



CNE Gerontology/Long-Term Care Interest Group (2023-25) – IG Members and project contributors and supporters

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CNE Gerontology/Long-Term Care Education Interest Group

GERO HUB Resource Matrix – Teaching Tools for Faculty and Clinical Educators

For use with health care students (curriculum) and organizational educators (orientation or ongoing professional development)

Purpose: This resource matrix provides nursing faculty and educators with quick access to reputable teaching-learning resources aligned with the CASN Entry-to-Practice Gerontological Care Competencies for Baccalaureate Programs in Nursing (2017).

This table is a first edition – it includes links to teaching-learning materials such as slide decks, recorded webinars, best practice guidelines, case studies, assessment tools, films, videos and eLearning courses.

Competencies	Resource Description	Features	Link
Relevant CASN Guideline			
Canadian Association of Schools of Nursing (CASN) Entry-to-Practice Gerontological Care Competencies for Baccalaureate Programs in Nursing (2017).	Competency 1 – Collaborates with the older person and their family to promote health and well-being, foster resilience and adaptation to change, optimize function, and prevent illness and injury.	Care competency indicators can be adapted as core teaching-learning objectives/outcomes within course syllabi.	https://www.casn.ca/?s=CASN+Entry-to-Practice+Gerontological+Care+Competencies+for+Baccalaureate+Programs+in+Nursing

Competencies	Resource Description	Features	Link
	<p>Competency 2 – Collaborates with the older person and family to optimize well-being in the context of complex acute and chronic conditions.</p> <p>Competency 3 - Collaborates with the older person and family to provide competent, respectful, and culturally sensitive palliative and end-of-life care.</p>		
<p>CASN Competency 1 Collaborates with the older person and their family to promote health and well-being, foster resilience and adaptation to change, optimize function, and prevent illness and injury.</p>			
<p>1.1 Recognizes that care of the older person is affected by ageism and societal and personal views related to aging.</p>	<p><u>Global Campaign to Combat Agism (WHO, 2021).</u> <u>Teaching-Learning Materials</u> - Global report on ageism. Geneva: World Health Organization; 2021. Licence: CC BY-NC-SA 3.0 IGO Open access document that can be copied and distributed for non-commercial purposes, provided the work is appropriately cited.</p>	<p>Open access The Global Campaign educational materials can also be accessed. Useful for teaching-learning exercises. The Global Campaign educational materials can also be accessed (e.g., campaign posters, FAQ documents, videos). Useful for teaching-learning exercises.</p>	<p>https://www.who.int/health-topics/ageism#tab=tab_1</p>
	<p><u>Depth of Field photographs and narratives</u> to explore and reflect on ageing. Material created and shared by Gabrielle Brand in Australia. Teaching material to sensitize students about prejudices regarding older people and ageism.</p>	<p>Available by contacting author Gabrielle Brand at Monach University in Australia</p>	<p>gabrielle.brand@monash.edu Brand, G., Miller, K., Wise, S., Saunders, R., Dugmore, H. et Etherton-Bear, C. (2016). Depth of Field: Using photographs and narratives to explore and reflect on ageing. <i>Reflective Practice</i>, 17(6), 676-680. https://doi.org/10.1080/14623943.2016.1206878</p>

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<p>1.2 Engages in a therapeutic relationship with the older person and their family that recognizes and values the diversity of their experiences, history, and culture.</p>	<p><u>The Elder Project – Clara’s Case</u></p> <p>Shared by Dr. Roslyn Compton, USask</p>	<p>Open access</p> <p>The Caring with Confidence modules were developed by the BetterLTC Research Team, an interdisciplinary team, including researchers, clinicians, older adults, and caregivers with lived experiences.</p>	<p>https://www.nfb.ca/film/elder_project/</p>
	<p><u>Caring with Confidence e-Learning Modules:</u></p> <p><u>Highly recommended for student course work</u> – both modules cross over several Competency 1 indicators.</p> <p>Everyday "Presents" (Presence) introduces ideas and practices for successfully connecting with the people you are with through being ‘present’, through concepts of self-awareness and regulation.</p> <p>Integrating Family and Close Ones The module introduces ideas and practices for successfully connecting with the people you are with, addressing concepts of Caregiver Centered Care and Relational Care.</p>	<p>Open access</p> <p>The Caring with Confidence modules were developed by the BetterLTC Research Team, an interdisciplinary team, including researchers, clinicians, older adults, and caregivers with lived experiences.</p>	<p>https://rise.articulate.com/share/YDaj_dQO6HC5OhL6oks5hf0-IEhSsX8D#/</p> <p>https://rise.articulate.com/share/n0Eo_AKKIoV7e8D7MEp3xnyw2FLwRkyt#/</p>
<p>1.3 Promotes the health and well-being of the older person within the context of the aging process.</p>	<p>Documentaire de 63 minutes sur le vieillissement, le rire et la spiritualité</p> <p>Shared by Dr. Anne Bourbonnais, Montreal, QC</p>	<p>Small fee</p> <p>Disponible par téléchargement payant (15,99\$) ou DVD [En français].</p>	<p>http://leveilagetlerire.com/</p> <p>https://www.outsidersfilms.com/le-vieil-age-et-le-rire</p>

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<p>1.4 Respects the perceptions of health and cultural expectations of the older person and family related to aging and provides culturally safe care.</p>			
<p>1.5 Uses adaptive communication strategies to address age-related changes.</p>	<p>Communication & Language (Behavioural Supports Ontario) - Teaching-Learning e-Learning Modules - Implementing Person-Centred Language: Two similar versions, one version for LTCH team members who are direct care personnel, one version for LTCH team leaders and managers.</p> <p>Caring with Confidence e-Learning Modules:</p> <p>Highly recommended for student course work. Also highly relevant to 1.3, 1.6, 2.2, 2.8, 2.9.</p> <p>Communication Strategies uses a relational approach in relation to hearing loss and communication. Includes risks, assessment, communication strategies, and use of assistive devices.</p> <p>Kind, Clear Communication - This module is about self-reflection, awareness and application to individual and team practice. Presents all behaviour as purposeful to meet basic needs, and to reframe</p>	<p>Open access</p> <p>Length – 3, 15-minute modules</p> <p>You will need to create a free account.</p> <p>You can download a certificate of participation through a ‘dashboard’.</p> <p>Open access</p> <p>The Caring with Confidence modules were developed by the BetterLTC Research Team, an interdisciplinary team, including researchers, clinicians, older adults, and caregivers with lived experiences.</p>	<p>https://learn.cri-ltc.ca/courses/person-centred-language-team-members/</p> <p>Note: If you are a team leader, administrator, or manager, you can switch to that specific version through the link above.</p> <p>https://rise.articulate.com/share/9-IRuZFR5NGYCz5YoEyzelsvAWfDxTR6#/</p> <p>https://rise.articulate.com/share/xNEzWVtwb1MnXZoknWDzwCMV KemXcPCS#/</p>

