



# HIGN Online Learning Catalog 2025

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# Series, Courses & Case Studies

## *Across the Healthcare Continuum*

### APRN Case Studies

#### ***About this Series***

This series aims to facilitate the transition to Adult-Gerontology APRN education as described in The Consensus Model for APRN Regulation: Licensure, Accreditation, Certification and Education. One of the major goals of this project is to provide Primary and Acute Care Adult NP faculty, Adult CNS faculty, and other faculty who prepare NPs or CNSs to care for older adults, (e.g. FNP, WHNPs, Women's Health CNSs), with multiple resources and strategies to assist them in making this transition.

The series was created from a four year project between The American Association of Colleges of Nursing (AACN) and the Hartford Institute for Geriatric Nursing (HIGN) at NYU Rory Meyers College of Nursing with funding provided by The John A. Hartford Foundation.

#### **APRN Case Study 1: Unexplained Weight Loss**

In completion of this case study, learners will be able to use a systematic approach to assess the health status of older adults, formulate differential diagnosis for selected health problems of the older adults and design a management plan for selected health problems that considers the complex physical and psychosocial needs of the older adult.

#### **APRN Case Study 2: Herpes Zoster**

This case study discusses the differential diagnosis that must be considered in patients presenting symptoms suggestive of Herpes Zoster, and first line management strategies for Herpes Zoster. After the completion of this case study, learners will be able to recognize pathophysiology, clinical presentation and physical findings of an older adult with herpes Zoster.

#### **APRN Case Study 3: Anemia and Chronic Kidney Disease**

This case study identifies risk factors for anemia in Chronic Kidney Disease, and allows learners to complete a comprehensive anemia work up and initiate and monitor a treatment plan for anemia of Chronic Kidney Disease.

#### **APRN Case Study 4: Evaluation and Management of Memory Impairment for the NP**

In completion of this case study, learners will be able to use a systematic approach to assess memory impairment in older adults, formulate differential diagnosis for cognitive disorders of older adults, and design a management plan for cognitively impaired geriatric patients that considers the neuropathology, dementia complexity with comorbidities, and psychosocial planning needs.

#### **APRN Case Study 5: Evaluating Acute Confusion: A CNS Perspective**

In completion of this case study, learners will be able to use a systematic approach to assess the multifactorial etiologies that can contribute to acute mental status changes (i.e., delirium) in older adults, and understand how the under-recognition of delirium superimposed on dementia leads to potential deleterious outcomes for hospitalized adults. This case study covers the evidence-based strategies for assessing, preventing, and managing delirium in persons with dementia in the hospital setting. It also describes the system challenges that impact the quality of care for hospitalized older adults and its potential solutions.

#### **APRN Case Study 6: Medications and Adverse Outcomes in Older Adults**

In completion of this case study, learners will be able to use a systematic approach to identify medication-related problems, high-risk medications, drug-disease, drug-drug interactions, and risk of adverse outcomes prior to their prescription in older adults.

#### **APRN Case Study 7: Pain Management**

This case study covers the most appropriate assessment tool, diagnosis and treatment plans for geriatric pain conditions.

#### **APRN Case Study 8: COPD and Weight Loss**

In completion of this case study, learners will be able to recognize the inability to maintain weight as a multi-faceted problem in older adults, assess and diagnose age-specific changes in nutrition and hydration status in an older adult, and devise an individualized management plan for an older person with weight loss issues. This case study will also show learners how to make the appropriate referrals and follow-ups to inter-professional providers in both the health and social service fields.

#### **APRN Case Study 9: Dizziness and Falls**

This case study will list the major causes of falls among the elderly. In completion of this case study, learners will be able to take a focused history from an elderly person or witness when a fall has taken place, perform a focused physical examination to help determine the cause of the fall, evaluate the complaint of “dizziness”, and perform basic strategies to prevent falls among the elderly.

### **APRN Case Study 10: Management of Urinary Incontinence**

In completion of this case study, learners will know how to obtain a complete focused history for a patient presenting with UI, describe the appropriate components of an evaluation for a UI, differentiate between common types of UI, describe the appropriate behavioral and pharmacological treatment or management strategies for UI, and recognize the appropriate referral criteria.

### **APRN Case Study 11: Transitional Care for the NP**

In completion of this case study, learners will be able to identify patients at high risk for poor outcomes at the time of a transition, define challenges and complex issues of transitional care, and assume accountability for controllable and anticipated issues surrounding transitions.

### **APRN Case Study 12: Transitional Care for the Adult-Gerontology CNS**

This case study will discuss the core components of the Transitional Care Model (TCM) and demonstrate the translation of them into clinical practice. It will also identify gaps in current clinical knowledge related to management of high risk chronically ill adults. In completion of this case study, learners will be able to integrate knowledge of the TCM Model into state of the science management of common chronic health problems to develop plans of care that manages the transition of these high risk elderly from hospital to home, including temporary stay in rehabilitation or skilled nursing facility.

## **Foundations of Nursing Care for Older Adults**

### ***About this Series***

The Foundations of Nursing Care for Older Adults series consists of 13 individual and interactive online courses featuring the latest content developed by faculty at NYU Rory Meyers College of Nursing, engaging graphics, and knowledge checks for learners as they proceed through the learning content.

***Continuing Education:*** 0.5 - 1.5 nursing continuing professional development contact hour(s)/course

This series can be taken by RNs who are working in a variety of settings including hospital care, home health care, assisted-living, PACE programs, and nursing homes.

Content topics include:

1. Foundations of Practice for Gerontological Nursing
2. Integrating the 4Ms into the Care of Older Adults
3. Health Promotion and Assessment and Age-Related Changes

4. Geriatric Syndromes
5. Psychological Issues: The Three D's: Depression, Dementia and Delirium
6. Palliative Care
7. Pain
8. Common Cardiovascular Health Conditions
9. Common Health Conditions-Part 1
10. Common Health Conditions-Part 2
11. Legal and Ethical Issues
12. Healthcare Policy
13. Special Populations of Older Adults

The courses in the series can be completed individually or altogether.

## **Leadership Series**

### ***About this Series***

This series serves both individuals and organizations.

Individuals will hone their leadership skills by understanding how to: differentiate between being a manager and being a leader, link their personal values to their leadership role, lead through uncertain times, and build resilience for themselves and their staff.

On an organizational level, the series will help enhance recruitment and retention which ultimately provides a higher quality of care. It is of utmost importance to hire and keep qualified staff that are empowered to be accountable and responsible, engaged in their work, and made to feel like important members of the community.

***Continuing Education:*** 1.0 nursing continuing professional development contact hour per course

### **Strategies for Effective Leadership in Nursing**

This course describes the difference between leadership and management. It also helps learners articulate a set of personal values specific to what matters most to the learner and helps to identify how these values contribute to the learner's leadership. Additionally, learners will be able to identify the essential steps in managing change and ways to enhance their leadership comportment, moral courage, and build resilience.

### **Strategies for Effective Communication in Nursing**

This course discusses the difference between managing and leading. It also helps learners explore different leadership styles and outlines how a healthy work environment affects

productivity, performance, motivation, and teamwork. Additionally, learners will review and emphasize the importance of communication within the team.

### **Creating a Culture of Respect and High Performance**

Incivility in the workplace spans a broad spectrum from low intensity deviant behavior to outright bullying and harassment. In this session, we explore reasons why this problem may occur, what ill effects are created when the workplace is not safe and healthy, and the effects of deviant behavior on patient care, staff morale and organizational resources. We discuss why a zero tolerance policy is the desired strategy for managing incivil behavior, how leaders can learn to address incivility and what supports are helpful to them in doing so.

### **Managing in Times of Crisis**

Using the coronavirus pandemic as a framework, the critical role of the leader in managing chaos, complexity and uncertainty is explored. Important behaviors such as staying calm and focused, delivering honest, fact-based communication, being visible and available to staff, and setting short term goals are discussed. We address the necessity of capturing what frontline workers have learned from caring for patients with a novel virus so that organizational learning can be enhanced and best practices can be created and shared. The importance of finding meaning in the grief and loss created by the pandemic is addressed.

### **Managing Up, Down, and Across**

This course addresses the importance of appreciating and adapting to people with different perspectives, priorities, and personalities regardless of whether you are the boss, a middle manager, or a member of the direct workforce. The participant will learn strategies to navigate and influence people who approach work differently. The importance of looking beyond your own needs and perspectives to consider the needs and perspectives of others is discussed.

