Awards for Baccalaureate Education in Geriatric Nursing

2004 Models of Excellence and Compendium of Previous Award Recipients
**2004 Awards For Baccalaureate Education in Geriatric 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.

**Awards:**
- Geriatric Faculty Member Award
- Infusing Geriatrics into the Nursing Curriculum Award
- Stand-Alone Geriatric Course Award
- Clinical Settings in Geriatric Nursing Award

**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.

**Selection Criteria:**
- Innovation of approach to gerontologic nursing education
- Demonstrated relevance in the clinical environment
- Replication for other schools/programs of nursing
Specific Selection Criteria Each Award

GERIATRIC FACULTY MEMBER AWARD: Awarded to an individual faculty member involved in the teaching and/or design of geriatric curriculum or course content that:
- Demonstrates knowledge of geriatric nursing
- Encourages and inspires nursing students to further their studies in geriatric nursing, and seek Certification as a Gerontological Nurse
- Encourages and inspires nursing students to pursue a career in care for older adults

INFUSING GERIATRICS INTO NURSING CURRICULUM AWARD: Awarded to a baccalaureate nursing curriculum that:
- Exhibits a substantive and/or innovative baccalaureate curriculum in geriatric nursing that includes healthy aging
- Includes key clinical information and issues central to caring for the highly specialized needs of older adults

STAND-ALONE GERIATRIC COURSE AWARD: Awarded to a baccalaureate nursing stand-alone course that:
- Exhibits substantive and/or innovative baccalaureate curriculum in geriatric nursing that includes healthy aging
- Includes key clinical information and issues central to caring for the highly specialized needs of older adults

CLINICAL SETTINGS IN GERIATRIC NURSING AWARD: Awarded to a baccalaureate program for innovative use of clinical settings that:
- Enhances the baccalaureate curriculum in geriatric nursing and encourages and inspires students to pursue a career in care for older adults
- Demonstrates true and innovative partnerships with clinical and community agencies or organizations

Awards: $500

Showcase:
- Presentation at the AACN national meeting
- Curriculum summarized and distributed to nursing programs nationwide
- Involvement in Hartford Institute for Geriatric Nursing curriculum initiatives
2004 Awardees for Baccalaureate Education in Geriatric Nursing

Geriatric Faculty Member Award
Beth Barba, PhD, RN
University of North Carolina at Greensboro

Infusing Geriatrics into the Curriculum Award
Valparaiso University

Clinical Settings in Geriatric Nursing Award
Saint Cloud State University

Stand-Alone Baccalaureate Geriatric Course Award
Duke University
and
University of Rhode Island
1998 - 2003

Awards for Baccalaureate Education in Geriatric Nursing

A compendium of previous award abstracts is available on the Hartford Institute website at:
http://www.hartfordign.org/awards/awardWinners.html

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: (*) Listed in alphabetical order
Quinnipiac College – Department of Nursing
Radford University School of Nursing - Waldron College of Health and Human Services
Fostering Students to Further Their Studies in Geriatric Nursing. Dr. Beth Barba has been a leader in the School of Nursing teaching gerontology courses for 14 years at all levels of nursing education – generic baccalaureate, registered nurse baccalaureate, and masters. She has facilitated the incorporation of geriatric nursing into courses throughout the undergraduate and graduate curricula, including a focus on meeting the needs of grandparents in pediatrics and obstetrics. As a result of her tireless leadership through the AACN/Hartford Foundation curriculum award, the baccalaureate curriculum is now a model for preparing students to comprehensively address the needs of older adults through provision of age appropriate nursing care. Dr. Barba is passionate about care of older adults and communicates that enthusiasm to students, practicing nurses and faculty members. Letters of support from former students credit Dr. Barba with inspiring them and others to pursue gerontological nursing as a career specialty. A geriatric case manager stated, “She was very patient with us and assured us that we would have a very positive experience with our older patients. My love of the geriatric population began with her as an undergraduate instructor and the courses she taught. This is one of the reasons I have pursued gerontology as a career.” Two former students who described undergraduate and graduate gerontological classroom and clinical experiences with Dr. Barba are now faculty members at UNCG, and pursuing doctoral degrees with a focus on gerontology, and teaching gerontological nursing courses with her. Two other UNCG faculty members, who have master’s degrees with gerontology specialty, were mentored and taught by Dr. Barba. She has mentored more than 15 students on their elder care research and involves undergraduate and graduate students in her nursing home research about the impact of animal-assisted therapy and environmental changes. Dr. Barba has provided animal-assisted therapy in nursing homes for over 10 years, and involves students and faculty members in this experience. She is currently implementing a federally funded project to prepare practicing nurses to serve as geriatric resource nurses in their agencies and subsequently be positive role models for care of older patients for nursing students. The project involves an augmented curriculum for RN-BSN students with geriatric content and activities, as well as working with area hospitals to provide geriatric education to practicing nurses and assistants. This project will have a major impact on health care of older adults in North Carolina. Dr. Barba’s overall contribution to teaching geriatric nursing is exemplified by one nominator: “Perhaps more importantly, Dr. Barba certainly has made all students think about geriatrics and realize that nursing care for the community of older adults deserves special consideration.”

