



*Awards for Baccalaureate and Graduate
Education in Geriatric Nursing
2007*



2007 Awards

For Baccalaureate and Graduate Education in Geriatric Nursing

Purpose:

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

Awards:

- *Baccalaureate-Level Curricular Innovation*
- *Geriatric Nursing Faculty Champion*

Eligibility:

Schools and programs of nursing that offer baccalaureate or advanced practice degrees and demonstrate a strong curriculum in gerontologic nursing are encouraged to apply. Reviewers look for programs that are small and innovative, as well as large and well established that can be showcased as proven models of excellence.

1998 - 2006
**Awards for Baccalaureate Education in Geriatric
Nursing**

2006 Awards

Geriatric Faculty Member

Christine A. Mueller, PhD, RN, C, CNAA
University of Minnesota

Infusing Geriatrics into the Curriculum

Old Dominion University

Clinical Settings in Geriatric Nursing

University of Missouri Sinclair School of Nursing

Stand-Alone Baccalaureate Geriatric Course

Johns Hopkins University

2005 Awards

Geriatric Faculty Member

Virginia Burggraf, RN, DNS, FAAN, Radford University

Infusing Geriatrics into Curriculum

Fairfield University

Clinical Settings in Geriatric Nursing

Grand Valley State University

Stand-alone Baccalaureate Nursing Course*

Hawaii Pacific University
Wright State University (Honorable Mention)

2004 Awards

Geriatric Faculty Member

Dr. Beth Barba, PhD, RN, University of North Carolina Greensboro

Infusing Geriatrics into Curriculum

Valparaiso University College of Nursing

Clinical Settings in Geriatric Nursing

St. Cloud State University Department of Nursing Science

Stand-alone Baccalaureate Nursing Course*

Duke University School of Nursing
University of Rhode Island College of Nursing

2003 Awards

Geriatric Faculty Member

Dr. Theris Touhy, Florida Atlantic University

Infusing Geriatrics into Curriculum*

Biola University Department of Baccalaureate Nursing

New York University, The Steinhardt School of Education, Division of Nursing

Clinical Settings in Geriatric Nursing

University of Arkansas for Medical Sciences College of Nursing

Stand-alone Baccalaureate Nursing Course

University of North Carolina Greensboro School of Nursing

2002 Awards

First Place

Texas Tech University Health Science Center

Second Place

University Iowa College of Nursing

Honorable Mention

Southeastern Louisiana University School of Nursing

2001 Awards

First Place

The Medical College of Georgia School of Nursing

Second Place

University of the Virgin Islands

Honorable Mention

Wilkes University Department of Nursing

2000 Awards

First Place

The Pennsylvania State University School of Nursing

Second Place

University of Nebraska Medical Center - College of Nursing

Honorable Mentions*

Sacred Heart University-Nursing Programs and Physical Therapy Program
(Connecticut)

Winston-Salem State University-School of Health Sciences Department of Nursing
(North Carolina)

1999 Awards

First Place

University of Akron, College of Nursing (Ohio)

Second Place*

University of Maryland, School of Nursing

University of North Carolina Greensboro, School of Nursing

Honorable Mentions:*

San Diego State University, School of Nursing

University of Arkansas for Medical Sciences, College of Nursing

University of Pennsylvania, School of Nursing

1998 Awards

First Place

Minnesota State University, Mankato- School of Nursing

Second Place*

University of Alabama in Huntsville – College of Nursing

University of Arkansas, Fayetteville – Eleanor Mann School of Nursing

University of Pittsburgh – School of Nursing

Honorable Mentions*

Quinnipiac College – Department of Nursing

Radford University School of Nursing -- Waldron College of Health and Human Services

*Listed in alphabetical order

All Previous Awardee Summaries are available on the Hartford Institute web site at: <http://www.hartfordign.org/awards/awardWinners.html>

Specific Selection Criteria

AACN/JAFIGN 2007 Gerontological Nursing Awards

I. Baccalaureate-Level Curricular Innovation

One award will be given to a school of nursing that demonstrates extensive and innovative incorporation of the AACN/JAFIGN baccalaureate geriatric nursing competencies, delineated in *Older Adults: Recommended Baccalaureate Competencies and Curricular Guidelines for Geriatric Nursing Care* (2000), throughout the baccalaureate curriculum.

