

*Awards for  
Excellence in Gerontological  
Nursing Education  
2008*



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



**American Association  
of Colleges of Nursing**

*2008 Awards*  
*For Excellence in Gerontological Nursing Education*

*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*
- *Advanced-Practice-Level Curricular Innovation*
- *Geriatric Nursing Faculty Champion*
- *Outstanding School of Nursing Communications*

*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 - 2007  
**Awards for Excellence in Gerontological Nursing  
Education**

**2007 Awards**

**Baccalaureate-Level Curricular Innovation**

Karen Cameron  
University of Portland School of Nursing

**Geriatric Nursing Faculty Champion**

Laurie Kennedy-Malone, PhD, APRN BC, FAANP, FAGHE  
University of North Carolina at Greensboro School of 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

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**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 2008 Gerontological Nursing Awards**

**BACCALAUREATE-LEVEL CURRICULAR INNOVATION**

Programs should demonstrate the following:

- Incorporation of the AACN/JAFIGN competencies, delineated in *Older Adults: Recommended Baccalaureate Competencies and Curricular Guidelines for Geriatric Nursing Care* (2000), into a stand-alone gerontology course and/or throughout the entire curriculum.
- Innovative approaches to curricular design
- Innovative teaching methodologies
- Establishment of community partnerships
- Development of innovative geriatric clinical experiences across the continuum of care.
- Ease of replication

**ADVANCED-PRACTICE-LEVEL CURRICULAR INNOVATION**

(For non-gerontological specialty programs/tracks (e.g. family, women's health, mental health, etc.)

Programs should demonstrate the following:

- Incorporation of the AACN/JAHF *Nurse Practitioner and Clinical Nurse Specialist Competencies for Older Adult Care* (2004) throughout the entire curriculum and/or through stand-alone didactic and clinical course(s)
- Implementation of multiple teaching strategies (e.g. use of the website, case studies)
- Innovative geriatric clinical experiences for students
- Opportunities for students to learn leadership skills related to the care of older adults.
- Ease of replication

**GERIATRIC NURSING FACULTY CHAMPION AWARD**

Undergraduate or graduate faculty member whose service as a champion for geriatric nursing education is demonstrated by:

- Significant expertise in geriatric nursing best practice
- Leadership for curricular change and innovation
- Mentoring other faculty regarding geriatric content and care of older adults
- Mentoring and motivating students toward a commitment to geriatric nursing careers

### **OUTSTANDING SCHOOL OF NURSING COMMUNICATIONS AWARD**

School of nursing collateral materials (website, other official printed materials) should clearly:

- Demonstrate that older adults are included in the full range of populations served by nurses
- Depict images of older adults across the continuum of care
- Display images of older adults prominently on website and other official printed materials

### **AWARDS**

- Recipients will receive awards at the AACN Fall Semi-annual meeting in Washington, DC. Travel expenses for one representative to attend the awards presentation will be covered.
- Winners will receive \$500.
- Awardees will be recognized in the Awards for Excellence in Gerontological Nursing Education compendium.
- Models of excellence will be summarized and distributed to nursing programs nationwide.

Awardees will have opportunities for involvement in Hartford Institute for Geriatric Nursing education initiatives.

## ***2008 Baccalaureate-Level Curricular Innovation Award***

**Harding University**  
**Searcy, Arkansas**

**Cathleen Shultz**

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### **Abstract**

A holistic care framework (physical, psychological [emotional and cognitive], spiritual and social) permeates all nursing courses and innovative teaching methods at *Harding University College of Nursing (HCN)*. The college has a rich network of community partnerships, including a campus-based wellness clinic, an interdisciplinary gerontology content expert team, and collaborative relationships with community organizations. Competency and methodology implementation have proven to be replicable and supported by faculty development. Over 95% of graduating seniors reported improved attitudes toward the elderly and preparedness in elder care and advocacy. SON plans to refine gerontology course content and evaluate data collection tools and processes.

