Teaching Strategies to Infuse Geriatric Content

Webinar Faculty

Laurie Dodge Wilson, MSN, RN, GNP-BC, ANP-BC
Gerontology Program Director
American Association of Colleges of Nursing

Mathy Mezey, EdD, RN, FAAN
Professor Emerita, Associate Director
The Hartford Institute for Geriatric Nursing
New York University College of Nursing

Christine Bradway, PhD, GNP-BC
Assistant Professor of Gerontological Nursing
University of Pennsylvania School of Nursing

Melissa B. Aselage, PhD, RN-BC, FNP-BC
John A. Hartford BAGNC Scholar
Assistant Professor
Duke University School of Nursing

GNEC Webinar Series

This is the 3rd Webinar of a 3 part series
1. GNEC Project Overview
   October 4, 2011
2. Geriatric Resources for Faculty
   November 2, 2011
Archived webinars can be accessed at:
http://www.aacn.nche.edu/webinars/past-webinars
Process for the Webinar

- Faculty will present for about 40-50 minutes
- Faculty will take 20 minutes to respond to participant questions. Questions will be administered by Laurie Dodge Wilson.

Purpose or this GNEC Webinar

You, as a faculty member, will be able to:

- Identify strategies to integrate the GNEC Slide Library and other resources into didactic courses
- Identify strategies to integrate GNEC Case Studies into clinical laboratory experiences
- Identify strategies to strengthen skills of clinical faculty to integrate geriatric content
- Identify strategies to enhance student use of the GNEC Podcasts.

GNEC Project Overview

- AACN administered project funded by the John A. Hartford Foundation through a $2.6 million grant
- Conducted in collaboration with the Hartford Institute for Geriatric Nursing, NYU College of Nursing
- GNEC: Titled the Geriatric Nursing Education Consortium to highlight the collaborative nature of the initiative

GNEC Resources

GNEC Resources

- White Papers on 9 Topics
- Slide Library with Teaching Notes
- Case Studies
- Supplemental Resources
- Innovative Teaching Strategies

GNEC resources are on a password protected site. You can access ALL OF THE GNEC resources once you complete the on-line Evaluation for this Webinar

Disseminating GNEC Resources

- GNEC Resources were initially disseminated at six national face-to-face Institutes
  - 808 faculty attended representing >418 schools of nursing
  - >50 states and Puerto Rico, Mexico and Canada

Outline for this webinar

- Overview of GNEC content and additional gerontology resources.
- Strategies for infusing geriatric content into didactic and clinical experiences.
- Resources for establishing exemplar geriatric nursing home & hospital clinical rotations, and other setting specific considerations
- Methods for using GNEC resources to enhance the impact of Technology
- Innovative strategies for teaching urinary incontinence.
- GNEC Podcasts
GNEC Topics

Focus on care of older adults with complex illnesses:
- Atypical Presentations with incontinence as an example
- Cancer
- Critical Care
- Critical Thinking
- Cultural Competency
- Dementia/Delirium
- Diabetes (Type 2)
- Heart Disease
- Interdisciplinary Care
- Mental Health
- Sexuality
- Spirituality

Organizing Framework (template) for GNEC White Papers and Slide Library

- Key message:
- Assumptions/pre-requisites:
- Actual (evidence-based) Content:
  - Demographics
  - Impact of co-morbidities, function, and physical and psychosocial issues
  - Health promotion, risk reduction
  - Clinical practice guidelines
  - Impact of technology
  - Setting specific issues (priority setting)

Recommended BSN Competencies and Curricular Guidelines for the Nursing Care of Older Adults

- Revised in 2010
- A supplement to The Essentials of Baccalaureate Education for Professional Nursing Practice
- 19 Gerontological Nursing Competency Statements
- Suggested content, resource and teaching strategies
- Used this document to create some examples of teaching strategies

Journal of Gerontological Nursing

- A special issue: “Geriatric Nursing Education Consortium: Improving Care for Older Adults Starts in the Classroom”, published July 2010
- Highlights successes of the GNEC program are
- GNEC authors shared
  - innovative education strategies
  - educational tools
  - resources

GeroPsychiatric Nursing Collaborative

- American Academy of Nursing’s GeroPsychiatric Nursing Collaborative, funded by the John A. Hartford Foundation, has been engaged in efforts to improve the mental health of older Americans by preparing all nursing students in principles of geriatric mental health.
- Has provided mental health competency enhancements and teaching-learning materials Competencies:
  - http://www.pogoe.org/content/4251

Resources available from JAHF funded Centers for Geriatric Nursing Excellence:

