

Interim Results [Data Summary] from the Evaluation of the John A. Hartford Foundation’s Geriatric Nursing Initiative

Web-Based Activities

An Evaluation Report by The Measurement Group¹

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September 28, 2004

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¹ This report was prepared by George J. Huba, Ph.D.; Le Quach, MPH; Fred Loya, and Emmeline Chuang, as one part of the cross-cutting evaluation of the John A. Hartford Foundation’s Gerontological Nursing Initiative. The overall design of the evaluation was developed by George J. Huba, Ph.D. and the staff of The Measurement Group, in consultation with the John A. Hartford Foundation, the Project Director [Claire M. Fagin, Ph.D.] for the AAN Project, the American Association of Colleges of Nursing and the Geriatric Nursing Education Project Advisory Committee, the Directors of the five John A. Hartford Foundation Centers of Geriatric Nursing Excellence [Patricia Archbold, Ph.D.; Claudia Beverly, Ph.D.; Jeanie Kayser-Jones, Ph.D.; Meridean Maas, Ph.D.; Neville Strumpf, Ph.D.], and the Director of the Hartford Institute for Geriatric Nursing [Mathy Mezey, Ed.D.]. The initial request for a data summary on web-based curriculum development activities at John A. Hartford Foundation supported schools of nursing originated from two grantee organizations – Janice Penrod, Ph.D. of Pennsylvania State University, and Neville Strumpf, Ph.D., and Lois Evans, Ph.D. of the University of Pennsylvania. Given what was perceived as additional general interest in this area by other grantees, including the Hartford Institute for Geriatric Nursing and the American Association of Colleges of Nursing, The Measurement Group decided to turn the data summary into an interim report from the cross-cutting evaluation.

Results using data collected by The Measurement Group as a component of the cross-cutting evaluation of the John A. Hartford Geriatric Nursing Initiative. Version of September 28, 2004.

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Web-Based Activities

Summary. The Hartford Geriatric Nursing Initiative [HGNI] includes programs designed to increase the supply of geriatric nurses and the quality of care provided to older adults by building academic geriatric nursing capacity nationwide. A diverse set of component programs have been funded to tackle unique issues related to geriatric nursing capacity and training to individually and synergistically achieve the goals of the initiative.

The Internet has emerged as a common tool used across the programs of the HGNI to meet the overall initiative and individual program goals. This report presents a preliminary summary of the HGNI Grantees' web-based activities. The intent of this report is primarily to survey the individual grantees and catalog the totality of their activities. A more final report will examine the longer-term impact of the innovative work described here.

Table 1 provides a list of the component programs included in this report, the number of grantees surveyed for each component, and the amount of time they had been funded in the initiative when the analysis for this report began.

Table 1. Hartford Geriatric Nursing Initiative Programs Included in Report of Web-Based Activities

Hartford Geriatric Nursing Initiative Program	Number of Grantees	Months Funded ²
The Enhancing Geriatric Nursing Education for Undergraduate Baccalaureate and Advanced Practice Nursing Programs [Curriculum Schools] Funded Through the American Association of Colleges of Nursing		
Undergraduate Curriculum Schools	20	24
Graduate Curriculum Schools	10	24
The Hartford Centers of Geriatric Nursing Excellence [HCGNEs]	5	42
Nursing Schools Geriatric Investment Program [NSGIP Schools]	7	24
Hartford Institute for Geriatric Nursing [Hartford Institute]	1	96
AAN Hartford Pre- Doctoral, Post-Doctoral, and MBA Scholars Funded Through the American Academy of Nursing		
2001 Hartford Scholars	17	12
2002 Hartford Scholars	22	18
2003 Hartford Scholars	22	6
Creating Careers in Geriatric Advanced Practice Nursing Scholarship Program [Creating Careers Scholarship Schools] Funded through the American Association of Colleges of Nursing	23	12

² Years spent in the program when analysis for this report began varies between component programs because each component had different start date and reporting cycles.

The HGNI programs' web-based activities focused around the following four areas of activity.

- **Curriculum Enhancement:** Developing or implementing an online course or learning modules, enhancing courses or modules using online tools/materials, or providing faculty development using web-based materials or formats.
- **Information Dissemination:** Using the Internet to disseminate information about geriatric practice, education, or research to a wider audience – Internet dissemination vehicles may include using listservs, online publications, web conferences, or web-resource libraries.
- **Practice Enhancement:** Using web-based tools to directly enhance the care provided to older adults or to facilitate research that will inform practice.
- **Infrastructure Development:** Pursuing activities to build or sustain the infrastructure to support use of web technologies – this includes the development of the actual website.

Conclusions. The HGNI programs have undertaken great amounts of innovative work and achieved high levels of success in using web-based tools to further their individual goals and those of the overall initiative. These innovative practices directly translate into numerous new or enhanced training opportunities for geriatric nursing and significant new tools for the field.

- Though HGNI program grantees vary in the level of web expertise, almost all grantees were very enthusiastic about using web technology. The Internet was a vehicle for providing education/training, disseminating information, and acquiring additional knowledge. The expertise, courses, and materials created as part of this initiative will last far beyond the funding cycles for these projects.
- In general, web-based technology is viewed as an effective and efficient means of communication. The Internet's ability connect grantees to other people/institutions without regard to geography and time was very valuable. The impact of the efforts described in this report is nation-wide.
- The impact of web-based activities tends to build over time. That is, once a web-based protocol or product was established, the grantees often expanded it by redefining the scope of the product or applying it for other purposes. For example, newly developed web-based course modules were shared and integrated into the curricula of a number of additional schools. Additionally, a module might also be used as a template for creating other similar course modules. Thus, the initial investments in web-based activities often yield a high level of return lasting far into the future.

Data Collection Methods. This report includes data collected from individual grantees as part of the national independent evaluation of the John A. Hartford Foundation Geriatric Nursing Initiative. All grantees of the initiative were surveyed at least once about their activities, the outcomes from these activities, and the lessons learned.

The survey for each component program are tailored to the types of activities conducted by each component program and varies slightly between programs – each survey includes a select set of domains representing a subset of a larger group of domains used for the overall evaluation of the HGNI, not all of which are relevant for all component projects. However, the domains are comparable across component programs so that the data collected can be pooled across the entire Hartford Geriatric Nursing Initiative.

All data collected at the time work began on this report [May 2004] were used to compile this report³. Table 2 provides a summary of the data used to compile this report [this may include evaluation report forms, interim progress reports, interview transcriptions, and other supporting materials] and time period covered by each data source. This report will be updated as data becomes available in future reporting periods.

