

Evaluation Report Form for the JAHF Institute for Geriatric Nursing

Name of Entity:

Period of Reporting:

Person(s) Contributing to Report:

Date Report Submitted:

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.

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Part 1: Promote Cross-Cutting Themes in Geriatric/Gerontological Nursing in the Nursing Profession, Nursing Schools, and Integrated Health Care Systems

- a) Has the Institute participated in any activities that helped promote cross-cutting themes in geriatric/gerontological nursing in the nursing profession, nursing schools, and integrated health care systems nationwide during the reporting period?
 Yes No/ Not Applicable (→ Skip to Part 3)
- b) Activity: Describe up to five major activities that the Institute participated in to help promote cross-cutting themes in geriatric/gerontological nursing in the nursing profession, nursing schools, and integrated health care systems nationwide.

Activity 1:

- New Activity Continuing from Prior Report
- Note the intent of these activities. *Check all that apply.*
 Make a Direct Impact Affect System Level Change Act as a Convener for Broader Multiplicative Action
 Other, *please specify*
 - Is this one stage in a multistage activity?
 Yes → if yes, what stage does this activity belong to? ([click here for response options](#))
 No
 - Estimate the number of professional nurses, nursing schools, and/or integrated health care systems affected by the Institute's activities?
 - How did the Institute's activities help promote cross-cutting themes in geriatric/gerontological nursing in professional nurses, nursing schools, and/or integrated health care systems nationwide?
 - Why did the Institute participate in this activity to help promote cross-cutting themes in geriatric/gerontological nursing in professional nurses, nursing schools, and/or integrated health care systems nationwide?
 - How likely is it that the Institute would have participated in this activity without JAHF funding? ([click here for response options](#))
 - How important is this activity to the goals of the Institute? ([click here for response options](#))

Activity 2:

- New Activity Continuing from Prior Report
- Note the intent of these activities. *Check all that apply.*
 Make a Direct Impact Affect System Level Change Act as a Convener for Broader Multiplicative Action
 Other, *please specify*
 - Is this one stage in a multistage activity?
 Yes → if yes, what stage does this activity belong to? ([click here for response options](#))
 No
 - Estimate the number of professional nurses, nursing schools, and/or integrated health care systems affected by the Institute's activities?
 - How did the Institute's activities help promote cross-cutting themes in geriatric/gerontological nursing in professional nurses, nursing schools, and/or integrated health care systems nationwide?
 - Why did the Institute participate in this activity to help promote cross-cutting themes in geriatric/gerontological nursing in professional nurses, nursing schools, and/or integrated health care systems nationwide?
 - How likely is it that the Institute would have participated in this activity without JAHF funding? ([click here for response options](#))
 - How important is this activity to the goals of the Institute? ([click here for response options](#))

Activity 3:

- New Activity Continuing from Prior Report

- Note the intent of these activities. *Check all that apply.*
 - Make a Direct Impact Affect System Level Change Act as a Convener for Broader Multiplicative Action
 - Other, *please specify*
- Is this one stage in a multistage activity?
 - Yes→ if yes, what stage does this activity belong to? ([click here for response options](#))
 - No
- Estimate the number of professional nurses, nursing schools, and/or integrated health care systems affected by the Institute's activities?
- How did the Institute's activities help promote cross-cutting themes in geriatric/gerontological nursing in professional nurses, nursing schools, and/or integrated health care systems nationwide?
- Why did the Institute participate in this activity to help promote cross-cutting themes in geriatric/gerontological nursing in professional nurses, nursing schools, and/or integrated health care systems nationwide?
- How likely is it that the Institute would have participated in this activity without JAHF funding?([click here for response options](#))
- How important is this activity to the goals of the Institute? ([click here for response options](#))

Activity 4:

- New Activity Continuing from Prior Report
- Note the intent of these activities. *Check all that apply.*
 - Make a Direct Impact Affect System Level Change Act as a Convener for Broader Multiplicative Action
 - Other, *please specify*
- Is this one stage in a multistage activity?
 - Yes→ if yes, what stage does this activity belong to? ([click here for response options](#))
 - No
- Estimate the number of professional nurses, nursing schools, and/or integrated health care systems affected by the Institute's?
- How did the Institute's activities help promote cross-cutting themes in geriatric/gerontological nursing in professional nurses, nursing schools, and/or integrated health care systems nationwide?
- Why did the Institute participate in this activity to help promote cross-cutting themes in geriatric/gerontological nursing in professional nurses, nursing schools, and/or integrated health care systems nationwide?
- How likely is it that the Institute would have participated in this activity without JAHF funding? ([click here for response options](#))
- How important is this activity to the goals of the Institute? ([click here for response options](#))

Activity 5:

- New Activity Continuing from Prior Report
- Note the intent of these activities. *Check all that apply.*
 - Make a Direct Impact Affect System Level Change Act as a Convener for Broader Multiplicative Action
 - Other, *please specify*
- Is this one stage in a multistage activity?
 - Yes→ if yes, what stage does this activity belong to? ([click here for response options](#))
 - No
- Estimate the number of professional nurses, nursing schools, and/or integrated health care systems affected by the Institute's activities?
- How did the Institute's activities help promote cross-cutting themes in geriatric/gerontological nursing in professional nurses, nursing schools, and/or integrated health care systems nationwide?
- Why did the Institute participate in this activity to help promote cross-cutting themes in geriatric/gerontological nursing in professional nurses, nursing schools, and/or integrated health care systems nationwide?
- How likely is it that the Institute would have participated in this activity without JAHF funding?([click here for response options](#))

• How important is this activity to the goals of the Institute? ([click here for response options](#))

c) Outcomes: What significant new or continuing outcomes have been observed/documented as a result of the Institute's cumulative activities to help promote cross-cutting themes in geriatric/gerontological nursing in professional nurses, nursing schools, and/or integrated health care systems nationwide? List up to five outcomes.

Outcome 1:

New Outcome Continuing from Prior Report

• How likely is it that the Institute would have achieved this outcome without JAHF funding? ([click here for response options](#))

• Supporting Data/Observation:

Outcome 2:

New Outcome Continuing from Prior Report

• How likely is it that the Institute would have achieved this outcome without JAHF funding? ([click here for response options](#))

• Supporting Data/Observation:

Outcome 3:

New Outcome Continuing from Prior Report

• How likely is it that the Institute would have achieved this outcome without JAHF funding? ([click here for response options](#))

• Supporting Data/Observation:

Outcome 4:

New Outcome Continuing from Prior Report

• How likely is it that the Institute would have achieved this outcome without JAHF funding? ([click here for response options](#))

• Supporting Data/Observation:

Outcome 5:

New Outcome Continuing from Prior Report

• How likely is it that the Institute would have achieved this outcome without JAHF funding? ([click here for response options](#))

• Supporting Data/Observation:

d) Lessons Learned: Has the Institute learned any specific knowledge about promoting cross-cutting themes in geriatric/gerontological nursing in professional nurses, nursing schools, and/or integrated health care systems nationwide and the likely outcome(s) of such activities? List up to five major lessons the Institute has learned as a result of its activities in this area.

Lesson 1:

• How Learned:

Lesson 2:

• How Learned:

Lesson 3:

• How Learned:

Lesson 4:

• How Learned:

Lesson 5:

• How Learned:

Other comments related to the Institute's activities to help promote cross-cutting themes in geriatric/gerontological nursing in professional nurses, nursing schools, and/or integrated health care systems nationwide:

Check here if the Institute is submitting additional supporting information on outcomes with this report.

Part 2: Enhanced Capacity to Train Students in Geriatric/Gerontological Nursing Nationwide

- a) Has the Institute attempted to enhance the capacity for training students in geriatric/gerontological nursing at nursing schools and institutions nationwide during the reporting period? Yes No/ Not Applicable (→ Skip to Part 3)

Capacity Enhancement 1:

- New Enhancement Continuing from Prior Report
- Increased capacity achieved through affecting change on the: **Check all that apply**
 System Level Among Faculty Directly on Students
 - Is this one stage in a multistage activity?
 Yes → if yes, what stage does this activity belong to? ([click here for response options](#))
 No
 - To which type of student does this enhancement apply? (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: _____)
 - Methods used (check all that apply) Classroom (Not Online) Distance Learning Workshop Web/Online Other Specify:
 - Estimate the number of nursing schools and institutions affected.
 - Describe the way in which the Institute's activities increased nursing schools' and institutions' capacity to train nursing students.
 - Has JAHF funding increased the Institute's ability to affect this capacity enhancement in nursing schools and institutions nationwide?
 Yes No
 - How has JAHF funding increased the Institute's ability to affect this capacity enhancement in nursing schools and institutions nationwide?
 - How likely is it that the Institute's ability to affect this capacity enhancement in nursing schools and institutions nationwide would have increased without JAHF funding? ([click here for response options](#))
 - How important is this capacity enhancement activity to the overall goals of the Institute? ([click here for response options](#))

Capacity Enhancement 2:

- New Enhancement Continuing from Prior Report
- Increased capacity achieved through affecting change on the: **Check all that apply**
 System Level Among Faculty Directly on Students
 - Is this one stage in a multistage activity?
 Yes → if yes, what stage does this activity belong to? ([click here for response options](#))
 No
 - To which type of student does this enhancement apply? (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: _____)
 - Methods used (check all that apply) Classroom (Not Online) Distance Learning Workshop Web/Online Other Specify:
 - Estimate the number of nursing schools and institutions affected.
 - Describe the way in which the Institute's activities increased nursing schools' and institutions' capacity to train nursing students.
 - Has JAHF funding increased the Institute's ability to affect this capacity enhancement in nursing schools and institutions nationwide?
 Yes No
 - How has JAHF funding increased the Institute's ability to affect this capacity enhancement in nursing schools and institutions nationwide?
 - How likely is it that the Institute's ability to affect this capacity enhancement in nursing schools and institutions nationwide would have increased without JAHF funding? ([click here for response options](#))
 - How important is this capacity enhancement activity to the overall goals of the Institute? ([click here for response options](#))

Capacity Enhancement 3:

- New Enhancement Continuing from Prior Report
- Increased capacity achieved through affecting change on the: **Check all that apply**
 System Level Among Faculty Directly on Students
 - Is this one stage in a multistage activity?
 Yes→ if yes, what stage does this activity belong to? ([click here for response options](#))
 No
 - To which type of student does this enhancement apply? (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: _____)
 - Methods used (check all that apply) Classroom (Not Online) Distance Learning Workshop Web/Online Other Specify:
 - Estimate the number of nursing schools and institutions affected.
 - Describe the way in which the Institute's activities increased nursing schools' and institutions' capacity to train nursing students.
 - Has JAHF funding increased the Institute's ability to affect this capacity enhancement in nursing schools and institutions nationwide?
 Yes No
 - How has JAHF funding increased the Institute's ability to affect this capacity enhancement in nursing schools and institutions nationwide?
 - How likely is it that the Institute's ability to affect this capacity enhancement in nursing schools and institutions nationwide would have increased without JAHF funding? ([click here for response options](#))
 - How important is this capacity enhancement activity to the overall goals of the Institute? ([click here for response options](#))

Capacity Enhancement 4:

- New Enhancement Continuing from Prior Report
- Increased capacity achieved through affecting change on the: **Check all that apply**
 System Level Among Faculty Directly on Students
 - Is this one stage in a multistage activity?
 Yes→ if yes, what stage does this activity belong to? ([click here for response options](#))
 No
 - To which type of student does this enhancement apply? (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: _____)
 - Methods used (check all that apply) Classroom (Not Online) Distance Learning Workshop Web/Online Other Specify:
 - Estimate the number of nursing schools and institutions affected.
 - Describe the way in which the Institute's activities increased nursing schools' and institutions' capacity to train nursing students.
 - Has JAHF funding increased the Institute's ability to affect this capacity enhancement in nursing schools and institutions nationwide?
 Yes No
 - How has JAHF funding increased the Institute's ability to affect this capacity enhancement in nursing schools and institutions nationwide?
 - How likely is it that the Institute's ability to affect this capacity enhancement in nursing schools and institutions nationwide would have increased without JAHF funding? ([click here for response options](#))
 - How important is this capacity enhancement activity to the overall goals of the Institute? ([click here for response options](#))

Capacity Enhancement 5:

- New Enhancement Continuing from Prior Report
- Increased capacity achieved through affecting change on the: **Check all that apply**
 System Level Among Faculty Directly on Students

- Is this one stage in a multistage activity?
 - Yes→ if yes, what stage does this activity belong to? ([click here for response options](#))
 - No
- To which type of student does this enhancement apply? (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: _____)
- Methods used (check all that apply) Classroom (Not Online) Distance Learning Workshop Web/Online Other Specify:
- Estimate the number of nursing schools and institutions affected.
- Describe the way in which the Institute's activities increased nursing schools' and institutions' capacity to train nursing students.
- Has JAHF funding increased the Institute's ability to affect this capacity enhancement in nursing schools and institutions nationwide?
 - Yes No
- How has JAHF funding increased the Institute's ability to affect this capacity enhancement in nursing schools and institutions nationwide?
- How likely is it that the Institute's ability to affect this capacity enhancement in nursing schools and institutions nationwide would have increased without JAHF funding? ([click here for response options](#))
- How important is this capacity enhancement activity to the overall goals of the Institute? ([click here for response options](#))

b) How much did the Institute cumulatively increase capacity nationwide to teach geriatric/gerontological students during the period? Increased capacity is the nation's capacity now as compared to before the Institute started. Give exact or estimated demographic characteristics of the students if possible.

