



¹**Curriculum Survey Tool:**
Recommended Competencies for Geriatric Nursing Care

List all required and elective courses in your entire nursing curriculum in the spaces at the top of the form. Next to year, please indicate the year in which the course is taught (Freshman, Sophomore, Junior or Senior). For each course listed across the top, **indicate by bolding** “Fully Covered”, “Partially Covered” or “Not Covered” to identify the level to which each of the 30 competencies listed to the left is covered. To fit your entire curriculum on this form, you may need to complete more than one table. **Cut and paste additional tables as needed so that *only one complete document is submitted per school.***

School of Nursing: _____

Faculty Attending Institute: _____

Undergrad Nursing Course → (Please indicate course name and year taught in Curriculum)	Course	Course	Course	Course	Course	Course	Course	Course
GERIATRIC COMPETENCY ¹ ↓	Year: (Example: Senior)	Year:	Year:	Year:	Year:	Year:	Year:	Year:
1. Recognize one’s own and others’ attitudes, values, and expectations about aging and their impact on care of older adults and their families.	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered
2. Adopt the concept of individualized care as the standard of practice with older adults.	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered
3. Communicate effectively, respectfully, and compassionately with older adults and their families.	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered

<p>Undergrad Nursing Course → (Please indicate course name and year taught in Curriculum)</p> <p>GERIATRIC COMPETENCY¹ ↓</p>	<p>Course</p> <p>Year: (Example: Senior)</p>	<p>Course</p> <p>Year:</p>	<p>Course</p> <p>Year:</p>	<p>Course</p> <p>Year:</p>	<p>Course</p> <p>Year:</p>	<p>Course</p> <p>Year:</p>	<p>Course</p> <p>Year:</p>	<p>Course</p> <p>Year:</p>
<p>4. Recognize that sensation and perception in older adults are mediated by functional, physical, cognitive, psychological, and social changes common in old age.</p>	<p>1: Fully Covered 2: Partially Covered 3: Not Covered</p>	<p>1: Fully Covered 2: Partially Covered 3: Not Covered</p>	<p>1: Fully Covered 2: Partially Covered 3: Not Covered</p>	<p>1: Fully Covered 2: Partially Covered 3: Not Covered</p>	<p>1: Fully Covered 2: Partially Covered 3: Not Covered</p>	<p>1: Fully Covered 2: Partially Covered 3: Not Covered</p>	<p>1: Fully Covered 2: Partially Covered 3: Not Covered</p>	<p>1: Fully Covered 2: Partially Covered 3: Not Covered</p>
<p>5. Incorporate into daily practice valid and reliable tools to assess the functional, cognitive, psychological, social and spiritual status of older adults.</p>	<p>1: Fully Covered 2: Partially Covered 3: Not Covered</p>	<p>1: Fully Covered 2: Partially Covered 3: Not Covered</p>	<p>1: Fully Covered 2: Partially Covered 3: Not Covered</p>	<p>1: Fully Covered 2: Partially Covered 3: Not Covered</p>	<p>1: Fully Covered 2: Partially Covered 3: Not Covered</p>	<p>1: Fully Covered 2: Partially Covered 3: Not Covered</p>	<p>1: Fully Covered 2: Partially Covered 3: Not Covered</p>	<p>1: Fully Covered 2: Partially Covered 3: Not Covered</p>
<p>6. Assess older adults' living environment with special awareness of the functional, physical, cognitive, psychological, and social changes common in old age.</p>	<p>1: Fully Covered 2: Partially Covered 3: Not Covered</p>	<p>1: Fully Covered 2: Partially Covered 3: Not Covered</p>	<p>1: Fully Covered 2: Partially Covered 3: Not Covered</p>	<p>1: Fully Covered 2: Partially Covered 3: Not Covered</p>	<p>1: Fully Covered 2: Partially Covered 3: Not Covered</p>	<p>1: Fully Covered 2: Partially Covered 3: Not Covered</p>	<p>1: Fully Covered 2: Partially Covered 3: Not Covered</p>	<p>1: Fully Covered 2: Partially Covered 3: Not Covered</p>
<p>7. Analyze the effectiveness of community resources in assisting older adults and their families to retain personal goals, maximize function, maintain independence, and live in the least restrictive environment.</p>	<p>1: Fully Covered 2: Partially Covered 3: Not Covered</p>	<p>1: Fully Covered 2: Partially Covered 3: Not Covered</p>	<p>1: Fully Covered 2: Partially Covered 3: Not Covered</p>	<p>1: Fully Covered 2: Partially Covered 3: Not Covered</p>	<p>1: Fully Covered 2: Partially Covered 3: Not Covered</p>	<p>1: Fully Covered 2: Partially Covered 3: Not Covered</p>	<p>1: Fully Covered 2: Partially Covered 3: Not Covered</p>	<p>1: Fully Covered 2: Partially Covered 3: Not Covered</p>