- Incorporation of the competencies can be demonstrated through integration of geriatrics throughout the entire curriculum and/or through one or more free-standing courses in aging and geriatrics
- Innovative approaches to curricular design and integration of the competencies.
- Establishment of partnerships with community partners
- Demonstration of innovative geriatric clinical experiences for students
- Opportunities for students to learn about positive work opportunities in the care of older adults

II. Geriatric Nursing Faculty Champion Award

One award will be given to an individual undergraduate or graduate faculty member who most clearly serves as a champion for geriatric nursing education and the preparation of nursing professionals with the needed expertise and desire to care for older adults.

- Undergraduate and graduate faculty members are eligible
- Demonstrates significant expertise in geriatric nursing best practice
- Provided leadership for the infusion of geriatric content into the curriculum
- Mentors other faculty regarding geriatric content and care of older adults
- Mentors and motivates students toward geriatric nursing

Awarded institutions and models will be widely promoted and showcased:

- Presentation at AACN annual meeting
- \$500 award per institution
- Dissemination of models of excellence to nursing programs nationwide and on the Hartford Institute website: www.hartfordign.org

2007 Baccalaureate Level Curricular Innovation Award

**University of Portland School of Nursing
Portland, Oregon**

Karen Cameron

Phone: 503.943.7362

Fax: 503.943.7729

Email: cameron@up.edu

Abstract

The University of Portland School of Nursing Client Partner Project is an innovative model that introduces beginning nurses to older adults and provides the foundation for infusing geriatric content throughout the undergraduate nursing curriculum. This project partners each student with an elder in the community and integrates gerontology content in all five courses in the foundational first semester junior curriculum. Approximately, 120 elder-student partnerships occur each fall semester and approximately 100 each spring.

Incorporation of AACN/JAHFIGN Competencies

The University of Portland School of Nursing Client Partner Project innovatively and effectively infuses geriatric content in the first semester and lays the foundations for the entire undergraduate nursing curriculum. The Client Partner Project incorporates eleven of the thirty recommended baccalaureate competencies for the care of older adults in the first semester of the junior curriculum.

Innovative Approaches to Curricular Design

The innovative use of elder client partners as “first teachers” in a nursing program allows key course content to be explored and discussed in the client student partnership. The design of first semester junior curriculum develops and integrates Client Partner assignments a process that required active participation from all faculty members teaching these courses. Each of the assignments requires the students to interact with their client partners to develop a number of important nursing skills.

Innovative Teaching Methodologies

The Client Partner Project is a novel in its incorporation of an “introduction” to the complexities of the clinical experience by way of working with an older adult from the community. The integration of five different assignments from each of the five foundational courses requires coordination among all faculty members from these courses. The experience at the University of Portland School of Nursing has resulted in an awareness of the health issues of older adults by faculty members that emphasize the importance of the aging of our population throughout our undergraduate curriculum.

Establishment of Community Partnerships

The Client Partner Project has established community partnerships for the School of Nursing with four continuing care facilities, two assisted living facilities, churches and other religious groups, as well as a YMCA cardiac therapy program.

Innovative Geriatric Clinical Experiences

The Client Partner program is a pre-clinical experience that encourages students to develop one-to-one relationships with older adults residing in a variety of settings. The client partners live in their own homes, in continuing care facilities, and assisted living facilities. Working with their client partners over the course of a semester on a number of structured and integrated learning activities allows students to build collaborative relationships, and to see older adults more holistically.

Ease of Replication

The Client Partner Project can be replicated at any School of Nursing that has access to elders in the community. We have found the project to be best managed if housed in one course. The lead faculty for that course becomes the Client Partner Project manager and is responsible for keeping the information in the database current, recruiting of clients, linking each client and the student at the beginning of each semester and problem solving immediate issues as the project is underway.

2007 Geriatric Nursing Faculty Champion Award

**University of North Carolina at Greensboro School of Nursing
Greensboro, North Carolina**

Laurie Kennedy-Malone, PhD, APRN BC, FAANP, FAGHE

Phone: 336.334.5012

Fax: 336.334.3628

Email: laurie_kennedy_malone@uncg.edu

Executive Summary

Dr. Laurie Kennedy-Malone, an ANCC certified gerontological nurse practitioner since 1982 and a nurse educator at The University of North Carolina at Greensboro (UNCG) since 1990, serves as the Program Director of the adult/gerontological nurse practitioner concentration since she first received the federal funding in 1992. Dr. Kennedy-Malone has been successful in obtaining HRSA funding for over 12 years.

