

Evaluation of the John A. Hartford Foundation's Building Academic Geriatric Nursing Scholars Program: An Interim Report on a Program Administered by the American Academy of Nursing

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Summary. This preliminary and interim evaluation report was prepared after the cohort of 2001 Geriatric Nursing Scholars (10 Pre-Doctoral and 7 Post-Doctoral) funded by The John A. Hartford Foundation had spent 18 months in the program and after the cohort of 2002 Geriatric Nursing Scholars (11 Pre-Doctoral and 9 Post-Doctoral) had spent 6 months in the program. The findings are very early ones and may under-estimate the longer term impact that this program will have on academic geriatric nursing as a profession, the preparation of geriatric nursing leaders, and improved geriatric patient care. Nonetheless, even after this short period of time, it is very clear that the program is a highly successful one whose Scholars are establishing themselves as productive professionals in their chosen field and, in many cases, exhibiting strong signs of professional leadership. Productivity among the Pre-Doctoral Scholars is demonstrated by significant progress toward completing doctoral research and dissertations, presentations at professional meetings, and publications. There are also signs that the Pre-Doctoral Scholars are starting to become strongly linked to a cadre of more senior faculty and professionals in the field. Productivity and leadership among the Post-Doctoral Scholars is exhibited in terms of presentations at professional meetings, scientific publications, steps toward securing independent research funding, linkages to a cadre of more senior faculty and professionals in the field, the development of strong networks among Hartford Post-Doctoral Scholars and senior professionals, and in the mentoring of Hartford Pre-Doctoral Scholars and other graduate students. The success of the overall Initiative is indicated by the linkages that have been formed between current leaders in the field and the cohorts of Hartford Scholars. The Scholars have a strong perception that linkages are being made that facilitate their career development. In addition, the Initiative is viewed successfully by leaders in the field, including senior representatives of major nursing professional associations. The management of the programs has been very effective.

Conclusions. Given the overall patterns observed in the available data, we draw the following conclusions about the effectiveness of the John A. Hartford Foundation Geriatric Nursing Scholars Program.

- The Geriatric Nursing Scholars are a highly-focused and highly-motivated group. In all cases, structured programs have been designed which combine state-of-the-art research programs with clear long-term plans. In more than 90% of the cases, the work plans of individuals have either been implemented as proposed or implemented in an enhanced form.
- Almost all Geriatric Nursing Scholars have initiated programs of research that involve the integration of clinically significant topics (based in virtually all cases on at least several years of clinical experience in the area) with rigorous scientific research methods. Additionally, in virtually all cases individual Scholars are attempting to further improve the rigor of their research designs by seeking advanced training in research methodology and statistics.
- The work of almost all of the 2001 Scholars has been recognized as superior by a number of independent peer-review mechanisms including publication editorial boards, convention paper selection groups, and external grant review groups.
- The clinical relevance of the work of the 2001 Scholars has been demonstrated by the inclusion of presentations in general sessions at major professional meetings including the Gerontological Society of America.

- While a few Scholars report some obstacles to implementing their programs, in general, the obstacles reported are not systemic nor are they related to either the design or management of the program. Almost all obstacles reported are either endemic to the academic institutions at which the Scholars study (e.g., slow Institutional Review Boards, scheduled courses not being offered, problems in scheduling committee meetings) or are a function of changing environmental factors (e.g., organizations who committed to providing research participants suddenly declining to do so). In very few cases, obstacles can be attributed to less than perfect working relationships between individuals. We do not view the obstacles reported – in total – as particularly problematic; in fact, we believe that these obstacles have been minimized by the senior professionals managing this program.
- The overall Initiative including the first 2 cohorts of 21 Pre-Doctoral Scholars, 16 Post-Doctoral Scholars, and 2 MBA Scholars should impact policies and standards broadly throughout the United States: Scholars are currently affiliated with schools in 20 states in all regions of the country.
- The Hartford Scholars Program is closely linked to other components of the John A. Hartford Gerontological Nursing Initiative, including programs at the Hartford Centers of Geriatric Nursing Excellence. These linkages may have a “multiplying” effect upon the later productivity of the Scholars. Already, 2001 Scholars report that they feel tightly linked to their field.
- Scholars report being strongly supported by the Coordinating Center at the American Academy of Nursing and through other parts of the Initiative. Both Pre-Doctoral and Post-Doctoral Scholars report a sense of being supported through the expertise of the senior leaders within the Initiative. An effective web site has been developed to publicize the program.
- Major leaders in the field of geriatric nursing view the Initiative as a success.

Brief Description of the Hartford Scholars Program. The John A. Hartford Foundation Geriatric Nursing Scholarship Program, coordinated by the American Academy of Nursing as part of The Hartford Foundation’s Building Academic Geriatric Nursing Capacity Initiative, offers substantial financial and leadership support to Post-Doctoral and Pre-Doctoral Scholars who demonstrate a commitment to enhancing geriatric nursing. The purpose of the Scholarship is to facilitate nurse scholars’ efforts to redirect or strengthen their careers in geriatric nursing.

An annual Leadership Conference acts as a cornerstone of Hartford Scholars Program. This Conference convenes the Hartford Scholars and their Mentors; Centers of Geriatric Excellence Faculty and Staff; Nursing School Geriatric Investment Program faculty; and Geriatric Nurse Leaders for the purpose of defining a vision for the future of geriatric nursing, creating momentum for the geriatric nursing movement, and providing the Hartford Geriatric Nursing Scholars with the leadership skills and professional network needed to enhance the field.

Two cohorts of Doctoral Scholars have been funded: 10 Pre-Doctoral and 7 Post-Doctoral Scholars in 2001 and 11 Pre-Doctoral and 9 Post-Doctoral Scholars in 2002. These 37 Scholars represent 26 universities, including: Brown University, Case Western Reserve University, Emory University, Indiana University, New York University, Northern Illinois University, Oregon Health Sciences University, Rush University, University of Arkansas for Medical Sciences, University of California Los Angeles, University of California San Francisco, University of Florida, University of Hawaii at Manoa, University of Illinois at Chicago, University of Iowa, University of Kansas, University of Miami, University of Minnesota, University of Missouri, University of North Carolina at Chapel Hill, University of North Carolina at Greensboro, University of Pennsylvania, University of Pittsburgh, University of Rochester, University of Virginia, and University of Washington. Two additional Scholars have been funded to obtain MBA degrees from the University of Pennsylvania and the University of Washington; because special evaluation methods and indicators need to be developed for these Scholars, findings on the MBA Scholars are not included in this report.

Preliminary and Interim Report. This report was prepared at the request of the staff of the John A. Hartford Foundation at a time that its Board of Trustees was considering extending the current Hartford Geriatric Nursing Scholar Program. The Program is currently due to end after funding a third cohort of Scholars who begin their terms in July 2003. Prior cohorts of Geriatric Nursing Scholars have been funded starting in July 2001 and July 2002. For this initial report, we consider the progress of the first cohort of 2001 Scholars during the initial 18 months of their tenure as Hartford Geriatric Nursing Scholars and the progress of the second cohort of 2002 Scholars during the first 6 months of their programs. Many of the primary outcomes of the program – specifically producing demonstrated leaders and professionals in the field of Geriatric Nursing who develop new models for care, educate succeeding generations of geriatric nursing researchers and clinicians, conduct important research on care, and become a leadership cadre for the field – will only be unambiguously manifested after a number of years have passed. Consequently, this report focuses on outcomes demonstrated over a much shorter period of time but which are, in all likelihood, highly predictive of long-term success by the same individuals. Accordingly, it is possible to look at a number of measures of early productivity and progress for the Scholars in aggregate and assess whether the progress of the Scholars toward geriatric nursing leadership is occurring in an orderly way likely to be linked to longer-term career successes and major outcomes.

Data Collection Methods. Data were collected from 10 2001 Pre-Doctoral Scholars and 7 2001 Post-Doctoral Scholars on their first 18 months in the program through December 31, 2002. Data were collected from 11 2002 Pre-Doctoral Scholars and 9 2002 Post-Doctoral Scholars on their first 6 months in the program.

- *2001 Academic Scholars.* A self-administered electronic data collection form was made available to all 2001 Pre- and Post-Doctoral Scholars during August 2002, after they had been in the program for about 14 months. The 2001 Scholars were asked to report on their achievements during the period from July 1, 2001 (or the beginning of their funding period) through June 30, 2002. Forms were returned by early October 2002. Each of the 2001 Scholars was interviewed during October and November 2002 in order to review their responses for the first year and to ask supplemental questions about achievements². In late December 2002, the 2001 Scholars were asked to update their data collection forms and report on the period from July 1, 2002 through December 31, 2002.
- *2002 Academic Scholars.* In late December 2002, the 2002 Scholars were asked to report on their first 6 months in the program from July 1, 2002 (or the start of their program) through December 31, 2002. All responses were made on the same electronic forms used with the 2001 Scholars.
- *2002 MBA Scholars.* Since the MBA Scholars have just started their tenure as Hartford Scholars and special assessment methods must be developed for them, we did not collect information on these 2 individuals; a supplemental report will be issued later.

Data Collection Domains. Scholars were asked to report on the following domains of activities.

1. Specific Professional Accomplishments Supported by the JAHF Grant
 - a. Publications
 - b. Presentations
 - c. Teaching Activities
 - d. University Service Activities
 - e. National Service Activities
 - f. Internal or External Funding Activities
 - g. Clinical Activities/Professional Consultations
 - h. Awards-Honors-Recognitions
 - i. Media Contacts
 - j. Major Research Projects

² All of the interviews with Post-doctoral Scholars were conducted by George J. Huba, Ph.D., assisted by Le Quach, MPH. Of the 10 Pre-doctoral Scholars, 5 were interviewed by Dr. Huba and Ms. Quach jointly with the remaining 5 interviewed by Ms. Quach.

- k. Progress Toward Completing JAHF Post-Doctoral Scholar Project [or Dissertation]
- l. Employment Activities
- m. Self Assessment of Goal Achievements
- 2. Nursing Curriculum Development or Implementation Activities
- 3. Participation in Professional Development Activities Related to Geriatric-Gerontological Nursing
- 4. Development of Research Skills and Research Capacity
- 5. Influence on Policy for Services to the Elderly
- 6. Development of Models for Geriatric-Gerontological Care
- 7. Strategies for Dealing with Increasing Diversity among Student, Professional and/or Patient Populations
- 8. Improvement of Capacity for, or Quality of, Elderly Patient Care
- 9. Changing Status of Academic and Practitioner Geriatric-Gerontological Nursing
- 10. Collaboration with Other JAHF-Sponsored Students and/or Projects
- 11. Other Activities

The complete data collection form for the Pre-Doctoral Scholars is given in Appendix I. The domains assessed were selected to measure both initial, short-term indicators of success and achievement, and longer-term outcomes that might only be achieved after a number of years. A comparable form is used for Post-Doctoral Scholars.

Activities and Accomplishments of the Scholars. Tables 1 through 27 document the activities and accomplishments of the Scholars. The information presented was provided to the evaluation team through several means. For the 2001 Pre- and Post-Doctoral Scholars, this was through 2 formal submissions of completed evaluation forms, several semi-annual reports to the American Academy of Nursing, 2 contacts at the annual Leadership Conferences, and at least 1 phone interview. The data reported for the 2001 Scholars were also “supplemented” by querying the Scholars when it appeared that they might have under-reported information. The data for the 2002 Scholars were primarily based upon information submitted on the evaluation form after six months in the program. Thus, for the 2002 Scholar group, follow-up interviews have not yet occurred, nor has there been an effort to determine the degree to which this group may have under-reported activities.³

Table 1 shows the mean number of activities for each of the cohorts of Scholars within each of the assessment domains. In order to calculate the means for this table, we simply totaled the number of unique activities in each of the reporting domains. For a very few Scholars, no activities were reported in some domains (see Table 2). Table 1 clearly shows that there are very high reported levels of activities in many of the key areas of the program including those directly linked to immediately developing active and productive research programs which receive outside funding.⁴

³ In spite of the fact that the 2001 Scholars have been repeatedly queried, we believe that they tend to be under-reporting their activities, except in concrete domains like publications and presentations. It is possible that this under-reporting occurs because the traditional academic focus (and the basis for its rewards) is upon publications, presentations, and grants. While many other activities may be conducted, they tend to not be reported for academic promotion and other academic personnel decisions and therefore the Scholars are not accustomed to documenting them.

⁴ As a reminder, the fact that the mean activity levels for the 2001 Scholars are higher, in most cases, than those for the 2002 Scholars is a function of the fact that the 2001 Scholars are reporting on the first 18 months of their tenure in the program while the 2002 Scholars are reporting on the first 6 months of their participation.

Table 1. Mean Number of Activities of Different Types for Pre-Doctoral and Post-Doctoral Scholars

| Activity | 2001 Pre-Doctoral Scholars | | | 2001 Post-Doctoral Scholars | | | 2002 Pre-Doctoral Scholars | | | 2002 Post-Doctoral Scholars | | |
|--|----------------------------|------|----|-----------------------------|------|---|----------------------------|------|----|-----------------------------|------|---|
| | Mean | SD | N | Mean | SD | N | Mean | SD | N | Mean | SD | N |
| 1. Specific Professional Accomplishments Supported by the JAHF Grant | | | | | | | | | | | | |
| a. Publications | 1.50 | 1.18 | 10 | 4.43 | 2.70 | 7 | 1.27 | 1.42 | 11 | 3.22 | 2.99 | 9 |
| b. Presentations | 4.20 | 2.30 | 10 | 7.43 | 1.72 | 7 | 3.45 | 1.69 | 11 | 3.11 | 1.96 | 9 |
| c. Teaching Activities | 3.00 | 2.00 | 10 | 2.43 | 1.62 | 7 | 0.64 | 0.92 | 11 | 1.67 | 1.00 | 9 |
| d. University Service Activities | 1.80 | 1.69 | 10 | 2.57 | 2.76 | 7 | 1.91 | 1.64 | 11 | 2.56 | 2.01 | 9 |
| e. National Service Activities | 0.20 | 0.42 | 10 | 1.86 | 1.35 | 7 | 0.82 | 1.78 | 11 | 2.78 | 1.92 | 9 |
| f. Internal or External Funding Activities | 1.00 | 1.33 | 10 | 3.43 | 2.37 | 7 | 0.27 | 0.65 | 11 | 1.11 | 1.36 | 9 |
| g. Clinical Activities and Professional Consultations | 1.10 | 1.20 | 10 | 0.86 | 1.07 | 7 | 0.82 | 1.25 | 11 | 0.78 | 1.30 | 9 |
| h. Awards-Honors-Recognitions | 0.60 | 0.70 | 10 | 0.57 | 0.79 | 7 | 0.36 | 0.92 | 11 | 0.33 | 0.50 | 9 |
| i. Media Contacts | 1.30 | 1.42 | 10 | 0.71 | 1.11 | 7 | 1.18 | 1.54 | 11 | 0.56 | 0.73 | 9 |
| j. Major Research Projects | 2.10 | 0.74 | 10 | 3.71 | 2.81 | 7 | 2.09 | 1.22 | 11 | 1.78 | 1.20 | 9 |
| k. Employment Activities | 1.60 | 1.90 | 10 | 1.57 | 1.72 | 7 | 0.91 | 0.83 | 11 | 0.44 | 0.53 | 9 |
| l. Obstacles Encountered | 1.30 | 1.06 | 10 | 4.00 | 2.71 | 7 | 0.73 | 1.00 | 11 | 1.33 | 1.00 | 9 |
| 2. Nursing Curriculum Development or Implementation Activities | 1.20 | 1.48 | 10 | 1.00 | 1.29 | 7 | 0.73 | 1.19 | 11 | 0.78 | 1.09 | 9 |
| 3. Participation in Professional Development Activities Related to Geriatric-Gerontological Nursing | 6.90 | 2.69 | 10 | 7.86 | 1.07 | 7 | 3.36 | 1.43 | 11 | 4.22 | 1.30 | 9 |
| 4. Development of Research Skills and Research Capacity | 3.00 | 2.00 | 10 | 3.57 | 1.51 | 7 | 2.27 | 1.19 | 11 | 2.33 | 1.32 | 9 |
| 5. Influence on Policy for Services to the Elderly | 0.00 | 0.00 | 10 | 0.43 | 0.79 | 7 | 0.18 | 0.40 | 11 | 0.11 | 0.33 | 9 |
| 6. Development of Models for Geriatric-Gerontological Care | 0.30 | 0.48 | 10 | 0.14 | 0.38 | 7 | 0.45 | 0.52 | 11 | 0.44 | 0.53 | 9 |
| 7. Strategies for Dealing with Increasing Diversity among Student, Professional and/or Patient Populations | 0.60 | 1.26 | 10 | 0.14 | 0.38 | 7 | 0.45 | 0.69 | 11 | 0.22 | 0.44 | 9 |
| 8. Improvement of Capacity for, or Quality of, Elderly Patient Care | 0.60 | 0.84 | 10 | 1.00 | 1.15 | 7 | 0.55 | 0.82 | 11 | 0.33 | 0.50 | 9 |
| 9. Collaborations with Other JAHF-Sponsored Students and/or Projects | 0.80 | 0.79 | 10 | 2.86 | 1.07 | 7 | 1.00 | 1.34 | 11 | 0.89 | 1.05 | 9 |
| 10. Other Activities | 0.60 | 0.70 | 10 | 1.29 | 1.11 | 7 | 0.27 | 0.65 | 11 | 0.44 | 1.01 | 9 |

Table 2 shows the ratio of Scholars reporting any activities in a domain to the total number of Scholars who reported. (Because the sample sizes within each cohort are relatively small, the data are presented as ratios rather than as percentages and a total percentage is not presented, as it does not seem appropriate to combine cohorts of Pre-Doctoral and Post-Doctoral Scholars who have either 6 or 18 months of tenure in the program). Table 2 makes it clear that the majority of all Scholars are focusing their activities upon “early-career” scientific development activities such as publication, presentations at professional meetings, and the preparation of funding proposals, especially by the 2001 Post-Doctoral Scholars. To a large degree, most of the Scholars have some limited teaching responsibilities and virtually all participate in leadership activities through committee work at their own schools. Many of the Scholars have started to engage in a broad range of national leadership roles.

As might be expected, all of the Scholars are participating in professional development opportunities during the funding period. Virtually all give examples of specific research skills that are being enhanced through formal training.

Scholars are focusing on early-career skills and research program activities rather than on activities designed to develop larger policy standards. What policy development activities are reported (see Table 18) tend to be fairly low-intensity ones. Also, while all of the Scholars are involved in specific research projects, few believe that their research is broad enough to be viewed as developing “models for care.” Few believe that their work, at this time, will lead to large systemic changes in the capacity for care. About one-third are working on issues related to expanding the ability of the field to deal with diversity among professional and patient populations, usually through standards for culturally appropriate care or student-staff recruitment.

Especially among the 2001 Scholars, more than half of the recipients have taken concrete steps to secure future employment (in faculty positions or through Post-Doctoral fellowships) after the completion of their tenure as Hartford Scholars.

In terms of the broader initiative, more than half of the Scholars report linkages to other parts of the John A. Hartford Foundation funded programs on geriatric nursing including Centers of Geriatric Nursing Excellence, other Scholars, the Hartford Institute, or curriculum development programs. Many Scholars have commented upon how these linkages are a particularly important part of the overall program.

Table 2. Ratio of Scholars with Any Activities in Each Domain

| Activity | 2001 Pre-Doctoral Scholars | 2001 Post-Doctoral Scholars | 2002 Pre-Doctoral Scholars | 2002 Post-Doctoral Scholars |
|--|----------------------------|-----------------------------|----------------------------|-----------------------------|
| 1. Specific Professional Accomplishments Supported by the JAHF Grant | | | | |
| a. Publications | 8/10 | 6/7 | 6/11 | 6/9 |
| b. Presentations | 9/10 | 7/7 | 11/11 | 8/9 |
| c. Teaching Activities | 9/10 | 7/7 | 5/11 | 8/9 |
| d. University Service Activities | 8/10 | 5/7 | 10/11 | 7/9 |
| e. National Service Activities | 2/10 | 6/7 | 4/11 | 8/9 |
| f. Internal or External Funding Activities | 5/10 | 7/7 | 2/11 | 5/9 |
| g. Clinical Activities and Professional Consultations | 6/10 | 4/7 | 5/11 | 4/9 |
| h. Awards-Honors-Recognitions | 5/10 | 3/7 | 2/11 | 3/9 |
| i. Media Contacts | 6/10 | 3/7 | 6/11 | 4/9 |
| j. Major Research Projects | 10/10 | 7/7 | 11/11 | 8/9 |
| k. Employment Activities | 7/10 | 5/7 | 7/11 | 4/9 |
| l. Obstacles Encountered | 9/10 | 7/7 | 5/11 | 7/9 |
| 2. Nursing Curriculum Development or Implementation Activities | 5/10 | 3/7 | 4/11 | 4/9 |
| 3. Participation in Professional Development Activities Related to Geriatric-Gerontological Nursing | 10/10 | 7/7 | 11/11 | 9/9 |
| 4. Development of Research Skills and Research Capacity | 8/10 | 7/7 | 10/11 | 8/9 |
| 5. Influence on Policy for Services to the Elderly | 0/10 | 2/7 | 2/11 | 1/9 |
| 6. Development of Models for Geriatric-Gerontological Care | 3/10 | 1/7 | 5/11 | 4/9 |
| 7. Strategies for Dealing with Increasing Diversity among Student, Professional and/or Patient Populations | 3/10 | 1/7 | 4/11 | 2/9 |
| 8. Improvement of Capacity for, or Quality of, Elderly Patient Care | 4/10 | 4/7 | 4/11 | 3/9 |
| 9. Collaborations with Other JAHF-Sponsored Students and/or Projects | 6/10 | 7/7 | 6/11 | 5/9 |
| 10. Other Activities | 5/10 | 5/7 | 2/11 | 2/9 |

Table 3 parallels Table 1, but, the means and standard deviations are presented for those Scholars who reported at least one activity in a domain. That is, this table presents information on the mean number of activities in a domain for those Scholars who actually reported activities in that area, while Table 1 presented mean activities for all Scholars (including those with no activity). By definition, the means presented in Table 3 will be at least as large as the corresponding entries in Table 1.

Table 3. Mean Number of Activities of Different Types for Pre-Doctoral and Post-Doctoral Scholars of Those Reporting Activity in the Domain

| Activity | 2001 Pre-Doctoral Scholars | | | 2001 Post-Doctoral Scholars | | | 2002 Pre-Doctoral Scholars | | | 2002 Post-Doctoral Scholars | | |
|--|----------------------------|------|----|-----------------------------|------|---|----------------------------|------|----|-----------------------------|------|---|
| | Mean | SD | N | Mean | SD | N | Mean | SD | N | Mean | SD | N |
| 1. Specific Professional Accomplishments Supported by the JAHF Grant | | | | | | | | | | | | |
| a. Publications | 1.88 | 0.99 | 8 | 5.17 | 2.04 | 6 | 2.33 | 1.03 | 6 | 4.83 | 2.23 | 6 |
| b. Presentations | 4.67 | 1.87 | 9 | 7.43 | 1.72 | 7 | 3.45 | 1.69 | 11 | 3.50 | 1.69 | 8 |
| c. Teaching Activities | 3.33 | 1.80 | 9 | 2.43 | 1.62 | 7 | 1.40 | 0.89 | 5 | 1.88 | 0.83 | 8 |
| d. University Service Activities | 2.25 | 1.58 | 8 | 3.60 | 2.61 | 5 | 2.10 | 1.60 | 10 | 3.29 | 1.60 | 7 |
| e. National Service Activities | 1.00 | 0.00 | 2 | 2.17 | 1.17 | 6 | 2.25 | 2.50 | 4 | 3.13 | 1.73 | 8 |
| f. Internal or External Funding Activities | 2.00 | 1.22 | 5 | 3.43 | 2.37 | 7 | 1.50 | 0.71 | 2 | 2.00 | 1.22 | 5 |
| g. Clinical Activities and Professional Consultations | 1.83 | 0.98 | 6 | 1.50 | 1.00 | 4 | 1.80 | 1.30 | 5 | 1.75 | 1.50 | 4 |
| h. Awards-Honors-Recognitions | 1.20 | 0.45 | 5 | 1.33 | 0.58 | 3 | 2.00 | 1.41 | 2 | 1.00 | 0.00 | 3 |
| i. Media Contacts | 2.17 | 1.17 | 6 | 1.67 | 1.15 | 3 | 2.17 | 1.47 | 6 | 1.25 | 0.50 | 4 |
| j. Major Research Projects | 2.10 | 0.74 | 10 | 3.71 | 2.81 | 7 | 2.09 | 1.22 | 11 | 2.00 | 1.07 | 8 |
| k. Employment Activities | 2.29 | 1.89 | 7 | 2.20 | 1.64 | 5 | 1.43 | 0.53 | 7 | 1.00 | 0.00 | 4 |
| l. Obstacles Encountered | 1.44 | 1.01 | 9 | 4.00 | 2.71 | 7 | 1.60 | 0.89 | 5 | 1.71 | 0.76 | 7 |
| 2. Nursing Curriculum Development or Implementation Activities | 2.40 | 1.14 | 5 | 2.33 | 0.58 | 3 | 2.00 | 1.15 | 4 | 1.75 | 0.96 | 4 |
| 3. Participation in Professional Development Activities Related to Geriatric-Gerontological Nursing | 6.90 | 2.69 | 10 | 7.86 | 1.07 | 7 | 3.36 | 1.43 | 11 | 4.22 | 1.30 | 9 |
| 4. Development of Research Skills and Research Capacity | 3.00 | 2.00 | 10 | 3.57 | 1.51 | 7 | 2.50 | 0.97 | 10 | 2.63 | 1.06 | 8 |
| 5. Influence on Policy for Services to the Elderly | -- | -- | 0 | 1.50 | 0.71 | 2 | 1.00 | 0.00 | 2 | 1.00 | -- | 1 |
| 6. Development of Models for Geriatric-Gerontological Care | 1.00 | 0.00 | 3 | 1.00 | -- | 1 | 1.00 | 0.00 | 5 | 1.00 | 0.00 | 4 |
| 7. Strategies for Dealing with Increasing Diversity among Student, Professional and/or Patient Populations | 2.00 | 1.73 | 3 | 1.00 | -- | 1 | 1.25 | 0.50 | 4 | 1.00 | 0.00 | 2 |
| 8. Improvement of Capacity for, or Quality of, Elderly Patient Care | 1.50 | 0.58 | 4 | 1.75 | 0.96 | 4 | 1.50 | 0.58 | 4 | 1.00 | 0.00 | 3 |
| 9. Collaborations with Other JAHF-Sponsored Students and/or Projects | 1.33 | 0.52 | 6 | 2.86 | 1.07 | 7 | 1.83 | 1.33 | 6 | 1.60 | 0.89 | 5 |
| 10. Other Activities | 1.20 | 0.45 | 5 | 1.80 | 0.84 | 5 | 1.50 | 0.71 | 2 | 2.00 | 1.41 | 2 |

To supplement the quantitative results shown in Tables 1, 2 and 3, the following tables list the activities and achievements of the 2001 Pre-Doctoral Scholars, the 2001 Post-Doctoral Scholars, the 2002 Pre-Doctoral Scholars, and the 2002 Post-Doctoral Scholars. The tables are organized by the same domains of activities reported upon in Tables 1, 2, and 3.

Table 4 shows a cumulative set of publications worked on by the Scholars. In total, 71 publications are either "in press" (accepted for publication) or formally published as of December 31, 2002. In addition, 14 articles have been submitted to journals for review. This represents publications from 8 (of the 10) 2001 Pre-Doctoral Scholars, 6 (of the 7) 2001 Post-Doctoral Scholars, 6 (of the 11) 2002 Pre-Doctoral Scholars, and 6 (of the 9) 2002 Post-Doctoral Scholars.

The publications illustrate the range of topics and populations studied by the Hartford Scholars. Over half (47) of the publications were in nursing journals or books. The main topics include dementia (10 citations), care in nursing homes (10 citations), and issues relating to family caregiving (5 citations). The overall set of citations covers topics related to both patient care and more fundamental research into key issues about different diseases.

It should be recognized that a number of the publications cited by the Scholars were not started during their tenure as John A. Hartford Scholars, but rather may have been completed during that period; in some cases, the publications have already appeared in print, and certain associated activities (e.g., explaining results to others, circulating reprints, publicizing the work) were conducted while a Scholar. It is, of course, not unusual for publications to be completed over a period of many months, or years, and consequently to be supported by several sources.

Table 4. Publications

2001 Pre-Doctoral Scholars

- Beeber, A. S., & Kagan, S. H.** (2002). Chronic wound management. In M.J. Goolsby (Ed.), *Nurse practitioner secrets*. Philadelphia, PA: Hanley & Belfus, Inc.*
- Bond, S. M., Belyea, M. J., & Neelon, V. J.** (2002). Using multivariate analysis to identify factors associated with delirium in older cancer patients [Abstract]. *The Gerontologist*, 42 (Special Issue 1), 366.
- Burgener, S. & Twigg, P.** (2002). Relationships among caregiver factors and quality of life in care recipients with irreversible dementia. *Journal of Alzheimer Disease and Related Disorders*, 16, 88-102.
- Burgener, S. C. & Twigg, P.** (2002). Interventions for persons with irreversible dementia. *Annual Review of Nursing Research*, 20, 89-124.
- Ferrary, E. & Jablonski, R. A. S.** (in press). Common medical problems: Cardiovascular through hematological disorders [Chapter 21]. In E. Youngkin and M. Davis (Eds.), *Women's health (3rd edition)*. Prentice-Hall.
- Holland, D. E., Harris, M. R., Pankratz, V. S., Closson, D. C., Matt-Hensrud, N. N. & Severson, M. A.** (in press). Prospective evaluation of a screen for complex discharge planning in hospitalized adults. *Journal of the American Geriatrics Society*.*
- Jablonski, R. A. S. & Ferrary, E.** (in press). Common medical problems: Musculoskeletal injuries through urinary tract disorders [Chapter 22]. In E. Youngkin and M. Davis (Eds.), *Women's health (3rd edition)*. Prentice-Hall.
- Jablonski, R. A. S.** (2003). From sparks to wildfires: The emergence and impact of the nurse practitioner movement on nursing education at Virginia Commonwealth University School of Nursing, 1974-1991. *Nursing history review*, 11, 167-185.
- Jablonski, R. A. S., Reed, D. A., & Maas, M. L.** (under review). Effect of family involvement in care intervention on cognitive and functional outcomes of institutionalized elders with Alzheimer's Disease and related dementias. Submitted to the *Journal of Gerontological Nursing*.
- Kayser-Jones, J., Lyons, W., Schell, E. S., Beard, R., Chan, J., Kris, A.** (under review). Factors that influence the end-of-life care in nursing homes: The physical environment, inadequate staffing, and lack of supervision. Submitted to *The Gerontologist***

Lingler, J. H. & Kaufer, D. I. (2002). Cognitive and motor symptoms in dementia: focus on dementia with Lewy bodies. *Journal of the American Academy of Nurse Practitioners*, 14(9), 398-404.*

Lingler, J. H. (under review). Decisional capacity assessment. *Try This Assessment Series, John A. Hartford Foundation Institute for Geriatric Nursing*.