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	challenging circumstances as new opportunities.		
1.6 Fosters healthy aging, optimal function and autonomy of the older person.	<p><u>Case Study Videos</u> Shared by Dr. Sherry Dahlke, Professor Emeritus, UofA. Useful for in-class exercises.</p>	<p>Open access Three short videos (@ 10 mins each) of older persons who share their perspectives about healthy aging</p>	<p>Mary video: https://youtu.be/dvukZacOeHA George video: https://youtu.be/rUjd4eXaiPU Lois video: https://youtu.be/J-aRWa_egM8 Access to UofAlberta Faculty of Nursing Youtube channel: https://www.youtube.com/channel/UCoqtDG28_2bS43OLGOGQVOQ Dr. Dahlke has created a playlist for Awakening Canadians to Ageism within this channel for these videos.</p>
1.7 Responds therapeutically to age-related changes in the psychosocial context of the older person including loss, isolation, and social determinants of health.	<p><u>A Walk through Dementia by Alzheimer's Research UK – Teaching-Learning e-Learning Modules</u> - This resource is a series of videos on Youtube or through an App on your phone. This app was developed by Alzheimer's Research UK, guided by people living with different forms of dementia. The videos will help to enhance understanding of everyday life of people experiencing dementia.</p>	<p>Free video series No certificate or knowledge checks. The app does include additional knowledge. Could be used to generate collaboration between users.</p>	<p>https://www.alzheimersresearchuk.org/campaigns/awtd/A Walk Through Dementia - walking home A Walk Through Dementia - at the supermarket A Walk Through Dementia - at home</p>

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<p>1.8 Assists the older person and their family to access community resources that support optimal function and well-being.</p>	<p><u>Behavioural Supports Ontario – Individual and Family Care Partner Resources.</u></p> <p><u>Teaching-Learning Materials</u> - This link includes resources to assist family care partners to maintain social connectedness and meaningful relationships and have been developed collaboratively between family members and persons with lived experience of dementia.</p> <p><u>Caring with Confidence e-Learning Modules (3 modules):</u></p> <p><u>Highly recommended for student course work.</u> Also very relevant to competencies 1.9, 2.4 and 2.11</p> <p><u>Building Your Community</u> introduces the concept of clinician as a member of a community (workplace, social) and the steps to engage with others effectively. This includes identifying community resources and building relationships.</p> <p><u>Consultation and Referral</u> module helps participants understand how different healthcare roles interact to provide the best care. This is enabled by the last module’s relationship building.</p> <p><u>Exiting with Grace and Appreciation</u> - this module explores how to end therapeutic relationships with clients,</p>	<p>Open access</p> <p>Includes a Social Connections Inspirational Guide, By Us For Us© Guides, and Alzheimer Society of Ontario First Link® referral information.</p> <p>Open access</p> <p>The Caring with Confidence modules were developed by the BetterLTC Research Team, an interdisciplinary team, including researchers, clinicians, older adults, and caregivers with lived experiences.</p>	<p>https://rise.articulate.com/share/kSVSoejdxoRu4K0uaaFifRdq u0-GGIwH#/</p> <p>https://rise.articulate.com/share/CqnasQGGwpKeSE-38j56AiDA1rtML9EO#/</p> <p>https://rise.articulate.com/share/Wbc97PUKFUVHR6JqQMfVmSkfn2A1r3gJ#/</p>

Competencies	Resource Description	Features	Link
	care teams and communities through intentional communication and its role in trusting relationships.		
1.9 Collaborates with the older person, their family, and health care team to develop and implement a plan of care to manage age-related changes, risk factors and/or changes affecting well-being.	<p><u>Canadian Coalition for Seniors Mental Health (CCSMH).</u></p> <p><u>Teaching-Learning Materials</u> - Best Practice Guidelines for Social Isolation/Loneliness (2024).</p>	<p>Open access</p> <p>You will need to signup/join as a resource user member (no fee)</p>	<p>https://ccsmh.ca/areas-of-focus/social-isolation-and-loneliness/</p>
	<p><u>Caring with Confidence e-Learning Module :</u></p> <p><u>Highly recommended for student course work.</u> Also relevant to 2.3.</p> <p>Proactive Care Conference</p> <p>This module prepares participants to be an effective team member of a multidisciplinary care conference, with emphasis on person-centered assessment, goal setting and inclusion of Advance Care Planning.</p>	<p>Open access</p> <p>The Caring with Confidence modules were developed by the BetterLTC Research Team, an interdisciplinary team, including researchers, clinicians, older adults, and caregivers with lived experiences.</p>	<p>https://rise.articulate.com/share/pJlnPtEEswv2eVWMvGzx-5_MXJfCa9hP#/</p>
1.10 Fosters positive and supportive relationships between the older person and others.	<p><u>Leadership in LTC course (Canadian - Centres for Learning, Research & Innovation [CLRIs], Elizabeth Bruyere Site, Ottawa).</u></p> <p><u>Teaching-Learning e-Learning Modules -</u></p> <p>Leadership skills for nurses, helpful for students or novice practitioners to learn how to mentor and dialogue non-regulated staff.</p>	<p>Open access</p> <p>You will need to register and create an account (no fee)</p> <p>Length – 3-unit series, each about 15 minutes. Downloadable certificate. Short knowledge test.</p> <p>Engaging, interactive content with tile-matching exercises and multiple-choice questions based upon case studies.</p>	<p>https://learn.clri-ltc.ca/courses/cnl-module-3-being-a-leader/</p>