### **Incorporation of AACN/JAHFIGN Competencies**

Throughout the curriculum, the HCN incorporates gerontological content. Two faculty attended one of the JAHF/AACN *Geriatric Nursing Education Consortium* conferences. Aided by student input, faculty on the HCN curriculum committee mapped content and teaching strategies to ensure that all gerontological competencies were embedded in courses offered sophomore through senior years.

### **Innovative Approaches to Curricular Design**

Among the enriching innovations in curricular design is a health care mission minor, co-sponsored by HCN and the College of Religion that offers global nursing experiences. Students learn about elder care in Eastern European, Central American, South American, and African countries. Since 1977, HCN faculty have sponsored, developed, and led health care programs abroad.

### **Innovative Teaching Methodologies**

Faculty development in teaching innovations, course management, learning environments, and learning evaluation has resulted in a culture at HCN that encourages evidence-based teaching. With a community-dwelling elder, each student completes a gerontology-based history and physical assessment that incorporates geriatric-specific care, evidence-based screening and evaluation tools, a medication profile, a teaching-learning health promotion project and a safety assessment of an elder's living environment. Students prepare a case study using *Healthy People 2010* initiatives that relate to their clients' chronic illness, coping abilities and wellness status. Testing involves small group oral exams which utilize actual case studies.

### **Establishment of Community Partnerships**

HCN partners with multiple agencies and expert individuals (e.g. *Social Security Administration, Area Agency on Aging, Meals on Wheels* and clinic for diverse, vulnerable and uninsured clientele). Students become state-certified ombudsmen. Through these partnerships, students are exposed to standards for LTC and volunteer advocacy for elderly residents; observation and interview techniques for recognizing symptoms of abuse, nutritional deficiencies, hygiene problems, pressure sores; laws and policies governing care and reporting techniques for improving elders' quality of life.

### **Innovative Geriatric Clinical Experiences**

Students gain valuable clinical experience across the continuum of care in primary, secondary, tertiary and end-of-life settings. Junior-year students treat community-dwelling elders, hospitalized elders with acute and chronic co-morbidities, LTC residents, and elders with mental health disorders/cognitive decline. Senior-year students participate in elder community-based activities and support groups. In rural communities, students use assessment tool that generates elder population statistics, resources, locations and descriptions of health care programs, and access to care.

### **Ease of Replication**

THE HCN curriculum committee approved gerontological coursework infusion and creation of a stand-alone course, and to ensure currency, mapped the AACN/JAHFIGN competencies. Faculty revised course syllabi to minimize overlap, identify teacher responsibility for content, and shape clinical experiences across the continuum of care. Faculty development has taken place and cultural competency has been addressed.

## ***2008 Baccalaureate-Level Curricular Innovation Award***

**University of Southern Indiana College of Nursing and Health Professions  
Evansville, Indiana**

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### **Abstract**

The redesign of the baccalaureate nursing program at the *University of Southern Indiana College of Nursing and Health Professions* involved integration of gerontology content throughout the curriculum and the development of a four credit gerontology nursing clinical course. Utilizing evidence to guide development, creators of this required course offer students more broadly based clinical experiences. Designed to be engaging and interactive, and to enhance student empathy, the course incorporates use of tools and resources from the JAHPIGN web site. The integration of gerontology content in other nursing courses is complimentary and supportive of the stand-alone course. Faculty continually assesses the impact of these curricular innovations.

### **Incorporation of AACN/JAHPIGN Competencies**

The stand-alone course utilizes the thirty AACN/JAHPIGN competencies as its foundation. Students are using Mauk's *Gerontological Nursing: Competencies for Care* as their main text. The topical outline, after being reviewed against the competencies, incorporates them. Students are instructed that the competencies drive the learning outcomes of the course.

### **Innovative Approaches to Curricular Design**

The gerontology clinical course is taught in conjunction with a mental health clinical course. One-half of the junior students take the gerontology and mental health courses while the other half takes medical/surgical and pediatric clinical courses. Students switch at mid-term, allowing for immersion in all of these clinical courses and greater focus on clinical concepts.