2001 Post-Doctoral Scholars

Bourbonniere, M. & Evans, L. K. (2002). Advanced practice nursing in the care of frail older adults. *Journal of the American Geriatrics Society*, 50, 2062-2076.**

Bourbonniere, M., Mor, V., & Allen S. M. (2002). 30-day hospital readmission rates among Medicare beneficiaries following surgical treatment for colorectal cancer. *The Gerontologist*, 42, (Special Issue II), 55.

Bourbonniere, M., Strumpf, N. E., & Evans, L. K. (2002). Transfer of care across systems and among providers. *The Gerontologist*, 42, (Special Issue II), 19.

Bourbonniere, M., Strumpf, N. E., Evans, L. K., & Maislin, G. (2001). Organizational characteristics and restraint use for hospitalized nursing home residents. *The Gerontologist*, 41, (Special Issue I).**

Bourbonniere, M., Strumpf, N. E., Evans, L. K., & Maislin, G. (in press). Organizational characteristics and physical restraint use for hospitalized nursing home residents. *Journal of the American Geriatrics Society***

Bourbonniere, M., Strumpf, N. E., Evans, L. K., Capezuti, E., & Maislin, G. (under review). Beliefs and practices of nursing home staff following protocols to reduce physical restraints. Submitted to *Research in Nursing & Health***

Culp, K., **Mentes, J.**, & Wakefield, B. (in press). Evaluation of a weight-based hydration intervention to prevent acute confusion in long-term care elders. *Western Journal of Nursing Research*.

Dolansky, M. A., Moore, S. M., Roberts, B. L., Wykle, M. L. (2001). Differences in lower extremity functioning in women and men following a cardiac rehabilitation program. *The Gerontologist*, 41, 184.

Dolansky, M. A., Moore, S. M. (2002). Older adults and cardiac rehabilitation. *The Gerontologist*, 42, 367.

Dolansky, M. A., Moore, S. M. (under review). Effect of cardiac rehabilitation on older adults' recovery outcomes following coronary artery bypass surgery. Submitted to the *Journal of Cardiopulmonary Rehabilitation*.*

Hansen, L. (2002). Family caregiver role strain and satisfaction in making LST decisions [Abstract]. *Communication Nursing Research*, 35, 200.**

Hansen, L., Kaye, J. A., Benson, H. D., Davies, V., Dorn, R., Clark, D., and Ball, M. J. (under review). Families' experiences with permitting brain autopsy in the context of the neuropathology report. Submitted to the *International Journal of Brain Aging***

Heitkemper, M. M., & **Hansen, L.** (2002). Dementia. In S. M. Lewis, M. M. Heitkemper, S. R. Dirksen, J. Giddens, and L. Bucher (Eds.), *Medical-Surgical Nursing: Assessment and Management of Clinical Problems, 6th Ed.* Mosby Publications.

Mentes, J. (2001). Hydration management: A nursing intervention for acute confusion and other hydration-linked events. *The Gerontologist*, 41 (Special Issue 1), 310.

Mentes, J. (2002). Challenges of recruiting frail nursing home residents for research, *The Gerontologist*, 42 (Special Issue 1), 10.

Mentes, J., & Culp, K. (under review). Reducing hydration-linked events in nursing home residents. Submitted to *Clinical Nursing Research*.

Mentes, J., & Tripp-Reimer, T. (2002). Barriers and facilitators in nursing home intervention research. *Western Journal of Nursing Research*, 24 (8), 918-936.

Mentes, J., Bourbonniere, M., Hansen, L., Woods, D., Pierson, C., Dolansky, M., & Williams, K. (2002). Improving nursing care for a diverse aging society: JAHF Building Academic Geriatric Nursing Capacity Post-Doctoral Scholars. *The Gerontologist*, 42, 330.

Montgomery, R. J. V. & **Williams, K.** (2001). Future directions for research on family and Alzheimer care; Role relationships and differential impacts of caregiving. *Aging and Mental Health*, 5 (supplement), 23-34.**

- Moore, S. M. & **Dolansky, M. A.**, Ruland, C. M. , Pashkow, F. J., Blackburn, G. G. (in press). Predictors of women's exercise maintenance following a cardiac rehabilitation program. *Journal of Cardiopulmonary Rehabilitation*.
- Strumpf, N. E., Stillman, D., & **Bourbonniere, M.** (in press). Accountability: The covenant between patient and advanced practice nurse. In C. Patton, & J. Hickey (Eds.), *Advanced practice nursing: Roles and clinical applications (3rd ed.)*. Philadelphia, PA: Lippincott.*
- Wakefield, B., Holman, J., **Mentes, J.**, & Culp, K. (2002). Indicators of dehydration in elderly veterans, *The Gerontologist*, 42 (Special issue 1), 17.
- Wakefield, B., **Mentes, J.**, Diggelmann, L., & Culp, K. (2002). Monitoring hydration status in elderly veterans. *Western Journal of Nursing Research*, 24, 132-142.
- Williams, K.**, Cobb, A. K., Nowak, J., Domian, E., Hicks, V., & Starling, C. (2002) Faculty-agency partnering for improved client outcomes, *Journal of Nursing Education*, 41, 1-5.**
- Williams, K.**, Holmes, F., Kemper, S., & Marquis, J. (2003). Written language clues to cognitive changes of aging: An analysis of the letters of King James VI/I, *Journal of Gerontology, Psychological Sciences*, 58B, 1-3.**
- Williams, K.**, Kemper, S., & Hummert, M. L. (in press). Improving nursing home communication: An intervention to reduce elderspeak. *The Gerontologist*.**
- Williams, K.**, Kemper, S., & Hummert, M. L. (in press, conditionally accepted). Enhancing communication with older adults: Overcoming elderspeak, *Journal of Gerontological Nursing*.**
- Woods, D. L** & Dimond, M. (in press). The effect of therapeutic touch on agitated behavior and cortisol in persons with Alzheimer's Disease. *Biological Research for Nursing*.
- Woods, D. L.**, Rapp, C. G. & Beck, C. (under review). Escalation/de-escalation patterns of behavioral symptoms in persons with dementia. Submitted to *Aging and Mental Health*.
- Woods, D. L.**, Whitney, J. & Craven, R. (under review). The effect of therapeutic touch on behavioral symptoms of persons with dementia. Submitted to *Nursing Research*.

2002 Pre-Doctoral Scholars

- Grando, V. T., Mehr, D., **Popejoy, L.**, Maas, M., Rantz, M., Wipke-Tevis, D. D., & Wesphoff, R. (2002). Why older adults with light care needs enter and remain in the nursing home. *Journal of Gerontological Nursing*, 28 (7), 47-52.
- Greco, K.** & Mahon, S. Genetics nursing practice enters a new era with credentialing, Internet. *Journal of Advanced Nursing Practice*, 5(2).*
- Greco, K.** (2002). Genetic counseling and screening. In S. Mahon & K. Jennings-Dozier (Eds.), *Cancer Prevention, Detection, and Control: A Nursing Perspective*. Pittsburgh, PA: Oncology Nursing Press.**
- Greco, K.** (in press). How to provide genetic counseling and education. In A. Masney, A. Strauss Tranin, & J. Jenkins (Eds.), *Guidelines for Cancer Genetics Nursing Practice and Education*. Pittsburgh, PA: Oncology Nursing Press.**
- Horgas, A. L. & **McLennon, S. M.** (in press). Pain management. In M. Mezey & T. Fulmer (Eds.), *Geriatric nursing protocols for best practice*.
- Horgas, A. L., & **McLennon, S. M.** (under review). Pain management in cognitively impaired older adults. Submitted for review to *Alzheimer's Care Quarterly*.
- McLennon S. M.**, Smith, R., & Orrick, J. (in press). Recognizing and preventing drug interactions in HIV positive older adults. *The Journal of Gerontological Nursing*.
- Monturo, C. A.** (2002). (in press). The Advance Practice Nurse from hospital discharge to home. *Oncology Nursing Forum*.
- Morgan, B., **Buscemi, C.**, & Fajardo, V. (under review). Assessing instruments in a Cuban American population. Manuscript submitted for review to *Diabetic Educator*.
- Rantz, M. J., Vinz-Miller, T., **Popejoy, L. L.**, Zwygart-Stauffacher, M. (2002). *Outcome-based quality improvement for long-term care: Using MDS, process, and outcome measures (2nd Ed)*. New York, NY: Aspen Publications.**

Siem, C. A., Wipke-Tevis, D. D., Rantz, M. J., **Popejoy, L. L.** (in press). Skin assessment and pressure ulcer care in hospital based skilled nursing facilities. *Ostomy/Wound Management*.

Wagner, L., Capezuti, E. & Braun, J. (under review). Nutrition related issues. In E. Capezuti & J. Braun (Eds.), *Litigating injuries in the elderly: A legal medical reference guide to nursing homes and assisted living facilities*. New York, NY: Aspen Publishers, Law & Business Division, Inc.

Wagner, L., Capezuti, E., Braun, J. (under review). Falls. In E. Capezuti & J. Braun (Eds.), *Litigating Injuries in the Elderly: A Legal Medical Reference Guide to Nursing Homes and Assisted Living Facilities*. New York, NY: Aspen Publishers, Law & Business Division, Inc.

Wipke-Tevis, D. D., Williams, D. A., Rantz, M. J., **Popejoy, L. L.**, Madsen, R., Petroski, G., & Vogelsmeier, M. (under review). Nursing home quality and pressure prevention and treatment. Submitted to the *Journal of the American Geriatrics Society*.**

2002 Post-Doctoral Scholars

Booker, K.J., **Holm, K.**, Drew, B.J., Lanuza, D., Hicks, F.D., Carrigan, T., Wright, M., Moran, J. (2002). Frequency and outcomes of transient myocardial ischemia in noncardiac critically ill adults. *American Journal of Critical Care*. (Accepted with Minor Revision October 2002).**

Butcher, H. K. (2002). Living in the Heart of Helicy: An inquiry into the meaning of compassion and unpredictability in Rogers' nursing science. *Visions: The Journal of Rogerian Nursing Science*, 10, 6-22.*

Butcher, H. K. (2002). On fire flies and stars: Envisioning luminescent beacons for advancing nursing and Rogerian science. *Visions: The Journal of Rogerian Nursing Science*, 10, 57-67.*

Butcher, H. K. (in press). Making caring visible in nursing. In L. Haynes, H. K. Butcher, & T. Boese (Eds.), *Nursing in contemporary society: Issues, trends, and transition into practice*. Boston, MA: Prentice Hall.*

Butcher, H. K. (in press). Nursing's distinctive knowledge base. In L. Haynes, H. K. Butcher, & T. Boese (Eds.), *Nursing in contemporary society: Issues, trends, and transition into practice*. Boston, MA: Prentice Hall.

Butcher, H. K., & Buckwalter, K. C. (2002). Exasperations as blessings: Meaning-making in family caregiving. *Journal of Aging Studies*, 7, 113-132.

Carlson, E., Li, S., Hicks, F.D., **Holm, K.** (2002). Complimentary decision making: forging a new relationship. *Journal of Clinical Excellence for Nurse Practitioners*. (In Press; Accepted June 2002).*

Cole, J. M., **Gray-Miceli, D.** (2002). The necessary elements of a dermatological history and physical evaluation. *Dermatologic Nursing* 14(6), 1-7.**

Coleman, P. (2002). Improving oral health care for the frail elderly (CE). *Geriatric Nursing*, 23, 189-197.

Coleman, P. (in press). A consumer's view of long term care. *Journal of Gerontological Nursing*.

Coleman, P. (in revision). Pneumonia in the long term care setting: Etiology, management, prevention. *Journal of Gerontological Nursing*

Gray-Miceli, D. (2002). Changed lives: The hidden impact of falls in the elderly. *Advance for Nurse Practitioners* 10(7), 39-40.**

Haynes, L., **Butcher, H. K.**, & Boese, T. (in press). *Nursing in contemporary society: Issues, trends, and transition into practice*. Boston, MA: Prentice Hall.

Hicks, F.D. & **Holm, K.** (2002). Dynamics of heart failure self-management: Decision influences. *Journal of Applied Nursing Research*.**

Kayser-Jones, J., Schell, E., Lyons, W., **Kris, A.**, Chan, J., Beard, R. (in press). Factors that influence end-of-life care in nursing homes: The physical environment, inadequate staffing and lack of professional supervision. *The Gerontologist*.**

Kelly, A. W., Buckwalter, K. C., Hall, G., Weaver, A. L., & **Butcher, H. K.** (2002). The caregivers' story: Home caregiving for persons with dementia. *Home Health Care Management & Practice*, 14(2), 99-109.

- Kris, A.,** Dodd, M. (under review). Symptom prevalence, characteristics and distress on medical/surgical units. Submitted to *Journal of Pain and Symptom Management*.
- Kris, A.,** Dodd, M. J. (under review). Validity and reliability of the Memorial Symptom Assessment Scale. Submitted to *Cancer Nursing*.
- Kris, A.,** Dodd, M. J., Paul, S. (under review). Presence of symptom clusters among patients on medical/surgical units. Submitted to *Journal of Pain and Symptom Management*.
- Li, S. & **Holm, K.** (2002). Physical activity alone and in combination with HRT and Vasomotor symptoms in postmenopausal women. *Western Journal of Nursing Research*.**
- Logan, J., Franzen, D., Pauling, C., & **Butcher, H. K.** (in press). Achieving professionhood through participation in professional organizations. In L. Haynes, H. K. Butcher, & T. Boese (Eds.), *Nursing in contemporary society: Issues, trends, and transition into practice*. Boston, MA: Prentice Hall.*
- Poslusny, S.M. & **Holm, K.** (2002). A master's degree model for professional nursing: Shaping the solution to the nursing shortage. *Journal of Professional Nursing*. (Accepted with Revisions).**
- Roy, D. E., **Stotts, N. A.** (2002). Targeting cellulitis. *Nursing 2002*, 32(12), 46-47.*
- Simmons, B., Lanuza, D., Fonteyn, M., Hicks, F., **Holm, K.** (2002). Clinical reasoning used by experienced nurses for patient assessments. *Western Journal Nursing Research*. (In Review).**
- Stotts, N. A.** & Arnold, N. (2003). Wounds, surgical, traumatic, secondary intention. In P. L. Swearingen (Ed.), *Manual of Medical-Surgical Nursing Care*. Mosby.*
- Stotts, N. A.** & Hopf, H. W. (in press). The link between pressure ulcer oxygen and hydration: Preliminary data. *Journal of Wound, Ostomy and Continence Nursing*.*
- Stotts, N. A.** (2003). Impaired healing. In V. Carrieri, A.M. Lindsey, & C. West (Eds.), *Pathophysiological Phenomena in Nursing*. Mosby.**
- Stotts, N. A.** & Sparacino, P.A. (in press). The Clinical Nurse Specialist. *Journal of the Student Nurses Association*.*
- Wong, V. & **Stotts, N. A.** (in press). Physiology and Prevention of Heel Ulcers: The State of Science. *Journal of Wound, Ostomy and Continence Nursing*.*

Note. From Scholar Evaluations, for the period of July 1, 2001-December 31, 2002 for 2001 cohort of Hartford Scholars; and for the period of July 1, 2002-December 31, 2002 for the 2002 cohort of Hartford Scholars.

*Scholar reported that it was very likely(75-90%) s/he would have submitted the publication listed without JAHF funding.

**Scholar reported that it was extremely likely (>90%) s/he would have submitted the publication without JAHF funding.

Table 5 shows the cumulative set of presentations made (or accepted for presentation) by the Scholars. Presentations were made by 9 (of the 10) 2001 Pre-Doctoral Scholars, all 7 of the 2001 Post-Doctoral Scholars, all 11 of the 2002 Pre-Doctoral Scholars, and 8 (of the 9) 2002 Post-Doctoral Scholars. It should be recognized that a number of the presentations cited by the Scholars were not started during their tenure as John A. Hartford Scholars, but rather may have been completed during that period; or in some cases, the presentations were related to certain associated activities (e.g., explaining results to others, circulating reprints, publicizing the work) conducted while a Scholar.

In total, 161 presentations have either been made or accepted for future presentation at major conferences as of December 31, 2002. Sixty-six of the 156 presentations were presented or accepted for presentation at national conferences, 43 of which were presented at either the 54th or 55th Annual Scientific Meeting of the Gerontological Society of America. (The Gerontological Society of America meeting is a major focus of the program and many of its activities – including the annual Leadership Conference – are organized around GSA.) Fourteen presentations were made at international conferences. Seven of the presentations were specifically about the John A. Hartford Building Academic Geriatric Nursing Capacity Scholars Program.

Table 5. Presentations

2001 Pre-Doctoral Scholars

- Beeber, A. S.** (2002, November). *Independence in community residing older adults: A concept analysis*. Poster presentation at the Gerontological Society of America, 55th Annual Scientific Meeting, Boston, MA.
- Beeber, A. S.** (2002, November). *Moving beyond dyads: Challenges of gerontological family level research*. Poster presentation at the Gerontological Society of America, 55th Annual Scientific Meeting, Boston, MA.
- Beeber, A. S., & Kagan S. H.** (2002, November). *Visible tumors: Managing the bodily disruption of malignant wounds*. Poster presentation at the Gerontological Society of America, 55th Annual Scientific Meeting, Boston, MA.
- Kagan, S. H., Puppione, A., **Beeber, A. S.**, Crighton, M. H., Happ, M. B., & Foust, J. B. (2002, September). *Essential gerontological concepts for perioperative care of the older otolaryngology patient: A systems approach for comprehensive care*. Presented at the SOHN 26th Annual Congress and Nursing Symposium, San Diego, CA.
- Beeber, A. S., & Schumacher, K.** (2001, November). *From hospital to home: a case analysis of critical transitions for older adults with cancer and their family caregivers*. Gerontological Society of America, 54th Annual Scientific Meeting, Chicago, IL.
- Beeber, A. S., Bond, S. M., & Bourbonniere, M. G.** (2002, February). *Cancer symptom experience and independence in older adults: An integrative literature review*. 7th National Conference on Cancer Nursing Research, San Diego, CA.
- Bond, S. M., Belyea, M. J., & Neelon, V. J.** (2002, November). *Using multivariate analyses to identify factors associated with delirium in older cancer patients*. Poster presentation at the Gerontological Society of America, 55th Annual Scientific Meeting, Boston, MA.
- Bond, S. M., Neelon, V. J., & Belyea, M. J.** (2002, November). *Characteristics and patterns of delirium in hospitalized older cancer patients*. Poster presentation at the John A. Hartford Building Academic Geriatric Nursing Capacity Scholars Leadership Conference, Boston, MA.
- Bond, S. M., Neelon, V. J., & Belyea, M. J.** (2002, November). *Characteristics and patterns of delirium in hospitalized older cancer patients*. Poster presentation at the Gerontological Society of America, 55th Annual Scientific Meeting, Nursing Section Special Interest Group, Boston, MA.
- Bond, S. M., Neelon, V. J., & Belyea, M. J.** (2001, November). *Patterns of delirium in hospitalized older persons with metastatic cancer*. Presentation at the Gerontological Society of America, 54th Annual Scientific Meeting, Chicago, IL.
- Bond, S. M., Neelon, V. J., & Belyea, M. J.** (2002, February). *Characteristics and patterns of delirium in older cancer patients*. Presented at the 16th Annual Conference of the Southern Nursing Research Society, San Antonio, TX.
- Kayser-Jones, J., Lyons, W., Schell, E. S., Beard, R., **Chan, J.**, & Kris, A. (2001, November). *Factors that influence the quality of care of terminally-ill nursing home residents*. Paper presentation at the Gerontological Society of America, 54th Annual Scientific Meeting, Chicago, IL.
- Chan, J. W., & Kayser-Jones, J.** (2002, November). *Cultural considerations in the care of terminally-ill Chinese nursing home residents*. Poster presentation for the Gerontological Society of America, 55th Annual Scientific Meeting, Boston, MA.
- Gruss, V.** (2002, May) *Professional role of geriatric nurse practitioner/researcher to high school girls interested in science careers*. Futures Unlimited Program, Oakton Community College, Chicago, IL.
- Gruss, V.** (2002, February). *Women, hearts and hormones*. North Shore Women's Club, Evanston Northwestern Hospital, Community Lecture Series, Speakers Bureau, Chicago, IL.
- Gruss, V.** (2001, September). *Women and heart disease*. Evanston Northwestern Hospital, Community Lecture Series, Speakers Bureau, Chicago, IL.
- Gruss, V.** (2001, November). *Arthritis today*. ParkRidge Community Church Seniors, St. Francis Hospital, Speakers Bureau, Evanston, IL.
- Gruss, V.** (2001, Winter). *The impact of GITT in practice*. Geriatric Interdisciplinary Team Training Program, Rush University, Chicago, IL.

- Lingler, J. H.** (2002, September). *Sexuality among women with dementia: Relationship matters*. Center for Bioethics and Health, Law Grand Rounds, University of Pittsburgh, Pittsburgh, PA.
- Lingler, J. H.** (2002, October). *Sexuality and sexual mistreatment among women with dementia: A feminist bioethical approach*. American Society for Bioethics and Humanities 5th Annual Meeting, Baltimore, MD.
- Lingler, J. H.** (2002, November). *Emotional responses and vigilance among caregivers of cognitive enhancer therapy recipients: A proposal*. Gerontological Society of America, 55th Annual Scientific Meeting, Boston, MA.
- Kaufer, D. I., **Lingler, J. H.**, Ketchel, P. J., Lopez, O. L., & DeKosky, S. T. (2002, April). *Cognitive and neuropsychiatric symptoms in Alzheimer's disease: Differential relationship to global functioning and caregiver distress*. Paper presented at the 54th Annual Meeting of the American Academy of Neurology, Denver, CO.
- Kaufer, D. I., **Lingler, J. H.**, Ketchel, P. J., & DeKosky, S. T. (2002, May). *Caregiver distress and neuropsychiatric symptoms in Alzheimer's disease: Focus on fear and anxiety*. Presidential poster session at the meeting of the American Geriatrics Society, Washington DC.
- Holland, D. E.** (2002, November). *Specialized discharge planning: Development of a screening tool*. Presented at the Gerontological Society of America, 55th Annual Scientific Meeting, Boston, MA.
- Holland, D. E.** (2001, July). *Model building a discharge planning high risk screen*. Nursing Research Symposium, Mayo Clinic, Rochester, MN.
- Holland, D. E.** (2001, August). *Evaluation and continued development of a discharge planning screen*. Mayo Annual Nursing Research Conference, Rochester, MN.
- Harris, M. R. & **Holland, D. E.** (2001, December). *Implementing a practice change: Advanced methods*. Department of Nursing Continuing Education for Nurses, Mayo Clinic, Rochester, MN.
- Holland, D. E.** (2002, February). *Continued development of a discharge planning high risk screen*. Midwest Nursing Research Society, Chicago, IL.
- Holland, D. E.** *APA Publication Style: 5th Edition*. Presented at the University of Minnesota School of Nursing, Minneapolis, MN. [Incomplete information provided by Scholar, to be completed at a later date.]
- Owens, M. G., Parham, I. A., Coogle, C., **Jablonski, R.**, Cooper, C., Tartaglia, A., Welleford, E. A., Rothrock, A. G., & Cotter, J. J. (2002, March). *Education for nursing assistants who care for persons with dementia: An interdisciplinary community/academic partnership*. Twenty-ninth Annual Meeting of the Association for Gerontology in Higher Education, Pittsburgh, PA.
- Jablonski, R.**, Diehl, R., Fulton, L., Grubbs, A., O-Boakywaa, O., & Scott, S. (2002, February). *An evaluation of the effectiveness of senior center activities on perceived health status of community-residing elders*. Southern Nursing Research Society, San Antonio, TX.
- Jablonski, R.** (2002, March). *Staging a career in aging: The experience of a Hartford scholarship recipient*. Center for Nursing Research, University of Virginia, Charlottesville, VA.
- Jablonski, R.** (2001, October). *From a trickle to a typhoon: The emergence and impact of the nurse practitioner movement on nursing education at Virginia Commonwealth University School of Nursing, 1974-1991*. Center for Nursing Historical Inquiry, University of Virginia, Charlottesville, VA.
- Jablonski, R.** (2002, April). *Needs of the aged and disabled: Care of persons exhibiting disruptive behavior*. The Hermitage Nursing Home, Richmond, VA.
- Jablonski, R.** (2002, March). *Taming the paper tiger: The emergence and impact of nurse practitioner education at Virginia Commonwealth University, 1974-1991*. Gamma Omega Chapter, Sigma Theta Tau, Richmond, VA.
- Williams, C. & **Sanchez, T. R.** (2002, November). *Health promotion activities of African American stroke survivors*. Gerontological Society of America, 55th Annual Scientific Meeting, Boston, MA.
- Williams, C. & **Sanchez, T. R.** (2002, February). *Predictors of participation in health promotion activities of older African American stroke survivors and spousal caregivers*. Southeast Nursing Research Society Conference, San Antonio, TX.
- Tetz, K.** (2002, November). *Care receiver satisfaction with family care*. Poster presentation at the Gerontological Society of America, 55th Annual Scientific Meeting, Boston, MA.

Twigg, P., Swenson, M., & Sims, S. (2002, April). *The meaning of the good life for several persons with dementia living in a nursing home*. Paper presentation at the International Qualitative Health Research Conference of the University of Alberta, Banff, Alberta, Canada.

Twigg, P. (2001, November). *Relationship of function to health in an inner-city older adult population*. Paper presentation at the Gerontological Society of America, 54th Annual Scientific Meeting, Chicago, IL.

Twigg, P., Swenson, M., & Sims, S. (2002, January). *The meaning of the good life for persons with dementia living in a nursing home*. Poster session at the annual Midwestern conference on healthcare in the elderly of the University of Iowa, Iowa City, IA.

Twigg, P., Swenson, M., & Sims, S. (2001, December). *The meaning of the good life for persons with dementia living in a nursing home*. Poster presentation at the annual research conference of Clarian Health Partners, Indiana University School of Nursing, and Sigma Theta Tau-Alpha Chapter, Indianapolis, IN.

Twigg, P. (2001, December). *Development and psychometric testing of a new scale: Perceived Situational Control for persons with dementia in institutions*. Poster presentation at the annual research conference of Clarian Health Partners, Indiana University School of Nursing, and Sigma Theta Tau-Alpha Chapter, Indianapolis, IN.

Twigg, P., Burgener, S., & Moore, S. (2001, November). *Relationship of functional performance to selected health indicators in an inner-city, underserved, older adult population*. Poster presentation the annual Sigma Theta Tau Convention, Indianapolis, IN.

Twigg, P. (2001, November). *Relationship of function to health in an inner-city older adult population*. Paper presentation at the Gerontological Society of America, 54th Annual Scientific Meeting, Chicago, IL.

2001 Post-Doctoral Scholars

Fagin, C. M., Strumpf, N. E., Beverly, C., & **Bourbonniere, M.** (2002, July). *Building academic geriatric nursing capacity*. American Nurses Association 2002 Convention and Exposition, Philadelphia, PA.

Beverly, C., Naylor, M., Harrington, C., & **Bourbonniere, M.** (2002, November). *Using risk-taking/creativity to influence change*. Panel moderator. Building Academic Geriatric Nursing Capacity Second Annual Leadership Conference, Boston, MA.

Bourbonniere, M. (2002, November). *Public health and aging, introduction to public health (BC32)*. Brown University, Providence, RI.

Bourbonniere, M., Strumpf, N. E., & Evans, L. K. (2002, November). *Transfer of care across systems and among providers*. Gerontological Society of America, 55th Annual Scientific Meeting, Boston, MA.

Bourbonniere, M., Mor, V., & Allen S. M. (2002, November). *30-day hospital readmission rates among Medicare beneficiaries following surgical treatment for colorectal cancer*. Gerontological Society of America, 55th Annual Scientific Meeting, Boston, MA.

Bourbonniere, M., Strumpf, N., Evans, L., & Maislin, G. (2002, March). *Organizational characteristics and physical restraint use for hospitalized nursing home residents*. Presented at the Eastern Nursing Research Society 15th Annual Scientific Sessions, Yale University School of Nursing, New Haven, CT.

Beidler, S. M., & **Bourbonniere, M.** (March 2002). *The use of qualitative data for health services research*. Eastern Nursing Research Society, State College, PA.

Beidler, S. M., **Bourbonniere, M.**, & Schumacher, K. (2001, October). *Transition from hospital to home: A critical period in the family caregiving experience*. American Public Health Association, Atlanta, GA.

Bourbonniere, M., Strumpf, N. E., Evans, L. K., & Maislin, G. (2001, November). *Organizational characteristics and restraint use for hospitalized nursing home residents*. Gerontological Society of America, 54th Annual Scientific Meeting, Chicago, IL.

Bourbonniere, M., Mor, V., Allen, S. M., & Brostrup-Jensen, C. (2002, June). *Rehospitalization among elders surgically treated for colorectal cancer*. 2002 NRSA Trainees Research Conference, Washington, DC.

Bourbonniere, M., Ciambrone, D., Duffy, C., & Ritchie, D. (2002, April). *The importance of the Agency for Health Care Research and Quality: An introduction to lobbying with Sen. Jack Reed and Rep. Patrick Kennedy*. Capitol Hill, Washington, DC.