Knowledge of Geriatric Nursing. Dr. Barba excels in teaching, mentorship and scholarship in geriatric nursing. She has led the effort to increase the gerontological content of the undergraduate nursing program through the AACN/Hartford Foundation curriculum enhancement award and has provided the faculty development and curriculum innovation Dr. Barba has developed and teaches the “End of Life” course in the Masters in Gerontology interdisciplinary program and the N.C. Institute on Aging Geriatric Consortium online curriculum. AACN showcases this course as “highly impressive and innovative.” Dr. Barba assisted the Moses Cone Health System in implementation for the Acute Care for the Elderly Unit through geriatric training for nurses and personnel hospital-wide. She provides consultation and education to community groups and programs serving older adults. Dr. Barba has provided gerontology curriculum and faculty development consultation at five university schools of nursing, and been an invited presenter at numerous at national and regional conferences. Recently, Dr. Barba was awarded for Teaching Excellence at UNCG School of Nursing and NC NLN. She has received funding for curriculum projects from state and federal sources, and has authored several publications on geriatric care. Dr. Barba has served as a Hartford Geriatric Nursing Institute Summer Scholar and an AAN/Hartford Foundation Post Doctoral Research Scholar (2002-2004). Dr. Barba currently conducts research on nursing home residents, companion animals and environmental changes, and serves as manuscript reviewer for scholarly journals. She is principal investigator for a “Comprehensive Geriatric Education Project” through HRSA to enhance the geriatric nursing workforce by improving access to geriatric education programs to nurses throughout NC.
2004 Infusing Geriatrics in Nursing Curriculum
Valparaiso University College of Nursing
Valparaiso, Indiana

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Abstract. Over the past two years, Valparaiso University College of Nursing (VU CON) has undertaken a systematic enhancement of geriatrics across the curriculum during a uniquely challenging time of transition. As a new community-based curricular model is implemented, the goal of the VU CON initiative is three-fold: 1) increase the amount and quality of exposure of students to geriatrics in current courses, 2) promote geriatric content during the development of new courses and syllabi, 3) continue to promote healthy aging while emphasizing the principles of gerontological rehabilitation nursing for older adults with chronic health alterations. To accomplish these goals, gerontological nursing content in the curriculum was mapped according to the Hartford Institute’s Best Nursing Practices in Care of Older Adults Curriculum Guide (2001). Strengths and weaknesses in meeting the Recommended Baccalaureate Competencies and Curricular Guidelines for Geriatric Nursing Care (AACN/ Hartford Foundation, 2000) were identified and presented to faculty with suggestions for improvement. As syllabi for courses to be offered in the community-based curriculum were developed, the faculty member certified as a gerontological clinical nurse specialist by the ANCC suggested specific points for infusing geriatric content that were discussed and approved by all faculty members, assuring that competent care of older adults will be a more integral part of all future courses from their inception. A dedicated course on aging, with a service-learning component, has also been added to the junior year to further emphasize geriatrics earlier in the program. Evaluation of courses in the community-based curriculum demonstrates a true integration of geriatric content in both didactic and clinical experiences, leading to positive results within the college and community.