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	<p><u>TeamSTEPPS Canada Essentials Teaching-Learning eLearning Modules – Developed by Healthcare Excellence Canada</u></p> <p>Learn how to use teamwork and communication tools to help you and your healthcare team function better. TeamSTEPPS Canada is an evidence-based framework used to optimize team performance across the healthcare delivery system. The five key principles consist of the following:</p> <ul style="list-style-type: none"> ● Team Structure ● Communication ● Leadership ● Situation Monitoring ● Mutual Support 	<p>Open access</p> <p>The TeamSTEPPS Canada Essentials Course consists of six interactive microlearning sessions including an introduction and five additional sessions based on the key principles identified above. Simulation is used throughout the microlearning sessions to demonstrate teamwork and communication tools that can be used to equip your team for improved team functioning (SBAR, Call-Out, Check-Back, Cross- Monitoring, CUS, Feedback etc.)</p> <p>Has a knowledge check, has a certificate for downloading with the person’s name on it. Anyone can register.</p>	<p>TeamSTEPPS Canada Essentials - ENGLISH (hec-esc.ca)</p>
<p>1.11 Identifies actual or potential mistreatment/abuse (emotional, financial, neglect and/or self-neglect, physical, and sexual) in the older person, and responds appropriately.</p>	<p><u>Canadian Network for the Prevention of Elder Abuse (CNPEA)</u></p>	<p>Open access</p> <p>Source for educational webinars, toolkits, checklists, policies, guidelines for identification, prevention, treatment approaches for older people at risk for abuse.</p>	<p>https://cnpea.ca/en/</p>
	<p>Site web spécialisé sur la maltraitance qui présente, entre autres, une offre de formation sur la maltraitance des personnes âgées</p> <p>Anne Bourbonnais, Montreal, QC</p>	<p>Gratuit pour le site, formations payantes [En français]</p>	<p>https://maltraitancedesaines.com/</p>

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CASN Competency 2 Collaborates with the older person and family to optimize well-being in the context of complex acute and chronic conditions.			
<p>2.1 Conducts a holistic and comprehensive assessment of the older person, using evidence-based and ethically sound approaches to determine cognitive, emotional, functional, physical, safety, sexual, social, and spiritual needs and vulnerabilities.</p>	<p><u>Assessment of Older Adults (RGPs of Ontario) * Highly recommended for student course work – crosses over all Competency 2 performance indicators</u></p> <p>Suite of e-Learning Courses - Topics include: Cognition, Advance Care Planning, Nutrition, Depression, Exercise, Addictions, Medication Review, Mobility, Falls, Frailty, Pain, Incontinence, Delirium, Dementia & Sexuality, Care of Older Indigenous Persons, Heart Failure, etc. freely available on Geriatric Essentials ELearning website. Created by Regional Geriatric Programs (RGPs) of Ontario, based on the Geriatrics interprofessional interorganizational Collaboration (GiiC) toolkit developed by the RGPs of Ontario. Has potential as micro-credential for senior nursing students.</p>	<p>Open access</p> <p>Maintained by the Provincial Geriatrics Leadership Ontario (PGLO), the following website contains multiple teaching and learning resources. Through this website, educators and students can identify reports, policy statements, presentation, courses as well as various valid and reliable assessment tools for physical syndromes associated with older persons; frailty, falls, medication review, nutrition, cognitive function, etc.</p> <p>https://learning.geriatricsontario.ca/</p> <p>Length - There are several modules of varying length, between 20 – 60 minutes.</p> <p>Interactive features; some modules provide opportunity for learners to take on a character and follow their journey through the health system. Some modules have end-of-course knowledge tests, others do not.</p> <p>Learners will need to register and create an account (no fee) and enroll in any or all of the separate courses they wish to complete.</p> <p>Download certificates of completion through a learner 'dashboard'.</p>	<p>https://geriatricessentialslearning.ca/</p> <p>Note: Some of the original e-learning courses on the original GeriatricEssentials website will be transferred to the site, in the spring of 2025.</p> <p>For a direct link to the courses via the PGLO website, click here https://learning.geriatricsontario.ca/all-courses</p> <p>Contact: kelly.kay@geriatricsontario.ca</p>

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	<p>Site web de Philippe Voyer offrant des formations aux organisations, plusieurs entrées blogues sur divers sujets en lien avec les soins aux personnes âgées et des vidéos YouTube</p> <p>Anne Bourbonnais, Montreal, QC</p>	<p>En français. Formations payantes. Blogues et vidéos YouTube gratuites</p>	<p>https://www.philippevoyer.org/</p> <p>https://www.youtube.com/channel/UCPzPWtIZMp9Odsz39AQTa6g</p>
	<p>Guide médical en soins de longue durée. Livre en ligne sur les soins de longue durée. Chaque chapitre porte sur un sujet distinct (incluant sur soins de fin de vie).</p> <p>Anne Bourbonnais, Montreal, QC</p>	<p>En français. Libre accès avec inscription gratuite</p>	<p>https://mdsld.ca/chapitres/</p>
	<p><u>Geri-EM – Personalized e-learning in geriatric emergency medicine.</u></p> <p>This e-learning website is of interest to all health-care providers who see older patients as part of their practice – in primary care, in hospital, in long-term care, or in the community, and want to provide optimal, evidence-informed care to these older people. Although developed with physicians in mind, these modules are also useful for undergraduate nursing students with placements and/or interested in Emergency Department experience.</p>	<p>Open access</p> <p>Suitable for HCPs AND members of the public who wish to educate themselves about healthcare assessment and care needs of their family members.</p> <p>Registration information:</p> <p>Enroll in the course by individual registration to the e-learning system.</p> <p>When creating your account, select the following Accreditation option: <i>I am not applying for Mainpro-C or SAP Section 3 professional credits, then under Professional Designation, choose ‘Other’ option and type in nurse or undergraduate nursing student.</i></p>	<p>https://geri-em.com/</p> <p>An additional video of the 2024 Geri-EM conference is available through the PGLO courses weblink:</p> <p>https://learning.geriatricsontario.ca/all-courses</p>

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		<p>If you wish to, you can complete the Personalize Your Learning Experience and choose from amongst those modules recommended for you.</p> <p>Once registered, choose from 6 modules available based upon interest/relevance (each module value is 1 hour).</p>	
	<p><u>Caring with Confidence e-Learning Module:</u> * Highly recommended for student course work.</p> <p>Spirituality and Caring with Others</p> <p>The purpose of this module is to consider spirituality when caring with others (older people, care partners, family), team members, and invites self-reflection.</p>	<p>Open access</p> <p>The Caring with Confidence modules were developed by the BetterLTC Research Team, an interdisciplinary team, including researchers, clinicians, older adults, and caregivers with lived experiences.</p>	<p>https://rise.articulate.com/share/pJlnPtEEswv2eVWMvGzx-5_MXJFcA9hP#/</p>

