


# Gerontology Resources for APRN Preceptors and Students

7th Edition

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

# Gerontology Resources for APRN Preceptors and Students

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7th Edition



**Gerontological Advanced Practice Nurses Association**

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## 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) 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 seventh 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 with 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, Safari, or the latest version of Internet Explorer.

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\*The Taskforce list reflects contributions to the 2020 version of the Toolkit. The GAPNA Education Committee, chaired by Laurie Kennedy-Malone, PhD, GNP-BC, FGSA, acknowledges the work of members who contributed to previous versions, in particular Barbara E. Harrison, PhD, GNP-BC, GS-C, FGSA.

# Gerontological Resources for Primary Care and Community Settings

## 1. Gerontological and Geriatric Assessment

### National Organizations

#### 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.

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

GAPNA is a professional organization of advanced practice nurses whose goal is to advocate quality care for older adults in a wide variety of practice settings. The site has a [Clinical Research Corner](#) with valuable information on a variety of topics pertaining to older adults. This toolkit is published by the educational committee and is very useful as a resource for students.

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

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

The HIGN develops and maintains [ConsultGeri.org](#) and the *Try This.*<sup>®</sup> Series.

[ConsultGeri.org](#): Evidence-based geriatric clinical website with e-learning resources related to care of older patients. App is available to assist with decision making related to care of older adults.

*Try This.*<sup>®</sup> Series: Evidence-based assessment tools and best practice approaches to care of older adults. Topics include general assessment, specialty practice, quality improvement, dementia (co-sponsored with Alzheimer's Association).

#### Hospice and Palliative Nurses Association

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

#### Institute for Healthcare Improvement (IHI)

[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 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.

#### Society of Hospital Medicine

This website, designed for hospitalists, provides a "[Clinical Toolbox for Geriatric Care](#)," a compendium of resources to facilitate and improve inpatient care of the elderly. Resources include practice guidelines; assessment tests for mental status, mobility, and pain; tools for predicting and preventing pressure ulcers; and more.

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

This website provides resources for medical directors, physicians, nurse practitioners, and physician assistants working in various post-acute and long-term care (PA/LTC) settings. Nurse practitioners have their own website, [NP/PA's Center](#), with clinical resources.

### University Resources

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

The website contains valuable geriatric initiatives and tools designed to help healthcare practitioners improve the quality of care of older adults.

[ConsultGeri.org](#): Evidence-based geriatric clinical nursing standard practice protocols.

[ConsultGeri App](#): Cell phone app of evidence-based geriatric nursing protocols.

[ConsultGeri Dementia App](#): Cell phone app of evidence-based dementia protocols.

*Try This.*<sup>®</sup> Series: Best Practices in Nursing Care for Older Adults: Evidence-based assessment tools and best practice approaches to 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).

**APRN Resource Center:** Case studies on primary care of older adults.

## 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.

## 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 also available.

## 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.

## University of Missouri

A "Geriatric Examination Toolkit" from the Department of Physical Therapy contains numerous links to multiple assessment scales with scoring interpretations.

## 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 "The SHARE Approach" by the Agency for Healthcare Research and Quality. It also has geriatric assessment and geriatric consultation materials in English and Spanish.

## 2. Geriatric Specialty Assessments

### Cardiology

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 but not limited to "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.

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 professionals in the management of atrial fibrillation and heart failure to name a few.

### 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 Diabetes Association (ADA)

The ADA has published “[Older Adults: Standards of Medical Care in Diabetes—2020](#)” which 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.

## 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.

## Ethnogeriatrics

### 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/Latino Americans
- Hmong Americans
- Japanese Americans
- Korean Americans
- Pakistani Americans
- Vietnamese Americans

“[Curriculum in Ethnogeriatrics](#)” (2019). *Core Curriculum and Ethnic Specific Modules* (2nd ed.) are available with basic information regarding each culture and how cultural values, beliefs, traditions, and norms impact an individual’s ideas about health care and their personal health.

## 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.

## Functional Assessment

“[Competency Development and Evaluation for Health Professionals and Others who Work with Older Adults](#)” provides materials for those working with an older adult population who may not have had specific training in geriatrics or gerontology.