- ADD ALL THE BAGNAC ORGANIZATIONS (I think we need to mention these)
- University of Arkansas HCGNE
  - www.hartfordcenter.uams.edu/leadership/default.asp
- University of California, San Francisco HCGNE
  - nurseweb.ucsf.edu/www/hcgne.htm
- University of Iowa HCGNE
  - www.nursing.uiowa.edu/hartford/HCGNE
- University of Oregon Health Science Center HCGNE
  - www.ohsu.edu/hartfordcgnce
- University of Pennsylvania HCGNE
  - www.nursing.upenn.edu/centers/hcgne
Messages to Get Across Related to Demographics

- Societies across the globe are aging
- Older adults are the age group most likely to experience chronic illnesses such as heart disease, diabetes and cancer
- Older adults with complex illness experience diseases differently than younger adults

Examples of Using GNEC Resources to Enhance Teaching Related to Demographics

- In class, use slides on demographics from the GNEC Slide Library
- Have students come to class prepared to discuss population based demographic data about aging and individual diseases
- In class, or as a student assignment, compare % of older adults in your state or county to national data
- In class or on blackboard, poll students as to the age and health status of an older relative and have them compare this information to national data
- As a clinical assignment in the hospital, have students obtain unit-level data on older patients (e.g., LOS, diagnosis, readmissions) and compare to national data or to younger patients on the unit

Examples of Using GNEC Resources to Enhance Teaching Related to Co-morbidities, Function, and Physical and Psychosocial Issues

- In class, use slides on the complexity of illness from the GNEC Slide Library
- In class, use the GNEC Case Studies to stimulate discussion about a particular disease
- Have students interview older adults and family members to assess the impact of illness (e.g. cancer, heart disease) on their quality of life
- Have students debate the positive and negative impact of a diagnostic or treatment strategy (e.g. colonoscopy; hip replacement) for an older adult
- Use simulation and role-playing to help students frame a conversation about a treatment option (e.g. surgery vs. watchful waiting for prostate CA)

Messages to Get Across Related to Health Promotion and Risk Reduction

- Health promotion activities (immunizations; promotion of function, vision and hearing; fall prevention; avoidance of polypharmacy) yield positive outcomes and prevent excess disability in older adults
- Students should be aware of both population based and individual strategies to promote health and reduce risk

Examples of Using GNEC Resources to Enhance Teaching Related to Clinical Practice

- In class, select slides on assessment and management from the GNEC Slide Library
- In class, use the Clinical Case Studies to promote discussion on the negative impact of geriatric syndromes on clinical care in each of the GNEC topics
- In class and clinical reference evidence-based assessment instruments and protocols
- In class and clinical, critique the strengths and weaknesses of information gained from an evidence-based assessment instrument
- In class or clinical, role-play a conversation with a family member of a patient with severe cognitive impairment about rationale for referral to hospice
- Incorporate materials developed by specialty associations to enhance care of older adults (www.ConsultGeriRN)
- Incorporate materials created by geri-psychar collaboratives
- Use Hi-AACN web-based clinical modules to help clinical faculty integrate geriatric concepts and content into clinical rotations in hospitals and nursing homes

Messages to Get Across Related to Clinical Practice

- Assessment, using evidence-based instruments, is the cornerstone of clinical practice with older adults
- Geriatric syndromes (e.g. delirium, falls, urinary incontinence) place older adults at increased risk for poor outcomes of care
- Many older adults value optimum function as their primary indicator of quality of life
Examples of Using GNEC Resources Related to Setting Specific Issues

- In class, select slides on use of setting specific issues from the GNEC Slide Library in each content area.
- In class, use the Clinical Case Studies to promote discussion on how setting enhances or serves as a barrier to care.
- Assign students to evaluate models of care (e.g., PACE, NICHE, transitional care; culture change).
- In class and clinical, use the web-based modules prepared by HI-AACN to select nursing homes as clinical settings that enhance students understanding of culture change and resident directed care.

Consult Geri RN: Hartford Institute Resource for Faculty, Students and Practicing Nurses

Geriatric Assessment-Resources

http://www.ConsultGeriRN.org Try This® and How to Try
The General Assessment Series, e.g.,
> Confusion Assessment Method (CAM)
> Beers Criteria for Potentially Inappropriate Medication Use in the Elderly
> Mental Status Assessment of Older Adults: the MiniCog
> The Geriatric Depression Scale (GDS)

http://www.ConsultGeriRN.org Try This® and How to Try
The Dementia Assessment Series, e.g.,
> Assessing and Managing Delirium in Persons with Dementia
> Recognition of Dementia in Hospitalized Older Adults

Nursing Homes and Hospitals as Clinical Training Sites

- Six web-based modules to help faculty select nursing homes as clinical sites for students,
  - Two of these modules focus on culture change.
- A web-based module to help clinical faculty better introduce geriatric content into hospital rotations for BSN students.
- Two web-based modules to help clinical faculty better introduce geriatric content into nursing home rotations for BSN and APRN students.