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<p>2.2 Uses critical thinking in monitoring the complex interactions among acute and chronic conditions and responding to changes in the health status and functioning of the older person.</p>	<p><u>Behavioural Supports Ontario - Assessment Tools: Supporting Comprehensive Behavioural Assessment and Evaluation (2022).</u> <u>Teaching-Learning Materials</u> - This resource provides a list of various assessment tools to support clinicians in conducting a behavioural assessment, as well as in evaluating the implementation of tailored approaches and strategies. A brief description of each tool is provided, in addition to information on where to access it.</p>	<p>Open access This list of tools in this resource is not exhaustive and it will be updated over time as practices and evidence evolve. Clinical judgment and team collaboration will lead to the choice of a tool(s) most appropriate for each specific situation. The list includes behavioural; physical; intellectual; emotional; capabilities; environmental; social; family care partner; abuse assessment tools; as well as safety, quality and risk assessment tools.</p>	<p>https://brainxchange.ca/Public/Special-Pages/BSO/Clinical-Tools-and-Resources/Assessment-Tools-Supporting-Comprehensive-Beh Access the 'Assessment Tools: Supporting Comprehensive Behavioural Assessment and Evaluation' resource here.</p>
	<p><u>The Behavioural Supports Ontario – Dementia Observation System (2017).</u> <u>Assessment Tool</u> - The BSO-DOS® is a direct observation tool that provides objective and measurable data about a person living with dementia. The data collected can be utilized by clinical teams and care partners to identify patterns, trends, contributing factors and modifiable variables associated with responsive behaviours/personal expressions. This information is useful in the development and evaluation of tailored, person-centred interventions to address unmet needs through activities, environments, approaches and/or medications.</p>	<p>Open access Resources to support clinical educators and nursing faculty/instructors include a downloadable BSO-DOS® worksheet, user resource manual, community guidelines for utilizing the BSO-DOS® worksheet in collaboration with family care partners, an instructional video, a webinar discussing utilization and analysis of the BSO-DOS® with interprofessional teams, and an implementation startup checklist.</p>	<p>https://brainxchange.ca/BSODOS The worksheet is also available en français: BOS-DOS® available in French (New) / Le BSO-DOS® et les ressources de soutien sont disponibles en français! (Nouveauté) Note: The 2nd edition of the BSO-DOS will be available in Spring 2025 Hewitt Colborne, D., Jeyabalan, S., Schindel Martin, L., Newman, K., Barel, A., Fresco, F., Grant, K., Iaboni, A., Kilik, L., Van Bussell, L., & Bretzlaff, M. (2022). Inter-professional reconstruction of a direct observation tool: Enhancing</p>

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	<p>Formation en ligne du ministère de la Santé et des Services sociaux du Québec sur les symptômes comportementaux et psychologiques de la démence (SCPD). Créée par des experts sur le sujet à l'intention des étudiants et professionnels de la santé</p> <p>Anne Bourbonnais, Montreal, QC</p>	<p>Gratuit, mais demande inscription [En français]</p>	<p>documentation and analysis of responsive behaviours/ personal expressions in the dementia context. <i>Perspectives: The Journal of the Canadian Gerontological Nursing Association</i>, 43(2), 12-24.</p> <p>https://capsulesscpd.ca/scpd/index.php?</p>
<p>2.3 Collaborates with the older person, family and health care team in planning care to promote and/or maintain function in response to changes related to acute and chronic illnesses.</p>	<p><u>Behavioural Supports Ontario – My Personhood Summary ©</u></p> <p><u>Teaching-Learning Materials</u> - My Personhood Summary® surfaces a person’s life experiences, important relationships, personal preferences, and other psychosocial and environmental factors that influence individuals’ daily lives. It is a foundational tool that is intended for use with people living with dementia as well as older adults living with complex mental health, substance use, and/or other neurological conditions; however, other populations may also benefit from its use. My Personhood Summary® can be used by all members of BSO teams as well as other</p>	<p>Open Access</p> <p>The information collected on My Personhood Summary® can enhance team members’ abilities to: (1) foster supportive relationships, (2) recommend meaningful activities, (3) identify ways to promote abilities, (4) maintain social connections, (5) develop tailored approaches and strategies to care, and (6) inform person-centred behavioural support plans. This tool is written in first-person to elicit a focus on the person, instead of on their illness(es)/condition(s).</p> <p>My Personhood Summary® was adapted from <i>PIECES of my</i></p>	<p>https://brainxchange.ca/BSOpersonhood</p>

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	<p>healthcare providers and partners. Ideal to help students learn more about the concept of personhood and identify useful tools to expand their ability to communicate with older people.</p>	<p><i>PERSONHOOD (North Bay Regional Health Centre, 2012)</i>. Users of this tool may also consider the Indigenous-adapted version of <i>PIECES of my PERSONHOOD</i>, PIECES of my Relationships, a culturally safe practice tool developed with the <i>Indigenous Cognition & Aging Awareness Research Exchange</i>.</p> <p>Mon sommaire personnel® et ses ressources de soutien sont aussi disponibles en français. (My Personhood Summary® and its supporting resources are also available in French.)</p>	
<p>2.4 Supports the older person and their family in navigating through transitions of care.</p>	<p><u>Behavioural Supports Ontario – My Transitional Care Plan® - Teaching-Learning Materials</u> - My Transitional Care Plan® (MTCP) summarizes meaningful information that contributes to the facilitation of successful transitions across sectors for older adults presenting with, or at risk of, responsive behaviours/ personal expressions associated with dementia, complex mental health, substance use and/or other neurological conditions. MTCP presents a synopsis of essential information for sharing between members of a person’s care team from both their existing and new location. MTCP is intended for temporary use,</p>	<p>All members of Behavioural Supports Ontario teams as well as other healthcare providers, healthcare students and care partners who have assessment and/or care planning in their scope of practice can use MTCP. Students in community health placements would find this useful when a client is being assessed for transition into a Residential Care Facility or Long-Term Care Home.</p> <p>Mon plan de soins de transition® et ses ressources de soutien sont aussi disponibles en français. (My Transitional Care Plan® and its supporting resources are also available in French.)</p>	<p>https://brainxchange.ca/MTCP</p>

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	to prepare and facilitate a move, following which information may be extracted from it to populate a formal care plan.		
2.5 Adapts interventions to address age-related changes and risk factors when providing care to the older person.	<p><u>Behavioural Supports Ontario – Sexual Expression and Dementia (2021; 2025).</u> <u>Teaching-Learning e-Learning Modules -</u></p> <p>The introductory e-module is available in both English and French and was developed with funding support from the Regional Geriatric Program – Central’s Specialized Geriatric Services Quality Improvement Grant.</p> <p>The introductory module has been formally evaluated with undergraduate nursing students, gerontology students and professional caregivers. Learner outcomes using a mixed methods pre-post self-efficacy measure and open-ended learning experience questions demonstrating strongly positive results.</p> <p>Modules 2 & 3 are undergoing quality evaluation between February and April 2025.</p>	<p>Open access</p> <p>Three e-modules are now available online with modules 2 and 3 funded by the Alzheimer Society of Canada Research Program prototype competition.</p> <p>E-Module #1 - Dementia and Sexuality: An Introduction - Learn foundational concepts of sexuality and dementia, challenge myths and stereotypes, and explore how unmet intimacy needs may present in people living with dementia.</p> <p>E-Module #2 - Communicating with Long-Term Care Residents about Sexual Health - Learn effective communication strategies and access tools and resources to support meaningful conversations with long-term care residents about their sexual health needs.</p> <p>E-Module #3 - Understanding and Responding to Long-Term Care Residents’ Sexual Expressions of Risk - Develop skills to recognize, assess, and respond to sexual expressions that may pose risk while ensuring residents’ dignity and autonomy are upheld.</p> <p>Each module is @ 45 minutes in length with case scenarios, downloadable resources and interactive exercises.</p>	<p>To learn more about the online program and how to access it visit: https://brainxchange.ca/bosexualhealth</p>