**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.

**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.

“[Functional Assessment of the Elderly Patient](#)” provides an overview of the steps to perform an office evaluation of an elder and includes links to assessment tools and explanations on how to perform each element of the assessment.

## 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.

**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.

**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.

**National Resource Center on LGBT Aging:** Resource center aimed at improving the quality of services and support offered to LGBT older adults. The Center on LGBT Aging provides training, technical assistance, and educational resources to healthcare providers on end-of-life decision making and other health issues.

**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.

**“Lesbian, Gay, Bisexual, and Transgender Health:”** *Healthy People 2020* provides information that is related to the *Healthy People* goals for this population. Very good, basic information as well as statistics are provided.

**“LGBT 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.

### **Mobility Assessment**

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.

**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 offers an [app](#).

### **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 guidelines 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.

**iGeriatrics.** This app contains the AGS Guideline for Prevention of Falls in Older Persons and aims 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. Full access to [iGeriatrics tools](#) is available for \$9.99 for a 1-year subscription.

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

**“Important Facts about Falls”** includes articles and booklets on fall prevention and education.

**“CDC Compendium of Effective Fall Interventions: What Works for Community-Dwelling Older Adults (3rd ed.)”** 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.”**

**“STEADI (Stopping Elderly Accidents, Deaths & Injuries)”** toolkit for fall prevention has multiple provider resources for fall risk assessment and prevention such as patient checklist for risks, guide to integrating fall prevention in practice, triage tool, algorithm for fall risk assessment and interventions, and validated tests to assess patient fall risk. Also includes short videos demonstrating the 30-second chair stand, 4 Stage Balance Test, and other assessments.



## Hartford Institute for Geriatric Nursing

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

A fall risk assessment for older adults, “[The Hendrich II Fall Risk Model](#),” is a useful guideline for practitioners.

## National Council on Aging

Sheds light on challenges older adults face through programs, services, and advocacy. Includes listing of evidence-based community fall prevention programs. There is also an area to submit potential programs for future listing.

## Nutrition

### AARP Home Alone Alliance

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

### American Geriatrics Society

“[American Geriatrics Society Feeding Tubes in Advanced Dementia Position Statement](#)”

## 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 the Elderly](#),” Nursing Standard of Practice Protocol: Nutrition in Aging

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

*Hand-Feeding Nursing Facility Residents with Dementia* contains modules that provide instruction in managing persons with dementia at mealtimes and guidance in feeding techniques.

## 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 “[Senior Nutrition](#)” and “[Senior Hunger & Nutrition](#).”

## Nestle Nutrition Institute

“[MNA® Mini Nutritional Assessment Forms](#).” Available in multiple languages.

## Obesity

### American Nurse Practitioner Foundation

“[Nurse Practitioners and the Prevention and Treatment of Adult Obesity](#).” White paper that provides an overview of adult obesity.

## 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.

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

While not specific to geriatrics, “[Managing Overweight and Obesity in Adults](#)” is a systematic evidence review from the Obesity Expert Panel published by the National Institutes of Health.

## Oral Health

### American Dental Association

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

## 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. A [faculty toolkit](#) is also available: “The OHNEP Interprofessional Oral Health Faculty Toolkit” specific for Adult-Gerontology Nurse Practitioner Programs. “[Oral Health Faculty Toolkit](#)” for various programs.

## “Smiles for Life: A National Oral Health Curriculum”

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

## National Institute for Health and Care Excellence

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

## 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.

### The 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.

## 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 sleep and aging.

## National Sleep Foundation

This resource on aging and sleep includes information on sleep architecture and bio patterns.

## 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 [“Sleep in Older Adults-Pharmacology.”](#)

## 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 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. 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.

### Alcohol and Substance Abuse in Older Adults

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).

[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: [“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)

## 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.

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

### Delirium Information for VA Healthcare Professionals

The [U.S. Department of Veteran Affairs](#) website offers information for healthcare providers on geriatrics and extended care, including a section on delirium in the long-term care setting.

### Delirium Tools

[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 Severity Score
- FAM-CAM (Family CAM)
- 3D-CAM (3 minute diagnostic assessment)
- CHART-DEL

[“The Nursing Standard of Practice Protocol: Delirium”](#) housed on the [ConsultGeri](#) website is an in-depth look at delirium from background to assessment and nursing care strategies to evaluation.