Undergrad Nursing Course → (Please indicate course name and year taught in Curriculum)	Course	Course	Course	Course	Course	Course	Course	Course
GERIATRIC COMPETENCY¹ ↓	Year: (Example: Senior)	Year:	Year:	Year:	Year:	Year:	Year:	Year:
8. Assess family knowledge of skills necessary to deliver care to older adults.	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered
9. Adapt technical skills to meet the functional, physical, cognitive, psychological, social, and endurance capacities of older adults.	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered
10. Individualize care and prevent morbidity and mortality associated with the use of physical and chemical restraints in older adults.	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered
11. Prevent or reduce common risk factors that contribute to functional decline, impaired quality of life, and excess disability in older adults.	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered
12. Establish and follow standards of care to recognize and report elder mistreatment.	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered
13. Apply evidence-based standards to screen, immunize, and promote healthy activities in older adults.	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered

Undergrad Nursing Course → (Please indicate course name and year taught in Curriculum)	Course	Course	Course	Course	Course	Course	Course	Course
GERIATRIC COMPETENCY¹ ↓	Year: (Example: Senior)	Year:	Year:	Year:	Year:	Year:	Year:	Year:
14. Recognize and manage geriatric syndromes common to older adults.	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered
15. Recognize the complex interaction of acute and chronic co-morbid conditions common to older adults.	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered
16. Use technology to enhance older adults' function, independence, and safety.	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered
17. Facilitate communication as older adults transition across and between home, hospital, and nursing home, with a particular focus on the use of technology.	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered
18. Assist older adults, families, and caregivers to understand and balance "everyday" autonomy and safety decisions.	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered

Undergrad Nursing Course → (Please indicate course name and year taught in Curriculum) GERIATRIC COMPETENCY¹ ↓	Course Year: (Example: Senior)	Course Year:	Course Year:	Course Year:	Course Year:	Course Year:	Course Year:	Course Year:
19. Apply ethical and legal principles to the complex issues that arise in care of older adults.	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered
20. Appreciate the influence of attitudes, roles, language, culture, race, religion, gender, and lifestyle on how families and assistive personnel provide long-term care to older adults.	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered
21. Evaluate differing international models of geriatric care.	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered
22. Analyze the impact of an aging society on the health care system.	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered
23. Evaluate the influence of payer systems on access, availability, and affordability of health care for older adults.	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered
24. Contrast the opportunities and constraints of supportive living arrangements on the function and independence of older adults and on their families.	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered	1: Fully Covered 2: Partially Covered 3: Not Covered