Increased 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:			
Increased 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:			
Increased 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:			
Increased 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		

<ul style="list-style-type: none"> • Percent female: <input type="checkbox"/> Exact <input type="checkbox"/> Estimate • Percent who will specialize in geriatric/gerontological nursing:
<p>Increased Number of <u>Doctoral Nursing Students:</u> <input type="checkbox"/> Exact <input type="checkbox"/> Estimate</p> <ul style="list-style-type: none"> • 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:
<p>Increased Number of <u>Other Students:</u> <input type="checkbox"/> Exact <input type="checkbox"/> Estimate</p> <ul style="list-style-type: none"> • 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:

c) **Outcomes: What significant new or continuing outcomes have been observed/documented as a result of the Institutes cumulative activities to increase capacity for training students in geriatric/gerontological nursing in nursing schools and institutions nationwide? What sources of data document these outcomes? List up to eight outcomes.**

<p>Outcome 1:</p> <p><input type="checkbox"/> New Outcome <input type="checkbox"/> Continuing from Prior Report</p> <ul style="list-style-type: none"> • To which type of student does this outcome apply? (check all that apply) <ul style="list-style-type: none"> <input type="checkbox"/> Non-Baccalaureate Nursing Students <input type="checkbox"/> Baccalaureate Nursing Students <input type="checkbox"/> Masters Nursing Students <input type="checkbox"/> Gerontological Nurse Practitioner Students <input type="checkbox"/> Doctoral Nursing Students <input type="checkbox"/> Other Nursing Students (specify: _____) • Number of schools that this outcome was observed. • How likely is it that the Institute would have achieved this outcome without JAHF funding? (click here for response options) • Supporting Data/Observation:
<p>Outcome 2:</p> <p><input type="checkbox"/> New Outcome <input type="checkbox"/> Continuing from Prior Report</p> <ul style="list-style-type: none"> • To which type of student does this outcome apply? (check all that apply) <ul style="list-style-type: none"> <input type="checkbox"/> Non-Baccalaureate Nursing Students <input type="checkbox"/> Baccalaureate Nursing Students <input type="checkbox"/> Masters Nursing Students <input type="checkbox"/> Gerontological Nurse Practitioner Students <input type="checkbox"/> Doctoral Nursing Students <input type="checkbox"/> Other Nursing Students (specify: _____) • Number of schools that this outcome was observed. • How likely is it that the Institute would have achieved this outcome without JAHF funding? (click here for response options) • Supporting Data/Observation:
<p>Outcome 3:</p> <p><input type="checkbox"/> New Outcome <input type="checkbox"/> Continuing from Prior Report</p> <ul style="list-style-type: none"> • To which type of student does this outcome apply? (check all that apply) <ul style="list-style-type: none"> <input type="checkbox"/> Non-Baccalaureate Nursing Students <input type="checkbox"/> Baccalaureate Nursing Students <input type="checkbox"/> Masters Nursing Students <input type="checkbox"/> Gerontological Nurse Practitioner Students <input type="checkbox"/> Doctoral Nursing Students <input type="checkbox"/> Other Nursing Students (specify: _____) • Number of schools that this outcome was observed. • How likely is it that the Institute would have achieved this outcome without JAHF funding? (click here for response options)

• **Supporting Data/Observation:**

Outcome 4:

New Outcome **Continuing from Prior Report**

• **To which type of student does this outcome apply? (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: _____)

• **Number of schools that this outcome was observed.**

• **How likely is it that the Institute would have achieved this outcome without JAHF funding? ([click here for response options](#))**

• **Supporting Data/Observation:**

Outcome 5:

New Outcome **Continuing from Prior Report**

• **To which type of student does this outcome apply? (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: _____)

• **Number of schools that this outcome was observed.**

• **How likely is it that the Institute would have achieved this outcome without JAHF funding? ([click here for response options](#))**

• **Supporting Data/Observation:**

Outcome 6:

New Outcome **Continuing from Prior Report**

• **To which type of student does this outcome apply? (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: _____)

• **Number of schools that this outcome was observed.**

• **How likely is it that the Institute would have achieved this outcome without JAHF funding? ([click here for response options](#))**

• **Supporting Data/Observation:**

Outcome 7:

New Outcome **Continuing from Prior Report**

• **To which type of student does this outcome apply? (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: _____)

• **Number of schools that this outcome was observed.**

• **How likely is it that the Institute would have achieved this outcome without JAHF funding? ([click here for response options](#))**

• **Supporting Data/Observation:**

Outcome 8:

New Outcome **Continuing from Prior Report**

• **To which type of student does this outcome apply? (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: _____)

• **Number of schools that this outcome was observed.**

• **How likely is it that the Institute would have achieved this outcome without JAHF funding? ([click here for response options](#))**

• **Supporting Data/Observation:**

d) **Lessons Learned: Has the Institute learned any specific knowledge about increasing capacity to train students in geriatric/gerontological nursing in nursing schools and institutions nationwide and the likely outcome(s) of such activities? List up to five major lessons the Institute has learned as a result of its activities in this area.**

Lesson 1:

• **To which type of student does this lesson apply? (check all that apply)**

- | | | |
|---|---|--|
| <input type="checkbox"/> Non-Baccalaureate Nursing Students | <input type="checkbox"/> Baccalaureate Nursing Students | <input type="checkbox"/> Masters Nursing Students |
| <input type="checkbox"/> Gerontological Nurse Practitioner Students | <input type="checkbox"/> Doctoral Nursing Students | <input type="checkbox"/> Other Nursing Students (specify: _____) |

• **How Learned:**

Lesson 2:

• **To which type of student does this lesson apply? (check all that apply)**

- | | | |
|---|---|--|
| <input type="checkbox"/> Non-Baccalaureate Nursing Students | <input type="checkbox"/> Baccalaureate Nursing Students | <input type="checkbox"/> Masters Nursing Students |
| <input type="checkbox"/> Gerontological Nurse Practitioner Students | <input type="checkbox"/> Doctoral Nursing Students | <input type="checkbox"/> Other Nursing Students (specify: _____) |

• **How Learned:**

Lesson 3:

• **To which type of student does this lesson apply? (check all that apply)**

- | | | |
|---|---|--|
| <input type="checkbox"/> Non-Baccalaureate Nursing Students | <input type="checkbox"/> Baccalaureate Nursing Students | <input type="checkbox"/> Masters Nursing Students |
| <input type="checkbox"/> Gerontological Nurse Practitioner Students | <input type="checkbox"/> Doctoral Nursing Students | <input type="checkbox"/> Other Nursing Students (specify: _____) |

• **How Learned:**

Lesson 4:

• **To which type of student does this lesson apply? (check all that apply)**

- | | | |
|---|---|--|
| <input type="checkbox"/> Non-Baccalaureate Nursing Students | <input type="checkbox"/> Baccalaureate Nursing Students | <input type="checkbox"/> Masters Nursing Students |
| <input type="checkbox"/> Gerontological Nurse Practitioner Students | <input type="checkbox"/> Doctoral Nursing Students | <input type="checkbox"/> Other Nursing Students (specify: _____) |

• **How Learned:**

Lesson 5:

• **To which type of student does this lesson apply? (check all that apply)**

- | | | |
|---|---|--|
| <input type="checkbox"/> Non-Baccalaureate Nursing Students | <input type="checkbox"/> Baccalaureate Nursing Students | <input type="checkbox"/> Masters Nursing Students |
| <input type="checkbox"/> Gerontological Nurse Practitioner Students | <input type="checkbox"/> Doctoral Nursing Students | <input type="checkbox"/> Other Nursing Students (specify: _____) |

• **How Learned:**

Other comments related to the Institute's efforts to enhance the capacity of nursing schools and institutions nationwide to train students in geriatric/gerontological nursing:

Check here if the Institute is submitting additional supporting information on outcomes with this report.

Part 3: Recruitment and Retention of Geriatric/Gerontological Nursing Students

- a) Has the Institute developed, improved or continued any strategies/materials to enhance recruitment and retention in geriatric/gerontological nursing nationwide? Yes No/ Not Applicable (→ Skip to Part 4)
- b) Strategies/materials: Describe up to five major specific strategies/materials used to assist schools nationwide to enhance geriatric/gerontological nursing student recruitment and retention and how and why the Institute pursued such strategies/materials.

Method 1:

- New Strategy/Materials Continuing from Prior Report
- Increased recruitment and retention efforts achieved through affecting change on the: *Check all that apply*
 System Level Among Faculty Directly on Students
 - Is this one stage in a multistage activity?
 Yes → if yes, what stage does this activity belong to? ([click here for response options](#))
 No
 - Estimate the number of schools affected by this strategy/material?
 - How did the Institute's strategy/material enhance geriatric/gerontological nursing student recruitment or retention in nursing schools and institutions nationwide?
 - How did the Institute develop, enhance or continue this geriatric/gerontological nursing student recruitment and retention strategy?
 - Why did the Institute develop, enhance or continue this geriatric/gerontological nursing student recruitment and retention strategy?
 - How likely is it that the Institute would have used this strategy without JAHF funding? ([click here for response options](#))
 - How important is this recruitment and retention strategy to the goals of the Institute? ([click here for response options](#))

Method 2:

- New Strategy/Materials Continuing from Prior Report
- Increased recruitment and retention efforts achieved through affecting change on the: *Check all that apply*
 System Level Among Faculty Directly on Students
 - Is this one stage in a multistage activity?
 Yes → if yes, what stage does this activity belong to? ([click here for response options](#))
 No
 - Estimate the number of schools affected by this strategy/material?
 - How did the Institute's strategy/material enhance geriatric/gerontological nursing student recruitment or retention in nursing schools and institutions nationwide?
 - How did the Institute develop, enhance or continue this geriatric/gerontological nursing student recruitment and retention strategy?
 - Why did the Institute develop, enhance or continue this geriatric/gerontological nursing student recruitment and retention strategy?
 - How likely is it that the Institute would have used this strategy without JAHF funding? ([click here for response options](#))
 - How important is this recruitment and retention strategy to the goals of the Institute? ([click here for response options](#))

Method 3:

- New Strategy/Materials Continuing from Prior Report
- Increased recruitment and retention efforts achieved through affecting change on the: *Check all that apply*
 System Level Among Faculty Directly on Students
 - Is this one stage in a multistage activity?
 Yes → if yes, what stage does this activity belong to? ([click here for response options](#))
 No
 - Estimate the number of schools affected by this strategy/material?

- How did the Institute's strategy/material enhance geriatric/gerontological nursing student recruitment or retention in nursing schools and institutions nationwide?
- How did the Institute develop, enhance or continue this geriatric/gerontological nursing student recruitment and retention strategy?
- Why did the Institute develop, enhance or continue this geriatric/gerontological nursing student recruitment and retention strategy?
- How likely is it that the Institute would have used this strategy without JAHF funding? ([click here for response options](#))
- How important is this recruitment and retention strategy to the goals of the Institute? ([click here for response options](#))

Method 4:

- New Strategy/Materials Continuing from Prior Report
- Increased recruitment and retention efforts achieved through affecting change on the: *Check all that apply*
 System Level Among Faculty Directly on Students
- Is this one stage in a multistage activity?
 Yes→ if yes, what stage does this activity belong to? ([click here for response options](#))
 No
- Estimate the number of schools affected by this strategy/material?
- How did the Institute's strategy/material enhance geriatric/gerontological nursing student recruitment or retention in nursing schools and institutions nationwide?
- How did the Institute develop, enhance or continue this geriatric/gerontological nursing student recruitment and retention strategy?
- Why did the Institute develop, enhance or continue this geriatric/gerontological nursing student recruitment and retention strategy?
- How likely is it that the Institute would have used this strategy without JAHF funding? ([click here for response options](#))
- How important is this recruitment and retention strategy to the goals of the Institute? ([click here for response options](#))

Method 5:

- New Strategy/Materials Continuing from Prior Report
- Increased recruitment and retention efforts achieved through affecting change on the: *Check all that apply*
 System Level Among Faculty Directly on Students
- Is this one stage in a multistage activity?
 Yes→ if yes, what stage does this activity belong to? ([click here for response options](#))
 No
- Estimate the number of schools affected by this strategy/material?
- How did the Institute's strategy/material enhance geriatric/gerontological nursing student recruitment or retention in nursing schools and institutions nationwide?
- How did the Institute develop, enhance or continue this geriatric/gerontological nursing student recruitment and retention strategy?
- Why did the Institute develop, enhance or continue this geriatric/gerontological nursing student recruitment and retention strategy?
- How likely is it that the Institute would have used this strategy without JAHF funding? ([click here for response options](#))
- How important is this recruitment and retention strategy to the goals of the Institute? ([click here for response options](#))

- c) Outcomes: What significant new or continuing outcomes have been observed/documented as a result of the Institute's cumulative activities to assist nursing schools and institutions nationwide in student recruitment and retention? What sources of data document these outcomes? List up to five outcomes.

Outcome 1:

- New Outcome Continuing from Prior Report
- How likely is it that the Institute would have achieved this outcome without JAHF funding? ([click here for response options](#))
- Supporting Data/Observation:

Outcome 2:

New Outcome Continuing from Prior Report

• How likely is it that the Institute would have achieved this outcome without JAHF funding? ([click here for response options](#))

• Supporting Data/Observation:

Outcome 3:

New Outcome Continuing from Prior Report

• How likely is it that the Institute would have achieved this outcome without JAHF funding? ([click here for response options](#))

• Supporting Data/Observation:

Outcome 4:

New Outcome Continuing from Prior Report

• How likely is it that the Institute would have achieved this outcome without JAHF funding? ([click here for response options](#))

• Supporting Data/Observation:

Outcome 5:

New Outcome Continuing from Prior Report

• How likely is it that the Institute would have achieved this outcome without JAHF funding? ([click here for response options](#))

• Supporting Data/Observation:

d) **Lessons Learned:** Has the Institute learned any specific knowledge about the recruitment and retention of gerontology/geriatric nursing students in nursing schools and institutions nationwide and the likely outcome(s) of such activities? List up to five major lessons the Institute has learned as a result of its activities in this area.

Lesson 1:

• How Learned:

Lesson 2:

• How Learned:

Lesson 3:

• How Learned:

Lesson 4:

• How Learned:

Lesson 5:

• How Learned:

Other comments related to the Institute's activities in recruitment and retention of geriatric/gerontological nursing students in nursing schools and institutions nationwide:

Check here if the Institute is submitting additional supporting information on outcomes with this report.

Part 4: Nursing Curriculum Development and Implementation Activities

- a) Has the Institute participated in any activities that led to curricular development in nursing schools and institutions nationwide during this reporting period? Such activities might include developing a sample curriculum for a course in gerontology/geriatric nursing, developing gerontology/geriatric nursing curriculum modules, developing/enhancing a nursing curriculum web site, or training schools in using such curriculum. Yes No/ Not Applicable (→ Skip to Part 5)
- b) Activities: Describe up to five major activities that led to nursing curriculum development in nursing schools and institutions nationwide and how and why the Institute conducted the activity (ies).

Activity 1:

- New Activity Continuing from Prior Report
- Note the intent of these activities. *Check all that apply.*
 Make a Direct Impact Affect System Level Change Act as a Convener for Broader Multiplicative Action
 Other, *please specify*
 - Is this one stage in a multistage activity?
 Yes → if yes, what stage does this activity belong to? ([click here for response options](#))
 No
 - Estimate the number of nursing schools and institutions affected.
 - Describe the way in which the Institute's activities led to curricular development in nursing schools and institutions nationwide?
 - How did the Institute conduct this nationwide nursing curriculum development activity?
 - Why did the Institute conduct this nationwide 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 to the goals of Institute? ([click here for response options](#))

Activity 2:

- New Activity Continuing from Prior Report
- Note the intent of these activities. *Check all that apply.*
 Make a Direct Impact Affect System Level Change Act as a Convener for Broader Multiplicative Action
 Other, *please specify*
 - Is this one stage in a multistage activity?
 Yes → if yes, what stage does this activity belong to? ([click here for response options](#))
 No
 - Estimate the number of nursing schools and institutions affected.
 - Describe the way in which the Institute's activities led to curricular development in nursing schools and institutions nationwide?
 - How did the Institute conduct this nationwide nursing curriculum development activity?
 - Why did the Institute conduct this nationwide 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 to the goals of Institute? ([click here for response options](#))

Activity 3:

- New Activity Continuing from Prior Report
- Note the intent of these activities. *Check all that apply.*
 Make a Direct Impact Affect System Level Change Act as a Convener for Broader Multiplicative Action
 Other, *please specify*
 - Is this one stage in a multistage activity?
 Yes → if yes, what stage does this activity belong to? ([click here for response options](#))
 No

- Estimate the number of nursing schools and institutions affected.
- Describe the way in which the Institute's activities led to curricular development in nursing schools and institutions nationwide?
- How did the Institute conduct this nationwide nursing curriculum development activity?
- Why did the Institute conduct this nationwide 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 to the goals of Institute? ([click here for response options](#))

Activity 4:

- New Activity Continuing from Prior Report
- Note the intent of these activities. *Check all that apply.*
 - Make a Direct Impact Affect System Level Change Act as a Convener for Broader Multiplicative Action
 - Other, *please specify*
 - Is this one stage in a multistage activity?
 - Yes→ if yes, what stage does this activity belong to? ([click here for response options](#))
 - No
 - Estimate the number of nursing schools and institutions affected.
 - Describe the way in which the Institute's activities led to curricular development in nursing schools and institutions nationwide?
 - How did the Institute conduct this nationwide nursing curriculum development activity?
 - Why did the Institute conduct this nationwide 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 to the goals of Institute? ([click here for response options](#))

Activity 5:

- New Activity Continuing from Prior Report
- Note the intent of these activities. *Check all that apply.*
 - Make a Direct Impact Affect System Level Change Act as a Convener for Broader Multiplicative Action
 - Other, *please specify*
 - Is this one stage in a multistage activity?
 - Yes→ if yes, what stage does this activity belong to? ([click here for response options](#))
 - No
 - Estimate the number of nursing schools and institutions affected.
 - Describe the way in which the Institute's activities led to curricular development in nursing schools and institutions nationwide?
 - How did the Institute conduct this nationwide nursing curriculum development activity?
 - Why did the Institute conduct this nationwide 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 to the goals of Institute? ([click here for response options](#))

- c) Has new curriculum (or curricula) been implemented in nursing schools and institutions? Yes No/ Not Applicable (→
Skip to Part 3f)
- d) Describe up to five major parts of the nursing curriculum implementation during the reporting period and how and why the Institute conducted the curriculum implementation activities. If implemented on the Internet, describe that process.