UI: Teaching References

Group Assignment for the Assessment and Management of Urinary Incontinence (UI)

Purpose: Engage students in an active learning project on UI.

Students will develop a 15-20 minute PowerPoint presentation. Focus on transient or one type of established UI. Use current literature and web-based resources.

Process: Instructor will select group size. Each group chooses a type of UI to present. Students will present an imagined or actual case of a client with their assigned type of UI. Students present to their fellow students regarding basic pathophysiology of the type of UI they are assigned.

Students will also present information regarding:

A. Assessment: History, physical assessment, bladder diary results. Identify the type of UI, and demonstrate supporting data.

B. Planning Care: Interdisciplinary collaboration needed to provide appropriate care.

C. Implementation: How will the plan be carried out?

D. Evaluation: Who will be responsible to evaluate the effectiveness of the plan of care?

UI Risk Factors, comorbidities, Consequences, & Prevention

Numerous risk factors associated with UI
- Ask students to identify from clinical rotations. Discuss the most common: fluid type/intake; drugs; functional status.

Numerous consequences and comorbidities
- Consider a case study here
- I talk about my research here

Continence experts recommend prevention. Little evidence exists regarding benefits or efficacy.
- Avoid cigarette smoking; Teach PFME; Healthy bowel/bladder habits; Proper lifting techniques; Adequate toilet facilities in public places; Caregiver expectations of continence

Nursing Assessment of UI

Post-menopausal women are especially prone to atrophic vaginitis
- Perineal inflammation
- Tenderness (and on occasion, trauma as a result of touch)
- Thin, pale genitalia tissues which are often friable and prone to bleeding

Digital rectal examination is essential in identifying contributing causes for UI such as constipation or fecal impaction

Setting Specific Issues: Medications to Treat OAB/Ure UI

Anticholinergic (antimuscarinic), antispasmodic medications are commonly prescribed for urge UI and OAB because they reduce detrusor overactivity and spasm, and in turn, decrease urinary urgency, frequency, and urge UI

If prescribed, the nurse should assess the patient for common side effects

Available Medications
- oxybutynin (Ditropan®), tolterodine (Detrol®), darifenacin (Enablex®), trospium chloride (Sanctura®), solifenacin succinate (Vesicare®)
- Long-acting formulations, transdermal patch preparations, and lower dose

Outcome Indicators: Sample Assignment

Background
- In the community setting, performance quality indicators for continence management include:
- Evidence of screening all older adults for UI at initial health encounters and then yearly
- Evidence of performing a focused health history, including characteristics of voiding, ability to toilet self, any previous treatment for UI, degree of bother, and mental status assessment

Sample Assignment
- Ask students to work individually or together to review literature, examine documentation, and describe adherence to suggested UI or UTI screening
- For example, does/what % of evaluations include urinalysis, PVR, etc.
- Write about findings, as well as plan for next steps
- Discuss how what you found meets does not meet recommended guidelines
1. Which type of urinary incontinence is characterized by a sudden onset and duration of less than six months?
   A. functional urinary incontinence  
   B. urge urinary incontinence  
   C. transient (acute) urinary incontinence  
   D. total urinary incontinence

2. Which of the following is an advantage of behavioral strategies compared with pharmacologic therapies for management of urge urinary incontinence?
   A. easy for those with severe dementia to initiate independently  
   B. fewer side effects  
   C. requires less time for patient teaching  
   D. more rapid onset of action

3. Pelvic floor muscle exercises (PFME) are:
   A. an effective therapy for post-menopausal women with stress UI  
   B. more effective than bladder retraining for overactive bladder  
   C. not effective unless biofeedback accompanies teaching sessions  
   D. only effective if instructions are provided by a continence nurse specialist

4. In men, the most common etiology for stress urinary incontinence is:
   A. Parkinson’s Disease  
   B. prostate surgery  
   C. polypharmacy  
   D. fecal impaction

5. Common foods or fluids that may cause bladder irritation include all of the following EXCEPT:
   A. coffee  
   B. nicotine  
   C. vinegar  
   D. margarine

6. Self-care strategies patients may describe for managing UI include:
   A. pelvic muscle exercises  
   B. prompted voiding  
   C. medication re-arrangement  
   D. habit training

7. With age:
   A. post void residual urine decreases  
   B. nighttime voiding decreases  
   C. bladder capacity decreases  
   D. recognition of the sensation to void increases

