



Toolkit of Gerontology Resources for Advanced Practice Registered Nurses

Developed by:

Members of GAPNA's Education Committee

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Preface

Integration of gerontological content into clinical education for all advanced practice registered nurses (APRN) is important for the provision of safe and quality driven healthcare to older adults. The goal of this toolkit is to make gerontological and geriatric content available to APRN students, educators, clinicians, and multi-disciplinary healthcare professionals through point of care weblinks and mobile device applications (apps).

The toolkit was initially developed in 2012 after a national discussion on the need for clinical educators who are prepared to deliver didactic and clinical gerontological content to all APRN students, not just adult-gerontological students. Family, women's health and other APRN specialties are required to include gerontological content according to national graduate program curriculum standards set by American Association of Colleges of Nursing (AACN).

This is our first revision to the toolkit and it has some important additions. The toolkit focuses on gerontological and geriatric content that has been successfully integrated into didactic and clinical education based on our collective experience. The resources are primarily from organizations and universities with a mission to improve care for older adults. Resources may be listed more than once due to the overlap in content. This toolkit does not attempt to provide resources on every clinical topic and readers are referred to some excellent resources that broadly cover gerontological content. For example, readers are referred to the GAPNA website "Clinical Topics" for more clinical references.

The content is organized by an assumed hierarchy of student learning needs (beginning with physical health then specialty care then role and legal issues) but its order does not represent any pre-determined priority. Any content could have been the first topic, however we choose to start with assessment resources because we believe it to be the foundation to quality care for older adults.

The GAPNA Toolkit has been a collaborative effort among select members of the national Education committee of GAPNA. Our committee represents a diverse group of nurse practitioners who are involved in gerontological education and practice. Thus while the toolkit was developed with APRN in mind, it is a resource for many healthcare providers/clinicians/educators who are educating, precepting, or mentoring students with older adult populations.

The toolkit has two (2) sections:

1. Healthcare resources for gerontological education.
2. Preceptor resources and guidelines.

Barbara Harrison
Chair, Education Committee

A. Healthcare Resources for Gerontological APRN Education

1. Gerontological and Geriatric Assessment Resources

American Geriatric Society

The American Geriatrics Society (AGS) is a not-for-profit organization of health professionals devoted to improving the health, independence and quality of life of all older people. Their website offers many free and low cost assessment resources.

<http://www.americangeriatrics.org/>

They publish *Geriatrics at your fingertips* yearly in both print and mobile device application. App options for Smart Phones:

http://www.americangeriatrics.org/publications/shop_publications/smartphone_products/

Clinical Toolbox for Geriatric Care

Developed by the Society of Hospital Medicine Geriatric Task Force, it contains resources and guidelines to enhance inpatient care and discharge transitions of older adults.

<http://www.hospitalmedicine.org/geriresource/toolbox/howto.htm>

ConsultGeriRn

A source for evidence-based geriatric protocols for 30+ common geriatric syndromes and conditions: Hartford Institute for Geriatric Nursing.

www.consultgerirn.org

Gerontological Advanced Practice Nurses Association (GAPNA)

GAPNA is the organization of advanced practice nurses whose goal is to advocate quality care for older adults in a wide variety of practice settings. GAPNA has many practice links found at:

<https://www.gapna.org/resources/practice-links>

The online and most updated version of this toolkit can be found at:

<https://www.gapna.org/resources/adultgero-aprn-preceptor-toolkit>

Hartford Institute for Geriatric Nursing

This portal contains valuable geriatric initiatives and tools designed to help healthcare practitioners improve the quality of care of older adults. It includes commonly used Assessment tools:

http://hartfordign.org/practice/try_this/

Portal of Geriatric Online Education (POGOe)

A repository of geriatric educational materials in various e-learning formats; new materials are added monthly and a monthly newsletter is available:

<http://www.pogoe.org/>

Duke University resources for Primary Care

Multiple links to geriatric assessment tools and guidelines are listed. Assessment tools include: Guidelines for Medicare Annual Wellness Visit, Prognosis Calculator, and Checklist of Activities of Daily Living.