Implementation Activity 1:

- New Activity Continuing from Prior Report

- Is this one stage in a multistage activity?
 - Yes→ if yes, what stage does this activity belong to? ([click here for response options](#))
 - No
- Why did the Institute conduct the curriculum implementation activity?
- What steps did the Institute take to implement the curriculum?
- How likely is it that the Institute would have implemented this curriculum without JAHF funding? ([click here for response options](#))
- How important is this curriculum implementation activity to the goals of the Institute? ([click here for response options](#))

Implementation Activity 2:

- New Activity Continuing from Prior Report
- Is this one stage in a multistage activity?
 - Yes→ if yes, what stage does this activity belong to? ([click here for response options](#))
 - No
- Why did the Institute conduct the curriculum implementation activity?
- What steps did the Institute take to implement the curriculum?
- How likely is it that the Institute would have implemented this curriculum without JAHF funding? ([click here for response options](#))
- How important is this curriculum implementation activity to the goals of the Institute? ([click here for response options](#))

Implementation Activity 3:

- New Activity Continuing from Prior Report
- Is this one stage in a multistage activity?
 - Yes→ if yes, what stage does this activity belong to? ([click here for response options](#))
 - No
- Why did the Institute conduct the curriculum implementation activity?
- What steps did the Institute take to implement the curriculum?
- How likely is it that the Institute would have implemented this curriculum without JAHF funding? ([click here for response options](#))
- How important is this curriculum implementation activity to the goals of the Institute? ([click here for response options](#))

Implementation Activity 4:

- New Activity Continuing from Prior Report
- Is this one stage in a multistage activity?
 - Yes→ if yes, what stage does this activity belong to? ([click here for response options](#))
 - No
- Why did the Institute conduct the curriculum implementation activity?
- What steps did the Institute take to implement the curriculum?
- How likely is it that the Institute would have implemented this curriculum without JAHF funding? ([click here for response options](#))
- How important is this curriculum implementation activity to the goals of the Institute? ([click here for response options](#))

Implementation Activity 5:

- New Activity Continuing from Prior Report
- Is this one stage in a multistage activity?
 - Yes→ if yes, what stage does this activity belong to? ([click here for response options](#))
 - No
- Why did the Institute conduct the curriculum implementation activity?
- What steps did the Institute take to implement the curriculum?

- How likely is it that the Institute would have implemented this curriculum without JAHF funding? ([click here for response options](#))
- How important is this curriculum implementation activity to the goals of the Institute? ([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:**

f) **Outcomes:** What significant new or continuing outcomes have been observed/documented nationwide as a result of the Institute's cumulative activities in nursing curriculum development and implementation? What sources of data document these outcomes? List up to five outcomes.

Outcome 1:

New Outcome Continuing from Prior Report

• How likely is it that the Institute would have achieved this outcome without JAHF funding? ([click here for response options](#))

• Supporting Data/Observation:

Outcome 2:

New Outcome Continuing from Prior Report

• How likely is it that the Institute would have achieved this outcome without JAHF funding? ([click here for response options](#))

• Supporting Data/Observation:

Outcome 3:

New Outcome Continuing from Prior Report

• How likely is it that the Institute would have achieved this outcome without JAHF funding? ([click here for response options](#))

• Supporting Data/Observation:

Outcome 4:

New Outcome Continuing from Prior Report

• How likely is it that the Institute would have achieved this outcome without JAHF funding? ([click here for response options](#))

• Supporting Data/Observation:

Outcome 5:

New Outcome Continuing from Prior Report

• How likely is it that the Institute would have achieved this outcome without JAHF funding? ([click here for response options](#))

• Supporting Data/Observation:

g) **Lessons Learned:** Has the Institute learned any specific knowledge about how to design or implement gerontology/geriatric nursing curricula in nursing schools and institutions nationwide and the likely outcome(s) of such activities? List up to five major lessons the Institute has learned as a result of its activities in this area.

Lesson 1:

• How Learned:

Lesson 2:

• How Learned:

Lesson 3:

• How Learned:

Lesson 4:

• How Learned:

Lesson 5:

• How Learned:

Other comments related to the Institute's nursing curriculum development and implementation activities:

Check here if the Institute is submitting additional supporting information on outcomes with this report.

Part 5: Internal Infrastructure Development Activities to Support the Preparation of Geriatric/Gerontological Nurses

- a) Has the Institute worked on its own internal infrastructure development to enhance its ability to increase the capacity to produce geriatric/gerontological nurses in nursing schools and institutions nationwide, the quality of the nurses generated in these nursing schools and institutions, or the development of the field of geriatric/gerontological nursing during this reporting period?
 Yes No/ Not Applicable (→ Skip to Part 6)
- b) Activities: Describe up to five major internal infrastructure development activity(ies) and the role of the Institute in infrastructure development.

Activity 1:

- New Activity Continuing from Prior Report
- Is this one stage in a multistage activity?
 Yes→ if yes, what stage does this activity belong to? ([click here for response options](#))
 No
 - What role did the Institute play in this internal infrastructure development activity to support the preparation of gerontological nurses? Why did the Institute play this role in this infrastructure development activity?
 - How likely is it that this infrastructure development would have been conducted without JAHF funding? ([click here for response options](#))
 - How important is this infrastructure development activity to the overall goals of the Institute? ([click here for response options](#))

Activity 2:

- New Activity Continuing from Prior Report
- Is this one stage in a multistage activity?
 Yes→ if yes, what stage does this activity belong to? ([click here for response options](#))
 No
 - What role did the Institute play in this internal infrastructure development activity to support the preparation of gerontological nurses?
 - Why did the Institute play this role in this infrastructure development activity?
 - How likely is it that this infrastructure development would have been conducted without JAHF funding? ([click here for response options](#))
 - How important is this infrastructure development activity to the overall goals of the Institute? ([click here for response options](#))

Activity 3:

- New Activity Continuing from Prior Report
- Is this one stage in a multistage activity?
 Yes→ if yes, what stage does this activity belong to? ([click here for response options](#))
 No
 - What role did the Institute play in this internal infrastructure development activity to support the preparation of gerontological nurses?
 - Why did the Institute play this role in this infrastructure development activity?
 - How likely is it that this infrastructure development would have been conducted without JAHF funding? ([click here for response options](#))
 - How important is this infrastructure development activity to the overall goals of the Institute? ([click here for response options](#))

Activity 4:

- New Activity Continuing from Prior Report
- Is this one stage in a multistage activity?
 Yes→ if yes, what stage does this activity belong to? ([click here for response options](#))
 No
 - What role did the Institute play in this internal infrastructure development activity to support the preparation of gerontological nurses?
 - Why did the Institute play this role in this infrastructure development activity?

- How likely is it that this infrastructure development would have been conducted without JAHF funding? ([click here for response options](#))
- How important is this infrastructure development activity to the overall goals of the Institute? ([click here for response options](#))

Activity 5:

- New Activity Continuing from Prior Report
- Is this one stage in a multistage activity?
 - Yes→ if yes, what stage does this activity belong to? ([click here for response options](#))
 - No
- What role did the Institute play in this internal infrastructure development activity to support the preparation of gerontological nurses?
- Why did the Institute play this role in this infrastructure development activity?
- How likely is it that this infrastructure development would have been conducted without JAHF funding? ([click here for response options](#))
- How important is this infrastructure development activity to the overall goals of the Institute? ([click here for response options](#))

c) **Outcomes:** What significant new or continuing outcomes have been observed/documentated as a result of the Institute's cumulative activities in internal infrastructure development? What sources of data document these outcomes? List up to five outcomes.

Outcome 1:

- New Outcome Continuing from Prior Report
- How likely is it that the Institute would have achieved this outcome without JAHF funding? ([click here for response options](#))
- Supporting Data/Observation:

Outcome 2:

- New Outcome Continuing from Prior Report
- How likely is it that the Institute would have achieved this outcome without JAHF funding? ([click here for response options](#))
- Supporting Data/Observation:

Outcome 3:

- New Outcome Continuing from Prior Report
- How likely is it that the Institute would have achieved this outcome without JAHF funding? ([click here for response options](#))
- Supporting Data/Observation:

Outcome 4:

- New Outcome Continuing from Prior Report
- How likely is it that the Institute would have achieved this outcome without JAHF funding? ([click here for response options](#))
- Supporting Data/Observation:

Outcome 5:

- New Outcome Continuing from Prior Report
- How likely is it that the Institute would have achieved this outcome without JAHF funding? ([click here for response options](#))
- Supporting Data/Observation:

d) **Lessons Learned:** Has the Institute learned any specific knowledge about how to design or implement internal infrastructure for geriatric/gerontological nursing and the likely outcome(s) of such activities? List up to five major lessons the Institute has learned as a result of its activities in this area.

Lesson 1:

- How Learned:

Lesson 2:

- How Learned:

Lesson 3:

- **How Learned:**

Lesson 4:

- **How Learned:**

Lesson 5:

- **How Learned:**

Other comments related to the Institute's internal infrastructure development activities:

- Check here if the Institute is submitting additional supporting information on outcomes with this report.

Part 6: Project Participation in Professional Development Activities Related to Geriatric/Gerontological Nursing

a) Have staff, scholars, or fellows of the Institute participated in any professional development activities designed to enhance professional skills within the Institute? Such activities might include attending a conference, attending training, developing materials, networking, participating in an Internet discussion group or List Serv, and other activities designed to enhance competence and skills in geriatric/gerontological nursing or in the support of programs related to geriatric/gerontological nursing.

Yes No/ Not Applicable (→ Skip to Part 7)

b) Activities: Describe up to five major specific professional development activity(ies) related to geriatric/gerontological nursing and how and why the Institute participated.

Activity 1:

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

• Is this one stage in a multistage activity?

Yes → if yes, what stage does this activity belong to? ([click here for response options](#))

No

• How did the Institute participate in the professional development activity?

• Why did the Institute participate in the professional development activity?

• How likely is it that the Institute would have participated in the professional development activity without JAHF funding?

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

• How important is participation in this professional development activity to the overall goals of the Institute? ([click here for response options](#))

Activity 2:

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

• Is this one stage in a multistage activity?

Yes → if yes, what stage does this activity belong to? ([click here for response options](#))

No

• How did the Institute participate in the professional development activity?

• Why did the Institute participate in the professional development activity?

• How likely is it that the Institute would have participated in the professional development activity without JAHF funding?

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

• How important is participation in this professional development activity to the overall goals of the Institute? ([click here for response options](#))

Activity 3:

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

• Is this one stage in a multistage activity?

Yes → if yes, what stage does this activity belong to? ([click here for response options](#))

No

• How did the Institute participate in the professional development activity?

• Why did the Institute participate in the professional development activity?

• How likely is it that the Institute would have participated in the professional development activity without JAHF funding?

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

• How important is participation in this professional development activity to the overall goals of the Institute? ([click here for response options](#))

Activity 4:

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

• Is this one stage in a multistage activity?

Yes → if yes, what stage does this activity belong to? ([click here for response options](#))

No

- How did the Institute participate in the professional development activity?
- Why did the Institute participate in the professional development activity?
- How likely is it that the Institute would have participated in the professional development activity without JAHF funding?
(click here for response options)
- How important is participation in this professional development activity to the overall goals of the Institute? (click here for response options)

Activity 5:

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

- Is this one stage in a multistage activity?
 Yes→ if yes, what stage does this activity belong to? (click here for response options)
 No
- How did the Institute participate in the professional development activity?
- Why did the Institute participate in the professional development activity?
- How likely is it that the Institute would have participated in the professional development activity without JAHF funding?
(click here for response options)
- How important is participation in this professional development activity to the overall goals of the Institute? (click here for response options)

c) **Outcomes:** What significant new or continuing outcomes have been observed/documented as a result of the Institute's cumulative activities in professional development? What sources of data document these outcomes? List up to five outcomes.

Outcome 1:

New Outcome Continuing from Prior Report

- How likely is it that the Institute would have achieved this outcome without JAHF funding? (click here for response options)
- Supporting Data/Observation:

Outcome 2:

New Outcome Continuing from Prior Report

- How likely is it that the Institute would have achieved this outcome without JAHF funding? (click here for response options)
- Supporting Data/Observation:

Outcome 3:

New Outcome Continuing from Prior Report

- How likely is it that the Institute would have achieved this outcome without JAHF funding? (click here for response options)
- Supporting Data/Observation:

Outcome 4:

New Outcome Continuing from Prior Report

- How likely is it that the Institute would have achieved this outcome without JAHF funding? (click here for response options)
- Supporting Data/Observation:

Outcome 5:

New Outcome Continuing from Prior Report

- How likely is it that the Institute would have achieved this outcome without JAHF funding? (click here for response options)
- Supporting Data/Observation:

d) **Lessons Learned:** Has the Institute learned any specific knowledge about how to design or implement professional development activities for geriatric/gerontological nursing and the likely outcome(s) of such activities? List up to five major lessons the Institute has learned as a result of its activities in this area.

Lesson 1:

• **How Learned:**

Lesson 2:

• **How Learned:**

Lesson 3:

• **How Learned:**

Lesson 4:

• **How Learned:**

Lesson 5:

• **How Learned:**

Other comments related to the Institute's participation in professional development activities related to geriatric/gerontological nursing:

Check here if the Institute is submitting additional supporting information on outcomes with this report.

Part 7: Self Development of Project Faculty, Staff, or Students Research Skills and Research Capacity

- a) As a specific activity of the Institute, have staff, scholars, or fellows of the Institute worked formally to develop their own research skills and/or research capacity, during the reporting period? Yes No/ Not Applicable (→ Skip to Part 8)
- b) Research Skill Developments: Describe up to five major developments in research skills and capacity of Institute staff, scholars, or fellows and how and why the Institute participated.

Research Skill Development 1:

- New Development Continuing from Prior Report
- Is this one stage in a multistage activity?
 - Yes → if yes, what stage does this activity belong to? ([click here for response options](#))
 - No
 - What role did the Institute play in this development, of staff, scholars, or fellows' research skills/capacity?
 - Why was this skill/capacity chosen for development?
 - How likely is it that this research skill/capacity would have been developed without JAHF funding? ([click here for response options](#))
 - How important is this research skill/capacity to the overall goals of the Institute? ([click here for response options](#))

Research Skill Development 2:

- Is this one stage in a multistage activity?
 - Yes → if yes, what stage does this activity belong to? ([click here for response options](#))
 - No
- What role did the Institute play in this development, of staff, scholars, or fellows' research skills/capacity?
- Why was this skill/capacity chosen for development?
- How likely is it that this research skill/capacity would have been developed without JAHF funding? ([click here for response options](#))
- How important is this research skill/capacity to the overall goals of the Institute? ([click here for response options](#))

Research Skill Development 3:

- Is this one stage in a multistage activity?
 - Yes → if yes, what stage does this activity belong to? ([click here for response options](#))
 - No
- What role did the Institute play in this development, of staff, scholars, or fellows' research skills/capacity?
- Why was this skill/capacity chosen for development?
- How likely is it that this research skill/capacity would have been developed without JAHF funding? ([click here for response options](#))
- How important is this research skill/capacity to the overall goals of the Institute? ([click here for response options](#))

Research Skill Development 4:

- Is this one stage in a multistage activity? Yes → if yes, what stage does this activity belong to? ([click here for response options](#))
 - No
- What role did the Institute play in this development, of staff, scholars, or fellows' research skills/capacity?
- Why was this skill/capacity chosen for development?
- How likely is it that this research skill/capacity would have been developed without JAHF funding? ([click here for response options](#))
- How important is this research skill/capacity to the overall goals of the Institute? ([click here for response options](#))

Research Skill Development 5:

- Is this one stage in a multistage activity?
 - Yes→ if yes, what stage does this activity belong to? ([click here for response options](#))
 - No
 - New Development Continuing from Prior Report
- What role did the Institute play in this development, of staff, scholars, or fellows' research skills/capacity?
- Why was this skill/capacity chosen for development?
- How likely is it that this research skill/capacity would have been developed without JAHF funding? ([click here for response options](#))
- How important is this research skill/capacity to the overall goals of the Institute? ([click here for response options](#))

c) **Outcomes:** What significant new or continuing outcomes have been observed/documented as a result of the Institute's cumulative activities in developing research skills/capacity among the Institute's staff, scholars, or fellows? What sources of data document these outcomes? List up to five outcomes.