### **Shared Decision Making**

This course differentiates between collaboration and shared decision making. It highlights the importance of communication amongst staff and the importance of the resident or patient in self-determination, or "what matters," as well as the importance of staff members being empowered to make decisions within their scope of practice.



## *Primary Care*

### **Care Coordination of Complex Older Adults**

This course discusses care coordination for the older adult with complex healthcare needs. In completion of this course, learners will be able to differentiate between care coordination and disease management, describe characteristics of care coordination, recognize the role of care coordination in establishing working partnerships, describe risk stratified care coordination, and distinguish between the levels of care coordination.

**Continuing Education:** .75 nursing continuing professional development contact hours

### **Care of Older Adults in Rural America Series (COA-RA)**

#### ***About this Series***

The Care of Older Adults in Rural Areas (COA-RA) Series was created through a partnership between HIGN and the University of Memphis. The courses in this series were created through funding provided by the US Health Resources and Services Administration. These courses are designed to help the learner recognize factors that impact the well-being of older adults through the lens of rural life by examining poor health outcomes and providing strategies to improve their health.

**Continuing Education:** 1.0 - 1.5 nursing continuing professional development contact hour(s)/course

#### **Introduction to Rural Older Adults and Factors Impacting Health**

This course introduces learners to the unique needs of the rural older adult population and specific health disparities that inhibit access to care. By completing this course, learners will be able to describe the growing older adult population and its demographic changes, define the difference between health equity and health disparity and apply these concepts to the rural older adult population, identify risk factors that contribute to health disparities for rural older adults, and describe strategies for addressing health disparities in rural communities.

#### **Age-Related Changes and Rural Older Adults**

This course introduces learners to challenges related to age-related changes faced by rural older adults and their health care professionals. By completing this course, learners will be able to describe how normal physiological and pathological changes impact older adults, discuss primary and secondary disease prevention strategies for the rural older adult, describe interventions to promote safe medication practices with the rural older adult, and identify laboratory values of normal age-related changes.

### **Dementia, Delirium, and Depression in Rural Older Adults**

This course introduces learners to brain health in the aging brain, how these “three D’s” impact the brain and aging, and screening tools to help identify these conditions. By completing this course, learners will be able to discuss brain health and normal physiological and cognitive changes that occur with aging, identify characteristics of mild cognitive impairment, delirium, Alzheimer's disease and other dementias, describe risk factors, prevention, assessment, treatments, and interventions for rural older adult with delirium, dementia, and depression, and lastly, identify screening tools that can be used to identify the three D’s in rural older adults.

### **Best Practices in Communication with Rural Older Adults**

This course introduces learners to barriers in communication for rural older adults and how health care professionals can overcome these barriers. By completing this course, learners will be able to recognize the impact of communication practices that positively contribute to the psychosocial aspect of care for the rural older adult population, describe essential components and appropriate nursing interventions in communication with the rural aging population, identify physiological changes and pathological conditions that affect communication in the older rural adult population including strategies to overcome barriers to communication, and differentiate the concepts and significance of touch, intimacy, and sexuality and describe strategies to better communicate with rural older adults about these topics.

### **Chronic Disease Management of Rural Older Adults**

This course specifically focuses on how rural older adults are impacted by these chronic conditions. By completing this course, learners will be able to define acute vs chronic disease, discuss the phases of the chronic illness trajectory, discuss common chronic disorders of late life including screening, prevention, and interventions to promote stability of those chronic conditions, identify strategies such as assessment tools, continuity of care, and care coordination to enhance rural eldercare using appropriate clinical reasoning and judgment, and discuss the use of standardized tools for the assessment of gait, mobility, and fall risk in rural older adults.

### **Policy, Residential, and Financial Implications for Older Adults in Rural America**

The Policy, Residential, and Financial Implications for Older Adults in Rural America course covers health policy, residential care options, long-term care considerations, and strategies for promoting safety when aging in place. By completing this course, learners will be able to identify how health policy can impact the health and wellness of the rural older adult, describe key factors that impact access to care for rural older adults, explain different residential care options for older adults, identify important factors for choosing long-term care options and identify interventions that promote the physical and environmental safety of older adults who wish to age in place.

## **Geriatric and Gerontological Care in Primary Care**

This course is an overview of the unique aspects of assessing older adults in the primary care setting. After completing this course, practitioners will be able to promote comprehensive care for older adults in primary care, differentiate caring for older adults from younger adults, and assess geriatric conditions prevalent in primary care.

***Continuing Education:*** 1 nursing continuing professional development contact hour

## **IPEP Case Study Series**

### ***About the Series***

The Interprofessional Education and Practice (IPEP) online case studies will prepare healthcare practitioners to effectively and efficiently collaborate in providing quality primary care to adults with chronic conditions. The IPEP Case Studies are a companion to the IPEP eBooks, which can be found in the Resources section.

The interprofessional primary care provider level virtual patient case development was supported by funds from the Division of Nursing (DN), Bureau of Health Workforce (BHW), Health Resources and Services Administration (HRSA), Department of Health and Human Services (HHS) under grant number D09HP25934 and title Advanced Nursing Education. The information or content and conclusions are those of the author and should not be construed as the official position or policy of, nor should any endorsements be inferred by the DN, BHW, HRSA, HHS, or the U.S. Government. This work was also partly funded by a Human Resources Services Administration Bureau of Health Workforce Academic Administrative Units in Primary Care grant (HRSA#D54HP05446 PI Zabar).

### **IPEP Case Study: Alcohol**

This case study follows Sue Smith, a 70-year-old female, who is returning to the clinic for a follow-up appointment after visiting the clinic two weeks ago for intermittent abdominal and chest pain.

### **IPEP Case Study: COPD**

This case study follows Mrs. Mai Vang, a 72-year-old Hmong woman, who is at the primary care practice to establish care.

### **IPEP Case Study: Depression**

This case study follows Mary, a 78-year-old female, that has been seen for 5 years in a primary care practice. She is at her primary care practice for a follow up visit and is seen every 3 months to monitor her diabetes.

### **IPEP Case Study: Dizziness**

This case study follows Tess Wilson, an 84 year old female who is visiting the primary care practice for a routine visit. For the last four months, her chief complaint has been dizziness.

### **IPEP Case Study: Heart Failure**

This case study follows Mrs. Jacobs, an 89-year-old woman who is new to the clinic. A social worker has referred her and forwarded on her report from a home evaluation.

### **IPEP Case Study: Oral Health and Dementia**

This case study explores the case of Mr. J. T., a 67 year old male with a diagnosis of mild cognitive impairment and diabetes mellitus (well-controlled with diet) and metformin for 5 years.

### **IPEP Case Study: Transitional Care**

This case study follows George Rodriguez, an 82 year old man, currently in the hospital approaching discharge. He was admitted from the primary care provider's office 2 days ago for cellulitis of his left leg. The cellulitis has improved and he is now ready for discharge back home.

## **Primary Care of Older Adults, Primary Care Providers (PCOA-PCP)**

### ***About this Series:***

This series was developed to increase the age-sensitive healthcare knowledge and skills of primary care physicians, nurse practitioners and physician assistants.. These modules promote team-based, coordinated, patient-centered, evidence-based care that is responsive to the particular needs of older adults.

The modules in this series were created through funding provided by the Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services (HHS) Bureau of Health Workforce (BHW), Geriatrics Workforce Enhancement Program. This information or content and conclusions are those of the author and should not be construed as the official position or policy of, nor should any endorsements be inferred by, HRSA, HHS or the U.S. Government.

***Continuing Education:*** 1 - 1.5 nursing continuing professional development contact hour(s)/course

### **PCOA-PCP: Annual Wellness Visit**

Practitioners will be able to identify the purpose and components of the Welcome to Medicare Preventive Visit, the Medicare Annual Wellness Visit, and an annual health care physical.

### **PCOA-PCP: Screening and Disease Management for Older Adults**

This course describes the prevalence of common chronic illnesses among older adults and common screening recommendations for these illnesses.

### **PCOA-PCP: Cancer Screening in Older Adults**

Practitioners will be able to understand lung, breast, cervical, colorectal, and prostate cancer screening recommendations for older adults.

