

Hartford Geriatric Nursing Initiative John A. Hartford Foundation

Independent Evaluation
by The Measurement Group



Data Briefing 10
American Association of Colleges of Nursing
Geriatric Nurse Education Project
Baccalaureate Curriculum Programs, Part Two

American Association of Colleges of Nursing [AACN] Geriatric Nursing Education Project

- The American Association of Colleges of Nursing [AACN] Geriatric Nursing Education Project, funded by the John A. Hartford Foundation's Geriatric Nursing Initiative, was a broad and long-term effort to improve the quality of training in geriatric nursing in 30 American Schools of Nursing and to increase the number of nurses trained who are competent in geriatrics
- The goals and objectives of the sub-grants funded through the grant to AACN ranged from large-scale curriculum changes to developing stand-alone courses in geriatric nursing, enhancing clinical experiences in geriatric nursing, and delivering course materials broadly through the Internet and other distance learning media
- Capacity enhancements included such strategies as developing an infrastructure for geriatric nursing programs within host Schools of Nursing, raising the awareness of geriatric issues among faculty and students, and providing professional development opportunities for existing faculty in issues of geriatric nursing

Key Role of the American Association of Colleges of Nursing Curriculum Projects in the Hartford Geriatric Nursing Initiative

- The 30 [20 Baccalaureate and 10 Advanced Practice Nursing] American Association of Colleges of Nursing Curriculum Projects were, in many cases, an entry point for Schools without large Hartford funding to become part of the larger Hartford Geriatric Nursing Initiative
- Extremely creative strategies used for curriculum development and revision on “shoe-string” budgets
- Provides a series of Hartford-linked sites outside the hub of big projects [Hartford Centers of Geriatric Nursing Excellence, Hartford Institute]

American Association of Colleges of Nursing Funded Baccalaureate Curriculum Schools

- Drexel University
- Fairfield University
- Florida International University
- Grand Valley State University
- Illinois State University
- La Salle University
- Metropolitan State University
- New York University
- Otterbein College
- State University of New York, Stony Brook
- Tuskegee University
- University of Delaware
- University of Iowa
- University of Maryland
- University of Michigan
- University of Missouri, Columbia
- University of North Carolina, Greensboro
- University of Rhode Island
- University of Washington
- Valparaiso University

American Association of Colleges of Nursing: Baccalaureate Schools Developed and/or Implemented New Courses [1 of 2]

- 16 of 20 Schools developed and/or implemented new courses or modules focused on geriatric content
- Of these Schools
 - 11 Schools relied on traditional media for offering their courses
 - 9 Schools utilized a web-based or distance learning format
 - A total of 26 unique course development or implementation activities reported overall

American Association of Colleges of Nursing: Baccalaureate Schools Developed and/or Implemented New Courses [2 of 2]

- Both the traditional and the web-based courses and modules covered a wide range of geriatric issues
 - Geriatric Best Practices [6 Schools]
 - Overall Aging Process [3 Schools]
 - End of Life Care [2 Schools]
- Traditional courses were developed as part of existing curricular tracks and were typically offered as upper-class electives
- Web-based/distance learning courses tended to be developed as stand-alone courses or as a series of topic-based modules

American Association of Colleges of Nursing: Baccalaureate Curriculum Course Development and Enhancement Activities

- Both course and curriculum development and enhancement activities were categorized as either traditional or web-based/distance learning in nature
- Traditional: Traditional course and curriculum development and/or enhancement activities include any didactic or clinical learning experiences based purely on face-to-face interaction
- Web-based/Distance Learning: All course and curriculum development and enhancement activities in this category include a web-based or distance learning component such as online classes, web-based modules, CD-ROMs or Polycom technology

American Association of Colleges of Nursing: Baccalaureate Schools Developed and/or Implemented New Curricula

- 13 of 20 Baccalaureate Curriculum Schools developed and/or implemented new curricula to incorporate a greater focus on gerontology
- Schools participated in 15 unique curriculum development and/or implementation activities
- Almost all Schools chose to develop their new curricula by mapping out and integrating geriatric content across the entire curriculum
 - 31 Schools specifically cited the AACN-recommended geriatric competencies as a valuable reference in this process

American Association of Colleges of Nursing: Baccalaureate Schools Enhanced Existing Courses

- 19 of 20 Baccalaureate Curriculum Schools enhanced their programs by incorporating geriatric content and/or best practices into existing courses
- 15 Schools enhanced their traditional courses and 11 Schools enhanced their web-based/distance learning courses.
- In total, the Schools conducted 81 course enhancement activities