## Depression and Anxiety: Screening and Intervention

The “[Older Americans Behavioral Health Series](#)” was developed through a collaboration between the Substance Abuse and Mental Health Services Administration (SAMHSA), Administration on Aging (AoA), and National Council on Aging (NCOA). A variety of issue briefs and archived webinars are available on the following topics: suicide, anxiety, depression, alcohol and prescription drug use, and misuse among older adults.

## 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](#).”

[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 and a list of mental health apps for senior center staff. Resources for primary care (pages 30-32) include a fact sheet, risk factors, and responses. Also available in Spanish.

## 4. Cognitive Assessment

### Alzheimer’s Association - Cognitive Assessment for Primary Care Providers

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 [annual wellness visit](#). There are also videos demonstrating screenings for cognitive impairment.

### 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 on 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 and an “[Am I a Safe Driver?](#)” Checklist.

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

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

The University of Manchester offers the “[Dementia Interactive Care Pathway Toolkit](#)” to help guide clinicians in the appropriate care of the individual with dementia.

[The Handbook of Alzheimer’s Disease and Other Dementias](#), edited by Andrew E. Budson & Neil W. Kowal (2014, Wiley Blackwell) is another excellent resource for scientific foundations of dementia.

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

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

## Alzheimer’s Disease

### Alzheimer’s Association

The [Alzheimer’s Association](#) mission is to eliminate Alzheimer’s disease through the advancement of research; to provide and enhance care and support for all affected; and to reduce the risk of dementia through the promotion of brain health. [Alzheimer’s Association Research Center](#) provides resources such as access to articles on new approaches for diagnosis and treatments of cognitive disorders in older adults including clinical trials. The Alzheimer’s

Association also offers education on [the different types of dementia](#).

The [Alzheimer's Disease Cooperative Study](#) was developed 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.

## 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 the Lewy body dementias (LBD); supporting people 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.

## Generalized Dementia Information

Fletcher, K. (2016). Dementia: A neurocognitive disorder. In M. Boltz., E. Capezuti, T. Fulmer, & D. Zwicker (Eds.), *Evidence based geriatric nursing protocols for best practice* (5th ed.) (pp. 233-250). Springer Publishing Company.

[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 comprehensive and extensive 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.

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

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

"[Dementia Care Management Toolkit](#)" from Alzheimer's Greater Los Angeles includes assessment tools for older adults and caregivers and fact sheets for caregivers on common behavioral problems related to dementia.

## 6. Gerontological Pharmacology

### The American Geriatrics Society (AGS) Updated Beers Criteria

The AGS updated the [Beers Criteria in 2019](#) to identify medications that may be 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

### National Hospice and Palliative Care Organization

Provides downloadable and printable state-specific advance directives documents and instructions: [Advance Directives State by State](#) Index. [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.

### National Institute on Aging

On this site, 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.

### 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.

### Five Wishes Online

This [Aging with Dignity](#) interactive site enables users to create and customize their advance directive online. The document can be saved, printed, or emailed. \$5.00 purchase fee.

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

The [POLST Paradigm](#) is an approach to end-of-life planning based on conversations between patients, loved ones, and medical providers. The POLST Paradigm is designed to ensure seriously ill patients choose the treatments they want and that their wishes are honored by medical providers.

## 8. Nursing Home Information and Regulation

### 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 NHHQI Campaign provides free evidence-based and model practice resources to support continuous quality improvement.

### 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.

### 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 detail of these regulations.

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

Information about being certified as a Medicare and/or Medicaid nursing home provider is provided and includes links to applicable laws, regulations, and compliance information as well as the Quality Indicator Survey, Nursing Home Action Plan, and Data Compendium.

### 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.

### 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 In-

spector General Reports. Assessment forms/tools are available for adverse drug events, infection control, and tracking infections.

## 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.

## Nursing Home Compare

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

## 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.

## 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 section 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](#).

### Controlled Substance Schedules

Drugs and other substances that are considered controlled substances under the Controlled Substances Act (CSA) are divided into five schedules. An updated and complete list of the schedules is published annually in Title 21 Code of Federal Regulations (C.F.R.) §§1308.11 through 1308.15. 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. Some examples of the drugs in each schedule are listed [here](#).