Outcome 1:

- New Outcome Continuing from Prior Report

- How likely is it that the Institute would have achieved this outcome without JAHF funding? ([click here for response options](#))
- Supporting Data/Observation:

Outcome 2:

- New Outcome Continuing from Prior Report

- How likely is it that the Institute would have achieved this outcome without JAHF funding? ([click here for response options](#))
- Supporting Data/Observation:

Outcome 3:

- New Outcome Continuing from Prior Report

- How likely is it that the Institute would have achieved this outcome without JAHF funding? ([click here for response options](#))
- Supporting Data/Observation:

Outcome 4:

- New Outcome Continuing from Prior Report

- How likely is it that the Institute would have achieved this outcome without JAHF funding? ([click here for response options](#))
- Supporting Data/Observation:

Outcome 5:

- New Outcome Continuing from Prior Report

- How likely is it that the Institute would have achieved this outcome without JAHF funding? ([click here for response options](#))
- Supporting Data/Observation:

d) **Lessons Learned:** Has the Institute learned any specific knowledge about how to develop the research skills/capacity of Institute staff, scholars, or fellows and the likely outcome(s) of such activities? List up to five major lessons the Institute has learned as a result of its activities in this area.

Lesson 1:

- How Learned:

Lesson 2:

- How Learned:

Lesson 3:

- How Learned:

Lesson 4:

• How Learned:

Lesson 5:

• How Learned:

Other comments related to the Institute's development of Institute staff, scholars, or fellows research skills and/or research capacity:

Check here if the Institute is submitting additional supporting information on outcomes with this report.

Part 8: Development of Models for Geriatric/Gerontological Care

- a) Has the Institute worked on the development of evidence based models or assisted nursing schools and institutions nation wide in developing their own evidence based models for geriatric care during this reporting period?
 Yes No/ Not Applicable (→ Skip to Part 9)
- b) Developments: Describe up to ten major developments of models for geriatric care and how and why the Institute 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
- Is this one stage in a multistage activity?
 Yes→ if yes, what stage does this activity belong to? ([click here for response options](#))
 No
 - What role did the Institute play in developing this model for geriatric care?
 - Why did the Institute play this role in developing this model for geriatric care?
 - How likely is it that the Institute 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 to the overall goals of your JAHF project? ([click here for response options](#))

Development 2:

- New Development Continuing from Prior Report
- Is this one stage in a multistage activity?
 Yes→ if yes, what stage does this activity belong to? ([click here for response options](#))
 No
 - What role did the Institute play in developing this model for geriatric care?
 - Why did the Institute play this role in developing this model for geriatric care?
 - How likely is it that the Institute 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 to the overall goals of your JAHF project? ([click here for response options](#))

Development 3:

- New Development Continuing from Prior Report
- Is this one stage in a multistage activity?
 Yes→ if yes, what stage does this activity belong to? ([click here for response options](#))
 No
 - What role did the Institute play in developing this model for geriatric care?
 - Why did the Institute play this role in developing this model for geriatric care?
 - How likely is it that the Institute 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 to the overall goals of your JAHF project? ([click here for response options](#))

Development 4:

- New Development Continuing from Prior Report
- Is this one stage in a multistage activity?
 Yes→ if yes, what stage does this activity belong to? ([click here for response options](#))
 No
 - What role did the Institute play in developing this model for geriatric care?
 - Why did the Institute play this role in developing this model for geriatric care?
 - How likely is it that the Institute 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 to the overall goals of your JAHF project? ([click here for response options](#))

Development 5:

- New Development Continuing from Prior Report
- Is this one stage in a multistage activity?
 - Yes→ if yes, what stage does this activity belong to? ([click here for response options](#))
 - No
- What role did the Institute play in developing this model for geriatric care?
- Why did the Institute play this role in developing this model for geriatric care?
- How likely is it that the Institute 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 to the overall goals of your JAHF project? ([click here for response options](#))

Development 6:

- New Development Continuing from Prior Report
- Is this one stage in a multistage activity?
 - Yes→ if yes, what stage does this activity belong to? ([click here for response options](#))
 - No
- What role did the Institute play in developing this model for geriatric care?
- Why did the Institute play this role in developing this model for geriatric care?
- How likely is it that the Institute 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 to the overall goals of your JAHF project? ([click here for response options](#))

Development 7:

- New Development Continuing from Prior Report
- Is this one stage in a multistage activity?
 - Yes→ if yes, what stage does this activity belong to? ([click here for response options](#))
 - No
- What role did the Institute play in developing this model for geriatric care?
- Why did the Institute play this role in developing this model for geriatric care?
- How likely is it that the Institute 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 to the overall goals of your JAHF project? ([click here for response options](#))

Development 8:

- New Development Continuing from Prior Report
- Is this one stage in a multistage activity?
 - Yes→ if yes, what stage does this activity belong to? ([click here for response options](#))
 - No
- What role did the Institute play in developing this model for geriatric care?
- Why did the Institute play this role in developing this model for geriatric care?
- How likely is it that the Institute 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 to the overall goals of your JAHF project? ([click here for response options](#))

Development 9:

- New Development Continuing from Prior Report
- Is this one stage in a multistage activity?
 - Yes→ if yes, what stage does this activity belong to? ([click here for response options](#))
 - No
- What role did the Institute play in developing this model for geriatric care?
- Why did the Institute play this role in developing this model for geriatric care?

- How likely is it that the Institute 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 to the overall goals of your JAHF project? [\(click here for response options\)](#)

Development 10:

- New Development Continuing from Prior Report
- Is this one stage in a multistage activity?
 - Yes→ if yes, what stage does this activity belong to? [\(click here for response options\)](#)
 - No
- What role did the Institute play in developing this model for geriatric care?
- Why did the Institute play this role in developing this model for geriatric care?
- How likely is it that the Institute 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 to the overall goals of your JAHF project? [\(click here for response options\)](#)

c) **Outcomes:** What significant new or continuing outcomes have been observed/documented as a result of the Institute's cumulative activities in the development of models for geriatric care? What sources of data document these outcomes? List up to ten outcomes.

Outcome 1:

- New Outcome Continuing from Prior Report
- How likely is it that the Institute would have achieved this outcome without JAHF funding? [\(click here for response options\)](#)
- Supporting Data/Observation:

Outcome 2:

- New Outcome Continuing from Prior Report
- How likely is it that the Institute would have achieved this outcome without JAHF funding? [\(click here for response options\)](#)
- Supporting Data/Observation:

Outcome 3:

- New Outcome Continuing from Prior Report
- How likely is it that the Institute would have achieved this outcome without JAHF funding? [\(click here for response options\)](#)
- Supporting Data/Observation:

Outcome 4:

- New Outcome Continuing from Prior Report
- How likely is it that the Institute would have achieved this outcome without JAHF funding? [\(click here for response options\)](#)
- Supporting Data/Observation:

Outcome 5:

- New Outcome Continuing from Prior Report
- How likely is it that the Institute would have achieved this outcome without JAHF funding? [\(click here for response options\)](#)
- Supporting Data/Observation:

Outcome 6:

- New Outcome Continuing from Prior Report
- How likely is it that the Institute would have achieved this outcome without JAHF funding? [\(click here for response options\)](#)
- Supporting Data/Observation:

Outcome 7:

- New Outcome Continuing from Prior Report
- How likely is it that the Institute would have achieved this outcome without JAHF funding? [\(click here for response options\)](#)

• **Supporting Data/Observation:**

Outcome 8:

- New Outcome Continuing from Prior Report

• How likely is it that the Institute would have achieved this outcome without JAHF funding? ([click here for response options](#))

• **Supporting Data/Observation:**

Outcome 9:

- New Outcome Continuing from Prior Report

• How likely is it that the Institute would have achieved this outcome without JAHF funding? ([click here for response options](#))

• **Supporting Data/Observation:**

Outcome 10:

- New Outcome Continuing from Prior Report

• How likely is it that the Institute would have achieved this outcome without JAHF funding? ([click here for response options](#))

• **Supporting Data/Observation:**

d) **Lessons Learned:** Has the Institute learned any specific knowledge about how to develop geriatric/gerontological nursing models for care and the likely outcome(s) of such activities? List up to ten major lessons the Institute has learned as a result of the development of models for geriatric care.

Lesson 1:

• **How Learned:**

Lesson 2:

• **How Learned:**

Lesson 3:

• **How Learned:**

Lesson 4:

• **How Learned:**

Lesson 5:

• **How Learned:**

Lesson 6:

• **How Learned:**

Lesson 7:

• **How Learned:**

Lesson 8:

• **How Learned:**

Lesson 9:

• **How Learned:**

Lesson 10:

• **How Learned:**

Other comments related to the Institute's development of models for geriatric/gerontological care:

Check here if the Institute is submitting additional supporting information on outcomes with this report.

Part 9: Influence on Policy for Services to the Elderly

- a) Has the Institute influenced the national policy agenda for services to the elderly through activities such as developing policy recommendations, helping other institutions engage in the policy process, training nurses to influence policy, directly working with other organizations to set national policy, or informing the public debate on issues pertaining to care for older adults during this reporting period? Yes No/ Not Applicable (→ Skip to Part 10)
- b) Influences: Describe up to ten major influences on policy for services to the elderly and the role of the Institute in developing policy for services to the elderly.

Influence 1:

- New Influence Continuing from Prior Report
- Is this one stage in a multistage activity?
 - Yes→ if yes, what stage does this activity belong to? ([click here for response options](#))
 - No
 - What role did the Institute play in developing policy for services to the elderly?
 - Why did the Institute play this role in developing policy for services to the elderly?
 - How likely is it that the Institute would have had an influence on policy without JAHF funding? ([click here for response options](#))
 - How important is this influence on policy to the overall goals of your JAHF project? ([click here for response options](#))

Influence 2:

- New Influence Continuing from Prior Report
- Is this one stage in a multistage activity?
 - Yes→ if yes, what stage does this activity belong to? ([click here for response options](#))
 - No
 - What role did the Institute play in developing policy for services to the elderly?
 - Why did the Institute play this role in developing policy for services to the elderly?
 - How likely is it that the Institute would have had an influence on policy without JAHF funding? ([click here for response options](#))
 - How important is this influence on policy to the overall goals of your JAHF project? ([click here for response options](#))

Influence 3:

- New Influence Continuing from Prior Report
- Is this one stage in a multistage activity?
 - Yes→ if yes, what stage does this activity belong to? ([click here for response options](#))
 - No
 - What role did the Institute play in developing policy for services to the elderly?
 - Why did the Institute play this role in developing policy for services to the elderly?
 - How likely is it that the Institute would have had an influence on policy without JAHF funding? ([click here for response options](#))
 - How important is this influence on policy to the overall goals of your JAHF project? ([click here for response options](#))

Influence 4:

- New Influence Continuing from Prior Report
- Is this one stage in a multistage activity?
 - Yes→ if yes, what stage does this activity belong to? ([click here for response options](#))
 - No
 - What role did the Institute play in developing policy for services to the elderly?
 - Why did the Institute play this role in developing policy for services to the elderly?

- How likely is it that the Institute would have had an influence on policy without JAHF funding? ([click here for response options](#))
- How important is this influence on policy to the overall goals of your JAHF project? ([click here for response options](#))

Influence 5:

- New Influence Continuing from Prior Report
- Is this one stage in a multistage activity?
 - Yes→ if yes, what stage does this activity belong to? ([click here for response options](#))
 - No
- What role did the Institute play in developing policy for services to the elderly?
- Why did the Institute play this role in developing policy for services to the elderly?
- How likely is it that the Institute would have had an influence on policy without JAHF funding? ([click here for response options](#))
- How important is this influence on policy to the overall goals of your JAHF project? ([click here for response options](#))

Influence 6:

- New Influence Continuing from Prior Report
- Is this one stage in a multistage activity?
 - Yes→ if yes, what stage does this activity belong to? ([click here for response options](#))
 - No
- What role did the Institute play in developing policy for services to the elderly?
- Why did the Institute play this role in developing policy for services to the elderly?
- How likely is it that the Institute would have had an influence on policy without JAHF funding? ([click here for response options](#))
- How important is this influence on policy to the overall goals of your JAHF project? ([click here for response options](#))

Influence 7:

- New Influence Continuing from Prior Report
- Is this one stage in a multistage activity?
 - Yes→ if yes, what stage does this activity belong to? ([click here for response options](#))
 - No
- What role did the Institute play in developing policy for services to the elderly?
- Why did the Institute play this role in developing policy for services to the elderly?
- How likely is it that the Institute would have had an influence on policy without JAHF funding? ([click here for response options](#))
- How important is this influence on policy to the overall goals of your JAHF project? ([click here for response options](#))

Influence 8:

- New Influence Continuing from Prior Report
- Is this one stage in a multistage activity?
 - Yes→ if yes, what stage does this activity belong to? ([click here for response options](#))
 - No
- What role did the Institute play in developing policy for services to the elderly?
- Why did the Institute play this role in developing policy for services to the elderly?
- How likely is it that the Institute would have had an influence on policy without JAHF funding? ([click here for response options](#))
- How important is this influence on policy to the overall goals of your JAHF project? ([click here for response options](#))

Influence 9:

- New Influence Continuing from Prior Report

- Is this one stage in a multistage activity?
 - Yes→ if yes, what stage does this activity belong to? ([click here for response options](#))
 - No
- What role did the Institute play in developing policy for services to the elderly?
- Why did the Institute play this role in developing policy for services to the elderly?
- How likely is it that the Institute would have had an influence on policy without JAHF funding? ([click here for response options](#))
- How important is this influence on policy to the overall goals of your JAHF project? ([click here for response options](#))

Influence 10:

- New Influence Continuing from Prior Report
- Is this one stage in a multistage activity?
 - Yes→ if yes, what stage does this activity belong to? ([click here for response options](#))
 - No
- What role did the Institute play in developing policy for services to the elderly?
- Why did the Institute play this role in developing policy for services to the elderly?
- How likely is it that the Institute would have had an influence on policy without JAHF funding? ([click here for response options](#))
- How important is this influence on policy to the overall goals of your JAHF project? ([click here for response options](#))

Outcomes: What significant new or continuing outcomes have been observed/documentated as a result of the Institute's cumulative influence on policy nation wide? What sources of data document these outcomes? List up to ten outcomes.

