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

Key Concept Product Series

Key Concept II.E. Management: Influences from decisional capacity, health literacy

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.E. Management: Influences from decisional capacity, health literacy

Older adults with mental health disorders and/or cognitive impairments may experience diminished decision-making capacity. As a result, nurses must be aware of factors contributing to, and signs and consequences of, diminished capacity.

Further, less than a full 12 years of formal education is common for many of today’s older adults. For these and all older adults, achieving appropriate treatment goals may be hindered by difficulty in understanding medical language, and reduced health literacy may prevent an otherwise willing and capable individual from understanding and carrying out recommendations.

Other Key Concepts in the Assessment Domain

A. Care Transitions
B. Behavioral, environmental and pharmacological interventions and communication for behavior
C. Pharmacotherapeutics
D. Referrals
E. [this product]
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>Case Study</td>
<td>• Virtual Patient Case #2: Mrs. Dubois - Chief Diagnosis: Breast Cancer</td>
</tr>
<tr>
<td>DVD/Video</td>
<td>• Try This Series on Assessment</td>
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<tr>
<td>PDF</td>
<td>• Initiatives-Health Literacy</td>
</tr>
<tr>
<td>Quick Reference/Pocket Card</td>
<td>• Try This Series on Assessment</td>
</tr>
<tr>
<td>Syllabus</td>
<td>• Faculty Development Program in Health Literacy and Aging [coming soon]</td>
</tr>
<tr>
<td>Virtual Patient</td>
<td>• Virtual Patient Case #2: Mrs. Dubois - Chief Diagnosis: Breast Cancer</td>
</tr>
</tbody>
</table>

Index of Associated Resources (IN ALPHABETICAL ORDER)

- Faculty Development Program in Health Literacy and Aging [coming soon]
- Initiatives-Health Literacy
- Try This Series on Assessment
- Virtual Patient Case #2: Mrs. Dubois - Chief Diagnosis: Breast Cancer

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>Initiatives-Health Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Source</strong></td>
<td>California Geriatric Education Center</td>
</tr>
<tr>
<td><strong>Summary of resource</strong></td>
<td>Problems with literacy affect older adults. Low literacy presents a barrier to effective health care. This resource includes PDFs with links to articles, publications and websites for promoting health literacy for older adults.</td>
</tr>
<tr>
<td><strong>URL</strong></td>
<td><a href="http://www.geronet.ucla.edu/centers/cgec/healthliteracy.htm">http://www.geronet.ucla.edu/centers/cgec/healthliteracy.htm</a></td>
</tr>
<tr>
<td><strong>Educational objective</strong></td>
<td>The learner will be able to:</td>
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<tr>
<td></td>
<td>1. Teach appropriate use of translators and interpreters.</td>
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<tr>
<td></td>
<td>2. Teach how to create and/or identify clear education materials for older adults.</td>
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<tr>
<td></td>
<td>3. Teach and demonstrate clear communication skills appropriate for older adults.</td>
</tr>
<tr>
<td></td>
<td>4. Demonstrate the incorporation of geriatric health literacy into course content after working with a mentor on this process.</td>
</tr>
<tr>
<td><strong>Related Key Concepts</strong></td>
<td>Management: Influences from decisional capacity, health literacy</td>
</tr>
<tr>
<td><strong>Learning resource type</strong></td>
<td>PDF</td>
</tr>
<tr>
<td><strong>Intended audience</strong></td>
<td>Entry level nursing student</td>
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<tr>
<td></td>
<td>RN</td>
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<td></td>
<td>Advanced practice nursing student</td>
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<td></td>
<td>APRN</td>
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<tr>
<td></td>
<td>Nurse educators</td>
</tr>
<tr>
<td><strong>Suggestions for best use</strong></td>
<td>Self Study</td>
</tr>
<tr>
<td><strong>Title of resource</strong></td>
<td>Try This Series on Assessment</td>
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<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 This Try This series offers a range of assessment tools for nurses caring for older adults. A “Dementia Series” 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: 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 |
<table>
<thead>
<tr>
<th><strong>Title of resource</strong></th>
<th>Virtual Patient Case #2: Mrs. Dubois - Chief Diagnosis: Breast Cancer</th>
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</thead>
<tbody>
<tr>
<td><strong>Source</strong></td>
<td>Medical College of Wisconsin</td>
</tr>
<tr>
<td><strong>Summary of resource</strong></td>
<td>Virtual Patient Case #2 is the second in a five part series. This is a CD-ROM containing short video clips of Mrs. Dubois from age 70 to age 86. The clips show the progression of breast cancer and the effect on the patient, including caregiving, end-of-life care, ethnicity/culture, functional assessment, medications, pain, informed consent, risk factors, and spirituality. Also included are screening tests, radiograph images, still pictures and reports providing an array of resources for instructors to use in incorporating geriatrics into their teaching.</td>
</tr>
<tr>
<td><strong>URL</strong></td>
<td><a href="http://www.pogoe.org/productid/18397">http://www.pogoe.org/productid/18397</a></td>
</tr>
</tbody>
</table>
| **Educational objective** | The learner will be able to:  
  1. Provide needed exposure to issues commonly encountered with aging patients not only acutely, but life long. |
| **Related Key Concepts** |  
  - Management: Pharmacotherapeutics  
  - Management: Influences from decisional capacity, health literacy  
  - Approach to Older Adults: Sensitivity in end-of-life care |
| **Learning resource type** | Case Study/Case Series |
| **Intended audience** | Entry level nursing student  
  Advanced practice nursing student |
| **Suggestions for best use** | Classroom/lecture |
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