### **PCOA-PCP: Presentation of Illness in Older Adults**

Practitioners will be able to describe physiological changes associated with aging and identify common ways illness presents in older adults.

### **PCOA-PCP: Dementia in Primary Care**

Practitioners will be able to discuss the importance of screening for cognitive impairments at wellness visits with appropriate screening tools as well as the guidelines on referrals outside of primary care.

### **PCOA-PCP: Advance Directives**

Practitioners will be able to define and describe the purpose of advance directives and the role of primary care practitioners in the discussion and implementation of advance directives.

### **PCOA-PCP: Palliative and Hospice Care**

Practitioners will be able to define and differentiate between palliative care and hospice care.

### **PCOA-PCP: Management of Chronic Conditions**

Practitioners will be able to discuss the impact of multiple chronic conditions on older adult health.

### **PCOA-PCP: Chronic Pain in Older Adults**

Practitioners will be able to describe how persistent pain presents and understand how to assess pain in older adults, including those living with dementia and/or multiple chronic conditions with standardized pain scales.

### **PCOA-PCP: Medication Management in Older Adults**

Practitioners will be able to describe how age-related physiological changes influence drug pharmacodynamics and the epidemiology of medication use in older adults.

### **PCOA-PCP: Reducing Linda's Medications: Case Study**

This case study is complementary to the PCOA PCP: Medication Management course. After completing this course, learners will be able to apply the Good Palliative-Geriatric Practice Algorithm to the managing medications of an older adult and conduct a medication reconciliation for a patient to improve their quality of life.

### **PCOA-PCP: Practical Guide to Healthcare Financing**

This course reviews the benefit requirements, payment schedules and coverage limits of Medicare and defines Medicaid.

### **PCOA-PCP: Pain, Opioids, and Older Adults**

Practitioners will be able to define and distinguish opioid use disorder (OUD) from physical dependence and recognize the importance of assessment and reassessment to identify strategies to manage risks for opioid misuse in older adults.

## **Primary Care of Older Adults for Registered Nurses (PCOA-RN)**

### ***About this Series***

This series was developed to increase the age-sensitive healthcare knowledge and skills of primary care nurses. These courses promote team-based, coordinated, patient-centered, evidence-based care that is responsive to the particular needs of older adults.

The courses in this series were created through funding provided by the Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services (HHS) Bureau of Health Workforce (BHW), Geriatrics Workforce Enhancement Program. This information or content and conclusions are those of the author and should not be construed as the official position or policy of, nor should any endorsements be inferred by, HRSA, HHS or the U.S. Government.

***Continuing Education:*** 0.5 - 1.5 nursing continuing professional development contact hour(s)/course

### **PCOA-RN: Annual Wellness Visit**

After completing this course, healthcare professionals will be able to identify the purpose and components of the Welcome to Medicare Preventive Visit, the Medicare Annual Wellness Visit,

and an annual healthcare physical. The course also describes health promotion and disease prevention strategies, and includes recommended immunizations for older adults.

### **PCOA-RN: Collaborative Care Approach to Memory Disorders in Primary Care**

This course defines the roles and contributions of team members in a collaborative care model for patients with Alzheimer's disease and other dementias. It also describes common challenges and offers solutions to implementing collaborative care models. After completing this course, practitioners will be familiar with evidence-based research that supports the efficacy of collaborative care.

### **PCOA-RN: Advance Directives**

The course defines and describes the purpose of advance directives. It also outlines the primary care practitioner's responsibility related to advance directives. After completing this course, practitioners will be able to differentiate living wills and healthcare proxy documents, convey appropriate and timely information on advance directives to patients and their families, and identify patient characteristics consistent with a lack of decision-making capacity.

### **PCOA-RN: Palliative and Hospice Care**

This course defines and differentiates between palliative care and hospice care. It also describes the appropriate use of opioid medications for pain control in older adults. After completing this course, practitioners will be able to assess pain in patients with dementia, manage agitation in older adults at the end of life, and describe the rationale and steps for admitting older adults with dementia into hospice.

### **PCOA-RN: Practical Guide to Healthcare Financing**

The course reviews Medicare and Medicaid, including benefit requirements and payment schedules. It will describe the impact these benefits and personal finances has on healthcare options for older adults. After taking this course, practitioners will increase their familiarity with other healthcare and community benefits and services that are available to older adults.

### **PCOA-RN: Distinguishing Dementia, Delirium and Depression**

This course reviews and compares the Diagnostic and Statistical Manual of Mental Disorders' (DSM-IV and DSM-V) criteria for dementia, delirium and depression. After taking this course, practitioners will be able to recognize, identify, assess, and screen for dementia, delirium, and depression. Learners will also be able to understand the hallmarks of each of these conditions in older adults and detect red flags.

### **PCOA-RN: Person and Family Centered Care**

This course explains how person and family-centered care (PFCC) differs from other models of care. After completing this course, practitioners will be able to recognize why PFCC is especially important in providing care for older adults (including those with cognitive impairments), and

will understand how to engage individuals, family members, and caretakers in this model of care.

### **PCOA-RN: Health Equity and Older Adults**

Primary care nurses play a crucial role in promoting health equity for older adults. By recognizing and mitigating inequities, nurses can help ensure that all older adults receive the quality care they need to thrive. This course covers key concepts related to health equity including population health, social determinants of health and health literacy.

### **PCOA-RN: Mistreatment Detection in Older Adults**

This course defines different types of elder mistreatment and identifies strategies for detection. After completing this module, practitioners will understand the important role RNs and other interprofessional team members have in recognizing and reporting elder mistreatment, and the significance of interdisciplinary interventions to address this issue in healthcare settings.

### **PCOA-RN: Substance Misuse in Older Adults**

This course describes the characteristics of substance use disorders and substance misuse patterns in older adults. This includes illicit drug use, prescription drug misuse, alcohol-related disorders, and tobacco use. The opioid misuse problem in adults age 55+ is discussed. The course outlines assessing older adults for substance misuse and compares these usage patterns in older adults with those of other populations. After viewing this course, practitioners will be able to describe and implement a brief motivational intervention as a component of care and assess and utilize other treatment modalities.

### **PCOA-RN: Falls and Fall Prevention**

This course defines the causes and risk factors for falls in older adults, describes the need for comprehensive assessment for falls in this population, and identifies validated screening tools to utilize when evaluating for fall risk. After viewing this course, practitioners will understand their role in preventing falls and in intervening when a patient has a fall, and will understand strategies to prevent falls and serious injury in ambulatory and home care settings.

### **PCOA-RN: Medication Management**

This course describes pharmacokinetic principles related to age changes in absorption, metabolism, and excretion, outlines risk factors for adverse drug interactions in older adults, and explains key factors that impact medication adherence. After viewing this course, practitioners will be able to use strategies that promote medication management and reconciliation, list common medication interactions and explain the importance of the 2019 AGS Beers Criteria for identifying inappropriate use of certain medications in older adults.

### **PCOA-RN: Persistent Pain in Older Adults**

This course describes how persistent pain presents and how to assess pain in older adults, including those living with dementia and/or multiple chronic conditions. After completing this



course, practitioners will be able to describe and evaluate the effectiveness of traditional and non-traditional pain treatment options, understand how to manage pain at the end of life, and discuss how prognosis influences treatment decisions.

### **PCOA-RN: Skin Disorders in Older Adults**

This course identifies the signs, symptoms, and treatment of skin conditions common to older adults, and differentiates skin cancers common to older adults. The course also describes the stages of pressure injuries and outlines key pressure injury prevention strategies.

### **PCOA-RN: Sensory Changes in Older Adults**

This course outlines age-related sensory changes commonly seen in older adults and how to manage and compensate for the safety risks these changes cause. After viewing this course, learners will understand the interprofessional team's responsibilities in managing older adults with sensory changes, including interventions that can enhance communication for those suffering from sensory loss.

### **PCOA-RN: Atypical Presentation of Illness in Older Adults**

The course outlines normal age-related physical and mental health changes in older adults, as well as pathological changes not related to normal aging. After viewing this course, learners will understand the etiology of atypical presentation in older adults and specific parameters of the Comprehensive Geriatric Assessment. Learners will also be able to evaluate older adults for delirium, depression, pneumonia, acute silent abdomen, and acute silent myocardial infarction.

