



A Curriculum Guide for Implementation of an Advanced Certificate in Gerontology:

A Post-Master's Advanced Certificate from the Adult-
Gerontology Primary Care Nurse Practitioner Program

Hartford Institute for Geriatric Nursing at NYU Rory Meyers
College of Nursing in collaboration with NYU School of Medicine

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Acknowledgements

Hartford Institute for Geriatric Nursing
New York University Rory Meyers College of Nursing
New York University School of Medicine Primary Care Residency Program

Advanced Nursing Education (ANE) Program, Interprofessional Care for Older Adults grant from Division of Nursing (DN), Bureau of Health Workforce (BHW), Health Resources and Services Administration (HRSA), Department of Health and Human Services (HHS), 2013-2016

Curriculum Guide Introduction

This curriculum guide provides an overview of a Post-Master's Advanced Certificate in Gerontology, a Post-Master's program of the Adult-Gerontology Primary Care Nurse Practitioner Program, developed by the Hartford Institute for Geriatric Nursing at New York University Rory Meyers College of Nursing. Interprofessional education and practice content was implemented in collaboration with New York University School of Medicine's Primary Care Residency Program.

The Post-Master's Advanced Certificate in Gerontology is most applicable for (1) adult nurse practitioners who need the gerontology content to meet eligibility requirements for the national Adult-Gerontology Primary Care certification exam; (2) nurse practitioners who want to further their ability to provide comprehensive interprofessional primary care to older adults with multiple chronic conditions; and (3) nurse practitioners who want to further their knowledge in gerontology.

The program provides nurse practitioners in primary care with the ability to (1) have advanced knowledge and skills in the management of complex, frail, community dwelling older adults with multiple chronic conditions, and (2) implement effective care for this growing population within a high functioning, interprofessional team that utilizes evidence-based practice to achieve quality outcomes. The curriculum incorporates Interprofessional Education and Practice (IPEP) online modules to provide clinicians with information about caring for older adults in interprofessional teams.

This program addresses a need for adult nurse practitioners prepared in care of adults prior to the adoption of *The Consensus Model for APRN Regulation: Licensure, Accreditation, Certification & Education* (LACE) endorsed in 2008 by 48 nursing organizations including ANCC, AANP, American Nurses Association (ANA), National Organization of Nurse Practitioner Faculties (NONPF), Gerontological Advanced Practice Nurses Association (GAPNA), National Gerontological Nursing Association (NGNA), Commission on Collegiate Nursing Education (CCNE), National League for Nursing (NLN), and American Association of Colleges of Nursing (AACN). The program provides adult nurse practitioners (ANPs) with the gap gerontology didactic and clinical content necessary for gerontological nurse practitioner (GNP) certification, as well as to meet eligibility criteria for the American Nurses Credentialing Center (ANCC) or American Association of Nurse Practitioners (AANP) Adult-Gerontology Primary Care Nurse Practitioner national certification exam. The program aligns competencies with the AACN Adult-Gerontology Primary Care Nurse Practitioner Competencies published in 2011.

Overview of Courses

The Advanced Certificate in Gerontology Program is a minimum one-year, 12-credit (4 courses) post-master's certificate program focusing on interprofessional primary care to older adults with multiple chronic conditions.

The 4 main courses are:

- (1) ***Advanced Pathophysiology, Pharmacotherapeutics, and Physical assessment for Older Adults*** (fall semester);
- (2) ***Primary Care of the Older Adult with Multiple Chronic Conditions*** (fall semester);
- (3) ***Primary Care of the Frail Older Adult with Multiple Chronic Conditions*** (spring semester);
- (4) ***Clinical Intensive in Interprofessional Care of Older Adults*** (one-week executive format course in the summer in New York City with medical residents at NYU School of Medicine).

A gap analysis is completed to make sure these courses would be sufficient for certification or if additional courses are needed (i.e. if someone never took pathophysiology as a course in the original ANP program, that person would also need to take the regular pathophysiology courses). There are approximately 250 precepted clinical hours in primary care gerontology, also based on GAP analysis, to be completed to meet competencies.

Advanced Pathophysiology, Pharmacotherapeutics, and Physical Assessment for Older Adults

Course Description

This course is designed to expand the advanced practice nurse's knowledge of the pathophysiology, pharmacotherapeutics, and physical assessment of the common chronic health conditions of older adults. The aim is to support advanced practice nurses to develop the expert knowledge, skills, and attitudes necessary to provide evidence-based care to older adults. Students will integrate their knowledge of pharmacology and pathophysiology with advanced pharmacotherapeutics and pathogenesis principles to improve patient outcomes. The components of a comprehensive geriatric assessment are integrated through the course. There is a focus on interprofessional treatment decision-making, including prescribing medications according to the best evidence for the prevention and treatment of common chronic diseases. Clinical exemplars designed to illustrate advanced physical assessment techniques, concepts, and approaches are presented during the course. The critical analysis of evidence from a variety of disciplines and its subsequent integration into interprofessional treatment plans will be emphasized.