<p>Undergrad Nursing Course → (Please indicate course name and year taught in Curriculum)</p> <p>GERIATRIC COMPETENCY¹ ↓</p>	<p>Course</p> <p>Year: (Example: Senior)</p>	<p>Course</p> <p>Year:</p>	<p>Course</p> <p>Year:</p>	<p>Course</p> <p>Year:</p>	<p>Course</p> <p>Year:</p>	<p>Course</p> <p>Year:</p>	<p>Course</p> <p>Year:</p>	<p>Course</p> <p>Year:</p>
<p>25. Recognize the benefits of interdisciplinary team participation in care of older adults.</p>	<p>1: Fully Covered 2: Partially Covered 3: Not Covered</p>	<p>1: Fully Covered 2: Partially Covered 3: Not Covered</p>	<p>1: Fully Covered 2: Partially Covered 3: Not Covered</p>	<p>1: Fully Covered 2: Partially Covered 3: Not Covered</p>	<p>1: Fully Covered 2: Partially Covered 3: Not Covered</p>	<p>1: Fully Covered 2: Partially Covered 3: Not Covered</p>	<p>1: Fully Covered 2: Partially Covered 3: Not Covered</p>	<p>1: Fully Covered 2: Partially Covered 3: Not Covered</p>
<p>26. Evaluate the utility of complementary and integrative health care practices on health promotion and symptom management for older adults.</p>	<p>1: Fully Covered 2: Partially Covered 3: Not Covered</p>	<p>1: Fully Covered 2: Partially Covered 3: Not Covered</p>	<p>1: Fully Covered 2: Partially Covered 3: Not Covered</p>	<p>1: Fully Covered 2: Partially Covered 3: Not Covered</p>	<p>1: Fully Covered 2: Partially Covered 3: Not Covered</p>	<p>1: Fully Covered 2: Partially Covered 3: Not Covered</p>	<p>1: Fully Covered 2: Partially Covered 3: Not Covered</p>	<p>1: Fully Covered 2: Partially Covered 3: Not Covered</p>
<p>27. Facilitate older adults' active participation in all aspects of their own care.</p>	<p>1: Fully Covered 2: Partially Covered 3: Not Covered</p>	<p>1: Fully Covered 2: Partially Covered 3: Not Covered</p>	<p>1: Fully Covered 2: Partially Covered 3: Not Covered</p>	<p>1: Fully Covered 2: Partially Covered 3: Not Covered</p>	<p>1: Fully Covered 2: Partially Covered 3: Not Covered</p>	<p>1: Fully Covered 2: Partially Covered 3: Not Covered</p>	<p>1: Fully Covered 2: Partially Covered 3: Not Covered</p>	<p>1: Fully Covered 2: Partially Covered 3: Not Covered</p>
<p>28. Involve, educate, and when appropriate, supervise family, friends, and assistive personnel in implementing best practices for older adults.</p>	<p>1: Fully Covered 2: Partially Covered 3: Not Covered</p>	<p>1: Fully Covered 2: Partially Covered 3: Not Covered</p>	<p>1: Fully Covered 2: Partially Covered 3: Not Covered</p>	<p>1: Fully Covered 2: Partially Covered 3: Not Covered</p>	<p>1: Fully Covered 2: Partially Covered 3: Not Covered</p>	<p>1: Fully Covered 2: Partially Covered 3: Not Covered</p>	<p>1: Fully Covered 2: Partially Covered 3: Not Covered</p>	<p>1: Fully Covered 2: Partially Covered 3: Not Covered</p>
<p>29. Ensure quality of care commensurate with older adults' vulnerability and frequency and intensity of care needs.</p>	<p>1: Fully Covered 2: Partially Covered 3: Not Covered</p>	<p>1: Fully Covered 2: Partially Covered 3: Not Covered</p>	<p>1: Fully Covered 2: Partially Covered 3: Not Covered</p>	<p>1: Fully Covered 2: Partially Covered 3: Not Covered</p>	<p>1: Fully Covered 2: Partially Covered 3: Not Covered</p>	<p>1: Fully Covered 2: Partially Covered 3: Not Covered</p>	<p>1: Fully Covered 2: Partially Covered 3: Not Covered</p>	<p>1: Fully Covered 2: Partially Covered 3: Not Covered</p>
<p>30. Promote the desirability of quality end-of-life care for older adults, including pain and symptom management, as essential, desirable, and integral components of nursing practice.</p>	<p>1: Fully Covered 2: Partially Covered 3: Not Covered</p>	<p>1: Fully Covered 2: Partially Covered 3: Not Covered</p>	<p>1: Fully Covered 2: Partially Covered 3: Not Covered</p>	<p>1: Fully Covered 2: Partially Covered 3: Not Covered</p>	<p>1: Fully Covered 2: Partially Covered 3: Not Covered</p>	<p>1: Fully Covered 2: Partially Covered 3: Not Covered</p>	<p>1: Fully Covered 2: Partially Covered 3: Not Covered</p>	<p>1: Fully Covered 2: Partially Covered 3: Not Covered</p>

