



**THE JOHN A. HARTFORD FOUNDATION  
INSTITUTE FOR GERIATRIC NURSING**



**American Association  
of Colleges of Nursing**

*Awards*  
for  
**Exceptional Baccalaureate  
Curriculum  
in  
Gerontologic Nursing**



*Models of Excellence*  
*2001*  
and  
*Compendium of Previous Award Recipients*



*Award*  
***For Exceptional Baccalaureate Curriculum  
in Gerontologic Nursing***

**PURPOSE:**

- To provide models of excellence that encourage the highest standards of gerontologic nursing education.
- To provide national recognition to those eligible schools or programs of nursing that exhibit an exceptional, substantive, and innovative baccalaureate curriculum in gerontologic nursing education.

**ELIGIBILITY:**

Schools and programs of nursing that lead to a baccalaureate degree and offer a strong curriculum in gerontologic nursing are encouraged to apply. Reviewers will be looking for small, innovative programs, as well as larger, well-established curricula that can be showcased as proven models of excellence. One entry per school.

**SELECTION CRITERIA:**

- *Innovation* of approach to gerontologic nursing education
- *Demonstrated relevance* in the clinical environment
- *Replication* for other schools/programs of nursing

**AWARDS:**

First Place award of \$1,000  
Second Place award(s) of \$500  
Honorable Mention award(s)

**SHOWCASE:**

Presentation at the AACN national meeting  
Curriculum summarized and distributed to nursing programs nationwide  
Involvement in Hartford Institute for Geriatric Nursing curriculum initiatives

For information and application contact  
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**2001 Awards**  
**from the Association of Colleges of Nursing**  
**for Excellence in Clinical Nursing**

**Best Place:**

*Meridian College of George Eliot School of Nursing*

**Second Place:**

*Ulster University of the Wingfield Hospitals*

**Third Place: Meridian**

*Ulster University Department of Nursing*

## 2001 First Place Award

### Medical College of Georgia School of Nursing

#### Augusta, Georgia

Gerald Bennett, PhD, Acting Dean; Katherine Nugent, PhD, Associate Dean

Cathy Green, RN, MSN, RN-CS (Contact Faculty)

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#### ***Abstract***

While geriatric content is threaded throughout the total curriculum of The Medical College of Georgia School of Nursing, two courses (Nursing Care of the Mature Family and Nursing in Human Loss and Grieving) are devoted exclusively to gerontological nursing. Innovative didactic activities of the "Mature" and the "Grieving" courses included web sites, shared by the students and faculty on the main and satellite campuses. Utilizing the Hartford Institute curriculum content allowed faculty to share teaching strategies and information and to support each other. It also fostered interaction between students on both campuses. The varied N3204 clinical activities provided an opportunity for students to become familiar with the most significant health needs facing Georgia's older adults. Students develop and implement age-appropriate nursing interventions with older adults in the community-based clinicals. Students are often surprised by the significant health needs of this age group. The students have quickly identified that they have made a difference in the life of an older adult.

#### ***Innovation***

The Medical College of Georgia School of Nursing has two content experts - a gerontological nurse researcher and a gerontological clinical nurse specialist - on its two campuses for generic undergraduate education. Both these faculty members collaborated on the didactic presentations so that students on both campuses had equal access to their pooled knowledge. Also, Advancing End-of-Life Nursing Care, 2001 is incorporated into the curriculum. The faculty and students from both campuses use the same password protected website which used templates to assured uniformity that included competencies, required readings, suggested readings, linked websites, case studies, and lecture notes.

*Home Visits through Indigent Clinic:* The School of Nursing contracts with a local indigent clinic, which is located in an under-served area to allow junior nursing students to make home visits to those persons who are not currently receiving skilled nursing through Medicare or Medicaid. Currently the nursing students are following approximately 40 clients. The nursing documentation was submitted electronically every week for review by clinical instructors, the physician and nurse practitioner and then filed in the client's permanent record at the Center.

*Brown Bag Event:* NUR 3204 hosted "Brown Bag Events" two Housing Authorities. These events brought older adult residents and nursing students together for a polypharmacy review and assistive device safety checks for anyone who wanted his or her cane/walker evaluated. The students observed a variety of gaits and discussed their observations with the faculty.

Quinn, Berding, Daniels, Gerlach, Harris, Nugent & Green (In press) described methods of teaching gerontological nursing from a new paradigm. Theoretical rationales and insight on how to develop meaningful clinical activities were highlighted. The sharing of this manuscript between campuses was also another way for faculty and students to interact across the sites.