### **PCOA-RN: Pain, Opioids and Older Adults**

This course defines and distinguishes opioid use disorder (OUD) from physical dependence. The course highlights the importance of assessment and reassessment to identify strategies to manage risks for opioid misuse. Warning signs for opioid misuse, treatment options, harm reduction strategies and screening tools to tailor care to older adults are also discussed.

## *Long-Term Care*

### **Care of Older Adults in the Long-Term Care Setting (COA-LTC) Series**

#### ***About this Series***

Care of Older Adults in the Long-Term Care Setting (COA-LTC) is a series created by the Hartford Institute of Geriatric Nursing (HIGN) at NYU Rory Meyers College of Nursing, in partnership with ArchCare, the Continuing Care Community of the Archdiocese of New York. The program was created to assure that all healthcare team members have the knowledge to care for older adults in long-term care settings. The program promotes team-based, coordinated, person-centered, evidence-based care for older adults.

***Continuing Education:*** 1.0 - 1.5 nursing continuing professional development contact hour(s)/course. Case studies do not provide contact hours.

#### **Courses (All Professionals)**

##### **COA-LTC: Person and Family Centered Care:**

This course guides providers on how to provide care that is respectful of and responsive to individuals, as well as how to put patients/residents and their families at the center of decision-making.

##### **COA-LTC: Serving a Diverse Population in Long-Term Care:**

This course outlines best practices to use when caring for LGBTQ older adults. This is done by explaining terminology, describing conceptual frameworks, and outlining health disparities faced by this community. Additionally, best-practices in caring for LGBTQ older adults are outlined.

#### **Courses (Discharge Planner)**

##### **COA-LTC: Transitional Care for Older Adults:**

This course defines transitional care, identify gaps in transitional care and risk factors for readmission, and outline the roles of the Interprofessional Team in transitional care. Learners will be able to describe the 4Ms of an age-friendly health system, identify the eight care services associated with improved patient outcomes, and apply techniques that improve patient education.

## **Courses (HHA/CNA)**

### **COA-LTC: Care Coordination for Older Adults:**

This course guides HHAs, PCAs and CNAs on how to describe the importance of knowing and reporting a patient's baseline condition, recognize the signs and symptoms including subtle changes that indicate a change in patient condition, demonstrate the application of the early warning tool "Stop and Watch" to identify patient status changes, describe when to report and when to ask for help when observing an acute change in condition, and define who should be notified when observing an acute change in condition.

### **COA-LTC: Falls and Fall Prevention:**

This course discusses the significance of falls among long-term care residents, describes risk factors that make a person more likely to experience falls, and describes the interventions that HHA/CNA can do to reduce the risk of falls. Additionally, this course helps the learner understand the interventions that the HHA/CNA should do in the event of a fall and describes the role of the HHA/CNA as a member of the care team in fall prevention.

### **COA-LTC: Health Literacy:**

Understanding the importance of patient health literacy is an important piece of health promotion. This course guides HHAs, PCAs and CNAs on how to integrate components of health literacy and health promotion in their care of older adults.

### **COA-LTC: Preventing, Recognizing and Treating Sepsis in Long-Term Care:**

This course focuses on the differences between bacteremia, sepsis and septic shock, the signs and symptoms of sepsis in the older adult, and the presentation of sepsis in older adults. Learners will discuss ways to prevent sepsis both in long-term care (LTC) and home care, define post-sepsis syndrome, and identify and report signs, symptoms and presentation of sepsis to the charge nurse in LTC and/or the home health nurse.

### **COA-LTC: Transitional Care for Older Adults:**

This course helps direct caregivers understand the importance of their role on the team caring for patients/residents, use communication tools that will help report a change of status, and recognize and communicate when an action may affect the safety of a patient/resident.

### **COA-LTC: Urinary Tract Infections:**

This course discusses the risk factors for UTIs in older adults in long-term care (LTC) and in home care, such as indwelling urinary catheters. It also defines a UTI, how to prevent UTI's in

older adults in long-term care and home care, and signs and symptoms of UTI's in people with and without dementia.

### **Courses (PCP)**

#### **COA-LTC: Medication Management for Older Adults:**

This course focuses on physiologic changes in aging which influence drug pharmacodynamics and the epidemiology of medication use in the elderly. Additionally, learners will be able to identify risk factors for adverse drug events and explain the framework for appropriate prescribing in older adults.

#### **COA-LTC: Preventing, Recognizing and Treating Sepsis in Long-Term Care:**

This course outlines how primary care providers (PCPs) can recognize, diagnose and treat sepsis in older adults. Key definitions, symptoms, and indications for diagnosis and treatment are reviewed. Risk factors for this vulnerable population and prevention methods are highlighted.

#### **COA-LTC: Transitional Care for Older Adults:**

This course defines transitional care, the three key elements of a successful transfer discharge, and the relationship between effective communication and successful transition care. Learners will be able to appraise the outcomes of the interprofessional team in transitional care.

#### **COA-LTC: Urinary Tract Infections:**

This course outlines how primary care providers (PCPs) can recognize, diagnose and treat urinary tract infections (UTIs) in older adults. Key definitions, symptoms, and indications for diagnosis and treatment are reviewed. Risk factors for this vulnerable population are highlighted.

### **Courses (RN/IP)**

#### **COA-LTC: Advance Directives:**

This course defines and describes the purpose of advance directives. It also outlines the primary care practitioner's responsibility related to advance directives. After completing this module, practitioners will be able to differentiate living wills and health care proxy documents, convey appropriate and timely information on advance directives to patients and their families, and identify patient characteristics consistent with a lack of decision-making capacity.

#### **COA-LTC: Distinguishing between Dementia, Delirium and Depression:**

This course reviews and compares the Diagnostic and Statistical Manual of Mental Disorders' (DSM-IV and DSM-V) criteria for dementia, delirium and depression. After taking this module,

practitioners will be able to recognize, identify, assess, and screen for dementia, delirium, and depression. Learners will also be able to understand the hallmarks of each of these conditions in older adults and detect red flags.

#### **COA-LTC: Falls and Fall Prevention:**

This course defines the causes and risk factors for falls in older adults, describes the need for comprehensive assessment for falls in this population, and identifies validated screening tools to utilize when evaluating for fall risk. After viewing this module, practitioners will understand their role in preventing falls and in intervening when a patient has a fall, and will understand strategies to prevent falls and serious injury in ambulatory and home care settings.

#### **COA-LTC: Health Literacy, Health Promotion, and Population Health:**

Understanding the importance of patient health literacy is an important aspect of promoting healthy practices. This module will guide licensed providers, such as physicians, nurses, social workers, and therapists, on how to integrate components of health literacy and health promotion in their care of older adults.

#### **COA-LTC: Medicare Annual Wellness Visits and Health Promotion and Disease Prevention in Older Adults:**

After completing this course, health care professionals will be able to identify the purpose and components of the Welcome to Medicare Preventive Visit, the Medicare Annual Wellness Visit, and an annual health care physical. The course also describes health promotion and disease prevention strategies, and includes recommended immunizations for older adults.

#### **COA-LTC: Persistent Pain in Older Adults:**

This course describes how persistent pain presents and how to assess pain in older adults, including those living with dementia and/or multiple chronic conditions. After completing this course, practitioners will be able to describe and evaluate the effectiveness of traditional and non-traditional pain treatment options, understand how to manage pain at the end of life, and discuss how prognosis influences treatment decisions.

#### **COA-LTC: Substance Misuse in Older Adults:**

This course describes the characteristics of substance use disorders and substance misuse patterns in older adults. This includes illicit drug use, prescription drug misuse, alcohol-related disorders, and tobacco use. The opioid misuse problem in adults age 55+ is discussed. The course outlines assessing older adults for substance misuse and compares these usage patterns in older adults with those of other populations. After viewing this module, practitioners will be able to describe and implement a brief motivational intervention as a component of care and assess and utilize other treatment modalities.

### **COA-LTC: Urinary Tract Infections: Diagnosis and Treatment:**

This course discusses the characteristics of aging that contribute to the incidence of urinary tract infections (UTIs). This includes identifying risk factors for older men and women, and the signs and symptoms of UTIs. The module also outlines the prevention and treatment of UTIs in older adults.