Table 2. Sources Used to Compile Summary of Hartford Geriatric Nursing Initiative Web-Based Activities

HGNI Grantee	Evaluation Survey	Narrative Report	Other Sources Of Data
Curriculum Schools	<ul style="list-style-type: none"> January – December 2002 January – December 2003 	<ul style="list-style-type: none"> July – December 2002 January – June 2003 	<ul style="list-style-type: none"> N/A
HCGNEs	<ul style="list-style-type: none"> January – June 2001 July – December 2001 January – June 2002 July – December 2002 January – June 2003 July – December 2003 January – June 2004 	<ul style="list-style-type: none"> January – June 2001 July – December 2001 January – June 2002 July – December 2002 January – June 2003 July – December 2003 January – June 2004 	<ul style="list-style-type: none"> HCGNE Grant Proposal Monthly Update [June 2001] Monthly Update [July 2001] Monthly Update [August 2001] Monthly Update [September 2001] Monthly Update [October 2001] Summary of HCGNE Successes, Obstacles, Lessons Learned, and Wishes [2002 Stakeholder Meeting]
NSGIP Schools	<ul style="list-style-type: none"> January – December 2002 January – December 2003 	<ul style="list-style-type: none"> July – December 2002 January – June 2003 July – December 2003 	<ul style="list-style-type: none"> Transcriptions of interviews conducted in April 2004 by Drs. Claire Fagin and Sarajane Brittis, and Patricia Franklin
Hartford Institute	<ul style="list-style-type: none"> September 2001 – February 2002 March 2002 – August 2002 September 2002 – February 2003 March 2003 – August 2003 September 2003 – February 2004 	<ul style="list-style-type: none"> September 1996 – February 1997 March – August 1997 September 1997 – February 1998 March – August 1998 September 1998 – February 1999 March – August 1999 September 1999 – February 2000 March – August 2000 September 2000 – February 2001 March – August 2001 September 2001 – February 2002 March – August 2002 September 2002-February 2003 March – August 2003 September 2003-February 2004 March – August 2004 	<ul style="list-style-type: none"> Strategic Plan for 1997-2001
2001 Hartford Scholars	<ul style="list-style-type: none"> July 2001 – June 2002 July – December 2002 January – June 2003 July – December 2003 	<ul style="list-style-type: none"> July 2001 – June 2002 July – December 2002 January – June 2003 July – December 2003⁴ 	<ul style="list-style-type: none"> N/A

³ HCGNE evaluation materials for January-June 2004 were also included in this report [even though information was collected after May 2004] because data were made available by the HCGNEs quickly and were processed in time to be included.

⁴ Data collection forms were collected from 5 of the 2001 Scholars who received extensions on their Scholarship.

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Table 2 [continued]. Sources Used to Compile Summary of Hartford Geriatric Nursing Initiative Web-Based Activities

HGNI Grantee	Evaluation Survey	Narrative Report	Other Sources Of Data
2002 Hartford Scholars	<ul style="list-style-type: none"> July – December 2002 January – June 2003 July – December 2003 	<ul style="list-style-type: none"> July – December 2002 January – June 2003 July – December 2003 	<ul style="list-style-type: none"> N/A
2003 Hartford Scholars	<ul style="list-style-type: none"> July – December 2003 	<ul style="list-style-type: none"> July – December 2003 	<ul style="list-style-type: none"> N/A
Creating Careers Scholarship Schools	<ul style="list-style-type: none"> September 2002 – August 2003 	<ul style="list-style-type: none"> March – August 2003 	<ul style="list-style-type: none"> N/A

The Measurement Group reviewed all completed surveys and clarified responses with the schools via telephone and email. Responses were edited by The Measurement Group [and reviewed by the respondents] in order to standardize the level of detail reported by the grantees and to clarify ambiguities. Forms were analyzed using NVIVO 2.0⁵, a qualitative data analysis program. Coding was conducted using a classification system of 28 empirical or “automated” domains made of over 360 keywords and manual codes. Where appropriate, data were also analyzed quantitatively using SPSS.

HGNI Web-Based Activities. The HGNI programs’ web-based activities focused around four areas of activities: curriculum enhancement; information dissemination; practice enhancement; and infrastructure development. Table 3 summarizes the number of grantees that conducted at least one web-based activity in each of the four areas listed above. Table 4 summarizes the number of web-based activities conducted by the HGNI component programs in each of the areas of activities.

Table 3. Number of HGNI Grantees Reporting at Least One Web-Based Activity

Component	Number Of Schools or Scholars Reporting At Least One Activity			
	Curriculum Enhancement	Information Dissemination	Practice Enhancement	Infrastructure Development
Curriculum Schools				
Undergraduate Schools [n = 20]	17 [85.0%]	12 [60.0%]	4 [20.0%]	9 [45.0%]
Graduate Schools [n = 10]	9 [90.0%]	5 [50.0%]	0 [0.0%]	8 [80.0%]
HCGNEs [n = 5]	5 [100.0%]	5 [100.0%]	5 [100.0%]	5 [100.0%]
Hartford Institute for Geriatric Nursing [n = 1]	1 [100.0%]	1 [100.0%]	1 [100.0%]	1 [100.0%]
NSGIP Schools [n = 7]	3 [42.9%]	5 [71.4%]	3 [42.9%]	5 [71.4%]
AAN Hartford Scholars				
2001 Hartford Scholars [n = 17]	4 [23.5%]	3 [17.6%]	1 [5.9%]	0 [0.0%]
2002 Hartford Scholars [n = 22]	3 [13.6%]	5 [22.7%]	1 [4.5%]	3 [13.6%]
2003 Hartford Scholars [n = 22]	0 [0.0%]	1 [4.5%]	2 [9.1%]	1 [4.5%]
Creating Careers Scholarship Schools [n = 23]	2 [8.7%]	10 [43.5%]	1 [4.3%]	2 [8.7%]

⁵ QSR International, QSR NVivo 2, Melbourne, Australia.

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Table 4. Number of Web-Based Activities Reported by HGNI Program Components

Component	Number of Web-Based Activities Reported				Total
	Curriculum Enhancement	Information Dissemination	Practice Enhancement	Infrastructure Development	
Curriculum Schools					
Undergraduate Schools	29	14	4	12	59
Graduate Schools	20	8	0	11	39
HCGNEs	15	10	9	14	48
NSGIP Schools	10	8	5	7	30
Hartford Institute for Geriatric Nursing	3	8	6	4	21
AAN Hartford Scholars					
2001 Hartford Scholars	6	3	1	0	10
2002 Hartford Scholars	4	6	2	3	15
2003 Hartford Scholars	0	1	3	1	5
Creating Careers Scholarship Schools	2	11	1	3	17
Total	89	69	31	55	244

A brief description of all reported web-based activities is presented for HCGNES, Hartford Scholars, NSGIP Schools, Curriculum Schools, and Creating Careers Schools in Tables 5 through 9 respectively.

In reviewing the following tables showing individual project activities, it is important to remember that the different projects and scholars have different goals and objectives for their individual projects. There is no uniform mandated set of activities for any of the groups of grantees as pertains to the use of the Internet in curriculum development, course delivery, or other applications. Consequently, **it is not appropriate to compare grantees in terms of their overall use of the Internet as part of their project as individual grantees proposed to use web-based methods to differing degrees, with differing percentages of their total grant resources, and toward differing goals.** The activities in the tables are most useful for appreciating the diversity of approaches and the large number of collective achievements of this group of grantees. Specific activities have been attributed to the projects that conducted them primarily to permit other interested individuals and Schools of Nursing to contact individual project directors to learn more about the highly innovative, cost-efficient, and effective strategies collectively, and individually, used in these projects. **Also notes that because these projects are ongoing within an ongoing evaluation, some grantees may have under-reported activities that are not yet completed and others may have initiated or completed activities since their most recent evaluation report. Future revisions of this report are planned.**

Table 5. Summary of Web-Based Activities for Enhancing Gerontological/Geriatric Nursing Education for Undergraduate Baccalaureate and Advanced Practice Nursing Program Schools