- Dolansky, M. A.**, Moore, S. M., Roberts, B. L., & Wykle, M. L. (2002, November). *Differences in lower extremity functioning in women and men following a cardiac rehabilitation program*. Poster presented at the Gerontological Society of America, 55th Annual Scientific Meeting, Nurses in Care of Older Adults Interest Group, Boston, MA.
- Dolansky, M. A.**; Moore, S. M. (2002, November). *Older adults and cardiac rehabilitation*. Poster presented at the Gerontological Society of America, 55th Annual Scientific Meeting, Boston, MA.
- Mentes, J., Bourbonniere, M., Hansen, L., Woods, D., Pierson, C., Dolansky, M., & Williams, K.** (2002, November). *Improving nursing care for a diverse aging society: JAHF Building Academic Geriatric Nursing Capacity Post-Doctoral Scholars*. Discussant on a panel at the Gerontological Society of America, 55th Annual Scientific Meeting, Boston MA.
- Moore, S., Charvat, J., Roberts, B., Martin, S., Al-Duhoun, A., **Dolansky, M.** (2003, April). *Exercise for secondary prevention following cardiac events*. Presentation accepted for the MidWest Nursing Conference, Grand Rapids, MI.
- Dolansky, M. A.**, Moore, S. M., Roberts, B. L., Wykle, M. L. (2001, November). *Differences in lower extremity functioning in women and men following a cardiac rehabilitation program*. Poster presented at the Gerontological Society of America, 54th Annual Scientific Meeting, Chicago, IL.
- Dolansky, M. A.** (2002, January). *The John A. Hartford Foundation Building Academic Geriatric Nursing Capacity Scholar Experience: Proposed research and development*. Presented at the Frances Payne Bolton School of Nursing, Case Western Reserve University Gold Bag, Cleveland, OH.
- Hansen, L.**, Archbold, P. G., & Stewart, B. J. (2002, July). *Role theory and life-sustaining treatment decisions*. Paper Presentation at The Sigma Theta Tau International Research Congress, Brisbane, Australia.
- Hansen, L.** (2002, October). *Family members' experiences with permitting brain autopsy in the context of the neuropathology report*. Presentation at the Alzheimer's Investigator Meeting, Oregon Health & Science University, Portland, OR.
- Hansen, L.** (2002, November). *Personal development*. Poster presented at the Building Academic Geriatric Nursing Capacity Second Annual Leadership Conference, Boston, MA.
- Hansen, L.**, Benson, H. D., Davies, V., & Ball, M. J. (2002, November). *Survey development: describing experiences of family members' decision to brain donation and autopsy*. Poster Presentation at the Gerontological Society of America, 55th Annual Scientific Meeting, Boston, MA.
- Hansen, L.**, Benson, H. D., Davies, V., & Ball, M. J. (2002, November). *Experiences of family of cognitively normal and demented people after brain autopsy*. Paper presentation at the Gerontological Society of America, 55th Annual Scientific Meeting, Boston, MA.
- Hansen, L.** (2002, April). *Family caregiver role strain and satisfaction in making LST decisions*. Presented at the 16th Annual Western Institute of Nursing Assembly, Palm Springs, CA.
- Hansen, L.** (2002, February). *End-of-life decision-making*. Alzheimer's Association, Salem, OR.
- Mentes, J.**, & Fongwa, M. (2002, April). *Cultural aspects of healthy aging*. Alpha Lambda Tau, Nursing Honorary Sorority, Los Angeles, CA.
- Mentes, J.** (2002, January). *Frail nursing home elders as a vulnerable population*. University of California at Los Angeles School of Nursing CVPR Interest Group, Los Angeles, CA.
- Mentes, J.** (2001, November). *Hydration management: A nursing intervention for acute confusion and other hydration-linked events*. Gerontological Society of America, 54th Annual Scientific Meeting, Chicago, IL.
- Mentes, J.** (2002, November). *Dehydration in nursing homes: An algorithm for hydration management*. John A. Hartford Building Academic Geriatric Nursing Capacity Second Annual Leadership Conference poster session, Boston, MA.
- Mentes, J.** (2002, November). *Challenges of recruiting frail nursing home residents for research*. Gerontological Society of America, 55th Annual Scientific Meeting, Boston, MA.
- Wakefield, B., Holman, J., **Mentes, J.**, & Culp, K. (2002, November). *Indicators of dehydration in elderly veterans*. Gerontological Society of America, 55th Annual Scientific Meeting, Boston, MA.
- Pierson, C. A.** (2002, September). *Nutrition and hydration: Issues in end-of-life decisions*. Presentation at the pre-conference workshop for the National Coalition of Gerontological Nurse Practitioners. San Francisco, CA.

- Pierson, C. A.** (February, 2002). *Writing for publication*. Presented at University of California at San Francisco, San Francisco, CA.
- Pierson, C. A.** (June, 2002). *Writing for publication*. Presented at University of California at San Francisco, San Francisco, CA.
- Pierson, C. A.** (2001, September). *So there's no evidence of malnutrition...* Presented at University of California at San Francisco, San Francisco, CA.
- Pierson, C. A.** (2001, November). Presentation of John A. Hartford proposed research to University of Hawaii gerontology interest group. University of Hawaii, Manoa, HI.
- Pierson, C. A.** (2002, August). *Issues in nutrition and hydration in long-term care*. Presented at an intrastate via videoconference, Hawaii, HI.
- Williams, K., Kemper, S., & Hummert, M.L.** (2002, April). *Improving communication in the nursing home: An intervention to reduce elderspeak*. Second Joint Conference of the National Council on Aging and the American Society on Aging, Denver, CO.
- Williams, K., Kemper, S., & Hummert, M.L.** (2001, November). *Improving nursing home communication; An intervention to reduce elderspeak*. Gerontological Society of America, 54th Annual Scientific Meeting, Chicago, IL.
- Cobb, A. & Williams, K.** (2001, November). *Partnering with community agencies for initiating outcome studies*. Sigma Theta Tau International 36th Biennial Convention, Indianapolis, IN.
- Williams, K., Kemper, S., & Hummert, M. L.** (2002, April). *Improving communication in the nursing home: An intervention to reduce elderspeak*. Midwest Nursing Research society 2002 Annual Research Conference, Chicago, IL.
- Williams, K.** (2002, October). *Communication analyses: Tools for understanding interactions between caregivers and frail elders*. Ninth Kansas Nursing Research Exchange, Wichita, KS.
- Williams, K. & Rempusheski, V.** (2002, November). *Clinical research relationships in long-term care*. University of Kansas Medical Center Faculty Research Day, Kansas City, KS.
- Williams, K. & Rempusheski, V.** (2002, November). *Clinical research relationships in long-term care*. Building Academic Geriatric Nursing Capacity Second Annual Leadership Conference, Boston, MA.
- Williams, K. & Rempusheski, V.** (2002, November). *Clinical research relationships in long-term care*. Gerontological Society of America, 55th Annual Scientific Meeting, Boston, MA.
- Woods, D. L.** (2002, January). *Stress and dementia: Therapeutic touch as neuroprotection?* Medical Grand Rounds, University of Arkansas for Medical Sciences, Center on Aging, Little Rock, AR.
- Woods, D. L.** (2001, July). *Agitated behavior and environment: Therapeutic touch effect on agitation and cortisol in individuals with Alzheimer's*. XVIIth World Congress of the International Association of Gerontology, Vancouver, B.C.
- Woods, D. L.** (2001 July). *Methodological considerations and its potential to inform nursing practice*. The 26th Congress of the World Federation for Mental Health, Congress Proceedings, Vancouver, B.C.
- Woods, D. L.** (2002, July). *Agitation and cortisol in persons with Alzheimer's disease: The effect of therapeutic touch*. Alzheimer Disease and Related Disorders International Conference, Stockholm, Sweden.
- Woods, D. L.** (2002, October). *Agitation and cortisol in persons with Alzheimer's disease: The effect of therapeutic touch on vocalization and pacing*. Alzheimer's Disease International, Barcelona, Spain.
- Woods, D. L.** (2002, November). *The relationship of problematic vocalization and salivary cortisol in persons with dementia: Preliminary findings*. Building Academic Geriatric Nursing Capacity Second Annual Leadership Conference, Boston, MA.
- Woods, D. L.** (2002, November). *The relationship of problematic vocalization and salivary cortisol in persons with dementia: Preliminary findings*. Gerontological Society of America, Hartford postdoctoral Symposia, Boston, MA.

2002 Pre-Doctoral Scholars

- Amoako, E.**, Helms, S., & Roland, J. (2002, September). *Evidence based practice outcomes: A panel presentation*. Fifth Annual Faculty Research Update, North Carolina A&T University School of Nursing, Greensboro, NC.
- Dougherty, M., **Amoako, E.**, & **Bond, S.** (June, 2002). *Doctoral education: An international perspective*. A Panel Presentation, International Doctoral Workshop, Coleraine, Ireland.
- Amoako, E.** (2002, June). *The only people who have knowledge about growing old are old people themselves: Implications for scholarly work in gerontology*. Debate, International Doctoral Workshop, Coleraine, Ireland.
- Monturo, C.** (2002, September). *The meaning of food in elders with cancer*. International Society of Nurses in Cancer Care, London, England.
- Monturo, C.** (2002 November). *Factors affecting decision-making in nutrition at end-of-life*. Gerontological Society of America, 55th Annual Scientific Meeting, Boston, MA.
- Reifsnyder, J., Mathes, M., **Monturo, C.** (2002, September). *Ethics education in long-term care*. Gerontological Society of America, 55th Annual Scientific Meeting, Boston, MA.
- Monturo, C.** (2002, September). *The meaning of food in elders with cancer*. Experiences at an international conference, and poster development, Geroscholars meeting at University of Pennsylvania, Philadelphia, PA.
- Monturo, C.** (2002, November), *Factors affecting decision-making in nutrition at end-of-life*, Geroscholars meeting at the University of Pennsylvania, Philadelphia, PA.
- Popejoy, L.** (2002, November). *Urinary incontinence in the elderly*. Guest Lecturer, Undergraduate Geriatrics Course, University of Missouri-Columbia, Columbia, MO.
- Popejoy, L.** (2002, November). *Falls in the elderly*. Guest Lecturer, Undergraduate Geriatrics Course, University of Missouri-Columbia, Columbia, MO.
- Popejoy, L.** (2002, November). *Polypharmacy in the elderly*. Guest Lecturer, Undergraduate Geriatrics Course, University of Missouri-Columbia, Columbia, MO.
- McLennon, S. M.**, & Horgas, A. L. (2003, February). *The association of pain and symptoms with problematic behaviors in nursing home residents*. Poster accepted for presentation at the 17th Annual Conference of the Southern Nursing Research Society, Orlando, FL.
- McLennon, S. M.**, Horgas, A. L., Floetke, A., & Rudnytsky, C. W. (2002, November). *The relationship between chronic pain, functional status, depression, and self-rated health in older adults*. Poster presented at the Gerontological Society of America, 55th Annual Scientific Meeting, Boston, MA.
- Horgas, A. L., Floetke, A., **McLennon, S. M.**, & Rudnytsky, C. (2002, November). *Assessing pain in cognitively impaired elders*. Poster presented at the 57th Annual Scientific Meeting of the Gerontological Society of America, Boston, MA.
- McLennon, S. M.**, & Horgas, A. L. (2003, February). *The relationship between chronic pain, functional status, depression and self-rated health in older adults*. Paper to be presented at the Sigma Theta Tau Clinical Innovation Conference, Gainesville, FL.
- Jensen, G. A.** (2002, August). *Outcomes of heart failure performance enhancement*. Presented at the Executive Management at Sioux Valley Hospital University of South Dakota Medical Center.
- Jensen, G. A.** (2002, August). *Nursing standardized language*. Presented at the Nursing Leadership at Sioux Valley Hospital USD Medical Center.
- Jensen, G. A.** (2002, September). *Senior wellness festival*. A community outreach/service project for older adults. Sioux Falls, South Dakota.
- Greco, K. E.** (2002, October). *Difficult choices: Testing your clinical knowledge and critical thinking*. International Society of Nurses in Genetics, Baltimore MD.
- Greco, K. E.** (2002, October). *Making the choice: How women at risk for breast cancer feel about prophylactic mastectomy to reduce breast cancer risk if they were to have a positive BRCA genetic test*. International Society of Nurses in Genetics, Baltimore MD.

- Greco, K. E.** (2002, October). *Professional practice committee poster*. International Society of Nurses in Genetics, Baltimore MD.
- Buscemi, C.** (2002, December). *HIV and Aging*. Presented at the 2002 Intensive Geriatric Training, Nursing Module. Sponsored by the University of Miami School of Medicine, Miami Area Geriatric Education Center, Hollywood, FL.
- Williams, C., Sanchez, T., & **Buscemi, C.** (2002, August). *Doctoral opportunities in geriatric nursing: Student scholars of the John A. Hartford Foundation*. Presented at the University of Miami School of Nursing, Fall Doctoral Forum, Miami, FL.
- Buscemi, C.** (2002, August). *Tolerability of medication assessment instrument demonstrates correlation between severity of drug side effects, their impact on activities of daily living, and perceived quality of life*. Presented at the University of Miami School of Medicine, Division of Infectious Diseases, Clinical Immunology Research Unit, Clinical Forum, Miami, FL.
- Sipes, C., Jones, S., Kauschinger, E., Brown, B., Johnson, B., Joy, C., **Buscemi, C.**, Rossi, D., Berger, B., & Relf, M. (2002, July). *Tolerability of medication assessment instrument demonstrates correlation between severity of drug side effects, their impact on activities of daily living, and perceived quality of life*. Poster presented at the XIV International AIDS Conference, Barcelona, Spain.
- Sipes, C., Jones, S., Kauschinger, E., Brown, B., Johnson, B., Joy, C., **Buscemi, C.**, Rossi, D., Berger, B., & Relf, M. (2002, June/July). *Tolerability of medication assessment instrument demonstrates correlation between severity of drug side effects, their impact on activities of daily living, and perceived quality of life*. Poster presented at the American Nurses Association Biennial Convention, Philadelphia, PA.
- Buscemi, C.** *HIV, Strategies for prevention*. Guest Lecturer, Master of Public Health Program class: Women and Childrens Epidemiology, Florida International University, Miami, FL.
- Zembrzuski, C.** (2002, October). *A proposal for using volunteers to improve hydration status in nursing home residents*. Fairfield University, Fairfield, CT.
- Zembrzuski, C.** (2002, November). *Demystifying dementia*. Cheshire Senior Center, Cheshire, CT.
- Zembrzuski, C.** (2002, November). *Nursing: Yesterday, today and tomorrow*. Fairfield University, Fairfield, CT.
- Zembrzuski, C.** & Ostrou, M. (2002, November). *Digital imaging in wound care in the home*. Gerontological Society of America Conference, 55th Annual Scientific Meeting, Boston, MA.
- Zembrzuski, C.** (2002, December). *Living with memory loss*. Connecticut Visiting Nurse Association, Norwalk, CT.
- Zembrzuski, C.** (2002, December). *Living with memory loss*. Connecticut Visiting Nurse Association, Brookfield, CT.
- Talley, K. M. C.** (2003, April). *Feasibility and validity of measuring physical activity with a pedometer in community-dwelling older women*. Abstract accepted for poster presentation at Midwest Nursing Research Society Annual Meeting, Grand Rapids, MI.
- Norcio, D. L.** University of California San Francisco John A. Hartford Center of Gerontological Nursing Excellence directors proposing Hartford initiative with rural community based organization. San Francisco, CA.
- Norcio, D. L.** The Graying of Northern California.
- Norcio, D. L.**, *Faculty of rural academic institution to partner in the University of California San Francisco GEC project*. Proposal to President, Academic Deans.

2002 Post-Doctoral Scholars

- Gray-Miceli, D.** (2002, September). *The lived experience of a serious fall to older adults*. NINR and Sigma Theta Tau's Annual Research Conference, Advancing Nursing Practice Excellence: State of the Science, Washington, DC.
- Gray-Miceli, D.** (2002, October). *Re-evaluation of the assessment and management of the falling older adult nursing home resident*. Research Proposal presented to faculty mentors and NJ Department of Health and Senior Service collaborators, University of Pennsylvania, School of Nursing, Philadelphia, PA.
- Gray-Miceli, D.** (2002, November). *Changed lives: The lived experience and meaning of serious falls to older adults*. The Gerontological Society of America, 55th Annual Scientific Meeting, Boston, MA.

- Gray-Miceli, D.** (2002, November). *Revisiting the definition of falling: An evolutionary view and changed meaning.* The Gerontological Society of America, 55th Annual Scientific Meeting, Boston, MA.
- Hertz, J. E. & Nelson, C.M.** (2002, October). *The importance of conducting pilot studies with older adults: An exemplar study of factors influencing perceived autonomy.* Presented at the National Gerontological Nurses Association, Arlington Heights, IL.
- Hertz, J. E.** (2002, November). *Factors that influence perceived autonomy in community-dwelling older adults.* Presented at the Nursing Interest Group Poster Session sponsored by the John A. Hartford Foundation, Gerontological Society of America, 55th Annual Scientific Meeting, Boston, MA.
- Coleman, P.** (2002, November). *Improving oral care in nursing homes through best practices.* Gerontological Society of America, 55th Annual Scientific Meeting, Boston, MA.
- Barba, B. E.** (2002, September). *The impact of changes of aging for radiographers.* University of North Carolina Radiography program, University of North Carolina School of Medicine, Greensboro, NC.
- Barba, B. E.** (2002, October). *Human/companion animal relationship and aging.* Exercise and Sports Science program, University of North Carolina at Greensboro, Greensboro, NC.
- Barba, B. E.** (2002, September). *Human/companion animal relationship and aging.* Master's in Gerontology program, University of North Carolina at Greensboro, Greensboro, NC.
- Barba, B. E.** (2002, November). *Aging: Relevant laws and policies.* Master's in Gerontology program, University of North Carolina at Greensboro, Greensboro, NC.
- Barba, B. E.** (2002, November). *Didactic teaching strategies in gerontology.* Gerontological Society of America, Boston MA
- Kris, A.** (2002, November). *Symptom status as an outcome of nursing care quality.* Presented at the Gerontological Society of America, 55th Annual Scientific Meeting, Boston, MA.
- Kris, A.** (2003, April). *Symptom experience of adult medical-surgical patients.* Proceedings of 36th Annual Communicating Nursing Research Conference/17th Annual Western Institute of Nursing Assembly, Scottsdale, AZ.
- Butcher, H. K.** (2002, October). *Unitary research methodology: Update 2002: The Unitary Field Pattern Portrait Research Method.* Presented at the Conference of the Society of Rogerian Scholars, Rogerian Nursing Science: Celebrating the Accomplishments, Richmond, VA.
- Butcher, H. K.** (2002, June). *Qualitative approaches.* Presented at Gerontological Nursing Research Summer Scholars Seminar at the University of Iowa, Iowa City, IA.
- Butcher, H. K., & Buckwalter, K.C.** (2002, November). *Transforming exasperations into blessings: Finding meaning in the ADRD family caregiving process.* Presented at Gerontological Society of America, 55th Annual Scientific Meeting, Boston, MA.
- Butcher, H. K.** (2002, December). *Design of the effect of structured written emotional expression on Alzheimer disease family caregiver burden outcomes.* Presented at the K30 Clinical Conference at the University of Iowa Hospitals and Clinics, Iowa City, IA.
- Butcher, H. K.** (2002, November). *Family caregiver writing project.* Poster Presentation at the Gerontological Society of America, 55th Annual Scientific Meeting, Nursing Interest Group, Boston, MA.
- Stotts, N. A., & Hopf, H. W.** *Do nursing home residents with pressure ulcers experience low levels of tissue oxygenation?* Wound Healing: Oxygen & Emerging Therapeutics, Ohio State University, Columbus, OH.
- Stotts, N. A., & Hopf, H. W.** (2002, November). *Do nursing home residents with pressure ulcers experience low levels of tissue oxygenation?* Gerontological Society of America, 55th Annual Scientific Meeting, Nurses' Interest Group, Boston, MA.
- Stotts, N. A., & Schell, H.** (2002, November). *Risk of pressure ulcer development in older adults in critical care.* Gerontological Society of America, 55th Annual Scientific Meeting, Boston, MA.
- Stotts, N. A.** *Wound Culture: The scientific basis for practice.* Regional Wound, Ostomy and Continence Meeting, Albuquerque, NM.

Holm K. (2002, July). *Normal Aging*. Workshop Series; Little Sisters of the Poor July 2002-November 2002.

Holm K. (2002, September). *Confusion, Delirium, and Dementia*. Workshop Series; Little Sisters of the Poor July 2002-November 2002.

Holm K. (2002, October). *Problem Behaviors and Their Meaning*. Workshop Series; Little Sisters of the Poor July 2002-November 2002.

Holm K. (2002, November). *Interventions for Elderly Adults Experiencing Dementia*. Workshop Series; Little Sisters of the Poor July 2002-November 2002.

Holm, K., Pearson, T. (2002, November). *Abstract Oral Presentations/Risk Factors and Risk Prediction*, American Heart Association Scientific Sessions.

Note. From Scholar Evaluations, for the period of July 1, 2001-December 31, 2002 for 2001 cohort of Hartford Scholars; and for the period of July 1, 2002-December 31, 2002 for the 2002 cohort of Hartford Scholars.

Table 6 shows the major teaching contributions reported by the Scholars. While it is not a primary focus of the program to develop new classes, curricula, or teaching methods, as active graduate students, fellows, or faculty members, it is reasonable to expect that a number of the Scholars will be engaged in different kinds of teaching activities that supplement and extend their research activities. Nine (of the 10) 2001 Pre-Doctoral Scholars, all 7 of the 2001 Post-Doctoral Scholars, 5 (of the 11) 2002 Pre-Doctoral Scholars, and 8 (of the 9) 2002 Post-Doctoral Scholars reported that they had teaching and advising activities.

Of the 56 teaching activities reported, nearly half (21) involved teaching classes about aging or care of older adults. The Scholars taught 10 clinical courses or practica and 8 courses or lectures about nursing research. Mentoring, advising, or precepting was reported 7 times. Table 6 shows the range of activities conducted by the Scholars during the John A. Hartford Foundation Fellowship period.

Table 6. Teaching and Advising Activities

2001 Pre-Doctoral Scholars

- Adult Health Practica: Care of Community-Residing Adults
- Care of Adults with Genitourinary Problems
- Caring for the Acutely Ill Adults
- Clinical preceptor to geriatric nurse practitioner students
- Co-preceptor to medical students specializing in cultural aspects of aging
- Developmental Issues in Health
- Feminist Approaches in Bioethics Seminar: Issues Pertaining to Older Women
- Functional Enhancement, lecture on cognitive impairment
- Geriatric Interdisciplinary Team Training Program (GITT), lecture on experiences and lessons learned from the program
- Health Assessment/ Health Promotion, lecture on neurological assessment
- Health Promotion Across the Lifespan
- Instructional lab
- Issues and Trends in Nursing
- Management of Complex Geriatric Problems
- Mentor 1 2002 Hartford Pre-Doctoral Scholar
- Nursing Assessment
- Nursing Care of the Older Adults
- Nursing Theory and Research
- Professional Development Course: Ethics in Nursing
- Research in Nursing
- Senior Complex/Psychiatric Patient Care Course, lecture on polypharmacy in the elderly and geropsychopharmacology

2001 Post-Doctoral Scholars

- Advanced Community Health Nursing and Practicum
- APN Clinical Practicum
- Biobehavioral Foundations of Acuity and Chronicity in Illness
- Faculty advisor for doctoral student (2)
- Healthy Aging
- Human Responses to Aging and Chronic Illness
- Implementing Best Practices, working with the staff of local nursing institution
- Mentored a third year nursing student
- Mentored HCGNE pre-doctoral student
- Musculoskeletal Function and Aging
- Nervous System Function and Aging
- Population Based Nursing Clinical
- Research project in nursing

2002 Pre-Doctoral Scholars

- Clinical Management of the Older Adult
- Dementia as a Disease
- Health Promotion
- Independent Senior Housing Gerontological NP Clinicals
- Lessons Learned Post-Radical Prostatectomy
- Rural Elders, Inc. Education Summer Series
- Working with People with Dementia

2002 Post-Doctoral Scholars

- End-of-Life Care
- Gerontological Research: Interdisciplinary Perspectives
- Gerontological Nursing Research
- Graduate Practicum (2)
- Health Concepts for Aging
- Holistic Health Assessment
- Leadership Practicum
- Medical Genetics Course
- Nursing Research
- Nutrition for Acute Care
- Professional Nursing Practice Issues
- Research Practicum
- Research Rotation
- Symptom Management: Perception and Evaluation
- Young Scientist Program

Note. From Scholar Evaluations, for the period of July 1, 2001-December 31, 2002 for 2001 cohort of Hartford Scholars; and for the period of July 1, 2002-December 31, 2002 for the 2002 cohort of Hartford Scholars. Numbers in parenthesis indicate the number of times this comment or a similar comment was noted in this section. Some responses have been edited to ensure the confidentiality of the respondents.

As a cadre of current and future leaders, the Hartford Scholars tend to be involved within their own universities in various forms of academic leadership. Involvement in these activities is a consequence both of the types of individuals selected for the program, the fact that the resources of the Scholarship permit involvement in these kinds of activities, and training in leadership provided to the Scholars

annually and through their mentors. Eight (of the 10) 2001 Pre-Doctoral Scholars, 5 (of the 7) 2001 Post-Doctoral Scholars, 10 (of the 11) 2002 Pre-Doctoral Scholars, and 7 (of the 9) 2002 Post-Doctoral Scholars reported that they were involved in university service activities.

A total of 74 university service activities were reported. Sixteen of the reported university activities related specifically to geriatrics/gerontology. Eleven activities involved membership in various advisory committees within the university and 7 involved membership in master thesis or doctoral dissertation committees. The Scholars held 6 positions in the student government. Table 7 shows the major contributions made by the Scholars through university service.

Table 7. University Service Activities

| 2001 Pre-Doctoral Scholars |
|--|
| <ul style="list-style-type: none"> • Community Advisory Board, Master's Program, Geriatric Representative • Community Advisory Board, Nursing Department • Curriculum Committee, School of Nursing • Doctoral Student Nursing Organization, Student Representative to Faculty PhD Council • Doctoral Student Organization, School of Nursing, Co-President • Executive Committee, Center for Nursing Research on Elders, School of Nursing • Graduate Teaching Assistant Advisory Committee • Masters Thesis Committee for a Nursing Student • National Honor Society, Sigma Theta Tau member • Nomination Committee, School of Nursing • Nursing Curriculum Committee • Nursing Dean Search Committee • Nursing Research Symposium Committee, Department of Nursing • Research Committee, School of Nursing • University Aging Work Group • University Council, Alternate |
| 2001 Post-Doctoral Scholars |
| <ul style="list-style-type: none"> • Committee on Advancement, Promotion and Merit • Community Health Nursing Curriculum Revision Committee • Dissertation Committee, American Studies Department • Dissertation Committee, Psychology Department • Doctoral Program Subcommittee • Doctoral Student Advisor, Department of Nursing, • Faculty Assembly at the University • Faculty Search Committee for a person with gerontological nursing background • Graduate Program Committee • Leadership, Informatics, and Public Health Curriculum Committee • Long-Term Care Development Center Ad Hoc Committee • Masters Committee, Nursing Department • Masters Committee, Nursing Department • Program Committee, Gerontology conference - Successful Aging Through the Life Span, Intergenerational Issues in Health, Center on Aging and Health • Space Committee, Center for Gerontology and Health Care Research • Student Affairs Committee • Undergraduate Advisory Committee |

2002 Pre-Doctoral Scholars

- Advisory Committee for the new "Try This" series, the Hartford Institute
- BSN Council, School of Nursing
- Board of Directors, Genetics Nursing Credentialing Commission
- Cancer Genetics Special Interest Group, Oncology Nursing Society
- Care in Aging Committee
- Center for Nursing Research on Elders, School of Nursing
- Doctoral Student Organization, School of Nursing (2)
- Ethics Steering Committee, School of Nursing
- Geriatric Competency Committee
- Gerontological Student Organization, Institute on Aging
- MEPS (Medical Economic Panel Survey) Project
- Missouri Nurses Association Council on Nursing Practice
- Missouri Nurses Association Seventh District Board of Directors
- Nursing Graduate Student Council
- Post Acute Care Advisory Council
- Professional Advisory Group, University Nurses Senior Care
- Professional Practice Committee, International Society of Nurses in Genetics
- Regional Advisory Council, University Hospital and Clinics
- Sigma Theta Tau, Beta Tau Chapter Member
- University Genetics Education Center
- University Gerontology Faculty Committee

2002 Post-Doctoral Scholars

- Academic Council, College of Nursing
- Ad Hoc Committee for Assistant Dean For Recruitment and Diversity
- Administrative Advisory Council
- Annual Faculty Convocation Committee
- Clinical Affairs Committee
- Curriculum Committee, School of Nursing
- Dissertation Committee
- Education Advisory Board, County Institute of Technology- Career Academy
- Faculty Council
- Gerontology Interest Group, School of Nursing
- Gerontology Studies Advisory Committee
- Graduate Student Clinical Project RE: Reminiscence Therapy with Older Adults
- Graduate Studies Committee
- Institutional Animal Care and Use Committee
- Local Institutional Review Board: Department of Nursing
- Masters of Science in Nursing Council, School of Nursing
- Northern Illinois University Gerontology Program Core Group
- Search Committee for Associate Deans- Graduate Programs and Research, Undergraduate Programs

- Standards Committee, School of Nursing
- Undergraduate Coordinating Council; representative to University Assessment Panel & General Education Committee
- University Institutional Review Board

Note. From Scholar Evaluations, for the period of July 1, 2001-December 31, 2002 for 2001 cohort of Hartford Scholars; and for the period of July 1, 2002-December 31, 2002 for the 2002 cohort of Hartford Scholars. Scholars' committee positions are specified only when it is reported to be a position other than Committee Member or Chair. Some responses have been edited to ensure the confidentiality of the respondents.

The long list of university activities is supplemented by an equally long list of national service experiences. The Scholars are becoming integrated into a larger group of nursing leaders. Two (of the 10) 2001 Pre-Doctoral Scholars, 6 (of the 7) 2001 Post-Doctoral Scholars, 4 (of the 11) 2002 Pre-Doctoral Scholars, and 8 (of the 9) 2002 Post-Doctoral Scholars reported that they were involved in national service activities during their tenure as Hartford Scholars.

A total of 51 national service activities were reported. This includes 26 positions as reviewers/editors of journals or books, 5 positions as abstract reviewers for the Annual Scientific Meeting of the Gerontological Society of America, and 8 memberships in national nursing organizations. Table 8 shows the range of national services that the Scholars have participated in.