<http://guides.mclibrary.duke.edu/content.php?pid=335199&sid=2742321>

Tufts University Comprehensive Geriatric Assessment

Guides for performing directed geriatric assessments and an excellent concise tutorial on comprehensive geriatric assessment are available on the Tufts University's TUTFSOPENCOURSEWARE site.

<http://ocw.tufts.edu/Course/42/Supplementarymaterial>

University of Iowa, Iowa Geriatric Education Center (IGEC)

This website provides diverse and excellent resources for educators and health professionals in multiple health disciplines.

<http://www.healthcare.uiowa.edu/igec/>

Assessment tools are found at:

<http://www.healthcare.uiowa.edu/igec/tools/>

Interactive “virtual patient” simulations, called GeriaSims are a free resources on assessment and decision making in primary care of older adults.

<http://www.healthcare.uiowa.edu/igec/resources-educators-professionals/geriasims/>

University of Maryland

Provides peer reviewed websites containing geriatric assessment tools: University of Maryland Geriatric Education.

http://geri-ed.umaryland.edu/assess_tools.html

UAB Deep South CME Network

Geriatric focused interactive CME modules that are designed to help the health practitioner identify goals of therapy when managing elderly patients.

<http://www.alabamacme.uab.edu/Pages/Default.aspx?requestpage=geriatriccme>

2. Specialty Assessments

American College of Cardiology

This website provides an excellent resource on cardiology care of older adults. There are several case studies included:

<http://www.cardiosource.org/ACC/ACC-Membership/Sections-Segments-Councils/Cardiovascular-Care-for-Older-Adults.aspx#ECCOA>

Ethno geriatrics

A Stanford University website with curriculum modules covering ethno-geriatric topics:

<http://www.stanford.edu/group/ethnoger/>

Functional Assessment

1. Competency Development and Evaluation for Health Professionals and Others who Work with Older Adults by Linda Felver and Catherine Van Son 2011

<http://www.olderadultfocus.org/Assess/function.htm>

<http://www.olderadultfocus.org/Assess/aslearn.htm#Function>

2. Barthel Activities of Daily Living (ADL) Rating Scale
This index provides information using a standardised validated scale for assessment of a person's ability to perform tasks relating to personal care. The scale has good validity and reliability.
Doctot Geriatric App: Tools of the trade. Free, \$.99 for some tools. Includes Barthel and Berg Scale

3. Katz Index of Independent in Activities of Daily Living (ADL)
Commonly referred to as the Katz ADL, is the most appropriate instrument to assess functional status as a measurement of a person's ability to perform activities of daily living independently. The Index ranks performance in the six functions of bathing, dressing, toileting, transferring, continence, and feeding.
http://consultgerirn.org/uploads/File/trythis/try_this_2.pdf
Medtool App for Ipad/Iphone – Free. Includes KATZ ADL, Barthel Index of Activities of Daily Living

Mobility Assessment

1. The “Timed Get-up-and-Go” (TGUG) test measures the overall time to complete a series of functionally important tasks. It includes a number of tasks such as standing from a seating position, walking, turning, stopping, and sitting down which are all important tasks needed for a person to be independently mobile.
http://www.saskatoonhealthregion.ca/pdf/03_Timed%20Up%20and%20Go%20procedu
<http://www.fallpreventiontaskforce.org/pdf/TimedUpandGoTest.pdf>
Evidence in Motion app. Fall prevention, includes Timed Get Up and Go. \$4.99

2. The Berg Balance Scale (BBS) was developed to measure balance among older people with impairment in balance function by assessing the performance of functional tasks. It is a valid instrument used for evaluation of the effectiveness of interventions and for descriptions of function in clinical practice and research.
http://www.aahf.info/pdf/Berg_Balance_Scale.pdf