Contact Information	Reported Web-Based Activities
Graduate Curriculum Development Grantees	
<p>Western University of Health Sciences Elizabeth Monninger-Towner beth@jeffnet.org</p>	<ul style="list-style-type: none"> • Developed web-based geriatric modules and integrated them into selected courses in the CGN FNP curriculum. <ul style="list-style-type: none"> • Obtained permission to use the Hartford Review modules as remedial modules. • Developed plan for six online curriculum models to be offered. • Developed an innovative guided decision-making online module. • Provided an ethics expert to develop an online module that will be available for faculty and students. • Created a web-based “Compilation of Geriatric Competencies” based on geriatric course modules. <ul style="list-style-type: none"> • Made available “Compilation of Geriatric Competencies” for continuing education credit. • Made “Self Assessment” pre-test available online. <ul style="list-style-type: none"> • Collected pretest data online and analyzed it. • Developed separate website for self-assessment tool. • Developed a geriatric informational website [www.geriatriceducation.org]. • Integrated The Health Care Finance Module into the Health Systems Course I as a resource for online discussion and an expansion of online learning. • Formed linkage with the UCSF Geriatric Website.
<p>University of Virginia Shelley Huffstutler sah5t@virginia.edu</p>	<ul style="list-style-type: none"> • Developed Post-Master GNP track and graduate curriculum in an online format. <ul style="list-style-type: none"> • Developed a graduate elective entitled “Issues in Gerontological Health” that is available online via Blackboard. • Implemented online student course evaluation of gerontology elective course. • A total of six students have enrolled in the online course. • Developed a School of Nursing website. <ul style="list-style-type: none"> • Advertised program on School of Nursing website.
<p>University of North Carolina at Greensboro Laurie Kennedy-Malone laurie_kennedy-malone@uncg.edu</p>	<ul style="list-style-type: none"> • Developed web-based curricular modules and curriculum. <ul style="list-style-type: none"> • Developed the initial plan for web-based geriatric curriculum • Offered “Screening and Prevention in Long-Term Care” in an online format. • Developed plans for making the pretest that assesses geriatric knowledge of entering students available online. <ul style="list-style-type: none"> • Requested participation in the validation of the pretest and its refinement for entering student’s knowledge via a listserv. • Determine that the web-based review modules would be used for remedial modules needed for student deficits in geriatric competencies determined by pretest. • Continued development of the geriatric informational webpage. • Collaborated with Western University’s online curriculum specialist in the development of web-based courses.

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Table 5 [continued]. Summary of Web-Based Activities for Enhancing Gerontological/Geriatric Nursing Education for Undergraduate Baccalaureate and Advanced Practice Nursing Program Schools

Contact Information	Reported Web-Based Activities
<p>University of Michigan Donna Algase dalgase@umich.edu</p>	<ul style="list-style-type: none"> • Developed courses in a web-based format. <ul style="list-style-type: none"> • Established a concentration in Geropsychiatric Nursing in an online format. • Offered three courses in a web-based format for the Concentration in Geropsychiatric Nursing Care. • Utilized available policies and technical support to design online courses. • Disseminated information to students electronically. <ul style="list-style-type: none"> • Incorporated Internet contacts with preexisting on-campus courses. • Made posts to Master's Student Organization website. • Posted topics to be addressed in weekly email discussion groups on website. • Worked with Provost's Office to develop a proposal for other state universities to take web-based courses. • Used distance learning strategies to facilitate marketing to other School of Nursing.
<p>University of Illinois at Chicago Sandy Burgener sburgener@uiuc.edu</p>	<ul style="list-style-type: none"> • Developed Post-Masters and GNP curriculum in an online format. <ul style="list-style-type: none"> • Developed a pharmacotherapeutics course that will utilize primarily online materials. • Developed a course addressing the conceptual basis for APN that includes online instruction components. • Obtained internal monies to further develop online courses. • Utilized online materials and content [including chat rooms] that incorporated increased flexibility [including streaming audio into online courses] to facilitate faculty/student interactions. • Developed separate listservs for faculty and students. • Developed and launched a geriatric informational website attached to the CON website. • Presented on the utility of online courses for geriatrics at a conference at University of Michigan. • Facilitated faculty development and use of flexible formats for online programs.
<p>University of California San Francisco Lynda Mackin lynda.mackin@nursing.ucsf.edu</p>	<ul style="list-style-type: none"> • Developed and offered web-based courses. <ul style="list-style-type: none"> • Developed a basic pharmacology course and a Master's pharmacology course in online formats. • Arranged seminars on web-based platforms for online courses. • Delivered web-enhanced lectures. • Developed a geriatric informational website [www.ucsfagrc.org] to disseminate information about student/faculty and gerontological nursing.
<p>University of Arkansas for Medical Sciences Elaine Souder souderelaine@uams.edu</p>	<ul style="list-style-type: none"> • Developed and implemented distance learning and web-based modules. <ul style="list-style-type: none"> • Reviewed traditional course content and divided it into 13 web-based modules. • Hired a full-time faculty member to teach a web-based theory course. • Advertised online courses through a state-wide distribution of flyers. • Offered presentations on CD format.

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Table 5 [continued]. Summary of Web-Based Activities for Enhancing Gerontological/Geriatric Nursing Education for Undergraduate Baccalaureate and Advanced Practice Nursing Program Schools

Contact Information	Reported Web-Based Activities
<p>Pennsylvania State University Janice Penrod jLp198@psu.edu</p>	<ul style="list-style-type: none"> • Developed electronic learning modules. <ul style="list-style-type: none"> • Offered Family Nurse Practitioner program at several sites utilizing videoconferencing and distance learning technologies. • Developed “Meet the Expert” series. • Incorporated online technology to extend courses into areas that do not have University access. • Developed website [www.hhdev.psu.edu/news/news_dev/7_25_02/hartford.html]. • Facilitated listserv/email connections with colleagues. <ul style="list-style-type: none"> • Disseminated information pertaining to gerontological curriculum via the Internet. • Developed a prototype module that will accept submissions of critical module components without investing significant resources. • Served as a consultant regarding curriculum revisions. • Began discussions with the School of Nursing Alumni Group regarding web-based continuing education. • Surveyed geriatric nurses to determine their readiness for computer-assisted learning.
<p>East Tennessee State University Deborah Poole pooled@etsu.edu</p>	<ul style="list-style-type: none"> • Developed a website to showcase GNP option and serve to primarily recruit future students. <ul style="list-style-type: none"> • Circulated curricula via the GNP webpage.
<p>Case Western Reserve University Beverly Roberts blr4@po.cwru.edu</p>	<ul style="list-style-type: none"> • Offered all core courses for GNP and GCNS in web-based formats. <ul style="list-style-type: none"> • Developed “Mental Health of Older Adults” to be distributed in a web-based learning format. • Introduced computer assisted instruction for a core nursing assessment course.
Undergraduate Curriculum Development Grantees	
<p>Valparaiso University Kristen Mauk kris.mauk@valpo.edu</p>	<ul style="list-style-type: none"> • Added computer testing and remediation across curriculum through Assessment Technologies Incorporated. • Developed web-based courses and modules. <ul style="list-style-type: none"> • Offered Aging Process course online
<p>University of Washington Ruth F. Craven ruthc@u.washington.edu</p>	<ul style="list-style-type: none"> • Developed resource library including web-based resources. • Developed web-based modules and courses. <ul style="list-style-type: none"> • Offered NURS 412 in an online format. • Published articles in the <i>Online Journal of Issues in Nursing</i>.

