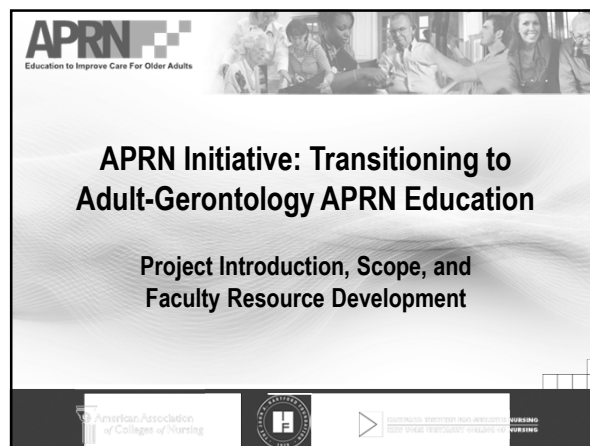


Disclosures

- There is no conflict of interest or relevant financial interest by the faculty or planners of this activity.
- AACN does not endorse any commercial product related to this activity.
- The entire webinar and the program evaluation must be completed to earn contact hours.



APRN Initiative: Transitioning to Adult-Gerontology APRN Education
Project Introduction, Scope, and Faculty Resource Development

APRN Education to Improve Care For Older Adults

American Association of Colleges of Nursing

APRN Education to Improve Care For Older Adults

Webinar Faculty

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Process for the Webinar

- Faculty will present for 40-50 minutes
- Faculty will take 20 minutes to respond to participant questions. Questions will be facilitated by Laurie Dodge Wilson.





Webinar Outline

- Consensus Model & Timeline for Implementation
- Implications for APRN Education
- Transition to an Adult-Gerontology Population Focus
- Project Overview-
 - Ensuring the Advanced Practice Registered Nursing Workforce is Prepared to Care for Older Adults*
- Faculty Survey
- The APRN Nursing Faculty Resource Center



Consensus Model for APRN Regulation

- Finalized in 2008
- Endorsed by 48 nursing organizations
- Implementation began immediately and is actively ongoing
- Addresses all APRN roles: CRNA, CNM, CNS, CNP
- Has implications for all APRN education programs, certifying entities, accrediting bodies, and licensing bodies



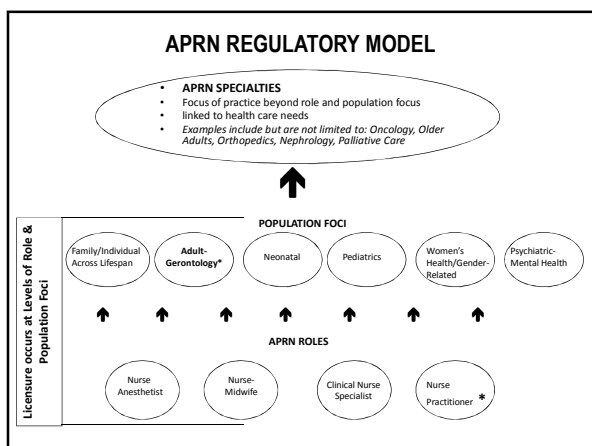
Projected Timeline for Sequential Implementation of Model

- Implementation has begun by all LACE entities
- **Target for full implementation is 2015**
- APRN education programs should be transitioned by 2012 - 2013
- Accreditation processes should be in place by 2012-2013

Certification Timeline

- Certification examinations should be transitioned by 2013 - 2014
- NP & CNS certification bodies have indicated that they will maintain the current certification examinations until at least 2014 and possibly 2015 - They are seeking feedback
- Currently certified NPs and CNSs will be grandfathered if maintain certification







Acute & Primary Care NPs

“ The certified NP (CNP) is prepared with the acute care NP competencies and/or the primary care NP competencies. Currently this applies only to the pediatric and **adult-gerontology NP populations.**”

Educational programs may prepare individuals for both the primary care and/or acute care roles in these two populations; however, graduates must be prepared with the national consensus-based competencies for **both** roles and **obtain certification in both.**

Example: adult-gero acute care NP & adult-gero primary care NP

Implications for APRN Education Programs

- Targeted timeline for education programs to transition - **2012-2013**
- Ensure attainment of graduate, APRN, role and population competencies
- Prepare grads for national certification/licensure
- All new APRN programs/tracks must be pre-approved prior to admitting students
- All post-graduate certificate APRN programs will need to be accredited



Implications for APRN Education Programs (cont.)

