Gerontologic Nursing Competency Tool Testing Among Pre-Licensure Students in Six Diverse Schools/Colleges of Nursing

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Professor Nan Ketcham; Dr. Rebecca Meraz

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Practice Partners

Baylor Scott & White Health System

- Baylor University Medical Center
- Baylor Institute for Rehabilitation
Project Goal

Develop and pilot a geriatric competency tool and toolbox for utilization with pre-licensure nursing students.
Tool Development

- Initial Development
  - Utilization of National Guidelines
  - Resources from practice settings
  - Consultation with practice partners
  - Input from clinical faculty
  - Student input
Reviewed by National Panel of Experts
Revisions based on Reviewer feedback
2\textsuperscript{nd} Review by National Panel of Experts
  - also reviewed by faculty and practice partners
Incorporation of additional feedback
Revised pilot version utilized
5 Key Competency Areas

- Physical Care of the Older Adult
- Cognitive Function of the Older Adult
- Safety of the Older Adult
- Communication with the Older Adult
- Care Coordination for the Older Adult
Proficiency Levels

1 = Able to perform skill with prompting and assistance from preceptor

2 = Initiates without prompting and safely performs skill with assistance from preceptor

3 = Initiates and safely performs skill independently
Gerontological Nursing Care Competency Tool

<table>
<thead>
<tr>
<th>Competency</th>
<th>Proficiency Level</th>
<th>Preceptor/Evaluator</th>
<th>Validation Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety of the Older Adult</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall Prevention</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assesses for the older adult’s risk for falls, including but not limited to:</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use standardized falls risk tools to assess for and prevent falls (e.g. Falls Risk Assessment, Tinetti Balance and Gait Evaluation)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Assesses overall function of the older adult.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to perform ADLs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mobility and use of assistive devices</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assess environment for safety concerns.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lighting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment and furniture</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implements safety procedures, including but not limited to:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bed in low locked position</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stabilize wheels</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Limit use of side rails</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Urinal or bedpan within reach</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Call light within reach</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shoes or Non-skid socks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistive devices</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bracelets</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Door signs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explains assessment(s) and intervention(s) to the older adult and caregiver(s).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assesses and documents safety procedures used.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proficiency Level</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Able to perform skill with prompting and assistance from preceptor</td>
</tr>
<tr>
<td>2</td>
<td>Initiates without prompting and safely performs skill with assistance from preceptor</td>
</tr>
<tr>
<td>3</td>
<td>Initiates and safely performs skill independently</td>
</tr>
</tbody>
</table>
Physical Care of the Older Adult

- Skin Integrity
- Elimination
- Nutritional Status
- Pain
- Sleep
Cognitive Function of the Older Adult

- Assesses cognitive function using standardized assessment tools
- Assesses support network
- Uses measures to enhance cognitive function
- Explains assessments and interventions
- Assesses and documents effectiveness of interventions
Communication with the Older Adult

- **Barriers**

- **Strategies**
  - Ensure adaptive devices are used
  - Acquire support for language differences
  - Speak slowly, distinctly, facing person
  - Make eye contact
  - Rephrase rather than repeat

- **Decision-Making**
Safety of the Older Adult

- Fall Prevention
- Mistreatment
- Medications
  - Comprehensive medication assessment
  - Performs reconciliation of medications at discharge
  - Assesses the ability to obtain and self-administer medications
  - Provides patient education as needed for the older adult and caregivers
  - Assesses understanding of medication using appropriate strategies
Care Coordination for the Older Adult

- Delegation

- Referrals
  - Assesses for need of referral(s) for the older adult
  - Determines available referral source(s)
  - Includes older adult and caregiver(s) in the process
  - Clearly communicates pertinent information when making referrals
  - Ensures completion of referral process
Gerontological Nursing Care Toolbox

- Resources for Students and Faculty
  - Apps
  - Web-based modules
  - Evidence-based practice references
Toolbox

Compilation of Resources including

- BHCSClip.org
- The Hartford Institute for Geriatric Nursing
  - ConsultGeri
- Interactive Mobile Applications
- Clinical and Applied Research References
How to use this site:

The purpose of the Geriatric Nursing Competency Tool is to evaluate an undergraduate nursing student's proficiency in providing care for the older adult. The tool is designed to be used in the clinical setting by a clinical instructor or preceptor. This site is intended to be a toolbox for available resources that may be helpful in preparing students in providing care for the older adult.