Course Outcomes

1. Analyze the etiology and pathophysiological alterations associated with selected common chronic health conditions in older adults.
2. Apply principles of pathophysiology to the development, presentation, and diagnosis of common chronic diseases in older adults.
3. Utilize physiologic and pathogenic principles to explain clinical signs and symptoms of common chronic health conditions.
4. Interpret evidence from an interprofessional perspective related to the sensitivity, and specificity of relevant clinical physical exam findings in older adults.
5. Integrate components of a comprehensive geriatric assessment in holistically assessing older adults.
6. Integrate knowledge of advanced pathophysiology with advanced pharmacotherapy into interprofessional treatment plans to promote improved patient care outcomes for older adults.
7. Apply physiologic and pathogenic concepts relevant to advanced practice interventions for older adults.
8. Critically appraise the evidence to determine the value of a therapeutic agent with respect to safety, adverse effects, efficacy, cost, and resources in order to meet patient-

centered outcomes for older adults.

9. Demonstrate knowledge about pathophysiology, pharmacotherapy, and physical assessment related to pediatric populations*.

*If applicable based upon transcript gap analysis.

Sample Content Outline:

Week 1	Physiologic Changes with Aging; Physical Assessment; Pharmacotherapy in Older Adults; Medication Considerations in the Older Adult
Week 2	Cardiovascular (CV) Disorders: Hyperlipidemia; Acute Coronary Syndrome; Hypertension
Week 3	Cardiovascular (CV) Disorders: Heart Failure; Atrial Fibrillation
Week 4	Renal Conditions in Older Adults
Week 5	Chronic Obstructive Pulmonary Disease (COPD) in Older Adults
Week 6	Neurological Conditions Common in Older Adults: Stroke; Parkinson's disease
Week 7	PAPER DUE
Week 8	Chronic Bone Conditions: Osteoporosis, back problems, arthritis, hip fracture
Week 9	Endocrine Conditions: Thyroid Disorders; Diabetes
Week 10	Gastrointestinal Conditions: GERD; Oral Systemic Health Disorders
Week 11	Infectious Diseases: Influenza, Pneumonia, Urinary Tract; Herpes Zoster; Nosocomial infections; Ebola preparedness
Week 12	Neoplastic Disorders
Week 13	Mental Illness: Major depressive disorder; Anxiety
Week 14	Neurocognitive disorders
Week 15	FINAL EXAM

Teaching and Learning Strategies

Podcasts, webinars, case studies, related reading assignments, audio/visuals, group discussion via discussion board.

Assessment and Evaluation Methods

Paper	40%
Final Exam	40%
Discussion Board/Online Forum	20%
Total	100%

This is a three-credit course. Each week you will be expected to spend approximately (1) one hour reviewing content related to the topic(s) of the week; (2) one hour reviewing the PowerPoint(s) and Podcast(s) on NYU Classes; and (3) one hour on the online discussion board. Students are expected to integrate concepts from all areas of study.

Discussion board/Online Forum:

Grade will be based upon active participation, development of good questions based on class content and clinical relevance, evidence-based responses to posed questions and/or cases from faculty, as well as answering questions completely. It is a forum to discuss common important themes from the weekly topic and meant to support a “classroom community”. All students must participate in the discussion board with a minimum of two posts per week. A rubric to guide criteria for posts and grading procedures are available on NYU Classes under "Assignments".

Grading criteria: The online discussion forums (10 total) will be graded individually by the following scoring system.

- High quality = 8-10 points
- Moderate quality = 4-7 points
- Low quality = 1-3 points

Paper:

Critique an evidence-based clinical practice guideline to be used in a primary care clinical setting at the advanced practice level. Include the relevance of the health care issue to the care of older adults; definition and etiology; clinical features (signs and symptoms); relevance to pathophysiology, pharmacology, and physical assessment; evidence-based assessment tools; laboratory studies; differential diagnoses; treatment/management; possible complications; interprofessional roles; evaluation; and follow-up of the health care issue. Utilize and critique supporting literature. Maximum 10 pages.