American Association of Colleges of Nursing: Baccalaureate Schools Enhanced Existing Curricula

- 19 of 20 Baccalaureate Curriculum Schools reported enhancing the geriatric content in their existing curricula
- 16 Schools utilized a traditional medium for enhancing their curricula
 - 11 Schools also made use of web-based or distance-learning activities
- The Schools participated in 62 unique curricular enhancement activities over the three years of the grant

American Association of Colleges of Nursing: Broader Activities In Support of Baccalaureate Curriculum Enhancements

- All 20 of the Baccalaureate Curriculum Schools participated in broader activities to complement, support, or sustain curricular enhancements
- These activities included
 - Conducting faculty development activities
 - Creating formal or informal linkages
 - Promoting recruitment and retention
 - Disseminating information related to curriculum enhancements
 - Advancing the sustainability of the grant supported enhancements
 - Leveraging the JAHF Grant designation
 - Giving or receiving awards or recognitions for geriatric-related work

American Association of Colleges of Nursing: Baccalaureate School Faculty Development

- 17 of 20 Baccalaureate Curriculum Schools reported participating in faculty development activities.
 - 12 Schools conducted training workshops or meetings to educate faculty about geriatric content or the goals of the grant
 - 8 Schools attended or sponsored faculty participation in conferences
 - 10 Schools supported faculty in additional formal training opportunities such as online certification courses, summer institutes, or post-doctoral programs
 - 3 Schools provided or received mentoring from faculty
 - 11 Schools reported other types of faculty development activities, such as resource development
- Overall, the faculty development activities increased faculty interest and confidence about geriatric nursing
- The activities caused faculty to become more involved in the development of new course, and a number of the Baccalaureate Curriculum Schools found that faculty development activities led to the creation or exchange of teaching methods or tips related to increasing geriatrics into courses

American Association of Colleges of Nursing: Baccalaureate School Formal or Informal Linkages

- 18 Baccalaureate Schools developed formal or informal linkages with other institutions to enhance their geriatric nursing curriculum
- Reasons for pursuing linkages
 - Increase clinical training opportunities [18 Schools]
 - Disseminate information or provide technical assistance [5 Schools]
 - Develop learning or clinical tools [3 Schools]
 - Increase geriatric training resources [7 Schools]
 - To pursue other grant-related activities [4 Schools]
- The greatest impact of these linkages was creating opportunities for students to gain clinical exposure in geriatric settings, and the Schools learned there is great need for these types of experiences

American Association of Colleges of Nursing: Baccalaureate School Recruitment and Retention of Students

- 14 of 20 Baccalaureate Curriculum Schools reported conducting activities to recruit and retain students in geriatric nursing programs
- The most common form of recruitment pursued was the marketing of programs in web and print media
 - 11 Schools reported conducting this activity
- Other recruiting and retention activities
 - 8 Schools reported targeting recruiting and/or retention efforts at specific groups of potential students such as current long-term care providers and student groups
 - 5 Schools incorporated recruitment activities in course offerings
 - 6 Schools formed linkages to recruit and retain student interest in geriatrics

American Association of Colleges of Nursing: Baccalaureate School Curriculum Dissemination Activities

- The two most common forms of dissemination conducted by the schools were presentations and lay publications
- 17 of 20 Schools disseminated curriculum information through presentations, including formal presentations at conferences and informal presentations at workshops and meetings
- 14 Schools disseminated information in lay publications such as state and local print media, newsletter, or the radio
- Other curriculum dissemination activities
 - Paper publications [9 Schools]
 - Internet announcements [5 Schools]
 - Person-to-person networking [5 Schools]
 - Other grant-related activities [7 Schools]
- Schools reported that these dissemination activities increased program visibility and interest in local communities, other institutions/agencies, faculty, and students

American Association of Colleges of Nursing: Baccalaureate School Activities Sustaining Curricular Innovations

- 15 of 20 Baccalaureate Curriculum Schools reported taking steps to sustain the curricular innovations supported by the grant
 - 9 Schools enhanced their faculty by adding faculty with geriatric expertise or expanding the roles of existing faculty
 - 7 Schools received or applied for other grant funding
 - 10 Schools developed new programs of study
 - 4 Schools reported conducting other activities to ensure the sustainability of curricular innovations supported by the Hartford grant
- Schools also feel they are better able to carry out further geriatric enhancements to their program
- Schools learned that attempts to sustain curricular innovation require substantial investments of money and time
- As a result of these activities, the Baccalaureate Curriculum Schools reported an increase in the amount of geriatric content integrated into their curricula

