Retooling NP & CNS Curricula:
Implementing the Adult-Gerontology APRN Education Requirements
FACULTY RESOURCES

American Association of Colleges of Nursing
HARTFORD INSTITUTE FOR GERIATRIC NURSING
NEW YORK UNIVERSITY COLLEGE OF NURSING
APRN
Education to Improve Care For Older Adults
NEW MODEL FOR APRN REGULATION

The national Consensus Model for APRN Regulation: Licensure, Accreditation, Certification and Education (LACE), finalized in 2008, defines advanced practice registered nurses (APRNs) and standardized requirements for each of the four APRN regulatory components included in LACE. Under this regulatory model, the certified nurse practitioner (NP) and clinical nurse specialist (CNS) must be prepared with the core APRN and role competencies in addition to national consensus-based competencies for one of six population foci: family/individual across the lifespan, adult-gerontology, pediatric, neonatal, women's health/gender-related, or psychiatric/mental health.

Under the Model, education programs currently preparing adult or gerontology NPs and CNSs must expand their curriculum to prepare graduates to provide comprehensive care to the entire adult population, which includes the young adult through the older adult and frail elderly. The transition to the new model of education across the adult life span will require the redesign, and in some instances, combination of adult and gerontology programs to provide the student learner with the knowledge and skills to care for adults through the entire age span. Current Adult NP and CNS programs will need significant revision, including both didactic and clinical components, to ensure that graduates educated for this combined population focus have significant exposure to gerontology content and experiences.
ENSURING THE APRN WORKFORCE IS PREPARED TO CARE FOR OLDER ADULTS

The American Association of Colleges of Nursing (AACN) and the Hartford Institute for Geriatric Nursing at New York University College of Nursing (HIGN), with generous funding from The John A. Hartford Foundation, have been engaged in a four-year long project to facilitate the transition to Adult-Gerontology APRN education as described in the Consensus Model for APRN Regulation. One of the major goals of this project is to provide Primary and Acute Care Adult NP faculty, Adult CNS faculty, and other faculty who prepare NPs or CNSs to care for older adults, (e.g. FNPs, WHNPs, Women’s Health CNSs), with multiple resources and strategies to assist them in making this transition.

APRN FACULTY RESOURCE CENTER
http://consultgerirn.org/aprncenter

The APRN Faculty Resource Center was created to “house” a vast array of resources compiled or developed for this project. The resources currently located on this site are further described in this brochure. Most are easily accessible without a password. Some resources will require users to create a user ID and password to access materials which may be on the Hartford Institute e-Learning Center. All materials on this site are available free of charge see. See http://consultgerirn.org/aprncenter.

One of the major goals of this project is to provide faculty with multiple resources and strategies to facilitate the transition to Adult-Gerontology education.
ADULT-GERONTOLOGY APRN COMPETENCIES

www.aacn.nche.edu/geriatric-nursing/competencies

In preparation for the transition to Adult-Gerontology APRN education, AACN collaborated with the National Organization of Nurse Practitioner Faculties (NONPF), National Association of Clinical Nurse Specialists (NACNS), and the HIGN to develop national consensus-based competencies for Adult-Gerontology Primary Care NP, Adult-Gerontology CNS, and Adult-Gerontology Acute Care NP programs. These publications delineate entry-level competencies and provide a framework for the education and certification of future graduates of master’s and doctorate of nursing practice (DNP) programs. Recommended competencies for older adult care for non-adult-gerontology APRNs (WHNPs, FNPs, and Women’s Health, and across the lifespan CNSs) were also developed. These competencies provide an excellent guide for APRN faculty in this transition. See www.aacn.nche.edu/geriatric-nursing/competencies.

FACULTY DEVELOPMENT WEBINARS

www.aacn.nche.edu/geriatric-nursing/aprn-webinar-series

AACN partnered with the HIGN and the Geropsychiatric Nursing Collaborative, to offer four live webinars to introduce APRN educators to the new Adult-Gerontology NP education requirements and the multiple teaching resources and strategies designed to help make the transition. This webinar series provided faculty with the knowledge, skills, and tools to enhance gerontology content and support curriculum redesign. The webinar topics included:

- **Part I**: Project Introduction, Scope, and Faculty Resource Development
- **Part II**: Strategies and Resources for Teaching Gerontology Content
- **Part III**: Innovative Curriculum Models, Integrating Content, and Clinical Exemplars
- **Part IV**: Strategies to Infuse Geropsychiatric Content into Nursing

The webinars have been archived and can be accessed at www.aacn.nche.edu/geriatric-nursing/aprn-webinar-series.
Seven case studies for APRN students were developed to meet “faculty-identified” needs for web-based teaching resources and problem-based learning activities. They are modeled after an earlier series of case studies, *Geriatrics and the Advanced Practice Curriculum: A Series of Web-Based Interactive Case Studies*, found on the HIGN clinical website, www.ConsultGeriRN.org. They were developed by expert APRN faculty, have been peer-reviewed, and include case studies for both NP and CNS students, which are interactive and tutorial in format. The topics included are geropsychiatry, co-morbidities, medication management, transitional care, and urinary incontinence. In addition to these case studies, there are also three case studies developed by NACNS making a total of 15 available on this site. They are a user-friendly way for APRN faculty to include necessary content.

WEB-BASED INTERACTIVE EVOLVING CASE STUDIES

Seven case studies for APRN students were developed to meet “faculty-identified” needs for web-based teaching resources and problem-based learning activities.
CONTENT SLIDE LIBRARY

The slide library consists of four evidence-based topics deemed to be of importance for Adult-Gerontology APRNs. Building on an earlier AACN/Hartford Institute project to enhance gerontological content in senior-level baccalaureate nursing education titled the Geriatric Nursing Education Consortium (GNEC), these topics were modified and updated by national experts for this project. The topics are Assessment and Management of Atypical Presentation of Illness, Delirium, Hypertension and Heart Failure, and Urinary Incontinence.

EVIDENCE-BASED LITERATURE REVIEWS

Also derived from the GNEC program, evidence-based reviews of three topics – Delirium, Heart Failure, and Medications – have been updated for use by APRN faculty. Each review explains the process for assigning evidence, describes the search process, and provides a synopsis of articles and levels of evidence.

CURRICULUM WORKSHEETS

These worksheets will enable faculty to develop a competency-based blueprint for the integration of gerontological content into APRN curricula. They can be used throughout the process of curricular revision, such as content mapping, comparison to competencies, learning strategies, and evaluation methods.

These APRN Faculty Resources can be accessed at http://consultgerirn.org/aprncenter.

The American Association of Colleges of Nursing (AACN) is the national voice for baccalaureate and graduate nursing education. AACN’s educational, research, federal advocacy, data collection, publications, and special programs work to establish quality standards for nursing education; assist deans and directors to implement those standards; influence the nursing profession to improve health care; and promote public support for professional nursing education, research, and practice.