Innovation. Many innovative teaching aids and resources are used in the college of nursing to enhance geriatrics in the community-based curriculum. The most unique acquisition is the geriatric station in the Virtual Nursing Learning Center (VNLC) that allows students to practice skills on a geriatric mannequin (Geri–Sim). The mannequin is life-size, with moving joints, and allows students to practice a number of skills such as sensory assessment, vital signs, transfers, venipuncture, catheter insertion (male/female interchangeable), ostomy care, and skin/wound assessment. Wheelchairs, walkers, commodes, and gait belts are also available for students to learn various mobility-related skills. Another addition to the VNLC is a model called Seymour Butts, that illustrates the various stages of pressure ulcers and several other common skin problems to enhance students’ skills in geriatric assessment. Several interactive geriatric learning modules have been developed for SIM MAN, the lab’s state-of-the-art mannequin that can be programmed to simulate numerous physical changes through use of a computer. These experiences help students gain expertise and confidence. In diverse clinical settings in hospitals, rehabilitation units, long-term care facilities, senior centers, churches, and community groups, students are also mentored by experienced and well-educated faculty throughout the curriculum, providing an exceptional experience in the care of older adults across the continuum of care and through end of life. Even with increased technology used in the VNLC, the major innovative changes come from our creative nursing faculty who are constantly striving to provide students with new and challenging experiences to enhance their skills.

Replication. Transitioning into a new curriculum can be a challenge, but our faculty is committed to education in geriatrics and has devised many creative ways to infuse this into all of the courses during this time of change. The strategies we have used may be easily replicated by other programs. Our advice for replication could be summarized simply: Identify one faculty member with geriatric expertise to “champion” the cause. Begin with a curriculum map to identify areas of strength and those needing improvement. Set realistic goals for change. Use all resources at your disposal. Gain buy-in from faculty. Educate and provide resources to faculty. Assure follow-through in course and lecture content through consistent evaluation. Develop strong working relationships with community partners. Evaluate results and make modifications as needed.
Abstract. The new baccalaureate nursing program at St. Cloud State University (SCSU) offers an innovative curriculum developed to meet the current and future health needs of a changing society, including the needs of an aging population. Introduction to gerontological nursing occurs in the fall semester junior year with a two credit theory course, *Nursing Care of Older Adults*, combined with a three credit clinical course. Student learning in clinical settings focuses on healthy aging, and the role of the nurse in promotion and restoration of health and harmony, prevention of illness, and illness care of older adults. The clinical settings cross multiple, diverse community and care environments and include: the Ne-Ia-Shing Health Clinic on the Mille Lacs Band of Ojibwe reservation, the Central Minnesota Nurse Managed Center, the local Veterans Administration medical campus, an orthopedic unit at a local hospital, elders’ homes, and assisted living sites in the community.

Innovation. Clinical experiences were created to provide meaningful learning experiences with older adults at various stages of health and illness. Clinical learning emphasizes the psychosocial, spiritual and physical health needs of older adults from a socio-cultural perspective. To achieve these goals, the nursing program established two unique educational partnerships, including the first nursing partnership with the Mille Lacs Band of Ojibwe and the Central Minnesota Nurse Managed Center. The Mille Lacs Band established the Ne-Ia-Shing Health Clinic on the reservation where students assist in the care of Ojibwe clients who come to the clinic for their health care. Student preparation includes a visit to the reservation and an orientation to the Ojibwe culture through a presentation at the Mille Lacs Indian Museum, meeting with clinic staff and the traditional healer. This background information is vital to student understanding of how culture affects health care needs of Native elders.

