2008). [Giving feedback in clinical settings.](#) *British Medical Journal*, 337, 1292-1295.
- Cayley, W.E. (2011). [Effective clinical education: Strategies for teaching medical students and residents in the office.](#) *Wisconsin Medical Journal*, 110(4), 178-181.
- Clark, C.A., Kent, K.A., & Riesner, S.A. (2018). [A New Approach for Solving an Old Problem in Nurse Practitioner Clinical Education.](#) *Journal for nurse practitioners*. Vol.14 (4), e69-e75. <https://doi.org/10.1016/j.nurpra.2018.01.012>
- DeClerk, L., Lefler, L., Nagel, C., Mitchell, A., Rojo, M., & Sparbel, K. (2021). [Why don't all nurse practitioners precept? A comparative study.](#) *Journal of the American Association of Nurse Practitioners*, 34(4), 668–682. DOI: 10.1097/JXX.0000000000000680
- Dunlap, J.J.. (2023). [Teaching Consideration: Calling clinical practice experts.](#) *Journal for nurse practitioners*, Vol.19 (3), 104546.
- Doherty, C. L., Fogg, L., Bigley, M. B., Todd, B., & O'Sullivan, A. L. (2020). [Nurse practitioner student clinical placement processes: A national survey of nurse practitioner programs.](#) *Nursing outlook*, 68(1), 55–61. <https://doi.org/10.1016/j.outlook.2019.07.005>
- Gatewood, E & De Gagne, J.C. (2019). [The one-minute preceptor model: A systematic review.](#) *Journal of the American Association of Nurse Practitioners*, 31(1), 46-57. doi:10.1097/JXX.0000000000000099
- Gaynor B. & Barnes, H. (2022). [Nurse Practitioner Preceptor Plan: A focus on preceptor rewards and preferences.](#) *Nursing Education Perspectives*, 43(1), 35-37. doi: 10.1097/01.NEP.0000000000000773
- Gigli, K. H., & Gonzalez, J. D. (2022). [Meeting the need for nurse practitioner clinicals: A survey of practitioners.](#) *Journal of the American Association of Nurse Practitioners*, 34(8), 991–1001. DOI: 10.1097/JXX.000000000000074
- Hodges, A. L., Konicki, A. J., Talley, M. H., Bordelon, C. J., Holland, A. C., & Galin, F. S. (2019). [Competency-based education in transitioning nurse practitioner students from education into practice.](#) *Journal of the American Association of Nurse Practitioners*, 31(11), 675–682. DOI: 10.1097/JXX.0000000000000327
- Johnson, D. S. (2019). [Thinking outside the box: Are we ready for teleprecepting to expand training and practice venues?](#) *Issues in Mental Health Nursing*, 40(3), 215-222. doi:10.1080/01612840.2018.1488903
- Kennedy-Malone, L., Gontarz, J., Monge, E., Harlow, S., & Boles, S. (2023). [Perceived Effectiveness of Nursing Faculty of Clinical Video Simulation for Use in Nurse Practitioner Education.](#) *The journal for nurse practitioners : JNP*, 19(6), 104634. <https://doi.org/10.1016/j.nurpra.2023.104634>
- Neher, J.O., Gordon, K.C., Meyer, B., & Stevens, N. (1992). [A five-step "microskills" model of clinical teaching.](#) *Journal of- American Board of Family Practice*, 5(4), 419-424.
- Pearson T. & Hensley, T. (2019). [Positive precepting: Identifying NP student learning levels and needs.](#) *Journal of the American Association of Nurse Practitioners*, 31(2), 124-130. doi: 10.1097/JXX.0000000000000106
- Perryman K. W. (2022). [Nurse practitioner preceptor education to increase role preparedness.](#) *Journal of the American Association of Nurse Practitioners*, 34(5), 763–768. <https://doi.org/10.1097/JXX.0000000000000702>
- Renda, S., Fingerhood, M., Kverno, K., Slater, T., Gleason, K., & Goodwin, M. (2022). [What Motivates Our Practice Colleagues to Precept the Next Generation?](#) *Journal for nurse practitioners*, Vol.18 (1), 76-80. <https://doi.org/10.1016/j.nurpra.2021.09.008>
- Reynolds, L., Attenborough, J., & Halse, J. (2020). [Nurses as educators: creating teachable moments in practice.](#) *Nursing Times [online]*, 116(2), 25-28.
- Wolpaw, T.M., Wolpaw D.R., & Papp, K.K. (2003). [SNAPPS: A learner-centered model for outpatient education.](#) *Academic Medicine*, 78(9), 893-898.

## Hartford Institute for Geriatric Nursing (HIGN)

HIGN eLearning Catalog Website (14).pdf provides the list of available courses, case studies, webinars, and other resources in Gerontology. The resources include courses and case studies in primary care, long-term care, home health, behavioral care, and geriatric surgery verification program with the 4 Ms. Additionally, there are sessions titled APRN Case Studies, Foundations of Nursing Care of Older Adults, and Leadership series. A gerontological certification review course is also available. Several case studies target interprofessional learners.

## A Geriatrics and Palliative Care Podcast for Every Healthcare Professional (geripal.org)

**GeriPal:** A Geriatrics and Palliative Care Podcast for Every Healthcare Professional was created with the support of the Division of Geriatrics at the University of California, San Francisco. GeriPal is a free resource of podcasts on several topics in geriatrics. New topics are added almost weekly. The site has videos on several topics in geriatrics and palliative care. The site also provides prognostic calculators and decision-making aids for health maintenance and screenings, goals of care conversation training videos

## MDTea Podcast | British Geriatrics Society (bgs.org.uk)

The MDTea Podcast is a free open access series of podcasts for interprofessional healthcare workers managing the care of older adults.

