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

Innovative Curriculum Models, Integrating Content, and Clinical Exemplars

Webinar Faculty

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Senior Research Scientist and Senior Clinical Advisor
Hartford Institute for Geriatric Nursing
New York University College of Nursing

Ruth Kleinpell, PhD, APRN-BC, GNP, FAAN
Director, Center for Clinical Research & Scholarship
Rush University Medical Center
Professor, Rush University College of Nursing
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Jane Kapustin, PhD, CRNP, BC-ADM, FAANP
Assistant Dean for the MS and DNP Programs
University of Maryland School of Nursing

Jennifer Tiffen, MS, APN
Coordinator, Primary Care Adult Gerontology Program
University Of Illinois At Chicago
Process for the Webinar

- Faculty will present for 40-50 minutes
- Faculty will take 20 minutes to respond to participant questions.

Webinar Outline

- Overview of curricular models in use in current adult-gerontology APRN programs
- Overview of the gerontological/geriatric content that needs to be included in adult-gerontology APRN programs
- Experiences of APRN faculty in transitioning to adult-gerontology

Curricular Designs (Skeletons) NP Programs

1. Parallel A and G didactic and clinical courses – essentially do both programs
2. Merged A-G – with or without being acknowledged in the course titles
3. Combination of the 2 above – merged disease management didactic and clinical courses and separate gerontology didactic each of the clinical semesters

Samples of Curricular Designs

Parallel A and G didactic and clinical courses
- Core courses
- Advanced practice core
- Specialty courses (3 semesters)
  - Semester 1
    - GNP didactic I and GNP Practicum I
    - ANP didactic I and ANP Practicum I
  - Semester 2
    - GNP didactic II and GNP Practicum II
    - ANP didactic II and ANP Practicum II
  - Semester 3
    - GNP didactic III and GNP Practicum III
    - ANP didactic III and ANP Practicum III

Merged A-G
- Core courses
- Advanced practice core
- Specialty courses (3 semesters)
  - Semester 1
    - A-GNP diagnosis and management I and A-GNP Practicum I
    - Gerontology I
  - Semester 2
    - A-GNP diagnosis and management II and A-GNP Practicum II
    - Gerontology II
  - Semester 3
    - A-GNP diagnosis and management III and A-GNP Practicum III
    - Gerontology III

Combination of the 2 above
- Core courses
- Advanced practice core
- Specialty courses (3 semesters)
  - Semester 1
    - A-GNP diagnosis and management I and A-GNP Practicum I
    - Gerontology I
  - Semester 2
    - A-GNP diagnosis and management II and A-GNP Practicum II
    - Gerontology II
  - Semester 3
    - A-GNP diagnosis and management III and A-GNP Practicum III
    - Gerontology III
Curricular Designs (Skeletons) CNS Programs

- Difficult to identify themes due to so few established A-G CNS programs
- One had same didactic courses for CNS and NP A-G programs with different practicum courses
- Another had only one specific gerontology course identified which was also taught in GNP and A-G NP programs
- Others found on web search did not show curricula or list courses

Gerontological/Geriatric Content

- economic, political, and social issues
  - demography and epidemiology of aging
  - healthcare policies and financing for older adults
  - myths and stereotypes related to older adults
  - cultural aspects of aging
- legal and ethical issues
  - compliance with HIPPA when caring for older adults
  - Power of Attorney
  - advance directives and DNR
- theories of physical aging
  - numerous theories of aging
  - contributes to the scientific basis for care of older adults
- normal physical changes of aging
  - well-defined physical changes occur due to normal aging
  - rate is different for different organs and varies from individual to individual
  - need to differentiate normal physical changes of aging from pathological changes due to disease
  - these changes will impact diagnosis and management of illness
- psychosocial needs
  - numerous psychosocial and developmental theories of aging
  - older adults face a multitude of psychosocial stressors
  - coping strategies of older adults
- health promotion
  - most live in community
  - QOL = functional independence
  - HP proven to improve health status of older adults
- diagnosis and management of episodic, acute, and chronic illness
  - normal aging vs. pathology
  - impact of age-related changes on illness
  - recognize conditions present almost only in older adults
  - atypical presentation
  - “geriatric syndromes”
- atypical presentation of illness
  - altered, atypical, or non-specific disease presentation
  - vague, blunted, delayed sx that differ from those of younger adults
  - often overlooked or misdiagnosed
- geriatric syndromes
  - non-specific problems that are in fact functional deficits
  - multifactorial leading to a single phenomenology

What’s being done?