### **COA-LTC: Preventing, Recognizing and Treating Sepsis in Long-Term Care:**

This course will focus on preventing, recognizing, and treating sepsis in long-term care facilities. This includes recognizing the difference between bacteremia and sepsis, identifying the signs and symptoms of sepsis, and identifying the presentation of sepsis in older adults. After completing this module, professionals will be able to quickly identify and communicate the signs of sepsis in older adults. Additionally, professionals will be able to assess and manage sepsis in older adults as part of an interprofessional team.

### **COA-LTC: Medication Management for Older Adults:**

This course will focus on medication management for older adults in long-term care facilities. This includes describing general medication-related and prescribing principles in the care of older adults, identifying risk factors for adverse drug events in older adults, and describing pharmacokinetic principles related to age changes in absorption, metabolism and excretion. After completing this module, professionals will be able to explain the importance of the 2019 AGS Beers Criteria for Potentially Inappropriate Use of Medications in Older Adults and identify strategies to promote medication management and reconciliation for older adults.

### **COA-LTC: Transitional Care for Older Adults:**

This course will focus on transitional care for older adults. This includes recognizing the leading indicator and cause of rising healthcare costs in the United States, describing factors that both impede and enhance transitions in care from the acute care setting to home, subacute care, and long-term care, and describing the age-friendly 4Ms. After completing this module, professionals will be able to understand interprofessional team members roles in promoting smooth transitions across healthcare settings.

### **Case Studies (Discharge Planner)**

#### **COA-LTC: Transitional Care for Older Adults (Case Study):**

In this case study, professionals will be presented with a patient who is discharged from post-acute care to home care.

## **Case Studies (HHA/CNA)**

### **COA-LTC: Care Coordination for Older Adults (Case Study):**

In this case study, direct caregivers will consider interventions to improve the transitional care of older adults after hospital discharge to home, subacute rehabilitation, long-term care, or community-based care settings.

### **COA-LTC: Falls and Fall Prevention (Case Study):**

In this case study, direct caregivers will navigate the care for an older adult patient by assessing and managing their risk for falls.

### **COA-LTC: Transitional Care for Older Adults (Case Study):**

In this case study, direct caregivers will consider interventions to improve the transitional care of older adults after hospital discharge to home, subacute rehabilitation, long-term care, or community-based care settings.

## **Case Studies (PCP)**

### **COA-LTC: Medication Management for Older Adults (Case Study):**

In this case study, professionals will consider how to best manage medications in an older adult patient who is living in long term care.

### **COA-LTC: Transitional Care for Older Adults (Case Study):**

In this case study, professionals will consider interventions to improve the transitional care of older adults to home, subacute rehabilitation, long-term care, or community-based care settings.

## **Case Studies (RN/IP)**

### **COA-LTC: Medication Management for Older Adults (Case Study):**

In this case study, professionals will assess a resident in long-term care to determine the best course of action for their treatment.

### **COA-LTC: Transitional Care for Older Adults (Case Study):**

In this case study, professionals will consider interventions to improve the transitional care of older adults after hospital discharge to home, subacute rehabilitation, long-term care, or community-based care settings.

## **The Teaching Nursing Homes Series**

### ***About this Series***

The Teaching Nursing Home Series prepares nursing home supervisory staff and nursing school faculty to develop academic-practice partnerships. This series describes how to create successful student clinical rotations in nursing homes that allow students to care for older adults with complex and overlapping illnesses. It helps to create strategies that enhance interaction among healthcare teams, promote a faculty/staff partnership that fosters the student's appreciation of the complexity of care, and increase the staff's ability to effectively work with novice nurses.

### **The Teaching Nursing Homes Series: Overview:**

This course summarizes the objectives of the Teaching Nursing Home program and describes the components that make up the program.

### **The Teaching Nursing Homes Series: The Basics:**

In this course, nursing homes and nursing schools will learn to evaluate attributes of nursing homes that can affect the educational experience of students, compare and contrast the quality of care in nursing homes using objective criteria, explain how nursing homes are regulated and reimbursed, and evaluate the potential for a nursing home to serve as a clinical training site for nursing students.

### **The Teaching Nursing Homes Series: Nursing Practice in Nursing Homes:**

This course prepares nursing homes and schools of nursing to engage in academic-practice partnerships to enhance learning and resident outcomes.

### **The Teaching Nursing Homes Series: Resident-Directed Care and Culture Change in Nursing Homes:**

This course describes the concepts of resident-directed care and culture change in nursing homes and explains how to evaluate a nursing home's adoption of resident-directed care and culture change.

### **The Teaching Nursing Homes Series: Structuring Student Placements in the Nursing Home:**

This course prepares nursing schools to design student placements in nursing homes and facilitate student exposure to resident-directed care and culture change.

### **The Teaching Nursing Homes Series: Structuring Student Placements in the Nursing Home Case Study:**

Through this case study nursing home staff and nursing school faculty will learn how to incorporate student learning objectives into clinical placements at nursing homes and facilitate student involvement in improving resident-directed care.



### **The Teaching Nursing Homes Series: Introducing Resident-Directed Care and Nursing Home Culture Change Case Study:**

This course explains the concepts of resident-directed care and culture change in nursing homes and describes how to evaluate a nursing home's adoption of resident-directed care and culture change.

### **The Teaching Nursing Homes Series: Resources to Help Nursing Homes Prepare to be Clinical Sites for Nursing Students:**

This course describes how nursing homes benefit from serving as a clinical placement site for student nurses and explains why nursing schools may select nursing homes involved in culture change.

## **Behavioral Health in Long-Term Care: RNs/Interprofessionals**

### ***About this Series***

The Behavioral Health in Long-Term Care series educates RN and Interprofessionals on the identification of behavioral health disorders frequently seen across the continuum of long-term care. This series provides an overview of the symptoms of several common behavioral health conditions and outlines treatment options. Nursing continuing professional development contact hours will be provided for courses only, not case studies.

**Continuing Education:** 1 - 1.5 nursing continuing professional development contact hour(s)/course. Excludes case studies.

## **Behavioral Health in Long-Term Care: Primary Care Providers**

### ***About this Series***

The Behavioral Health in Long-Term Care series educates Primary Care Providers on the identification of behavioral health disorders frequently seen across the continuum of long-term care. This series provides an overview of common behavioral health conditions and outlines treatment options including medication.

**Continuing Education:** 1 - 1.5 nursing continuing professional development contact hour(s)/course

## *Home Health*

### **Building a Community Based Chronic Disease Self-Management Program- A Case Study**

This course describes why chronic diseases are a community problem. It describes the importance of self-management in healthcare, explains how self-management of chronic disease can be improved, and defines ways to build healthy communities.

### **Care of Older Adults in Home Care Series for Registered Nurses (COA-HC-RN)**

#### ***About this Series***

This series was developed to assure that interprofessional team members have the knowledge to care for older adults in the home. These modules, intended for nurses, promote team-based, coordinated, person-centered, evidence-based, quality home care for older adults.

The modules in this series were created by The Hartford Institute of Geriatric Nursing (HIGN) at NYU Rory Meyers College of Nursing, in partnership with the Visiting Nurse Service of New York.

***Continuing Education:*** 1 nursing continuing professional development contact hour/course

#### **COA-HC-RN 1: Introduction to Interprofessional Collaborative Practice**

This course discusses interprofessional collaborative practice in the home care setting and why interprofessional education (IPE) is important, the reasons why core competencies across professions are needed, and the methods of communication amongst team members. After completion of the course, practitioners will develop ways to participate in and facilitate interprofessional teams.

#### **COA-HC-RN 2: Person-Centered Care in the Home Care Setting**

This course is a practical guide defining person-centered care. The course describes home care practices that promote person-centered care, how home care clinicians and care managers can help promote a meaningful life and optimal function for their patients, and explores the importance of culturally sensitive and appropriate care to older adults.

#### **COA-HC-RN 3: Health Promotion in the Home Care Setting**

This course will help practitioners understand the importance of health literacy on health promotion in home care and how to best work with adult learners. The course also describes the impact that a population health focus has on the care of patients, families, and caregivers, and

how home care clinicians and care managers can integrate components of health literacy and health promotion in home care practice.

#### **COA-HC-RN 4: Persistent Pain Among Older Adults in the Home Care Setting**

This course describes the types of persistent pain and how it may present itself in the older adult. The course teaches home care clinicians and care managers to assess and manage pain in older adults as part of an interprofessional team, and to understand pharmacological and non-pharmacological strategies to improve pain relief. Practitioners will be able to identify validated websites for patients, families, caregivers to increase their knowledge and understanding of pain etiology, treatment and management.