American Association of Colleges of Nursing: Baccalaureate Schools Leveraging of the JAHF Grant

- 13 of 20 Baccalaureate Curriculum Schools leveraged their John A. Hartford Foundation Grantee designation to obtain additional support for grant-related activities
- 9 Schools reported leveraging their Hartford designation when applying for additional grant funds to support geriatric nursing education efforts or enhance geriatric nursing practice
- Other leveraging activities
 - Providing student assistance [4 Schools]
 - Obtaining in-kind support from the university [3 Schools]
 - Training faculty [3 Schools], providing technical enhancements [2 Schools]
 - Other types of activities to support curriculum activities [3 Schools]

American Association of Colleges of Nursing: Baccalaureate Schools Awards and Recognition

- 9 of 20 Baccalaureate Curriculum Schools gave or received awards for their grant-related work during this period
- The awards recognized the Curriculum Schools' project, faculty, and students' achievement in geriatric nursing practice and education
- These awards validated the work that had been accomplished by the schools, and were utilized to motivate and recognize outstanding student and/or faculty efforts

Independent Evaluator's Conclusion

- Smaller Schools of Nursing, and those without major grants for geriatric nursing centers, are responsible for training the vast majority of nurses who work in geriatrics, and it is important that they receive incentives for innovation and recognition for such hard work
 - This program funds many such schools and involves them within the collective goal for the field to maximize geriatric nurse training programs in innovative ways that make the most of local resources
- The model of this program is an important one that serves to motivate the entire field of geriatric nursing to participate in the development of state-of-the-art training programs.
- It is clearly demonstrated by this project that there is great value to the John A. Hartford Foundation and the field of geriatric nursing from having a program such as this one administered by a group such as the American Association of Colleges of Nursing or another large constituency professional association
- Collectively, this group of grantees has developed a large set of innovative curriculum projects, of various kinds, that have been offered to a large number of students and disseminated widely to other Schools of Nursing and training sites

Independent Evaluation of the Hartford Geriatric Nursing Initiative by The Measurement Group

- The Measurement Group is a program evaluation and applied research consulting firm with offices located in Los Angeles, California, and Chapel Hill, North Carolina, and a national practice
- The Measurement Group specializes in the evaluation of health and social services programs, especially those programs targeted toward vulnerable members of society and supported through public funds and charitable contributions
 - Areas of interest include medical and social services for the elderly, mental health services, substance abuse programs, prevention, HIV/AIDS services, eliminating disparities in access to services, and training for healthcare and social service professionals
- The Measurement Group has been retained by the John A. Hartford Foundation to evaluate the component programs of the Hartford Geriatric Nursing Initiative between January 2001 and December 2007
- For contact information, see www.TheMeasurementGroup.com or www.GeriatricNursing.info

Caveat for this Data Briefing

- The findings used in this Data Briefing are derived from surveys and interviews of the Schools of Nursing; no individual data were collected from the students trained