Outcome 1:

- New Outcome Continuing from Prior Report
- How likely is it that the Institute would have achieved this outcome without JAHF funding? ([click here for response options](#))
- Supporting Data/Observation:

Outcome 2:

- New Outcome Continuing from Prior Report
- How likely is it that the Institute would have achieved this outcome without JAHF funding? ([click here for response options](#))
- Supporting Data/Observation:

Outcome 3:

- New Outcome Continuing from Prior Report
- How likely is it that the Institute would have achieved this outcome without JAHF funding? ([click here for response options](#))
- Supporting Data/Observation:

Outcome 4:

- New Outcome Continuing from Prior Report
- How likely is it that the Institute would have achieved this outcome without JAHF funding? ([click here for response options](#))
- Supporting Data/Observation:

Outcome 5:

- New Outcome Continuing from Prior Report
- How likely is it that the Institute would have achieved this outcome without JAHF funding? ([click here for response options](#))
- Supporting Data/Observation:

Outcome 6:

- New Outcome Continuing from Prior Report
- How likely is it that the Institute would have achieved this outcome without JAHF funding? ([click here for response options](#))

• **Supporting Data/Observation:**

Outcome 7:

- New Outcome Continuing from Prior Report

• How likely is it that the Institute would have achieved this outcome without JAHF funding? ([click here for response options](#))

• **Supporting Data/Observation:**

Outcome 8:

- New Outcome Continuing from Prior Report

• How likely is it that the Institute would have achieved this outcome without JAHF funding? ([click here for response options](#))

• **Supporting Data/Observation:**

Outcome 9:

- New Outcome Continuing from Prior Report

• How likely is it that the Institute would have achieved this outcome without JAHF funding? ([click here for response options](#))

• **Supporting Data/Observation:**

Outcome 10:

- New Outcome Continuing from Prior Report

• How likely is it that the Institute would have achieved this outcome without JAHF funding? ([click here for response options](#))

• **Supporting Data/Observation:**

d) **Lessons Learned:** Has the Institute learned any specific knowledge about how to influence geriatric/gerontological nursing policy and the likely outcome(s) of such activities? List up to five major lessons the Institute has learned as a result of its activities in this area.

Lesson 1:

• **How Learned:**

Lesson 2:

• **How Learned:**

Lesson 3:

• **How Learned:**

Lesson 4:

• **How Learned:**

Lesson 5:

• **How Learned:**

Lesson 6:

• **How Learned:**

Lesson 7:

• **How Learned:**

Lesson 8:

• **How Learned:**

Lesson 9:

• **How Learned:**

Lesson 10:

• **How Learned:**

Other comments related to the Institute's nationwide influence on policy for services to the elderly:

Check here if the Institute is submitting additional supporting information on outcomes with this report.

Part 10: Improvement of Capacity for, or Quality of, Elderly Patient Care

- a) Has the Institute worked toward the improvement of national capacity for, or quality of, elderly patient care during the reporting period? Capacity and quality improvement activities may include developments or innovations in clinical nursing and healthcare management aimed at individual nurses, nursing institution, or healthcare systems? Yes No/ Not Applicable (→ Skip to Part 11)
- b) Improvements: Describe up to five major improvements of national capacity for, or quality of, elderly patient care and how and why the Institute used the modality of capacity enhancement.

National Capacity/Quality of Care Improvement 1:

- New Improvement Continuing from Prior Report
- Note the intent of these activities. *Check all that apply.*
 Make a Direct Impact Affect System Level Change Act as a Convener for Broader Multiplicative Action
 Other, *please specify*
 - Is this one stage in a multistage activity?
 Yes→ if yes, what stage does this activity belong to? ([click here for response options](#))
 No
 - Why did the Institute use this modality of national capacity/quality enhancement?
 - How likely is it that this modality of national capacity/quality enhancement would have been conducted without JAHF funding? ([click here for response options](#))
 - How important is this modality of national capacity/quality enhancement to the overall success of your JAHF project? ([click here for response options](#))

National Capacity/Quality of Care Improvement 2:

- New Improvement Continuing from Prior Report
- Note the intent of these activities. *Check all that apply.*
 Make a Direct Impact Affect System Level Change Act as a Convener for Broader Multiplicative Action
 Other, *please specify*
 - Is this one stage in a multistage activity?
 Yes→ if yes, what stage does this activity belong to? ([click here for response options](#))
 No
 - Why did the Institute use this modality of national capacity/quality enhancement?
 - How likely is it that this modality of national capacity/quality enhancement would have been conducted without JAHF funding? ([click here for response options](#))
 - How important is this modality of national capacity/quality enhancement to the overall success of your JAHF project? ([click here for response options](#))

National Capacity/Quality of Care Improvement 3:

- New Improvement Continuing from Prior Report
- Note the intent of these activities. *Check all that apply.*
 Make a Direct Impact Affect System Level Change Act as a Convener for Broader Multiplicative Action
 Other, *please specify*
 - Is this one stage in a multistage activity?
 Yes→ if yes, what stage does this activity belong to? ([click here for response options](#))
 No
 - Why did the Institute use this modality of national capacity/quality enhancement?

- How likely is it that this modality of national capacity/quality enhancement would have been conducted without JAHF funding?
([click here for response options](#))
- How important is this modality of national capacity/quality enhancement to the overall success of your JAHF project?
([click here for response options](#))

National Capacity/Quality of Care Improvement 4:

- New Improvement Continuing from Prior Report
- Note the intent of these activities. *Check all that apply.*
 - Make a Direct Impact Affect System Level Change Act as a Convener for Broader Multiplicative Action
 - Other, *please specify*
- Is this one stage in a multistage activity?
 - Yes→ if yes, what stage does this activity belong to? ([click here for response options](#))
 - No
- Why did the Institute use this modality of national capacity/quality enhancement?
- How likely is it that this modality of national capacity/quality enhancement would have been conducted without JAHF funding?
([click here for response options](#))
- How important is this modality of national capacity/quality enhancement to the overall success of your JAHF project?
([click here for response options](#))

National Capacity/Quality of Care Improvement 5:

- New Improvement Continuing from Prior Report
- Note the intent of these activities. *Check all that apply.*
 - Make a Direct Impact Affect System Level Change Act as a Convener for Broader Multiplicative Action
 - Other, *please specify*
- Is this one stage in a multistage activity?
 - Yes→ if yes, what stage does this activity belong to? ([click here for response options](#))
 - No
- Why did the Institute use this modality of national capacity/quality enhancement?
- How likely is it that this modality of national capacity/quality enhancement would have been conducted without JAHF funding?
([click here for response options](#))
- How important is this modality of national capacity/quality enhancement to the overall success of your JAHF project?
([click here for response options](#))

National Capacity/Quality of Care Improvement 6:

- New Improvement Continuing from Prior Report
- Note the intent of these activities. *Check all that apply.*
 - Make a Direct Impact Affect System Level Change Act as a Convener for Broader Multiplicative Action
 - Other, *please specify*
- Is this one stage in a multistage activity?
 - Yes→ if yes, what stage does this activity belong to? ([click here for response options](#))
 - No
- Why did the Institute use this modality of national capacity/quality enhancement?
- How likely is it that this modality of national capacity/quality enhancement would have been conducted without JAHF funding?
([click here for response options](#))
- How important is this modality of national capacity/quality enhancement to the overall success of your JAHF project?
([click here for response options](#))

c) **Outcomes:** What significant new or continuing outcomes have been observed/documentated as a result of the Institute’s cumulative activities in national capacity and quality improvement of elderly patient care? What sources of data document these outcomes? List up to five outcomes.

<p>Outcome 1: <input type="checkbox"/> New Outcome <input type="checkbox"/> Continuing from Prior Report • How likely is it that the Institute would have achieved this outcome without JAHF funding? (click here for response options) • Supporting Data/Observation:</p>
<p>Outcome 2: <input type="checkbox"/> New Outcome <input type="checkbox"/> Continuing from Prior Report • How likely is it that the Institute would have achieved this outcome without JAHF funding? (click here for response options) • Supporting Data/Observation:</p>
<p>Outcome 3: <input type="checkbox"/> New Outcome <input type="checkbox"/> Continuing from Prior Report • How likely is it that the Institute would have achieved this outcome without JAHF funding? (click here for response options) • Supporting Data/Observation:</p>
<p>Outcome 4: <input type="checkbox"/> New Outcome <input type="checkbox"/> Continuing from Prior Report • How likely is it that the Institute would have achieved this outcome without JAHF funding? (click here for response options) • Supporting Data/Observation:</p>
<p>Outcome 5: <input type="checkbox"/> New Outcome <input type="checkbox"/> Continuing from Prior Report • How likely is it that the Institute would have achieved this outcome without JAHF funding? (click here for response options) • Supporting Data/Observation:</p>
<p>Outcome 6: <input type="checkbox"/> New Outcome <input type="checkbox"/> Continuing from Prior Report • How likely is it that the Institute would have achieved this outcome without JAHF funding? (click here for response options) • Supporting Data/Observation:</p>

d) **Lessons Learned:** Has the Institute learned any specific knowledge about how to improve national capacity for and quality of elderly patient care and the likely outcome(s) of such activities? List up to five major lessons the Institute has learned as a result of its activities in this area.

<p>Lesson 1: • How Learned:</p>
<p>Lesson 2: • How Learned:</p>
<p>Lesson 3: • How Learned:</p>
<p>Lesson 4: • How Learned:</p>
<p>Lesson 5: • How Learned:</p>
<p>Lesson 6:</p>

• **How Learned:**

Other comments related to the Institute's improvement of national capacity for, or quality of, elderly patient care:

Check here if the Institute is submitting additional supporting information on outcomes with this report.

Part 11: Specific Professional Accomplishments (Papers, Presentations, Internal or External Funding) Supported by the JAHF Grant

- a) Has the Institute produced any papers or presentation during the reporting period? Yes No/ Not Applicable (→ Skip to Part 12)
- b) Publications: For each publication include the complete citation. List up to twelve publications. If the Institute has more than twelve publications during the 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 the Institute 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 the Institute 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 the Institute 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 the Institute 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 the Institute 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 the Institute 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 7:

- Publication type ([click here for response options](#))
- Publication focus ([click here for response options](#))
- How likely is it that the Institute 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 8:

- Publication type ([click here for response options](#))
- Publication focus ([click here for response options](#))
- How likely is it that the Institute 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 9:

- Publication type ([click here for response options](#))
- Publication focus ([click here for response options](#))
- How likely is it that the Institute 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 10:

- Publication type ([click here for response options](#))
- Publication focus ([click here for response options](#))
- How likely is it that the Institute 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 11:

- Publication type ([click here for response options](#))
- Publication focus ([click here for response options](#))
- How likely is it that the Institute 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 12:

- Publication type ([click here for response options](#))
- Publication focus ([click here for response options](#))
- How likely is it that the Institute 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](#))

c) **Presentations:** For each reference include: authors (month, year), presentation title, name of conference, location of conference. You may list up to twelve presentations that were made at a professional conference or to a special audience. If the Institute has more than twelve presentations during the 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 the Institute 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 the Institute 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 the Institute 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 the Institute 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 the Institute 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 the Institute would have made the presentation listed without JAHF funding? ([click here for response options](#))

Presentation 7:

- 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 the Institute would have made the presentation listed without JAHF funding? ([click here for response options](#))

Presentation 8:

- 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 the Institute would have made the presentation listed without JAHF funding?** ([click here for response options](#))

Presentation 9:

- **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 the Institute would have made the presentation listed without JAHF funding?** ([click here for response options](#))

Presentation 10:

- **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 the Institute would have made the presentation listed without JAHF funding?** ([click here for response options](#))

Presentation 11:

- **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 the Institute would have made the presentation listed without JAHF funding?** ([click here for response options](#))

Presentation 12:

- **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 the Institute would have made the presentation listed without JAHF funding?** ([click here for response options](#))

d) Internal or External Funding: List any grants, contracts or fellowships that the Institute has applied for or received during the past year. 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. You may list up to twelve funding sources.

Funding 1:

Internal Funding External Funding

- Funding type ([click here for response options](#))
- Did the Institute receive the funding? Yes No In Process
- How likely is it that the Institute would have received this funding without JAHF funding? ([click here for response options](#))

Funding 2:

Internal Funding External Funding

- Funding type ([click here for response options](#))
- Did the Institute receive the funding? Yes No In Process
- How likely is it that the Institute would have received this funding without JAHF funding? ([click here for response options](#))

Funding 3:

Internal Funding External Funding

- Funding type ([click here for response options](#))
- Did the Institute receive the funding? Yes No In Process
- How likely is it that the Institute would have received this funding without JAHF funding? ([click here for response options](#))

Funding 4:

Internal Funding External Funding

- Funding type ([click here for response options](#))
- Did the Institute receive the funding? Yes No In Process
- How likely is it that the Institute would have received this funding without JAHF funding? ([click here for response options](#))

Funding 5:

Internal Funding External Funding

- Funding type ([click here for response options](#))
- Did the Institute receive the funding? Yes No In Process
- How likely is it that the Institute would have received this funding without JAHF funding? ([click here for response options](#))

Funding 6:

Internal Funding External Funding

- Funding type ([click here for response options](#))
- Did the Institute receive the funding? Yes No In Process
- How likely is it that the Institute would have received this funding without JAHF funding? ([click here for response options](#))

Funding 7:

Internal Funding External Funding

- Funding type ([click here for response options](#))
- Did the Institute receive the funding? Yes No In Process
- How likely is it that the Institute would have received this funding without JAHF funding? ([click here for response options](#))

Funding 8:

<input type="checkbox"/> Internal Funding <input type="checkbox"/> External Funding <ul style="list-style-type: none"> • Funding type (click here for response options) • Did the Institute receive the funding? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> In Process • How likely is it that the Institute would have received this funding without JAHF funding? (click here for response options)
Funding 9: <input type="checkbox"/> Internal Funding <input type="checkbox"/> External Funding <ul style="list-style-type: none"> • Funding type (click here for response options) • Did the Institute receive the funding? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> In Process • How likely is it that the Institute would have received this funding without JAHF funding? (click here for response options)
Funding 10: <input type="checkbox"/> Internal Funding <input type="checkbox"/> External Funding <ul style="list-style-type: none"> • Funding type (click here for response options) • Did the Institute receive the funding? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> In Process • How likely is it that the Institute would have received this funding without JAHF funding? (click here for response options)
Funding 11: <input type="checkbox"/> Internal Funding <input type="checkbox"/> External Funding <ul style="list-style-type: none"> • Funding type (click here for response options) • Did the Institute receive the funding? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> In Process • How likely is it that the Institute would have received this funding without JAHF funding? (click here for response options)
Funding 12: <input type="checkbox"/> Internal Funding <input type="checkbox"/> External Funding <ul style="list-style-type: none"> • Funding type (click here for response options) • Did the Institute receive the funding? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> In Process • How likely is it that the Institute would have received this funding without JAHF funding? (click here for response options)

e) Outcomes: What significant new or continuing outcomes, on a national level, have been observed/documentated as a result of the Institute's cumulative publication and presentation activities? What sources of data document these outcomes? List up to five outcomes.

Outcome 1: <input type="checkbox"/> New Outcome <input type="checkbox"/> Continuing from Prior Report <ul style="list-style-type: none"> • How likely is it that the Institute would have achieved this outcome without JAHF funding? (click here for response options) • Supporting Data/Observation:
Outcome 2: <input type="checkbox"/> New Outcome <input type="checkbox"/> Continuing from Prior Report <ul style="list-style-type: none"> • How likely is it that the Institute would have achieved this outcome without JAHF funding? (click here for response options) • Supporting Data/Observation:
Outcome 3: <input type="checkbox"/> New Outcome <input type="checkbox"/> Continuing from Prior Report <ul style="list-style-type: none"> • How likely is it that the Institute would have achieved this outcome without JAHF funding? (click here for response options) • Supporting Data/Observation:
Outcome 4:

<input type="checkbox"/> New Outcome <input type="checkbox"/> Continuing from Prior Report • How likely is it that the Institute would have achieved this outcome without JAHF funding? (click here for response options) • Supporting Data/Observation:
Outcome 5: <input type="checkbox"/> New Outcome <input type="checkbox"/> Continuing from Prior Report • How likely is it that the Institute would have achieved this outcome without JAHF funding? (click here for response options) • Supporting Data/Observation:

f) **Lessons Learned:** Has the Institute learned any specific knowledge about how publish and present information about geriatric/gerontological nursing and the likely outcome(s) of such activities? List up to five major lessons the Institute has learned as a result of its activities in this area.