Criteria for grading the paper:

10%	Introduction/Abstract
20%	Relevance to the topic and role of the advanced practice nurse
30 %	Body of paper, including incorporation of all required elements listed above, as well as logical flow of ideas and progression of thoughts
10%	Use of research and technological resources: Used appropriately to reinforce ideas
15%	Conclusion/Evaluation
10%	References list: Appropriate use of the literature, current, and relevant
5%	Grammar, spelling, presentation, APA format

If a paper is handed in late, the grade will be decreased by five points.

Primary Care of the Older Adult with Multiple Chronic Conditions

Course Description

This course will prepare nurse practitioners to provide patient-centered interprofessional primary care to older adults with multiple chronic conditions. This course integrates advanced practice nursing competencies with comprehensive assessment, diagnostic reasoning, and analysis of differential diagnoses in primary care. Students apply critical thinking and evidence based clinical decision making skills to develop, implement, and evaluate management plans for older adults residing in the community with acute and chronic health problems. Patient advocacy; health promotion; disease prevention; and physical, functional, and mental health assessment and management are emphasized. Caseload management, interprofessional collaboration, community resources, and consideration of diverse populations, older adults, family, caregivers, and staff are addressed.

Course Outcomes

1. Conduct comprehensive, patient-centered, interprofessional assessments for older adults.
2. Formulate differential diagnoses for actual and potential health problems for older adults based on pertinent subjective and objective data.
3. Prepare an evidence-based interprofessional management plan of primary care for older adults.
4. Deliver health teaching, health promotion, and preventive interventions for older adults with awareness of the patient's health beliefs, taking into consideration pertinent demographic variables.
5. Identify risk factors and barriers to optimal health for culturally diverse older adults, their families, and their communities.
6. Demonstrate integration of interprofessional competencies in planning, implementing, and evaluating patient-centered primary care for older adults.
7. Analyze the literature for the best available evidence and technological resources for formulating care plans, practice protocols, and outcome criteria.
8. Choose interprofessional local, regional and national resources that support clinical decision making, consultation, advocacy, and the health education needs of diverse older adult populations, their families, and caregivers.
9. Analyze legal, professional, and ethical issues influencing advanced nursing practice and the primary health care delivery of older adults.
10. Distinguish organizational strategies for promoting interprofessional collaboration.

Sample Content Outline:

Week 1	Primary Care of Older Adults: Introduction; Geriatric Models of Care
Week 2	Gerontological Nursing and Interprofessional Resources; Cultural Aspects of Care; Interprofessional Roles in the Primary Care of Older Adults
Week 3	Medicare Wellness Visit; Preventive Health Care for the Older Adult
Week 4	Cardiovascular Issues Common in Older Adults in Primary Care: Hypertension; Congestive Heart Failure; Chest Pain; Atrial Fibrillation
Week 5	Respiratory Issues in Older Adults: Asthma; Chronic Obstructive Pulmonary Disease (COPD); Sleep Apnea; Pulmonary Thromboembolism
Week 6	Neurological Issues in Older Adults: Dizziness; Stroke; Parkinson's disease CASE STUDIES DUE
Week 7	Chronic Bone Conditions: Osteoporosis; Back Pain
Week 8	Interprofessional Education and Practice (IPEP) Modules and 2 Virtual Patients DUE
Week 9	Endocrine Conditions: Thyroid Disorders; Diabetes
Week 10	Gastrointestinal Conditions: GERD, Constipation, GI Bleed; Oral Diseases and Disorders
Week 11	HIV in the Older Adult; Infectious Diseases
Week 12	Hematological/Oncological Conditions: Anemia; Cancer in Primary Care
Week 13	Mental Health Conditions: Dementia; Depression; Delirium
Week 14	Substance Abuse
Week 15	FINAL EXAM

Teaching and Learning Strategies

Podcasts, webinars, case studies, related reading assignments, audio/visuals, group discussion via discussion board.

Relevant Clinical Experiences

Primary care setting with a geriatrics specialty and/or older adult population; Assisted living setting; Long-term care setting

Assessment and Evaluation Methods

Case Studies (4)	40% (10% each)
Final Exam	40%
Discussion Board/Online Forum	20%
Interprofessional Education and Practice Online Modules	Pass/Fail
Clinical Evaluation	Pass/Fail
Total	100%

The minimum passing grade for this course is B- (80-82).

This is a three-credit course with off-campus clinical hours and on-campus or virtual seminar hours. Each week you will be expected to spend approximately (1) one hour reviewing content related to the topic(s) of the week; (2) one hour reviewing the PowerPoint(s) and Podcast(s) on NYU Classes; and (3) one hour on the online discussion board. At clinical agencies, students implement the advanced practice role under the guidance of clinical preceptors. Faculty will meet with students and preceptors at clinical agencies to observe and facilitate student-preceptor experiences. Practice settings include outpatient ambulatory care facilities, clinics, older adults' homes, and skilled nursing facilities. Students will be assigned a nurse practitioner or physician preceptor for the clinical practicum. Students will work with their preceptors to assess and provide patient-centered primary care and follow-up to older adults, families, caregivers, and community groups. In seminars and discussion boards, facilitated by faculty, students integrate concepts from all areas of study.