Transcript (or official school document) must:

- Identify APRN role and population focus of the graduate
- If a post-graduate certificate program, say that individual completed requirements for a post-graduate certificate in "role/population"



Consensus Model Resources

APRN Model Act/Rules and Regulations.
https://www.ncsbn.org/APRN_leg_language_approved_8_08.pdf

Consensus Model for APRN Regulation: Licensure, Accreditation Certification & Education (July 2008)
<http://www.aacn.nche.edu/education/pdf/APRNReport.pdf>

APRN Consensus Model FAQs (8/19/2010)
http://www.aacn.nche.edu/education/pdf/LACE_FAQ.pdf

APRN LACE Network (site for information regarding implementation of LACE and related issues)
<http://www.APRNLACE.org>



Implementation of Adult-Gerontology Population-Focus

- With funding from JAHF, AACN has led a national process in collaboration with NONPF, NACNS and the Hartford Institute at NYU to develop national consensus-based competencies for:
 - Adult-Gerontology Primary Care NP
 - Adult-Gerontology CNS
 - Adult-Gerontology Acute Care NP
- www.aacn.nche.edu/Education/adultgerocomp.htm



Number of NP Programs Impacted by Transition or Merging of Populations

Type of program	Number of programs	Enrollment	Graduations
Gero NP	62	1,054	306
Adult Primary Care NP	145	4,782	1,209
Adult/Gero Primary Care NP	27	601	125
Adult Acute Care NP	66	2,574	665

Source: AACN IDS 2010

Number of CNS Programs Impacted by Transition



Type of Program	Number of programs	Enrollment	Graduations
Gero CNS	28	50	29
Adult CNS	123	1,930	447
Adult/Gero CNS	3		
Acute/Critical Care Adult CNS	44	755	145

Source: AACN IDS 2010

All APRNs Must Have Preparation to Care for the Older Adult

- The Consensus Model states that all APRNs in any of the 4 roles providing care to the adult population, e.g. family or women's health, must be prepared to meet the growing needs of the older adult population
- Recommended Competencies for Older Adult Care for Non- Adult-Gerontology APRNs
 - WHNPs & FNPs
 - WH and Across the Lifespan CNSs

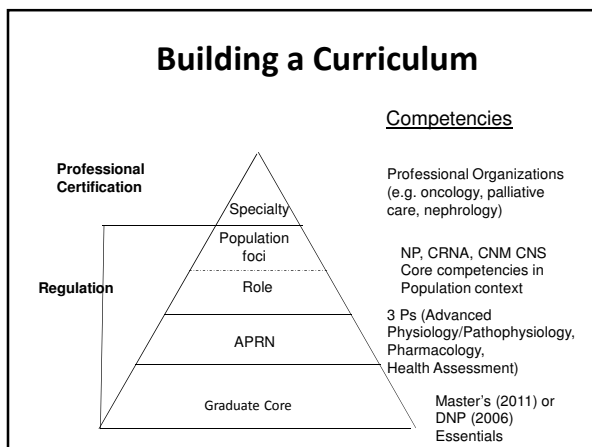
www.aacn.nche.edu/Education/adultgerocomp.htm

Number of Other NP Programs Impacted

Type of Program	Number of programs	Enrollment	Graduations
Family NP	292	19,145	4,648
Women's Health NP	53	1,054	306
Adult & Family Psych NP	96	1,166	224



Source: AACN IDS 2010



APRN Curriculum



- Graduate Core Competencies (*Master's or DNP Essentials*)
- Curriculum must include APRN Core:
 - 3 P's (separate graduate level courses);
 - Specific competencies delineated in Appendix of 2006 *DNP Essentials*

www.aacn.nche.edu/Education/essentials.htm



APRN Core (3P's)

- 3 P's (separate comprehensive, graduate level courses)
- Advanced physiology/pathophysiology, including general principles that apply across the lifespan; (*lifespan is defined as prenatal through old age including death*).
- Advanced health assessment, which includes *all systems and advanced techniques*.
- Advanced pharmacology, which includes *all broad categories of agents- not solely for population*
- Additional population-specific content in these three areas should be included in diagnostic and management courses.

APRN Curriculum

- Nationally recognized role competencies (CRNA, CNM, CNS, or NP)
 - For CNS: New national consensus-based core competencies (available at <http://www.nacns.org> under educator resources)
 - For NP: NONPF 2011 NP core competencies (available at <http://www.nonpf.org> under NP education resources)
- Population-focused competencies for role
- In addition, each role must include preparation across the health wellness-illness continuum
 - *CNS educated and assessed across the continuum from wellness through acute care*

Adult/Gerontology APRNs

- New Model (fully effective 2015)
- Does away with separate adult & geriatric programs
- Combines Adult and Gerontology NP and CNS programs into fully merged Adult-Gerontology NP and CNS programs
- Requires more geriatrics in family, psych/MH, and women's health programs