#### **COA-HC-RN 5: Medication management for Older Adults in the Home Care Setting**

This course discusses the best practices for medication management in home care and identifies medications that are particularly high risk for older adults. The course also describes causes for different types of medication adherence problems, and how different home care professionals can help with medication management.

#### **COA-HC-RN 6: Chronic Health Conditions among Older Adults in the Home Care Setting**

This course describes the guiding principles for managing multiple chronic conditions in home care, identifies the risk factors for coronary heart disease (CHD) and type 2 diabetes mellitus (DM) in older adults, and explores how the pharmacologic management of CHD risk factors, namely DM, differs in older adults compared to younger adults. After completion of the course, practitioners will understand how home care clinicians and care managers can assess and manage multiple chronic conditions in older adults as part of an interprofessional team.

#### **COA-HC-RN 7: Typical and Atypical Presentation of Illness in Older Adults in the Home Care Setting**

This course describes physiological changes related to aging, identifies common ways illness may present in older adults, and distinguishes presentation of common diseases in older adults compared to young adults. The course also describes how home care clinicians and care managers can assess and manage atypical presentation of illness in older adults as part of an interprofessional team.

#### **COA-HC-RN 8: Dementia, Delirium, and Depression in Older Adults in the Home Care Setting**

This course covers a wide range of information pertaining to dementia, delirium, and depression in older adults. This includes the etiology, risk factors, and signs and symptoms of depression, dementia, and delirium; common screening tools used to assess these three conditions, and non-pharmacological and pharmacological treatments of the conditions in older adults. The course will also discuss the roles of interprofessional team members in the assessment and management of depression, dementia, and delirium in older adults.

### **COA-HC-RN 9: Palliative and Hospice Care for Older Adults in the Home Care Setting**

This course describes palliative care and serious illness symptom management, hospice care and how to discuss it with your patients. The course differentiates among options for advance directives and after completion, practitioners will be able to identify how an interprofessional home care team can help patients with serious and life limiting conditions.

### **COA-HC-RN 10: Preventing, Recognizing, and Treating Sepsis in Older Adults in the Home Care Setting**

This course focuses on bacteremia and sepsis, explaining the difference between the two, describing signs and symptoms of sepsis, and the presentation of sepsis in older adults. The course also describes how home care clinicians and home health aides can learn to quickly identify and communicate signs of sepsis, and how home care clinicians can assess and manage sepsis in older adults as part of an interprofessional team.

### **Introducing the 4Ms: A Case Study for Direct Caregivers**

This course provides direct caregivers (home health aides, certified nursing assistants) with an introduction to the 4Ms framework.

Direct caregivers will learn how the 4Ms are used to understand what is most important to older adults and to safely manage medication, assess changes in thinking or mood and support mobility.

## *Behavioral Health*

### **Behavioral Health in Primary Care Series (BHPC)**

#### ***About the Series***

NURSING IMPROVING MENTAL HEALTH IN THE COMMUNITY is an NYU Meyers Initiative to maximize the potential of the nursing workforce as a vital part of the primary care team to address behavioral health concerns, including substance use and mental health, and mitigate social determinants that serve as barriers to good health.

This project is supported by the New York Community Trust.

These courses and case studies are appropriate for RNs, LPNs and other members of the interprofessional team.

***Continuing Education:*** 0.5 - 1.5 nursing continuing professional development contact hour(s)/course. Excludes case studies

#### **BHPC Depression:**

This course covers the epidemiology, etiology and basic neurobiology of depression. This course also discusses the impact of depression across the lifespan, and nursing assessment strategies.

#### **BHPC Diversity Inclusion:**

This course provides an overview of LGBT specific health considerations of care, defines LGBT terminology, and describes factors that contribute to disparities in healthcare.

#### **BHPC Risk Screening for Behavioral Health Conditions:**

In this course you will learn nursing assessment strategies and interventions for high risk patients in crisis situations. This course also covers suicide prevention strategies and crisis intervention planning.

#### **BHPC Social Determinants of Health:**

This course covers biopsychosocial factors that contribute to wellness and illness. Strategies to build patient resilience are outlined.

#### **BHPC Substance Use Disorders:**

This course covers substance use disorders across the lifespan and includes an overview of screening tools, treatment models and nursing assessment strategies.

### **BHPC Trauma-Related Disorders:**

This course provides an overview of trauma-related disorders across the patient lifespan and includes nursing interventions strategies for patients with trauma-related disorders.

*Case Studies:*

### **BHPC Depressive Disorders Child/Adolescent Case Study:**

In this case study, you will learn to assess and develop a care plan for an adolescent presenting with a depressive disorder in primary care.

### **BHPC Depressive Disorders Adult Case Study:**

In this case study, you will learn to assess and develop a care plan for an adult presenting with a depressive disorder in primary care.

### **BHPC Depressive Disorders Older Adult Case Study:**

In this case study, you will learn to assess and develop a care plan for an older adult presenting with a depressive disorder in primary care.

### **BHPC Diversity Inclusion Child/Adolescent Case Study:**

In this case study, you will learn to develop a care plan for an adolescent that demonstrates LGBTQ cultural competency.

### **BHPC Diversity Inclusion Adult Case Study:**

In this case study, you will learn to develop a care plan for an adult that incorporates LGBT cultural considerations.

### **BHPC Risk Screening Child/Adolescent Case Study:**

In this case study, you will learn to use nursing assessment strategies to develop a crisis intervention plan for an adolescent presenting in primary care.

### **BHPC Risk Screening Adult Case Study:**

In this case study, you will learn to use nursing assessment strategies to evaluate a patient at risk for suicide and implement evidence-based management strategies.

### **BHPC Social Determinants of Health Child/Adolescent Case Study:**

In this case study, you will learn to identify social determinants of health impacting an adolescent patient presenting in primary care and develop a care plan.

### **BHPC Social Determinants of Health Adult Case Study:**

In this case study, you will learn to identify social determinants of health impacting an adult patient presenting in primary care and develop a care plan.

### **BHPC Substance Use Disorders Child/Adolescent Case Study:**

In this case study, you will learn to assess and develop a care plan for an adolescent presenting with a substance use disorder in primary care.

### **BHPC Substance Use Disorders Adult Case Study:**

In this case study, you will learn to assess and develop a care plan for an adult presenting with a substance use disorder in primary care.

### **BHPC Substance Use Disorders Older Adult Case Study:**

In this case study, you will learn to assess and develop a care plan for an older adult presenting with a substance use disorder in primary care.

### **BHPC Trauma Related Disorders Child/Adolescent Case Study:**

In this case study, you will learn to assess and develop a care plan for an adolescent presenting with a trauma related disorder in primary care.

### **BHPC Trauma Related Disorders Adult Case Study:**

In this case study, you will learn to assess and develop a care plan for an adult presenting with a trauma related disorder in primary care.

### **BHPC Trauma Related Disorders Older Adult Case Study:**

In this case study, you will learn to assess and develop a care plan for an older adult presenting with a trauma related disorder in primary care.

## **Geropsychiatric Nursing Initiative (GPNI) Series**

### ***About this Series***

These GPNI continuing education modules represent a component of the Geropsychiatric Nursing Initiative to provide online learning in mental health and aging for advanced practice registered nurses and other graduate-prepared nurses and nursing students. The modules were made possible through generous support from the Geropsychiatric Nursing Initiative, a partnership of the National Hartford Center of Gerontological Nursing Excellence, the Hartford Institute for Geriatric Nursing, and the American Association of Colleges of Nursing. A special thank you to leaders of the John A. Hartford Foundation's Geropsychiatric Nursing

Collaborative for their consultation and support for these continuing education modules and vision for geropsychiatric nursing.

***Continuing Education:*** 1 nursing continuing professional development contact hour/course

### **GPNI 1: Overview of Geropsychiatric Nursing**

This course describes and defines the field of Geropsychiatric nursing, explains the history of geropsychiatric nursing, discusses the topic of Geropsychiatric leadership, and lists geropsychiatric nursing organizations.

### **GPNI 2: PTSD in Older Adults**

This course covers Post-Traumatic Stress Disorder in the older adult, identifies clinical presentations that suggest PTSD, distinguishes PTSD from General Anxiety Disorder and Acute Stress Disorder, and discusses the diagnosis and management of PTSD in older adults.