Students are **formally evaluated at mid-term and at the end of the term. Students must receive a passing evaluation by their preceptors to pass this course.** Students complete the same evaluation form as their preceptors (self-evaluation). The evaluations must be handed into the course faculty for review on the dates designated. For students who have more than one preceptor, each preceptor will complete an evaluation form; the student completes only one self-evaluation form. **Midterm evaluations are due HALF WAY THROUGH THE REQUIRED HOURS. Final evaluations are due upon completion of clinical component.**

Case Studies:

Complete any 4 case studies from The APRN Resource Center - The Case Studies. <https://consultgeri.org/education-training/e-learning-resources>. Submit copy of submitted exam responses with rationales by the due date (scan and email).

Interprofessional Education and Practice (IPEP) Online Modules and Virtual Patients:

Links to the modules/virtual patients will be provided. As part of the IPEP online modules for this course, you need to develop interprofessional care plans for two virtual patients. Completing the IPEP modules and two virtual patient cases is mandatory for passing this course.

Discussion board/Online Forum:

Grade will be based upon active participation, development of good questions based on class content and clinical relevance, evidence-based responses to posed questions and/or cases from faculty, as well as answering questions completely. It is a forum to discuss common important themes from the weekly topic and meant to support a "classroom community". All students must participate in the discussion board with a minimum of two posts per week. A rubric to guide criteria for posts and grading procedures are available on NYU Classes under "Assignments".

Grading criteria:

The online discussion forums (10 total) will be graded individually by the following scoring system:

- High quality = 8-10 points
- Moderate quality = 4-7 points
- Low quality = 1-3 points

Primary Care of the Frail Older Adult with Multiple Chronic Conditions

Course Description

This course will prepare nurse practitioners to provide patient-centered interprofessional primary care to frail older adults with multiple chronic conditions. This course integrates advanced practice nursing competencies with comprehensive assessment, diagnostic reasoning, and analysis of differential diagnoses in primary care and long term care. Students apply critical thinking and evidence based clinical decision making skills to develop, implement, and evaluate management plans for older adults residing in the community and long term care settings with acute and chronic health problems. Patient advocacy; health promotion; disease prevention; and physical, functional, and mental health assessment and management are emphasized. Emphasis will be placed on caseload management, interprofessional collaboration, community resources, and consideration of diverse populations, frail older adults, family, caregivers, and staff.

Course Outcomes

1. Conduct comprehensive, patient-centered, interprofessional assessments for frail older adults.
2. Formulate differential diagnoses for actual and potential health problems for frail older adults based on pertinent subjective and objective data.
3. Design an evidence-based interprofessional management plan of primary and long term care for frail older adults.
4. Deliver health teaching, health promotion, and preventive interventions for frail older adults with awareness of the patient's health beliefs, taking into consideration pertinent demographic variables.
5. Prioritize risk factors and barriers to optimal health for culturally diverse frail older adults, their families, and their communities.
6. Appraise integration of interprofessional competencies in planning, implementing, and evaluating patient-centered primary care for frail older adults.
7. Critically appraise the literature for the best available evidence and technological resources for formulating care plans, practice protocols, and outcome criteria.
8. Integrate local, regional and national interprofessional resources that support clinical decision making, consultation, advocacy, and the health education needs of diverse frail older adult populations, their families, and caregivers.
9. Synthesize legal, professional, and ethical issues influencing advanced nursing practice and the primary health care delivery of frail older adults.
10. Prioritize organizational strategies for promoting interprofessional collaboration.

Sample Content Outline:

Week 1	Frailty in Older Adults
Week 2	Review of Core Competencies for Interprofessional Collaborative Practice; Transitional Care
Week 3	Visual and Hearing Impairment in Older Adults
Week 4	Long Term Care Issues in the Care of Older Adults; Aging in Place; Falls and Fear of Falling; Integration of Interprofessionals in Prevention; Assessment, and Management
Week 5	Functional Assessment; Osteoarthritis and Rheumatoid Arthritis; Rehabilitation
Week 6	Eating and Feeding Issues; Nutrition; Hydration; Constipation
Week 7	Pain in Primary Care
Week 8	Skin Conditions in Older Adults: Skin Cancer; Pressure Ulcers
Week 9	Sleep Issues in Older Adults
Week 10	Urological Issues: Maintaining Continence; Assessment and Management of Urinary Incontinence
Week 12	Physical and Chemical Restraints; Palliative Care; Hospice Care
Week 12	HIV in Older Adults
Week 13	Legal and Ethical Issues in the Care of Older Adults
Week 14	Elder Mistreatment and Neglect
Week 15	FINAL EXAM

Teaching and Learning Strategies

Podcasts, webinars, case studies, related reading assignments, audio/visuals, group discussion via discussion board.