- Ruth Kleinpell
  - Rush University College of Nursing
- Jane Kapustin
  - University of Maryland
- Jennifer Tiffen
  - University of Illinois Chicago
Rush University College of Nursing

Ruth Kleinpell PhD APRN-BC, ACNP, GNP, FAAN, FAANP

Midwestern academic medical center
650 beds
Magnet designated
83% BSN nurse caregivers

Advanced Physiology; Pathophysiology; Pharmacology; Advanced Diagnostics
Management Courses; Master’s Practicum; Clinical Residency

Rush University College of Nursing

Frequently Asked Questions (FAQ)

Adult Acute Care Nurse Practitioner Program

Thank you for your inquiry about the Rush University College of Nursing Critical Care Clinical Nurse Specialist Program. Below are some frequently asked questions and answers that will give you more information about our programs.

What is a Critical Care Clinical Nurse Specialist (ACCCNS)?
Adult Critical Care Clinical Nurse Specialists care for critically ill patients throughout the continuum of care. The ACCCNS promotes a comprehensive focus on quality nursing care and facilitates and leads initiatives that ensure quality patient outcomes. The ACCCNS practice model provides leadership and care delivery through four spheres of influence: direct patient care, nursing practice, systems and organizations, and evidence-based practice. ACCCNS center environments through mentoring and system changes that empower nurses to develop caring, evidence-based practices.
Starting Places

- Conduct curricular mapping of current courses
- Identify where core gerontological competencies are/can be integrated
- Develop strategies for integrating key content areas

Modifying Course Objectives

- Modifying the objectives for didactic and clinical courses to incorporate geriatric focus
  - Clinical Practice Objectives
    “Demonstrates competence in program specific objectives”
    “Incorporate knowledge of age-related changes and issues when planning and providing care to older adults”

Integrating Content

- Course Objectives
  - Example: Management of the Adult Patient: Acute Chronic Illness I
  - "Formulate diagnoses and management plans for common acute and chronic health problems across health care settings and all age groups from adolescence through older adults"

- Course Description
  - Example: Management of the Adult Patient: Acute Chronic Illness I
  - Course description identifies "Illness management, health promotion, and risk reduction are integrated into the assessment and management plans for the entire adult through older adult age spectrum"
Integrating Content

- Course Content
  - Example: Management of the Adult Patient with Acute/Chronic Illness
  - Separate lecture module addressing:
    - Normal aging changes affecting disease presentation
    - Specific strategies and tools used to conduct an effective assessment of an older adult
    - Atypical clinical presentations of older adults
    - Medication-related and screening interventions for older adults

Rush University College of Nursing NRS 534A Management of the Adult Patient

Modifying Course Requirements

- Example: Case Profiles
  - Four written case profiles required as part of a clinical practicum course
    - “One or more of the four patient profiles over the three quarters must be a person age 65 and older”
    - “For the older adult profiles, include the results of 1-2 appropriate assessment tools for older adults”

Rush University College of Nursing Acute Care NP Master’s Practicum

Developing New Courses

- Example: Quality and Safety for the Aging Adult
  - “This course captures key content identified as gaps in the DNP curriculum related to quality and safety for Acute Care NP practice as outlined in specialty Adult/Gero Acute Care NP competencies. This course is designed to address national mandates and nursing competencies for quality and patient safety as reflected in the DNP essentials. The aging adult was selected as the population because of the APRN consensus model and its implications for APN education.”

Rush University College of Nursing, Acute Care NP Program

Specific Instructions to Course Faculty

Thank you for agreeing to present the Management of Common Hematological Problems on April 15, 2011.

Please include the following information as it pertains to your topic(s):
- Epidemiology/etiology
- Clinical manifestations
- Relevant organ/functional changes associated with aging
- Signs, symptoms, physical findings
- Differential diagnoses/patient problems
- Diagnostics (current, monitoring, follow-up)
- Desired outcomes
- Management (prevention strategies, current evidence-based practice guidelines, need for consultation/referral, considerations for older adults).