8. Transient (acute) urinary incontinence can be caused by all of the following EXCEPT:
   A. anuria  
   B. delirium  
   C. furosemide  
   D. a urinary tract infection (UTI)

9. Common side effects of anticholinergic medications include:
   A. increased secretions  
   B. constipation  
   C. stress urinary incontinence  
   D. diarrhea

Web-Based Teaching Resources for Urinary Incontinence in Older Adults

- [http://links.lww.com/A33](http://links.lww.com/A33)  
- [www.americangeriatrics.org](http://www.americangeriatrics.org)  
- [www.ConsultGeriRN.org](http://www.ConsultGeriRN.org)  
- [www.guideline.gov](http://www.guideline.gov)  
- [www.nafc.org](http://www.nafc.org)  
- [www.nia.nih.gov/HealthInformation/Publications/urinary.htm](http://www.nia.nih.gov/HealthInformation/Publications/urinary.htm)  
- [www.sunu.org](http://www.sunu.org)  
- [www.wocn.org](http://www.wocn.org)
**GNEC Podcast Project Overview**

**GNEC Charge**
- Infuse the modules into current curriculum of home institution
- Opportunity
  - UNCW Marketing and Communications
    > Develop the message: "Older adults are the core business of health care"
  - Involvement of baccalaureate nursing students

**GNEC Podcasts**
- Portland 2007 thoughts
  - "bottle up these dynamic speakers and bring them home with me!"
- St. Louis 2008 – podcast idea funded by AACN/NYU Hartford Institute for Geriatric Nursing
  - Involvement of students and feedback
- Podcasts can be accessed on: http://consultgerin.org/resources/media/
  Or search GNEC Geriatric in iTunes Store

**Remaining module podcasts**
- Lecture series with GNEC experts
  - Cancer
  - Diabetes
  - Heart Disease
  - Dementia
  - Critical Care Unit
  - Interdisciplinary Teams

**Reach of the project**
- Year I – Apr 2009 - Sept 2009 (3 podcasts)
  - 506 hits; 35 US states; 6 countries
- Year II – Sept 2009 – Sept 2010 (9 podcasts)
  - 2,781 hits; 44 US states; 15 countries
- Year III – Oct 2010-Oct 2011 (9 podcasts)
  - 6,055 hits; 45 US states; 34 countries

**Thank you to each of the content area white paper authors; and the GNEC faculty who presented the topic at the Philadelphia GNEC for the podcasts**

****Most viewed Atypical Presentation in Older Adults with Complex Illness**

As you think about using geriatric resources, we present the following key points to consider:

- You are not alone; there are many resources available to you to integrate geriatrics.
- You do not need to totally overhauls your curriculum or courses; think creatively and use multiple strategies to integrate geriatrics into your existing curricula.
- Take a broad approach: look for ways to include geriatric content into all of your courses and into all of your nursing arts lab and clinical experiences.

Accessing GNEC Resources

- Complete the program evaluation prior to accessing the GNEC resources.
- GNEC resources can be found at: [http://www.gnecresources.com](http://www.gnecresources.com)

Permission to Use Resources

- All of the content in the GNEC resources is open access and can be copied and used in the classroom for educational purposes only; they may not be used for any commercial or other purpose.
- Permission is hereby granted to reproduce, post, download, and/or distribute, this material for not-for-profit educational purposes only, provided that GNEC: The American Association of Colleges of Nursing and The Hartford Institute for Geriatric Nursing, College of Nursing, New York University are cited as the source. This material may be downloaded and/or distributed in electronic format, including PDA format.

Archived Webinars

This and the other GNEC Webinars are archived and can be accessed at: [http://www.aacn.nche.edu/webinars/past-webinars](http://www.aacn.nche.edu/webinars/past-webinars)

We will now take your QUESTIONS.
<table>
<thead>
<tr>
<th>GNEC Contact Information</th>
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</thead>
<tbody>
<tr>
<td>Laurie Dodge Wilson, MSN, RN, GNP-BC, ANP-BC</td>
</tr>
<tr>
<td>Gerontology Program Director</td>
</tr>
<tr>
<td>American Association of Colleges of Nursing</td>
</tr>
<tr>
<td>One Dupont Circle, Suite 530</td>
</tr>
<tr>
<td>Washington, DC 20036</td>
</tr>
<tr>
<td>202 463-6930 phone Ext 259</td>
</tr>
<tr>
<td>202 785-8320 fax</td>
</tr>
<tr>
<td><a href="mailto:lwilson@aacn.nche.edu">lwilson@aacn.nche.edu</a></td>
</tr>
</tbody>
</table>