There have been over 200 gerontological nurse practitioner graduates from the nurse practitioner program and she is being nominated by her peers for her consistent dedication and expertise as a geriatric nursing faculty champion.

She served as a member of the Advanced Gerontological Nursing National Expert Panel for AACN and the John A. Hartford Foundation where she participated in the development of the AACN *Nurse Practitioner and Clinical Nurse Specialist Competences for Older Adult Care (2004)* and is currently a member of the AACN Creating Careers Advisory Panel. She is also one of the authors of *Management Guidelines for Nurse Practitioners Caring for Older Adults* by F.A. Davis.

Significant Expertise in Geriatric Nursing Best Practice

Dr. Kennedy-Malone's clinical expertise and educational preparation in gerontological nursing, spans over 25 years. For the past 17 years she has been dedicated almost exclusively to gerontological nursing education. A research article by Dr. Kennedy-Malone, published 20 years ago on comprehensive discharge planning, continues to be cited.

As first author of the publication, *Management Guidelines for Nurse Practitioners for Older Adults (1999, 2003)* published by F.A. Davis, she was responsible for writing the chapter on skin, abdominal disorders, musculoskeletal disorders, and contributed to sections in the endocrine and central and peripheral disorder section.

Leadership for Curricular Change and Innovation

For over 14 years, she has received funding from the Health Resources and Services Administration (HRSA) for the nurse practitioner program totaling more than \$2,400,000. Additionally, she has received funding from the John A. Hartford Foundation/AACN for advanced practice Gerontological nursing. She presented at the

National Organization of Nurse Practitioner Faculties (NONPF) every year since 2000. In August 2001, she presented a paper at The Inaugural Meeting of the International Nurse Practitioner Conference in Malahide, Dublin Co. Ireland, on innovations in teaching in a nurse practitioner program. I've published two articles in the peer review monographs published by NONPF, namely, *New Paradigms in Advanced Nursing Practice: Teaching and Technological Strategies in Nurse Practitioner Education* (2003) and *Mentoring: Enduring the Future of NP Practice and Education* (2005).

Mentoring Other Faculty Regarding Geriatric Content and Care of Older Adults

Dr. Kennedy-Malone has served as a mentor to faculty since tenured as an Associate Professor in 1998. The opportunity to fully address infusing geriatric content and care of the older adults came as a result of the *Enhancing Geriatric Nursing Education for Advanced Practice Nursing Programs* awarded from the John A. Hartford Foundation/American Association of Colleges of Nursing in 2001. Along with her colleague Dr. Beth Barba, who received a grant for the undergraduate program, they presented numerous workshops to faculty at UNCG. The curricular innovations from the grant were widely disseminated in presentations and publications. The success at *sustaining* the momentum begun during the grant funding, was featured on the AACN's web page in 2006. One of the keys to sustainability was to encourage nursing faculty to *continue* to include Gerontological nursing content in their courses.

Mentoring and Motivating Students toward a Commitment to Geriatric Nursing Careers

Despite the documented demand for geriatric health care providers, schools of nursing have often had difficulty recruiting and graduating Gerontological nurse practitioners. Since the GNP program began at The University of North Carolina at Greensboro, there have been over 200 graduates of the program. A high percentage of these graduates remain in the field of Gerontological nursing and regularly serve as preceptors in various clinical settings such as long-term care, Veteran's Administration Medical Centers, and physician offices. Over the years she has not only been successful in recruiting students to the program, but has ensured diversity in UNCG's graduating classes.

Essential to the role of an educator is the ability to foster professional development in students. She has actively recruited students into professional nursing organizations and many have taken active roles within those organizations. The newly formed Triad Chapter of the National Conference of Gerontological Nurse Practitioners has been organized exclusively by graduates from UNCG.



The American Association of Colleges of Nursing (AACN) is the national voice for America's baccalaureate and higher-degree nursing education programs.

American Association of Colleges of Nursing
One Dupont Circle, NW, Suite 530
Washington, DC 20036
Phone: 202.463.6930 - Fax: 202.785.8320
www.aacn.nche.edu



The Hartford Institute for Geriatric Nursing seeks to shape the quality of health care older Americans receive by promoting the highest level of geriatric competence in all nurses. By raising the standards of nursing care, the Hartford Institute aims to ensure that people age with optimal function, comfort and dignity.

The John A. Hartford Foundation Institute for Geriatric Nursing
New York University, College of Nursing
246 Greene Street
New York, NY 10003
Phone: 212.998.9018 - Fax: 212.995.4561
www.hartfordign.org

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