The Nurse Managed Center (NMC) is a grant funded partnership which includes SCSU and a private liberal arts baccalaureate nursing program. Students have rewarding experiences collaborating with a variety of faith-based groups, community agencies on aging, senior groups, volunteers, and parish nurses who are providing social and emotional support services and referrals for older adults and their caregivers. Students also assist with caregiver training in cooperation with the Alzheimer’s Association. At the NMC, students learn about the complex and tenuous situations that older adults and their families face when health deteriorates and they struggle to stay independent rather than go to a nursing home. Experiences in these settings provide the foundation for on-going clinical learning in subsequent nursing courses including leadership and the capstone practicum. Students learn about healthy aging through assessment, therapeutic communication and relationship building during home visits with community-dwelling older adults. In addition, students have four clinical days with acutely ill older adults on an orthopedic surgical unit. They assist with discharge teaching and planning and make a follow-up visit where they learn the importance of incorporating information about the family and home environment during this transition phase. Another clinical experience occurs at the St. Cloud Veteran’s Administration Medical Center. Students rotate through the Adult Day Health Care Program, the Primary Care Clinic, and the Extended Care Unit where students encounter older male veterans with multiple, complex psychosocial and physical health problems. These combined clinical opportunities provide comprehensive learning of the essential knowledge and skill related to quality care of older adults.

Replication. Creating innovative partnerships with a variety of clinical agencies across multiple care settings is possible and can be developed to reflect the unique needs of the community served by the nursing program. It requires energetic faculty who are not only dedicated to quality student learning, but who are committed to making a difference in the health and well-being of older adults in their communities. These experiences have been exciting and rewarding for faculty, students, agency partners, older adults and their families. Pairing faculty who have different areas of expertise related to older adults is valuable in designing courses and in developing creative learning opportunities in various clinical settings.
**Abstract.** The gerontological nursing curriculum at Duke University School of Nursing, Accelerated Bachelor of Science prepares students to provide evidenced-based quality care to older adults and their families in long-term care settings and continuing care retirement communities. The course uses the Evidence-Based Protocols developed by The University of Iowa Gerontological Nursing Interventions Research Center (GNIRC) to frame current scientific understanding of specific geriatric syndromes and builds on content from adult health, pathophysiology, physical assessment and diagnostic reasoning, pharmacology and health promotion. The Protocols are introduced in class and an active teaching environment uses expert faculty discussants to facilitate student group presentations. Specifically, students present content focused on the pathophysiology, current research, clinical issues, and systems issues related to the specific syndrome. The Protocols are then implemented and evaluated by dyads of students in the long-term care facility on two consecutive clinical days during the semester. By the end of the course, students have accumulated an experiential base from which they can evaluate the introduction of Evidence-Based Protocols in the long-term care facility based on first-hand observations and interactions with patients, staff, and faculty. Faculty in the didactic portion of the course are advanced practice nurses or doctorally prepared geriatric nurse scientist and clinical faculty are gerontological advanced practice nurses.

**Innovation.** Students begin by reading the results of a recent ethnographic research study on end-of-life care in nursing homes. The purpose of this interactive activity is to introduce students to the socio-political context of how nursing care is provided to the elderly. Beginning with the third class, each clinical group uses assigned readings to present the pathophysiology, research, clinical and systems issues relevant to the geriatric syndrome under study in preparation for implementation of the Evidenced-Based protocol that week. Student presentations are facilitated by expert faculty discussants that pose additional questions and ideas and encourage classroom discussion. The discussants read all the materials and bring additional resources as appropriate and present findings from their programs of research or clinical expertise relevant to the geriatric syndrome following the presentations. Students participate in the discussion of protocol implementation and evaluation. Each student has used an assessment tool to evaluate the geriatric syndrome and depending on clinical group has implemented or evaluated a specific protocol that week. Students come prepared to talk about their resident and what worked and maybe didn’t work with the Evidence-Based Protocol.