Table 8. National Service Activities

2001 Pre-Doctoral Scholars

- 2002 National Conference of Gerontological Nurse Practitioners, Member of Planning Committee
- National Board for Certification in Continuity of Care, President and Immediate Past President

2001 Post-Doctoral Scholars

- Abstract Reviewer for the Gerontological Society of America, May, 2001
- American Academy of Nurse Practitioners, Journal of the American Academy of Nurse Practitioners, Reviewer
- Gerontological Society of America 55th Annual Scientific Meeting, Boston, MA, November 24, 2002, Session Chair
- Gerontological Society of America, 2002 Abstract Reviewer Annual Meeting Clinical Medicine Sessions
- Gerontological Society of America, May 2001, Reviewer
- Advisory Board, State Program of All Inclusive Care for the Elderly (PACE)
- International Psychogeriatrics, Reviewer
- Journal of American Geriatrics Society, Reviewer
- Journal of Applied Nursing, Reviewer
- National Alzheimer's Disease Association, Grant Reviewer
- National Institutes of Mental Health, Member of Review Panel
- Oncology Nursing Society Research Agenda Outcomes Workgroup, Member
- The Canadian Journal of Nursing Research, Occasional Reviewer
- The Journal of Nursing Scholarship, Reviewer

2002 Pre-Doctoral Scholars

- American Gerontological Association
- Cancer Research Special Interest Group, Gerontological Society of America
- Genetics Nursing Credentialing Commission, Secretary and Board of Directors Member
- Home Health Care Nurse Manager, Editorial Reviewer
- Home Health Care Nurse, Editorial Reviewer
- International Society of Nurses in Genetics Professional Practice Committee, Co-chair

- Oncology Nursing Forum, Oncology Nursing Press, Inc, Review Board Member
- Qualitative Research Special Interest Group, Gerontological Society of America
- Research Special Interest Group, Oncology Nursing Society

2002 Post-Doctoral Scholars

- 55th Annual Scientific Meeting of the Gerontological Society of America, Clinical Medicine Section, Invited Abstract Reviewer
- 55th Annual Scientific Meeting of the Gerontological Society of America, Invited Chair/Coordinator of Poster Session
- Advance for Nurse Practitioners Journal, Merion Publications, Editorial Advisor
- Advances in Skin & Wound Care, Reviewer
- American Heart Association Abstract Review Scientific Sessions
- American Heart Association, Nomination Committee
- American Journal of Critical Care, Reviewer
- Association for the Advancement of Wound Care, Reviewer
- Executive Planning Committee Member, Conference
- Geriatric Nursing Journal, Manuscript Reviewer
- Gerontological Society of America, Clinical Medicine Subsection, Abstract Reviewer
- International Journal of Psychiatric Mental Health Nursing, Reviewer
- Journal of Gerontological Nursing, Co-Assistant Editor
- Journal of Gerontological Nursing, Review Panel Member
- Journal of Rehabilitation Research & Development, Invited Reviewer
- Journal of Wound, Ostomy, and Continence Nursing, Reviewer
- Manuscript Journals, Reviewer
- Planning Committee for National Conference on Gerontology in Baccalaureate Curriculum
- Nursing Science Quarterly, Reviewer
- Qualitative Health Research Journal, Reviewer
- Sigma Theta Tau International, Collateral Reviewer
- State Birth Defects Advisory Committee, Member
- State Department of Health & Senior Services, Injury Prevention, Invited Volunteer Consultant
- The International Society of Nurses in Genetics, Inc., President 10/01-10/02
- Visions: Journal of Rogerian Nursing Science, Reviewer

Note. From Scholar Evaluations, for the period of July 1, 2001-December 31, 2002 for 2001 cohort of Hartford Scholars; and for the period of July 1, 2002-December 31, 2002 for the 2002 cohort of Hartford Scholars. Some responses have been edited to ensure the confidentiality of the respondents.

In addition to academic publications and presentations, another key indicator of traditional academic productivity is the proclivity of individuals to apply for research funding and their ability to obtain such resources. Five (of the 10) 2001 Pre-Doctoral Scholars, all 7 of the 2001 Post-Doctoral Scholars, 2 (of the 11) 2002 Pre-Doctoral Scholars, and 5 (of the 9) 2002 Post-Doctoral Scholars reported applying for and/or receiving internal or external funding.

A total of 41 funding applications were submitted. Twenty-six of the reports of funding activities specified the level of funding requested, requesting a total of \$11,119,718 in aggregate. A total of 14 of the reported funding activities were successful in receiving funding. Eleven of the reported funded projects included funding amounts and totaled \$220,250 in funding received. Seven proposals were not funded but will be re-submitted. Four of the reported unfunded proposals specified the amount applied for, accounting for requests for \$4,905,307. Nineteen proposals are under review. Of those under review, 12 included reports of the amount requested, accounting for \$5,994,161 in funding under review. The Hartford Scholar was the principal investigator or co-investigator in the majority (22) of the proposals.

Table 9 shows the internal or external funding applied for by the Scholars and the status (approved for funding, under review, rejected) of each proposal as of December 31, 2002. If it was provided by the Scholar, we also showed the role of the Scholar in this project. As can be seen, even at this early stage, Scholars have received a number of awards either as principal investigators or co-investigators.

Table 9. Internal or External Funding Activities

2001 Pre-Doctoral Scholars

- End-of-Life Delirium in Older Patients with Advanced Cancer; American Cancer Society; 9/01-8/03; Amount applied for: \$30,000; Amount received: \$30,000. (Principal Investigator/Project Director, funded)
- National Research Service Award, National Institute of Nursing Research (NINR), September 1, 2001 through August 31, 2002, \$20,000. (Principal Investigator/Project Director, funded)
- Prospective Testing the Predictive Validity of a Discharge Planning Screen, Mayo Nursing Research Committee, 2001, \$3,600. (Principal Investigator/Project Director, funded)
- The Importance of Educational Topics as Perceived by Patients with Coronary Artery Disease in the Immediate Post-discharge Time Period, Mayo Nursing Research Committee, 2001, \$1200. (Principal Investigator/Project Director, funded)
- An Exploratory Study of Delirium in Older Home Hospice Patients with Advanced Cancer, American Cancer Society Doctoral Scholarship in Cancer Nursing; 9/03-8/04; Amount applied for: \$15,000. (Principal Investigator/Project Director, under review)
- Veterans Administration Pre-Doctoral Funding, Department of Veterans Affairs, 07/03 – 07/04, \$25,000. (Research Assistant, under review)
- Ethel Lord Fellowship. (Investigator, not funded)*
- Gerontological Society of America Clinical Medicine Student Award. (Principal Investigator/Project Director, not funded)*
- Individual National Research Service Act (NRSA) Grant. (Principal Investigator/Project Director, not funded)*
- Oncology Nursing Forum (ONF), Oncology Nursing Society (ONS) Research Conference Doctoral Student Award. (Principal Investigator/Project Director, not specified)*

2001 Post-Doctoral Scholars

- Characterizing Pain in Cognitively-Impaired Nursing Home Residents, School of Nursing Center on Vulnerable Populations, (pilot study), 7/1/01-6/30/02, \$10,000. (Principal Investigator/Project Director, funded)
- Interorganizational Relationships and Postsurgical Cancer Care, Oncology Nursing Society Foundation/Genentech, Inc., Outcomes Research Grant Phase III, 11/15/02-11/14/04, \$100,000. (Principal Investigator/Project Director, funded)
- Promoting Equal Access to Long-Term Care Service Utilization among Diverse Ethnic Groups in Hawaii , Center for Health Disparities Grant to the National Institute for Nursing Research (NINR), (Pilot study), 2001, \$10,000, Approved and awaiting funding notification. (Investigator, funded)
- The Effect of Acupuncture on Pain for Persons with Dementia, Alzheimer Disease Center, University of Arkansas for Medical Sciences (UAMS), 2/02- 2/03, \$ 15,000. (Co-Principal Investigator, funded)
- The Effect of Therapeutic Touch on Cortisol and Agitated Behavior in Persons with Dementia, National Alzheimer's Association, November 1 2002-October 31, 2004. (Principal Investigator/Project Director, funded)
- The Effect of Therapeutic Touch on Problematic Vocalization and Cortisol in Persons with Dementia, General Clinical Research Center, University of Arkansas for Medical Sciences (UAMS), 4/02-4/03, in kind support salivary cortisol kits and technician time = \$4200. (Principal Investigator/Project Director, funded)
- The Roles of Nursing Care Staff interacting with Family Members in the Context of a Family Conference about End-of-Life Care, (pilot project), Association of Washington Public Hospital Districts, 6/1/10-12/31/02, \$1,250. (Principal Investigator/Project Director, funded)
- Disability and Rehabilitation Services in Older Adults Following Cardiac Events, Ohio Nurses Foundation, 1/1/03 to 6/30/03, \$1000.00. (Principal Investigator/Project Director, under review)
- Geriatric Nursing Knowledge and Experiences in Long Term Care Facilities for Nursing Students, Health Resources Services Association (HRSA), 7/1/03–6/31/04, \$25,000. (Principal Investigator/Project Director, under review)
- Hospital-SNF Dyads and Rehospitalizations from SNF, 7/1/02-6/30/05; Year 1 \$490,976.00, Year 2 \$496,143.00, Year 3 \$492,950.00. (Investigator, under review)
- Impact of Elderspeak on Older Adults with Dementia, Alzheimer's Association New Investigator Grant, 9/1/03-8/31/05, \$100,000. (Principal Investigator/Project Director, under review)
- Improving End-of-Life Care through a Model Nursing Home/Hospice Collaboration, 3/1/02-2/28/04; Year 1 \$179,552.00; Year 2 \$318,414.00. (Other Staff, under review)

- Neuroendocrine Correlates of Behavioral Symptoms of Persons with Dementia, Alberta Foundation, Province of Alberta, Canada. 7/03-6/06, \$398,000. (Principal Investigator/Project Director, under review)
- Overall Experiences of Families Permitting Brain Autopsy in the Context of the Neuropathology Report, Alzheimer's Research 2003 Small Grants Program, 2/1/03-1/31/04, \$22,000. (Principal Investigator/Project Director, under review)*
- Partnership for Mexican American Diabetes Education, R21 Community-Partnered Intervention to reduce Health Disparities, National Institute of Nursing Research (NINR), Year 1 \$150,000, Year 2 \$150,000. (Investigator, under review)*
- Psychophysiology of Behavioral Symptoms in Dementia, National Institutes of Health, National Institutes of Aging, 10/03 – 7/08, \$568,000. (Principal Investigator/Project Director, under review)
- Unmet Need: An Acute Chronic Care Link, 4/1/03-3/31/05; Year 1 \$272,345.00, Year 2 \$556,469.00. (Investigator, under review)*
- Building an Interdisciplinary Geriatric Health Care Research Center, 1/1/03-12/31/04; Year 1 \$200,000.00. (Investigator, not funded)
- Family Members' Overall Experiences with Permitting a Brain Autopsy, Alzheimer's Association, 1/1-02 - 12/31/02, \$20,000. (Principal Investigator/Project Director, not funded)
- Robert Wood Johnson Foundation (RWJF) Community Partnerships for Older Adults: Evaluation Proposal, 2/1/02-3/31/07; Year 1 \$1,372,918.00, Year 2 \$378,070.00, Year 3 \$551,978.00, Year 4 \$418,320.00, Year 5 \$278,713.00. (Research Associate, not funded)
- Support Services for Caregivers through Technology (submitted February 2002), \$1,685,308, under review. (Co-Principal Investigator, not funded)

2002 Pre-Doctoral Scholars

- Office of Statewide Health Planning and Development for impoverished rural seniors, \$25,000. (Other Staff, funded)
- The Ford Family Foundation for the Adult Day Health Services of Rural Elders, Inc., \$206,000. (Other Staff, under review)

2002 Post-Doctoral Scholars

- Evaluating the Effect of Structured Written Emotional Expression (SWEE) on Caregiver Burden Outcomes, National Institute on Nursing Research, 2002-03, \$12,005. (Principal Investigator/Project Director, funded)
- Written Emotional Expression & Caregiver Burden Outcomes, National Institute of Nursing Research, 2002-04, \$100,000. (Principal Investigator/Project Director, funded)
- Genetic Predictors of Alzheimer Disease Outcomes, Biological Sciences Funding Program, 05/01/03-4/30/05, \$30,000 over two years. (Principal Investigator/Project Director, under review)
- Long Term Outcomes of Mild Traumatic Brain Injury: the Impact of APOE4, Biological Sciences Funding Program, 05/01/03-4/30/05, \$24,732 over two years. (Investigator, under review)
- Program for the Advancement of Chronic Wound Care, Bristol-Myers Squibb Foundation and ConvaTec, subcontract with Yale University, The Program of Wound Care at Yale (Courtney Lyder, PI), 1/03-12/03, \$75,000. (Co-Principal Investigator, under review)
- Sigma Theta Tau. (Investigator, under review)*
- Supplemental Fluid & Collagen Deposition, 7/03-6/06, \$1,799,312 over 3 years. (Principal Investigator/Project Director, under review)
- Fluid Balance and Tissue Oxygenation in Persons with Diabetes Mellitus with Foot Ulcers, General Clinical Research Center, University of California, San Francisco, August, 2002. (Principal Investigator/Project Director, not funded)

Note. From Scholar Evaluations, for the period of July 1, 2001-December 31, 2002 for 2001 cohort of Hartford Scholars; and for the period of July 1, 2002-December 31, 2002 for the 2002 cohort of Hartford Scholars. *Incomplete information provided by Scholar.

Table 10 shows the clinical activities and professional consultations made by the Scholars during their tenure in the program. Six (of the 10) 2001 Pre-Doctoral Scholars, 4 (of the 7) 2001 Post-Doctoral Scholars, 5 (of the 11) 2002 Pre-Doctoral Scholars, and 4 (of the 9) 2002 Post-Doctoral Scholars reported being involved in clinical activities and professional consultations.

Thirty clinical or consulting activities were reported. Nine activities included consultations with hospitals or nursing home facilities. Four activities were related to implementing or developing best practices or models of care. Six activities involved continuing work by the scholars as nurse practitioners. As can be

seen, the Scholars continue to participate as active clinicians as well as researchers. The continued clinical activity is, in most cases, integrated with Scholar's research projects.

While a focus of the program is not to support such professional consultations as a core activity, such continued direct involvement in patient care may be a key part of the clinically relevant, and clinically important research programs developed by the Scholars.

Table 10. Clinical Activities and Professional Consultations

2001 Pre-Doctoral Scholars

- Best Practices for Nursing Assistants, regional
- Consultant on a grant to improve geriatric nursing content for senior nursing students
- Content Expert in developing a evidence-based protocol on discharge planning, University Center
- Culturally Sensitive Models of Stroke Recovery and Caregiving after Discharge Home, Regional Veteran's Administration
- Culture Bias in Testing Expressive Ability in Dementia, University
- Geriatric Nurse Practitioner
- Medical and Scientific Advisory Committee to the Alzheimer's Association, regional chapter
- Nurse Executive for the State Geriatric Education Center, regional
- Nurse Practitioner (2)
- Review of Laboratory Values for Older Adults Living in Nursing Homes, regional

2001 Post-Doctoral Scholars

- Consulting with geriatrician at the University
- Consulting with physiologist at the University
- Consulting with Women's Research Unit, Faculty of Nursing
- In the process of obtaining a post-masters certificate for a gerontology nurse
- Provide consultation and education in care of the geriatric patient in an acute care setting to staff nurses, local hospital
- Research group on the Staff Training in Assisted Living Residences Project (STAR)

2002 Pre-Doctoral Scholars

- Chaired the International Society of Nurses in Genetics (ISONG) committee for revision of the 1998; Statement on the Scope and Standards of Genetics Clinical Nursing Practice
- Co chair University's Genetics Conference Planning Committee
- Completed re-certification as Gerontological Nurse Practitioner by American Academy of Nurses
- Consultation with nursing and social services staff and RN Program Director
- Geriatric Nurse Practitioner
- Heart Failure Acute Care
- Member of State Genetics Plan Advisory Council
- Work as Staff nurse PRN, "Acute Care for the Elders" unit, local medical center

2002 Post-Doctoral Scholars

- Consultant and Volunteer to Little Sisters of the Poor
- Consultant to law firm
- Consultant for the Geriatric Services for the Development of an Outpatient Falls Assessment Prevention Program, local hospital

- Consultant to local nursing home for facility-wide falls assessment/management
- Consultation for Acute Care for Elderly Unit planning and staff education
- Invited consultant to the State Department of Health and Senior Services, Injury Prevention

Note. From Scholar Evaluations, for the period of July 1, 2001-December 31, 2002 for 2001 cohort of Hartford Scholars; and for the period of July 1, 2002-December 31, 2002 for the 2002 cohort of Hartford Scholars. Some responses have been edited to ensure the confidentiality of the respondents.

Table 11 shows the awards, honors, and recognitions received by the Scholars as a result of the John A. Hartford Foundation-sponsored work. Five (of the 10) 2001 Pre-Doctoral Scholars, 3 (of the 7) 2001 Post-Doctoral Scholars, 2 (of the 11) 2002 Pre-Doctoral Scholars, and 3 (of the 9) 2002 Post-Doctoral Scholars received awards, honors, or recognitions for John A. Hartford Foundation-sponsored work. At this early point in the program, it is not likely that a large number of awards would have been presented to the Scholars; nonetheless this early activity suggests that the program is well-recognized by the larger field of geriatric nursing as a high-quality endeavor with productive participants.

Table 11. Awards-Honors-Recognitions

2001 Pre-Doctoral Scholars

- Attendance at International Doctoral Student Symposium at the University of Ulster in Northern Ireland (June, 2002)
- A.D. Williams Student Award in Gerontology
- Graduate Student Poster Award, 16th Annual Conference of the Southern Nursing Research Society
- Kellogg Scholarship for Doctoral Studies
- Lee Dennison Fuller Award for Mental Health Nursing
- Sigma Theta Tau International Honor Society

2001 Post-Doctoral Scholars

- 2002 Grantmaker in Aging Fellow
- American Society on Aging, 2002 Graduate Research Award.
- National Institute on Aging (NIA) Summer Institute on Aging
- Nurse Educator of the year (2002) awarded by the [State's] Nurses' Association

2002 Pre-Doctoral Scholars

- Competent Toastmaster (CTM) award from Toastmasters International
- Letter from Congresswoman
- Pinnacle Award in technology benefiting nursing practice, from Sigma Theta Tau
- Recognition in the States Nurses' Association newspaper, as a Hartford Pre-doc Scholar

2002 Post-Doctoral Scholars

- Promotion from Assistant Professor of Nursing to Associate Professor of Nursing
- SAGE Award Illinois Leadership Institute
- Sharon Baronoski Founders Award, Annual Clinical Symposium on Advances in Skin and Wound Care.

Note. From Scholar Evaluations, for the period of July 1, 2001-December 31, 2002 for 2001 cohort of Hartford Scholars; and for the period of July 1, 2002-December 31, 2002 for the 2002 cohort of Hartford Scholars. Some responses have been edited to ensure the confidentiality of the respondents.

Table 12 shows the media contacts made by the Scholars. Six (of the 10) 2001 Pre-Doctoral Scholars, 3 (of the 7) 2001 Post-Doctoral Scholars, 6 (of the 11) 2002 Pre-Doctoral Scholars, and 4 (of the 9) 2002 Post-Doctoral Scholars reported that they had made media contacts.

A total of 34 media contacts were made. Thirty-one articles were written about the Hartford Scholars and the Hartford Scholarship. This includes 16 articles in university publications, 10 articles in local/regional publications, and 5 articles in special interest publications. One radio interview and 2 television interviews were also done. Most Scholars are aware that they are responsible for making sure that the program, and their own research, is publicized in ways that will help enhance the field of geriatric nursing. Training efforts by the American Academy of Nursing and the John A. Hartford Foundation (through its media consultant) appear to have been successful in focusing Scholar attention on this important area.

Table 12. Media Contacts

| 2001 Pre-Doctoral Scholars |
|--|
| <ul style="list-style-type: none"> • Article about Hartford Scholar and/or Hartford Scholarship in a university publication (4) • Article about Hartford Scholar and/or Hartford Scholarship in a local/regional publication (6) • Article about Hartford Scholar and/or Hartford Scholarship in a special interest publication (2) |
| 2001 Post-Doctoral Scholars |
| <ul style="list-style-type: none"> • Article about Hartford Scholar and/or Hartford Scholarship in university publication (5) |
| 2002 Pre-Doctoral Scholars |
| <ul style="list-style-type: none"> • Article about Hartford Scholar and/or Hartford Scholarship in a university publication (5) • Article about Hartford Scholar and/or Hartford Scholarship in a local/regional publication (2) • Article about Hartford Scholar and/or Hartford Scholarship in a special interest publication (2) • Interview on a television station • Interview on a television station abroad • Radio interview |
| 2002 Post-Doctoral Scholars |
| <ul style="list-style-type: none"> • Article about Hartford Scholar and/or Hartford Scholarship in a university publication (2) • Article about Hartford Scholar and/or Hartford Scholarship in a local/regional publication (2) • Article about Hartford Scholar and/or Hartford Scholarship in a special interest publication (1) |

Note. From Scholar Evaluations, for the period of July 1, 2001-December 31, 2002 for 2001 cohort of Hartford Scholars; and for the period of July 1, 2002-December 31, 2002 for the 2002 cohort of Hartford Scholars. Numbers in parenthesis indicate the number of times this comment or a similar comment was noted in this section. Some responses have been edited to ensure the confidentiality of the respondents.

Table 13 shows the major research projects being conducted at this time by the Scholars. If provided by the Scholar, we also included a brief description of the research project. As a requirement of the program, each Scholar either has at least one active dissertation or independent research project. While the range of projects is great, the vast majority of the projects are focused on important clinical research issues that seek to improve nursing care of older adults. Many of the Scholars are involved in more than one active program of research.

All 10 of the 2001 Pre-Doctoral Scholars, all 7 of the 2001 Post-Doctoral Scholars, all 11 of the 2002 Pre-Doctoral Scholars, and 8 (of the 9) 2002 Post-Doctoral Scholars reported major research projects. A total of 74 different research projects were reported.⁵ Twenty-seven of the research projects involved the characterization, management, or care of specific medical conditions. Ten of these condition-specific research projects were related to dementia or cognitive impairment. Fourteen research projects

⁵ In two instances, two Scholars reported work on the same research project conducted in collaboration. These research projects were noted twice in Table 13.

studied the experience of the family and/or the family caregiver and 6 research projects explored the care of culturally-diverse populations.

Table 13. Major Research Projects

2001 Pre-Doctoral Scholars

- An Exploratory Study of Delirium in Older Home Hospice Patients with Advanced Cancer [aims to describe the nature and course of delirium, and to evaluate adverse effects of delirium on patients and their family caregivers]
- Care Receiver Satisfaction with Family Care [looks at family caregiving to frail elders in the home from the perspectives of the caregiver and from the satisfaction of the elders]
- Culturally Sensitive Models of Stroke Recovery and Caregiving after Discharge Home
- Culture Bias in Testing Expressive Ability in Dementia
- Decision Making Capacity in Older Adults with Mild to Moderate Dementia [looks at qualitative and quantitative analysis on thought processes of people with dementia]
- Differences in Medical Care of Diabetes Mellitus and Hypertension for Older Adults with and without Dementia [project being developed]
- Elder Transfer from Nursing Home to Emergency Department: The Experience of Key Decision Makers [identifies and captures the experiences of the persons most likely involved in the decision to transfer an elderly nursing home resident to the emergency department for an unplanned event]
- Emotional Responses and Vigilance among Caregivers of Cognitive Enhancer Therapy Recipients
- Ethnography of Dying in Long Term Care Facilities [aims to describe, from the elderly Chinese residents' perspective, the satisfaction and concerns about their care as residents of a long-term care facility]
- Evaluation of Delirium in Older Hospitalized Cancer Patients [examines delirium in a subset of hospitalized older cancer patients to compare characteristics and patterns of delirium in cancer patients and patients with non-cancer diagnoses]
- From Hospital to Home [case analysis of critical transitions for older adults with cancer and their family caregivers]
- Managing Malignant Wounds To Help Patients Achieve Control Of Odor, Exudates, Pain, And Purities
- Prospective Testing the Predictive Validity of a Discharge Planning Screen [attempts to identify variables available early in an adult patient's hospital stay that predict the need for specialized discharge planning hospital resources]
- The Effect of Family Involvement in Care Intervention on Cognitive and Functional Outcomes of Institutionalized Elders with Alzheimer's Disease and Related Dementias [analyzes an existing data base for relationships between the amount of family involvement with NH elders and specific functional, cognitive, and global outcomes]
- The Importance of Educational Topics as Perceived by Patients with Coronary Artery Disease in the Immediate Post-discharge Time Period [aims to identify what educational topics were perceived as important during the two weeks following discharge by patients hospitalized with a cardiac primary diagnosis]
- The Sensitivity of the RMBPC for Detecting Dyadic Responses to Anti-dementia Pharmacotherapy

2001 Post-Doctoral Scholars

- 30-Day Hospital Readmission Rates Among Medicare Beneficiaries Following Surgical Treatment for Colorectal Cancer [evaluates early hospital readmission and prior service use among older persons surgically treated for colorectal cancer]
- Characterizing Pain in Cognitively-Impaired Nursing Home Residents [pilot study to identify major etiologies and behavioral indicators of pain in this population]
- Dehydration in Nursing Homes: Identification of Risk Factors and Effective Interventions [aims to validate and augment/revise the Hydration Risk Appraisal checklist (HRAC), determine the effect of hydration interventions in helping NH residents at high-risk and low-risk for dehydration meet and maintain a fluid goal.]
- Disability and Rehabilitation Services in Older Adults Following Cardiac Events [examines the predictors of disability in hospitalized elders at 3 and 6 weeks post discharge]
- Ethnicity and Race as Predictors of Nursing and Long-Term Care Service Use
- Experiences of Family of Cognitively Normal and Demented People after Brain Autopsy: Emotional and Behavioral Reaction Survey Development
- Family Caregiver Role Strain and Ease in Making LST Decisions for Elderly Relatives [instrument testing]
- Improving Outcomes of Nursing Home Interactions [research on Elder-Speak]
- Interorganizational Relationships and Postsurgical Cancer Care [in outcomes research grant phase III]
- Low Intensity Exercise Intervention for Frail Elders [studies the effects of an exercise intervention on functional status of frail elders]

- Medical infrastructure in U. S. Nursing Homes [project being developed]
- Overall Experiences of Family of Cognitively Normal and Demented People after Brain Autopsy
- Predictors of Disability in Hospitalized Elders [secondary data analysis including path analyses and structural equation modeling techniques]
- Promoting Equal Access to Long-Term Care Service Utilization among Diverse Ethnic Groups in Hawaii
- Rehospitalization Among Elders Surgically Treated for Colorectal Cancer [describes discharge destinations, rehospitalization and mortality rates by discharge destination for older persons surgically treated for colorectal cancer using Medicare data]
- Staff Training in Assisted Living Residences Project (STAR)
- Symptom Management and Rehospitalization for Older Persons following Surgical Treatment for Colorectal Cancer [aims to identify primary diagnoses for 60-day hospital readmission among older adults following surgical treatment for colorectal cancer and to sort out those diagnoses for which hospitalization may be preventable by nursing care]
- The Relationship between Acculturation and Use of Community-Based Services in Elderly Japanese Men
- The Relationship of Problematic Vocalization and Salivary Cortisol
- The Roles of Nursing Care Staff interacting with Family Members in the Context of a Family Conference about End-of-Life Care
- The Use of Contract Licensed Nursing Staff in U. S. Nursing Homes [aims to determine what kinds of nursing home market situations foster the use of contract RNs and LPNs; and to relate use of contract nursing staff to various indicators of quality of care in nursing homes]
- Transitions at the End of Life: Family Satisfaction and Information Continuity [examines family members ratings of the quality of end of life care in the last two care settings and whether respondents believed that health care providers had "enough information about patient's medical history to provide the best possible care"]
- Validation of Ambulatory Care Sensitive Diagnoses for Nursing Home Residents [project being developed]

2002 Pre-Doctoral Scholars

- A Fall Prevention Program for High Risk Elderly Women
- A Medico-Legal Analysis of Bed-Related Fall Injuries Among Hospitalized Older Adults
- Aging in Place
- An Ethnography of Dying in the Nursing Home
- Clinical Decision Support (CDS) to Reduce Adverse Drug Events in Home Care [integrates and tests a CDS system in computer technology to facilitate medication accuracy and aversion of adverse reactions in 250 elderly patients during the transition from hospital to home]
- Competency Based Curriculum in Nursing Genetics: A Qualitative Analysis of National Genetics Standards of Practice, Guidelines, and Recommendations [content analysis of evidence based published documents to look at themes and recommendations for core genetic knowledge competencies specific to nurses at the undergraduate and graduate level]
- Culturally Sensitive Models of Stroke Recovery and Caregivers after Discharge Home
- Culture Bias Testing Expressive Ability in Dementia
- Decision Making Under Uncertainty in Men with Prostate Cancer
- Developmental Center for Evaluation and Research in Patient Safety in Long-Term Care [pilot test of menu-driven incident reporting tool]
- Diabetes Uncertainty Management Intervention for Older African-American Women [aims to develop an intervention which address the uncertainties concerning diabetes management, give information about resources, and improve patient-provider communication]
- Ethics Education in Long Term Care [develop evaluation methods for a private foundation's programs concerning the use of ethical models and principles in long term care]
- Family Disclosure of Cancer Risk [ethnographic study about how women at risk for breast cancer feel about prophylactic mastectomy as an option to reduce breast cancer risk if they were to have a positive BRCA genetic test]
- Feasibility and Validity of Measuring Physical Activity with a Pedometer in Community-Dwelling Older Women
- Geriatric Nursing Education Project: Enhancing Gerontological/Geriatric Nursing Education at the University
- Heart Failure Community Based Clinic
- Improving Nighttime Care of Frail Nursing Home Residents
- MEPS (Medical Economic Panel Survey) project [examines nursing visits and patient outcomes in ambulatory care using an existing large dataset from Agency for Healthcare Quality and Research (AHCQR)]
- Pain Assessment in Older Adults

- Personal Functional Goals for Older Adults in a 16-Week Walking Program
- Pre/post comparison design using volunteers to assist nursing home residents to improve hydration status as measured by serum osmolality and oral fluid intake
- Secondary Outcomes of Stroke [public health study]

2002 Post-Doctoral Scholars

- A Pilot Study of Factors Contributing to Perceived Enactment of Autonomy in Older Adults [serves as the basis for the current large-scale study]
- A Survey of Nursing Faculty and Student Needs and Attitudes Related to Gerontological Nursing [project being developed]
- A Triangulated Study of Relationships among Perceived Autonomy, Self-Care Resources, and Health in Community-Dwelling Older Adults
- Appropriateness of Pharmacological Therapy in Nursing Homes at End of Life [investigates the type and amount of medication prescribed and given to nursing home residents at the end of life]
- Distraction Intervention Grant [tests a distraction intervention aimed at reducing pain and anxiety in children experiencing painful procedures (such as IV insertions)]
- Evaluating the Effect of Structured Written Emotional Expression (SWEE) on Caregiver Burden Outcomes [pilot study to prepare all instruments, instructions, ads, posters, brochures, consent for Human Subjects for a larger program]
- Family Health after Predictive Testing for Huntington Disease [aims to determine concerns and needs of families at various points across the HD trajectory. Results will be used for instrument and intervention development]
- Genotype Phenotype Correlations in Alzheimer Disease [pilot study of a longitudinal, multi-site effort to study the contribution of genetic variations in candidates with Alzheimer Disease genes on phenotypic variability in persons with Alzheimer Disease]
- Making the Decision to Place a Family Member in a Special Care Unit
- Morning and Evening Care in Nursing Homes
- Prevalence of Pressure Ulcers Among Terminally Ill Nursing Home Residents [seeks to understand the dynamics of pressure ulcer development in nursing home residents]
- Re-Evaluation of the Assessment and Management of the Falling Older Adult Nursing Home Resident [research proposal submitted]
- Relationship Between Nurse Staffing Levels and MDS Reported Pain Assessments [utilizes the new MDS pain quality indicator to examine the relationship between staffing levels and patient assessments of pain in nursing home residents]
- The Effect of Supplemental Fluid on Tissue Oxygen and Perfusion: A Pilot Study [aims to determine whether provision of supplemental fluid results in an increase in subcutaneous oxygen (hydration status) and oxygen at the pressure ulcer site]
- Written Emotional Expression & Caregiver Burden Outcomes

Note. From Scholar Evaluations, for the period of July 1, 2001-December 31, 2002 for 2001 cohort of Hartford Scholars; and for the period of July 1, 2002-December 31, 2002 for the 2002 cohort of Hartford Scholars. Some responses have been edited to ensure the confidentiality of the respondents.