Relevant Clinical Experiences

Primary care setting with a geriatrics specialty and/or older adult population; Assisted living setting; Long-term care setting

Assessment and Evaluation Methods

Clinical Evaluation	Pass/Fail
Discussion Board	20% (See description below)
Draft of PICO Project	20% (See description below)
Final PICO Project	30% (See description below)
Final Exam	30%
Total	100%

The minimum passing grade for this course is B- (80-82).

Discussion Board:

Grade will be based upon active participation, development of good questions based on class content and clinical relevance, evidence-based responses to posed questions and/or cases from faculty, as well as answering questions completely. It is a forum to discuss common important themes from the weekly topic and meant to support a “classroom community”. All students must participate in the discussion board with a minimum of two posts per week. A rubric to guide criteria for posts and grading procedures are available on NYU Classes under "Assignments".

Grading criteria: The online discussion forums (10 total) will be graded individually by the following scoring system.

- High quality = 8-10 points
- Moderate quality = 4-7 points
- Low quality = 1-3 points

PICO Project:

Prepare a manuscript answering a clinical/research question using evidence-based practice. Components of a clinical question using the PICO format include: (1) Population: The individual or group of individuals with a particular health care condition or problem; (2) Intervention: The particular health care condition or problem of interest (therapeutic, preventive, diagnostic, organizational intervention); (3) Comparison intervention: Standard care or no intervention; and (4) Outcome: More effective outcome.

The manuscript must contain the following elements:

- Significance of the topic (gap, conflict in the literature; need to extend knowledge base, crucial health care issue, magnitude of the problem, relationship to interprofessional care)
- Background, including population of interest
- Purpose of the paper
- Search strategies
- Critique of the literature (randomized clinical trials, meta-analysis, descriptive, prospective, observational studies, quantitative/qualitative studies, etc...)
- Discussion of the quality of the evidence available in the literature
- Level of confidence on the evidence available in the literature
- Synthesize the evidence related to strategies to close the gap or to resolve the conflict (i.e. recommendation for further study needed, type of study needed, etc...)
- Synthesis of overall strengths and weaknesses of the research evidence
- Based on the evidence from the literature, discuss recommendations for change that may be suggested for interprofessional clinical practice, public policy, and/or research

Criteria for grading the project:

- 10% Introduction/Abstract
- 30% Significance of the topic/question and relationship to interprofessional care

- 35 % Body of paper, including incorporation of all required elements listed above, as well as logical flow of ideas and progression of thoughts
- 15% Recommendations about applicability to interprofessional clinical practice and conclusion
- 5% References list: Appropriate use of the evidence-based literature, current, relevant
- 5% Grammar, spelling, presentation, APA format (unless using format required by the editor of a specific journal)

If a paper is handed in late, the grade will be decreased by five points.

Clinical Intensive in Interprofessional Care of Older Adults

Course Description

This clinical intensive course will prepare nurse practitioners to provide patient-centered primary care to older adults with multiple chronic conditions with interprofessional team members. This course uses an interprofessional framework to develop advanced practice nursing competencies in comprehensive assessment, diagnostic reasoning, and analysis of differential diagnoses in primary care. Students apply critical thinking and evidence based clinical decision making skills to develop, implement, and evaluate management plans for older adults residing in the community with acute and chronic health problems including end of life care issues. Emphasis is placed on transitional care, interprofessional collaboration, community resources, and consideration of diverse populations, older adults, family, caregivers, and staff.

Course Outcomes

1. Conduct comprehensive, patient-centered, interprofessional assessments for older adults.
2. Formulate differential diagnoses for actual and potential health problems for older adults based on pertinent subjective and objective data.
3. Develop an evidence-based interprofessional management plan of primary care for older adults.
4. Deliver health teaching, health promotion, and preventive interventions for older adults with awareness of the patient's health beliefs, taking into consideration pertinent demographic variables.
5. Examine risk factors and barriers to optimal health for culturally diverse older adults, their families, and their communities.
6. Integrate principles of transitional care in interprofessional clinical practice.
7. Demonstrate integration of interprofessional competencies in planning, implementing, and evaluating patient-centered primary care for older adults.
8. Evaluate the literature for the best available evidence and technological resources for formulating care plans, practice protocols, and outcome criteria.
9. Choose local, regional and national interprofessional resources that support clinical decision making, consultation, advocacy, and the health education needs of diverse older adult populations, their families, and caregivers.
10. Evaluate legal, professional, and ethical issues influencing advanced nursing practice and the primary health care delivery of older adults.