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Table 5 [continued]. Summary of Web-Based Activities for Enhancing Gerontological/Geriatric Nursing Education for Undergraduate Baccalaureate and Advanced Practice Nursing Program Schools

Contact Information	Reported Web-Based Activities
<p>University of Rhode Island Patricia Burbank Peepbank@aol.com</p>	<ul style="list-style-type: none"> • Incorporated modules on gerontology nursing topics into online format. <ul style="list-style-type: none"> • Developed six modules and three are available online. • Began geriatric informational website development. <ul style="list-style-type: none"> • Utilized computer assisted instruction and web-based resource information that corresponds to each course and is cross-referenced by content areas. • Posted links on Rhode Island Geriatric Education Center and School of Nursing websites regarding Hartford projects and gerontology. • Disseminated information via email and webpage. • Developed online certification program.
<p>University of North Carolina at Greensboro Beth Ellen Barba beth_barba@uncg.edu</p>	<ul style="list-style-type: none"> • Developed web-based curricular modules and courses. <ul style="list-style-type: none"> • Offered End-of-Life course online as well as all required gerontology courses in the RN/BSN curriculum. • Placed several developed modules on the web. • Required students taking stand alone gero-didactic courses to have e-forum discussions and to take the Gero Review Course on the JAHF webpage. • Established content with web design company. • Provided attendees of state conference with handouts describing teaching strategies and online education. <ul style="list-style-type: none"> • Encouraged uncertified faculty to complete the geriatric certificate review course online.
<p>University of Missouri--Columbia Karen Marek marekk@missouri.edu</p>	<ul style="list-style-type: none"> • Developed web-based curricular modules. • Developed resource library including web-based resources.
<p>University of Michigan Donna Algase dalgase@umich.edu</p>	<ul style="list-style-type: none"> • Utilized the website for training, recruitment and teaching. • Placed the gerontological course syllabus and all other course materials on the university online course website.

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Table 5 [continued]. Summary of Web-Based Activities for Enhancing Gerontological/Geriatric Nursing Education for Undergraduate Baccalaureate and Advanced Practice Nursing Program Schools

Contact Information	Reported Web-Based Activities
<p>University of Maryland Ann Marie Spellbring spell@son.umaryland.edu</p>	<ul style="list-style-type: none"> • Developed web-based modules and courses. <ul style="list-style-type: none"> • Hired a web-based instructional designer to assist in the development of website. • Developed “Processes of Aging: Implications for Nursing Care”, and “End-of-Life Care.” • Offered web-enhanced assignments. • Developed a discussion board within the web-based course. • Developed, acquired, utilized, and evaluated web-based resources to support new and innovative web-based offerings in long-term care. • Created a web-cast. • Reported JAHF funding on the School of Nursing website. • Disseminated information online about the RN-BSN online option. • Implemented a web-based, interdisciplinary palliative care “virtual” team meeting and presented case studies via the web-based course. <ul style="list-style-type: none"> • Developed links to provide a web-based interdisciplinary teaching case study. • Implemented a virtual field trip to an inpatient hospice and through links on the website. • Hosted “virtual” guest lecturers.
<p>University of Iowa Paula Mobily paula-mobily@uiowa.edu</p>	<ul style="list-style-type: none"> • Developed web-based modules and courses. <ul style="list-style-type: none"> • Collaborated with the University’s Center for Credit programs to be able to offer online courses. • Identified and collected resources for End of Life Course. • Began development of a stand-alone, web-based course on end of life care for older adults and their families. • Developed six online modules. • Utilized the Blackboard learning platform to teach online courses. • Hosted student online discussion forums. • Disseminated information via the College of Nursing listserv.
<p>University of Delaware Lisa Ann Plowfield plow@udel.edu</p>	<ul style="list-style-type: none"> • Developed web-based resource library. • Developed web-based courses and modules. <ul style="list-style-type: none"> • Videotaped courses for online use. • Adapted the School of Nursing Standardized Course Evaluation Questionnaire [CEQ] and Faculty Evaluation Questionnaire [FEQ] into an online format. • Added an instructional designer to aid in development of online courses. • Developed an online RN to BSN emphasis. • Implemented a web-based, interdisciplinary comprehensive geriatric assessment teaching case and virtual team meeting. • Implemented a virtual field trip and interview in a long term care facility utilizing the Eden Alternative. • Implemented virtual case studies. • Held virtual web cast conference on long term care options.

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Table 5 [continued]. Summary of Web-Based Activities for Enhancing Gerontological/Geriatric Nursing Education for Undergraduate Baccalaureate and Advanced Practice Nursing Program Schools

Contact Information	Reported Web-Based Activities
<p>Tuskegee University Doris S. Holeman dholeman@tuskegee.edu</p>	<ul style="list-style-type: none"> • Developed web-based resource library.
<p>SUNY—Stony Brook Kathleen Shurpin kathleen.shurpin@sunysb.edu</p>	<ul style="list-style-type: none"> • Developed web-based curricular modules. • Developed web-based interactive case studies. • Held Tele-web Conference to integrate ethics into curriculum to educate students and preceptors. • Began development of website of geriatric resources for faculty and preceptors.
<p>Otterbein College Judy Strayer jstrayer@otterbein.edu</p>	<ul style="list-style-type: none"> • Developed online courses and web-based modules that highlight gerontology within each of the partnering countries. <ul style="list-style-type: none"> • Developed interactive video for courses. • Utilized Hartford monies to help in the development of courses. • Established online translation of Health education programs with Somali/English. • Held faculty workshop to demonstrate potential options/learning strategies for online courses. • Hired instructional designer to assist in the development of online strategies. • Revised seven courses for effective online delivery. • Established an advisory committee for the international partnership that developed the web-based course. • Developed a Nursing Department website that describes grant activities. • Established enrollment of RN to BSN/MSN students at distance sites. • Held online evaluations of courses as well as discussion groups.
<p>New York University Annemarie Dowling-Castronovo AQD7502@nyu.edu</p>	<ul style="list-style-type: none"> • Utilized University's web-based Blackboard to disseminate information. • Identified faculty interested in online Gerontological Nursing Certified Review Course. <ul style="list-style-type: none"> • Administered "Facts on Aging Quiz," "What is Your Aging IQ?", and the Hartford Institute for Geriatric Nursing Online Review Course. • 69% of faculty completed Palmor Aging Quiz online.
<p>Metropolitan State University Marilyn Loen marilyn.loen@metrostate.edu</p>	<ul style="list-style-type: none"> • Developed and implemented web-based courses. • Placed the entire geriatric nursing course on the web.
<p>MCP Hahnemann University H. Michael Dreher michael.dreher@drexel.edu</p>	<ul style="list-style-type: none"> • Utilized Blackboard communication website for web-based courses. • Developed web modules for the INSPIRE project which is a set of seven modules about geriatric assessment.

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Table 5 [continued]. Summary of Web-Based Activities for Enhancing Gerontological/Geriatric Nursing Education for Undergraduate Baccalaureate and Advanced Practice Nursing Program Schools

Contact Information	Reported Web-Based Activities
<p>La Salle University Tamara Zurakowski zurakows@lasalle.edu</p>	<ul style="list-style-type: none"> • Posted the certificate program [including application] on the University webpage.
<p>Illinois State University Brenda Jeffers brjeffe@ilstu.edu</p>	<ul style="list-style-type: none"> • Developed public geriatric instructional website [http://julmchn01.cus.ilstu.edu/detector.htm]. <ul style="list-style-type: none"> • Developed content for three modules. • Developed and uploaded modules to website. • Enrolled faculty in web-based faculty geriatric development course. • Developed a database to record activity of web-based modules. • Completed an article that outlines use of faculty work groups to develop online modules.
<p>Grand Valley State University Phyllis Gendler gendlerp@gvsu.edu</p>	<ul style="list-style-type: none"> • Developed web-based modules and courses. <ul style="list-style-type: none"> • Developed content for Intranet Site on Blackboard called “Gerontology Resources.” • Developed an online prototype module and content has been developed for 3 additional modules. • Developed web-based modules on the Hartford Best Practice Curriculum Guide. • Completed online Faculty Development Program in Geriatric Nursing course entitled “Concepts of Aging.” • Developed a web-based resource library. • Developed a public geriatric instructional website.
<p>Florida International University Kathleen Blais blaisk@fiu.edu</p>	<ul style="list-style-type: none"> • Develop web-based courses and course modules. <ul style="list-style-type: none"> • Developed 6 web-based modules in nursing care per participant of the Southern Gerontological Certificate Program.
<p>Fairfield University Jean Lange jlange@mail.fairfield.edu</p>	<ul style="list-style-type: none"> • Developed geriatric website. <ul style="list-style-type: none"> • Linked geriatric website to School of Nursing webpage. • Added a link to geriatric activities to the Nursing Home page.

