



THE JOHN A. HARTFORD FOUNDATION
INSTITUTE FOR GERIATRIC NURSING



American Association
of Colleges of Nursing

Awards

for

*Exceptional Baccalaureate
Curriculum in Gerontologic Nursing*



2002

Models of Excellence

and

Compendium of Previous Award Recipients



DIVISION OF NURSING



NEW YORK
UNIVERSITY

THE STEINHARDT
SCHOOL OF EDUCATION



**THE JOHN A. HARTFORD FOUNDATION
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**American Association
of Colleges of Nursing**

2002 Awards 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)

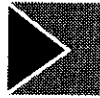
Showcase:

Presentation at the AACN national meeting

Curriculum summarized and distributed to nursing programs nationwide

Involvement in Hartford Institute for Geriatric Nursing curriculum initiatives

The 2003 Award criteria have changed. For information and application contact: hartford.ign@nyu.edu



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First Place:

Texas Tech University Health Sciences Center School of Nursing

Second Place:

University of Iowa College of Nursing

Honorable Mention:

Southeastern Louisiana University School of Nursing

2002 First Place Award

Texas Tech University Health Sciences Center, School of Nursing Lubbock, Texas

Alexia Green, RN, PhD, Dean

Ana M. Valadez, RN, EdD, CNAA, FAAN (Contact Faculty)

Tracey Woodward, RN, MSN

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Abstract. The School of Nursing at Texas Tech University Health Sciences Center did an in depth analysis of their undergraduate curriculum to ascertain if and where in the curriculum care of the elderly was being addressed. The document, *Older Adults: Recommended Baccalaureate Competencies and Curricular Guidelines for Geriatric Nursing Care*, published by AACN and The John A. Hartford Foundation Institute for Geriatric Nursing in 2000, was the blueprint used by the task force to determine geriatric content that was needed in the curriculum. The outcomes resulting from the analysis include: 1) A new three hour didactic and clinical course on Healthy Aging is now required for all beginning students; 2) A module addressing medication therapy for the elder patient/client was developed; 3) A 30 hour practicum in long term care was added to the senior level; and 4) geriatric content previously integrated throughout the curriculum was reevaluated and strengthened where needed.

Innovation. In the year 2000, the TTUHSC established the Institute on Healthy Aging. The Institute provided oversight for geriatric programs related to curriculum, continuing education, research and scholarship. Subsequent monies were garnered from the Agency on Aging to begin several intensive initiatives related to Aging. The first of the initiatives included analyses of all TTUHSC curriculums related to geriatrics. The curriculum analyses for the SON revealed that elder content was loosely woven into the majority of nursing courses and inclusion of the content was dependent upon the interest of the faculty member assigned to the course. To begin to address the paucity of elder content in the undergraduate nursing curriculum, a task force was established to address the identified curriculum deficits related to elder care. In the summer of 2001, a stand-alone course on Healthy Aging was added to the first semester of the nursing curriculum, and a module on geriatric pharmacology was added to the existing pharmacology course. Thirty-two percent of the students completing the Healthy Aging course in summer of 2001, expressed an interest in practicing geriatric nursing upon graduation and/or enrolling in the geriatric nurse practitioner tract upon completion of their baccalaureate program.

Another significant event that impacted the nursing geriatric curriculum is the Teaching Nursing Home concept that began in 1998 and is now a reality. The building of the teaching nursing home offers all TTUHSC schools the opportunity to have students acquire some of their geriatric experience using an interdisciplinary approach. To this end, the SON wrote a grant to HRSA for integration of long-term concepts in the baccalaureate nursing program. Specifically, senior level nursing students enrolled in the "Advanced Clinical Concepts" course will receive 30 hours of their clinical practicum at the nursing home.

Replication. The TTUHSCSON benefited from strong Health Science Center administrative support related to the priority of aging initiatives for the West Texas region during fiscal year 2000. Funded federal grants through the Agency on Aging provided monies for curriculum assessment and development, purchase of current audiovisuals, journals and the establishment of geriatric nursing fellowships to enhance faculty development. However, individual schools of nursing could easily assess their current curriculum utilizing the publication, *Older Adults: Recommended Baccalaureate Competencies and Curricular Guidelines for Geriatric Nursing Care* (2000) to develop the stand-alone course on Healthy Aging, the module on pharmacology, and the Advanced Clinical Concepts course. The selection of appropriate activities and clinical practice sites reinforces the didactic content. The most essential component for the development of a geriatric focus within the curriculum is administrative support from within the SON that promotes curricular modifications to address the aging population.

2002 Second Place Award

University of Iowa, College of Nursing Iowa City, Iowa

Melanie Dreher, PhD, RN, FAAN, Dean

Mary Patricia Donahue, PhD, RN, FAAN and Toni Tripp-Reimer; Associate Deans; Keela Herr, PhD, RN, Chair, Adult and Gerontologic Nursing; Meridean Maas, PhD, RN, FAAN, Professor and Director, The John A. Hartford Center of Geriatric Nursing Excellence (Contact Faculty)
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Abstract. All curricula in the College of Nursing are based on holistic healthcare, developmental aging, and the needs of individuals and aggregates within the context of an increasing proportion of older persons in the population. Although age-related content and applications are integrated throughout the undergraduate curriculum, two courses (Gerontologic Nursing and Gerontological Nursing Practicum) are dedicated entirely to the nursing care of older persons. The courses are based on the John A. Hartford Geriatric Nursing Institute recommended content and expose students to the exciting challenges and opportunities throughout the breadth, depth, and complexity of gerontologic nursing. The 4 credit required *Gerontologic Nursing* didactic course emphasizes normal aging, wellness and prevention of illness/disability, management of acute and chronic illness, and end of life care. Learning is enriched by evidence-based content, lectures by expert gerontologic faculty and clinicians, and a variety of multi-media. The Gerontologic Nursing Practicum is 3 credit hours and includes experiences with a range of well and frail elders in traditional and alternative, innovative settings. By choosing electives in other aging courses, a number of students also receive an interdisciplinary Aging Studies Certificate at graduation. The curriculum responds to the immediate need for nurses with geriatric training and to the need for more nurses with advanced training for academic, research, and practice careers.