Rush University College of Nursing, Acute Care NP Program

Integrating Content

- Utilize Web-Based Resources
- Example:
  - Geriatric Virtual Patient: Mrs Tang: Incontinence
    - Medical College of Wisconsin Geriatric Case Studies “Age: Across the Curriculum”
  - Geriatrics and the Advanced Practice Curriculum Hartford Institute for Geriatric Nursing

Rush University College of Nursing NRS 534R Management of the Acutely Ill Patient

Integrating Content

- Utilize Web-Based Resources
- Example:
  - “Go to the website www.consultgeri.org and identify two Try This tools or guidelines that could be used to assess for actual or potential problems or needs”
  - “Identify two interactions between aging or age related changes and any of the possible diagnoses or signs/symptoms needed for a diagnosis”

Rush University College of Nursing NRS 534R Management of the Acutely Ill Patient
Additional Considerations

- Ensure student knowledge of program changes and rationale
- Assess faculty skill-set
- Assess institutional gerontology resources
- Consider integrating alternative clinical sites

Background

- Developed fully in fall 2008 at UMSON
  - Started by adding more gero content to pre-existing ANP program
  - Gero also existed but very small, not as well developed
- 40 credits for ANP and added 6 credits for the combined program
- 805 clinical hours total

Content Map

- Developed content map first
- Worked with entire faculty of ANP and GNP specialties
  - Fortune to have experts on faculty
- Select examples presented next
  - Health promotion
  - NP role
  - EOL Ethics
  - Pain management
  - Oming assessment
  - Unintentional weight loss

ANP-GNP Program at University of Maryland School of Nursing

Jane Kapustin, PhD, CRNP, BC-ADM, FAANP
Assistant Dean for the Master’s Program

Process

- Administrative approval
- Faculty council approval
- Curriculum committee, graduate council approvals
- Met with ANCC
- Board of Nursing

Adult/Gero Plan for Content Mapping
**ANP-GNP Plan of Study**

- **First Semester (Fall)**
  - NPHY 612 Advanced Physiology and Pathophysiology 3
  - NURS 605 Comprehensive Adult Health Assessment (Clinical Hours: 45) 3
  - NURS 687 Comprehensive Health Assessment of the Older Adult (Clinical Hours: 45) 1
  - NURS 701 Science and Research for Advanced Nursing Practice 4
  - NURS 723 Clinical Pharmacology and Therapeutics 3
  - Semester Total 14

- **Second Semester (Spring)**
  - NURS 777 Diagnosis and Management of Adults Across the Lifespan 4
  - NURS 768 Clinical Practicum for Adults Across the Lifespan (Clinical Hours: 225) 5
  - NPRH 614 Physiology of Aging 2
  - Semester Total 11

**Content from Other Courses**

- 622: Emergency Preparedness (Bioterrorism, Disaster) 1
- 622: Stages of Change 1
- 659: Continuous Quality Improvement

**Clinical Assignments**

- Sites used
  - Internal medicine, family practice
  - Health department, college health
  - Nurse managed clinic, urgent care, ER (fast track)
  - Long term care facility, assisted living
- Preceptors
  - NP: ANP, GNP, FNP
  - MD—internist, geriatrician

**Augment Gero Content**

- Methods for augmenting gero content without adding credits
  - Insertion of more gero topics in lectures
  - Use more case based approaches
    - Application
    - Synthesis
  - Stressing clinical areas with more gero patients

**Normal Changes of Aging**

- Normal physiologic changes of aging
  - NURS 605 Comprehensive Adult Health Assessment (Clinical Hours: 45)
- Normal assessment findings in the elderly
- Introduction to abnormalities in the elderly
- Reinforced in clinical
  - Placed in long term care, nursing home
  - Hospital setting (medical floor usually) with elderly pts
Format of Classroom Instruction

- DxR case studies—more than half are over age 55-60 years
- Online course content
  - Multiple teaching modalities used
  - Mixed classroom and online
- Half of classes meet face-to-face
  - Case study analysis
  - Emphasizes application of concepts
  - Use of elderly patient scenarios frequently

Example of Case: Diabetes

- Multiple learning tools offered to students about DM management
- Introduce content to students

  - Lerner centered education
  - Online Power Points
  - Relevant/recent articles
  - Podcasts
  - Case studies
  - Websites
  - Guidelines (ADA and AACE)
  - Worksheet with self-assessment questions

Diabetes Cases: Goals of Care

- Discuss patient cases
  - Patient 42 year-old Hispanic with T2DM
  - A1C not at goal on oral agents
  - Add insulin, augment therapy
- Change scenario to 'well 62 year-old' newly diagnosed
  - Stress goals of care, initiation of oral agents
  - Illustrate ADA and AACE guidelines
- Context of clinical rotations
  - Typical primary care office/clinic (out-patient)