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Table 6. Summary of Web-Based Activities for JAHF Centers of Geriatric Nursing Excellence [HCGNEs]

University Contact	Reported Web-Based Activities
<p>University of Arkansas for Medical Sciences</p>	<ul style="list-style-type: none"> • Developed and implemented web-based courses with geriatric content. <ul style="list-style-type: none"> • Held four meetings to review and revise geriatric content in course curriculum for web-based courses. • Developed script for a web-based course and short video for cognitively impaired elders' resistance to bathing. • Offered geropsychiatric nursing course and 15 nursing modules for the Southern Geriatric Nurse Certificate Program [SGNCP] on WebCT. • Developed BSN/MSN articulated web-based program. <ul style="list-style-type: none"> • Increased enrollment in the BSN/MNSc web-based program through advertising its convenience. • Created exhibits to increase enrollment for BSN/MNSc web-based program. • Continued the development of HCGNE website [http://HartfordCenter.uams.edu] including: News, Best Practices, Educational Programs, Research and Leadership Team. <ul style="list-style-type: none"> • Posted best practice guidelines to promote geriatric functional independence. • Disseminated HCGNE processes and outcomes. • Posted patient/caregiver materials regarding "falls." • Posted links to other resources. • Posted the Information and Application for the Geriatric Nursing Proposal Development Workshop. • Posted recipients of nursing awards on HCGNE website including: 2003 Nursing Competence in Aging Writer's Award, 2003 Awardees for Baccalaureate Education in Geriatric Nursing and the 2003 National Gerontological Nursing Association Board of Directors' Lifetime Achievement Award. • Continued the development of the College of Nursing [CON] website [http://nursing.uams.edu/Masters-LS/faqmnscl.htm]. <ul style="list-style-type: none"> • Included information about the BSN to Ph.D. on CON Website. • Disseminated information about the HCGNE through CON website. • Developed SGNCP website [http://nursing.uams.edu/sgncl/sgncl.htm] to train geriatric nurses and web-based nursing course design and delivery. Each participant will create six webCT geriatric nursing modules for their baccalaureate curriculum. <ul style="list-style-type: none"> • Developed web-based modules. • Received funding for grants to support gerontological education, research and service. <ul style="list-style-type: none"> • Received \$1,449,139 to expand web-based education and to strengthen the Nursing Education Success Program. • Established an Online Information Resource for Geriatric APN to provide a mechanism for GNP's and APN's to communicate and share information about geriatric care. • Provided web-based consultation on the integration of nursing curricula and clinical practica for other schools. • Made several professional presentations and/or publications regarding Seniors and the Internet: <ul style="list-style-type: none"> • "Web-Based Health Information for Seniors and Caregivers"; • "Evaluation of Alzheimer's Disease Web Site Information"; • "Use of Internet for health information by older adults with arthritis"; • "Distance Caregiving of Frail Elders". • Developed the South Arkansas Health Education, Living and Life Options [SA-HELLO] website [www.sa-hello.org] to assist older and disabled adults in locating supportive services and resources in order to continue living at home in the community.

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Table 6 [continued]. Summary of Web-Based Activities for JAHF Centers of Geriatric Nursing Excellence [HCGNEs]

University Contact	Reported Web-Based Activities
<p>University of Iowa</p> <p>Meridean Maas meridean-maas@uiowa.edu;</p> <p>Bonnie Kinkead bonnie-kinkead@uiowa.edu</p>	<ul style="list-style-type: none"> • Continued the development and maintenance of the HCGNE website and Listserv [www.iowahartfordcenter.org]. <ul style="list-style-type: none"> • Disseminated information about undergraduate and graduate geriatric nursing careers. • Disseminated information on Hartford Pre- and Post-Doctoral Fellowship award recipients. • Provided information about a new BSN to Ph.D. program on the CON and HCGNE websites. • Disseminated information on legislative proposals and issues. • Placed information on how to obtain Evidence Based Practices on the website. • Posted Grants Management Manual on website. • Disseminated information about training, pilot grant, and mentoring grant opportunities to geriatric faculty in each Regional Consortium School via the Regional Research Consortium [RRC] website. • Developed and offered web-based courses and teaching modules. <ul style="list-style-type: none"> • Offered a web-based Grantsmanship, End of Life course [http://www.continuetolearn.uiowa.edu/nursing/end_of_life_care.html]. • Placed all Master's core courses online. • Developed content for web-based dementia module. • Developed Geriatric Mental Health Training Series Program for Web. • Identified College resources to assist faculty with Web Course development and provided Web Course development training. • Included information on and incorporated several participating schools in the HCGNE & GNIRC websites and listservs. • Initiated collaboration with the University of Virginia to develop a web-based post-Masters GNP program. • Developed and marketed web-based continuing education modules. <ul style="list-style-type: none"> • Partnered with The Patient Education Institute to develop and market CE modules for nursing home staff. • Offered an online survey to gather information about how to implement a Geriatric-Psychiatric Unit of Nursing Excellence. • Disseminated information about evidence-based Geriatric Nursing Practice Protocols to LTC settings via the University of Iowa College of Nursing Gerontological Nursing Intervention Research Center [GNIRC] website. • Made several professional presentations and/or publications regarding seniors and the Internet. <ul style="list-style-type: none"> • "Best Practices in Occupational Safety and Health Education, Training, and Communication: Ideas that Sizzle" presented at a web-based international occupational health nursing network. • Planned incorporation of webCT surveillance system for HOMESAFE clients.

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Table 6 [continued]. Summary of Web-Based Activities for JAHF Centers of Geriatric Nursing Excellence [HCGNEs]