### **GPNI 3: Health Disparities**

This course covers health disparities in older adults. The course explains how health disparities affect the well-being of older adult patients, discusses core concepts in the field of health disparities, and explores reasons why health disparities exist and why some demographic factors can create health and aging disparities for groups of older adults. The course will also look at some recent data on the effects of disparities for these groups.

### **GPNI 4: Diversity, Inclusiveness and Cross-Cultural Competence in Older Adults with Severe and Mental Conditions**

This course identifies one concept of cultural competency, diversity, inclusivity, and the different ideas related to cross-cultural care and communication; discusses the importance of diversity and cross-cultural competence in older adult mental health, and geropsychiatric nursing practice, and explains the personal meaning of culture and cross-cultural competence.

### **GPNI 5: Serious Mental Illness in Older Adults**

This course defines and provides examples of serious mental illness in older adults. In completion of this course, practitioners will be able to apply knowledge about the assessment, screening, and differential diagnosis to older adults with serious mental illnesses, identify and explain one main outcome of the treatment for older adults with serious mental illness, and one evidence-based practice in the rehabilitation of older adults with serious mental illness.

### **GPNI 6: Reducing Iatrogenic Brain Injury**

This course defines delirium, and describes its pathophysiology; identifies the DSM V criteria for delirium, differentiates between prevalent, incident delirium and the subtypes of delirium; discusses terminology including iatrogenic brain injury and delirium, describes the long term effects of delirium, and identifies precipitating and predisposing risk factors for delirium. In completion of this course, practitioners will be able to administer the Confusion Assessment Method and the Confusion Assessment Method ICU, describe the work-up for delirium, use



nonpharmacologic strategies to manage and prevent delirium, and consider policy issues associated with delirium.

### **GPNI 7: Depression in the Older Adult**

This course describes depression in the older adult, and identifies the prevalence and risk factors for late onset depression. In completion of this course, practitioners will be able to apply the DSM-5 criteria for Major Depressive Disorder to the older adult, distinguish between grief, bereavement and late onset depression; integrate screening tools for case finding of late life depression into primary care settings, discuss suicide screening and management of suicidal ideation in older adults, and describe an initial workup for depression in the older adult. Practitioners will also be able to use the case studies to describe the clinical presentation of late life depression across care settings and provide prevention and treatment advice to older adults with depression and their families.

### **GPNI 8: Bipolar Disorder in the Older Adult**

This course examines bipolar disorder in older adults. In completion of this course, practitioners will be able to identify clinical presentations of older adults that suggest bipolar disorder, develop a differential diagnosis of bipolar disorder, and discuss important clinical decisions in the assessment, diagnosis, and management of bipolar disorder in older adults.

## 4Ms

### **Integrating the Geriatric Surgery Verification (GSV) Program Series**

#### ***About this Series***

The Integrating the Geriatric Surgery Verification (GSV) Program with the 4Ms course and case studies is a series that was created to educate health professionals on how to incorporate the 4Ms (What Matters, Medication, Mentation, and Mobility) and the Geriatric Surgery Verification Program into practice. This series was created by the Hartford Institute of Geriatric Nursing (HIGN) at NYU Rory Meyers College of Nursing, in partnership with Rochester Regional Health. The Institute for Healthcare Improvement (IHI) and the American College of Surgeons (ACS) served as consultants for the educational content included in this series. This series includes one introductory course and four case studies. The introductory course discusses the perioperative experience as implemented through the GSV standards and the 4Ms framework. Each case study focuses on one phase of the perioperative experience (pre-operative, intra-operative, post-operative, and discharge). Throughout each interactive case study the learner assesses and determines best practices for caring for the older adult patient based on the 4Ms framework and the Geriatric Surgery Verification Program standards.

***Continuing Education:*** 1.0 nursing continuing professional development contact hour(s)/course or case study

### **Integrating the Geriatric Surgery Verification (GSV) Program with the 4Ms Course**

The Integrating the Geriatric Surgery Verification (GSV) Program with the 4Ms Course introduces health professionals on how to incorporate the 4Ms and the Geriatric Surgery Verification Program into their practice.

#### **Integrating the Geriatric Surgery Verification (GSV) Program with the 4Ms: Pre-Operative Case Study**

The Integrating the Geriatric Surgery Verification (GSV) Program with the 4Ms: Pre-Operative Case Study includes a case overview of an older adult patient having surgery. The Geriatric Surgery Verification Program standards and 4Ms framework are built into the case study.

#### **Integrating the Geriatric Surgery Verification (GSV) Program with the 4Ms: Intra-Operative Case Study**

The Integrating the Geriatric Surgery Verification (GSV) Program with the 4Ms: Intra-Operative Case Study includes a case overview of an older adult patient having surgery. The Geriatric Surgery Verification Program standards and 4Ms framework are built into the case study.

### **Integrating the Geriatric Surgery Verification (GSV) Program with the 4Ms: Post-Operative Case Study**

The Integrating the Geriatric Surgery Verification (GSV) Program with the 4Ms: Post-Operative Case Study includes a case overview of an older adult patient having surgery. The Geriatric Surgery Verification Program standards and 4Ms framework are built into the case study.

### **Integrating the Geriatric Surgery Verification (GSV) Program with the 4Ms: Discharge Case Study**

The Integrating the Geriatric Surgery Verification (GSV) Program with the 4Ms: Discharge Case Study includes a case overview of an older adult patient having surgery. The Geriatric Surgery Verification Program standards and 4Ms framework are built into the case study.

## **Integrating the 4Ms into the Care of Older Adults**

The Integrating the 4Ms into the Care of Older Adults course introduces health professionals on how to incorporate the 4Ms into their practice. This course is a part of the Foundations of Nursing series which consists of 13 individual and interactive online modules. This series features the latest content developed by faculty at NYU Rory Meyers College of Nursing, engaging graphics, and knowledge checks for learners as they proceed through the learning content.

***Continuing Education:*** 1 nursing continuing professional development contact hour

## **Foundations of Practice for Interprofessional Age-Friendly Care**

The Foundations of Practice for Interprofessional Age-Friendly Care is for healthcare professionals who are interested in developing a foundational practice for age-friendly care. This course is divided into an introduction, and three short sections: The Aging Population, Models of Care and the Interprofessional Team and Age-Friendly Care. By taking this course, you will be able to: describe trends among the aging population, describe different models of care, state the roles and responsibilities of the interprofessional care team, and discuss standards of practice that impact age-friendly care.

***Continuing Education:*** 1 nursing continuing professional development contact hour

## **Integrating the 4Ms into the Care of Older Adults for Social Workers**

This course provides social work students and professionals with an introduction to the 4Ms framework and its application in the care of older adults.

Participants will learn how to integrate the core elements of What Matters, Medication, Mentation, and Mobility into their social work practice as part of an interdisciplinary team.

## *Dementia*

### **APRN Case Study: Evaluating Acute Confusion: A CNS**

#### **Perspective**

In completion of this case study, learners will be able to use a systematic approach to assess the multifactorial etiologies that can contribute to acute mental status changes (i.e., delirium) in older adults, and understand how the under-recognition of delirium superimposed on dementia leads to potential deleterious outcomes for hospitalized adults. This case study covers the evidence-based strategies for assessing, preventing, and managing delirium in persons with dementia in the hospital setting. It also describes the system challenges that impact the quality of care for hospitalized older adults and its potential solutions.

### **APRN Case Study: Evaluation and Management of Memory Impairment for the NP**

In completion of this case study, learners will be able to use a systematic approach to assess memory impairment in older adults, formulate differential diagnosis for cognitive disorders of older adults, and design a management plan for cognitively impaired geriatric patients that considers the neuropathology, dementia complexity with comorbidities, and psychosocial planning needs.

### **COA-HC-RN: Dementia, Delirium, and Depression in Older Adults in the Home Care Setting**

This course covers a wide range of information pertaining to dementia, delirium, and depression in older adults. This includes the etiology, risk factors, and signs and symptoms of depression, dementia, and delirium; common screening tools used to assess these three conditions, and non-pharmacological and pharmacological treatments of the conditions in older adults. The course will also discuss the roles of interprofessional team members in the assessment and management of depression, dementia, and delirium in older adults.