### **Innovative Teaching Methodologies**

Faculty designed the clinical course to be engaging and interactive. It begins with a two-day clinical workshop/simulation lab that includes a student role-playing game regarding medication. Faculty also participates in role-plays by improvising various patient situations that are typical of LTC and primary care settings. Students comment that these faculty role-plays "make learning more fun." Other teaching modalities include a sensory simulation lab and its debriefing period, and creative use of Blackboard software for communication and information exchange.

### **Establishment of Community Partnerships**

Several community partnerships have developed in conjunction with the stand-alone class. Students are assigned elderly clients for “1 on 1” clinical experiences in one of four assisted living facilities, as well as independent apartments and an adult day-care service that serves primarily the African-American community. Students visit the *Veteran’s Administration* outpatient clinic to view primary care of older adult veterans and four LTC settings that offer various rehabilitation care options. Collaboration between the *Southwestern Indiana Regional Council on Aging* and the university has resulted in student participation in health promotion education for the elderly.

### **Innovative Geriatric Clinical Experiences**

Students make several clinical visits with assigned community-residing elders, during which time they complete various evidence-based assessments, develop comprehensive and holistic concept maps, and orchestrate reminiscence therapy. Students are trained to use a multitude of assessment tools in their clinical assignments, including *Instrumental Activities of Daily Living*, *Epworth Sleepiness Scale*, *Caregiver Strain Index*, *Assessment of Current Oral Hygiene Care*, *GEM Environmental Assessment*, *Fulmer SPICES Assessment*, *Mini-Nutritional Assessment*, and many more. Students rotate through *Area Agencies on Aging*, adult day care services, inpatient and in-home hospice care, as well as LTC, primary care at senior health centers and V.A. outpatient clinics.

### **Ease of Replication**

The course coordinator is pleased to share all course documents and guidelines. Presentations regarding the course have already taken place at several elder-care conferences, including the 5<sup>th</sup> International *Elder Health/Elder Care Conference*, “*Older People Deserve the Best!*” held in Ontario, September of 2006.

## ***2008 Advanced-Practice-Level Curricular Innovation Award***

**Oregon Health & Science University School of Nursing  
Portland, Oregon**

Theresa A. Harvath, PhD, RN, CNS

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### **Executive Summary**

The *Oregon Health and Science University School of Nursing*, nationally known for its strength in practice-relevant gerontological nursing research has developed a post-master's certificate in advanced practice gerontological nursing. The program targets advanced practice nurses from non-gerontological specialties (e.g. FNP, ANP, ACNP) who care for elderly adults. Graduates of this program are prepared to sit for the GNP certification exam thru the ANCC. The program emphasizes health issues of vulnerable older adults and has particular focus on rural health and aging.

### **Incorporation of AACN/JAHFIGN Competencies**

A task force, including representatives from the university's PMHN, FNP, GNP and CNS programs developed the post-master's certificate program in advanced practice gerontological nursing. The program incorporates the AACN/JAHFIGN *Nurse Practitioner and Clinical Nurse Specialist Competencies for Older Adult Care*. The task force members developed three didactic courses and mapped the competencies to the course outlines.

### **Implementation of multiple teaching strategies**

The APGN program introduces a variety of teaching strategies during the initial weeklong intensive, including lecture, seminar discussion, and case presentation. At its conclusion, students then return home to complete the didactic portion online--a series of self-study modules for each course that include power point presentations, readings, and a menu of learning activities designed to help them integrate learning into practice. They participate in threaded discussions in which they apply their knowledge to clinical cases. Their final project involves developing a brief clinical plan of care.

### **Innovative geriatric clinical experiences for students**

The APGN program students have access to several different types of clinical experiences. They assess patients in the clinical skills lab. In the online portion of the class, students apply their learning to real case examples. Students undergo individual skills assessment during the weeklong intensive, identifying specific learning needs so that clinical learning experiences can be tailored for them.

**Opportunities for students to learn leadership skills related to the care of older adults**

Students are encouraged to develop a wide network of colleagues, especially among Oregon's HCGNE faculty. Social events are scheduled for students to meet faculty as well as visiting scholars who share an interest in gerontological nursing. Through a listserv, students are invited to subsequent events.