Sample Content Outline:

	Monday	Tuesday	Wednesday	Thursday	Friday
AM	----	----	----	----	----
9 AM-12PM	9-10 AM Introductions 10-11 AM Comprehensive Geriatric Assessment 11 AM-12 PM Demographics and Policy Driving Health in Aging	9-10 AM Geriatric Oral Health 10-10:45 AM Assessment of Dementia and Delirium in Older Adults	9-10 AM Home-based Primary Care 10-11 AM End of Life and Palliative Care	9-10 AM Polypharmacy 10-11 AM Community and Primary Care Management of Dementia and Delirium in Older Adults 12-1 PM Discussion about community resources for older adults	Clinic with MDs and NPs Completion of online Post-Attitudes Survey
12-1 PM	Lunch; Psychosocial Rounds	Lunch; The Care of the Older Adult from a Social Work Perspective	Lunch	Lunch	Lunch
PM	----	----	----	----	----
1-5 PM (unless otherwise noted)	1-3 PM Overview of Interprofessional Education and Team STEPPS®: Strategies and tools to enhance interprofessional performance and patient safety 3-4 PM Review IPEP interprofessional cases and virtual patient cases 6-8 PM “Narrative Four” Story Telling	Clinic with MDs and NPs	12-3 PM Simulation Center Geriatrics Objective Structured Clinical Examination (OSCE). Three OSCEs and one debriefing session (One OSCE is a phone case focusing on transitional care)	Clinic with MDs and NPs	12-2 PM Geriatric Case Studies

Teaching and Learning Strategies

Interprofessional Education and Practice (IPEP) Modules, Simulations, Objective Structured Clinical Exam (OSCE) cases, interprofessional case studies, related reading assignments, audio/visuals, interprofessional group discussion.

Relevant Clinical Experiences

Primary care setting with a geriatrics specialty and/or older adult population; Assisted living setting; Long-term care setting

Assessment and Evaluation Methods

Objective Structured Clinical Examinations (OSCE)	Pass/Fail
APRN Case Studies (4) - (For NPs only)	Pass/Fail
Clinical Evaluation	Pass/Fail
Total	100% completion

This is a three-credit course with off-campus clinical hours and on-campus or virtual seminar hours. At clinical agencies, students implement the advanced practice role under the guidance of clinical preceptors. Faculty will meet with students and preceptors at clinical agencies to observe and facilitate student-preceptor experiences. Practice settings include outpatient ambulatory care facilities, clinics, older adults' homes, and skilled nursing facilities. Students will be assigned a nurse practitioner or physician preceptor for the clinical practicum. Students will work with their preceptors to assess and provide patient-centered primary care and follow-up to older adults, families, caregivers, and community groups. In seminars and discussion boards, facilitated by faculty, students integrate concepts from all areas of study.

Students are **formally evaluated at the end of the course. Students must receive a passing evaluation by their preceptors to pass this course.** Students complete the same evaluation form as their preceptors (self-evaluation). The evaluations must be handed into the course faculty for review on the date designated. **Final evaluations are due upon completion of clinical component.**

Faculty Suggestions for Readings

American Association of Colleges of Nursing. (2010). Adult-Gerontology Primary Care Nurse Practitioner Competencies. Available online at <http://www.aacn.nche.edu/geriatric-nursing/adultgeroprimcareNPcomp.pdf>

American Geriatrics Society (Updated yearly). Geriatrics at Your Fingertips. Available online at www.geriatricscareonline.org/ProductAbstract/geriatrics-at-your-fingertips/Boo5/

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The Hartford Institute for Geriatric Nursing Resources

The Hartford Institute for Geriatric Nursing: The APRN Resource Center-The Case Studies.
<https://consultgeri.org/education-training/e-learning-resources>

ConsultGeri.org: Evidence-based geriatric clinical nursing website of The Hartford Institute for Geriatric Nursing, at New York University's Rory Meyers College of Nursing.
<http://consultgeri.org/> ; ConsultGeri App: <https://itunes.apple.com/us/app/consultgerirn/id578360141>

Try This[®] Series: Best Practices in Nursing Care to Older Adults: Evidence-based assessment tools and best practice approaches to care of older adults. <http://consultgeri.org/tools/try-this-series>