²GNEC Content Mapping Tool

This tool is designed to identify where specific geriatric complex care content is addressed in your institutions *senior level* * nursing courses. The nine content areas listed in the far left column are also the nine modules that will be covered in the GNEC training institute. The courses you/your team select to revise/enhance upon completion of GNEC training should be courses that currently address this content but not fully or the courses you feel should include this content but do not currently do so. Map only the courses you intend to revise/enhance as they currently stand, not as you intend them to be after revision. Gaps and empty spaces are expected. Use a separate table for each course. *Cut and paste additional tables as needed so that only one total document is submitted.*

School of Nursing: _____

Faculty Attending Institute: _____

Course Title & Number: _____

Year Taught: (Example: Senior) _____

Content Care of the Older Adult: Complex Care Needs	Learning Outcome	Learning Activities		How Evaluated (Activities, Quiz, etc.) Be Specific!
		Theory	Clinical	
<p>Example: *(Delete before submission)*</p> <p>Modification of Assessment and Atypical Presentation in Older Adults with Complex Illness</p>	<p>Assess an older adult for atypical presentation of disease.</p>	<p>1. Web-based resource visit: www.GeroNurseOnline.org and select Try This Series: Atypical Presentation</p> <p>2. Article: Jarrett, P. G., Rockwood, K., Carver, D., Stoles, P., & Cosway, S. (1995). Illness presentation in elderly patients. <i>Archives of Internal Medicine</i>, 155(10), 1060-4. Evidence Level III: Quasi-experimental Study.</p>	<p>Critical Care Setting Post clinical conference: review a patient case of an older adult displaying signs of a possible atypical presentation or altered illness presentation. Students to relate other experiences where they felt a patient was presenting atypically, “lesson learned”.</p>	<p>3 specific test questions on Atypical Presentation, sign and symptoms.</p>

Content Care of the Older Adult: Complex Care Needs	Learning Outcome	Learning Activities		How Evaluated (Activities, Quiz, etc.) Be Specific!
		Theory	Clinical	
1. Critical Thinking Related to Complex Care of Older Adults				
2 a. Modification of Assessment and Atypical Presentation in Older Adults with Complex Illness				
2 b. Urinary Incontinence				
3. Assessment and Management of Dementia and Delirium in Older Adults with Complex Care Needs				
4. Assessment and Management of Heart Disease Related to Complex Care of Older Adults				
5. Assessment and Management of Type 2 Diabetes in Older Adults with Complex Care Needs				

Content Care of the Older Adult: Complex Care Needs	Learning Outcome	Learning Activities		How Evaluated (Activities, Quiz, etc.) Be Specific!
		Theory	Clinical	
6. Assessment and Management of Cancer Related Care of Older Adults with Complex Care Needs				
7. Assessment and Management of Older Adults with Complex Illness in the Critical Care Unit				
8. Assessment and Management of Mental Health Related to Complex and Specialized Care of Older Adults				
9. Models of Care and Interdisciplinary Care Related to Complex Care of Older Adults				

¹The curriculum survey was adapted from a tool developed by Dr. Kathleen Blais, Florida International University School of Nursing and based on the American Association of Colleges of Nursing & John A. Hartford Foundation Institute for Geriatric Nursing. (2000). *Older Adults: Recommended Baccalaureate Competencies and Curricular Guidelines for Geriatric Nursing Care*. Washington, DC: American Association of Colleges of Nursing.

²The content map was adapted from a Geriatric Competency Mapping tool developed by the Southern Region Coalition, 2006, as a program of the Arkansas Hartford Center of Geriatric Nursing Excellence, University of Arkansas for Medical Sciences, College of Nursing.

** For the purpose of this project, courses that are typically required prior to taking nursing-specific content in BSN programs, such as Nursing Fundamentals, Health Assessment, and other foundational courses, are considered "lower division". All subsequent nursing-specific courses, such as Med Surg, Pschy, Critical Care, Community, etc., are considered "senior-level" or "upper division".*