Competencies	Resource Description	Features	Link
	<p>Bob à l'hôpital. Court-métrage à l'aide d'une bande dessinée sur une personne âgée isolée qui se retrouve à l'hôpital. Exposition aux effets du vieillissement sur les soins, risques de l'hospitalisation et erreurs.</p>	<p>Gratuit en ligne. Disponible en français et en anglais</p> <p>Anne Bourbonnais, Montreal, QC</p>	<p>Français : https://www.onf.ca/film/oncle_bob_a_lhopital/</p> <p>Anglais : https://www.onf.ca/film/uncle_bobs_hospital_visit/</p>
<p>2.6 Identifies the effects of aging on therapeutic responses to nonpharmacological and pharmacological treatments.</p>	<p><u>Use of Cannabis by Older Adults (Canadian Coalition for Seniors Mental Health [CCSMH]).</u></p> <p><u>Teaching-Learning e-Learning Modules</u> - The e-learning modules on 'Cannabis use in Older Adults' are useful for all clinicians to increase their level of knowledge and confidence about clinically relevant aspects of cannabis. It is anticipated that more older people will enter the care system with a history of habitual use of cannabis for pain control, anxiety or sleep disturbance treatments. The modules are excellent. Could be assigned to students for bonus marks, project completion (Suitable for years 2-4 of undergraduate baccalaureate nursing program.)</p> <p>Example modules, you can sample as many as you like.</p> <p>Module 1: <i>The reality of cannabis use in older adults</i></p> <p>Module 2a: <i>The history of cannabis and the current status of Canadian cannabis legalization and policies</i></p>	<p>Open access</p> <p>Length - 11-12 modules of varying length, on cannabis, some as short as 15 minutes.</p>	<p>https://ccsmh.ca/cannabis-and-older-adults-project/</p>

Competencies	Resource Description	Features	Link
	<p>Module 5: Evidence for Cannabis as Treatment</p> <p>Module 7a: Adverse effects and special considerations for safety.</p> <p>The learner can create an account and track completion and download certificates.</p>		
	<p><u>Use of Cannabis by Older Adults (Palliative ECHO project)</u> –</p> <p><u>Live Recorded Webinars</u> - presentations exploring use of cannabis in palliative care within the long-term care sector. Learners can select a topic relevant to personal or class-level knowledge needs.</p>	<p>Open access</p> <p>Length – 1-hour Zoom webinars, some with question-answer period.</p>	<p>https://www.echopalliative.com/ - Click on ECHO Pallium Sessions drop down menu, and search both the National Sessions</p> <p>https://www.echopalliative.com/national-sessions/ and the Partner Hub Sessions at</p> <p>https://www.echopalliative.com/hub-partner-sessions/</p>
	<p><u>Caring with Confidence e-Learning Module:</u></p> <p><u>Highly recommended for student course work.</u></p> <p>Antipsychotic Medications and Dementia</p> <p>This module covers assessment of risks and benefits of antipsychotic medications in individuals with dementia, identification of potentially inappropriate use of these medications, and safer (non-pharmacological) options</p>	<p>Open access</p> <p>The Caring with Confidence modules were developed by the BetterLTC Research Team, an interdisciplinary team, including researchers, clinicians, older adults, and caregivers with lived experiences.</p>	<p>https://rise.articulate.com/share/UXngDdm5plqs_rMjYzHjn4A9nY7SHD1g#/</p>

Competencies	Resource Description	Features	Link
<p>2.7 Conducts a critical analysis of the older person for potential polypharmacy and interactions of over-the-counter medications that may compound acute and chronic conditions.</p>	<p><u>Choosing Wisely Canada.</u> <u>Teaching-Learning Materials</u> - Guidelines, educational resources for monitoring for unwarranted medications, including sleep aides and antibiotic stewardship.</p>	<p>Open access Recommendations about use of antibiotics, sedatives, treatments for older people, including toolkits, Beers Criteria, patient resources and archived webinars.</p>	<p>https://choosingwiselycanada.org/geriatrics/</p>
	<p><u>Canadian Deprescribing Network (CaDeN).</u> <u>Teaching-Learning Materials</u> - Multiple teaching-learning resources exploring means/ways/reasons for deprescribing various unnecessary medications including unwarranted antipsychotics for responsive behaviour in dementia, and inappropriate/unsafe medication approaches to insomnia/sleep issues experienced by older people.</p>	<p>Open access Recommendations to optimize use of medication for individuals, safe procedures to reduce unnecessary medications for older people; a source for deprescribing algorithms, teaching resources, patient handouts.</p>	<p>https://www.deprescribingnetwork.ca</p>

	<p><u>CCSMH Guidelines for decisions around medication review and management - Webinars and educational materials -</u></p> <p>Guidelines for medication use for Anxiety; Loneliness and Isolation; Behavioural & Psychological Symptoms of Dementia</p>	<p>Open access</p> <p>You will need to signup/join as a resource user member (no fee).</p> <p>Access to resources about delirium, depression, long-term care, suicide prevention, including assessment tools, clinician pocket cards, educational slide decks.</p>	<p>http://www.ccsmh.ca/</p>
2.8 Identifies potential barriers that the older person may experience in accessing care and/or following a treatment regimen and implements strategies to minimize these barriers.			
2.9 Recognizes and responds therapeutically to geriatric syndromes such as delirium, dementia, depression; falls; incontinence.	<p><u>Registered Nurses Association of Ontario (RNAO) - Best Practice Guidelines for care of older adults -</u></p> <p>These open-access guidelines focus on several topics that are relevant across all healthcare settings (Delirium, Dementia, Depression (3Ds); Relational Care; Falls; Pressure Injuries.</p> <p>See also 5-module course on the 3Ds (and other courses relevant to BPGs for seniors).</p>	<p>Open access</p>	<p>https://rnao.ca/bpg/guidelines/assessment-and-care-older-adults-delirium-dementia-and-depression</p> <p>https://rnao.ca/bpg/courses</p>
2.10 Provides informational, emotional, and instrumental support to the family caregiver.	<p><u>Caregiver-Centred Care – Supporting Family Caregivers in Healthcare</u></p> <p>The caregivercare.ca education modules (foundational course).</p> <p>Caregiver-Centred Care is a Program of Applied Research & Innovation in</p>	<p>Open access</p> <p>6 video modules between 6 and 8 minutes in length, for a total of @ 60 minutes in eLearning.</p> <p>The foundational course covers the 6 Competency Domains in the Caregiver-Centred Care Competency Framework, developed by the</p>	<p>https://www.caregivercare.ca/</p> <p>https://www.caregivercare.ca/foundational-course</p>

