Infusing Geropsychiatric Nursing into Curricula:  
Associated Resources and Guidelines for Their Use

*Key Concept Product Series*

Key Concept II.A. Management: Care Transitions

**Background**

The National Institute of Mental Health predicts that by 2030, the numbers of older adults (age 65+) with mental illness will likely strain the nation’s health care system. In addition to mental disorders, physical illness often precipitates and/or is accompanied by psychiatric symptoms in late life. Nurses care for older adults across the full range of health care settings and will unavoidably encounter such older patients. Thus, it is imperative that nursing education programs prepare nurses to care for older adults with mental health concerns and psychiatric/substance misuse disorders.

The Geropsychiatric Nursing Collaborative has developed the following resources to draw attention to the special mental health issues of older adults and assist faculty to address them.

- Geropsychiatric Nursing Competency Enhancements (Product 20660)
- Definition of Geropsychiatric Nursing (Product 20660)
- Video: Discover Mental Health The Forgotten Piece in Elder Care (Product 20893)
- A series of Key Concept Products*

*See [Appendix](#) for complete list of Key Concepts
About the Key Concept Product Series

The 27 Key Concepts in the Key Concept Product Series are organized into four domains:

I. Assessment,
II. Management,
III. Approach to Older Adults, and
IV. Role.

Each of the Key Concept Products provides access to curriculum/teaching resources identified as appropriate to assist faculty to infuse the geropsychiatric nursing competency enhancements into course objectives, teaching strategies, didactic content, and/or clinical experiences in relevant nursing education programs. These include entry level and advanced practice nursing programs in psychiatric-mental health, adult/gerontological, family, women’s health and acute care or stand-alone geropsychiatric nursing or continuing education courses. The resources may be adapted by faculty for use with a range of learners, as indicated in each description.

About this Key Concept

Key Concept II.A. Management: Care Transitions

Older adult patients undergoing mental health treatments need support to achieve consistent implementation of care plans across systems of care. Mental health issues in late life are often complex and nurses caring for these patients must have the knowledge and skills necessary to facilitate care across the continuum. Especially important is the interface between acute inpatient psychiatric and medical care and nursing home, assisted living facility and home care.

Nurses can facilitate continuous care management by evaluating the patient’s functional status and support system, communicating with other providers and collaborating in an interdisciplinary manner. This knowledge is necessary to improve care outcomes of older patients in transition.

Other Key Concepts in the Assessment Domain

A. [this product]
B. Behavioral, environmental and pharmacological interventions and communications for behaviors
C. Pharmacotherapeutics
D. Referrals
E. Influences from decisional capacity, health literacy
F. Patient/family/peer education: mental and physical health interactions
G. Ethical/legal and socioeconomic factors
Accessing the Resources

The GPNC summarized each resource and included information such as estimated time to complete, educational objective[s], learning resource type, and intended audience. Technical requirements for use and suggestions for best use are also included.

The resources are organized both in alphabetical order and by learner resource type (e.g., case study). Links in each of these sections provide quick access within this document to the resource. [Note that the URL link in each resource description brings the user directly to the original material.]

Index of Associated Resources (BY LEARNER RESOURCE TYPE)

<table>
<thead>
<tr>
<th>LEARNER RESOURCE TYPE</th>
<th>RESOURCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Didactic Module</td>
<td>• The Geriatric Mental Health Training Series</td>
</tr>
<tr>
<td>DVD/Video</td>
<td>• Try This Series on Assessment</td>
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<tr>
<td>Lecture/Presentation</td>
<td>• The Geriatric Mental Health Training Series</td>
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<tr>
<td>PowerPoint</td>
<td>• The Geriatric Mental Health Training Series</td>
</tr>
<tr>
<td>Quick Reference/Pocket Card</td>
<td>• Try This Series on Assessment</td>
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Index of Associated Resources (IN ALPHABETICAL ORDER)

- The Geriatric Mental Health Training Series
- Try This Series on Assessment

Note: The content contained in each of these resources has been produced by the respective authors, not the Geropsychiatric Nursing Collaborative. Thus, any feedback on specific resources should be provided directly to the original author/website.