- General Assessment Series
- Specialty Practice Series (co-sponsored with Nursing Specialty Organizations)
- Quality Improvement Series
- Dementia Series (mostly co-sponsored with the Alzheimer's Association)

How to Try This[®] Series: A John A. Hartford Foundation-funded project provided to the Hartford Institute for Geriatric Nursing at New York University's Rory Meyers College of Nursing in collaboration with the *American Journal of Nursing*, translates the evidence-based geriatric assessment tools in the *Try This[®]* series into cost-free, web-based resources including demonstration videos, and a corresponding print series featured in the AJN, developed to build geriatric assessment skills. Videos can be watched in their entire format, or in chapters that relate to the specific assessment skills described above.
<http://consultgeri.org/tools/try-this-series> and www.nursingcenter.com/AJNolderadults

Interprofessional Education and Practice (IPEP) Modules

The Interprofessional Education and Practice (IPEP) online modules, developed by faculty at the Hartford Institute for Geriatric Nursing at NYU Rory Meyers College of Nursing and NYU School of Medicine Primary Care Residency Program, provide clinicians with information about caring for older adults in interprofessional teams. These modules are based on the NYU3T: Teaching, Technology, and Teamwork curriculum funded by the Josiah Macy Jr. Foundation, as well as work from the original Geriatric Interdisciplinary Team Training (GITT) Program funded by the John A. Hartford Foundation. The NYU3T undergraduate level, acute care-based modules were enhanced in the IPEP modules to focus on the interprofessional primary care to older adults for clinicians at the graduate and post-graduate level in various disciplines. The Interprofessional Education and Practice (IPEP) Modules and Virtual Patients are additionally funded by a grant from the Division of Nursing (DN), Bureau of Health

Workforce (BHW), Health Resources and Services Administration (HRSA), Department of Health and Human Services (HHS). Copyright New York University.

The first six modules focus on various aspects of interprofessional education, including content from the Core Competencies for Interprofessional Collaborative Practice sponsored by the Interprofessional Education Collaborative (IPEC). Interprofessional collaboration, education, and training of medical residents, fellows, nurse practitioners and other health professions providers focus on the IPEC Competency Domains: (1) Values/Ethics for Interprofessional Practice; (2) Roles/Responsibilities; (3) Interprofessional Communication; and (4) Teams and Teamwork. The modules are: (1) Roles and responsibilities in health care team settings, including content on discipline training and licensure; (2) Effective health care teams, including content on facilitators and barriers within teams; (3) Teamwork skills, including leadership strategies; (4) Effective communication skills and techniques; (5) Conflict resolution, including content on mutual support for task assistance, assertion, and feedback; and (6) Interprofessional care planning, including identifying person, family, and caregiver issues, examining diverse perspectives, defining goals of care, clarifying roles and tasks, and debriefing. Additional modules are graduate level, primary care-based virtual patients for primary health care trainees and/or providers to complete and then discuss as an interprofessional team.

Each module takes 10-15 minutes to complete and includes the assessment and management of older adults with multiple chronic conditions in an interprofessional manner. The goal of the collective modules is to increase the number of advanced practice nurses, medical residents, other physicians and care providers with gerontological competencies and interprofessional expertise to enhance person-oriented primary care to complex older adults with multiple chronic conditions, as well as their families and caregivers.

Resources

2010 AGS/BGS Clinical Practice Guideline: Prevention of Falls in Older Persons:

http://www.americangeriatrics.org/files/documents/health_care_pros/Falls.Summary.Guideline.pdf

2014 Evidence-Based Guideline for the Management of High Blood Pressure in Adults:

Report from the Panel Members Appointed to the Eighth Joint National Committee (JNC 8). *Journal of the American Medical Association*. Published online December 18, 2013.

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American Association of Colleges of Nursing. (2010). Adult-Gerontology Primary Care Nurse Practitioner Competencies. Available online at <http://www.aacn.nche.edu/geriatric-nursing/adultgeroprimcareNPcomp.pdf>

AARP Public Policy Institute. (2009). Beyond 50.09: Chronic care: A call to action for health

reform. Available online at http://assets.aarp.org/rgcenter/health/beyond_50_hcr.pdf

AHA/ASA Expert Consensus Document: An Updated Definition of Stroke for the 21st Century (2013). *Stroke*, 44, 2064-2089. doi: 10.1161/STR.0b013e318296aeca