Innovation. The College is blessed with a cadre of gerontologic expert faculty and clinical adjunct faculty. Faculty and clinicians collaborated to develop the *Gerontologic Nursing* and *Gerontologic Practicum* courses with innovative teaching modalities and experiences in alternative, innovative care settings. In the didactic course, students are fortunate to have internationally known Iowa nursing and interdisciplinary gerontologic experts provide content and share their passion in caring for older persons. Among other innovations, students write a reaction paper to a "48 hour documentary" on aging, identify and critique "good" and "poor" websites for elders, and attend interdisciplinary seminars, conferences, and journal clubs.

Students have practicum experiences in a nurse owned, innovative alternative care facility for persons with dementia; a faculty practice business that provides nurse case management, care, and support of elders who live alone at home and their families; a geropsychiatric in-patient unit; best practices nursing homes and assisted living facilities; a model residence for elderly women, Title IXX elderly case management services; senior center, day care, home care agencies; and visit well elders in their homes. Modeling a strong nurse role in the leadership and management of nursing care of elders is emphasized in all settings selected for student practica.

Five promising students each are selected for a Young Gerontologic Scientist program and a Young Gerontologic Clinician program. These outstanding students have potential for leadership and an interest in and aptitude for a gerontologic nursing research or practice career. Young Scientists each work with an active faculty gerontologic researcher/mentor. Young Clinicians are matched with a faculty mentor and an expert clinician mentor. Among the more advanced expectations are preparation of a manuscript for publication and project presentations to faculty, clinicians, and students. Most of the Young Scientists and Clinicians expect to enroll in graduate study and one is currently a BSN to PhD student at Iowa.

Replication. The curriculum is replicable in any school with a cadre of faculty with gerontologic expertise and active programs of research. Practice innovations would vary, but could be sought and identified by faculty for student experiences. Principles for replication are faculty commitment to: 1) gerontologic curriculum and evidence-based practice, 2) the role of nurses for elders' health and quality of life, 3) emphasis on promotion of elders' health, function, and quality of life even if disease and disability are present, 4) innovative, alternatives for long term health care of elders, and 5) an appreciation of social, economic, and political context of health care of elders and the opportunities for nursing practice and influence within this context.

2002 Honorable Mention Award

Southeastern Louisiana University, School of Nursing Hammond, Louisiana

Donnie Booth, PhD, Dean, College of Nursing and Health Sciences

Barbara Moffett, PhD, Director, School of Nursing

Joyce Maynor, MSN, RN, C (Contact Faculty)

Phone: (225) 764-2324 Fax: (225) 765-2315

Abstract. The care of older adults is threaded throughout the curriculum of Southeastern Louisiana University's School of Nursing's community-based curriculum. **Curricular penetration** is seen at all levels. Courses address areas identified as priority areas in **Healthy People 2010**; competencies are derived from the **AACN document The Essentials of Baccalaureate Education for Professional Nursing**. Content learned in cognate courses (developmental psychology, nutrition, pharmacology) is expanded in nursing courses throughout the curriculum. Elective courses (e.g. Death and Dying) also expand knowledge. The free-standing Gerontological Nursing theory course is offered concurrently with the Adult Health Nursing course, and addresses the normal aging process and variables that contribute to deviations in health in older adult clients. In this course, as well as in the required Gerontological Nursing Lab course, there is a strong emphasis on healthy aging as well as health promotion and prevention for well and frail older adults. In the clinical lab course, students utilize community activities (e.g. National Senior Games, Louisiana Senior Olympics) that enable students to work with well older people. At the synthesis level students address the needs of older adult clients in their capstone project. A grant, Healthy Farm Families Initiative Prevention/ Intervention has enabled faculty to plan screening activities and teaching projects with adults of all ages in rural farm areas. Faculty use **diverse and innovative teaching** strategies to facilitate achievement of course objectives. Many creative ideas from web sites are utilized, and experts (e.g. gerontological nurse practitioners) in the community are often asked to teach specific content.

Innovation. Faculty believe that in today's society it is necessary to reach clients in the community. With the current emphasis on moving health care to the community it is important that students get experience with older adults in their communities. Since older adults live in a variety of housing alternatives, clinical experiences include working with older adults in various types of housing such as individuals' homes (through home health visits) and assisted living facilities. In March, 2002, one group of students in the community health course planned and conducted a health fair with many screenings and informational booths. Strong efforts were made to reach geriatric adults; students visited an apartment complex for geriatric people and assisted living facilities to inform them of the fair. Indigent elder persons were specifically targeted. In addition to screenings for a variety of things, no cost mammograms were offered. Teaching regarding prevention was also done. Students conducted follow-up visits with clients who had abnormal results. At all levels of the curriculum, health promoting activities in rural areas include health screenings and educational outreach at regional fairs, festivals, dairy days, spring garden shows, women's group meetings, Councils on Aging, and community day programs.

Replication. Replication of this curriculum could begin with a commitment to meeting the needs of older adults in families and communities. Determining the expertise and commitment of faculty would also be necessary. It would be necessary to determine what areas nurses could impact. The support of community individuals and facilities that work with older adults is also important. It would be important to think beyond illness and frailty and to think also of health promotion and prevention. Faculty would need to commit to developing activities in a broad variety of settings to develop student awareness of older persons' health patterns and needs as well as developing the competencies needed to meet these needs.