University Contact	Reported Web-Based Activities
<p>Oregon Health & Sciences University</p> <p>Patricia G. Archbold archbold@ohsu.edu;</p> <p>Diana White whitedi@ohsu.edu</p>	<ul style="list-style-type: none"> • Received funding for a grant to add an online RN to BSN program which focuses on gerontological nurses competencies. <ul style="list-style-type: none"> • Enrolled 16 students. • Developed the HCGNE website [http://www.ohsu.edu/hartfordcgne/] to disseminate information about the HCGNE and attract the students to the program. • Developed and offered web-based courses and teaching modules. <ul style="list-style-type: none"> • Utilized competencies developed for the online RN to BSN program in the development of new School of Nursing undergraduate curriculum. • Submitted an application to HRSA to further develop curricula for nurse leaders in long-term care. • Offered video-conferencing and web-based technology. • Received funding to pilot-test web-based geriatric courses to nursing home nurses in rural areas. • Developed skin/wound care consultation and wound monitoring abilities in long-term care facilities using distance technology through the Geriatric Best Practice Initiative [BPI]. <ul style="list-style-type: none"> • Developed a collaborative effort between Kaiser Permanente’s web-based wound care consultation project and the Portland VA Medical Center’s wound care monitoring system using digital images for home care. <ul style="list-style-type: none"> • Designed the technology structure for a web-based tool for assessing and monitoring wounds. • Facilitated consultation between the wound care specialist and the bed-side nurse. • Beta tested the efficacy of patients’ monitoring of wound care. • Developed a web-system that allows for patient assessment, appropriate care development and ongoing monitoring with expert consultation. • Received funding to pilot-test that compare the web-based delivery system with standard care. • Applied for NIH funding to conduct a broader randomized controlled trial. • Implemented multiple online educational projects including: Gerontological Nursing Focus for Online RN to BSN Program, the interdisciplinary Master of Science online Health Systems Management Program, Expanding PHN Leadership, and a MPH/PHN Online Program. • Developed an online certificate program in Long Term Care Management and Leadership for Frontline Nurses. • Expanded the existing interdisciplinary, online Master’s program in Health Systems Management to include a focus entitled “Executive Leadership in Long-Term Care.” • Provided an online health-related consulting service that involves “real time” interactions on how to obtain health information on the Internet. • Received funding to pilot-test web-based geriatric courses to nursing home nurses in rural areas.

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Table 6 [continued]. Summary of Web-Based Activities for JAHF Centers of Geriatric Nursing Excellence [HCGNEs]

University Contact	Reported Web-Based Activities
<p>University of Pennsylvania</p> <p>Neville Strumpf strumpf@nursing.upenn.edu;</p> <p>Monda Spool mspool@nursing.upenn.edu</p>	<ul style="list-style-type: none"> • Developed the HCGNE website [http://www.nursing.upenn.edu/centers/hcgne/] emphasizing four aspects of the project: science, educational programs, innovative practices, and dissemination of the knowledge. <ul style="list-style-type: none"> • Developed a secondary recruitment/curriculum reference section on the website. • Developed policy and procedures dealing with data dissemination and user access to databases. • Hired a web-design consultant. • Incorporated appropriate linkage enhancement onto the web homepage. • Incorporated student ideas to facilitate the design of the website. • Incorporated HCGNE website with the re-formatted School of Nursing website. • Provided streaming audio and video of several conferences and/or presentations. • Redirected the web dissemination strategy by employing a non-commercial venue to promote the translation of innovative research practice, development of a web-based educational module on restraint free care and the creation of an internal systematic review mechanism to support national dissemination of evidenced-base practice. • Developed and implemented web-based courses with geriatric content. <ul style="list-style-type: none"> • Implemented a newly introduced ANP geriatric-focused course for minors in Adult Oncology and Health Care Administration. • Began exploration of a format for web-based continuing education with consultation from eCollege and the Center for Professional Development. • Disseminated several publications and/or presentations via the Internet: <ul style="list-style-type: none"> • “Using Large Data Sets to Advance Research in Aging: The Medicare Current Beneficiary Survey” presented at a distance learning conference; • “Reciprocity for Patients with Head and Neck Cancer Participating in an Instrument Development Project.” • Presented “Using Large Data Sets to Advance Research in Aging: The Medicare Current Beneficiary Survey” at a distance learning conference. • Developed the palliative care and symptom management website [http://www.nursing.upenn.edu/centers/hcgne/palliativecare.htm]. • Developed a HCGNE student Listserv to disseminate and communicate information. • Hosted faculty lead geriatric oncology seminars focusing on web-based student enhancements and curriculum development. • Attended the American Federation for Aging Research [AFAR] Communication and Dissemination Conference to obtain consultation on web evaluation. • Collaborated with eCollege to promote a web-based geriatric nursing educational program partnership. • Held an in-depth discussion with students on the topic of “Advance Topics in Informatics,” providing a discussion on the use of web-based technology for nursing. • Collaborated with the Geriatric Corner to explore the “best practices” nursing home rounds reference guide that incorporates an interdisciplinary program for geriatric nursing and medical students using web-based technology. • Collaborated with the Geriatric Education Center to develop palliative care, falls and behavioral health training modules to be marketed on the Internet.

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Table 6 [continued]. Summary of Web-Based Activities for JAHF Centers of Geriatric Nursing Excellence [HCGNEs]

University Contact	Reported Web-Based Activities
<p>University of California, San Francisco</p> <p>Jeanie Kayser-Jones jeanie.kayser-jones@nursing.ucsf.edu</p> <p>Chris Chater chris.chater@nursing.ucsf.edu</p>	<ul style="list-style-type: none"> • Developed and offered a web-based course [http://www.ucsfagrc.org] in gerontology online including: “Demographics and Health Statistics,” “Theories of Aging and Overview of Biological Systems,” “Geriatric Assessment”, “Health Policy”, “Sociocultural and Psychosocial Aspects of Aging.” <ul style="list-style-type: none"> • Collaborated with the web-based Curriculum Initiative at the Academic Geriatric Resource Center [AGRC]. • Developed nine additional modules: Renal, Gastrointestinal, Immunity, Neurological, Cardiovascular, Pulmonary, Endocrine, Genitourinary, and Sensory/Integument. • Began development of the HCGNE website [http://www.nurseweb.ucsf.edu/www/hcgne.htm]. <ul style="list-style-type: none"> • Hired a consultant to assist with development. • Disseminated information regarding career opportunities. • Posted a recruitment brochure that targets both BSN and MN prepared nurses. • Conducted a statewide study of nursing homes and the Internet. <ul style="list-style-type: none"> • Hosted a leadership seminar to disseminate the findings to students and faculty. • Launched a new website, California Nursing Home Search [http://www.calnhs.org/], which provides consumers with previously unavailable information on quality indicators in California Nursing homes. • Made several professional publications and/or presentations regarding gerontology and the Internet: <ul style="list-style-type: none"> • “A Web-based International Occupational Health Nursing Network”; • “Communicating Health,” presented at the 2nd Communicating Science & Technology Conference.

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Table 7. Summary of Web-Based Activities for Nursing School Geriatric Investment Program [NSGIP] Schools