Table 14 shows the employment-related activities of the Scholars. For Pre-Doctoral Scholars these activities focus upon securing a Post-Doctoral Fellowship or a job; for Post-Doctoral Scholars these activities focus upon either securing a faculty job or continuing in an existing faculty position. Most such activities have been conducted by the 2001 Scholars, as it is too early in their tenure in the program to expect much activity in this area from 2002 Scholars.

Seven (of the 10) 2001 Pre-Doctoral Scholars, 5 (of the 7) 2001 Post-Doctoral Scholars, 7 (of the 11) 2002 Pre-Doctoral Scholars, and 4 (of the 9) 2002 Post-Doctoral Scholars reported participating in employment-related activities. There were 6 reports of securing positions or plans for continuing current positions after the tenure of the Hartford Scholarship, 6 reports of discussing positions with universities and institutions, and 17 reports of networking with deans, researchers, or faculty.

Table 14. Employment Activities

2001 Pre-Doctoral Scholars

- Accepted a position as Graduate Instructor in the School of Nursing
- Accepted a position as Nursing Research Specialist, Research Division, Department of Nursing
- Began negotiations with my present employer in order to continue research activities following completion of my PhD
- Continued employment as a Teaching Assistant
- Continued of Nursing Research Scholar position
- Frequently performed job searches on the web/nursing journals
- Networked with researchers (4)
- Spoke with the Dean/Chair of the School/Department of nursing (3)
- Updated Curriculum Vitae
- Worked as a geriatric nurse practitioner

2001 Post-Doctoral Scholars

- Assessed the job market in the region
- Continued of Assistant Professor position
- Discussed with Director of the Quality Scholars Program at a regional Medical Center about the possibilities of employment
- Discussed with the Dean of Academic Affairs about the possibilities for employment
- Dissemination of research
- Invited to submit Curriculum Vitae to a College of Nursing for an Adjunct position
- Networked with researchers (5)
- Worked on Curriculum Vitae
- Wrote a proposal for a pilot study

2002 Pre-Doctoral Scholars

- Discussed post-doctoral opportunities with faculty (2)
- Networked with faculty (3)
- Offered an interview (2)
- Updated Curriculum Vitae

2002 Post-Doctoral Scholars

- Continued of tenured track faculty position
- Networking activities at GSA, Boston, 2002

Note. From Scholar Evaluations, for the period of July 1, 2001-December 31, 2002 for 2001 cohort of Hartford Scholars; and for the period of July 1, 2002-December 31, 2002 for the 2002 cohort of Hartford Scholars. Numbers in parenthesis indicate the number of times this comment or a similar comment was noted in this section. Some responses have been edited to ensure the confidentiality of the respondents.

Table 15 shows activities related to nursing curriculum development and implementation undertaken by the Scholars. While curriculum development is not a major activity for the program, many of the Scholars are using their knowledge to aid in the development of training programs for others. Such multiplying of knowledge and skills through the training of others is, of course, a highly-desired long-term outcome of the program.

Five (of the 10) 2001 Pre-Doctoral Scholars, 3 (of the 7) 2001 Post-Doctoral Scholars, 4 (of the 11) 2002 Pre-Doctoral Scholars, and 4 (of the 9) 2002 Post-Doctoral Scholars reported being involved in nursing curriculum development or implementation activities. These activities include 8 reports of developing or teaching a geriatric nursing course, 7 reports of revising nursing curricula or programs, and 6 reports of increasing geriatric nursing content in individual courses.

Table 15. Nursing Curriculum Development or Implementation Activities

2001 Pre-Doctoral Scholars

- Consultant for a grant to increase geriatric content in senior baccalaureate nursing courses
- Consultant for the development of course content for a new gerontological nurse practitioner program at the School of Nursing
- Incorporated more geriatric specific content into nursing courses (3)
- Lecturer in a geriatric/gerontological nursing course (2)
- Member of Curriculum Committee, School of Nursing
- Revised the Nursing Assistant Curriculum Project (TNAC)
- Worked to enroll my institution as a Partner with the Hartford Institute in the program for Dissemination of Best Practices in Care for Older Adults
- Worked with nursing faculty at local college to evaluate gerontologic content in their individual courses

2001 Post-Doctoral Scholars

- Collaborated in the development of web-based case studies for the GNP program
- Curriculum revision for Graduate Community Health Program at the School of Nursing
- Developed a community site for clinical practicum for GNP students
- Developed a proposed curriculum for use on acute care settings where there are large numbers of elderly med-surg patients
- Participated in planning for the statewide educational program to be offered to nurses practicing in state-funded facilities as a part of my role with the Geriatric Education Center
- Researcher for the Geriatric Nursing Knowledge and Experiences in Long Term Care Facilities for Nursing Students project, funded by the Health Resources Services Association (HRSA)

2002 Pre-Doctoral Scholars

- Researcher for the Genetics Curriculum Project: Competency Based Curriculum in Nursing Genetics: A Qualitative Analysis of National Genetics Standards of Practice, Guidelines, and Recommendations
- Reviewed geriatric nursing course
- Participated in the "Living with Memory Loss" training program
- Participated in writing geriatric care competencies for hospital nurses
- Rural nursing continuing education website development

2002 Post-Doctoral Scholars

- Developed curricular materials with several other faculty
- Developed a Geriatric Nursing Course (3)
- Curricular Model for Post-Master's GNP Certificate
- Member of the ad hoc task force to evaluate undergraduate nursing curriculum for gerontology content of the Gerontology Interest Group (GIG) in the School of Nursing

Note. From Scholar Evaluations, for the period of July 1, 2001-December 31, 2002 for 2001 cohort of Hartford Scholars; and for the period of July 1, 2002-December 31, 2002 for the 2002 cohort of Hartford Scholars. Some responses have been edited to ensure the confidentiality of the respondents.

Table 16 shows a list of professional development activities in which the Scholars have participated. Professional development is a crucial component of the program. The volume of professional development activities that these scholars have been involved in is an indication of the Scholars' level of immersion into the field of geriatric/gerontological nursing.

All of the Scholars reported that they participated in professional development activities related to geriatric-gerontological nursing. A total of 183 professional development activities were reported. These activities include participation in 30 different conferences; attendance in 18 different courses, lectures, symposia, or workshops; and participation in 4 different research training programs.

Table 16. Participation in Professional Development Activities Related to Geriatric-Gerontological Nursing

2001 Pre-Doctoral Scholars

- Attended Oncology Nursing Society Congress, Washington, DC, April 2002
- Participant in the Illinois Geriatric Society, Meetings, Regional
- Participant of the University Listserv
- Participated in an industry sponsored educational program for health care professionals, Regional
- Participated in the 14th International Congress on Care of the Terminally Ill. Montreal, Canada, October 2002
- Participated in the 2nd International Symposium on Research Methods in Palliative Care. Montreal, Canada, October 2002
- Participated in the American Geriatrics Society Annual Scientific Meeting, Washington, D.C., May, 2002
- Participated in the American Society for Bioethics and Humanities Meeting, Baltimore, MD, October, 2002
- Participated in the Cancer in the Elderly: The 7th International Conference on Geriatric Oncology. Boston, MA, September 2002
- Participated in the Duke Institute on Care at the End of Life Distinguished Lectures and Research Seminars, Duke University, Durham, NC
- Participated in the Duke University Center for the Study of Aging and Human Development Distinguished Lecture Series, Duke University, Durham, NC, 2002
- Participated in the Duke University Medical Center Geriatric Grand Rounds, Duke University, Durham, NC, 2002
- Participated in the Eighth International Qualitative Health Research Conference, Banff, Calgary, Canada
- Participated in the Gerontological Society of America Annual Scientific Meeting, Chicago, IL, November 2001 (10)
- Participated in the Gerontological Society of America Annual Scientific Meeting, Boston, MA, November, 2002 (10)
- Participated in the gero-oncology research group
- Participated in the International Doctoral Student Symposium on Care of Older Adults, University of Ulster in Northern Ireland, June 2002
- Participated in the Iowa Evidence-Based Practice Conference, March 1-5, 2001
- Participated in the JAHF Building Academic Geriatric Nursing Leadership Conference, Chicago, IL, November 2001 (10)
- Participated in the JAHF Building Academic Geriatric Nursing Leadership Conference, Boston, MA, November, 2002 (10)
- Participated in the Midwest Nursing Research Conference
- Participated in the National Conference of Gerontological Nurse Practitioners 20th Annual Convention, San Francisco, CA, September, 2001
- Participated in the National Conference of Gerontological Nursing Practitioners 21st Annual Convention, Chicago, IL September 18-21, 2002
- Participated in the Southeast Nursing Research Society of America Conference, February 2002
- Participated in the State of the Science Conference, September, 2002
- Participated in the UNC Institute on Aging Interdisciplinary Certificate Seminar, University of North Carolina at Chapel Hill, 2002
- Participated in the UNC Program on Aging Weekly Lecture Series, University of North Carolina at Chapel Hill, 2002
- Participated in the University of Iowa School of Nursing Summer Scholars Research Program, Iowa City, IA, June, 2002
- Participated in the Western Institute of Nursing Conference, Palm Springs, CA (2)

2001 Post-Doctoral Scholars

- Attended a total of 4 SAS workshops on campus
- Attended Medical Expenditure Panel Survey (MEPS) workshop conducted by Jeff Rhoades and Nancy Krauss of Agency for Healthcare Research & Quality (AHRQ) & National Center for Health Statistics (NCHS), Hawaii, June 2002
- Attended the research methods course offered to the geriatric fellows at the Geriatric Educations Center

- Jayhawk Area Agency on Aging, Board of Directors, Fund raising in Topeka Kansas
- Participated in the Alzheimer Disease Center Research Day
- Participated in the Early Summer Institute on Healthy Aging for Faculty Development, Seattle, WA
- Participated in the Gerontological seminar, Case Western Reserve University, Spring, 2002
- Participated in the Gerontological Society of America Annual Scientific Meeting, Chicago, IL, November 2001 (7)
- Participated in the Gerontological Society of America Annual Scientific Meeting, Boston, MA, November, 2002 (7)
- Participated in the Hartford Grant Writing Workshop, University of Arkansas for Medical Sciences, June 24-26, 2002
- Participated in the JAHF Building Academic Geriatric Nursing Leadership Conference, Chicago, IL, November 2001 (7)
- Participated in the JAHF Building Academic Geriatric Nursing Leadership Conference, Boston, MA, November, 2002 (7)
- Participated in the National Cancer Institute Meeting, Washington, DC, April, 2002
- Participated in the National Institute on Aging, Summer Research Institute
- Participated in the National Institutes of Nursing Research, Research Career, Washington, DC, July 16-19, 2002
- Participated in the Program in Palliative Care Education and Practice Fall Session, Harvard Medical School, Cambridge, MA, November 2002
- Participated in the Sigma Theta Tau International Research Congress, Brisbane, Australia, July, 2002
- Participated in the State of Science Conference, Washington, DC, September 26-29, 2002
- Participated in the SUPERIDEAR Conference, June 6-8, 2002
- Participated in the university's GNP Listserv
- Participated in the Western Institute of Nursing Conference, Palm Springs, CA (2)
- Spent a total of 5 weeks at University of California at San Francisco, during 4 visits, with Charlene Harrington and other experts in gerontology, San Francisco, CA, February-April, 2002
- The Center Scientist for Falls area at the University, School of Nursing
- The Center Scientist, Center for Nursing Quality at the University, School of Nursing
- Took a Leadership Development Course, Summer, 2002
- Took an advanced statistics course that examined regression analysis, path analysis and structural equation modeling
- Worked towards receiving my Certificate in Gerontology from the Center on Aging and Health at my university

2002 Pre-Doctoral Scholars

- Became a member of the Center for Nursing Research on Elders
- Joined Gerontological Society of America's Cancer Research special interest group
- Joined the Gerontological Society of America's Qualitative Research special interest group
- Participant in a research colloquia
- Participant in a seminar on how to manage a funded study. Part of the Nursing Research Conference at the Miami VA
- Participant in regularly scheduled Geroscholar Meetings
- Participated in an intensive training session of the Area Geriatric Education Center
- Participated in the Gerontological Society of America Annual Scientific Meeting, Boston, MA, November, 2002 (11)
- Participated in the International Society of Nurses in Cancer Care Conference, London, England, September, 2002
- Participated in the International Society of Nurses in Genetics, Baltimore, MD, October, 2002
- Participated in the JAHF Building Academic Geriatric Nursing Leadership Conference, Boston, MA, November, 2002 (11)
- Participated in the National Gerontological Nursing Association Conference
- Participated in three listservs focused on end-of-life (EndeVar), oncology nursing (ONF), and food digest (AFS)
- Participated in the Lesbian Elders Health Conference, San Francisco, CA, June, 2002

2002 Post-Doctoral Scholars

- Attended and presented at the University of Iowa's K30 Clinical Research Curriculum Award entitled the Graduate Training Program in Clinical Investigation
- Attended the University of Iowa College of Nursing Annual Long Term Care Conference, September, 2002
- Began courses relative to geriatric nursing: advanced physiology, advanced pharmacology, Health Policy for Long Term Care

- Enrolled as student-at-large in the graduate certificate program in gerontology at Northern Illinois University
- Participated in the American Academy of Nursing Annual Meeting
- Participated in the American Heart Association Scientific Sessions
- Participant in the Gero-scholars seminars (Pre and Post-Doctoral)
- Participant of the University of California at San Francisco Wound Lab Meetings
- Participated in the Duke University Center on Aging Post-Doctoral Scholars Research Training Program
- Participated in the Duke University Longitudinal Research Seminars
- Participated in the Geriatric Ground Rounds
- Participated in the Gerontological Society of America Annual Scientific Meeting, Boston, MA, November, 2002 (9)
- Participated in the JAHF Building Academic Geriatric Nursing Leadership Conference, Boston, MA, November, 2002 (9)
- Participated in the National Gerontological Nurses Association conference
- Participated in the observation of clinical practice of gerontological specialists
- Participated in the University of California at San Francisco Symposium on End of Life Care
- Participant in the Hartford Scholars seminars at the University
- Subscribed to University of Iowa Center for Aging listserv and to gero-nurse listserv
- Took two graduate courses in gerontological nursing and a half-day incontinence workshop
- Visited University of Iowa campus two times to network with colleagues external to Northern Illinois University and to learn about gerontology initiatives and grant writing

Note. From Scholar Evaluations, for the period of July 1, 2001-December 31, 2002 for 2001 cohort of Hartford Scholars; and for the period of July 1, 2002-December 31, 2002 for the 2002 cohort of Hartford Scholars. Numbers in parenthesis indicate the number of times this comment or a similar comment was noted in this section. Some responses have been edited to ensure the confidentiality of the respondents.

Table 17 shows activities in which the Scholars participated to develop their research skills. Research skill development is an important part of the program and most of the Scholars are heavily involved in very specific activities in this area designed to enhance the research programs that they produce.

Eight (of the 10) 2001 Pre-Doctoral Scholars, all 7 of the 2001 Post-Doctoral Scholars, 10 (of the 11) 2002 Pre-Doctoral Scholars, and 8 (of the 9) 2002 Post-Doctoral Scholars reported being involved in research development activities. A total of 108 research development activities were reported. This includes 26 reports of involvement in research activities, 8 reports of attending grant-writing workshops, and 34 reports of participation in nursing research or research methods courses/trainings. Approximately one-third (11) of the reported courses or trainings focused on developing statistical analysis skills.

Table 17. Research Skill Development Activities

2001 Pre-Doctoral Scholars

- Attendance at a grant-writing Workshop
- Attendance at an National Institutes of Health (NIH) Grant Writing Workshop
- Attendance at University School of Nursing Summer Scholars Research Seminar
- Attended a presentation by mentor on "How to manage a funded study"
- Attended team meetings for my advisor's R01 proposal development
- Attended the Qualitative Nursing Research Conference
- Collaboration with PIs and consultants
- Conducted semi-structured interviews with family caregivers
- Course work (2)
- Development of collaborations with professors Internationally
- Development of collaborative relationships
- NRSA proposal
- Participation in Family and Community Eldercare Services Project (FACES)
- Participation in funded research "Culturally Sensitive Models of Stroke Recovery and Caregiving after Discharge Home"

- Participation in funded research "Culture Bias in Testing Expressive Ability in Dementia"
- Statistical skill development by conducting secondary data analysis of data
- Took a course in Applied Regression Analysis and Statistical Methods
- Took a course in Chronic Illness Research Emphasis Seminar
- Took a course in Nursing Research course
- Took a course in qualitative research course at the University
- Took a course to learn to analyze organizing systems by which knowledge has historically been structured and codified
- Took a DNSc clinical practicum
- Took a Research Administration Practicum
- Took a Research Practicum: Pilot Study Design
- Training in the non-invasive measurement of biobehavioral responses in the Biobehavioral Laboratory
- Worked as a research assistant (5)
- Worked with the Principal Investigators of the Family Care Study in instrument revision and development of an interview coding plan.

2001 Post-Doctoral Scholars

- Attended Grant Writing, National Institutes of Nursing Research, Research Career, July 16-19, 2002, Washington, DC.
- Attended Hartford Scholars Research Seminars at Penn twice per month
- Attended Survival Analysis course
- Attended weekly didactic meetings of the Center for Gerontology and Health Care Research (CGHCR) at Brown University
- Became involved in several grant writing projects with various faculty researchers in my center
- Beginning SAS programming and data management skills.
- Collaboration and interaction with senior researchers
- Collaboration with Vital Statistics CEO Dr. Gwen Uman
- Data Analysis Working Group with other doctoral students
- Had several meetings with PI on an aging study (the data that I am using) who had agreed to act as a mentor to me during this fellowship
- Interaction with statisticians
- Invited to participate in an R25 Transdisciplinary Cancer Control Training Grant
- University of Kansas Medical Center Research Forum
- Meet with a researcher doing pilot work with similar population
- National Institute on Aging (NIA) Summer Research Institute
- Participated in a day long teleconference sponsored by the National Council of University Research Administrators (NCURA) entitled, "Compliance Issues for Clinical Trials"
- Participated in the pre-conference entitled "Methodological Challenges with Research Addressing Health Disparities" at the Western Institute's Annual Research Conference in Palm Springs, CA 4/17-19.
- Participated in grant writing of proposal in collaboration with a Principal Investigator
- Research practicum
- SON Scholarship Forum
- Took a course in "Advanced Statistics"
- Took a course in Qualitative Methods, experience is provided in problem formulation and development of the qualitative research proposal.
- Took a course in Research Methodology
- Took a course in research methods and statistics

2002 Pre-Doctoral Scholars

- Attended advisory board meeting for National Institutes of Health (NIH) funded falls research project
- Attended two day University Grant Writing Seminar
- Clearer understanding of Method portion of the proposal

- Concept development
- Course on Regression Analysis
- Data Analysis (2)
- Developed a focused ethnographic proposal as a class project
- I was still working as a research nurse clinician for an NIH funded falls research project
- Improving literature search skill level
- Member of Aging in Place Research Team
- Project management, data collection, data cleaning
- Research collaboration with a private foundation, a consulting firm, and an HCGNE faculty to develop a letter of intent in response to an RFP from an Institute
- Took a course in Forum in Advanced Qualitative Research
- Took a course in Intermediate Statistics
- Took a course in Issues in Research Related to the Nursing Care of Older People
- Took a course in Measurement of Nursing Phenomena
- Took a course in Qualitative methodology
- Took a course in Research in Nursing
- Took a course in Research Theory
- Training session on mentor's study: Culture Bias Testing Expressive Ability in Dementia
- Summarizing theme data in qualitative research
- Qualitative research overview
- Quantitative research overview
- Research Seminar Participation and presentation

2002 Post-Doctoral

- Applied to attend grantsmanship workshops
- Collaboration with Mentor
- Continued establishment of independent molecular genetics laboratory/ molecular genetics skill development
- Develop collaborative relationships with experts in the field of ADRD caregiver intervention research
- Develop expertise in implementing Pennebaker's Structured Written Emotional Expression intervention within a research context
- Established and coordinate a Genetics and Nursing Research Journal Club
- Gerontology Fellows "Works in Progress" Seminar
- Get funded and initiate an expanded pilot grant
- Hands-on training in data analysis software
- Increase knowledge of outcomes research methods
- Integrative literature review
- Involvement with Research Team
- Measurement issues with geriatric populations
- Primary Data Collection activities for a funded grant
- Professional and Academic Success Skill Series: "Successful Grant Writing"
- Regular attendance at University College of Nursing Research Colloquia
- Research Skills Training Course Schools
- Summer grant writing workshop at the University of Iowa
- Took a course in Logistic Regression Analysis Using SAS, University, Dept. of Sociology
- Took a course in structural equation modeling course
- Training in the protection of human subjects at the University of Illinois and at DePaul University

Note. From Scholar Evaluations, for the period of July 1, 2001-December 31, 2002 for 2001 cohort of Hartford Scholars; and for the period of July 1, 2002-December 31, 2002 for the 2002 cohort of Hartford Scholars.

Table 18 shows activities designed to influence policies in the care of elders in which the Scholars participated. In general, most of the Scholars are not yet engaging in such activities which would more naturally be expected later, rather than near the beginning of professional careers.

None (of the 10) 2001 Pre-Doctoral Scholars, 2 (of the 7) 2001 Post-Doctoral Scholars, 2 (of the 11) 2002 Pre-Doctoral Scholars, and 1 (of the 9) 2002 Post-Doctoral Scholars reported being involved in activities to influence policies for services to the elderly. A total of 6 activities were reported.

Table 18. Influence on Policy for Services to the Elderly

| 2001 Pre-Doctoral Scholars |
|--|
| <ul style="list-style-type: none"> • None reported |
| 2001 Post-Doctoral Scholars |
| <ul style="list-style-type: none"> • Became an Executive Board Member of my School of Nursing's Center for Vulnerable Populations Research Center. • Contacted my state Senator • Introduced myself to Governor-Elect of my state during fall campaign. |
| 2002 Pre-Doctoral Scholars |
| <ul style="list-style-type: none"> • Formation of interdisciplinary committee to explore aging trends in 12 northernmost counties (mostly rural) of California • Involvement with CARIE (Center for Advocacy and Rights of Independent Elders) program in my city, specifically as it relates to their ethics education program series to administrators of long-term care facilities. |
| 2002 Post-Doctoral Scholars |
| <ul style="list-style-type: none"> • Developed a research proposal that is targeted to improve the falls assessment of older nursing home residents in my state. |

Note. From Scholar Evaluations for the period of July 1, 2001-December 31, 2002 for 2001 Hartford Scholars and July 1, 2002-December 31, 2002 for 2002 Hartford Scholars. Some responses have been edited to ensure the confidentiality of the respondents.

Table 19 lists activities conducted by the Scholars in support of developing models for geriatric care. While not discussed by the current Scholars as such, it is possible that a number of the dissertations or Post-Doctoral research projects may later be applied to the development of models of care or will be interpreted by others as important contributions to models of care.

Three (of the 10) 2001 Pre-Doctoral Scholars, 1 (of the 7) 2001 Post-Doctoral Scholars, 5 (of the 11) 2002 Pre-Doctoral Scholars, and 4 (of the 9) 2002 Post-Doctoral Scholars reported being involved in the development of models of geriatric-gerontological care. A total of 13 activities were reported in this area.

Table 19. Development of Models for Geriatric-Gerontological Care

| 2001 Pre-Doctoral Scholars |
|--|
| <ul style="list-style-type: none"> • Developed a Model of Best Practices for Nursing Assistants • Development of a screen to identify, early in the hospital stay, adult patients who will benefit from non-routine discharge planning hospital resources • Developed the theory of "Taking Care of Self with the Help of God" • Improvement of the quality of care for dementia residents by working as research associate at an innovative dementia care improvement program |

2001 Post-Doctoral Scholars

- Updated Hydration Management Protocol - an evidenced-based peer reviewed practice protocol about oral hydration

2002 Pre-Doctoral Scholars

- Development of a disease management model for elderly with heart failure
- Developed a Pain Management Protocol
- Developed the "Living with Memory Loss" program - a model of screening, assessing and recommending home care strategies to caregivers of persons with dementia
- Promote rural regional and urban academic collaboration for education linkages to rural nursing staff (RN'S, LVN's, NP's, CNA's) to improve delivery of care to aged in long term care residences and day programs (includes hospice)

2002 Post-Doctoral Scholars

- Consultation with local hospital system in developing Acute Care for Elderly Unit
- Development of a mid-range theory on Acculturation and Health
- Developed a research proposal for a falls assessment tool that will describe falls, interventions and outcomes
- Revision of an evidence based protocol: Alzheimer Disease and Related Disorders

Note. From Scholar Evaluations for the period of July 1, 2001-December 31, 2002 for 2001 Hartford Scholars and July 1, 2002-December 31, 2002 for 2002 Hartford Scholars. Some responses have been edited to ensure the confidentiality of the respondents.

Table 20 lists strategies developed by the Scholars to help address issues of diversity among members of the geriatric nursing profession and the diversity of the patient population. Most of the activities are relatively low-intensity ones, although it is clear that many Scholars are well aware of the need for such activities and are doing their best to implement ways to improve how the field of geriatric nursing deals with diversity.

Three (of the 10) 2001 Pre-Doctoral Scholars, 1 (of the 7) 2001 Post-Doctoral Scholars, 4 (of the 11) 2002 Pre-Doctoral Scholars, and 2 (of the 9) 2002 Post-Doctoral Scholars reported being involved in strategies for dealing with increased diversity. Ten total activities were reported. Eight of the activities involve issues related to recruitment and funding of minority students, 3 involve strategies for dealing with diverse patient populations, and 1 involves recruitment of faculty with a focus on diversity.

Table 20. Strategies for Dealing with Increasing Diversity among Student, Professional and/or Patient Populations

2001 Pre-Doctoral Scholars

- Mentored two nursing doctoral students in applying for Hartford funding
- Participated in the recruitment of a diverse student population by speaking about my own experiences as a minority student, nurse, and Hartford Scholar
- Presented at the Doctoral Forum at the School of Nursing to discussed funding opportunities for minority students in the doctoral program
- Presented at the regional Geriatric Education Center of Cultural Aspects of Aging and discussed cultural aspects of aging and patient populations
- Spoke to high school students about nursing as a career as part of the "Kids into Health Careers Program" which targets African American students in the area
- Talked with faculty members regarding funding opportunities for African Americans and other minority students

2001 Post-Doctoral Scholars

- Participated in a research group that identified race-ethnicity differences in end-of-life care as a research priority

2002 Pre-Doctoral Scholars

- Had the opportunity to interact with several minority students at all levels (BSN, MSN, PhD)
- Was a minority Recruiter
- Mentor African-American RN in American Gerontological Association New Ventures in Leadership participant
- Promote different language on research questionnaires under the "married/single/divorced" category to be inclusive of gay and lesbian relationships as well as those other committed relationships falling outside the dominant theme

2002 Post-Doctoral Scholars

- Member of the search committee at my university for faculty with a focus on diversity

Note. From Scholar Evaluations for the period of July 1, 2001-December 31, 2002 for 2001 Hartford Scholars and July 1, 2002-December 31, 2002 for 2002 Hartford Scholars. Some responses have been edited to ensure the confidentiality of the respondents.

Table 21 shows activities that the Scholars have participated in to increase geriatric service capacity and quality. Most of the activities at this point are relatively low-intensity ones. It seems quite likely that in the future many Scholar research programs will be re-interpreted in terms of the impact that the research has had upon increasing service capacity.

Four (of the 10) 2001 Pre-Doctoral Scholars, 4 (of the 7) 2001 Post-Doctoral Scholars, 4 (of the 11) 2002 Pre-Doctoral Scholars, and 3 (of the 9) 2002 Post-Doctoral Scholars reported being involved in activities to improve capacity for, or quality of, elderly patient care. A total of 18 activities were reported. Five of these activities involve staff training, 4 involve working with care at given at hospital, 3 involve care in long term care facilities, and 5 involve models of care or best practices.

Table 21. Improvement of Capacity for, or Quality of, Elderly Patient Care

2001 Pre-Doctoral Scholars

- Established a referral mechanism for clinicians at the University Memory Disorders Clinic to involve patients and caregivers in a respite program
- Raised awareness about ethical issues unique to frail elders in the psychiatric emergency settings
- Started a Geriatric Interest Group at the University in conjunction with a local hospital
- Working with area hospital to implement Nursing Improving Care for Health System Elders (NICHE) program, a project of the Hartford Institute at New York University (2)

2001 Post-Doctoral Scholars

- Co-facilitator on a Change Team at a regional medical center to improve Diabetes Care Management
- Communication Training for Nursing Home Staff
- Geriatric Nursing Knowledge and Experiences in Long Term Care Facilities for Nursing Students." Health Resources Services Association (HRSA), July 1, 2003 - June 31, 2004, \$25,000 (Grant Submission)
- Participating in the Metro Health Quality Scholars program to gain knowledge about how to lead in making changes, models for teaching quality improvement, negotiation of change, collaborations, and clinical microsystems
- Working with a research group on the Staff Training in Assisted Living Residences Project (STAR)
- Working with the Sara Cole Hirsh Institute for Best Nursing Practices Based on Evidence

2002 Pre-Doctoral Scholars

- Assisting in the development/education of staff and implementation of the Living with Memory Loss program for those at home with dementia or suspected dementia
- Development of a nursing case management model for community dwelling older adults
- Heart Failure Clinical Pathway Implementation
- Working in a Home Health Agency that only serves adults age 60 and older
- Oversee the implementation of licensing survey correction plan improvements in the care of rural elderly at Rural Elders, Inc Adult Day Health Care Program

2002 Post-Doctoral Scholars

- Assessed need for services of elderly population served by regional Community Health Center
- Consultant to identify care issues
- Consultation for local hospital system to develop Acute Care for Elderly Unit

Note. From Scholar Evaluations, for the period of July 1, 2001-December 31, 2002 for 2001 cohort of Hartford Scholars; and for the period of July 1, 2002-December 31, 2002 for the 2002 cohort of Hartford Scholars. Numbers in parenthesis indicate the number of times this comment or a similar comment was noted in this section. Some responses have been edited to ensure the confidentiality of the respondents.

Table 22 shows the Scholars' collaborations with other Hartford Projects. Many of the Scholars are linked with many different components of the Initiative. While those Scholars who study at schools with Centers of Geriatric Nursing Excellence obviously have the most opportunities for such linkages, all of the Scholars are afforded this opportunity through the annual Leadership Conference and other methods of communication with the Initiative as designed and maintained by the American Academy of Nursing.

Six (of the 10) 2001 Pre-Doctoral Scholars, all 7 of the 2001 Post-Doctoral Scholars, 6 (of the 11) 2002 Pre-Doctoral Scholars, and 5 (of the 9) 2002 Post-Doctoral Scholars reported being involved collaborations with other scholars. There were 12 reports of collaborations around preparing a presentation for a national conference, 4 reports of involvement in other John A. Hartford Foundation Geriatric Nursing Initiative Programs such as the work with the JAHF Geriatric Nursing Education Project, 9 reports of collaborative work or interactions with HCGNEs, and 10 reports networking with other Scholars.