Note: Website links are current as of 2011. Please contact the author of the resource if a link is broken.
<table>
<thead>
<tr>
<th><strong>Title of resource</strong></th>
<th>The Geriatric Mental Health Training Series</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Source</strong></td>
<td>University of Iowa College of Nursing Hartford Center of Geriatric Nursing Excellence</td>
</tr>
<tr>
<td><strong>Summary of resource</strong></td>
<td>This website contains six modules, each designed to be taught as a one-hour educational program for care providers in long-term care (LTC) settings. The six core topics address common problems faced in LTC. The care providers' own feelings and behaviors in response to “problem behaviors” are examined, including the role of values and beliefs, personal needs, and stress in the work place.</td>
</tr>
<tr>
<td><strong>URL</strong></td>
<td><a href="http://www.nursing.uiowa.edu/hartford/nurse/core.htm">http://www.nursing.uiowa.edu/hartford/nurse/core.htm</a></td>
</tr>
<tr>
<td><strong>Estimated time to complete</strong></td>
<td>One hour per module</td>
</tr>
</tbody>
</table>
| **Educational objective** | The learner will be able to:  
1. Be knowledgeable about the causes of "problem behaviors" and about techniques to prevent and manage them. |
| **Related Key Concepts** |  
- Assessment: Normal aging: biopsychosocial theories  
- Assessment: Appropriate instruments/clinical evaluation tools  
- Assessment: Common disorders  
- Assessment: Stressors affecting mental illness  
- Management: Care transitions  
- Management: Behavioral, environmental and pharmacological interventions and communication for behaviors  
- Management: Patient/family-peer education: mental and physical interactions  
- Management: Ethical/legal and socioeconomic factors  
- Approach to Older Adults: Age-related adaptations  
- Approach to Older Adults: Age/culturally appropriate interventions and communications  
- Role: Knowledge of geriatric mental health/illness |
| **Learning resource type** | Lecture/Presentation  
Didactic Module  
PowerPoint |
| **Intended audience** | RN  
APRN  
Nurse educators |
| **Suggestions for best use** | Classroom/lecture  
Self study |
<table>
<thead>
<tr>
<th><strong>Title of resource</strong></th>
<th>Try This Series on Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Source</strong></td>
<td>New York University Hartford Institute for Geriatric Nursing</td>
</tr>
<tr>
<td><strong>Summary of resource</strong></td>
<td>The Try This series offers a range of assessment tools and management strategies for nurses caring for older adults. A &quot;Dementia Series&quot; is included that provides tools and strategies for assessment of older adults with dementia. Each tool is accompanied by a description and instructions for use.</td>
</tr>
<tr>
<td><strong>URL</strong></td>
<td><a href="http://hartfordign.org/Resources/Try_This_Series/">http://hartfordign.org/Resources/Try_This_Series/</a></td>
</tr>
</tbody>
</table>
| **Related Key Concepts** | - Assessment: Normal Aging: Biopsychosocial theories  
- Assessment: Appropriate instruments/clinical evaluation tools  
- Assessment: Adapted assessment procedures  
- Assessment: Atypical presentations, Co-occurring illness, Psychiatric manifestations, medical conditions  
- Assessment: Common disorders  
- Assessment: Stressors affecting mental health  
- Management: Care transitions  
- Management: Behavioral, environmental and pharmacological interventions and communication for behaviors.  
- Management: Influences from decisional capacity, health literacy  
- Management: Patient/family/peer education: mental and physical health interactions  
- Management: Ethical/legal and socioeconomic factors  
- Approach to Older Adults: Age-related adaptations  
- Approach to Older Adults: Age/culturally appropriate interventions and communications  
- Approach to Older Adults: Recognition of personal and societal biases  
- Role: Promotion of safety and risk factor reduction |
| **Learning resource type** | Quick Reference/Pocket Card  
DVD/Video |
| **Intended audience** | Entry level nursing student  
RN  
Advanced practice nursing student  
APRN  
Nurse educators |
| **Suggestions for best use** | Classroom/lecture  
Clinical laboratory  
Self Study |
APPENDIX

This Key Concept in the Context of All Key Concepts

I. Assessment
   A. Normal aging: biopsychosocial theories
   B. Appropriate instruments/clinical evaluation tools
   C. Adapting assessment procedures
   D. Atypical presentations; Co-occurring illness; Psychiatric manifestations: medical conditions
   E. Common disorders
   F. Comprehensive
   G. Stressors affecting mental health

II. Management
   A. Care transitions
   B. Behavioral, environmental and pharmacological interventions and communication for behaviors
   C. Pharmacotherapeutics
   D. Referrals
   E. Influences from decisional capacity, health literacy
   F. Patient/family/peer education: Mental and physical health interactions
   G. Ethical/legal and socioeconomic factors

III. Approach to OA
   A. Age-related adaptations
   B. Age/culturally appropriate interventions and communications
   C. Recognize suggestion: personal & societal biases
   D. Sensitivity: end of life

IV. Role
   A. Promotes safety and risk factor reduction
   B. Knowledge of geriatric mental health/illness
   C. Lifelong learning
   D. Policy/advocacy
   E. Research participation/utilization
   F. Quality improvement initiatives
   G. Interdisciplinarity
   H. Delivery systems
   I. Service barriers