University Contact	Reported Web-Based Activities
<p>University of Michigan Donna L. Algase dalgase@umich.edu</p>	<ul style="list-style-type: none"> • Designed and conducted a web-based survey on nursing needs in Assisted Living Facilities [ALF]. <ul style="list-style-type: none"> • Recruited nine applications for six Policy/Research Fellowships and engaged them in designing the ALF survey. • Operated an email group for a policy network. • Planned an online organizational meeting for the establishment of the Michigan Geriatric Nursing Association. <ul style="list-style-type: none"> • Launched six individual projects with Policy/Research fellows that included the development of a Michigan-wide virtual chapter of the MGNA. • Scheduled conference on “Web-based Instruction in Gerontological Nursing.” <ul style="list-style-type: none"> • Issued conference invitations to 72 collegiate nursing schools in Ohio, Michigan, and Indiana.
<p>University of Washington Dean: Ruth F. Craven ruthc@u.washington.edu</p>	<ul style="list-style-type: none"> • Funded a student proposal to develop Internet resources for homebound seniors. • Developed a web page [http://www.son.washington.edu/centers/hartford] featuring JAHF activities and students. <ul style="list-style-type: none"> • The American Society on Aging [ASA] web site offers several “Plug and Play” modules that have been delivered via PowerPoint and audio by ASA. • Offered series of web seminars from the American Society on Aging focusing on cultural competency. • Submitted articles for publication in <i>Online Journal of Issues in Nursing</i>. • Developed web-based courses for nursing home administrators and others in long term care. • Funded a study using a web intervention for older adults with diabetes mellitus. • Began converting courses to web-based format. <ul style="list-style-type: none"> • Converted the following two courses to a web-based format: “Older Adult Pharmacotherapeutics” and “Biology of Aging.”
<p>The University of Texas, School of Nursing Vaunette Payton Fay Vaunette.P.Fay@uth.tmc.edu</p>	<ul style="list-style-type: none"> • Developed a web-enhanced curriculum [www.uthcoa.org]. <ul style="list-style-type: none"> • Placed three graduate courses [only two listed], “Issues in Aging” and “Accommodation Management,” and one undergraduate course on the web in the Blackboard format. • Began planning to make “Syndromes in Aging” web-based. • Hired a web instructional designer who continues to update the COA webpage and the Gerontology pages at the School of Nursing website. <ul style="list-style-type: none"> • The Advisory Board met to discuss distance/web-based education and strategies that UT needs to work on. • Developed a web-based postmaster’s GNP program for Adult and Family Nurse Practitioners. • Formed on-line support group for caregivers. • Developed and hosted a virtual conference on “Active Learning in Nursing Education.” <ul style="list-style-type: none"> • Registered approximately sixty people for the virtual conference. • Created a Faculty Development in Geriatric Nursing website [www.fgdn.org]. • Made educational materials and resources available on the Internet for paraprofessional and lay caregivers. <ul style="list-style-type: none"> • Produced training video and made available on website.

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Table 7 [continued]. Summary of Web-Based Activities for Nursing School Geriatric Investment Program [NSGIP] Schools

University Contact	Reported Web-Based Activities
<p>The University of North Carolina Chapel Hill Joyce Rasin jrasin@email.unc.edu</p>	<ul style="list-style-type: none"> • Developed web enhanced courses and curriculum. <ul style="list-style-type: none"> • Offered web-enhanced courses, “Health Aging in Rural Communities” and “Culture, Health, and Aging” to master’s students, doctoral students, undergraduates, and practicing nurses. • Developed an on-line modules for course use. <ul style="list-style-type: none"> • Developed web-based modules for “Demographics of Aging” and “Barriers to Health Care.” • Piloted two online modules in a class for family nurse practitioner students. • Linked online modules via Blackboard to courses. • Linked online module about age-related physiological changes developed for “Healthy Aging in Rural Communities” to participants of the HRSA Institute through an electronic library. • Reviewed online continuing education and academic course for design and usability. • Acted as a consultant for a proposed project on “Distance-Based Gerontological APN Education.”
<p>Case Western Reserve University Beverly Roberts blr4@po.cwru.edu</p>	<ul style="list-style-type: none"> • Used a flexible, web-enhanced model of teaching to attract more students to the PhD program.
<p>University of Rochester, School of Nursing Nancy M. Watson nancy.Watson@urmc.rochester.edu;</p>	<ul style="list-style-type: none"> • Conducted community outreach and formed email groups around areas of interest. <ul style="list-style-type: none"> • Email group membership has grown to over 100 actively participating individuals. • Established website [http://www.urmc.rochester.edu/SON/research/hartford.html] to serve as a resource for caregivers. • Purchased additional web addresses for the Hartford Initiative website.
<p>University of Minnesota, School of Nursing Jean F. Wyman wyman002@umn.edu</p>	<ul style="list-style-type: none"> • Made follow-up newsletter available on the CNRE website. • Utilized the University’s web template in designing the Geriatric Nursing Investment Program webpage. • Created new Gerontological Nursing listserv. <ul style="list-style-type: none"> • Used the listserv to disseminate information about the Hartford Nursing Award for Excellence in Geriatric Nursing. • Began planning the development of a website for the NICHE program.

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Table 8. Summary of Web-Based Activities for the Hartford Institute for Geriatric Nursing

Contact Information	Reported Web-Based Activities
<p>Mathy Mezey, mathy.mezey@nyu.edu</p>	<ul style="list-style-type: none"> • Developed an online gerontological certificate review course [http://www.nyu.edu/education/nursing/hartford.institute/course/]. <ul style="list-style-type: none"> • Increased the number of users to over 3000. • Worked with an existing national training company, Medcom, Inc., to market online courses. <ul style="list-style-type: none"> • Received final online version for review. • Conducted an online survey of baccalaureate Schools of Nursing to examine the extent that geriatric content is incorporated into the curriculum. • Participated in and facilitated various listservs related to geriatrics including the Collaborative Circle listservs. • Developed the Nurses Improving Care for Health System Elders [NICHE] listerv which serves as a means for NICHE hospitals to promote best practices in care of older adults. <ul style="list-style-type: none"> • Increased activity of website to an average of 10 communications a day and provided lines to more than 130 hospitals nationally. • Participated in the Nurse Competence in Aging Initiative [NCA] to create a comprehensive web resource center for all geriatric nursing best practices [www.geronurseonline.org]. • Participated in the NCA to create a computerized AACN gerontological nursing certification examination [www.geronurseonline.org]. • Developed a Hartford Institute website [www.nyu.edu/education/nursing/hartford.institute]. <ul style="list-style-type: none"> • Utilized a web-design company in the creation of a website. • Placed the gerontological nursing certificate exam review course on website free of charge. • Disseminated award information, scholarship recipients, and publications on website. • Placed the “Try This: Best Practices in Nursing Care for Older Adults Series” on website. • Posted six position papers on website: Nursing Research Publications on Older Adults, Care at the End of Life: Restoring a Balance, Guidelines for End of Life Care in Nursing homes: Principles and Recommendations, Voices of Decision Making in Nursing Homes: Respecting Residents’ Preferences for End of Life Care, Hospitalization of Nursing Home Residents: A Review of Clinical, Organizational and Policy Determinants, and Initiatives to Promote the Nursing Workforce in Geriatrics: A Collaborative Report. • Developed a CD-ROM edition of the Baccalaureate Partners Program materials to enhance dissemination to students and faculty through Blackboard, email, listserv and intranet. • Utilized the AACN website to disseminate geriatric information. <ul style="list-style-type: none"> • Placed baccalaureate geriatric competencies on website. • Developed a website policy page for geriatric/gerontological nursing policy information on the care of older adults. <ul style="list-style-type: none"> • Published position papers on various topics and “fast facts” that emphasize the need for enhancements in geriatric nursing. • Published Nursing Counts newsletter, a policy publication, on the website. • Placed the protocols on geriatric best practices in summary form on the AHRQ website. • Distributed press releases showcasing Institute programs on over 200 nursing trade publications and on websites. • Developed a relationship with Care2Learn, an online continuing education site, to turn existing geriatric materials into an online course.
<p>Elaine Gould, elaine.gould@nyu.edu</p>	

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Table 9. Summary of Web-Based Activities for American Academy of Nursing [AAN] Hartford Scholars

Contact Information	Reported Web-Based Activities
2001 Pre-Doctoral Scholars	
Rita Jablonski rajablon@hsc.vcu.edu University of Virginia School of Nursing	<ul style="list-style-type: none"> • Reviewed articles for the <i>Online Journal of Issues in Nursing</i>.
2001 Post-Doctoral Scholars	
Janet Mentes jmentes@sonnet.ucla.edu University of California Los Angeles School of Nursing	<ul style="list-style-type: none"> • Collaborated in the development of web-base case studies for the GNP curriculum. • Served as GNP Listserv Manager.
Charon Pierson pierson@hawaii.edu University of Hawaii at Manoa School of Nursing	<ul style="list-style-type: none"> • Taught "Healthy Aging," a master's level course offered through the University's interactive television system.
Kristine Williams kwilliams1@kumc.edu University of Kansas Medical Center School of Nursing	<ul style="list-style-type: none"> • Taught a distance learning population based clinical course focusing on community health and aggregating healthcare. • Participated in the Geriatric Nursing Knowledge & Experiences in Long Term Care Facilities by developing web-based geriatric content for nurses in rural areas. • Developed a web-enhanced Independent Study Graduate Public Health Course.