Falls and Mobility Assessment

1. STEADI Tool Kit for Fall Prevention (**Stopping Elderly Accidents, Deaths & Injuries**) has multiple provider resources for fall risk assessment and prevention such as patient checklist for risks, guide to integrating fall prevention in practice, triage tool/Algorithm for fall risk assessment and interventions, and validated tests to assess patient fall risk. Also includes short video clips demonstrating the 30 second chair stand, 4 Stage Balance Test, and other assessments.
www.cdc.gov/injury/STEADI

2. Centers for Disease Control and Prevention. This site includes articles and booklets on fall prevention and education. Center for Disease Control, (2010). Falls among older adults: an overview.
<http://www.cdc.gov/HomeandRecreationalSafety/Falls/adultfalls.html#5>
 A CDC Compendium of Effective Fall Interventions: What Works for Community-Dwelling Older Adults, 2nd ed.
<http://www.cdc.gov/HomeandRecreationalSafety/Falls/compendium.html>
 Preventing Falls: How to Develop Community-based Fall Prevention Programs for older Adults
http://www.cdc.gov/HomeandRecreationalSafety/Falls/community_preventfalls.html

3. Hartford Institute for Geriatric Nursing. This website has a Fall Risk Assessment for Older Adults: The Hendrich II Fall Risk factors assessment is a useful guideline for practitioners.
http://consultgerirn.org/uploads/File/trythis/try_this_8.pdf
 Description of fall risk factors and assessments
http://consultgerirn.org/topics/falls/need_help_stat/
 Discussion of fall prevention interventions
http://consultgerirn.org/topics/falls/want_to_know_more

Nutrition Assessment

1. Hartford Institute for Geriatric Nursing Standards and protocol for nutrition in older adults
http://consultgerirn.org/topics/nutrition_in_the_elderly/want_to_know_more
 Mini-Nutritional Assessment:
http://consultgerirn.org/uploads/File/trythis/try_this_9.pdf

2. Academy of Nutrition and Dietetics. Nutrition for older adults
<http://www.eatright.org/Public/list.aspx?TaxID=6442452015>

3. Feeding tube use. American Geriatric Society position statement on use of feeding tubes for persons with dementia.
<http://www.americangeriatrics.org/files/documents/feeding.tubes.advanced.dementia.pdf>

Lesbian, Gay, Bisexual, Transgender

National Resource Center on LGBT Aging:

The country's first and only resource center aimed at improving the quality of services and supports offered to lesbian, gay, bisexual and transgender (LGBT) older adults. Established in 2010 through a federal grant, the National Resource Center on LGBT Aging provides training, technical assistance and educational resources to healthcare providers on end of life decision making and other issues.

<http://www.lgbtagingcenter.org/resources/resources.cfm?s=7>

3. Geriatric Mental Health

Alcohol and substance abuse in older adults

Created by the US Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, Center for Substance Abuse Treatment (www.samhsa.gov), this website provides nine modules addressing substance abuse issues among older adults: Abuse Relapse Prevention for Older Adults: A Group Treatment Approach (2005), DHHS Publication No. (SMA) 05-4053, <http://162.99.3.213/products/manuals/pdfs/sarp4olderadults.pdf>

Delirium

Created by Hartford Center for Geriatric Nursing, this website has a protocol on Delirium: Prevention, Early Recognition, and Treatment. http://consultgerirn.org/topics/delirium/want_to_know_more

Delirium and acute problematic behaviors in older adults

The American Medical Directors Association (AMDA) Clinical Corners website includes multiple articles on delirium and its correlates in long term care settings. Clinical Corner: “Delirium and Acute Problematic Behavior”. <http://www.amda.com/tools/clinicalcorners.cfm>

Depression in older adults

Created by the National Institute of Mental Health, this website provides information on screening and diagnosis of depressive symptoms older adults. <http://www.nimh.nih.gov/health/publications/depression/index.shtml>

Depression and suicide in older adults

These websites review the latest criteria for management of depression and prevention of suicide in this vulnerable population. Depression and Suicide in Older Adults Resource Guide, <http://www.apa.org/pi/aging/resources/guides/depression.aspx#>

4. Cognitive Assessment

Alzheimer’s Association - Cognitive Assessment for Primary Care Provider

This website from the Alzheimer’s Association offers three free downloaded pdf with guidelines for initial and annual assessment of cognitive function in the older adult.