**Replication.** This stand-alone geriatric course was developed using the GNIRC Evidence-Based Protocols that are available for a nominal fee from the University of Iowa. Learning is focused on common geriatric syndromes and students apply and build on their knowledge during weekly clinical interactions in long term care settings and continuing care retirement communities. Clinical assignments allow student dyads to trial and evaluate intervention strategies with the same patients throughout the seven-week block. Weekly feedback allows all students to know how a variety of intervention strategies are affecting the resident’s clinical problems.
2004 Stand-Alone Baccalaureate Geriatric Nursing Course

University of Rhode Island College of Nursing
Kingston, Rhode Island

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Abstract. In response to the AACN/Hartford Foundation grant award, Enhancing Gerontological/Geriatric Nursing Education in the Undergraduate Curriculum, the University of Rhode Island College of Nursing developed two new courses in foundations of nursing care of older adults, one didactic and one clinical. These were added in the spring of 2003 as required courses at the sophomore level. Additionally, gerontological/geriatric content and content in end-of-life care is systematically integrated throughout the upper division nursing curriculum, building on this foundation. These geriatric nursing courses were developed based on Older Adults: Recommended Baccalaureate Competencies and Curricular Guidelines for Geriatric Nursing Care (AACN/ Hartford Institute, 2000) and include health promotion content as well as specific content on health care needs of older adults and strategies to meet these needs. In addition to traditional teaching methods, the didactic course includes special attention to examination of ethical issues and attitudes toward aging through student debates. Students in the clinical course learn beginning psychomotor skills in a laboratory setting before entering the clinical setting in a variety of community and in-patient settings serving older adults. Students have evaluated these new courses very positively and improvement in student attitudes has been documented over the course of each semester.

Innovation. Innovations in the didactic course include a focus on foundations of holistic nursing care of older adults across the health care continuum. Teaching methods include case studies and student debates that provide students with an opportunity to critically analyze issues impacting nursing care of older adults in wellness and illness. The first clinical nursing course taken by sophomore students is the course in care of older adults. As such, it includes psychomotor skill development in a laboratory setting, followed by clinical experiences that begin with older adult wellness care including placements in agencies such as senior centers, adult day service centers, and senior housing or assisted living sites. In these settings students carry out health assessments, write a care plan of a well older adult, and do a directed study of two older adults in different community settings. Students then care for older adults in sub-acute or rehabilitation facilities toward the end of the semester. Here students provide basic nursing care to a variety of older patients, perform physical assessments, do care planning, and participate in structured clinical conferences. The process of critical reflective inquiry (CRI) is used to help students think critically and to improve their nursing practice. Overall, 2/3 - 3/4 of students rated their satisfaction with the courses as excellent or very good. Specific comments included “class was fun and I learned a lot”, and “I was afraid of older people before this clinical, but now I really enjoy them.” Student attitudes toward older adults were assessed using adjective generation lists with improvements in attitudes noted upon completion of these courses. For all semesters, the number of positive adjectives listed approximately doubled while the negatives decreased by 18 – 29% showing a dramatic improvement in the positive feelings along with a reduction in negative attitudes.

Replication. The content and activities within these two courses are easily replicable by other nursing programs. Methods of evaluation of knowledge and attitudes toward older adults are readily available and easy to use. Although the debates take time away from other teaching modalities, the innovative ways that students use to argue both sides of these debates have been remarkable and greatly foster student learning. Although students need some specific instruction in how to debate, once this is done, the rewards are great. The use of critical reflective inquiry in student journals requires some education of faculty and students beginning with a faculty workshop on the CRI process and its use. We have developed a powerpoint presentation for faculty to use to teach CRI to students and specific samples of instructions to be included on course syllabi. Support and development of faculty in use of CRI and in teaching gerontological nursing content in general is necessary to ensure success. Faculty have disseminated information about these activities nationally at conferences and articles describing our use of CRI and the attitude adjective generation list are currently in preparation.
Common Elements
of
Baccalaureate Curriculum Models of Excellence

1. Free-standing courses
2. Multiple clinical sites
3. Creative uses of clinical sites
4. Experiential teaching techniques in classroom and clinical settings
5. Partnerships with community resources
6. Faculty knowledgeable and committed in geriatric nursing care
7. Integration of gerontological experiences into overall curriculum
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 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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