Table 22. Collaboration with Other JAHF-Sponsored Students and/or Projects

2001 Pre-Doctoral Scholars

- Involved in Internet discussions with other Hartford Scholars
- Meet with Hartford Scholars at national conferences
- Met with JAHF University of California at San Francisco HCGNE Director, Dr. Kayser-Jones
- Participate in the Geriatric Interdisciplinary Team Training Program, a program of the Hartford Institute at New York University
- Presented with 2 Scholars at Oncology Nursing Society Research Conference
- Served as course content development consultant for new gerontological nurse practitioner program funded by The John A Hartford Foundation
- Worked with 2 other Hartford Scholars on a proposal for a symposium on symptom management in geriatric oncology submitted for a presentation at the 7th National Cancer Nursing Research Conference in San Diego, CA, in February 2003 (2)

2001 Post-Doctoral Scholars

- Attended research meetings at HCGNE
- Bourbonniere, M., Dolansky, M., Hansen, L., Menten, J., Pierson, C., Williams, K., & Woods, D., "Improving nursing care for a diverse aging society: Hartford Building Academic Geriatric Nursing Post-Doctoral Scholars Program," Gerontological Society of America 55th Annual Scientific Meeting, Boston, MA, November 25, 2002. (7)
- Gerontological Society of America Annual Conference Symposium, November, 2001, Chicago, IL.
- Networking meeting with other JAHF postdoctoral Scholars in San Francisco in Feb 2002 (4)
- Panel presentation at American Nurses Association meeting in Philadelphia, PA, July 2, 2002
- Planning another informal networking meeting in March 2003 to plan another symposium for GSA (2)
- Working with John A. Hartford Best Practices Scholars

2002 Pre-Doctoral Scholars

- Attended JAHF Building Academic Geriatric Nursing Capacity Leadership Conference in Boston
- Collaboration with the AACN coordinated Advanced Practice Nursing Program in teaching an ongoing course on sexuality post-prostatectomy.
- Connection with HCGNE on two different research projects
- Networked with other Hartford Scholars (3)
- Visiting Hartford Scholar from NYU

2002 Post-Doctoral Scholars

- All of the 2002 Post-Doctoral Scholars went out to dinner, exchanged business cards and email addresses, and discussed their research projects.
- Attended JAHF Building Academic Geriatric Nursing Capacity Leadership Conference
- Involved in the JAHF Geriatric Nursing Education Project: Enhancing Gerontological/Geriatric Nursing Education for Graduate Nursing Education for Graduate Nursing Programs grant
- Involved in the JAHF Geriatric Nursing Education Project: Enhancing Gerontological/Geriatric Nursing Education for Undergraduate Baccalaureate Nursing Education for Undergraduate Baccalaureate Nursing Programs grant
- Member of the planning committee for National Conference on Gerontology in Baccalaureate Curriculum with HCGNE in Arkansas
- Visited University of Iowa JAHF-HCGNE twice during this period of time

Note. From Scholar Evaluations, for the period of July 1, 2001-December 31, 2002 for 2001 cohort of Hartford Scholars; and for the period of July 1, 2002-December 31, 2002 for the 2002 cohort of Hartford Scholars. Numbers in parenthesis indicate the number of times this comment or a similar comment was noted in this section. Some responses have been edited to ensure the confidentiality of the respondents.

Table 23 shows other activities of the Scholars. Five (of the 10) 2001 Pre-Doctoral Scholars, 5 (of the 7) 2001 Post-Doctoral Scholars, 2 (of the 11) 2002 Pre-Doctoral Scholars, and 2 (of the 9) 2002 Post-Doctoral Scholars reported involvement in other activities. A total of 17 activities were reported. The activities cover a broad range and show the many different types of inquiry and service that are possible within the program.

Table 23. Other Activities

2001 Pre-Doctoral Scholars

- Active member of the School of Nursing Center of Nursing Research on Elders, American Association for Continuity of Care, Midwest Nursing Research Society
- Began working with an editor in order to improve my skills as a writer
- Developing a geriatric-focused continuing education piece for nurse practitioners
- Mentoring another doctoral student through the Hartford Scholars application process

2001 Post-Doctoral Scholars

- Attended the Institute for Health Care Improvement Conference December, 2002
- Mentored other doctoral students in applying for scholarships (including to the JAHF)
- Mentoring my FNP Research Assistant
- Participate in panels that talk about life after one has achieved a PhD
- Participated in the City-Wide Quality improvement meetings
- Participated in the Veterans Administration Quality Scholars National Two-way Interactive Video Conferences bi-monthly
- Worked with external reviewer of the Center for Gerontology & Health Care Research

2002 Pre-Doctoral Scholars

- Gerontological Society of America Cancer Research Special Interest Group, Member
- Gerontological Society of America Qualitative Research Special Interest Group, Member

2002 Post-Doctoral Scholars

- Participated in the Professional and Academic Success Skills Series: Getting the most out of your post-doc.
- Steering Committee Patient Safety (Sprague Foundation)
- Took additional coursework in Gerontological Nursing
- Took additional coursework in health policy

Note. From Scholar Evaluations, for the period of July 1, 2001-December 31, 2002 for 2001 cohort of Hartford Scholars; and for the period of July 1, 2002-December 31, 2002 for the 2002 cohort of Hartford Scholars. Some responses have been edited to ensure the confidentiality of the respondents.

Table 24 shows obstacles reported by the Scholars. While a small number of the Scholars do report some obstacles to implementing their programs, in general the obstacles report are not systemic or related to either the design of management of the program. The vast majority of obstacles reported are either endemic to the academic institutions at which the Scholars reside (e.g., slow Institutional Review Boards, scheduled courses not being offered, problems in scheduling committee meetings) or are a function of changing environmental factors (e.g., organizations who committed to providing research participants suddenly declining to do so). In a very few cases, obstacles can be attributed to less than perfect working relationships between individuals. We do not view the obstacles reported – in total – as particularly problematic and in fact we believe that these have been minimized by the senior professionals managing this program. Most of the obstacles reported derive more from having individuals who are very oriented toward their careers (and harsh in their self-assessments) than from unusual or large problems.

Nine (of the 10) 2001 Pre-Doctoral Scholars, all 7 of the 2001 Post-Doctoral Scholars, 5 (of the 11) 2002 Pre-Doctoral Scholars, and 7 (of the 9) 2002 Post-Doctoral Scholars reported encountering some obstacles. A total of 41 obstacles were reported. Twelve of these obstacles are related to problems in gaining access to a sufficient number of study subjects or sites. Eight obstacles involve difficulties in developing or finalizing a research question or project. There were 5 reported obstacles due to data-analysis issues and 4 due to IRB issues.

Table 24. Obstacles Encountered

2001 Pre-Doctoral Scholars

- Changed focus and mentor in first year of the doctoral program
- Difficulty in transferring credits for courses
- Difficulty with development and initiation of pilot study
- Formulating a research project (3)

- Lost a nursing home study site after the previous administrator resigned
- Lower numbers of caregivers than expected available for interviews.
- Member of comprehensive examination committee (separate from my dissertation committee) experienced the sudden death of her spouse
- Realization that initial research efforts would be qualitative rather than quantitative (as originally planned) during pilot studies
- Taking courses within proposed timeline: Course was not offered as anticipated (3)
- The University "lost" approved IRB application, protocol, and consent/assent forms

2001 Post-Doctoral Scholars

- Administrative turnover in nursing home research sites necessitating renegotiating
- Assistance with data analysis remains an issue as does access to SPSS
- Change in culture due to geographic move
- Delays in research due to IRB requirements (2)
- Difficulty with putting all the pieces of the final data analysis together
- Early discharge of MI patients and intervention patients
- Intensive time required for data collection
- JAHF Project has increased in size and the work required to get it completed has grown
- Lack of SAS programming and large data set management skills
- Lack some understanding of the levels of infrastructure and support necessary on part of College of Nursing's style of communication frequently an obstacle (does not apply to mentor)
- Low numbers of participants for research study (4)
- New Health Insurance Portability and Accountability Act (HIPAA) guidelines: Hospital would not provide lists of names of patients
- Obtaining physician approval before IRB approval necessitated meetings with 8 physicians at 3 institutions
- Research assistant issues (2)
- Traveling has been unexpectedly difficult since the events of 09/11/01
- Unable to complete original research plan
- Unfamiliar with health services and policy research methods
- Unfamiliar with software and data

2002 Pre-Doctoral Scholars

- Difficulty formulating a research question (2)
- Difficulty gaining access to the for-profit nursing home environment for research
- Dissertation subject changed from a secondary analysis of an existing dataset to a prospective intervention project within a federally-funded (AHRQ) project
- Establishing a relationship with potential study site
- Unable to take the Bioethics certification course at preferred institution due to a conflict in schedules

2002 Post-Doctoral Scholars

- Employment demands and research career motivation conflict (2)
- Funding for the study
- Grant resource utilization (establishing research team; expending and managing funds from multiple funding sources)
- Keeping to research timetable
- Personal habits related to time management and self diagnosis of strengths and weaknesses

- Postponed writing partially-developed manuscripts due to level of involvement in doing the activities outlined in my Hartford proposal
- Project start-up time (IRB approval process and recruitment start-up) longer than anticipated
- Recruiting participants for research study

Note. From Scholar Evaluations, for the period of July 1, 2001-December 31, 2002 for 2001 cohort of Hartford Scholars; and for the period of July 1, 2002-December 31, 2002 for the 2002 cohort of Hartford Scholars. Numbers in parenthesis indicate the number of times this comment or a similar comment was noted in this section. Some responses have been edited to ensure the confidentiality of the respondents.

Interviews with the 2001 Scholars. As noted earlier, the 17 2001 Scholars were interviewed on the telephone in the Fall of 2002 on the activities during their first year in the program. Table 25 summarizes major statements from the Scholars about the importance of the program and their experience as John A. Hartford Foundation Geriatric Nursing Scholars.

Table 25. 2001 Pre- and Post-Doctoral Comments about the Impact of the Hartford Scholarship

Pre-Doctoral Scholars

- The Hartford Scholarship has provided me with more time to concentrate on my studies and do a lot of the background work that my school mates are unable to do, like work on a NRSA. The fellowship has put me ahead because I have had the time to do the background work; I already had ideas and questions.
- With the Hartford experience, I see what needs to change. Before, I felt powerless with regards to changing policy for health care of elders. Now, working with mentors, I see how I can change policy.
- As a JAHF Scholar, I just do my “stuff” because I know someone had faith in me and gave me lots of money—so I better have something to show for it.
- When interacting with people from other institutions, I don’t have to prove myself. The conversation moves to another level, and there are no preliminaries. You are already an expert.
- People are more receptive. People gravitate towards me. The temperature in the room goes up.
- If I didn’t have the Hartford Scholarship, I wouldn’t have an opportunity to impact so many people. It allows me to show that nursing isn’t just what you see on TV.
- The Leadership Conference has been the best professional experience I have had. It was such an inspiration. I wish more people had this opportunity.
- When [Hartford Scholars] visit other Universities you get identified as “the next generation.”
- Patty Franklin and Claire Fagin [of the AAN Coordinating Center] are great people to talk to and they are encouraging. Whenever I have any questions, I always get responses back immediately.
- [Hartford Scholars] have this “something” indicating that someone is willing to invest in you. It gives you confidence.
- We are in a period of transition [into having younger nurse scholars]. The fact that Hartford is encouraging that is important.
- Just the ability to go to conferences is something that my classmates don’t have.
- The fellowship buys my time; it gave me the opportunity to develop my work and this has led to further external funding.
- If I feel that I am not well prepared at [her school], I feel that I can reach out to the mentors in Hartford.
- I believe that the fellowship was quite generous—more generous than I needed. I wish I could use the funding over three years, not just two. Instead of saving the money, I spent it on other things such as conferences that I otherwise would not have attended.
- I was one of the few gero people at the University and I was low on the totem pole. Now I get introduced as “one of ten people in the nation.”
- The Hartford Scholarship is an eye opener for the faculty. It shows them that there is an interest in geriatric nursing.
- The Hartford Scholarship put the foot to my butt.

Post-Doctoral Scholars

- I love my freedom to do things when it is on my schedule and I think that I can do more. I have done more than any other Post-Doc already.
- When I say I am a Hartford Scholar, people say “wow, you are one of those.”
- The Hartford name is known in other disciplines, mentioning that raises eyebrows—respect I guess.
- Even though I am employed, I have been offered positions at other universities—even an endowed chair

- Not only the financial support, but the Leadership meeting and the introduction to the professional network, have been invaluable.
- I've had my PhD for a while. It was almost like when I got it [the Hartford Scholarship], I became an expert. I was sprinkled with competency dust.
- You are fairly limited in graduate work [in her state]. Hartford funds have made it possible to seek education in other places.
- This fellowship has helped to make linkages to stretch out of isolation.

Note. From Telephone interviews conducted November through December 2002. Some responses have been edited to ensure the confidentiality of the respondents.

Reactions of the 2001 Scholars to the 2001 Leadership Conference. An integral part of the Scholars Program is the participation of the Scholars, their Mentors, and affiliated faculty and staff from the Centers of Geriatric Nursing Excellence and their staff in an annual, multi-day Leadership Conference designed to develop leadership skills among the Scholars and share the perspectives of senior, geriatric nursing leaders.

At each Leadership Conference, Scholars are asked to complete fairly detailed evaluation forms about the sessions and to indicate how they expect to use the information.

Table 26 shows Scholar Reactions to the 2001 Leadership Conference. As can be seen, at the completion of the Conference, many of the Scholars were certain that they would use the information from the Conference to further their careers.

Table 26. Scholar Comments from 2001 Leadership Conference

Pre-Doctoral Scholars

- I am committing myself to keeping the tips on networking (e.g., don't burn bridges, be open to serendipity, etc.) on the forefront of my brain.
- I am more cognizant of the importance of my role as nursing's ambassador when I'm in interdisciplinary settings – I will try to speak up and be passionate.
- I will model my plan for professional development using the strategic communications information provided.
- I think I will be able to better communicate my message to others.
- I think I will be able to more closely link my research to national agendas.
- I think I will be able to manage my career more effectively.
- I'm going to contact at least one other discipline at my university to talk about gerontology.
- Develop strategies to interest nursing students at my university in geriatric nursing.
- Will help me to be more assertive in setting such as meetings - to seek out opportunities where I can "spread the word" about gerontology.
- I will be vocal in explaining the Hartford fellowship to my doctoral student colleagues and the students I teach.
- Communication strategies were helpful in increasing impact of message delivery.
- Career building session was helpful. It helped me to see how other successful nurse leaders juggled work, family, etc.
- I will communicate more effectively with other faculty and student peers re: my research focus.
- I am definitely pursuing a Post-Doc at one of the HCGNEs.
- Will be more strategic in communication and involvement.
- Will work on leadership skills - speaking up contributing info.
- Will share info about Hartford initiative with others.

Post-Doctoral Scholars

- I plan to incorporate some of this info into planning and developing a web site for gerontology/GNPs/and my faculty page at my university.
- I have several ideas for potential workshops our center can sponsor and will bring these to the group.
- I plan to contact by e-mail at least 3 people I talked with here to either get more info/help or talk about future collaboration.

- Using linkages or other Scholars, and JAHF center directors to implement geriatric nursing initiatives at my home campus.
- Formulating a communication strategy for my research project to other professional, lay persons, and policy makers.
- Understanding career trajectories in order to plan & effectively implement my own leadership career.
- Networking contacts - will use as resources/contacts.
- Will take an overview of Hartford geriatric nursing programs to present to other geriatric nursing faculty at my son.
- Identified a strategic approach to gain identity and visibility as a gerontology nurse leader/researcher.
- Communication skills to disseminate messages regarding gerontology, issues & research.
- Increase knowledge dissemination - articles presentations.
- Increase knowledge utilization.
- Increase networking.
- Gave me a new perspective on National Institutes of Health (NIH)/National Institute of Nursing Research (NINR) and policy impact – this is one of the reasons I wanted to do this post-doc, i.e. how to make an impact on policy (at my local level for now).

Note. From the John A. Hartford Foundation Leadership Conference, November 14-15, 2001. Some responses have been edited to ensure the confidentiality of the respondents.

Table 27 shows Scholar comments from the 2002 Leadership Conference. Again, as with Table 26, the responses were to specific questions. Not all of the questions were applicable to both 2001 and 2002 Scholars: the group of respondents is listed for each question. In particular, it should be noted that the 2001 Scholars were able to provide a number of concrete examples of the ways in which they had used the information provided at the prior Conference to further their careers.

Table 27. Scholar Comments from 2002 Leadership Conference

Pre-Doctoral Scholars

Leadership Conference: Concrete or specific examples of how you think you will use the information from the conference to increase your leadership skills. (2001 and 2002 Scholars)

- Get involved with increasing nurse representation in media - i.e., write letters to the editor and learn who the influential media members in my area are. (5)
- After practicing to network in a "safe" environment, I know I will not hesitate to extend this skill to "strangers" (and less "comfortable" environments).
- Begin to establish networking relationships with other Scholars/collaborate with other Scholars. (4)
- I plan to read several of the many authors/books recommended by the various speakers (leadership-type books). (6)
- I think the poster session was great for helping me become comfortable with presenting in a public forum. (3)
- Write public policy briefs and work with state and federal legislative bodies. (4)
- Establish specific goals and plans with mentor. Schedule regular meetings instead of just calling her when I feel I need her.
- I will have more faith in my own ability to lead and seek change.
- I will use the information greatly re: staying on message and, communicating well in preparing a proposal this spring.
- Dr. Jeannie Kayser-Jones role modeled the best talk on interpersonal/communication effectiveness. I will use her "talk" example as a model for my future talks - "integration of stories with facts."
- I will make it a point to mentor those who are learning, whether it's a new employee or colleague.
- Reflect more on my strengths-not as much on my weaknesses.
- Orchestrating a career was helpful in providing specifics of trajectory planning.
- Be clear and concise when discussing nursing's role in gerontology; discuss specific examples of how nursing has impacted this field. Communicate more effectively.
- Examples of how other leaders have achieved change will help me shape my own strategies more effectively.
- I am feeling more comfortable about speaking up in a larger crowd.

Among 2001 Leadership Conference Participants: Concrete examples of how you used the information received from the 2001 Leadership Conference over the course of the year. (2001 Scholars only)

- I referred to the handouts from John Beilenson in preparing presentations (oral and poster).
- I was impressed with the support and encouragement given to me throughout the conference. This compelled me to serve on committees in the school and never apologize for being "just a student."
- Increased involvement in meetings/activities.
- Used info from Dr. McBride's session on "orchestrating a career" to plan and begin implementing a research career.
- Networking. I was able to contact various gero experts when planning the National Conference of GNPs annual conference to speak at our conference. How receptive everyone was.
- The leadership messages have an impact and have changed us. We are confident, self-assured, and gaining "interpersonal competence." It is easy to approach anyone.
- Used the ideas presented to talk with my students about gerontologic nursing as a career option.
- I used concepts related to nursing as a career vs. a job in talking to my students in a senior nursing class.
- I spoke with Illinois' new Attorney General (a young woman) about our issues. I initiated a research collaboration with a dementia project, etc.

Among 2001 Leadership Conference Participants: Concrete examples of synergistic relationships or collaborations that arose from networking opportunities that occurred during the 2001 Conference. (2001 Scholars only)

- Discussions among Scholars regarding the 2002 poster session.
- Dr. Meridean Maas--allowed me to use her data and collaborate on two projects.
- Networking with other pre/post docs was important because I was able to work collaboratively on projects such as being able to present together for a conference.
- Submitting proposal for presentation with other Scholars.

Post-Doctoral Scholars

Leadership Conference: Concrete or specific examples of how you think you will use the information from the conference to increase your leadership skills. (2001 and 2002 Scholars)

- I intend to devote some time to reading more on leadership and doing more to formally develop a philosophy and approach.
- Provided the knowledge basis of qualities needed to pursue leadership role.
- Dr. McBride's model of stages of the career provides a model of generativity that I will use in planning my career trajectory.
- This has helped give me ideas for building a research team for my plan to write a R0-1
- Contacts with nursing leaders - I feel more comfortable about contacting them for mentorship/information outside of this conference and post scholarship.
- I spoke to Suzanne Gordon about a way to write up some data I have on nurses' contributions to multi-disciplining discharge records and I am excited about starting this.
- Recognize and cultivate relationships with the "in group," as these folks seem to control the money and honors.
- Team building pointers - will use in own team of RA's and will keep in mind as an interdisciplinary team member.
- The communication approach suggested by Gordon will be incorporated into my approach to my interaction with others and in my teaching.
- Would like to think and plan more systematically about my own leadership development and to my development as a scientist.
- Be focused and goal-directed - have a clear plan.
- I am developing a package of consultation and education services for an acute care hospital (at their request) and I have several contacts I will use along with a list of ideas!
- I will visit other centers and become familiar with the research of major leaders because of the contacts I have made.
- Inspiring panel sessions led to renewed motivation and spirit that I will harness during the year.
- Will let passion (within limits) guide the direction of my program of research/career choices, i.e. in deciding future grant proposals to pursue.
- Will use many of the ideas and resources to model and teach leadership and professional issues in my RN-BSN leadership course.

Among 2001 Leadership Conference Participants: Concrete examples of how you used the information received from the 2001 Leadership Conference over the course of the year. (2001 Scholars only)

- Provided information on Hartford initiatives for advanced practice nurses - we wrote an application and received funding for scholarships.
- Reviewed notes on improving communication and used them for a presentation I gave.
- I can't remember the specific contents of the leadership conference sessions.
- Reviewed Angela McBride's presentation to increase my motivation to get beyond barriers.
- Reminded myself of Kitty Buckwater's career trajectory - how she got where she got, barriers experienced, and words of wisdom. This helped to sustain my energy and focus.

Among 2001 Leadership Conference Participants: Concrete examples of synergistic relationships or collaborations that arose from networking opportunities that occurred during the 2001 Conference. (2001 Scholars only)

- The post-doctoral students organized a symposium for the 2002 Gerontological Society of America meeting. (3)
- The 2001 post-doc group has been a great source of support for me.
- Networking of 2001 provided the basis for networking during 2002. These ties will potentially result in collaboration.
- One of the Scholars became a reviewer of the NP journal that I edit and one wrote an article that was published in that journal.
- I commend all the speakers on their ability to really relate to the audience- through their personal and professional accomplishments, they impart much wisdom. As I listened, I was re-energized and re-affirmed in the principles that guide geriatric.
- Encouraged self-assessment to identify personal stages of career development.

Note. From John A. Hartford Foundation Leadership Conference, November 14-15, 2001. Numbers in parenthesis indicate the number of times this comment or a similar comment was noted in this section. Some responses may have been edited to ensure the confidentiality of the respondent.

Context and Comments on Each Results Table. The following summary presents caveats and comments that pertain to each of the individual tables presented throughout this report. In most cases we believe that the levels of activities presented are under-counts since probing with the Scholars might suggest that many other activities had been undertaken. It is most appropriate to do such detailed probing – which is resource-intensive of both the evaluation and Scholar time – at the end of the funding period when Scholars will have the opportunity to review their prior responses to the various evaluation forms and introspect about the activities that they might have neglected to report.

| Table | Data Presented | Comments and Caveats |
|-------|--|--|
| 1 | Mean levels of activities | <ul style="list-style-type: none"> • All comments given about Tables 4 – 23 pertain to the counts used in Table 1 • Future iterations of this report may revise the counts • It is possible that the numbers given are under-counts of selected activities and represent conservative estimates |
| 2 | Scholars with Any Activities | <ul style="list-style-type: none"> • All comments given about Tables 4 – 23 pertain to the counts used in Table 2 • Future iterations of this report may revise the counts • It is possible that the numbers given are under-counts of selected activities and represent conservative estimates |
| 3 | Mean levels of activities for Scholars that reported an activity in that domain | <ul style="list-style-type: none"> • All comments given about Tables 4 – 23 pertain to the counts used in Table 3 • Future iterations of this report may revise the counts • It is possible that the numbers given are under-counts and represent conservative estimates |
| 4 | Publications (Peer-Reviewed Papers, Conference Proceedings, Books, Chapters in Edited Books, etc.) | <ul style="list-style-type: none"> • In future iterations of this report, publications need to be better differentiated in terms of whether the JAHF Fellowship – as opposed to prior support – primarily supported the work • Many publications deriving from work during the support period may not be submitted under after the Fellowship period is over |

| Table | Data Presented | Comments and Caveats |
|--------------|---|--|
| 5 | Presentations | <ul style="list-style-type: none"> • In future iterations of this report, presentations need to be better differentiated in terms of whether the JAHF Fellowship – as opposed to prior support – primarily supported the work • Many presentations deriving from work during the support period may not be submitted until after the Fellowship period is over |
| 6 | Teaching and Advising Activities | <ul style="list-style-type: none"> • Future iterations of this report will attempt to use a more functional categorization of teaching experiences • Teaching experiences are probably under-counted |
| 7 | University Service Activities | <ul style="list-style-type: none"> • Future iterations of this report will attempt to use a more functional categorization of committee experiences • Committee-administrative experiences are probably under-counted |
| 8 | National Service Activities | <ul style="list-style-type: none"> • Future iterations of this report will attempt to use a more functional categorization of national service experiences • National service experiences are probably under-counted |
| 9 | Internal and External Funding Activities | <ul style="list-style-type: none"> • More information will be developed for all proposals submitted and funded to tie down the exact timing and funding level decisions; scholars do not consistently report on the funding decisions • A more complete description is needed of some proposals and where they were considered for funding • Future iterations of this report will incorporate more concrete information on the exact timing of submissions and funding decisions |
| 10 | Clinical Activities and Professional Consultations | <ul style="list-style-type: none"> • Future iterations of this report will attempt to use a more functional categorization of clinical activities and professional consultations • Clinical activities and professional consultations are probably under-counted |
| 11 | Awards—Honors—Recognitions | <ul style="list-style-type: none"> • More complete descriptions are needed of certain honors and recognitions and this will be followed up for future iterations of this report • It is too early in the tenure of these Scholars to expect them to have received many (if any) awards for Hartford-supported or influenced work |
| 12 | Media Contacts | <ul style="list-style-type: none"> • Media contacts are probably reported fairly accurately • Future iterations of this report will attempt to determine the significance of certain kinds of media contacts |
| 13 | Major Research Projects | <ul style="list-style-type: none"> • Scholars varied widely in the level of detail that they provided about their research projects • For future iterations of this report, Scholars will be given the opportunity to provide more uniform descriptions of their work |
| 14 | Employment Activities | <ul style="list-style-type: none"> • Scholars varied widely in the level of detail they provided about their employment activities • Activities for individual Scholars need to be understood in terms of their current situation, career objectives, and family issues • In future iterations of this report, individual employment trajectories will be considered |
| 15 | Nursing Curriculum Development or Implementation Activities | <ul style="list-style-type: none"> • Most Scholars are not involved in curriculum development |
| 16 | Participation in Professional Development Activities Related to Geriatric-Gerontological Nursing | <ul style="list-style-type: none"> • Most Scholars are involved in professional development activities • In future iterations of this report, categories of activities will be used |
| 17 | Research Skill Development Activities | <ul style="list-style-type: none"> • Virtually all Scholars are involved in these activities |
| 18 | Influence on Policy for Service to the Elderly | <ul style="list-style-type: none"> • Most Scholars are not involved in policy development activities • When Scholars report involvement in policy development activities, the reports are of “less intensive” types of involvement • Certain policy implications of current research activities may not be known for a number of years |
| 19 | Development of Models for Geriatric-Gerontological Care | <ul style="list-style-type: none"> • Most Scholars report that they are not yet involved in model development activities • In the future, Scholars may view their current research efforts as steps in the development of an overall care model |
| 20 | Strategies for Dealing with Increasing Diversity among Student, Professional and/or Patient Populations | <ul style="list-style-type: none"> • Most involvement by Scholars in dealing with issues of diversity is through relatively low intensity activities such as the involvement in committees |

| Table | Data Presented | Comments and Caveats |
|-------|---|---|
| 21 | Improvement of Capacity for, or Quality of, Elderly Patient Care | <ul style="list-style-type: none"> • Most Scholars report that they are not yet involved in capacity expansion activities • In the future, Scholars may view their current research efforts as steps in the development of increased patient services capacity |
| 22 | Collaboration with Other JAHF-Sponsored Students and/or Projects | <ul style="list-style-type: none"> • A high percentage of the collaboration activities are with other JAHF Scholars |
| 23 | Other Activities | <ul style="list-style-type: none"> • For future iterations of this report, Scholars will be given examples of “other activities” listed by those individuals who did respond in this category so as to more fully capture “other activities” • Other activities are probably under-counted |
| 24 | Obstacles Encountered | <ul style="list-style-type: none"> • Most obstacles reported, while important to the individual Scholar experiencing them, are relatively minor ones • Virtually all obstacles reported are in areas not under the direct control of this program including the time that it takes Institutional Review Boards to review Human Services Protection Program applications |
| 25 | 2001 Pre- and Post-Doctoral Comments about the Impact of the Hartford Scholarship | <ul style="list-style-type: none"> • Comments were taken from unstructured interviews conducted by Dr. Huba and/or Ms. Quach |
| 26 | Scholar Comments from 2001 Leadership Conference | <ul style="list-style-type: none"> • Comments were given in response to specific questions in the evaluation questionnaire |
| 27 | Scholar Comments from 2002 Leadership Conference | <ul style="list-style-type: none"> • Comments were given in response to specific questions in the evaluation questionnaire |

Evaluator Comments about Scholar Self-Presentation. The raw evaluation forms, as submitted by the Scholars prior to “data cleaning” by The Measurement Group through reconciliation with other documents such as the Curriculum Vitae or interviews, differ greatly among Scholars in terms not only of detail but also in terms of what Scholars considered and listed as “achievements.” These differences are parallel to those that are observed among professionals in the substance and style of their Curriculum Vitae or resumes. We believe that certain Scholars are receiving more guidance from mentors, faculty, or other professionals about how to present themselves in general, through their CVs and other communications (generalizing to the evaluation forms), than are others. There are definitely differing degrees of skill at the self-presentation of achievements manifested in the documents available to The Measurement Group and we believe that some individuals may not be receiving as much assistance or guidance in this important career skill as are others. Since a goal of this program is to create a leadership cadre of scholars, it might be very helpful in the future to offer the Scholars training at one of the Leadership Conferences on the self-presentation of professional achievements (in the Curriculum Vitae or personal statements) and to also provide this information to mentors. This suggestion should not be viewed as a recommendation that Scholars “pad” Vitae or otherwise exaggerate their achievements, but rather as a recommendation that accurate “self-assessment of professional achievements skills” be fostered and that information be made available about current “standards” for such self-presentation. Some of the Scholars clearly are not as well-trained in “self-marketing” as are others, at least as evinced from our review of the evaluation forms, Curriculum Vitae, and other statements of achievements filed with the American Academy of Nursing; consequently, the specific achievements of the Scholars may not be as fully featured as those of other individuals with comparable levels of general success.