<http://www.alz.org/health-care-professionals/cognitive-tests-patient-assessment.asp>

PDF of cognitive assessment:

http://www.alz.org/documents_custom/the%20cognitive%20assessment%20toolkit%20copy_v1.pdf

PDF of annual wellness visit:

<http://www.alz.org/national/documents/2012annualwellnessvisit.pdf>

PDF of algorithm for visit:

http://www.alz.org/documents_custom/awv_algorithm_weba.pdf

American Bar Association - Cognitive Assessment in Older Adults

Created the American Bar Association (ABA), Commission on Law and Aging, in conjunction with the American Psychological Association (APA), this 9-page appendix: "Brief Guide to Psychological and Neuropsychological Instruments," describes different psychological and neuropsychological tests used to measure cognition in older adults: Assessment of Older Adults with Diminished Capacity: A Handbook for Lawyers. APA, April 2005, 72 p. ISBN: 978-1-59031-497-5

<http://blogs.law.uiowa.edu/nhlp/wp-content/uploads/2011/12/BuckwalterR1.pdf>

Older driver assessment

Created by the American Medical Association, supported by the U.S. Department of Transportation, National Highway Traffic Safety Administration (www.nhtsa.dot.gov), this guide describes the evaluation of the ability of older adults to operate a motor vehicle safely. The website contains comprehensive information for identifying older adults at increased risk for unsafe driving and provides practical tips for management: Physician's Guide to Assessing and Counseling Older Drivers. 2nd edition. Chicago, IL: American Medical Association. 2010 <http://www.aarp.org/content/dam/aarp/livable-communities/plan/transportation/older-drivers-guide.pdf>

5. Dementia Assessment and Management

Diagnostic Criteria for Dementia, Alzheimer's Disease, and Other Cognitive Disorders

Diagnostic Criteria and Guidelines for Alzheimer's Disease (2011) established by the National Institute on Aging/Alzheimer's Association for Alzheimer's Disease. This site includes access to articles on new approaches for diagnosis and treatments of cognitive disorders in older adults:

http://www.alz.org/research/diagnostic_criteria

<http://www.nia.nih.gov/research/dn/alzheimers-diagnostic-guidelines>

Hartford Geriatric Nursing Protocols

Website of resources http://consultgerirn.org/topics/dementia/want_to_know_more

Dementia Behaviors

A toolkit of non-pharmacological interventions for dementia behaviors, prepared with the Commonwealth Fund in collaboration with the Hartford Foundation and developed by an expert panel. <http://www.nursinghometoolkit.com/>

University of Illinois - Chicago Evidence-Based Treatment of Behavioral Symptoms of Dementia

Clinicians can navigate to the 'bsd' website at:

www.uic.edu/nursing/bsd

The website includes a link for Android and iOS application for Apple mobile devices.

Centers for Medicare and Medicaid Services (CMS)

CMS website provides information Launches National Partnership to Improve Dementia Care in Nursing Homes.

https://www.nhqualitycampaign.org/star_index.aspx?controls=dementiaCare

National Council of Certified Dementia Practitioners

This website provides training for all members of the health care team who interact with Alzheimer and dementia patients.