### **COA-LTC: Distinguishing between Dementia, Delirium and Depression:**

This course reviews and compares the Diagnostic and Statistical Manual of Mental Disorders' (DSM-IV and DSM-V) criteria for dementia, delirium and depression. After taking this course, practitioners will be able to recognize, identify, assess, and screen for dementia, delirium, and depression. Learners will also be able to understand the hallmarks of each of these conditions in older adults and detect red flags.

## **COA-RA: Dementia, Delirium, and Depression in Rural Older Adults**

This course introduces learners to brain health in the aging brain, how these “three D’s” impact the brain and aging, and screening tools to help identify these conditions. By completing this course, learners will be able to discuss brain health and normal physiological and cognitive changes that occur with aging, identify characteristics of mild cognitive impairment, delirium, Alzheimer's disease and other dementias, describe risk factors, prevention, assessment, treatments, and interventions for rural older adult with delirium, dementia, and depression, and lastly, identify screening tools that can be used to identify the three D’s in rural older adults.

## **Foundations Series: Psychological Issues: The Three Ds: Depression, Dementia and Delirium**

The Psychological Issues: The Three D's: Depression, Dementia and Delirium course covers the characteristics of depression, dementia, and delirium, the characteristics of depression and delirium that can mimic dementia, and nursing interventions for depression, dementia, and delirium.

## **IPEP Case Study: Oral Health and Dementia**

This case study explores the case of Mr. J. T., a 67 year old male with a diagnosis of mild cognitive impairment and diabetes mellitus (well-controlled with diet) and metformin for 5 years.

## **PCOA-PCP: Dementia in Primary Care**

Practitioners will be able to discuss the importance of screening for cognitive impairments at wellness visits with appropriate screening tools as well as the guidelines on referrals outside of primary care.

## **PCOA-RN: Collaborative Care Approach to Memory Disorders in Primary Care**

This course defines the roles and contributions of team members in a collaborative care model for patients with Alzheimer’s disease and other dementias. It also describes common challenges and offers solutions to implementing collaborative care models. After completing this course, practitioners will be familiar with evidence-based research that supports the efficacy of collaborative care.

## **PCOA-RN: Distinguishing Dementia, Delirium and Depression**

This course reviews and compares the Diagnostic and Statistical Manual of Mental Disorders’ (DSM-IV and DSM-V) criteria for dementia, delirium and depression. After taking this course, practitioners will be able to recognize, identify, assess, and screen for dementia, delirium, and

depression. Learners will also be able to understand the hallmarks of each of these conditions in older adults and detect red flags.

# Webinars

## [Addressing Health Disparities to Support Aging in Place](#)

Dr. Anderson Torres, President and CEO of RAIN TOTAL CARE, Inc., hosts Dr. Tara Cortes, Executive Director of HIGN, Dr. Tina Sadarangani, Professor at NYU Rory Meyers, and Dr. Sarah Szanton, Professor at Johns Hopkins School of Nursing, to discuss how to address health disparities to support aging in place.

## [COVID-19: Care of the Older Adults](#)

This webinar is an interview between the Executive Director of the Hartford Institute Tara Cortes, PhD, RN, FAAN and NYU Rory Meyers College of Nursing Clinical Associate Professor Donna McCabe, DNP, GNP-BC, PMHNP-BC. They discuss COVID-19 and the care of older adults.

## [COVID-19: In-Patient Care](#)

This webinar is an interview between the Executive Director of the Hartford Institute Tara Cortes, PhD, RN, FAAN and NYU Langone Medical Center Acute Care Nurse Practitioner Danielle Fox, DNP, CCRN, ACNP-BC. They discuss in-patient care and COVID-19.

## [Current Controversies in Ethics, Law, and Nursing: Challenges of Dementia Care](#)

This webinar covers ethical and legal issues in geriatric medicine, dialogue and guidance on daily practice issues in the care of older adults, the role of the nurse in addressing challenges and employing best practices, and policy opportunities to move an advanced care agenda forward.

## [Family Caregiving and People with Dementia](#)

HIGN's Executive Director Dr. Tara Cortes hosts Dr. Kalisha Bonds-Johnson, Postdoctoral Fellow at Emory University's Nell Hodgson Woodruff School of Nursing, Dr. Ab Brody, Associate Director of the Hartford Institute of Geriatric Nursing and Associate professor at NYU Rory Meyers College of Nursing, and Dr. Tia Powell, Professor at the Albert Einstein College of Medicine, to discuss family caregiving and people with dementia.



## **Geriatric Nursing Education Consortium (GNEC) Webinar Series and Faculty Resources**

AACN, in collaboration with the Hartford Institute for Geriatric Nursing, New York University College of Nursing, hosted a webinar series to introduce faculty to the GNEC project and showcase available geriatric resources, innovative teaching strategies, and methods for infusing the content into the didactic and clinical curriculum components.

### **IFA Global Cafe – In Conversation with Dr Tara A. Cortes**

Dr. Tara Cortes speaks at the International Federation on Ageing: Town Hall series, discussing the critical role of geriatric nursing to enhance the ability of people to age in their home and community.

### **Learning from What We've Lost: Protecting LTC Residents & Staff**

HIGN's Associate Director and Health and Aging Policy Fellow, Cinnamon St. John, and one of the nation's leading nursing home advocates, Toby S. Edelman, discuss the complexities of protecting long-term care residents and staff during the COVID-19 pandemic.

### **More Nursing in Nursing Homes**

This webinar features HIGN's Dr. Tara Cortes and colleagues, discussing nursing homes and the care of older adults during the COVID pandemic.

### **Spirituality, Spiritual Well-being and Aging**

This webinar will cover concepts of spirituality and religion, and the meaning of spirituality in older adults.

### **The Case for PACE Expansion**

Dr. Tara Cortes and HIGN present The Case for PACE Expansion with introductory remarks by Dean Eileen M. Sullivan-Marx, Ph.D, MS, NYU Rory Meyers College of Nursing and a host of panelists to discuss the importance of PACE Programs and why these programs should be expanded.

## **The Staffing Crisis in Long-Term Care**

Executive Director of the Hartford Institute for Geriatric Nursing, Dr. Tara Cortes, hosts a panel of experts to discuss the crisis in recruitment, retention, and adequate staffing in long-term care.

# Resources

## [GITT 2.0](#)

GITT 2.0 is a toolkit that provides the template and tools to embed interprofessional practice in the care of older adults while focusing on quality initiatives in academic and/or healthcare organizations. The model aims to improve patient/caregiver-centered outcomes, healthcare costs, and overall population health by promoting interprofessional teams in practice-academic collaboratives.

## [IPEP eBooks](#)

The Interprofessional Education and Practice (IPEP) eBooks provide clinicians with information about caring for older adults in interprofessional teams. Six eBooks in total focus on various aspects of interprofessional education, including content from the Core Competencies for Interprofessional Collaborative Practice sponsored by the Interprofessional Education Collaborative (IPEC). These eBooks are companions to the IPEP Case Studies, which can be found in the Primary Care section.

# Gerontological Certification Review Course

## Gerontological Certification Review Course

The Gerontological Certification Review Course is a collection of 13 modules created by the Hartford Institute for Geriatric Nursing in 2021. These modules review knowledge of geriatric nursing and can be used in conjunction with conventional test preparation for the Gerontological Nursing Certification Exam.

The course consists of 13 individual and interactive online modules featuring the latest content developed by faculty at NYU Rory Meyers College of Nursing, engaging graphics, and knowledge checks for learners as they proceed through the learning content. Additionally, learners can further test their knowledge with provided practice tests of 125 multiple choice questions covered throughout the course.

***Continuing Education:*** 15 nursing continuing professional development contact hours for this entire course and practice exams

The content covers the following topics:

- Overview: Gerontological Nursing Certification Review Course
- Foundations of Practice for Gerontological Nursing
- Health Promotion and Assessment and Age-Related Changes
- Geriatric Syndromes
- Psychological Issues: The Three D's: Depression, Dementia and Delirium
- Palliative Care
- Pain
- Common Cardiovascular Health Conditions
- Common Health Conditions-Part 1
- Common Health Conditions-Part 2
- Legal and Ethical Issues
- Healthcare Policy
- Special Populations of Older Adults

The courses in the series can be completed individually or all together. Nursing continuing professional development contact hours will be provided for each of the courses in the series.