Lesson 1: • How Learned:
Lesson 2: • How Learned:
Lesson 3: • How Learned:
Lesson 4: • How Learned:
Lesson 5: • How Learned:

Other comments related to the Institute's specific professional accomplishments related to the JAHF grant: <input type="checkbox"/> Check here if the Institute is submitting additional supporting information on outcomes with this report.

Part 12: Other Dissemination of Information on Geriatric/Gerontological Nursing Practice, Research, or Training

- a) Has the Institute participated in any other national professional information dissemination activities during the reporting period besides formal publication in a journal/book or a conference presentation? Such activities might include: posting evidence based models or results on the Internet, press releases, circulating curriculum models, or launching a web site to disseminate general information about geriatric/gerontological nursing, etc. Yes No/ Not Applicable (→ Skip to Part 13)
- b) Activities: Describe up to eight major dissemination activity(ies) and how and why the dissemination mode was used.

Other Dissemination Activity 1:

- New Activity Continuing from Prior Report
- How was information disseminated about geriatric/gerontological nursing practice, research or training?
 - Why was this dissemination mode used?
 - How likely is it that this information would have been disseminated without JAHF funding? ([click here for response options](#))
 - How important is the dissemination of this information to the overall goals of your JAHF project? ([click here for response options](#))

Other Dissemination Activity 2:

- New Activity Continuing from Prior Report
- How was information disseminated about geriatric/gerontological nursing practice, research or training?
 - Why was this dissemination mode used?
 - How likely is it that this information would have been disseminated without JAHF funding? ([click here for response options](#))
 - How important is the dissemination of this information to the overall goals of your JAHF project? ([click here for response options](#))

Other Dissemination Activity 3:

- New Activity Continuing from Prior Report
- How was information disseminated about geriatric/gerontological nursing practice, research or training?
 - Why was this dissemination mode used?
 - How likely is it that this information would have been disseminated without JAHF funding? ([click here for response options](#))
 - How important is the dissemination of this information to the overall goals of your JAHF project? ([click here for response options](#))

Other Dissemination Activity 4:

- New Activity Continuing from Prior Report
- How was information disseminated about geriatric/gerontological nursing practice, research or training?
 - Why was this dissemination mode used?
 - How likely is it that this information would have been disseminated without JAHF funding? ([click here for response options](#))
 - How important is the dissemination of this information to the overall goals of your JAHF project? ([click here for response options](#))

Other Dissemination Activity 5:

- New Activity Continuing from Prior Report
- How was information disseminated about geriatric/gerontological nursing practice, research or training?
 - Why was this dissemination mode used?
 - How likely is it that this information would have been disseminated without JAHF funding? ([click here for response options](#))
 - How important is the dissemination of this information to the overall goals of your JAHF project? ([click here for response options](#))

Other Dissemination Activity 6:

- New Activity Continuing from Prior Report
- How was information disseminated about geriatric/gerontological nursing practice, research or training?

- Why was this dissemination mode used?
- How likely is it that this information would have been disseminated without JAHF funding? ([click here for response options](#))
- How important is the dissemination of this information to the overall goals of your JAHF project? ([click here for response options](#))

Other Dissemination Activity 7:

- New Activity Continuing from Prior Report
- How was information disseminated about geriatric/gerontological nursing practice, research or training?
 - Why was this dissemination mode used?
 - How likely is it that this information would have been disseminated without JAHF funding? ([click here for response options](#))
 - How important is the dissemination of this information to the overall goals of your JAHF project? ([click here for response options](#))

Other Dissemination Activity 8:

- New Activity Continuing from Prior Report
- How was information disseminated about geriatric/gerontological nursing practice, research or training?
 - Why was this dissemination mode used?
 - How likely is it that this information would have been disseminated without JAHF funding? ([click here for response options](#))
 - How important is the dissemination of this information to the overall goals of your JAHF project? ([click here for response options](#))

Other Dissemination Activity 9:

- New Activity Continuing from Prior Report
- How was information disseminated about geriatric/gerontological nursing practice, research or training?
 - Why was this dissemination mode used?
 - How likely is it that this information would have been disseminated without JAHF funding? ([click here for response options](#))
 - How important is the dissemination of this information to the overall goals of your JAHF project? ([click here for response options](#))

c) **Outcomes:** What significant new or continuing outcomes have been observed/documentated as a result of these cumulative dissemination activities? What sources of data document these outcomes? List up to eight outcomes.

Outcome 1:

- New Outcome Continuing from Prior Report
- How likely is it that the Institute would have achieved this outcome without JAHF funding? ([click here for response options](#))
 - Supporting Data/Observation:

Outcome 2:

- New Outcome Continuing from Prior Report
- How likely is it that the Institute would have achieved this outcome without JAHF funding? ([click here for response options](#))
 - Supporting Data/Observation:

Outcome 3:

- New Outcome Continuing from Prior Report
- How likely is it that the Institute would have achieved this outcome without JAHF funding? ([click here for response options](#))
 - Supporting Data/Observation:

Outcome 4:

- New Outcome Continuing from Prior Report
- How likely is it that the Institute would have achieved this outcome without JAHF funding? ([click here for response options](#))

• **Supporting Data/Observation:**

Outcome 5:

- New Outcome Continuing from Prior Report

• How likely is it that the Institute would have achieved this outcome without JAHF funding? ([click here for response options](#))

• **Supporting Data/Observation:**

Outcome 6:

- New Outcome Continuing from Prior Report

• How likely is it that the Institute would have achieved this outcome without JAHF funding? ([click here for response options](#))

• **Supporting Data/Observation:**

Outcome 7:

- New Outcome Continuing from Prior Report

• How likely is it that the Institute would have achieved this outcome without JAHF funding? ([click here for response options](#))

• **Supporting Data/Observation:**

Outcome 8:

- New Outcome Continuing from Prior Report

• How likely is it that the Institute would have achieved this outcome without JAHF funding? ([click here for response options](#))

• **Supporting Data/Observation:**

Outcome 9:

- New Outcome Continuing from Prior Report

• How likely is it that the Institute would have achieved this outcome without JAHF funding? ([click here for response options](#))

• **Supporting Data/Observation:**

d) **Lessons Learned:** Has the Institute learned any specific knowledge about how to disseminate geriatric/gerontological nursing information and the likely outcome(s) of such activities? List up to five major lessons the Institute has learned as a result of its activities in this area.

Lesson 1:

• **How Learned:**

Lesson 2:

• **How Learned:**

Lesson 3:

• **How Learned:**

Lesson 4:

• **How Learned:**

Lesson 5:

• **How Learned:**

Lesson 6:

• **How Learned:**

Lesson 7:

• **How Learned:**

Lesson 8:

• **How Learned:**

Lesson 9:

• **How Learned:**

Other comments related to the Institute's other dissemination activities:

Check here if the Institute is submitting additional supporting information on outcomes with this report.

Part 13: Awards/Recognitions from Other Organizations Resulting from JAHF-Sponsored Work

- a) Has the Institute's designation as a JAHF geriatric/gerontological nursing grantee, and the work the Institute has done as a grantee resulted in recognition or awards from another external organization during the reporting period?
 Yes No/ Not Applicable (→ Skip to Part 14)
- b) Awards/Recognitions: Describe up to five major awards/recognitions from other organizations resulting from JAHF-sponsored work and how your JAHF designation helped the Institute obtain these major awards/recognitions.

Award/Recognition 1:

- New Award/Recognition Continuing from Prior Report
- How did the JAHF designation help the Institute obtain this award/recognition?
 - Why did the JAHF designation help the Institute obtain this award/recognition?
 - How likely is it that the Institute would have received this award/recognition without JAHF funding? ([click here for response options](#))
 - How important is this award/recognition to the overall goals of your JAHF project? ([click here for response options](#))

Award/Recognition 2:

- New Award/Recognition Continuing from Prior Report
- How did the JAHF designation help the Institute obtain this award/recognition?
 - Why did the JAHF designation help the Institute obtain this award/recognition?
 - How likely is it that the Institute would have received this award/recognition without JAHF funding? ([click here for response options](#))
 - How important is this award/recognition to the overall goals of your JAHF project? ([click here for response options](#))

Award/Recognition 3:

- New Award/Recognition Continuing from Prior Report
- How did the JAHF designation help the Institute obtain this award/recognition?
 - Why did the JAHF designation help the Institute obtain this award/recognition?
 - How likely is it that the Institute would have received this award/recognition without JAHF funding? ([click here for response options](#))
 - How important is this award/recognition to the overall goals of your JAHF project? ([click here for response options](#))

Award/Recognition 4:

- New Award/Recognition Continuing from Prior Report
- How did the JAHF designation help the Institute obtain this award/recognition?
 - Why did the JAHF designation help the Institute obtain this award/recognition?
 - How likely is it that the Institute would have received this award/recognition without JAHF funding? ([click here for response options](#))
 - How important is this award/recognition to the overall goals of your JAHF project? ([click here for response options](#))

Award/Recognition 5:

- New Award/Recognition Continuing from Prior Report
- How did the JAHF designation help the Institute obtain this award/recognition?
 - Why did the JAHF designation help the Institute obtain this award/recognition?
 - How likely is it that the Institute would have received this award/recognition without JAHF funding? ([click here for response options](#))
 - How important is this award/recognition to the overall goals of your JAHF project? ([click here for response options](#))

c) **Outcomes:** What significant new or continuing outcomes have been observed/documentated as a result of your awards/recognition from other organizations as a result of JAHF-sponsored work? What sources of data document these outcomes? List up to five outcomes.

Outcome 1:

New Outcome Continuing from Prior Report

- How likely is it that the Institute would have achieved this outcome without JAHF funding? ([click here for response options](#))
- Supporting Data/Observation:

Outcome 2:

New Outcome Continuing from Prior Report

- How likely is it that the Institute would have achieved this outcome without JAHF funding? ([click here for response options](#))
- Supporting Data/Observation:

Outcome 3:

New Outcome Continuing from Prior Report

- How likely is it that the Institute would have achieved this outcome without JAHF funding? ([click here for response options](#))
- Supporting Data/Observation:

Outcome 4:

New Outcome Continuing from Prior Report

- How likely is it that the Institute would have achieved this outcome without JAHF funding? ([click here for response options](#))
- Supporting Data/Observation:

Outcome 5:

New Outcome Continuing from Prior Report

- How likely is it that the Institute would have achieved this outcome without JAHF funding? ([click here for response options](#))
- Supporting Data/Observation:

d) **Lessons Learned:** Has the Institute learned any specific knowledge about how to receive awards/recognition from other organizations for gerontology/geriatric nursing? List up to five major lessons the Institute has learned as a result of its activities in this area.

Lesson 1:

- How Learned:

Lesson 2:

- How Learned:

Lesson 3:

- How Learned:

Lesson 4:

- How Learned:

Lesson 5:

- How Learned:

Other comments related to awards/recognition from other organizations resulting from the Institute's JAHF-sponsored work:

- Check here if the Institute is submitting additional supporting information on outcomes with this report.

Part 14: Formal or Informal Linkages to Further Geriatric/Gerontological Nursing Practice, Research, or Training

- a) Has the Institute developed or continued/enhanced any formal or informal linkages between schools, institutions, organizations, communities and/or programs in an effort to create synergistic relationships to improve geriatric/gerontological nursing practice, research, and training nationwide during this reporting period? Yes No/ Not Applicable (→ Skip to Part 15)
- b) Linkages: Describe the formal or informal linkages developed by the Institute and how and why these links with project partner(s) were formed. List up to five major linkages.

Linkage 1:

- New Linkage Continuing from Prior Report
- Note the intent of these activities. *Check all that apply.*
- Make a Direct Impact Affect System Level Change Act as a Convener for Broader Multiplicative Action
- Other, *please specify*
- Is this one stage in a multistage activity?
- Yes→ if yes, what stage does this activity belong to? ([click here for response options](#))
- No
- Why was this formal or informal linkage formed?
- With who was the formal or informal linkage formed? ([click here for response options](#)) • Specify Other
- How likely is it that the Institute would have formed this linkage without JAHF funding? ([click here for response options](#))
- How important is this linkage to the overall goals of your JAHF project? ([click here for response options](#))

Linkage 2:

- New Linkage Continuing from Prior Report
- Note the intent of these activities. *Check all that apply.*
- Make a Direct Impact Affect System Level Change Act as a Convener for Broader Multiplicative Action
- Other, *please specify*
- Is this one stage in a multistage activity?
- Yes→ if yes, what stage does this activity belong to? ([click here for response options](#))
- No
- Why was this formal or informal linkage formed?
- With who was the formal or informal linkage formed? ([click here for response options](#)) • Specify Other
- How likely is it that the Institute would have formed this linkage without JAHF funding? ([click here for response options](#))
- How important is this linkage to the overall goals of your JAHF project? ([click here for response options](#))

Linkage 3:

- New Linkage Continuing from Prior Report
- Note the intent of these activities. *Check all that apply.*
- Make a Direct Impact Affect System Level Change Act as a Convener for Broader Multiplicative Action
- Other, *please specify*
- Is this one stage in a multistage activity?
- Yes→ if yes, what stage does this activity belong to? ([click here for response options](#))
- No
- Why was this formal or informal linkage formed?
- With who was the formal or informal linkage formed? ([click here for response options](#)) • Specify Other
- How likely is it that the Institute would have formed this linkage without JAHF funding? ([click here for response options](#))
- How important is this linkage to the overall goals of your JAHF project? ([click here for response options](#))

Linkage 4:

- New Linkage Continuing from Prior Report
- Note the intent of these activities. *Check all that apply.*
 - Make a Direct Impact Affect System Level Change Act as a Convener for Broader Multiplicative Action
 - Other, *please specify*
 - Is this one stage in a multistage activity?
 - Yes→ if yes, what stage does this activity belong to? ([click here for response options](#))
 - No
 - Why was this formal or informal linkage formed?
 - With who was the formal or informal linkage formed? ([click here for response options](#)) • Specify Other
 - How likely is it that the Institute would have formed this linkage without JAHF funding? ([click here for response options](#))
 - How important is this linkage to the overall goals of your JAHF project? ([click here for response options](#))

Linkage 5:

- New Linkage Continuing from Prior Report
- Note the intent of these activities. *Check all that apply.*
 - Make a Direct Impact Affect System Level Change Act as a Convener for Broader Multiplicative Action
 - Other, *please specify*
 - Is this one stage in a multistage activity?
 - Yes→ if yes, what stage does this activity belong to? ([click here for response options](#))
 - No
 - Why was this formal or informal linkage formed?
 - With who was the formal or informal linkage formed? ([click here for response options](#)) • Specify Other
 - How likely is it that the Institute would have formed this linkage without JAHF funding? ([click here for response options](#))
 - How important is this linkage to the overall goals of your JAHF project? ([click here for response options](#))

Linkage 6:

- New Linkage Continuing from Prior Report
- Note the intent of these activities. *Check all that apply.*
 - Make a Direct Impact Affect System Level Change Act as a Convener for Broader Multiplicative Action
 - Other, *please specify*
 - Is this one stage in a multistage activity?
 - Yes→ if yes, what stage does this activity belong to? ([click here for response options](#))
 - No
 - Why was this formal or informal linkage formed?
 - With who was the formal or informal linkage formed? ([click here for response options](#)) • Specify Other
 - How likely is it that the Institute would have formed this linkage without JAHF funding? ([click here for response options](#))
 - How important is this linkage to the overall goals of your JAHF project? ([click here for response options](#))

Linkage 7:

- New Linkage Continuing from Prior Report
- Note the intent of these activities. *Check all that apply.*
 - Make a Direct Impact Affect System Level Change Act as a Convener for Broader Multiplicative Action
 - Other, *please specify*
 - Is this one stage in a multistage activity?
 - Yes→ if yes, what stage does this activity belong to? ([click here for response options](#))
 - No
 - Why was this formal or informal linkage formed?