<http://www.nccdp.org/>

6. Gerontological - Pharmacology

The Beers List

The Beers list was established by the American Geriatric Society (GSA) to identify medications that may be harmful to older adults due to a higher incidence of complications, such as falls, confusion, and constipation:

http://www.americangeriatrics.org/files/documents/beers/2012BeersCriteria_JAGS.pdf

Pocket Card:

<http://www.americangeriatrics.org/files/documents/beers/PrintableBeersPocketCard.pdf>

Epocrates

Epocrates provides accessible and reliable clinical information. The free drug reference include brand, generic, and OTC medicines, drug interaction check and pill identification (Basic - free): <https://www.epocrates.com>

iGeriatrics

iGeriatrics combines all of the American Geriatrics Society's free clinical information offerings into one easy to use application. Aimed at healthcare providers and covering a wide range of topics relating to older adults, from medication safety to cross-cultural assistance (\$2.99):

<https://itunes.apple.com/us/app/igeriatrics/id365560773?mt=8>

Medscape Drug Interaction Checker

The Drug Interaction Checker is an online tool used to search medications or OTC drugs and herbal supplements for potential drug-drug interactions (free):

<http://reference.medscape.com/drug-interactionchecker>

7. End of Life Issues

Five Wishes Online This interactive site enables users to create and customize their advance directive online. When done the document can be saved, printed, or emailed.

<https://fivewishesonline.agingwithdignity.org/>

Caring Connections

This site, created by the National Hospice and Palliative Care Organization, provides free information on topics related to end of life.

<http://www.nhpco.org/learn-about-end-life-care>

National Institute of Health -Bioethics Resources

This Bioethics Resources website provides a compilation of web links to information that interest health care professionals, The website provides resources to many issues in bioethics:

<http://bioethics.od.nih.gov/endoflife.html>

Advanced Directives

This site allows individuals to download and print state specific advance directives documents and instructions: Advance Directives State by State Index
<http://www.caringinfo.org/i4a/pages/index.cfm?pageid=3289>

Physician Orders for Life Sustaining Treatment

National website of the POLST Paradigm, an approach to end-of-life planning based on conversations between patients, loved ones, and medical providers. The POLST Paradigm is designed to ensure that seriously ill patients choose the treatments they want and that their wishes are honored by medical providers:
<http://www.polst.org>

8. Nursing Home Issues and Processes

Advancing Excellence in Long Term Care

The Advancing Excellence in America's Nursing Homes Campaign is a major initiative of the Advancing Excellence in Long Term Care Collaborative. The Collaborative assists all stakeholders of long term care supports and services to achieve the highest practicable level of physical, mental, and psychosocial well-being for all individuals receiving long term care services. https://www.nhqualitycampaign.org/star_index.aspx?controls=dementiaCare

Federal and State Regulations Affecting Nursing Homes

Nursing homes are strictly regulated and surveyed annually (or when there are complaints) to maintain their licensure. Regulations are both federal and state specific. Primary care providers need to be familiar with these regulations. Locate your specific states regulation at: Kane, R & Cutler, L. (2011) Comparing State Regulations Affecting Nursing Homes: Implications for culture change and Resident Autonomy. University of Minnesota. http://www.sph.umn.edu/hpm/nhregsPlus/NHRegs_by_State/By%20State%20Main.html

Minimum Data Set (MDS)

The MDS is a comprehensive, interdisciplinary assessment based on patient and staff interviews, physical examination, and chart review. It identifies actual and potential diagnoses and serves as a roadmap for formation of care plans. For skilled residents, the MDS also determines Medicare payment. Established by the Omnibus Budget Reconciliation Act (OBRA) in 1987, the MDS assessment continues to evolve according to CMS guidelines.