	<p>Health Services Delivery in Family Caregiving, University of Alberta Licensed under Creative Commons Attribution – NonCommercial – ShareAlike 4.0 International license.</p>	<p>Caregiver-Centred Care Program at UofAlberta: Domain A – Recognizing Family Caregivers Domain B – Communicating with Family Caregivers Domain C – Partnering with Family Caregivers Domain D – Fostering Resilience in Family Caregivers Domain E – Navigating Health & Social Systems and Accessing Resources Domain F – Enhancing the Culture and Context of Care</p>	
	<p>Baladodiffusion en français. Devenir Margot, une baladodiffusion sur la proche aidance. Six épisodes relatent un moment de vie entre une fille et son père vivant avec la maladie d’Alzheimer et une démence vasculaire. Une réflexion entremêlée de discussions avec des spécialistes et de dialogues père-fille nous aide à mieux comprendre et à découvrir tout le potentiel des personnes qui vivent avec un trouble neurocognitif. Anne Bourbonnais, Montreal, QC</p>	<p>Baladodiffusion gratuite (en français)</p>	<p>https://baladodiffusion.telequebec.tv/27/devenir-margot</p>
	<p>Série documentaire. <i>Au-delà des mots</i> est une série documentaire de sept épisodes qui décrit l’expérience de deux proches aidants ayant accompagné pendant plusieurs années leur conjoint respectif vivant avec un trouble cognitif sévère, au domicile</p>	<p>Série documentaire en 5 chapitres gratuite (en français)</p>	<p>https://appui-audeladesmots.ca/serie-documentaire</p>

	<p>puis en CHSLD, jusqu'à la fin de leur vie.</p> <p>Anne Bourbonnais, Montreal, QC</p>		
2.11 Identifies when the older person and family need further care and/or support and initiates appropriate referrals.	<p>Blog of a family care partner of an older person living with dementia. My Alzheimer's story</p> <p>Anne Bourbonnais, Montreal, QC</p>	Free blog (in English]	https://myalzheimersstory.com/
<p>CASN Competency 3 Collaborates with the older person and family to provide competent, respectful, and culturally sensitive palliative and end-of-life care.</p>			
3.1 Understands that death is a process of life and discusses advance care directives with the older person and family.	<p><u>The Palliative Care ECHO Project</u> - The ECHO Project is a national initiative to cultivate communities of practice and establish continuous professional development among health care providers across Canada who care for patients with life-limiting illness.</p> <p>Led by Pallium Canada and its hub partners from across Canada, this Project delivers a continuous learning journey for health care providers to build local capacity to provide a palliative care approach to patients and their families.</p> <p>The Palliative Care ECHO Project is designed to create virtual communities of learners in palliative care by bringing together local health care providers (and community leaders) with regional, provincial or territorial, and national subject matter experts for continuous learning, deep-dive discussions, national presentations, and interactive, case-based discussions. These knowledge exchange opportunities foster an “all</p>	<p>Open access</p> <p>The Pallium website contains information about Upcoming Events as well as Video Recordings of Past Sessions, each @ 60 minutes in length. Choose from a list of remarkable topics, delivered by top-notch experts in the field, including such essential themes as: Pain & Symptom Management, Death & Dying Processes, Comfort Care, End-of-Life Care, Psychological Supports for Families, Self-care for caregivers.</p> <p>Available to the public, and well-suited for healthcare professional students as well as professional caregivers. Slide decks can be downloaded and used by educators via YouTube.</p>	<p>https://www.echopalliative.com/</p> <p>Click on ECHO Sessions drop down menu, and search both the National Sessions at https://www.echopalliative.com/national-sessions/ and the Partner Hub Sessions at https://www.echopalliative.com/hub-partner-sessions/</p>

	<p>learn, all teach” approach, where experts and learners rely on each other for continuous collaboration, problem solving and professional growth.</p>		
	<p><u>SPA-LTC Health Care Worker and Palliative Education Program (PEP) (also aligns with 3.4, 3.5, 3.6, 3.7).</u></p> <p>A course comprised of 8 modules (bringing a palliative approach to resident care; communicating with residents, families, and LTC staff; understanding advanced care planning and goals of care; recognizing changes in mood, abilities, thinking and behaviour; recognizing pain, suffering and common symptoms of advancing illness; providing comfort and supporting quality of life; supporting final days and hours care; supporting loss and grief for residents, families, staff and yourself.</p>	<p>Open Access</p> <p>Available in French and English Directed to all staff in LTC, including nurses. Certificate of completion. Each module takes 10 to 15 minutes to complete and can be taken one at a time or at one time as a course (estimated to take 2 to 2.5 hours).</p>	<p>https://spaltc.ca/ Click on drop-down arrow for E-Learning and select “SPA-LTC Health Care Worker and Palliative Education Program (PEP)” and English or French</p>
<p>3.2 Supports the older person in determining goals of care and advocates for the right to self-determination of care including decision-making related to treatments, advance care directives, end-of-life-care and medical assistance in dying.</p>	<p><u>CBC Documentary - The Nature of Things – “Her Last Project’.</u> <u>Teaching-Learning documentary video</u> – Captures the process through which Dr. Shelly Sarwal (Public Health physician, Nova Scotia) and her husband, Randy Tresidder, discuss and make decisions about Shelly’s end-of-life care. NOTICE: This video focuses on a sensitive topic. The video is a personal record of the end-of-life experience of</p>	<p>Open access with free CBC GEM streaming account.</p> <p>Length – 44 minutes This CBC documentary reflects the essence of pushing against ‘social exclusion’ from decision-making while dying. Shelly’s end-of-life goals were to remain in control of her death and to be a pioneer with respect to being an organ donor after a Medical Assistance in Dying procedure. This documentary is an important one for nurses to</p>	<p>https://www.youtube.com/watch?v=ityJrqBpFQo</p>