Appendix A:

**John A. Hartford Foundation Pre-Doctoral Scholar Reporting
Form**

John A. Hartford Foundation Pre-Doctoral Scholar Reporting Form

Name:

We are interested in your professional activities and development during the following period:
July 1, 2002 to December 31, 2002

Date Report Submitted:

For the questions below, please only refer to this time period.

For our records, please submit a current paper and electronic copy of your curriculum vitae with this form.

The following bookmarks can be used to navigate through the different sections of the form. To follow the link, hold down the control button (Ctrl) on the keyboard and click on the section bookmark. Or, just scroll through the form.

[Part 1: Specific Professional Accomplishments Supported by the JAHF Grant](#)

- [Publications](#)
- [Presentations](#)
- [Teaching](#)
- [University Service](#)
- [National Service](#)
- [Internal or External Funding](#)
- [Clinical Activity/Professional Consultations](#)
- [Awards/Honors/Recognitions](#)
- [Media Contacts](#)
- [Major Research Projects Underway](#)
- [Progress toward Completing Dissertation](#)
- [Employment/Post-Doctoral Activities](#)
- [Obstacles Encountered](#)
- [Self Assessment of Goal Achievements](#)

[Part 2: Nursing Curriculum Development and Implementation Activities](#)

[Part 3: Participation in Professional Development Activities Related to Geriatric/Gerontological Nursing](#)

[Part 4: Development of Research Skills](#)

[Part 5: Influence on Policy for Services to the Elderly](#)

[Part 6: Development of Models for Geriatric/Gerontological Care](#)

[Part 7: Strategies for Dealing with Increasing Diversity among Student, Professional and/or Patient Populations](#)

[Part 8: Improvement of Capacity for, or Quality of, Elderly Patient Care](#)

[Part 9: Changing Status of Academic and Practitioner Geriatric/Gerontological Nursing](#)

[Part 10: Collaborations with Other JAHF-Sponsored Students and/or Projects in Geriatric/Gerontological Nursing](#)

[Part 11: Other Activities](#)

Part 1: Specific Professional Accomplishments Supported by the JAHF Grant

Please tell us about your professional accomplishments as a Hartford Scholar during this reporting period.

- a) List your publications from this reporting period. For each publication include the complete citation including all authors. List up to six publications. If you had more than six publications during this reporting period, submit the additional publications on a separate piece of paper. You may copy directly from your curriculum vitae into the appropriate sections below.

Publication 1:

- Publication type ([click here for response options](#))
- Publication focus ([click here for response options](#))
- How likely is it that you would have submitted the publication listed without JAHF funding? ([click here for response options](#))
- Publication status ([click here for response options](#))
- Publication peer review ([click here for response options](#))

Publication 2:

- Publication type ([click here for response options](#))
- Publication focus ([click here for response options](#))
- How likely is it that you would have submitted the publication listed without JAHF funding? ([click here for response options](#))
- Publication status ([click here for response options](#))
- Publication peer review ([click here for response options](#))

Publication 3:

- Publication type ([click here for response options](#))
- Publication focus ([click here for response options](#))
- How likely is it that you would have submitted the publication listed without JAHF funding? ([click here for response options](#))
- Publication status ([click here for response options](#))
- Publication peer review ([click here for response options](#))

Publication 4:

- Publication type ([click here for response options](#))
- Publication focus ([click here for response options](#))
- How likely is it that you would have submitted the publication listed without JAHF funding? ([click here for response options](#))
- Publication status ([click here for response options](#))
- Publication peer review ([click here for response options](#))

Publication 5:

- Publication type ([click here for response options](#))
- Publication focus ([click here for response options](#))
- How likely is it that you would have submitted the publication listed without JAHF funding? ([click here for response options](#))
- Publication status ([click here for response options](#))
- Publication peer review ([click here for response options](#))

Publication 6:

- Publication type ([click here for response options](#))
- Publication focus ([click here for response options](#))
- How likely is it that you would have submitted the publication listed without JAHF funding? ([click here for response options](#))
- Publication status ([click here for response options](#))
- Publication peer review ([click here for response options](#))

- b) **Presentations:** List your professional presentations during this reporting period. The presentations may be at formal professional conferences or more informal presentations of your work. For each reference include: authors (month, year), presentation title, name of conference/talk, location of conference/talk. You may list up to six presentations that were made at a professional conference or to a special audience. If you had more than six presentations during this reporting period, submit the additional presentations on a separate piece of paper.

Presentation 1:

- Presentation focus ([click here for response options](#))
- Presentation Impact ([click here for response options](#))
- Presentation type ([click here for response options](#))
- How likely is it that your project would have made the presentation listed without JAHF funding? ([click here for response options](#))

Presentation 2:

- Presentation focus ([click here for response options](#))
- Presentation Impact ([click here for response options](#))
- Presentation type ([click here for response options](#))
- How likely is it that your project would have made the presentation listed without JAHF funding? ([click here for response options](#))

Presentation 3:

- Presentation focus ([click here for response options](#))
- Presentation Impact ([click here for response options](#))
- Presentation type ([click here for response options](#))
- How likely is it that your project would have made the presentation listed without JAHF funding? ([click here for response options](#))

Presentation 4:

- Presentation focus ([click here for response options](#))
- Presentation Impact ([click here for response options](#))
- Presentation type ([click here for response options](#))
- How likely is it that your project would have made the presentation listed without JAHF funding? ([click here for response options](#))

Presentation 5:

- Presentation focus ([click here for response options](#))
- Presentation Impact ([click here for response options](#))
- Presentation type ([click here for response options](#))
- How likely is it that your project would have made the presentation listed without JAHF funding? ([click here for response options](#))

Presentation 6:

- Presentation focus ([click here for response options](#))
- Presentation Impact ([click here for response options](#))
- Presentation type ([click here for response options](#))
- How likely is it that your project would have made the presentation listed without JAHF funding? ([click here for response options](#))

c) **Teaching: List any courses that you taught and/or the students you supervised during this reporting period as part of your activities as a Hartford Scholar.**

| |
|--|
| <p>Teaching 1: <input type="checkbox"/> Taught <input type="checkbox"/> Supervised</p> <p>• Total number: <input type="checkbox"/> Exact <input type="checkbox"/> Estimate</p> <p>• Level of student (check all that apply):</p> <p><input type="checkbox"/> Non-Baccalaureate Nursing Students <input type="checkbox"/> Baccalaureate Nursing Students <input type="checkbox"/> Masters Nursing Students</p> <p><input type="checkbox"/> Gerontological Nurse Practitioner Students <input type="checkbox"/> Doctoral Nursing Students <input type="checkbox"/> Other Nursing Students (specify:)</p> <p>• Forms of informational technology used (check all that apply):</p> <p><input type="checkbox"/> Website <input type="checkbox"/> Projection Device <input type="checkbox"/> VCR <input type="checkbox"/> Document Camera <input type="checkbox"/> Smartboard <input type="checkbox"/> Laptop <input type="checkbox"/> Other (specify:)</p> <p>• How likely is it that you would have taught or supervised these students without JAHF funding? (click here for response options)</p> |
| <p>Teaching 2: <input type="checkbox"/> Taught <input type="checkbox"/> Supervised</p> <p>• Total number: <input type="checkbox"/> Exact <input type="checkbox"/> Estimate</p> <p>• Level of student (check all that apply):</p> <p><input type="checkbox"/> Non-Baccalaureate Nursing Students <input type="checkbox"/> Baccalaureate Nursing Students <input type="checkbox"/> Masters Nursing Students</p> <p><input type="checkbox"/> Gerontological Nurse Practitioner Students <input type="checkbox"/> Doctoral Nursing Students <input type="checkbox"/> Other Nursing Students (specify:)</p> <p>• Forms of informational technology used (check all that apply):</p> <p><input type="checkbox"/> Website <input type="checkbox"/> Projection Device <input type="checkbox"/> VCR <input type="checkbox"/> Document Camera <input type="checkbox"/> Smartboard <input type="checkbox"/> Laptop <input type="checkbox"/> Other (specify:)</p> <p>• How likely is it that you would have taught or supervised these students without JAHF funding? (click here for response options)</p> |
| <p>Teaching 3: <input type="checkbox"/> Taught <input type="checkbox"/> Supervised</p> <p>• Total number: <input type="checkbox"/> Exact <input type="checkbox"/> Estimate</p> <p>• Level of student (check all that apply):</p> <p><input type="checkbox"/> Non-Baccalaureate Nursing Students <input type="checkbox"/> Baccalaureate Nursing Students <input type="checkbox"/> Masters Nursing Students</p> <p><input type="checkbox"/> Gerontological Nurse Practitioner Students <input type="checkbox"/> Doctoral Nursing Students <input type="checkbox"/> Other Nursing Students (specify:)</p> <p>• Forms of informational technology used (check all that apply):</p> <p><input type="checkbox"/> Website <input type="checkbox"/> Projection Device <input type="checkbox"/> VCR <input type="checkbox"/> Document Camera <input type="checkbox"/> Smartboard <input type="checkbox"/> Laptop <input type="checkbox"/> Other (specify:)</p> <p>• How likely is it that you would have taught or supervised these students without JAHF funding? (click here for response options)</p> |
| <p>Teaching 4: <input type="checkbox"/> Taught <input type="checkbox"/> Supervised</p> <p>• Total number: <input type="checkbox"/> Exact <input type="checkbox"/> Estimate</p> <p>• Level of student (check all that apply):</p> <p><input type="checkbox"/> Non-Baccalaureate Nursing Students <input type="checkbox"/> Baccalaureate Nursing Students <input type="checkbox"/> Masters Nursing Students</p> <p><input type="checkbox"/> Gerontological Nurse Practitioner Students <input type="checkbox"/> Doctoral Nursing Students <input type="checkbox"/> Other Nursing Students (specify:)</p> <p>• Forms of informational technology used (check all that apply):</p> <p><input type="checkbox"/> Website <input type="checkbox"/> Projection Device <input type="checkbox"/> VCR <input type="checkbox"/> Document Camera <input type="checkbox"/> Smartboard <input type="checkbox"/> Laptop <input type="checkbox"/> Other (specify:)</p> <p>• How likely is it that you would have taught or supervised these students without JAHF funding? (click here for response options)</p> |

Teaching 5:

• **Total number:**

- Taught Supervised
 Exact Estimate

• **Level of student (check all that apply):**

- Non-Baccalaureate Nursing Students Baccalaureate Nursing Students Masters Nursing Students
 Gerontological Nurse Practitioner Students Doctoral Nursing Students Other Nursing Students (specify:)

• **Forms of informational technology used (check all that apply):**

- Website Projection Device VCR Document Camera Smartboard Laptop Other (specify:)

• **How likely is it that you would have taught or supervised these students without JAHF funding? (click here for response options)**

d) **University Service:** List any committee memberships in your department and/or in your University during this reporting period; indicate if you are a committee member or chair. If you have sat on any, master's, or honor's thesis committees, include these assignments.

Committee Membership 1:

• **What was your role in the committee? (check all that apply)**

- Committee Member Committee Chair

• **How likely is it that you would have participated in this university service without JAHF funding? (click here for response options)**

Committee Membership 2:

• **What was your role in the committee? (check all that apply)**

- Committee Member Committee Chair

• **How likely is it that you would have participated in this university service without JAHF funding? (click here for response options)**

Committee Membership 3:

• **What was your role in the committee? (check all that apply)**

- Committee Member Committee Chair

• **How likely is it that you would have participated in this university service without JAHF funding? (click here for response options)**

Committee Membership 4:

• **What was your role in the committee? (check all that apply)**

- Committee Member Committee Chair

• **How likely is it that you would have participated in this university service without JAHF funding? (click here for response options)**

Committee Membership 5:

• **What was your role in the committee? (check all that apply)**

- Committee Member Committee Chair

• **How likely is it that you would have participated in this university service without JAHF funding? (click here for response options)**

Committee Membership 6:

• **What was your role in the committee? (check all that apply)**

- Committee Member Committee Chair

• **How likely is it that you would have participated in this university service without JAHF funding? (click here for response options)**

e) **National Service:** List any national service you performed as a Hartford Scholar during this reporting period and indicate your role.

National Service 1:

• **What was your role in the national service? (check all that apply)**

- Sitting on a Committee or Advisory Board Reviewing Articles or Journals
 Holding an Office in a Professional Organization Other (specify:)

• **How likely is it that you would have performed this national service without JAHF funding? ([click here for response options](#))**

National Service 2:

• **What was your role in the national service? (check all that apply)**

- Sitting on a Committee or Advisory Board Reviewing Articles or Journals
 Holding an Office in a Professional Organization Other (specify:)

• **How likely is it that you would have performed this national service without JAHF funding? ([click here for response options](#))**

National Service 3:

• **What was your role in the national service? (check all that apply)**

- Sitting on a Committee or Advisory Board Reviewing Articles or Journals
 Holding an Office in a Professional Organization Other (specify:)

• **How likely is it that you would have performed this national service without JAHF funding? ([click here for response options](#))**

National Service 4:

• **What was your role in the national service? (check all that apply)**

- Sitting on a Committee or Advisory Board Reviewing Articles or Journals
 Holding an Office in a Professional Organization Other (specify:)

• **How likely is it that you would have performed this national service without JAHF funding? ([click here for response options](#))**

National Service 5:

• **What was your role in the national service? (check all that apply)**

- Sitting on a Committee or Advisory Board Reviewing Articles or Journals
 Holding an Office in a Professional Organization Other (specify:)

• **How likely is it that you would have performed this national service without JAHF funding? ([click here for response options](#))**

National Service 6:

• **What was your role in the national service? (check all that apply)**

- Sitting on a Committee or Advisory Board Reviewing Articles or Journals
 Holding an Office in a Professional Organization Other (specify:)

• **How likely is it that you would have performed this national service without JAHF funding? ([click here for response options](#))**

- f) **Internal or External Funding:** List any grants, contracts or fellowships that you have applied for and/or received during this reporting period (either by yourself or as part of a team). For each please indicate the title, where you applied for funding, the proposed dates for the funding, the amount you applied for, and the amount awarded if you received the grant.

Funding 1:

Internal Funding External Funding

- Funding type ([click here for response options](#))
- Role in project ([click here for response options](#))
- Did you receive the funding? Yes No In Review
- How likely is it that you would have participated in this proposal without JAHF funding? ([click here for response options](#))

Funding 2:

Internal Funding External Funding

- Funding type ([click here for response options](#))
- Role in project ([click here for response options](#))
- Did you receive the funding? Yes No In Review
- How likely is it that you would have participated in this proposal without JAHF funding? ([click here for response options](#))

Funding 3:

Internal Funding External Funding

- Funding type ([click here for response options](#))
- Role in project ([click here for response options](#))
- Did you receive the funding? Yes No In Review
- How likely is it that you would have participated in this proposal without JAHF funding? ([click here for response options](#))

Funding 4:

Internal Funding External Funding

- Funding type ([click here for response options](#))
- Role in project ([click here for response options](#))
- Did you receive the funding? Yes No In Review
- How likely is it that you would have participated in this proposal without JAHF funding? ([click here for response options](#))

Funding 5:

Internal Funding External Funding

- Funding type ([click here for response options](#))
- Role in project ([click here for response options](#))
- Did you receive the funding? Yes No In Review
- How likely is it that you would have participated in this proposal without JAHF funding? ([click here for response options](#))

Funding 6:

Internal Funding External Funding

- Funding type ([click here for response options](#))
- Role in project ([click here for response options](#))
- Did you receive the funding? Yes No In Review

- How likely is it that you would have participated in this proposal without JAHF funding? ([click here for response options](#))

g) **Clinical Activity/Professional Consultations:** List any significant clinical activity in which you have been involved and/or professional consultations that you have provided as part of your services as a Hartford Scholar during this reporting period.

Clinical Activity/Professional Consultation 1:

- Additional information:
- How likely is it that you would have conducted this clinical activity/professional consultation without JAHF funding? ([click here for response options](#))

Clinical Activity/Professional Consultation 2:

- Additional information:
- How likely is it that you would have conducted this clinical activity/professional consultation without JAHF funding? ([click here for response options](#))

Clinical Activity/Professional Consultation 3:

- Additional information:
- How likely is it that you would have conducted this clinical activity/professional consultation without JAHF funding? ([click here for response options](#))

Clinical Activity/Professional Consultation 4:

- Additional information:
- How likely is it that you would have conducted this clinical activity/professional consultation without JAHF funding? ([click here for response options](#))

Clinical Activity/Professional Consultation 5:

- Additional information:
- How likely is it that you would have conducted this clinical activity/professional consultation without JAHF funding? ([click here for response options](#))

Clinical Activity/Professional Consultation 6:

- Additional information:
- How likely is it that you would have conducted this clinical activity/professional consultation without JAHF funding? ([click here for response options](#))

h) **Awards/Honors/Recognitions:** Please list any awards, honors, or special areas of recognition that you have received during this reporting period. Be sure to indicate what type of award you received.

Award/Honor/Recognition 1:

• **What type of award/honor/recognition did you receive? (check all that apply)**

- Institutional/University Regional Nursing National Nursing International Nursing
 Regional Other (specify:) National Other (specify:) International Other (specify:)

• **How likely is it that you would have received this award/honor/recognition without JAHF funding? (click here for response options)**

Award/Honor/Recognition 2:

• **What type of award/honor/recognition did you receive? (check all that apply)**

- Institutional/University Regional Nursing National Nursing International Nursing
 Regional Other (specify:) National Other (specify:) International Other (specify:)

• **How likely is it that you would have received this award/honor/recognition without JAHF funding? (click here for response options)**

Award/Honor/Recognition 3:

• **What type of award/honor/recognition did you receive? (check all that apply)**

- Institutional/University Regional Nursing National Nursing International Nursing
 Regional Other (specify:) National Other (specify:) International Other (specify:)

• **How likely is it that you would have received this award/honor/recognition without JAHF funding? (click here for response options)**

Award/Honor/Recognition 4:

• **What type of award/honor/recognition did you receive? (check all that apply)**

- Institutional/University Regional Nursing National Nursing International Nursing
 Regional Other (specify:) National Other (specify:) International Other (specify:)

• **How likely is it that you would have received this award/honor/recognition without JAHF funding? (click here for response options)**

Award/Honor/Recognition 5:

• **What type of award/honor/recognition did you receive? (check all that apply)**

- Institutional/University Regional Nursing National Nursing International Nursing
 Regional Other (specify:) National Other (specify:) International Other (specify:)

• **How likely is it that you would have received this award/honor/recognition without JAHF funding? (click here for response options)**

- i) **Media Contacts: Please list any media contacts that you have made as a Hartford Scholar during this reporting period. Be sure to indicate the type of media contact.**

Media Contact 1:

• What was the type of media contact?(check all that apply)

- | | | |
|---|--|--|
| <input type="checkbox"/> Professional Nursing Journal | <input type="checkbox"/> Other Professional Journal (specify: _____) | <input type="checkbox"/> Lay Journal |
| <input type="checkbox"/> Regional Newspaper | <input type="checkbox"/> National Newspaper | <input type="checkbox"/> Institutional/University Radio |
| <input type="checkbox"/> Regional Radio | <input type="checkbox"/> National Radio | <input type="checkbox"/> Institutional/University Television |
| | | <input type="checkbox"/> Institutional/University Newspaper |
| | | <input type="checkbox"/> Regional Television |
| | | <input type="checkbox"/> National Television |

• How likely is it that you would have made this media contact without JAHF funding? ([click here for response options](#))

Media Contact 2:

• What was the type of media contact?(check all that apply)

- | | | |
|---|--|--|
| <input type="checkbox"/> Professional Nursing Journal | <input type="checkbox"/> Other Professional Journal (specify: _____) | <input type="checkbox"/> Lay Journal |
| <input type="checkbox"/> Regional Newspaper | <input type="checkbox"/> National Newspaper | <input type="checkbox"/> Institutional/University Radio |
| <input type="checkbox"/> Regional Radio | <input type="checkbox"/> National Radio | <input type="checkbox"/> Institutional/University Television |
| | | <input type="checkbox"/> Institutional/University Newspaper |
| | | <input type="checkbox"/> Regional Television |
| | | <input type="checkbox"/> National Television |

• How likely is it that you would have made this media contact without JAHF funding? ([click here for response options](#))

Media Contact 3:

• What was the type of media contact?(check all that apply)

- | | | |
|---|--|--|
| <input type="checkbox"/> Professional Nursing Journal | <input type="checkbox"/> Other Professional Journal (specify: _____) | <input type="checkbox"/> Lay Journal |
| <input type="checkbox"/> Regional Newspaper | <input type="checkbox"/> National Newspaper | <input type="checkbox"/> Institutional/University Radio |
| <input type="checkbox"/> Regional Radio | <input type="checkbox"/> National Radio | <input type="checkbox"/> Institutional/University Television |
| | | <input type="checkbox"/> Institutional/University Newspaper |
| | | <input type="checkbox"/> Regional Television |
| | | <input type="checkbox"/> National Television |

• How likely is it that you would have made this media contact without JAHF funding? ([click here for response options](#))

Media Contact 4:

• What was the type of media contact?(check all that apply)

- | | | |
|---|--|--|
| <input type="checkbox"/> Professional Nursing Journal | <input type="checkbox"/> Other Professional Journal (specify: _____) | <input type="checkbox"/> Lay Journal |
| <input type="checkbox"/> Regional Newspaper | <input type="checkbox"/> National Newspaper | <input type="checkbox"/> Institutional/University Radio |
| <input type="checkbox"/> Regional Radio | <input type="checkbox"/> National Radio | <input type="checkbox"/> Institutional/University Television |
| | | <input type="checkbox"/> Institutional/University Newspaper |
| | | <input type="checkbox"/> Regional Television |
| | | <input type="checkbox"/> National Television |

• How likely is it that you would have made this media contact without JAHF funding? ([click here for response options](#))

Media Contact 5:

• What was the type of media contact?(check all that apply)

- | | | |
|---|--|--|
| <input type="checkbox"/> Professional Nursing Journal | <input type="checkbox"/> Other Professional Journal (specify: _____) | <input type="checkbox"/> Lay Journal |
| <input type="checkbox"/> Regional Newspaper | <input type="checkbox"/> National Newspaper | <input type="checkbox"/> Institutional/University Radio |
| <input type="checkbox"/> Regional Radio | <input type="checkbox"/> National Radio | <input type="checkbox"/> Institutional/University Television |
| | | <input type="checkbox"/> Institutional/University Newspaper |
| | | <input type="checkbox"/> Regional Television |
| | | <input type="checkbox"/> National Television |

• How likely is it that you would have made this media contact without JAHF funding? ([click here for response options](#))

j) **Major Research Projects Underway:** In this section we would like to know your current major research areas. List up to six major research projects that you are currently involved in as a Hartford Scholar (summarize in 1-3 sentences each).

Research Project 1:

- What was your role in the research project? ([click here for response options](#))
- What type of research were you conducting? (check all that apply)
 Data Analysis Secondary Data Analysis Descriptive Exploratory Quantitative Qualitative Original
- How likely is it that you would have conducted this research project without JAHF funding? ([click here for response options](#))

Research Project 2:

- What was your role in the research project? ([click here for response options](#))
- What type of research were you conducting? (check all that apply)
 Data Analysis Secondary Data Analysis Descriptive Exploratory Quantitative Qualitative Original
- How likely is it that you would have conducted this research project without JAHF funding? ([click here for response options](#))

Research Project 3:

- What was your role in the research project? ([click here for response options](#))
- What type of research were you conducting? (check all that apply)
 Data Analysis Secondary Data Analysis Descriptive Exploratory Quantitative Qualitative Original
- How likely is it that you would have conducted this research project without JAHF funding? ([click here for response options](#))

Research Project 4:

- What was your role in the research project? ([click here for response options](#))
- What type of research were you conducting? (check all that apply)
 Data Analysis Secondary Data Analysis Descriptive Exploratory Quantitative Qualitative Original
- How likely is it that you would have conducted this research project without JAHF funding? ([click here for response options](#))

Research Project 5:

- What was your role in the research project? ([click here for response options](#))
- What type of research were you conducting? (check all that apply)
 Data Analysis Secondary Data Analysis Descriptive Exploratory Quantitative Qualitative Original
- How likely is it that you would have conducted this research project without JAHF funding? ([click here for response options](#))

Research Project 6:

- What was your role in the research project? ([click here for response options](#))
- What type of research were you conducting? (check all that apply)
 Data Analysis Secondary Data Analysis Descriptive Exploratory Quantitative Qualitative Original
- How likely is it that you would have conducted this research project without JAHF funding? ([click here for response options](#))

- k) **Progress toward Completing Dissertation:** Describe the progress you have made during this reporting period toward completing your dissertation project. We are interested in specific activities that you have conducted that are dedicated toward completion of your dissertation, including, but not limited to: proposing your dissertation, meeting regularly with your advisor, writing, meeting with relevant mentors and/or researchers, attending workshops or seminars to gain further methodological/quantitative skills, conducting literature searches, designing your study, collecting data, and so on.

Progress toward Completing Dissertation 1:

- How did the activity help you in progressing in your dissertation project?

Progress toward Completing Dissertation 2:

- How did the activity help you in progressing in your dissertation project?

Progress toward Completing Dissertation 3:

- How did the activity help you in progressing in your dissertation project?

Progress toward Completing Dissertation 4:

- How did the activity help you in progressing in your dissertation project?

Progress toward Completing Dissertation 5:

- How did the activity help you in progressing in your dissertation project?

Progress toward Completing Dissertation 6:

- How did the activity help you in progressing in your dissertation project?

- I) **Employment/Post-Doctoral Activities:** List the activities that you have conducted during this reporting period related to employment or post-doctoral work after your Hartford pre-doctoral scholar funding ends, such as going on interviews, conducting job searches, networking with researchers and, developing your vita.

Employment Activity 1:

- What specific activities have you conducted to enhance your job opportunities after your Hartford Scholar funding ends?
- When did you conduct the activity?
- How did the activity help you in progressing in your search for employment?
- How likely is it that you would have conducted this activity without JAHF funding? ([click here for response options](#))

Employment Activity 2:

- What specific activities have you conducted to enhance your job opportunities after your Hartford Scholar funding ends?
- When did you conduct the activity?
- How did the activity help you in progressing in your search for employment?
- How likely is it that you would have conducted this activity without JAHF funding? ([click here for response options](#))

Employment Activity 3:

- What specific activities have you conducted to enhance your job opportunities after your Hartford Scholar funding ends?
- When did you conduct the activity?
- How did the activity help you in progressing in your search for employment?
- How likely is it that you would have conducted this activity without JAHF funding? ([click here for response options](#))

Employment Activity 4:

- What specific activities have you conducted to enhance your job opportunities after your Hartford Scholar funding ends?
- When did you conduct the activity?
- How did the activity help you in progressing in your search for employment?
- How likely is it that you would have conducted this activity without JAHF funding? ([click here for response options](#))

Employment Activity 5:

- What specific activities have you conducted to enhance your job opportunities after your Hartford Scholar funding ends?
- When did you conduct the activity?
- How did the activity help you in progressing in your search for employment?
- How likely is it that you would have conducted this activity without JAHF funding? ([click here for response options](#))

m) **Obstacles Encountered:** Often, as researchers and scholars, we are faced with unexpected obstacles in getting our projects completed. Please list up to five major problems that you have encountered during this reporting period, if such obstacles did exist.

Obstacle 1:

• **What factors contributed to this obstacle?(check all that apply)**

- | | | | |
|---|--|--|---|
| <input type="checkbox"/> Formulating Research Topic | <input type="checkbox"/> IRB Issues | <input type="checkbox"/> Data Collection | <input type="checkbox"/> Working with Mentor |
| <input type="checkbox"/> Conducting a Literature search | <input type="checkbox"/> Gaining Access to Research Participants | <input type="checkbox"/> Data Analysis: Software | <input type="checkbox"/> Resource Issues: Institutional Support |
| <input type="checkbox"/> Re-alignment of Program Goals | <input type="checkbox"/> Obtaining Materials for Study Potential Study Sites | <input type="checkbox"/> Data Analysis: Conceptual | <input type="checkbox"/> Other Obstacles(specify:) |

• **What did you do to resolve the obstacle?**

- **Is this obstacle resolved at this time?** Yes No

Obstacle 2:

• **What factors contributed to this obstacle?(check all that apply)**

- | | | | |
|---|--|--|---|
| <input type="checkbox"/> Formulating Research Topic | <input type="checkbox"/> IRB Issues | <input type="checkbox"/> Data Collection | <input type="checkbox"/> Working with Mentor |
| <input type="checkbox"/> Conducting a Literature search | <input type="checkbox"/> Gaining Access to Research Participants | <input type="checkbox"/> Data Analysis: Software | <input type="checkbox"/> Resource Issues: Institutional Support |
| <input type="checkbox"/> Re-alignment of Program Goals | <input type="checkbox"/> Obtaining Materials for Study Potential Study Sites | <input type="checkbox"/> Data Analysis: Conceptual | <input type="checkbox"/> Other Obstacles(specify:) |

• **What did you do to resolve the obstacle?**

- **Is this obstacle resolved at this time?** Yes No

Obstacle 3:

• **What factors contributed to this obstacle?(check all that apply)**

- | | | | |
|---|--|--|---|
| <input type="checkbox"/> Formulating Research Topic | <input type="checkbox"/> IRB Issues | <input type="checkbox"/> Data Collection | <input type="checkbox"/> Working with Mentor |
| <input type="checkbox"/> Conducting a Literature search | <input type="checkbox"/> Gaining Access to Research Participants | <input type="checkbox"/> Data Analysis: Software | <input type="checkbox"/> Resource Issues: Institutional Support |
| <input type="checkbox"/> Re-alignment of Program Goals | <input type="checkbox"/> Obtaining Materials for Study Potential Study Sites | <input type="checkbox"/> Data Analysis: Conceptual | <input type="checkbox"/> Other Obstacles(specify:) |

• **What did you do to resolve the obstacle?**

- **Is this obstacle resolved at this time?** Yes No

Obstacle 4:

• **What factors contributed to this obstacle?(check all that apply)**

- | | | | |
|---|--|--|---|
| <input type="checkbox"/> Formulating Research Topic | <input type="checkbox"/> IRB Issues | <input type="checkbox"/> Data Collection | <input type="checkbox"/> Working with Mentor |
| <input type="checkbox"/> Conducting a Literature search | <input type="checkbox"/> Gaining Access to Research Participants | <input type="checkbox"/> Data Analysis: Software | <input type="checkbox"/> Resource Issues: Institutional Support |
| <input type="checkbox"/> Re-alignment of Program Goals | <input type="checkbox"/> Obtaining Materials for Study Potential Study Sites | <input type="checkbox"/> Data Analysis: Conceptual | <input type="checkbox"/> Other Obstacles(specify:) |

• **What did you do to resolve the obstacle?**

- **Is this obstacle resolved at this time?** Yes No

Obstacle 5:

• What factors contributed to this obstacle?(check all that apply)

- | | | | |
|---|--|--|---|
| <input type="checkbox"/> Formulating Research Topic | <input type="checkbox"/> IRB Issues | <input type="checkbox"/> Data Collection | <input type="checkbox"/> Working with Mentor |
| <input type="checkbox"/> Conducting a Literature search | <input type="checkbox"/> Gaining Access to Research Participants | <input type="checkbox"/> Data Analysis: Software | <input type="checkbox"/> Resource Issues: Institutional Support |
| <input type="checkbox"/> Re-alignment of Program Goals | <input type="checkbox"/> Obtaining Materials for Study | <input type="checkbox"/> Data Analysis: Conceptual | <input type="checkbox"/> Other Obstacles(specify:) |
| <input type="checkbox"/> Establishing a Relationship with Potential Study Sites | | | |

• What did you do to resolve the obstacle?