Appendix

Background and Technical Information

Key Staff for the Evaluation at The Measurement Group

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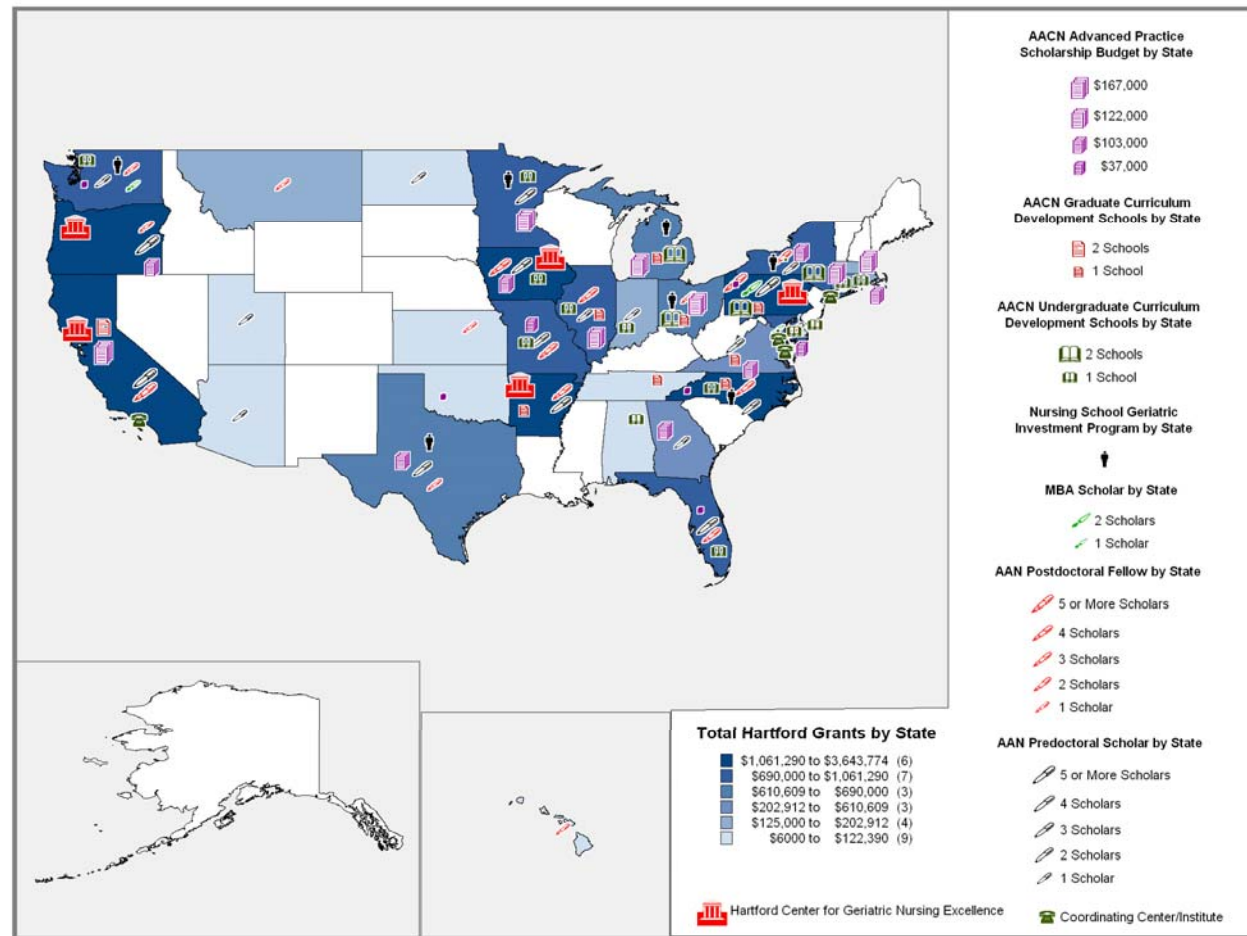
Scope of the Hartford Geriatric Nursing Initiative

- 1 Initiative [Geriatric Nursing Initiative]
- 31 States
- 66 Schools of Nursing/Universities
- 3 Coordinating/Dissemination/Policy Centers
 - American Academy of Nursing [AAN]
 - American Association of Colleges of Nursing [AACN]
 - Hartford Institute for Geriatric Nursing [HIGN]

Major Projects of the Hartford Geriatric Nursing Initiative

- AAN-Administered Hartford BAGNC Scholars and Fellows
 - Pre-Doctoral, Post-Doctoral, MBA
- Hartford Centers of Geriatric Nursing Excellence [HCGNE]
 - Oregon Health & Sciences University, University of Arkansas for Medical Science, University of California San Francisco, University of Iowa, and University of Pennsylvania
- Nursing School Geriatric Investment Program [NSGIP]
 - Case Western University, University of Michigan, University of Minnesota, University of North Carolina Chapel Hill, University of Texas, University of Rochester, and University of Washington
- AACN-Administered Enhancing Gerontological/Geriatric Nursing Education for Baccalaureate and Graduate Programs
 - 20 Schools of Nursing received funding through AACN for undergraduate programs
 - 10 Schools of Nursing received funding through AACN for graduate programs
- AACN-Administered Creating Careers in Geriatric Advanced Practice Nursing
 - 23 Schools of Nursing received funding through AACN in the first cohort
 - 18 Schools of Nursing receive funding through AACN in the second cohort
- Hartford Institute for Geriatric Nursing
 - Multi-faceted education, policy, and research center
 - HIGN/NYU Scholars
- Leadership Conference
- Coordinating Center at the American Academy of Nursing

Resources Allocated by State to the Hartford Geriatric Nursing Initiative



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Final Report

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