### 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. Authorization to dispense controlled substances based on Schedule Categories is determined by the [state practice regulations](#).

### 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.

## 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.

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

“[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.

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## 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 "underserved"?

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

American Association of Nurse Practitioners (AANP). AANP has developed [tools and resources](#) 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/NCI.0000000000000055 [requires subscription to AACN Advanced Critical Care]

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. [available for rent or purchase]

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]

Boucher, J., Miller, K., & Harper, D. (2004). Strategies for articulated models of education, practice, and research for an advanced practice nursing program at an academic health science center. In *National Organization of Nurse Practitioner Faculties, Shaping New Paradigms for Nurse Practitioner Education* (pp. 105-110). National Organization of Nurse Practitioner Faculties.

Brooks, M.V., & Niederhauser, V.P. (2010). [Preceptor expectations and issues with nurse practitioner clinical rotations](#). *Journal of American Academy of Nurse Practitioners*, 22(11), 573- 579. [available for rent or purchase]

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.

Cantillon, P., & Sargeant, J. (2008). [Giving feedback in clinical settings](#). *British Medical Journal*, 337, 1292-1295. [available with BMJ membership or institutional access]

Cayley, W.E. (2011). [Effective clinical education: Strategies for teaching medical students and residents in the office](#). *Wisconsin Medical Journal*, 110(4), 178-181.

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.

Schumacher, G., & Risco, K. (2017). [Competency-based nurse practitioner education: An overview for the preceptor](#). *Journal for Nurse Practitioners*, 13(9), 596-602. [requires JNP subscription or purchase]



Wolpaw, T.M., Wolpaw D.R., & Papp, K.K. (2003). [SNAPPS: A learner-centered model for outpatient education](#). *Academic Medicine*, 78(9), 893-898.

Wolpaw, T.M., Papp K.K., & Bordage, G. (2009). [Using SNAPPS to facilitate the expression of clinical reasoning and uncertainties: A randomized comparison group trial](#). *Academic Medicine*, 84(4), 517-524.

Zeidman, J., Baggett, M., & Hunt, D.P. (2015). [Can one-minute preceptor and SNAPPS improve your inpatient teaching?](#) *Journal of Hospital Medicine*, 10(2), 131-132. [requires journal subscription or institutional access or purchase]

## Hartford Institute for Geriatric Nursing (HIGN) e-Learning Resources Center

The APRN Faculty Resource Center was created to house the resources developed for this project. Some resources will require users to create a user ID and password to access materials. The HIGN training and education center is a portal to courses, podcasts, webinars, tools, and other resources related to care of older patients. Contains [APRN Resources and Primary Care of Older Adults](#) (PCOA) Initiative and Modules.

## Portal of Geriatric Online Education (POGOe)

This [website](#) is a repository of geriatric educational materials from many educational institutions in various e-learning formats; new materials are added regularly.

## 4. Mobile Device Applications

### The American Geriatrics Society

Offers mobile apps including Geriatrics at Your Fingertips (Cost \$19.99). Some of the tools are free.

### Care4 Dementia

App from the University of New South Wales that includes resources for symptoms of dementia. Information and support for caregivers in their role of caring for persons with behavioral changes that can occur in dementia (free).

### ConsultGeri Dementia App

Step-by-step app for diagnosis and management of cognitively impaired older adults (free).

### Dementia Guide Expert for Families

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

### Doctot

Assessment tools like Geriatric Depression Scale and Berg Balance Scale (free).

### Epocrates

Provides reliable clinical information. The drug reference includes brand, generic, and over-the-counter (OTC) medicines, drug interaction check, and pill identification (free).

### Medscape

The [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).

## 5. National Standards for Nurse Practitioner Competencies

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.

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. The competencies were revised in 2017 and have not been published yet.

The GAPNA [Consensus Statement on Proficiencies for the APRN Gerontological Specialist](#) 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.

## 6. Suggested Student Geriatric Clinical Sites

### Adult/Gero 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/Gero 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

## **10. Legal Issues**

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### **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](#).

### **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.