- Is this obstacle resolved at this time?** Yes No

n) **Self Assessment of Goal Achievements:** Take a moment and think about your project and what you had hoped to accomplish during this reporting period as a pre-doctoral Hartford Scholar.

Which of the following statements accurately describes your progress? (check one)

I accomplished about what I hoped to accomplish during this time period.

I accomplished more than I expected during this time period.

I accomplished far more than I expected during this time period.

Why did you make this self assessment?

Other comments related to your professional accomplishments (unlimited length):

Check here if you are submitting additional supporting information on outcomes with this report.

Part 2: Nursing Curriculum Development and Implementation Activities

- a) Have you had the opportunity to participate in any nursing curriculum development activities as a Hartford Scholar during this reporting period? Such activities might include developing a curriculum for a course in gerontology/geriatric nursing, developing gerontology/geriatric nursing curriculum modules or developing/enhancing a curriculum website.
 Yes No/ Not Applicable (→ Skip to Part 3)
- b) Activities: Describe up to five major nursing curriculum development activity(ies) that occurred during this reporting period and how and why you conducted the curriculum development activity(ies).

Activity 1:

- New Activity Continuing from Prior Report
- How did you conduct this nursing curriculum development activity?
 - Why did you conduct this nursing curriculum development activity?
 - How likely is it that this curriculum development activity would have been conducted without JAHF funding? ([click here for response options](#))
 - How important is this curriculum development activity for meeting the goals of your overall JAHF scholarship? ([click here for response options](#))

Activity 2:

- New Activity Continuing from Prior Report
- How did you conduct this nursing curriculum development activity?
 - Why did you conduct this nursing curriculum development activity?
 - How likely is it that this curriculum development activity would have been conducted without JAHF funding? ([click here for response options](#))
 - How important is this curriculum development activity for meeting the goals of your overall JAHF scholarship? ([click here for response options](#))

Activity 3:

- New Activity Continuing from Prior Report
- How did you conduct this nursing curriculum development activity?
 - Why did you conduct this nursing curriculum development activity?
 - How likely is it that this curriculum development activity would have been conducted without JAHF funding? ([click here for response options](#))
 - How important is this curriculum development activity for meeting the goals of your overall JAHF scholarship? ([click here for response options](#))

Activity 4:

- New Activity Continuing from Prior Report
- How did you conduct this nursing curriculum development activity?
 - Why did you conduct this nursing curriculum development activity?
 - How likely is it that this curriculum development activity would have been conducted without JAHF funding? ([click here for response options](#))
 - How important is this curriculum development activity for meeting the goals of your overall JAHF scholarship? ([click here for response options](#))

Activity 5:

New Activity Continuing from Prior Report

- How did you conduct this nursing curriculum development activity?
- Why did you conduct this nursing curriculum development activity?
- How likely is it that this curriculum development activity would have been conducted without JAHF funding? ([click here for response options](#))
- How important is this curriculum development activity for meeting the goals of your overall JAHF scholarship? ([click here for response options](#))

c) Has the curriculum (or curricula) been implemented? Yes No/ Not Applicable (→ Skip to Part 3)

d) Describe up to five major parts of the nursing curriculum implementation during this reporting period and how and why you conducted the curriculum implementation activities. If implemented on the Internet, describe that process.

Activity 1:

New Activity Continuing from Prior Report

- Why did you conduct the curriculum implementation activity?
- What steps did you take to implement the curriculum?
- How likely is it that you would have implemented this curriculum without JAHF funding? ([click here for response options](#))
- How important is this curriculum implementation activity for meeting the goals of your overall JAHF scholarship? ([click here for response options](#))

Activity 2:

New Activity Continuing from Prior Report

- Why did you conduct the curriculum implementation activity?
- What steps did you take to implement the curriculum?
- How likely is it that you would have implemented this curriculum without JAHF funding? ([click here for response options](#))
- How important is this curriculum implementation activity for meeting the goals of your overall JAHF scholarship? ([click here for response options](#))

Activity 3:

New Activity Continuing from Prior Report

- Why did you conduct the curriculum implementation activity?
- What steps did you take to implement the curriculum?
- How likely is it that you would have implemented this curriculum without JAHF funding? ([click here for response options](#))
- How important is this curriculum implementation activity for meeting the goals of your overall JAHF scholarship? ([click here for response options](#))

Activity 4:

New Activity Continuing from Prior Report

- Why did you conduct the curriculum implementation activity?
- What steps did you take to implement the curriculum?
- How likely is it that you would have implemented this curriculum without JAHF funding? ([click here for response options](#))
- How important is this curriculum implementation activity for meeting the goals of your overall JAHF scholarship?

[\(click here for response options\)](#)

Activity 5:

New Activity Continuing from Prior Report

- Why did you conduct the curriculum implementation activity?
- What steps did you take to implement the curriculum?
- How likely is it that you would have implemented this curriculum without JAHF funding? [\(click here for response options\)](#)
- How important is this curriculum implementation activity for meeting the goals of your overall JAHF scholarship?
[\(click here for response options\)](#)

e) What types and numbers of students were trained using the nursing curriculum during the period? Give exact or estimated demographic characteristics of the students if possible. Estimates are acceptable if exact numbers are not known.

| | | | |
|---|--|-----------------------------------|--|
| Number of <u>Non-Baccalaureate Nursing Students:</u> | <input type="checkbox"/> Exact | <input type="checkbox"/> Estimate | |
| • Methods used (check all that apply): <input type="checkbox"/> Classroom (Not Online) | <input type="checkbox"/> Distance Learning | <input type="checkbox"/> Workshop | <input type="checkbox"/> Web/Online <input type="checkbox"/> Other (specify:) |
| • Percent minority: | <input type="checkbox"/> Exact | <input type="checkbox"/> Estimate | |
| • Percent female: | <input type="checkbox"/> Exact | <input type="checkbox"/> Estimate | |
| • Percent who will specialize in geriatric/gerontological nursing: | | | |
| Number of <u>Baccalaureate Nursing Students:</u> | <input type="checkbox"/> Exact | <input type="checkbox"/> Estimate | |
| • Methods used (check all that apply): <input type="checkbox"/> Classroom (Not Online) | <input type="checkbox"/> Distance Learning | <input type="checkbox"/> Workshop | <input type="checkbox"/> Web/Online <input type="checkbox"/> Other (specify:) |
| • Percent minority: | <input type="checkbox"/> Exact | <input type="checkbox"/> Estimate | |
| • Percent female: | <input type="checkbox"/> Exact | <input type="checkbox"/> Estimate | |
| • Percent who will specialize in geriatric/gerontological nursing: | | | |
| Number of <u>Masters Nursing Students:</u> | <input type="checkbox"/> Exact | <input type="checkbox"/> Estimate | |
| • Methods used (check all that apply): <input type="checkbox"/> Classroom (Not Online) | <input type="checkbox"/> Distance Learning | <input type="checkbox"/> Workshop | <input type="checkbox"/> Web/Online <input type="checkbox"/> Other (specify:) |
| • Percent minority: | <input type="checkbox"/> Exact | <input type="checkbox"/> Estimate | |
| • Percent female: | <input type="checkbox"/> Exact | <input type="checkbox"/> Estimate | |
| • Percent who will specialize in geriatric/gerontological nursing: | | | |
| Number of <u>Gerontological Nurse Practitioner Students:</u> | <input type="checkbox"/> Exact | <input type="checkbox"/> Estimate | |
| • Methods used (check all that apply): <input type="checkbox"/> Classroom (Not Online) | <input type="checkbox"/> Distance Learning | <input type="checkbox"/> Workshop | <input type="checkbox"/> Web/Online <input type="checkbox"/> Other (specify:) |
| • Percent minority: | <input type="checkbox"/> Exact | <input type="checkbox"/> Estimate | |
| • Percent female: | <input type="checkbox"/> Exact | <input type="checkbox"/> Estimate | |
| • Percent who will specialize in geriatric/gerontological nursing: | | | |
| Number of <u>Doctoral Nursing Students:</u> | <input type="checkbox"/> Exact | <input type="checkbox"/> Estimate | |
| • Methods used (check all that apply): <input type="checkbox"/> Classroom (Not Online) | <input type="checkbox"/> Distance Learning | <input type="checkbox"/> Workshop | <input type="checkbox"/> Web/Online <input type="checkbox"/> Other (specify:) |
| • Percent minority: | <input type="checkbox"/> Exact | <input type="checkbox"/> Estimate | |
| • Percent female: | <input type="checkbox"/> Exact | <input type="checkbox"/> Estimate | |
| • Percent who will specialize in geriatric/gerontological nursing: | | | |
| Number of <u>Other Students:</u> | <input type="checkbox"/> Exact | <input type="checkbox"/> Estimate | |
| • Methods used (check all that apply): <input type="checkbox"/> Classroom (Not Online) | <input type="checkbox"/> Distance Learning | <input type="checkbox"/> Workshop | <input type="checkbox"/> Web/Online <input type="checkbox"/> Other (specify:) |
| • Percent minority: | <input type="checkbox"/> Exact | <input type="checkbox"/> Estimate | |
| • Percent female: | <input type="checkbox"/> Exact | <input type="checkbox"/> Estimate | |
| • Percent who will specialize in geriatric/gerontological nursing: | | | |

Other comments related to your nursing curriculum development and implementation activities (unlimited length):

Check here if you are submitting additional supporting information on outcomes with this report.

Part 3: Participation in Professional Development Activities Related to Geriatric/Gerontological Nursing

- a) Have you had the opportunity to participate in any professional development activities designed to enhance your skills as a Hartford Scholar during this reporting period? Such activities might include: attending a conference, attending a training, networking, participating in an Internet discussion group or List Serv, and other activities designed to enhance competence and skills in gerontological/geriatric nursing. Yes No/ Not Applicable (→ Skip to Part 4)
- b) Activities: Describe up to five major specific professional development activity(ies) related to geriatric/gerontological nursing that occurred during this reporting period and how and why you participated.

Activity 1:

New Activity Continuing from Prior Report Target Audience: Faculty Staff Student Organization

- How did you participate in the professional development activity?
- Why did you participate in the professional development activity?
- How likely is it that you would have participated in the development activity without JAHF funding? ([click here for response options](#))
- How important is participation in this development activity for meeting the goals of your overall JAHF scholarship?
([click here for response options](#))

Activity 2:

New Activity Continuing from Prior Report Target Audience: Faculty Staff Student Organization

- How did you participate in the professional development activity?
- Why did you participate in the professional development activity?
- How likely is it that you would have participated in the development activity without JAHF funding? ([click here for response options](#))
- How important is participation in this development activity for meeting the goals of your overall JAHF scholarship?
([click here for response options](#))

Activity 3:

New Activity Continuing from Prior Report Target Audience: Faculty Staff Student Organization

- How did you participate in the professional development activity?
- Why did you participate in the professional development activity?
- How likely is it that you would have participated in the development activity without JAHF funding? ([click here for response options](#))
- How important is participation in this development activity for meeting the goals of your overall JAHF scholarship?
([click here for response options](#))

Activity 4:

New Activity Continuing from Prior Report Target Audience: Faculty Staff Student Organization

- How did you participate in the professional development activity?
- Why did you participate in the professional development activity?
- How likely is it that you would have participated in the development activity without JAHF funding? ([click here for response options](#))
- How important is participation in this development activity for meeting the goals of your overall JAHF scholarship?
([click here for response options](#))

Activity 5:

New Activity

Continuing from Prior Report

Target Audience: Faculty

Staff

Student

Organization

• How did you participate in the professional development activity?

• Why did you participate in the professional development activity?

• How likely is it that you would have participated in the development activity without JAHF funding? ([click here for response options](#))

• How important is participation in this development activity for meeting the goals of your overall JAHF scholarship?

([click here for response options](#))

Other comments related to your participation in professional development activities (unlimited length):

Check here if you are submitting additional supporting information on outcomes with this report.

Part 4: Development of Research Skills

- a) Have you had the opportunity to develop your research skills as part of your participation as a Hartford Scholar during this reporting period? Such activities might include: participation in a research skills training course, participation in a seed grant program, development of specific collaborations with professors and others so as to enhance the your ability to conduct research.
 Yes No/ Not Applicable (→ Skip to Part 5)
- b) Research Skill Developments: Describe up to five major developments in research skills and capacity of your own that occurred during this reporting period and how and why you participated.

Research Skill Development 1:

- New Development Continuing from Prior Report

- What role did your funding play in this development of your research skills?
- Why was this skill chosen for development?
- How likely is it that this research skill would have been developed without JAHF funding? ([click here for response options](#))
- How important is this research skill for meeting the goals of your overall JAHF scholarship? ([click here for response options](#))

Research Skill Development 2:

- New Development Continuing from Prior Report

- What role did your funding play in this development of your research skills?
- Why was this skill chosen for development?
- How likely is it that this research skill would have been developed without JAHF funding? ([click here for response options](#))
- How important is this research skill for meeting the goals of your overall JAHF scholarship? ([click here for response options](#))

Research Skill Development 3:

- New Development Continuing from Prior Report

- What role did your funding play in this development of your research skills?
- Why was this skill chosen for development?
- How likely is it that this research skill would have been developed without JAHF funding? ([click here for response options](#))
- How important is this research skill for meeting the goals of your overall JAHF scholarship? ([click here for response options](#))

Research Skill Development 4:

- New Development Continuing from Prior Report

- What role did your funding play in this development of your research skills?
- Why was this skill chosen for development?
- How likely is it that this research skill would have been developed without JAHF funding? ([click here for response options](#))
- How important is this research skill for meeting the goals of your overall JAHF scholarship? ([click here for response options](#))

Research Skill Development 5:

- New Development Continuing from Prior Report

- What role did your funding play in this development of your research skills?
- Why was this skill chosen for development?
- How likely is it that this research skill would have been developed without JAHF funding? ([click here for response options](#))
- How important is this research skill for meeting the goals of your overall JAHF scholarship? ([click here for response options](#))

Other comments related to the development of yours, or others, research skills and research capacity (unlimited length):

- Check here if you are submitting additional supporting information on outcomes with this report.

Part 5: Influence on Policy for Services to the Elderly

- a) Have you had an influence on policy for services to the elderly as a Hartford Scholar during this reporting period? Such activities might include: participation in policy forums or groups specifically charged with recommending policy, participation in consensus groups, and development of evidence-based materials for policy makers.
 Yes No/ Not Applicable (→ Skip to Part 6)
- b) Influences: Describe up to five major influences on policy for services to the elderly that occurred during this reporting period and your role in developing policy for services to the elderly.

Influence 1:

- New Influence Continuing from Prior Report
- What role did you play in developing policy for services to the elderly?
 - Why did you play this role in developing policy for services to the elderly?
 - How likely is it that you would have had an influence on policy without JAHF funding? ([click here for response options](#))
 - How important is this influence on policy for meeting the goals of your overall JAHF scholarship? ([click here for response options](#))

Influence 2:

- New Influence Continuing from Prior Report
- What role did you play in developing policy for services to the elderly?
 - Why did you play this role in developing policy for services to the elderly?
 - How likely is it that you would have had an influence on policy without JAHF funding? ([click here for response options](#))
 - How important is this influence on policy for meeting the goals of your overall JAHF scholarship? ([click here for response options](#))

Influence 3:

- New Influence Continuing from Prior Report
- What role did you play in developing policy for services to the elderly?
 - Why did you play this role in developing policy for services to the elderly?
 - How likely is it that you would have had an influence on policy without JAHF funding? ([click here for response options](#))
 - How important is this influence on policy for meeting the goals of your overall JAHF scholarship? ([click here for response options](#))

Influence 4:

- New Influence Continuing from Prior Report
- What role did you play in developing policy for services to the elderly?
 - Why did you play this role in developing policy for services to the elderly?
 - How likely is it that you would have had an influence on policy without JAHF funding? ([click here for response options](#))
 - How important is this influence on policy for meeting the goals of your overall JAHF scholarship? ([click here for response options](#))

Influence 5:

- New Influence Continuing from Prior Report
- What role did you play in developing policy for services to the elderly?
 - Why did you play this role in developing policy for services to the elderly?
 - How likely is it that you would have had an influence on policy without JAHF funding? ([click here for response options](#))
 - How important is this influence on policy for meeting the goals of your overall JAHF scholarship? ([click here for response options](#))

Other comments related to your influence on policy for services to the elderly (unlimited length):

- Check here if you are submitting additional supporting information on outcomes with this report.

Part 6: Development of Models for Geriatric/Gerontological Care

- a) Have you worked on the development of models for geriatric care as a Hartford Scholar during this reporting period? Such activities might include: development of models for caring for burns, development of models for preventing falls, and development of new end-of-life models. Yes No/ Not Applicable (→ Skip to Part 7)
- b) Developments: Describe up to five major developments of models for geriatric care that occurred during this reporting period and how and why you did this work. Discuss implementation to date, and how the models may improve the field of geriatric/gerontological nursing.

Development 1:

- New Development Continuing from Prior Report

- What role did you play in developing this model for geriatric care?
- Why did you play this role in developing this model for geriatric care?
- How likely is it that you would have developed this model of geriatric care without JAHF funding? ([click here for response options](#))
- How important is the development of this model of geriatric care for meeting the goals of your overall JAHF scholarship?
([click here for response options](#))

Development 2:

- New Development Continuing from Prior Report

- What role did you play in developing this model for geriatric care?
- Why did you play this role in developing this model for geriatric care?
- How likely is it that you would have developed this model of geriatric care without JAHF funding? ([click here for response options](#))
- How important is the development of this model of geriatric care for meeting the goals of your overall JAHF scholarship?
([click here for response options](#))

Development 3:

- New Development Continuing from Prior Report

- What role did you play in developing this model for geriatric care?
- Why did you play this role in developing this model for geriatric care?
- How likely is it that you would have developed this model of geriatric care without JAHF funding? ([click here for response options](#))
- How important is the development of this model of geriatric care for meeting the goals of your overall JAHF scholarship?
([click here for response options](#))

Development 4:

- New Development Continuing from Prior Report

- What role did you play in developing this model for geriatric care?
- Why did you play this role in developing this model for geriatric care?
- How likely is it that you would have developed this model of geriatric care without JAHF funding? ([click here for response options](#))
- How important is the development of this model of geriatric care for meeting the goals of your overall JAHF scholarship?
([click here for response options](#))

Development 5:

New Development Continuing from Prior Report

- What role did you play in developing this model for geriatric care?
- Why did you play this role in developing this model for geriatric care?
- How likely is it that you would have developed this model of geriatric care without JAHF funding? ([click here for response options](#))
- How important is the development of this model of geriatric care for meeting the goals of your overall JAHF scholarship?
([click here for response options](#))

Other comments related your development of models for geriatric/gerontological care (unlimited length):

Check here if your project is submitting additional supporting information on outcomes with this report.

Part 7: Strategies for Dealing with Increasing Diversity among Student, Professional and/or Patient Populations

- a) Did you have the opportunity to work toward developing strategies for dealing with increasing diversity among student, professional and/or patient populations as a Hartford Scholar during this reporting period? Such activities might include: strategies for recruiting a diverse student body, development of models which are generally culturally-appropriate and culturally-sensitive or targeted to the specific needs of one or more groups (e.g., race-ethnicity, gender, sexual, orientation, etc.). Yes No/ Not Applicable (→ Skip to Part 8)
- b) Strategies: Describe up to five major strategies for dealing with increasing diversity among student, professional, and/or patient populations that occurred during this reporting period.

Strategy 1:

New Strategy Continuing from Prior Report

- How did you use this strategy for dealing with increased diversity among student, professional and/or patient populations?
- Why did you use this strategy for dealing with increased diversity among student, professional and/or patient populations?
- How likely is it that this strategy for increasing diversity would have been used without JAHF funding? ([click here for response options](#))
- How important is this strategy for increasing diversity for meeting the goals of your overall JAHF scholarship?
([click here for response options](#))

Strategy 2:

New Strategy Continuing from Prior Report

- How did you use this strategy for dealing with increased diversity among student, professional and/or patient populations?
- Why did you use this strategy for dealing with increased diversity among student, professional and/or patient populations?
- How likely is it that this strategy for increasing diversity would have been used without JAHF funding? ([click here for response options](#))
- How important is this strategy for increasing diversity for meeting the goals of your overall JAHF scholarship?
([click here for response options](#))

Strategy 3:

New Strategy Continuing from Prior Report

- How did you use this strategy for dealing with increased diversity among student, professional and/or patient populations?
- Why did you use this strategy for dealing with increased diversity among student, professional and/or patient populations?
- How likely is it that this strategy for increasing diversity would have been used without JAHF funding? ([click here for response options](#))
- How important is this strategy for increasing diversity for meeting the goals of your overall JAHF scholarship?
([click here for response options](#))

Strategy 4:

New Strategy Continuing from Prior Report

- How did you use this strategy for dealing with increased diversity among student, professional and/or patient populations?
- Why did you use this strategy for dealing with increased diversity among student, professional and/or patient populations?
- How likely is it that this strategy for increasing diversity would have been used without JAHF funding? ([click here for response options](#))
- How important is this strategy for increasing diversity for meeting the goals of your overall JAHF scholarship?
([click here for response options](#))

Strategy 5:

New Strategy Continuing from Prior Report

- How did you use this strategy for dealing with increased diversity among student, professional and/or patient populations?
- Why did you use this strategy for dealing with increased diversity among student, professional and/or patient populations?
- How likely is it that this strategy for increasing diversity would have been used without JAHF funding? ([click here for response options](#))
- How important is this strategy for increasing diversity for meeting the goals of your overall JAHF scholarship?
([click here for response options](#))

Other comments related to your strategies for dealing with increasing diversity (unlimited length):

Check here if you are submitting additional supporting information on outcomes with this report.

Part 8: Improvement of Capacity for, or Quality of, Elderly Patient Care

- a) Have you worked toward the improvement of capacity for, or quality of, elderly patient care as a Hartford Scholar during this reporting period? Such activities might include: participating in a treatment program or collaborating with a service provider to enhance-expand program services. Yes No/ Not Applicable (→ Skip to Part 9)
- b) Improvements: Describe up to five major improvements of capacity for, or quality of, elderly patient care that occurred during this reporting period and how and why you use the modality of capacity enhancement.

Capacity/Quality of Care Improvement 1:

- New Improvement Continuing from Prior Report
- How did you use this modality of capacity/quality enhancement?
 - Why did you use this modality of capacity/quality enhancement?
 - How likely is it that this modality of capacity/quality enhancement would have been conducted without JAHF funding? ([click here for response options](#))
 - How important is this modality of capacity/quality enhancement for meeting the goals of your overall JAHF scholarship? ([click here for response options](#))

Capacity/Quality of Care Improvement 2:

- New Improvement Continuing from Prior Report
- How did you use this modality of capacity/quality enhancement?
 - Why did you use this modality of capacity/quality enhancement?
 - How likely is it that this modality of capacity/quality enhancement would have been conducted without JAHF funding? ([click here for response options](#))
 - How important is this modality of capacity/quality enhancement for meeting the goals of your overall JAHF scholarship? ([click here for response options](#))

Capacity/Quality of Care Improvement 3:

- New Improvement Continuing from Prior Report
- How did you use this modality of capacity/quality enhancement?
 - Why did you use this modality of capacity/quality enhancement?
 - How likely is it that this modality of capacity/quality enhancement would have been conducted without JAHF funding? ([click here for response options](#))
 - How important is this modality of capacity/quality enhancement for meeting the goals of your overall JAHF scholarship? ([click here for response options](#))

Capacity/Quality of Care Improvement 4:

- New Improvement Continuing from Prior Report
- How did you use this modality of capacity/quality enhancement?
 - Why did you use this modality of capacity/quality enhancement?
 - How likely is it that this modality of capacity/quality enhancement would have been conducted without JAHF funding? ([click here for response options](#))
 - How important is this modality of capacity/quality enhancement for meeting the goals of your overall JAHF scholarship? ([click here for response options](#))

Capacity/Quality of Care Improvement 5:

New Improvement Continuing from Prior Report

- How did you use this modality of capacity/quality enhancement?
- Why did you use this modality of capacity/quality enhancement?
- How likely is it that this modality of capacity/quality enhancement would have been conducted without JAHF funding? ([click here for response options](#))
- How important is this modality of capacity/quality enhancement for meeting the goals of your overall JAHF scholarship?
([click here for response options](#))

Other comments related to your improvement of capacity for, or quality of, elderly patient care (unlimited length):

Check here if you are submitting additional supporting information on outcomes with this report.

Part 9: Changing Status of Academic and Practitioner Geriatric/Gerontological Nursing

- a) Have you had the sense, as a Hartford Scholar, that the status of academic and practitioner geriatric/gerontological nursing was changing during this reporting period? Yes No/ Not Applicable (→ Skip to Part 10)
- b) What change(s) have been noted during this reporting period?
- c) Has your “sense of changing status” occurred because: *(check all applicable)*
- I experienced an enhanced sense of my own worth in the field.
 - The field has received external validation as extremely important.
 - I seemed to belong to a “bigger movement” to change geriatric/gerontological nursing.
 - I felt “re-energized” to approach the issues of enhancing geriatric/gerontological nursing capacity and practice.
 - Other (specify:).
 - Other (specify:).
- d) How likely is it that you would have experienced this sense that the status of geriatric/gerontological nursing is changing had you not been awarded JAHF funding? ([click here for response options](#))

Other comments related to the changing status of academic and practitioner geriatric/gerontological nursing (unlimited length):

Check here if you are submitting additional supporting information on outcomes with this report.

Part 10: Collaborations with Other JAHF-Sponsored Students and/or Projects in Geriatric/Gerontological Nursing

- a) Have you collaborated with other JAHF-sponsored projects and/or Hartford Scholars in geriatric/gerontological nursing during this reporting period? Yes No/ Not Applicable (→ Skip to Part 11)
- b) Collaborations: Describe up to five major collaborations with other JAHF-sponsored projects or Hartford Scholars in geriatric/gerontological nursing that occurred during this reporting period and the role you played in the collaborations.

Collaboration 1:

- New Collaboration Continuing from Prior Report

- How did you collaborate with other JAHF-sponsored programs in geriatric/gerontological nursing?
- Why did you collaborate with other JAHF-sponsored programs in geriatric/gerontological nursing?
- How likely is it that this collaboration would have been conducted without JAHF funding? ([click here for response options](#))
- How important is this collaboration for meeting the goals of your overall JAHF scholarship? ([click here for response options](#))

Collaboration 2:

- New Collaboration Continuing from Prior Report

- How did you collaborate with other JAHF-sponsored programs in geriatric/gerontological nursing?
- Why did you collaborate with other JAHF-sponsored programs in geriatric/gerontological nursing?
- How likely is it that this collaboration would have been conducted without JAHF funding? ([click here for response options](#))
- How important is this collaboration for meeting the goals of your overall JAHF scholarship? ([click here for response options](#))

Collaboration 3:

- New Collaboration Continuing from Prior Report

- How did you collaborate with other JAHF-sponsored programs in geriatric/gerontological nursing?
- Why did you collaborate with other JAHF-sponsored programs in geriatric/gerontological nursing?
- How likely is it that this collaboration would have been conducted without JAHF funding? ([click here for response options](#))
- How important is this collaboration for meeting the goals of your overall JAHF scholarship? ([click here for response options](#))

Collaboration 4:

- New Collaboration Continuing from Prior Report

- How did you collaborate with other JAHF-sponsored programs in geriatric/gerontological nursing?
- Why did you collaborate with other JAHF-sponsored programs in geriatric/gerontological nursing?
- How likely is it that this collaboration would have been conducted without JAHF funding? ([click here for response options](#))
- How important is this collaboration for meeting the goals of your overall JAHF scholarship? ([click here for response options](#))

Collaboration 5:

- New Collaboration Continuing from Prior Report

- How did you collaborate with other JAHF-sponsored programs in geriatric/gerontological nursing?
- Why did you collaborate with other JAHF-sponsored programs in geriatric/gerontological nursing?
- How likely is it that this collaboration would have been conducted without JAHF funding? ([click here for response options](#))
- How important is this collaboration for meeting the goals of your overall JAHF scholarship? ([click here for response options](#))

Other comments related to your collaborations with other JAHF-sponsored students and/or projects (unlimited length):

- Check here if you are submitting additional supporting information on outcomes with this report.

Part 11: Other Activities

- a) Are there other activities that you participated in during this reporting period that were not included in the above questions?
 Yes No/ Not Applicable (→ STOP. YOU HAVE NOW COMPLETED THE ENTIRE FORM.)
- b) Other Activities: Describe up to five major activities that occurred during this reporting period, not described earlier, and the role you played in them.

Activity 1:

- New Activity Continuing from Prior Report
- What was your role in this activity?
 - Why did you participate in this activity?
 - How likely is it that this activity would have been conducted without JAHF funding? ([click here for response options](#))
 - How important is this activity for meeting the goals of your overall JAHF scholarship? ([click here for response options](#))

Activity 2:

- New Activity Continuing from Prior Report
- What was your role in this activity?
 - Why did you participate in this activity?
 - How likely is it that this activity would have been conducted without JAHF funding? ([click here for response options](#))
 - How important is this activity for meeting the goals of your overall JAHF scholarship? ([click here for response options](#))

Activity 3:

- New Activity Continuing from Prior Report
- What was your role in this activity?
 - Why did you participate in this activity?
 - How likely is it that this activity would have been conducted without JAHF funding? ([click here for response options](#))
 - How important is this activity for meeting the goals of your overall JAHF scholarship? ([click here for response options](#))

Activity 4:

- New Activity Continuing from Prior Report
- What was your role in this activity?
 - Why did you participate in this activity?
 - How likely is it that this activity would have been conducted without JAHF funding? ([click here for response options](#))
 - How important is this activity for meeting the goals of your overall JAHF scholarship? ([click here for response options](#))

Activity 5:

- New Activity Continuing from Prior Report
- What was your role in this activity?
 - Why did you participate in this activity?
 - How likely is it that this activity would have been conducted without JAHF funding? ([click here for response options](#))
 - How important is this activity for meeting the goals of your overall JAHF scholarship? ([click here for response options](#))

Other comments related to your other activities during this reporting period:

- Check here if you are submitting additional supporting information on outcomes with this report.