## GEMCast Podcast - GEDC (gedcollaborative.com)

GEMCast, Geriatric Emergency Medicine Podcast, is a series of lectures on clinical topics for interprofessional learners managing older adults' care in acute care settings. The site has several on-demand webinars also. All resources are free to access.

## S2D: The Symptom to Diagnosis Podcast on Apple Podcasts

Symptom to Diagnosis (S2D) Podcast: This podcast has 38 episodes. Each episode presents case-based discussions of signs, symptoms, and diagnostic tests to identify the cause of the patient's symptoms.

## 5. Mobile Device Applications

### GeriKit – Geriatric Assessment Aid

The app includes tests for eight indicators to diagnose a patient's geriatric health – Cognition, Depression, Function, Strength, Fall Risk, Nutrition, Medications, and Advanced Care. The GeriKit is available for free. Download from the Apple Store [here](#) or the Google Play store [here](#).

**Frailty Tool** -frailty and 1-year mortality risk calculator  
**ePrognosis** – Calculator tool to evaluate prognostic index  
**Guideline Central** - The free version of 'Guideline Central' app provides guideline summaries, drug information, decision-making tools such as calculators, management algorithms, etc.

**MDCalc - Medical calculators, equations, scores, and guidelines** - clinical calculators in a practical, easy-to-use format while providing concise, targeted, expert-written content to support decision-making. Free for download.

The **Medscape Drug Interaction Checker** is an online tool used to search medications or OTC drugs and herbal supplements for potential drug-drug interactions. There are also calculators, laboratory tests, disease and procedure databases (free).

**Epocrates** - The app provides drug reference including brand, generic, and over-the-counter (OTC) medicines, drug interaction check, and pill identification. Free version is sufficient. The app provides calculators, clinical news and alerts.

### HIGN ConsultGeri Dementia

ConsultGeri: Dementia provides cognitive-impairment-related evidence-based resources, including HIGN "Try This" assessment tools, "How To Try This" videos, patient/family FAQs. Free app for iOS devices .

### Dementia Guide Expert for Families

Resource and guide for persons with dementia, families, and caregivers. Offers helpful advice and support through each stage of the dementia experience. Available for iOS devices (free).

### Geriatrics At Your Fingertips 2023 - Mobile App (geriatric-scareonline.org)

*Geriatrics At Your Fingertips*® (GAYF) is created by American Geriatric Society. The app contains assessment tools, medication tables, calculators for commonly used formulas and equations, algorithms, and links to useful resources and websites. One year subscription costs \$20

## 6. National Standards and Competencies for Nurse Practitioners

The American Association of Colleges of Nursing (AACN), in collaboration with the National Organization of Nurse Practitioner Faculties, released the [2016 Adult-Gerontology Acute Care, and Primary Care NP Competencies](#). Acute Care and Primary Care Adult-Gerontology competencies are listed and paired with curriculum content to support each competency. In 2022, the American Association of Nurse Practitioners published, *Standards of practice for nurse practitioners*, delineating the qualifications, process

of care, care priorities, interprofessional and collaborative responsibilities, accurate documentation of patient status and care, responsibility as patient advocate, quality assurance and continued competence, integral roles of NPs, and research as a basis for practice.

In 2021, AACN published [The Essentials: Core Competencies for Professional Nursing Education](#), establishing 10 domains for competency-based education. Sub-competencies delineate entry-level (RN) and advanced-level nursing education. The [National Task Force on Quality Nurse Practitioner Education](#) (6th edition), was released in 2022. This document defines standards to ensure program quality and ongoing quality improvement through quality assessment, maintenance, and planning. More recently, NONPF has distributed a DRAFT (December, 2023) for comment on the [NONPF Competency Implementation Guide for Nurse Practitioner Faculty](#) with comments due January 25, 2024. Following this comments phase, “the group plans to develop materials that highlight population-specific educational preparation of NP students”

AACN, in collaboration with The Hartford Institute for Geriatric Nursing at New York University Rory Meyers College of Nursing, and the National Association of Clinical Nurse Specialists, released the [Adult-Gerontology Clinical Nurse Specialist Competencies](#) in 2010. To date, no revised CNS competencies have been published.

The GAPNA [Consensus Statement on Proficiencies for the APRN Gerontological Specialist \(2015\)](#) describes 12 clinical proficiencies of an APRN gerontological specialty practice. The APRN Gerontological Specialist acquires ongoing education and clinical experience, distinctive expertise, fluency, and advanced clinical decision-making proficiencies for managing the complexities of older adults and their families/caregivers with multifaceted, multilayered healthcare needs.

### 7. Suggested Student Geriatric Clinical Sites

#### Adult-Gerontology Primary Care NP Program

##### *Primary Care*

- Interprofessional Geriatric Clinic
- Internal Medicine Clinic
- Family Medicine Clinic
- Outpatient Palliative Care/Hospice Services
- Long-Term Care Facilities/Skilled Rehabilitation Centers
- Assisted-Living Facilities
- Home-Based Primary Care
- PACE (Program of All-Inclusive Care for the Elderly)

##### *Specialty Care*

- Geriatric Psychiatry Clinic Neurology/Memory Disorder Clinic Urology/Continence Clinic
- Fall Prevention Clinic Cardiology/Heart Failure Clinic
- Rheumatology/Osteoporosis Clinic Orthopedic Clinic
- Endocrinology Clinic

#### Adult-Gerontology Acute Care NP Program

Geriatric Consult Service

Palliative Care/Hospice

ACE (Acute Care for Elders) Subacute

- Long-Term Care Facilities Internal Medicine Service
- Orthopedics Service

Surgical and Medical ICU Services Geriatric

- Cardiology Service Geriatric Neurology Service Geriatric
- Emergency Department