American College of Cardiology/American Heart Association Task Force on Practice Guidelines. (2013). ACC/AHA Guideline on the Treatment of Blood Cholesterol to Reduce Atherosclerotic Cardiovascular Risk in Adults: A Report of the American College of Cardiology/American Heart Association Task Force on Practice Guidelines. doi:10.1161/01.cir.0000437738.63853.7a. Available online at <http://circ.ahajournals.org/content/early/2013/11/11/01.cir.0000437738.63853.7a.citation>

Chronic Conditions among Older Americans:
assets.aarp.org/rgcenter/health/beyond_50_hcr_conditions.pdf

ConsultGerRN.org app available at <https://itunes.apple.com/us/app/consultgerirn/id578360141> or <http://consultgeri.org>

Core Competencies for Interprofessional Collaborative Practice sponsored by The Interprofessional Education Collaborative: Report of an Expert Panel, May 2011: www.aacn.nche.edu/education-resources/IPECReport.pdf

Gerontological Advanced Practice Nurses Association (GAPNA) Consensus Statement on Proficiencies for the APRN Gerontological Specialist: https://www.gapna.org/sites/default/files/documents/GAPNA_Consensus_Statement_on_Proficiencies_for_the_APRN_Gerontological_Specialist.pdf

ICD9 Consult 2013 (free) for iPhone, iPod touch and iPad at the App store

NYU Langone Medical Center Experiential Learning and Assessment:
<http://prmeir.med.nyu.edu/assessment>

NYU Langone Medical Center Program for Medical Education Innovations and Research (PrMEIR): <http://prmeir.med.nyu.edu/>

NYU School of Medicine and Rory Meyers College of Nursing Interprofessional Education and Practice IPEP) Modules: <http://education.med.nyu.edu/compass/category/gme-nursing-ipe/>

NYU School of Medicine and Rory Meyers College of Nursing NYU 3T: Teaching, Technology, Teamwork Curriculum: <http://dei.med.nyu.edu/research/nyu3t>

Nurses Improving Care for Healthsystem Elders (NICHE): www.nicheprogram.org/

Panel on Prevention of Falls in Older Persons, American Geriatrics Society and British Geriatrics Society. (2010). Summary of the Updated American Geriatrics Society/British Geriatrics Society Clinical Practice Guideline for Prevention of Falls in Older Persons. *Journal of the American Geriatrics Society*, doi: 10.1111/j.1532-5415.2010.03234.x. Available online at http://www.americangeriatrics.org/files/documents/health_care_pros/JAGS.Falls.Guidelines.pdf

Team STEPPS®: Strategies and Tools to Enhance Performance and Patient Safety: <http://www.ahrq.gov/professionals/education/curriculum-tools/teamstepps/index.html>

Geriatric-related Organizations

AMDA-Dedicated to Long Term Care Medicine: www.amda.com
 American Geriatrics Society: www.americangeriatrics.org/
 American Nurses Association. (2010). Gerontological nursing: Scope and standards of practice. Silver Spring, MD: www.nursingworld.org/HomepageCategory/NursingInsider/Archive_1/2010-NI/Oct-2010-NI/Gerontological-Nursing-Practice.html
 Annals of Long-Term Care: www.annalsoflongtermcare.com/
 Centers for Disease Control and Prevention: Chronic Disease Prevention and Health Promotion: www.cdc.gov/chronicdisease/
 Centers for Medicare and Medicaid Services: www.cms.gov
 End-of-Life Nursing Education Consortium (ELNEC): www.aacn.nche.edu/elneec
 Gerontological Advanced Practice Nursing Association: www.gapna.org
 Gerontological Society of America: www.geron.org
 Healthy People 2020: www.healthypeople.gov/2020/default.aspx
 National Center for Abuse/ Administration on Aging: www.ncea.aoa.gov/
 National Council on Aging: www.ncoa.org/
 National Gerontological Nursing Association: www.ngna.org
 Population-Focused Nurse Practitioner Competencies. (2013). The National Organization of Nurse Practitioner Faculties (NONPF): c.ymcdn.com/sites/www.nonpf.org/resource/resmgr/competencies/populationfocusnpcomps2013.pdf
 Quality and Safety Education in Nursing (QSEN) Institute Graduate Competencies: qsen.org/competencies/graduate-ksas/
 Smiles for Life: A National Oral Health Curriculum: elearning.talariainc.com/buildcontent.aspx?tut=555&pagekey=62948&cbreceipt=0
 Springer Publishing Company: www.springerpub.com/Search/geriatric%20nursing
 The Portal of Geriatrics Online Education: www.pogoe.org/
 Toolkit: Promoting Positive Behavioral Health: www.nursinghometoolkit.com
 Transitional Care Model: www.transitionalcare.info
 United States Preventive Services Task Force: www.uspreventiveservicestaskforce.org/

Consultation Information

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