#### ***Replication***

The replication of this experience would begin with identifying an under-served area, having the support of a clinic or physician or nurse practitioner, getting home health care agencies and case management services advising the project, working out the timely reporting of information, meeting each client and/or caregiver, explaining the service, assessing the appropriateness of each client for the service, assigning faculty members who have many years in direct patient care and in problem solving given limited resources, and having input from future employers goes a long way in helping to create a learning environment that prepares nursing students to be ready to handle issues of the older adult.

## 2001 Second Place Award

### The University of the Virgin Islands

#### St. Thomas, Virgin Islands

Gloria B. Callwood, Ph.D., Chair

Edith M. Ramsay-Johnson, Ed.D. (Faculty Contact)

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#### ***Abstract***

The Bachelor of Science in Nursing degree program at the University of the Virgin Islands offers a curriculum that operationalizes the faculty's belief that "nursing is a humanistic and caring profession, the essence of which is commitment to service".

At all clinical levels, sophomore through senior, our students are provided didactic content and clinical experiences that promote development of values and competencies needed to provide high-quality care to healthy and frail older adults and their families in a variety of settings. At the sophomore level, clinical experiences are gained at an assisted living site and a nursing and rehabilitation facility.

The designated gerontologic nursing course, NUR 319, Care of Adults II, is a required junior-level course. Its stated focus is nursing care of the middle age and older adult with chronic health problems. A variety of active learning strategies are used, and clinical experiences are designed to enable students to care for older adults who are institutionalized, those who are hospitalized, and those who reside in the community.

Student home-visiting caseloads in the senior-level Community Health course include families with older adults. Additionally, students may elect to use older adults and issues that affect older adults as the focus of their senior capstone leadership project.

#### ***Innovation***

In the designated gerontologic nursing course innovations include eliciting and reporting life stories, developing and implementing health promotion projects for older adult groups, using the radio and other media to increase the impact of student health promotion efforts, and exploring ethical and legal issues through formal debates.

#### ***Replication***

The learning experiences described can be easily replicated in any community because they do not require advanced technology or the purchase of additional resources. A committed faculty member who uses a variety of community settings to promote student interaction with older adults with varying levels of self-care ability will foster student acquisition of the essential values, competencies and knowledge. Creating a milieu in which students can operationalize the conceptual base presented in the didactic component of the curriculum will assure internalization of the desired attributes.

## **2001 Honorable Mention Award**

### **Wilkes University Department of Nursing**

#### **Wilkes-Barre, Pennsylvania**

**Mary Ann Merigan, Ph.D., R.N., Chairperson;**

**Sharon G. Telban, D.Ed., R.N.C., Coordinator, Gerontological Component,  
Master of Science in Nursing (Faculty Contact)**

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#### ***Abstract***

The philosophy of the Department of Nursing at Wilkes University encompasses the paradigm of nursing in a holistic sense. The focus on individuals within family units, within the greater community, provides the foundation for all practice courses. The Mission of the University addresses the needs of the greater community and the development of resources within the region. The surrounding geographical area includes the second highest concentration of older adults in the nation. The direction provided by this twin philosophical underpinning is reflected in the curriculum of the nursing program. Nursing courses present normal human developmental processes, promoting health as well as introducing alterations from the healthy state. Human development with its accompanying crises and common maladies undergirds each clinical course. Clinical courses begin in the sophomore year and extend for six sequential semesters. The senior nursing student enters the seventh semester with the skills and nursing knowledge prepared to meet the complex needs of the older adult in a variety of settings. In this required, 8-credit course, the student meets older adults in the community as well, independent individuals; in the home health setting; and as the frailest of elders in the nursing home. The course content embraces normal age changes, problems inherent in the elderly population, the alternatives for living arrangements available, financial resources, retirement, to the ultimate end of a long life-dying and hospice care. There are 56 hours of didactic lecture and discussion as well as 168 clinical practice hours in the course. The baccalaureate students in our program are made aware of the breadth of services available to meet the needs of elders as well as prevention activities which promote healthy aging.

#### ***Innovation***

The innovative application of the nursing process throughout the curriculum with its developmental sequence has been noted as a strength of the program as well as a vehicle for the efficient and effective utilization of community resources for practice. This course encompasses care of elders in the community as well as in institutions. The students plan and implement a free Health Fair for a defined population of older citizens. The student is provided the opportunity to discuss end-of-life issues as well as the special vulnerabilities of the older adult. This experience provides a breadth of practice not usually seen by baccalaureate students. Informal surveys, over time, reveal that student attitudes about aging become more positive at course end than at course beginning.

#### ***Replication***

As this course is a large portion of the clinical course structure of our curriculum, it can be adapted to other curricula. It is the focus on the older adult that is unique. It is not subsumed within discussion of the adult nor addressed minimally in courses which focus on multiple populations. The ability to provide the breadth of practice is essential to its success. The ability to identify strengths of elders assists nurses in other settings to better plan care for their patients.