**Ease of replication**

The OHSU School of Nursing's post-master's certificate program in advanced practice gerontological nursing is easily replicated by other schools of nursing. The program has already attracted students from Alaska, Connecticut, Florida, Texas, Montana, Washington and Oregon. The program, with its weeklong intensive followed by online coursework, has proven attractive to working nurses.

## ***2008 Geriatric Nursing Faculty Champion Award***

Nancy M. Watson, RN, PhD

Director, Elaine C. Hubbard Center for Nursing Research on Aging  
University of Rochester School of Nursing  
Rochester, New York

### **Executive Summary**

The *University of Rochester's* Dr. Nancy Watson, champion of geriatric nursing, is recognized locally, statewide, nationally and internationally. She has driven gerontological curricular change at the *University of Rochester*, created new solutions to prepare adult nurse practitioners to care for their geriatric patients, and has reopened the school's GNP program. She enlists all disciplines and is widely respected by colleagues in and outside the SON as the "go to" person for tackling geriatric nursing care challenges.

### **Leadership for Curricular Change and Innovation**

Dr. Watson has initiated the following: redesign of APN assessment course so that 40% of content pertains to geriatric care; reopened school's GNP program; added geriatric track to MS/PhD programs; facilitated design of two new gerontology doctoral courses; helped establish interdisciplinary doctoral methodology course on aging; initiated creation of dual ANP/GNP track; and led design of post-master's GNP program.

### **Mentoring Other Faculty Regarding Geriatric Content and Care of Older Adults**

Dr. Watson continually identifies gerontology-interested faculty members and provides them with updates re: geriatric health care policy, resources, and educational opportunities. She educates faculty in practice leadership positions. She provides hands-on educational experiences for faculty and links them as partners with professionals from other disciplines to create educational materials. She provides gero-related leadership on committees and in the larger community.

### **Mentoring and Motivating Students toward Commitments in Geriatric Nursing Careers**

Dr. Watson has been mentoring students at the university and in the larger community for years. She facilitates their pursuit of national certification in gerontology. She uses her own geriatric nursing research to teach new nurses about the specialized needs of the elderly. She teaches nurses to be change agents, to think critically about eldercare policy, and connects them to resources, geriatric initiatives, clinical sites, role models and community elder-care task forces. She encourages gerontology nursing research and pursuit of gerontology nursing doctoral study (e.g. secured fellowship support for four URSON PhD gerontology nurses). She mentors post-doctoral nursing fellows, and has sponsored former students for Hartford post-doc fellowships.

### **Significant Expertise in Geriatric Nursing Best Practice**

Dr. Watson's expertise in geriatric best practice is widely sought locally, regionally, nationally and even internationally. She's been keynote speaker and has presented at countless conferences. She's been coordinator, regional advisor, founder and facilitator, chair and board member on a myriad of committees related to care of the elderly. She is a member of many professional organizations. She's consulted, revised and reviewed for government and university elder-care initiatives.

***2008 Outstanding School of Nursing Communications Award***

**Mennonite College of Nursing  
At Illinois State University  
Normal, Illinois**

**Brenda Jeffers**

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**Narrative**

The *Mennonite College of Nursing at Illinois State University*, whose mission to educate nursing students to serve the citizens of Illinois, the nation, and the global community, reflects on its website commitment to high quality nursing care for vulnerable and underserved older adults. The website highlights two new initiatives specifically focused on preparing nurses at the graduate level to practice and conduct research with older adults.

Printed materials from *Mennonite College of Nursing* are carefully crafted to reflect in both images and language a positive view on aging and the importance of providing high-quality geriatric nursing care. The *Mennonite College of Nursing* annual reports often highlight important initiatives that involve nursing care of aging adults. In particular, the *Teaching Nursing Home Project*, funded by the *Illinois Department of Health to Mennonite College of Nursing*, is designed to transform long term care throughout Illinois by encouraging students to choose careers in those facilities.



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

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

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.

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