Implications for all APRN education programs, certifying entities, accrediting and licensing bodies



Project Overview

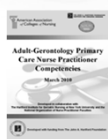
Ensuring the Advanced Practice Registered Nursing Workforce is Prepared to Care for Older Adults

- Generously funded by the John A. Hartford Foundation www.jhartfound.org/
- In collaboration with the Hartford Institute for Geriatric Nursing at NYU College of Nursing <http://hartfordign.org/>
- Assist faculty in preparing APRNs to care for older adults
- New teaching resources developed
- Faculty development workshops to provide faculty with the knowledge, skills, and tools to enhance gerontology content & support curriculum redesign in NP & CNS programs



Adult/Gerontology APRN Competencies

- Adult-Gerontology Primary Care NP Competencies (2011)
 - Adult-Gerontology Acute Care NP Competencies (2011)
 - Adult-Gerontology CNS Competencies (2011)
- <http://www.aacn.nche.edu/Education/adultgerocomp.htm>



Survey of APRN Faculty

- Identified schools of nursing with NP and CNS programs using AACN, National Organization of Nurse Practitioner Faculties (NONPF), and National Association of Clinical Nurse Specialists (NACNS) member directories
 - 187 NP programs (2009)
 - 147 CNS programs (2009)
- Survey based on modification of prior survey of BSN faculty; distributed through Survey Monkey



NP Programs

- 187 NP programs
 - 77% Adult NP programs
 - 35% Acute Care Adult NP programs
 - 33% GNP programs
 - 15% Adult-GNP program
 - >1% Acute Care NP/Gero program
 - Many respondents taught in > one program
- *44% faculty response rate to survey



Survey of NP Faculty: Major Findings

- 16% of schools already have A-GNP programs
- Schools have started to integrate geriatric content to some degree into many courses
- NP programs have strengthened their geriatric content in the last 3-5 years
- NP programs currently use geriatric related clinical settings for required & elective courses



JAANP Article Soon to be Published

Ensuring a Nurse Practitioner Workforce Prepared to Care for Older Adults: Findings from a National Survey of Adult and Geriatric Nurse Practitioner Programs

Auerhahn, C., Mezey, M., Stanley, J., and Wilson, L.
Journal of the American Academy of Nurse Practitioners (2011)



CNS Programs

- 147 CNS programs □
 - 78% Adult Health programs
 - 28% Adult Acute/Critical Care programs
 - 18% Gero programs
 - 2% Adult Health-Gero programs
- Many respondents taught in > one program
- 44% faculty response to survey



Survey of CNS Faculty: Major Findings

- Only 3 schools already have an Adult-Gero CNS program
- Schools have started to integrate gero content into many elective and some required courses
- CNS programs have strengthened their gero content in the last 3-5 years
- CNS programs currently use gero related clinical settings for elective courses and some required courses



Focus Groups: Major Points Raised by NP Faculty

- Use few gero texts
- No gero management texts for NPs
- Gero knowledge gap of NP preceptors
- Programs already "maxed out" on credits
- Lack of clarity as to required # of clinical hours for A-GNP programs



Focus Groups: Resource Needs Identified by NP faculty

- Competencies
- Faculty development program
- Web based teaching resources
- Sample/model curriculum
- Problem based learning activities and simulations
- Templates for content and clinical experiences
- Minimum required content



The APRN Project: Strategies and Resources for Integrating Gerontology Content


- The Adult-Gerontology APRN Faculty Resource Center (<http://consultgerirn.org/aprncenter>)
 - Adult-Gerontology APRN Competencies
 - Introduction to the Resource Center
 - Unfolding and Interactive Web-based Case Studies
 - Content Slide Library and Evidence-based Literature Reviews
 - Integration of Gerontological Content Worksheet and Instructions
 - Archived Webinars
 - Geriatric Resources



Introduction to the Adult-Gerontology Faculty Resource Center


- Prepared to help Adult-Gerontology faculty conceptualize and learn how to frame gero content for use in adult-gero programs *
- Examples of merged/integrated adult and gerontology content in NP and CNS programs nationally
- Strategies to use in curricula revisions and teaching strategies

* Also excellent resources for other APRN programs e.g. FNP or WHNP programs, that are working to enhance gero content in the program.