Diabetes Case

- Change to ‘well’ 17 year-old with T1DM for 11 years
  - Strict glycemic control
  - Insulin pump
    - Insulin:carb ratio
    - Balance diet, exercise, insulin
  - May be managed with endocrinology
  - Primary care, out-patient

Diabetes Case Study

- Change scenario to 79 year-old frail female
  - Multiple co-morbidities
  - Retinopathy
  - Previous left AKA
  - Long-term care facility
  - Poorly controlled hyperglycemia
  - Frequent hypoglycemia
  - Hypoglycemia unawareness
  - Focus more on prevention of hypoglycemia, less strict control

Feedback, Evaluation

- NONE—ALL perfect!
- LOL!
Feedback

- Faculty
  - Too much gero infused initially, too little content on adolescents, young adult
  - Tendency to repeat topics at first
- Students
  - Initially given choice to switch from ANP to combined
  - 85% voluntarily added ANP-GNP
  - Complained about gero clinical rotations more, especially long-term care placements
- Administration
  - Supportive, pleased with results

Evaluation—Hard Facts

- Over half students took both ANP and GNP exams
  - 100% passed
  - Remaining students took ANP only
- About 25% got jobs in gero settings
- Overall results:
  - SUCCESS!!

University of Illinois at Chicago

Jennifer Tiffen, MS, RN, APN-BC,
Coordinator, Adult and Geriatric Programs

Program Development

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Curriculum-Core Courses

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<td>Physiologic Basis of Nursing Practice Across the Lifespan</td>
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<td>Pathophysiological Basis of Disease</td>
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<tr>
<td>Pharmacotherapeutics in Advanced Practice Nursing</td>
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<td>Integrated aging content</td>
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Curriculum-Specialty Courses

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<td>Applied Pharmacotherapeutics in Advanced Practice in Nursing</td>
<td>2</td>
<td>Integrated aging content</td>
</tr>
<tr>
<td>Management of Health and Illness (2 courses)</td>
<td>6</td>
<td>Integrated aging content</td>
</tr>
<tr>
<td>Nurse Practitioner Practicum (3 courses)</td>
<td>15</td>
<td>Concentrated geriatric and adult setting(s) as well as mixed adult-geriatric setting</td>
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Curriculum Design

- Specialty Courses (4 semesters)
  - Spring
    - AGNP Diagnosis and Management I
  - Summer
    - AGNP Practicum I
  - Fall
    - AGNP Diagnosis and Management II
    - AGNP Practicum II
  - Spring
    - AGNP Practicum II

Challenges and Strategies

- Demonstrating Gerontology Content in Didactic Courses
  - Reviewing Core Courses
  - Management Courses
  - Pharmacology

2003

Geriatric NP
Acute Care NP
Adult NP

Hypertension
Dyslipidemias
Coronary Syndrome

Heart Failure in the older adult
Heart Failure in the acute care setting
Heart Failure in the outpatient setting

2011

Acute Care Adult Gerontology Nurse Practitioner
Adult Gerontology Nurse Practitioner

Hypertension
Dyslipidemias
Coronary Syndrome

Heart Failure - in the acute and outpatient settings with an emphasis on the adult lifespan

DXR Clinician and Case Presentations

Simulation
Challenges and Strategies

- Demonstrating Gerontology Content in Clinical Practicum
  - Are We Providing Students Sufficient Clinical Hours?
  - How Do We Develop More Clinical Sites Across the Continuum?

Clinical Site Examples

- Internal Medicine 2-week Rotation
- New Geriatric Focused Collaborations (Evercare, Home Physicians Group, Independent Assisted Living Facilities)
- Faculty Practice Sites (include Primary Care/Mental Health Clinics, Community Health Clinics, Specialty Clinics)

Future Directions

Disease-based Education Model  ➔  Patient Centered Education Model

Recorded Webinar

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

We will now take your QUESTIONS

APRN Webinars

Archived Webinars
1. Project Introduction, Scope, and Faculty Development
   October 31, 2011
2. Strategies and Resources for Teaching Gerontology Content
   November 9, 2011
   www.aacn.nche.edu/webinars/past-webinars

Upcoming Webinar
Strategies to Infuse Geropsychiatric Content Into Nursing Curricula
Geropsychiatric Nursing Collaborative
December 15, 2011, 1-2:30 PM
www.aacn.nche.edu/webinars/2011/12/15/aprnseries4

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