	<p>a Canadian public health physician and expert, Dr. Shelly Sarwal. The story is sad, yet inspiring.</p> <p>Good for students to watch and write a short reflection about new or alternate viewpoints. Consider asking students:</p> <p><i>As you watch the video, please listen for the viewpoints offered by the person and the couple at the centre of this story. Write a short reflection about how their viewpoints compare to your own.</i></p>	<p>watch; Shelly's aim for participating in the documentary was to provide the means through which she could continue to educate healthcare providers about dying with dignity and meaning.</p>	
	<p><u>Caring with Confidence e-Learning Module:</u></p> <p>Highly recommended for student course work (also aligns with multiple Competency 3 indicators, as well as 1.6, 1.9)</p> <p>Palliative Approach to Care</p> <p>This module includes descriptions of a palliative approach to care, how to have conversations with older people, care partners and care teams, how to improve an interdisciplinary palliative approach, and how to provide bereavement care.</p>	<p>Open access</p> <p>The Caring with Confidence modules were developed by the BetterLTC Research Team, an interdisciplinary team, including researchers, clinicians, older adults, and caregivers with lived experiences.</p>	<p>https://rise.articulate.com/share/UtOPbYA10B-Z7fc2N2MgWMxAK89MHxXq#/</p>
<p>3.3 Assesses and responds appropriately to the signs and symptoms of approaching death in the older person.</p>			

<p>3.4 Assesses the needs of the older person and their family, and engages the health care team in a palliative approach when indicated.</p>	<p><u>Communication During End-of-Life in Long-Term Care Simulation.</u> The simulation addresses the following objectives: 1) respects role of family in assessing the resident and family’s needs; 2) addresses psychosocial, spiritual, and cultural values of the resident and family; 3) engages in skilled, compassionate, personalized and timely communication; 4) shares difficulty news in a compassionate and supportive manner; 5) provides information about expected changes and comfort measures during the last days and hours of life; 6) assists the resident and family to prepare for death.</p>	<p>Open access Available in French and English. 15-minute simulation that allows the learner to choose a response as a care provider and see how a resident’s family member responds, including changing their answer and viewing a different response. Registration is required for a free account; provide an email address. Can print a certificate of completion.</p>	<p>https://spaltc.ca/ Click on drop-down arrow for E-Learning and select “Communication During End-of-Life in Long-Term Care Simulation” and English or French</p>
<p>3.5 Provides physical, emotional, and spiritual care to the older person during the dying trajectory and final moments of life.</p>	<p><u>Caring with Confidence e-Learning Module:</u> <u>Highly recommended for student course work (also aligns with 3.6)</u> <u>Spirituality and Caring with Others</u> The purpose of this module is to consider spirituality when caring with others (older people, care partners, family), team members, and invites self-reflection.</p>	<p>Open access The Caring with Confidence modules were developed by the BetterLTC Research Team, an interdisciplinary team, including researchers, clinicians, older adults, and caregivers with lived experiences</p>	<p>https://rise.articulate.com/share/ApmmFE8SwrbhpnR0A9PJhOE8ZWm_m4NW#/</p>
<p>3.6 Provides comfort and support to the older person who is dying and family, with care that is consistent with their wishes, spirituality, and culture.</p>			
<p>3.7 Provides assistance and emotional support to family members who are grieving</p>			

during and following the death of an older person.			
3.8 Recognizes the need for and engages in self-care following the death of an older person in one's care.	<p><u>Caring with Confidence e-Learning Module:</u> <u>Highly recommended for student course work</u></p> <p>Exiting with Grace and Appreciation - this module explores how to end therapeutic relationships with clients, care teams and communities through intentional communication and its role in trusting relationships. Includes specific practices for self-reflection and care.</p>	<p>Open access</p> <p>The Caring with Confidence modules were developed by the BetterLTC Research Team, an interdisciplinary team, including researchers, clinicians, older adults, and caregivers with lived experiences.</p>	<p>https://rise.articulate.com/share/Wbc97PUKFUVHR6JqQMfVmSkfn2A1r3gJ#/</p>
Additional recommended national websites curated by reputable professional organizations, many of which offer their own open access teaching-learning materials, and/or eLearning modules/webinars.			
<p>Competencies 1, 2 and 3 – overlap across most performance indicators*</p> <p>*Highly recommended for student course work</p>	<p><u>Alberta Gerontological Nursing Association (AGNA).</u></p> <p>Visitors, students and AGNA members can access, free of charge, professionally authored online courses suited to their gerontological specialty.</p> <p>These learning resources have been developed by Dr. Sherry Dahlke, Professor, Faculty of Nursing, University of Alberta.</p>	<p>Open access</p> <p>Choose all or some of the 10 eLearning courses available; Modules are of varying length and include multiple teaching-learning approaches to match various learning styles.</p> <p>Module Titles:</p> <p>Equity & Diversity – 30 mins. Palliative Care – 30 mins. Responsive Behaviours – 20 mins. Continence & Mobility – 90 mins. Comfort & Continence – 30 mins. Understanding & Communicating with Older People – 90 mins. Leadership & Ageism – 30 mins.</p>	<p>https://courses.agna.ca/</p> <p>Sent into host university into their academic library, internal files.</p> <p>Publicly available through AGNA.</p> <p>Faculty who wish to embed these modules into their own institution's library resources can contact Dr. Dahlke directly:</p> <p>sherry.dahlke@ualberta.ca</p> <p>Devkota, R., Dahlke, S., Fox, M., Davidson, S., Hunter, K.F., Butler, J.I., Shrestha, S., Chasteen, A., Moody, E., Schindel Martin, L., &</p>

		<p>Health Promotion – 30 mins.</p> <p>Pain Assessment – 30 mins.</p> <p>Cognitive Impairment – 3 hrs.</p>	<p>Pietrosanu, M. (2023). E-learning modules to enhance student nurses' perceptions of older people: A single group pre-post quasi-experimental study. <i>International Journal of Nursing Education Scholarship</i>, 20. DOI:10.1515/ijnes-2023-0059</p> <p>Dahlke, S., Butler, J.I., Hunter, K.F., Law, J., Schindel Martin, L., & Pietrosanu, M. (2023). Understanding practicing nurses' knowledge of the cognitive impairment, continence, and mobility needs of older people. <i>International Journal of Nursing Education Scholarship</i>, 20(1). DOI:10.1515/ijnes-2022-0130</p> <p>Law, J., Dahlke, S., Butler, J.I., Hunter, K.F., Schindel Martin, L., & Pietrosanu, M. (2022). Improving practicing nurses' knowledge and perceptions of older people: a quasi-experimental study. <i>International Journal of Nursing Education Scholarship</i>, 19(1). DOI:10.1515/ijnes-2022-0090</p>
<p>Competencies 1 and 2 – overlaps across some performance indicators</p>	<p><u>Alzheimer Society of Canada (ASC).</u></p>	<p>Open access</p> <p>Educational tools for older people, care partners, students and professional caregivers.</p>	<p>https://alzheimer.ca/en/Home/Living-with-dementia</p>
<p>Competency 2 and some of the performance indicators for Competency 3, i.e. related to end-of-life trajectory</p>	<p><u>Canadian Frailty Network (CFN).</u></p>	<p>Open access</p> <p>Access to CFN Learning Centre for webinars, videos, research reports including those from Canadian nurse scholars.</p>	<p>https://www.cfn-nce.ca/learning-centre/</p>