Unfolding and Interactive Web-based Case Studies

- 15 case studies
 - 12 developed by the Hartford Institute
 - 3 developed by the NACNS
- Focus of case studies are for student use
- All developed by national experts teaching in APRN programs



Content Slide Library and Evidence-Based Literature Reviews (1)


Slide Library

- Evidence-based, developed by national experts and endorsed by specialty nursing associations
- Covers 4 topics of importance for Adult- Gero APRNs
 - * Assessment and Management of Atypical Presentation Illness
 - * Assessment and Management of Delirium
 - * Assessment and management of Hypertension & Heart Failure
 - * Assessment and Management of Urinary Incontinence

Literature Reviews

- Evidence-based reviews of 3 topics: Delirium; Heart Failure; Medications

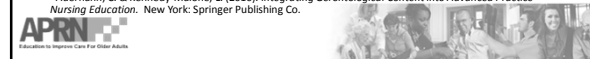
1) Modified & updated from GNEC (Geriatric Nursing Education Consortium)



Integration of Gerontological Content Worksheet and Instructions*

- Designed for use in the development of a competency-based blueprint for the integration of gerontological content into APRN curricula
- Consists of a table with the following columns: course, content, competencies, learning strategies, and evaluation methods
- Can be used throughout the process:
 - content mapping
 - comparison of content to competencies
 - planning learning strategies and evaluation methods
 - updates as additional courses, content, learning strategies and/or evaluation methods are identified

*Auerhahn, C. & Kennedy-Malone, L. (2010). Integrating Gerontological Content into Advanced Practice Nursing Education. New York: Springer Publishing Co.




Upcoming Webinars

Transitioning to Adult-Gerontology APRN Education Strategies and Resources for Teaching Gerontology Content
November 9, 2011, 1-2:30 PM

Transitioning to Adult-Gerontology APRN Education Innovative Curriculum Models, Integrating Content, and Clinical Exemplars
December 6, 2011, 2:30-4:00 PM


Strategies to Infuse Geropsychiatric Content Into Nursing Curricula Geropsychiatric Nursing Collaborative
December 15, 2011, 1-2:30 PM



Geriatric Resources: Web-based

Web-Resources

- www.ConsultGerIRN.org Try This ® and How to Try This General Assessment Series, e.g.
 - Confusion Assessment Method (CAM)
 - Beers Criteria for Potentially Inappropriate Medication Use in the Elderly
 - Mental Status Assessment of Older Adults: the MiniCog
 - The Geriatric Depression Scale (GDS)
- www.ConsultGerIRN.org Try This ® and How to Try This Dementia Assessment Series, e.g.
 - Assessing and Managing Delirium in Persons with Dementia
 - Recognition of Dementia in Hospitalized Older Adults
- www.pogoe.org: Portal of Online Geriatric Education



Geriatric Resources: Books



Flaherty E, Resnick B, Auerhahn C, Boltz M, Capezuti E, Galik E, eds. *Geriatric Nursing Review Syllabus: A Core Curriculum in Geriatric Nursing*. 3rd ed. New York: American Geriatrics Society; 2011.

- 62 chapters covering the prevailing management strategies and recent research findings in geriatric care
- Strength of-evidence (SOE) ratings for key diagnostic, prognostic, and therapeutic information
- Assessing Care of Vulnerable Elders-3 (ACOVE-3) quality indicators for use in measuring and improving quality of care for older adults
- References that allow the interested reader to pursue topics in greater depth
- 120 case-oriented, multiple-choice questions with answers and critiques, providing an effective, valuable self-assessment tool .

http://www.americangeriatrics.org/publications/shop_publications/

Auerhahn, C. & Kennedy-Malone, L. (2010). *Integrating Gerontological Content into Advanced Practice Nursing Education*. New York: Springer Publishing Co.



- Clear, user-friendly guidelines for integrating gerontological content into non-gerontological APRN programs
- Detailed lists of print resources and e-Learning materials
- Utilizes a competency-based framework
- "Success stories" written by APRN faculty who have integrated gerontological content into non-gerontological courses

Geriatric Resources: Books continued

Boltz, M., Capezuti, E., Fulmer, T., Zwicker, D. (eds.). (2001). *Evidence-Based Geriatric Nursing Protocols for Best Practice, 4th Edition*. New York: Springer Publishing Company.

- Updated to provide a wide range of evidence-based geriatric protocols for best practices
- Contains new chapters on function-focused care, catheter-associated urinary tract infections, mistreatment detection, acute care models, and transitional care
- Illustrates application of clinical protocols to real-life practice through case studies and discussion
- Edited by nationally known leaders in geriatric nursing education and practice, who are endorsed by the Hartford Institute for Geriatric Nursing and NICHE
- Encompasses the contributions of 58 leading practitioners of geriatric care
- Written for nursing students, nurse leaders, and practitioners at all levels, including those in specialty roles






Recorded Webinar

■ This Webinar will be archived and be accessed at:
<http://www.aacn.nche.edu/webinars/past-webinars>

We will now take your QUESTIONS

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For additional information or questions contact:

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