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Table 9 [continued]. Summary of Web-Based Activities for American Academy of Nursing [AAN] Hartford Scholars

Contact Information	Reported Web-Based Activities
2002 Pre-Doctoral Scholars	
Emelia Amoako amoakogy@peoplepc.com University of North Carolina at Chapel-Hill School of Nursing	<ul style="list-style-type: none"> • Reviewed articles for <i>the Online Journal of Nursing Research</i>. • Developed online teaching modules for nursing assistants for NICHE hospitals. • Received funding for a grant, "Offering an Online MSN with Concentration in Education: Needs, Feasibility, and Logistics." • Developed website and recruitment materials for the School of Nursing that focused on geriatric activities and expertise. • Publicized the Hartford Foundation award on the UNC geriatric website.
Sue McLennon mclenn@nursing.ufl.edu University of Florida College of Nursing	<ul style="list-style-type: none"> • Served as a peer reviewer for Sigma Theta Tau International, online case study program for osteoporosis in women.
Diane Norcio diane_norcio@hotmail.com University of California San Francisco School of Nursing	<ul style="list-style-type: none"> • Developed a rural nursing continuing education website.

Table 9 [continued]. Summary of Web-Based Activities for American Academy of Nursing [AAN] Hartford Scholars

Contact Information	Reported Web-Based Activities
2002 Post-Doctoral Scholars	
Howard Butcher howard-butcher@uiowa.edu University of Iowa	<ul style="list-style-type: none">• Facilitated the collection of information for "Written Emotional Expression & Caregiver Burden Outcomes" by placing the entire study online, including the consent form, data collection tools, and the pre- and post- tests.• Prepared an informatics grant to test the intervention on the Internet.• Established a listserv for researchers engaged in written emotional expression research.• Assisted in the development of a project site on the web to post articles and results from cost of care analyses using different data sets.
Patricia Coleman patricia_coleman@urmc.rochester.edu University of Rochester School of Nursing	<ul style="list-style-type: none">• Participated in an interdisciplinary geriatric oral health education project that utilizes web-based learning.
Judith Hertz jhertz@niu.edu Northern Illinois University School of Nursing & University of Iowa	<ul style="list-style-type: none">• Participated in an analysis of the major variants in academic gerontology centers around the country using published websites as a data source.
2003 Pre-Doctoral Scholars	
Amanda Floetke-Elliott floetke@ufl.edu University of Florida	<ul style="list-style-type: none">• Published a review of the book Internet Resources for Nurses, Second Edition.
Marianne Smith msmith1@netins.net University of Iowa	<ul style="list-style-type: none">• Developed the University of Iowa HCGNE website [http://www.nursing.uiowa.edu/hartford/nursing/nursing.htm].<ul style="list-style-type: none">• Developed the College of Nursing HCGNE website pages for Best Practices.

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Table 9 [continued]. Summary of Web-Based Activities for American Academy of Nursing [AAN] Hartford Scholars

Contact Information	Reported Web-Based Activities
2003 Post-Doctoral Scholars	
Lazelle Benefield L.Benefield@TCU.edu Texas Christian University	<ul style="list-style-type: none">• Received funding for a study, "Distance Caregiving of Cognitively Impaired Elders Living Alone at Home."• Assisted on "Distance Caregiving and Technology: State of the Science" Project.
Barbara Rakel-Hoff brakelhoff@mchsi.com University of Iowa	<ul style="list-style-type: none">• Chaired the UIHC Department of Nursing Pain Management Committee which revised online documentation to facilitate regular pain assessment and reassessment.

Table 10. Summary of Web-Based Activities for Creating Careers in Geriatric Advanced Practice Nursing Program Schools

Contact Information	Reported Web-Based Activities
Boston College Patricia A. Tabloski tabloski@bc.edu	<ul style="list-style-type: none"> • Highlighted student accomplishments on School of Nursing webpage.
Duke University Eleanor McConnell mccon002@mc.duke.edu	<ul style="list-style-type: none"> • Utilized new website resources to recruit students. • Placed process information on student leadership on website. • Initiated distance-based GNP program. <ul style="list-style-type: none"> • Enrolled cohort of 9 distance-based students in the GNP program.
Emory University Holly Brown hbrown2@emory.edu	<ul style="list-style-type: none"> • Enhanced website, including links to descriptions of the Geriatric APN program, clinical sites, and resources.
George Mason University Frieda R. Butler fbutler@gmu.edu	<ul style="list-style-type: none"> • Advertised gerontology programs on the university gerontology page [http://www.gmu.edu/departments/gerontology].
Northeastern University Elizabeth P. Howard e.howard@neu.edu	<ul style="list-style-type: none"> • Distributed information about the scholarship program on the School of Nursing website.
Oregon Health & Science University Kathleen Potempa potempa@ohsu.edu	<ul style="list-style-type: none"> • Used website [http://www.ohsu.edu/son] information as a recruitment tool. <ul style="list-style-type: none"> • Received several thousand inquiries directly through its website.
Rush University Medical Center Joanne Miller joanne_miller@rush.edu	<ul style="list-style-type: none"> • Publicized scholarships on the University website.
University of Illinois Chicago Sandy C. Burgener sburgener@uiuc.edu	<ul style="list-style-type: none"> • Disseminated geriatric advanced nursing program information using online and electronic sources. • Participated in a conference regarding online GNP programs as a key-note speaker.
University of Maryland Ann Marie Spellbring spell@son.umaryland.edu	<ul style="list-style-type: none"> • Publicized GNP specialty and the Hartford Scholarship program on the School of Nursing website.

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Table 10 [continued]. Summary of Web-Based Activities for Creating Careers in Geriatric Advanced Practice Nursing Program Schools

Contact Information	Reported Web-Based Activities
University of Michigan Donna L. Algase dalgase@umich.edu	<ul style="list-style-type: none"> • Provided an invitational conference on web-based instruction in gerontological nursing for schools in the region.
University of Pennsylvania Neville E. Strumpf strumpf@nursing.upenn.edu	<ul style="list-style-type: none"> • Revised the website [http://www.nursing.upenn.edu/centers/hcgne/edu_scholarships.htm] and used it to promote the scholarship programs. • Began updating the GNP scholar bio page [http://www.nursing.upenn.edu/centers/hcgne/edu_HartfordScholars.htm] to include 2003 scholar awardees.
University of Texas Health Science Center at San Antonio Colleen Keller kellerccs@uthscsa.edu	<ul style="list-style-type: none"> • Student completed online class to become a legal nurse consultant.
University of Washington Ruth Craven ruthc@u.washington.edu	<ul style="list-style-type: none"> • Created course modules on general aging changes to be made available to faculty on the web.
Yale University Deborah Chyun deborah.chyun@yale.edu	<ul style="list-style-type: none"> • Provided a description of the Hartford grant, students, and GNP program on the university website [http://www.med.yale.edu/nursing/news/gnpscholars.html]. • Disseminated information in an on-line article in "Advance for Nurses."

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