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Phase II Partner
Schools of Nursing

5 Texas Colleges/Universities

4 Public Schools of Nursing
1 Private University

2 ADN Programs
3 BSN Programs
Partner Schools of Nursing

- College of the Mainland
- Midwestern State University
- Mountain View College
- Texas A&M – Commerce
- University of the Incarnate Word
## Completed Tools by Site

<table>
<thead>
<tr>
<th>Site</th>
<th>Completed Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>238</td>
</tr>
<tr>
<td>2</td>
<td>90</td>
</tr>
<tr>
<td>3</td>
<td>107</td>
</tr>
<tr>
<td>4</td>
<td>128</td>
</tr>
<tr>
<td>5</td>
<td>30</td>
</tr>
<tr>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>602</td>
</tr>
</tbody>
</table>
## Students by Site

<table>
<thead>
<tr>
<th>Students</th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site #1</td>
<td>156</td>
<td>11</td>
<td>34</td>
<td>35</td>
</tr>
<tr>
<td>Site #2</td>
<td>55</td>
<td>13</td>
<td>18</td>
<td>3</td>
</tr>
<tr>
<td>Site #3</td>
<td>47</td>
<td>9</td>
<td>46</td>
<td>7</td>
</tr>
<tr>
<td>Site #4</td>
<td>61</td>
<td>40</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>Site #5</td>
<td>12</td>
<td>7</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>Site #6</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>333</strong></td>
<td><strong>84</strong></td>
<td><strong>121</strong></td>
<td><strong>61</strong></td>
</tr>
</tbody>
</table>
Participant Data: Students

- White: 56%
- Black: 20%
- Hispanic: 14%
- Other: 10%
<table>
<thead>
<tr>
<th>Program</th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADN</td>
<td>14</td>
<td>11</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>BSN</td>
<td>319</td>
<td>73</td>
<td>111</td>
<td>59</td>
</tr>
<tr>
<td>Total</td>
<td>333</td>
<td>84</td>
<td>121</td>
<td>61</td>
</tr>
</tbody>
</table>
Participant Data: Faculty

- White: 80%
- Black: 14%
- Hispanic: 6%
Physical Care

- Skin Integrity
- Elimination
- Nutritional Status
- Pain
- Sleep

Scores:
- Score 1
- Score 2
- Score 3

LOUISE HERRINGTON SCHOOL OF NURSING
Cognitive Function

![Cognitive Function Chart]

- Score 1
- Score 2
- Score 3

Legend:
- Score 1
- Score 2
- Score 3

Psychosocial

Score 3 scores the highest among the three categories.
Safety

- Restraints
- Mistreatment
- Fall Prevention
- Medications

Score 1  Score 2  Score 3
Communication

![Bar chart showing communication data for Barriers, Strategies, and Decision-making.](chart.png)

- **Barriers**: Score 1 = 100, Score 2 = 150, Score 3 = 350
- **Strategies**: Score 1 = 75, Score 2 = 125, Score 3 = 325
- **Decision-making**: Score 1 = 50, Score 2 = 100, Score 3 = 250

*Learn. Lead. Serve.*

LOUISE HERRINGTON SCHOOL OF NURSING
Care Coordination

![Bar Chart]

- Delegation
  - Score 1
  - Score 2
  - Score 3

- Referral
  - Score 1
  - Score 2
  - Score 3
Survey Results - Tool

- This Tool Helped Me Learn:
  - Strongly Disagree: 0
  - Disagree: 0
  - Neither: 0
  - Agree: 50
  - Strongly Agree: 0

- Easy to Use:
  - Strongly Disagree: 0
  - Disagree: 0
  - Neither: 0
  - Agree: 50
  - Strongly Agree: 0

- Identify Skills to Improve:
  - Strongly Disagree: 0
  - Disagree: 0
  - Neither: 0
  - Agree: 50
  - Strongly Agree: 0
Student Feedback

✧ The tool is very easy to understand
✧ It was organized and easy to access
✧ The toolbox was very easy to navigate
✧ The tool is very comprehensive
✧ Add section on end-of-life care
✧ The tool provided good information about what is expected to be competent in geriatric care
Suggestions for Improvement - Student Surveys

- Tool is lengthy
- Make it a checklist
- Add color to the tool
Suggestions for Improvement - Faculty

- Shorten the tool by adding check boxes rather than providing specific examples in text format
- An electronic tool would be easier to use
Available to Nursing Students, Faculty and other Constituents

* Future permanent Toolbox Host Website:
  * Texas Nurses Association (TNA)