<p>Competencies 1, 2 and 3 – overlaps across various performance indicators</p>	<p><u>Canadian Gerontological Nursing Association (CGNA).</u></p>	<p>Open access National standards 4th edition (2020). Free to download Six standards with competency indicators.</p> <p>Open access – Recorded Webinars ECHO Pallium/CGNA Sessions 2024: Live recordings posted on ECHO Pallium website under CGNA Partner Hub Duration: 30 minutes each Session 1: Altered Responses Facilitators: Erin Yakiwchuk and Deb Schick Recording Dates: Part 1: April 4, 2024 and Part 2: April 11, 2024 Description (Part 1): Join registered nurse Deb Schick and pharmacist Erin Yakiwchuk for a discussion on responsive behaviours in individuals living with dementia, the risks and benefits of the use of antipsychotics, and non-pharmacological approaches to these altered responses. Description (Part 2): Join registered nurse Deb Schick and pharmacist Erin Yakiwchuk for the second part of this discussion on altered responses in individuals living with dementia. This will be a case-based discussion of the concepts reviewed in Part 1.</p> <p>Session 2: Integration of Caregivers into Care Teams</p>	<p>https://cgna.net/</p> <p>https://www.echopalliative.com/hub-partner-sessions/</p>
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<p>Competency 3 – overlaps across some performance indicators</p>	<p><u>Canadian Hospice Palliative Care Association (CHPCA).</u></p>	<p>Open access Source for hospice palliative care nursing standards, principles and tools, educational events, listing of national and regional certificate courses.</p>	<p>http://www.chpca.net/professionals/nurses.aspx</p>

<p>Competency 2 – overlaps across some performance indicators</p>	<p><u>Canadian Patient Safety Association (CPSI).</u></p>	<p>Open access Joint publications between Accreditation Canada, Canadian Institute for Health Information and CPSI outlining national issues related to falls, falls prevention, education, policies with listings regional initiatives and resources published in 2014.</p>	<p>https://www.patientsafetyinstitute.ca/en/toolsResources/Documents/Interventions/Reducing%20Falls%20and%20Injury%20from%20Falls/FallsJointReport_2014_EN.pdf</p>
<p>Competency 2 – overlaps across some performance indicators</p>	<p><u>Choosing Wisely Canada.</u></p>	<p>Open access Learn about the six things nurses should question about unnecessary practices for care of older adults such as inappropriate use of antimicrobials, unnecessary transfer to the ED, inappropriate bed rest while hospitalized, inappropriate use of restraints and Q2h repositioning routines; written for nurses by nurses.</p>	<p>https://www.cna-aiic.ca/-/media/cna/page-content/pdf-en/six-things-nurses-and-patients-should-question_gerontology.pdf?la=en&hash=5CA6F36C8FF92F624F3BBA2DFC388904FE5795E9</p>
<p>Competency 1 – overlaps across some performance indicators</p>	<p><u>Employment and Social Development Canada.</u></p>	<p>Open access Resources for gerontological nurses caring for indigenous seniors at risk for social isolation, including definitions, language and culture resources, case studies, sample slide decks and toolkits.</p>	<p>https://www.canada.ca/en/employment-social-development/corporate/seniors/forum/social-isolation-indigenous.html</p>
<p>Competency 2 – overlaps across some performance indicators</p>	<p><u>National Initiative for the Care of the Elderly (NICE).</u> NICE is an international network of researchers, practitioners and students dedicated to improving the care of older adults, both in Canada and abroad.</p>	<p>Open access Resources available include teaching tools, checklists, slide decks and archived events.</p>	<p>http://www.nicenet.ca</p>

<p>Competency 2 – overlaps across some performance indicators</p>	<p><u>Public Health Agency of Canada (PHAC).</u></p>	<p>Open access Resources and policy on topics relevant to older people in Canada, including abuse, self-neglect, disability, chronic illness, falls, healthy eating, mental health, medication, oral health and physical activity.</p>	<p>https://www.canada.ca/en/health-canada/services/healthy-living/just-for-you/seniors.html</p>
<p>Competencies 1, 2 and 3 – overlap across most performance indicators*</p> <p>*Highly recommended for student course work; Students should be aware of these as best practice guidelines to be used frequently during entry-to-practice and novice career professional development.</p>	<p><u>Registered Nurses Association of Ontario (RNAO) Best Practice Guidelines (BPGs).</u></p>	<p>Open access BPGs Titles: -Assessment and Management of Venous Leg Ulcers -Assessment and Care of Adults at Risk for Suicidal Ideation and Behaviour -End-of-Life Care During the Last Days and Hours -Crisis Intervention for Adults -Using a Trauma-Informed Approach: Initial Four Weeks of Management -Delirium, Dementia, and Depression in Older Adults: Assessment and Care -Engaging Clients Who Use Substances -Establishing Therapeutic Relationships -Facilitating Client Centred Learning -Oral Health: Supporting Adults Who Require Assistance -A Palliative Approach to Care in the Last 12 Months of Life -Preventing and Addressing Abuse and Neglect of Older Adults: Person-Centred, Collaborative, System-Wide Approaches -Preventing Falls and Reducing Injury from Falls</p>	<p>https://rnao.ca/bpg/guidelines?f%5B0%5D=bpg_categories%3A1899&page=1</p> <p>Note: Click the category box for older adults. This filter will surface twenty (20) BPGs that are directly relevant to the care of older people.</p>

		<ul style="list-style-type: none">-A Proactive Approach to Bladder and Bowel Management in Adults-Promoting Safety: Alternative Approaches to the Use of Restraints-Risk Assessment and Prevention of Pressure Ulcers-Strategies to Support Self-Management in Chronic Conditions: Collaboration with Clients-Supporting and Strengthening Families Through Expected and Unexpected Life Events-Supporting Adults Who Anticipate or Live with an Ostomy-Transitions in Care & Services	
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