The Centers for Medicare and Medicaid Services provides the official training for MDS http://www.cms.gov/NursingHomeQualityInits/45_NHQIMDS30TrainingMaterials.asp

Interact (Interventions to Reduce Acute Care Transfers)

A quality improvement program that focuses on the management of acute change in nursing home residents' condition. It includes clinical and educational tools and strategies for use in APRN practice in long-term care:
www.Interact2.net

Reducing Use of Antipsychotic Medications

Nursing home toolkit that focuses on promoting positive behavioral health in dementia patients. The toolkit was supported by Commonwealth Fund and Hartford Foundation. The toolkit is located at <http://www.nursinghometoolkit.com>

American Medical Directors Association (AMDA)

AMDA is an organization for medical directors and others in for Long-Term Care facilities, who are dedicated to excellence in patient care and provides education, advocacy, information, and professional development to promote the delivery of quality long-term care medicine:

<http://www.amda.com>

9. Role Issues

Medicare Learning Network:

Information for Advanced Practice Registered Nurses, Anesthesiologist Assistants, and Physician Assistants.

http://www.cms.gov/Outreach-and-Education/Medicare-Learning-Network-MLN/MLNProducts/Downloads/Medicare_Information_for_APNs_and_PAs_Booklet_ICN901623.pdf

10. Legal Issues

American Bar Association (ABA) - Cognitive Assessment in Older Adults

Assessment of Older Adults with Diminished Capacity: A Handbook for Lawyers. APA, April 2005, 72 p. ISBN: 978-1-59031-497-5

<http://blogs.law.uiowa.edu/nhlp/wp-content/uploads/2011/12/BuckwalterR1.pdf>

Created by the ABA, Commission on Law and Aging, in conjunction with the American Psychological Association (APA), this appendix describes psychological and neuropsychological tests to measure cognition in older adults.

National Academy of Elder Law Attorneys, Inc. (NAELA)

A professional association of attorneys who are dedicated to improving the quality of legal services provided to people as they age, their website provides educational resources with free resources available through the NAELA Community library.

2. Preceptor Resources and Guidelines

1. Suggested Preceptor Preparation for Role

Before making the commitment to serve as a preceptor for an APRN student, the following information will be useful in planning student experiences:

1. Information on the APRN program and course:
 - Obtain a copy of course objectives and clinical practice guidelines so that you clearly understand preceptor expectations for clinical practice with older adults.
 - Determine the current level of the student's clinical expertise. Is this experience their first clinical rotation or one nearing graduation?
 - Determine the criteria for student evaluations (or use those attached).
 - Ask about the frequency methods and length of faculty clinical visits to evaluate the student's performance.
 - Know the name of the faculty responsible for student, how to contact them, and decide how faculty is to contact you.
 - Determine the time commitment; with specific start and end dates and number of hours weekly.
 - Clarify the patient population/characteristics for which the student is expected to do clinical visits and in what amount of time. For example, is the student expected to have experience with approximately 50% adults and 50% older adults, or other characteristics such as "underserved."

2. Practice site questions and factors to consider before precepting APRN students:
 - Will your patient population be receptive to an APRN student?
 - Can you realistically provide students the type of patients needed to meet course objectives?
 - Do you have a collaborating physician or supervisor who needs to be included in the decision to precept an APRN student?
 - Will a student impact your productivity or clinical site productivity?
 - Are the exam rooms large enough to accommodate the patient, family, you, and a student?
 - Are there enough exam rooms to provide extra time for a student to spend with a patient?
 - Is a contract required between clinical site and school of nursing?
 - Are there issues relevant to malpractice, worker's comp, OSHA, TB skin test, etc.?
 - Will the student have access to electronic health records (EHR) and be documenting in EHR?
 - Will the student be required to attend an orientation session?

2. Suggested Teaching Guidelines for Preceptors

When serving as a preceptor for an APRN student, the following information will be useful in planning student experiences:

- Establish your expectations with the student at the outset of the clinical experience and as needed.
- Attempt to match patients' health care problems with the student's level of competence.
- Establish a collaborative learning environment and provide on-going feedback
- Clearly explain how the student is to contact you to discuss difficult patients throughout the day.
- If possible, set a predetermined time for case discussions.
- Ask direct and critical questions in nonthreatening manner and away from patients.
- Adjust your expectations based on patients' complexity.
- Identify student's weaknesses and seek opportunities to assist student in mastery of skills.
- Be willing to assign outside readings relative to clinical experiences.
- Be flexible in your teaching style as the student progresses through the rotation.
- Recognize that students do not progress at the same pace in clinical practice.

The following information may be useful if addressing concerns about a student's clinical performance:

- First, ask the student about their perception of the identified problem.
- Be as specific as possible, including examples of your concerns.
- Ask the student if there are competence issues or barriers preventing satisfactory performance.
- Try different teaching strategies. Does the student need more time shadowing you?
- Does the student need exposure to different types of patients?
- Is there a problem between student and staff that is impacting the situation?
- Contact the APRN faculty and request a telephone call, review of care, or site visit.
- If problems persist, document observations, corrective measures, and send to faculty.
- Document concerns in writing if a student is unsafe, not progressing, or unprofessional in practice.

These are suggestions for recognizing excellent student performance:

- For a student who demonstrates exemplarily clinical practice, document their performance, and ask faculty if there are any awards for which such behaviors can be recognized.
- Consider writing a letter of recommendation for the student's portfolio.
- Consider inviting them to apply for student awards in GAPNA, regional or state APRN group.

3. Suggested Readings for Clinical Preceptors

American Academy of Nurse Practitioners (AANP)

AANP has developed tools and resources designed to keep NPs informed on important health issues and to assist them in educating their patients.

<http://www.aanp.org/education/education-toolkits>

AANP offers this toolkit to support preceptors.

<http://www.aanp.org/component/content/article/51-education/education-toolkits/255-preceptor>

Barker, E. R. & Pittman, O. (2010) **Becoming a super preceptor: A practical guide to preceptorship in today's clinical climate.** *Journal of American Academy of Nurse Practitioners*, 22, 144-149.

Bott, G., Mohide, A, & Lawlor, Y. (2011). **A clinical teaching technique for nurse preceptors: The five minute preceptor.** *Journal of Professional Nursing*, 27(1), 35-42.

Brooks, M.V. & Niederhauser, V.P. (2010). Preceptor expectations and issues with nurse practitioner clinical rotations. *Journal of American Academy of Nurse Practitioners*, 22, 573- 579.

4. National Standards for APRN Competencies

The American Association of Colleges of Nursing (AACN), in collaboration with The Hartford Institute for Geriatric Nursing at New York University, and the National Organization of Nurse Practitioner Faculties (NONPF), released the following competencies for APRN programs:

- A. Adult-Gerontology Primary Care Nurse Practitioner Competencies:
<http://c.ymcdn.com/sites/www.nonpf.org/resource/resmgr/competencies/adult-geropccomps2010.pdf>
- B. Adult-Gerontology Acute Care Nurse Practitioner Competencies:
<http://www.nonpf.org/resource/resmgr/competencies/adult-geroaccompfinal2012.pdf>
- C. Adult-Gerontology Clinical Nurse Specialist Competencies:
<http://www.aacn.nche.edu/geriatric-nursing/adultgeroCNScomp.pdf>
- D. Family Nurse Practitioner Competencies:
<http://www.nonpf.org/resource/resmgr/competencies/populationfocusnpcomps2013.pdf?hhSearchTerms=%22competencies%22>

5. List of Mobile Device Applications

- A. *Geriatrics at your fingertips App* - options for Smart Phones :
http://www.americangeriatrics.org/publications/shop_publications/smartphone_products/
- B. *Doctot Geriatric App* - Tools of the trade. Free, \$.99 for some tools
<http://www.doctot.com/doctot-apps/geriatric-app/>
- C. *Medtool App* - for Ipad, Iphone – Free
<http://appfinder.lissoft.com/app/medtool-flemin.html>
- D. *Evidence in Motion App* - Fall prevention, includes Timed Get Up and Go. \$4.99
<http://www.evidenceinmotion.com/>
- E. *Evidence-Based Treatment of Behavioral Symptoms of Dementia App* - Navigate to website:
www.uic.edu/nursing/bsd
(includes a link for Android and iOS devices)