- With who was the formal or informal linkage formed? ([click here for response options](#))
- How likely is it that the Institute would have formed this linkage without JAHF funding? ([click here for response options](#))
- How important is this linkage to the overall goals of your JAHF project? ([click here for response options](#))

• Specify Other

Linkage 8:

- New Linkage Continuing from Prior Report

- Note the intent of these activities. *Check all that apply.*

- Make a Direct Impact Affect System Level Change Act as a Convener for Broader Multiplicative Action
 Other, *please specify*

- Is this one stage in a multistage activity?

- Yes→ if yes, what stage does this activity belong to? ([click here for response options](#))
 No

- Why was this formal or informal linkage formed?

- With who was the formal or informal linkage formed? ([click here for response options](#))
- How likely is it that the Institute would have formed this linkage without JAHF funding? ([click here for response options](#))
- How important is this linkage to the overall goals of your JAHF project? ([click here for response options](#))

• Specify Other

Linkage 9:

- New Linkage Continuing from Prior Report

- Note the intent of these activities. *Check all that apply.*

- Make a Direct Impact Affect System Level Change Act as a Convener for Broader Multiplicative Action
 Other, *please specify*

- Is this one stage in a multistage activity?

- Yes→ if yes, what stage does this activity belong to? ([click here for response options](#))
 No

- Why was this formal or informal linkage formed?

- With who was the formal or informal linkage formed? ([click here for response options](#))
- How likely is it that the Institute would have formed this linkage without JAHF funding? ([click here for response options](#))
- How important is this linkage to the overall goals of your JAHF project? ([click here for response options](#))

Linkage 10:

- New Linkage Continuing from Prior Report

- Note the intent of these activities. *Check all that apply.*

- Make a Direct Impact Affect System Level Change Act as a Convener for Broader Multiplicative Action
 Other, *please specify*

- Is this one stage in a multistage activity?

- Yes→ if yes, what stage does this activity belong to? ([click here for response options](#))
 No

- Why was this formal or informal linkage formed?

- With who was the formal or informal linkage formed? ([click here for response options](#))
- How likely is it that the Institute would have formed this linkage without JAHF funding? ([click here for response options](#))
- How important is this linkage to the overall goals of your JAHF project? ([click here for response options](#))

c) Outcomes: What significant new or continuing outcomes have been observed/documentated as a result of the Institute's cumulative activities to create synergistic linkages between organizations? What sources of data document these outcomes? List up to five outcomes.

Outcome 1:

- New Outcome Continuing from Prior Report

<ul style="list-style-type: none"> • How likely is it that the Institute would have achieved this outcome without JAHF funding? (click here for response options) • Supporting Data/Observation:
<p>Outcome 2:</p> <p><input type="checkbox"/> New Outcome <input type="checkbox"/> Continuing from Prior Report</p> <ul style="list-style-type: none"> • How likely is it that the Institute would have achieved this outcome without JAHF funding? (click here for response options) • Supporting Data/Observation:
<p>Outcome 3:</p> <p><input type="checkbox"/> New Outcome <input type="checkbox"/> Continuing from Prior Report</p> <ul style="list-style-type: none"> • How likely is it that the Institute would have achieved this outcome without JAHF funding? (click here for response options) • Supporting Data/Observation:
<p>Outcome 4:</p> <p><input type="checkbox"/> New Outcome <input type="checkbox"/> Continuing from Prior Report</p> <ul style="list-style-type: none"> • How likely is it that the Institute would have achieved this outcome without JAHF funding? (click here for response options) • Supporting Data/Observation:
<p>Outcome 5:</p> <p><input type="checkbox"/> New Outcome <input type="checkbox"/> Continuing from Prior Report</p> <ul style="list-style-type: none"> • How likely is it that the Institute would have achieved this outcome without JAHF funding? (click here for response options) • Supporting Data/Observation:
<p>Outcome 6:</p> <p><input type="checkbox"/> New Outcome <input type="checkbox"/> Continuing from Prior Report</p> <ul style="list-style-type: none"> • How likely is it that the Institute would have achieved this outcome without JAHF funding? (click here for response options) • Supporting Data/Observation:
<p>Outcome 7:</p> <p><input type="checkbox"/> New Outcome <input type="checkbox"/> Continuing from Prior Report</p> <ul style="list-style-type: none"> • How likely is it that the Institute would have achieved this outcome without JAHF funding? (click here for response options) • Supporting Data/Observation:
<p>Outcome 8:</p> <p><input type="checkbox"/> New Outcome <input type="checkbox"/> Continuing from Prior Report</p> <ul style="list-style-type: none"> • How likely is it that the Institute would have achieved this outcome without JAHF funding? (click here for response options) • Supporting Data/Observation:
<p>Outcome 9:</p> <p><input type="checkbox"/> New Outcome <input type="checkbox"/> Continuing from Prior Report</p> <ul style="list-style-type: none"> • How likely is it that the Institute would have achieved this outcome without JAHF funding? (click here for response options) • Supporting Data/Observation:
<p>Outcome 10:</p> <p><input type="checkbox"/> New Outcome <input type="checkbox"/> Continuing from Prior Report</p> <ul style="list-style-type: none"> • How likely is it that the Institute would have achieved this outcome without JAHF funding? (click here for response options) • Supporting Data/Observation:

d) **Lessons Learned:** Has the Institute learned any specific knowledge about how to implement linkages within the field of geriatric/gerontological nursing and the likely outcome(s) of such linkages? List up to five major lessons the Institute has learned as a result of its activities in this area.

Lesson 1:

• How Learned:

Lesson 2:

• How Learned:

Lesson 3:

• How Learned:

Lesson 4:

• How Learned:

Lesson 5:

• How Learned:

Lesson 6:

• How Learned:

Lesson 7:

• How Learned:

Lesson 8:

• How Learned:

Lesson 9:

• How Learned:

Lesson 10:

• How Learned:

Other comments related to the Institute's formal and informal linkages :

Check here if the Institute is submitting additional supporting information on outcomes with this report.

Part 15: Project Involvement in the Professional Training of Other Institutions Related to Geriatric/Gerontological Nursing Practice, Research, and Training

- a) Has the Institute been involved in long term professional training of other institutions related to geriatric/gerontological nursing, practice, research, and/or education during the reporting period? Such activities might include: conducting summer workshops, consulting with other institutions, etc. Yes No/ Not Applicable (→ Skip to Part 16)
- b) Activities: Describe up to five major specific professional training activity(ies) of other institutions related to geriatric/gerontological nursing, practice, and/or training and how and why the Institute participated.

Activity 1:

- New Activity Continuing from Prior Report Target Audience: Faculty Staff Student Organization
- Note the intent of these activities. *Check all that apply.*
 - Make a Direct Impact Affect System Level Change Act as a Convener for Broader Multiplicative Action
 - Other, *please specify*
 - How was the Institute involved in professionally training other institutions related to geriatric/gerontological nursing?
 - Why was the Institute involved in professionally training other institutions related to geriatric/gerontological nursing?
 - How likely is it that the Institute would have conducted this professional training without JAHF funding? ([click here for response options](#))
 - How important is this activity to the overall goals of your JAHF project? ([click here for response options](#))

Activity 2:

- New Activity Continuing from Prior Report Target Audience: Faculty Staff Student Organization
- Note the intent of these activities. *Check all that apply.*
 - Make a Direct Impact Affect System Level Change Act as a Convener for Broader Multiplicative Action
 - Other, *please specify*
 - How was the Institute involved in professionally training other institutions related to geriatric/gerontological nursing?
 - Why was the Institute involved in professionally training other institutions related to geriatric/gerontological nursing?
 - How likely is it that the Institute would have conducted this professional training without JAHF funding? ([click here for response options](#))
 - How important is this activity to the overall goals of your JAHF project? ([click here for response options](#))

Activity 3:

- New Activity Continuing from Prior Report Target Audience: Faculty Staff Student Organization
- Note the intent of these activities. *Check all that apply.*
 - Make a Direct Impact Affect System Level Change Act as a Convener for Broader Multiplicative Action
 - Other, *please specify*
 - How was the Institute involved in professionally training other institutions related to geriatric/gerontological nursing?
 - Why was the Institute involved in professionally training other institutions related to geriatric/gerontological nursing?
 - How likely is it that the Institute would have conducted this professional training without JAHF funding? ([click here for response options](#))
 - How important is this activity to the overall goals of your JAHF project? ([click here for response options](#))

Activity 4:

- New Activity Continuing from Prior Report Target Audience: Faculty Staff Student Organization
- Note the intent of these activities. *Check all that apply.*
 - Make a Direct Impact Affect System Level Change Act as a Convener for Broader Multiplicative Action
 - Other, *please specify*
 - How was the Institute involved in professionally training other institutions related to geriatric/gerontological nursing?
 - Why was the Institute involved in professionally training other institutions related to geriatric/gerontological nursing?
 - How likely is it that the Institute would have conducted this professional training without JAHF funding? ([click here for response options](#))

- How important is this activity to the overall goals of your JAHF project? ([click here for response options](#))

Activity 5:

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

- Note the intent of these activities. *Check all that apply.*

Make a Direct Impact Affect System Level Change Act as a Convener for Broader Multiplicative Action
 Other, *please specify*

- How was the Institute involved in professionally training other institutions related to geriatric/gerontological nursing?
- Why was the Institute involved in professionally training other institutions related to geriatric/gerontological nursing?
- How likely is it that the Institute would have conducted this professional training without JAHF funding? ([click here for response options](#))
- How important is this activity to the overall goals of your JAHF project? ([click here for response options](#))

c) Outcomes: What significant new or continuing outcomes have been observed/documentated as a result of the Institute's cumulative activities in the professional training of other institutions related to geriatric/gerontological nursing practice, research, and/or training? What sources of data document these outcomes? List up to five outcomes.

Outcome 1:

New Outcome Continuing from Prior Report

- How likely is it that the Institute would have achieved this outcome without JAHF funding? ([click here for response options](#))
- Supporting Data/Observation:

Outcome 2:

New Outcome Continuing from Prior Report

- How likely is it that the Institute would have achieved this outcome without JAHF funding? ([click here for response options](#))
- Supporting Data/Observation:

Outcome 3:

New Outcome Continuing from Prior Report

- How likely is it that the Institute would have achieved this outcome without JAHF funding? ([click here for response options](#))
- Supporting Data/Observation:

Outcome 4:

New Outcome Continuing from Prior Report

- How likely is it that the Institute would have achieved this outcome without JAHF funding? ([click here for response options](#))
- Supporting Data/Observation:

Outcome 5:

New Outcome Continuing from Prior Report

- How likely is it that the Institute would have achieved this outcome without JAHF funding? ([click here for response options](#))
- Supporting Data/Observation:

d) Lessons Learned: Has the Institute learned any specific knowledge about how to professionally train other institutions in geriatric/gerontological nursing, practice, training and/or research and the likely outcome(s) of such activities? List up to five major lessons the Institute has learned as a result of its activities in this area.

Lesson 1

- How Learned:

Lesson 2:

- How Learned:

Lesson 3:

- How Learned:

Lesson 4:

- **How Learned:**

Lesson 5:

- **How Learned:**

Other comments related to the Institute's involvement in the professional training of other institutions:

Check here if the Institute is submitting additional supporting information on outcomes with this report.

Part 16: Meetings/Trainings/Workshops Held to Promote Geriatric/Gerontological Nursing

- a) Has the Institute held any brief meetings/trainings/workshops to promote geriatric/gerontological nursing in the field during the reporting period? Yes No/ Not Applicable (→ Skip to Part 17)
- b) Meetings/Trainings/Workshops: Describe up to five meetings/trainings the Institute has held in the past six months.

Meeting/Training/Workshop 1:

- Type ([click here for response options](#))
- Note the intent of these activities. *Check all that apply.*
 - Make a Direct Impact Affect System Level Change Act as a Convener for Broader Multiplicative Action
 - Other, *please specify*
- Audience (check all that apply): Nursing Faculty Nursing Students Other Nurses Physicians Other Professionals
 Consumers Policy Makers Faculty Administrators
- Number of Attendees: Exact Estimate
- Main focus of meeting/training/workshop:
- How likely is it that the Institute would have held this meeting/training/workshop without JAHF funding? ([click here for response options](#))
- How important is this activity to the overall goals of your JAHF project? ([click here for response options](#))

Meeting/Training/Workshop 2:

- Type ([click here for response options](#))
- Note the intent of these activities. *Check all that apply.*
 - Make a Direct Impact Affect System Level Change Act as a Convener for Broader Multiplicative Action
 - Other, *please specify*
- Audience (check all that apply): Nursing Faculty Nursing Students Other Nurses Physicians Other Professionals
 Consumers Policy Makers Faculty Administrators
- Number of Attendees: Exact Estimate
- Main focus of meeting/training/workshop:
- How likely is it that the Institute would have held this meeting/training/workshop without JAHF funding? ([click here for response options](#))
- How important is this activity to the overall goals of your JAHF project? ([click here for response options](#))

Meeting/Training/Workshop 3:

- Type ([click here for response options](#))
- Note the intent of these activities. *Check all that apply.*
 - Make a Direct Impact Affect System Level Change Act as a Convener for Broader Multiplicative Action
 - Other, *please specify*
- Audience (check all that apply): Nursing Faculty Nursing Students Other Nurses Physicians Other Professionals
 Consumers Policy Makers Faculty Administrators
- Number of Attendees: Exact Estimate
- Main focus of meeting/training/workshop:
- How likely is it that the Institute would have held this meeting/training/workshop without JAHF funding? ([click here for response options](#))
- How important is this activity to the overall goals of your JAHF project? ([click here for response options](#))

Meeting/Training/Workshop 4:

- Type ([click here for response options](#))
- Note the intent of these activities. *Check all that apply.*
 - Make a Direct Impact Affect System Level Change Act as a Convener for Broader Multiplicative Action
 - Other, *please specify*

- **Audience (check all that apply):** Nursing Faculty Nursing Students Other Nurses Physicians Other Professionals
 Consumers Policy Makers Faculty Administrators
- **Number of Attendees:** Exact Estimate
- **Main focus of meeting/training/workshop:**
- **How likely is it that the Institute would have held this meeting/training/workshop without JAHF funding? (click here for response options)**
- **How important is this activity to the overall goals of your JAHF project? (click here for response options)**

Meeting/Training/Workshop 5:

- **Type (click here for response options)**
- **Note the intent of these activities. Check all that apply.**
 Make a Direct Impact Affect System Level Change Act as a Convener for Broader Multiplicative Action
 Other, please specify
- **Audience (check all that apply):** Nursing Faculty Nursing Students Other Nurses Physicians Other Professionals
 Consumers Policy Makers Faculty Administrators
- **Number of Attendees:**
- **Main focus of meeting/training/workshop:**
- **How likely is it that the Institute would have held this meeting/training/workshop without JAHF funding? (click here for response options)**
- **How important is this activity to the overall goals of your JAHF project? (click here for response options)**

Meeting/Training/Workshop 6:

- **Type (click here for response options)**
- **Note the intent of these activities. Check all that apply.**
 Make a Direct Impact Affect System Level Change Act as a Convener for Broader Multiplicative Action
 Other, please specify
- **Audience (check all that apply):** Nursing Faculty Nursing Students Other Nurses Physicians Other Professionals
 Consumers Policy Makers Faculty Administrators
- **Number of Attendees:**
- **Main focus of meeting/training/workshop:**
- **How likely is it that the Institute would have held this meeting/training/workshop without JAHF funding? (click here for response options)**
- **How important is this activity to the overall goals of your JAHF project? (click here for response options)**

Meeting/Training/Workshop 7:

- **Type (click here for response options)**
- **Note the intent of these activities. Check all that apply.**
 Make a Direct Impact Affect System Level Change Act as a Convener for Broader Multiplicative Action
 Other, please specify
- **Audience (check all that apply):** Nursing Faculty Nursing Students Other Nurses Physicians Other Professionals
 Consumers Policy Makers Faculty Administrators
- **Number of Attendees:** Exact Estimate
- **Main focus of meeting/training/workshop:**
- **How likely is it that the Institute would have held this meeting/training/workshop without JAHF funding? (click here for response options)**
- **How important is this activity to the overall goals of your JAHF project? (click here for response options)**

c) **Outcomes: What significant new or continuing outcomes have been observed/documentated as a result of the Institute's cumulative meeting/training/workshop activities? What sources of data document these outcomes? List up to five outcomes.**

Outcome 1:

<input type="checkbox"/> New Outcome <input type="checkbox"/> Continuing from Prior Report • How likely is it that the Institute would have achieved this outcome without JAHF funding? (click here for response options) • Supporting Data/Observation:
Outcome 2: <input type="checkbox"/> New Outcome <input type="checkbox"/> Continuing from Prior Report • How likely is it that the Institute would have achieved this outcome without JAHF funding? (click here for response options) • Supporting Data/Observation:
Outcome 3: <input type="checkbox"/> New Outcome <input type="checkbox"/> Continuing from Prior Report • How likely is it that the Institute would have achieved this outcome without JAHF funding? (click here for response options) • Supporting Data/Observation:
Outcome 4: <input type="checkbox"/> New Outcome <input type="checkbox"/> Continuing from Prior Report • How likely is it that the Institute would have achieved this outcome without JAHF funding? (click here for response options) • Supporting Data/Observation:
Outcome 5: <input type="checkbox"/> New Outcome <input type="checkbox"/> Continuing from Prior Report • How likely is it that the Institute would have achieved this outcome without JAHF funding? (click here for response options) • Supporting Data/Observation:
Outcome 6: <input type="checkbox"/> New Outcome <input type="checkbox"/> Continuing from Prior Report • How likely is it that the Institute would have achieved this outcome without JAHF funding? (click here for response options) • Supporting Data/Observation:
Outcome 7: <input type="checkbox"/> New Outcome <input type="checkbox"/> Continuing from Prior Report • How likely is it that the Institute would have achieved this outcome without JAHF funding? (click here for response options) • Supporting Data/Observation:

d) **Lessons Learned:** Has the Institute learned any specific knowledge about how to organize meetings/trainings/workshops to promote geriatric/gerontological nursing nationwide and the likely outcome(s) of such activities? List up to five major lessons the Institute has learned as a result of its activities in this area.

Lesson 1: • How Learned:
Lesson 2: • How Learned:
Lesson 3: • How Learned:
Lesson 4: • How Learned:
Lesson 5: • How Learned:
Lesson 6:

• How Learned:

Lesson 7:

• How Learned:

Other comments related to the Institute's meetings/trainings/workshops held to promote geriatric/gerontological nursing:

Check here if the Institute is submitting additional supporting information on outcomes with this report.

Part 17: Leveraging of the JAHF/Grant Designation

- a) Has the Institute's designation as a JAHF geriatric/gerontological nursing grantee helped the Institute receive other grants or contracts or other kinds of support such as release time, additional space or equipment, or additional support staff during the reporting period?
 Yes No/ Not Applicable (→ Skip to Part 18)
- b) Activities: Describe up to five major leveraging activities and additional resources the Institute received and how and why your JAHF designation helped the Institute obtain additional funds.

Activity 1:

- New Activity Continuing from Prior Report
- Note the intent of these activities. *Check all that apply.*
 Make a Direct Impact Affect System Level Change Act as a Convener for Broader Multiplicative Action
 Other, *please specify*
 - How did the JAHF designation help the Institute receive other grants or other kinds of support?
 - Why did the JAHF designation help the Institute receive other grants or other kinds of support?
 - How likely is it that this leveraging activity would have been conducted without JAHF funding? ([click here for response options](#))
 - How important is this leveraging activity to the overall goals of your JAHF project? ([click here for response options](#))

Activity 2:

- New Activity Continuing from Prior Report
- Note the intent of these activities. *Check all that apply.*
 Make a Direct Impact Affect System Level Change Act as a Convener for Broader Multiplicative Action
 Other, *please specify*
 - How did the JAHF designation help the Institute receive other grants or other kinds of support?
 - Why did the JAHF designation help the Institute receive other grants or other kinds of support?
 - How likely is it that this leveraging activity would have been conducted without JAHF funding? ([click here for response options](#))
 - How important is this leveraging activity to the overall goals of your JAHF project? ([click here for response options](#))

Activity 3:

- New Activity Continuing from Prior Report
- Note the intent of these activities. *Check all that apply.*
 Make a Direct Impact Affect System Level Change Act as a Convener for Broader Multiplicative Action
 Other, *please specify*
 - How did the JAHF designation help the Institute receive other grants or other kinds of support?
 - Why did the JAHF designation help the Institute receive other grants or other kinds of support?
 - How likely is it that this leveraging activity would have been conducted without JAHF funding? ([click here for response options](#))
 - How important is this leveraging activity to the overall goals of your JAHF project? ([click here for response options](#))

Activity 4:

- New Activity Continuing from Prior Report
- Note the intent of these activities. *Check all that apply.*
 Make a Direct Impact Affect System Level Change Act as a Convener for Broader Multiplicative Action
 Other, *please specify*
 - How did the JAHF designation help the Institute receive other grants or other kinds of support?
 - Why did the JAHF designation help the Institute receive other grants or other kinds of support?
 - How likely is it that this leveraging activity would have been conducted without JAHF funding? ([click here for response options](#))
 - How important is this leveraging activity to the overall goals of your JAHF project? ([click here for response options](#))

Activity 5:

- New Activity Continuing from Prior Report
- Note the intent of these activities. *Check all that apply.*
 - Make a Direct Impact Affect System Level Change Act as a Convener for Broader Multiplicative Action
 - Other, *please specify*
- How did the JAHF designation help the Institute receive other grants or other kinds of support?
- Why did the JAHF designation help the Institute receive other grants or other kinds of support?
- How likely is it that this leveraging activity would have been conducted without JAHF funding? ([click here for response options](#))
- How important is this leveraging activity to the overall goals of your JAHF project? ([click here for response options](#))

Activity 6:

- New Activity Continuing from Prior Report
- Note the intent of these activities. *Check all that apply.*
 - Make a Direct Impact Affect System Level Change Act as a Convener for Broader Multiplicative Action
 - Other, *please specify*
- How did the JAHF designation help the Institute receive other grants or other kinds of support?
- Why did the JAHF designation help the Institute receive other grants or other kinds of support?
- How likely is it that this leveraging activity would have been conducted without JAHF funding? ([click here for response options](#))
- How important is this leveraging activity to the overall goals of your JAHF project? ([click here for response options](#))

Activity 7:

- New Activity Continuing from Prior Report
- Note the intent of these activities. *Check all that apply.*
 - Make a Direct Impact Affect System Level Change Act as a Convener for Broader Multiplicative Action
 - Other, *please specify*
- How did the JAHF designation help the Institute receive other grants or other kinds of support?
- Why did the JAHF designation help the Institute receive other grants or other kinds of support?
- How likely is it that this leveraging activity would have been conducted without JAHF funding? ([click here for response options](#))
- How important is this leveraging activity to the overall goals of your JAHF project? ([click here for response options](#))

Activity 8:

- New Activity Continuing from Prior Report
- Note the intent of these activities. *Check all that apply.*
 - Make a Direct Impact Affect System Level Change Act as a Convener for Broader Multiplicative Action
 - Other, *please specify*
- How did the JAHF designation help the Institute receive other grants or other kinds of support?
- Why did the JAHF designation help the Institute receive other grants or other kinds of support?
- How likely is it that this leveraging activity would have been conducted without JAHF funding? ([click here for response options](#))
- How important is this leveraging activity to the overall goals of your JAHF project? ([click here for response options](#))

c) Outcomes: What significant new or continuing outcomes have been observed/documentated as a result of the Institute's cumulative leveraging activities? What sources of data document these outcomes? List up to five outcomes.

Outcome 1:

- New Outcome Continuing from Prior Report
- How likely is it that the Institute would have achieved this outcome without JAHF funding? ([click here for response options](#))

• **Supporting Data/Observation:**

Outcome 2:

New Outcome Continuing from Prior Report

• How likely is it that the Institute would have achieved this outcome without JAHF funding? ([click here for response options](#))

• **Supporting Data/Observation:**

Outcome 3:

New Outcome Continuing from Prior Report

• How likely is it that the Institute would have achieved this outcome without JAHF funding? ([click here for response options](#))

• **Supporting Data/Observation:**

Outcome 4:

New Outcome Continuing from Prior Report

• How likely is it that the Institute would have achieved this outcome without JAHF funding? ([click here for response options](#))

• **Supporting Data/Observation:**

Outcome 5:

New Outcome Continuing from Prior Report

• How likely is it that the Institute would have achieved this outcome without JAHF funding? ([click here for response options](#))

• **Supporting Data/Observation:**

Outcome 6:

New Outcome Continuing from Prior Report

• How likely is it that the Institute would have achieved this outcome without JAHF funding? ([click here for response options](#))

• **Supporting Data/Observation:**

Outcome 7:

New Outcome Continuing from Prior Report

• How likely is it that the Institute would have achieved this outcome without JAHF funding? ([click here for response options](#))

• **Supporting Data/Observation:**

Outcome 8:

New Outcome Continuing from Prior Report

• How likely is it that the Institute would have achieved this outcome without JAHF funding? ([click here for response options](#))

• **Supporting Data/Observation:**

d) **Lessons Learned:** Has the Institute learned any specific knowledge about how to leverage the JAHF grant designation and the likely outcome(s) of such activities? List up to five major lessons the Institute has learned as a result of its activities in this area.

Lesson 1:

• **How Learned:**

Lesson 2:

• **How Learned:**

Lesson 3:

• **How Learned:**

Lesson 4:

• **How Learned:**

Lesson 5:

• **How Learned:**

Lesson 6:

• How Learned:

Lesson 7:

• How Learned:

Lesson 8:

• How Learned:

Other comments related to the Institute's leveraging of the JAHF grant designation:

Check here if the Institute is submitting additional supporting information on outcomes with this report.

Part 18: Strategies for Dealing with Increasing Diversity among Student, Professional, Patient Populations

- a) Has the Institute worked with nursing schools and institutions nationwide to develop strategies for dealing with increasing diversity among student, professional, and/or patient populations during the reporting period? Yes No/ Not Applicable (→ Skip to Part 19)
- b) Strategies: Describe up to five major strategies for dealing with increasing diversity among student, professional, and/or patient populations.

Strategy 1:

- New Strategy Continuing from Prior Report
- Note the intent of these activities. *Check all that apply.*
 - Make a Direct Impact Affect System Level Change Act as a Convener for Broader Multiplicative Action
 - Other, *please specify*
- Is this one stage in a multistage activity?
 - Yes→ if yes, what stage does this activity belong to? ([click here for response options](#))
 - No
- Why did the Institute use this strategy for dealing with increasing diversity?
- 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 diversity-increasing strategy to the overall goals of your JAHF project? ([click here for response options](#))

Strategy 2:

- New Strategy Continuing from Prior Report
- Note the intent of these activities. *Check all that apply.*
 - Make a Direct Impact Affect System Level Change Act as a Convener for Broader Multiplicative Action
 - Other, *please specify*
- Is this one stage in a multistage activity?
 - Yes→ if yes, what stage does this activity belong to? ([click here for response options](#))
 - No
- Why did the Institute use this strategy for dealing with increasing diversity?
- 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 diversity-increasing strategy to the overall goals of your JAHF project? ([click here for response options](#))

Strategy 3:

- New Strategy Continuing from Prior Report
- Note the intent of these activities. *Check all that apply.*
 - Make a Direct Impact Affect System Level Change Act as a Convener for Broader Multiplicative Action
 - Other, *please specify*
- Is this one stage in a multistage activity?
 - Yes→ if yes, what stage does this activity belong to? ([click here for response options](#))
 - No
- Why did the Institute use this strategy for dealing with increasing diversity?
- 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 diversity-increasing strategy to the overall goals of your JAHF project? ([click here for response options](#))

Strategy 4:

- Note the intent of these activities. *Check all that apply.*
 - Make a Direct Impact
 - Affect System Level Change
 - Act as a Convener for Broader Multiplicative Action
 - Other, *please specify*
- Is this one stage in a multistage activity?
 - Yes→ if yes, what stage does this activity belong to? ([click here for response options](#))
 - No
- How did the Institute use this strategy for dealing with increasing diversity?
- Why did the Institute use this strategy for dealing with increasing diversity?
- 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 diversity-increasing strategy to the overall goals of your JAHF project? ([click here for response options](#))

Strategy 5:

- New Strategy
- Continuing from Prior Report
- Note the intent of these activities. *Check all that apply.*
 - Make a Direct Impact
 - Affect System Level Change
 - Act as a Convener for Broader Multiplicative Action
 - Other, *please specify*
- Is this one stage in a multistage activity?
 - Yes→ if yes, what stage does this activity belong to? ([click here for response options](#))
 - No
- Why did the Institute use this strategy for dealing with increasing diversity?
- 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 diversity-increasing strategy to the overall goals of your JAHF project? ([click here for response options](#))

c) Outcomes: What significant new or continuing outcomes have been observed/documentated as a result of the Institute's cumulative activities in developing strategies for dealing with increasing diversity among student, professional, and/or patient populations? What sources of data document these outcomes? List up to five outcomes.

Outcome 1:

- New Outcome
- Continuing from Prior Report
- How likely is it that the Institute would have achieved this outcome without JAHF funding? ([click here for response options](#))
- Supporting Data/Observation:

Outcome 2:

- New Outcome
- Continuing from Prior Report
- How likely is it that the Institute would have achieved this outcome without JAHF funding? ([click here for response options](#))
- Supporting Data/Observation:

Outcome 3:

- New Outcome
- Continuing from Prior Report
- How likely is it that the Institute would have achieved this outcome without JAHF funding? ([click here for response options](#))
- Supporting Data/Observation:

Outcome 4:

- New Outcome
- Continuing from Prior Report
- How likely is it that the Institute would have achieved this outcome without JAHF funding? ([click here for response options](#))
- Supporting Data/Observation:

Outcome 5:

- New Outcome Continuing from Prior Report

- How likely is it that the Institute would have achieved this outcome without JAHF funding? ([click here for response options](#))
- Supporting Data/Observation:

d) **Lessons Learned:** Has the Institute learned any specific knowledge about how to develop strategies for dealing with increasing diversity among student, professional, and/or patient populations and the likely outcome(s) of such activities? List up to five major lessons the Institute has learned as a result of its activities in this area.

Lesson 1:

- How Learned:

Lesson 2:

- How Learned:

Lesson 3:

- How Learned:

Lesson 4:

- How Learned:

Lesson 5:

- How Learned:

Other comments related to the Institute's strategies for dealing with increasing diversity among student, professional, and/or patients:

- Check here if the Institute is submitting additional supporting information on outcomes with this report.

Part 19: Changing Status of Academic and Practitioner Geriatric/Gerontological Nursing

- a) Has the Institute had the sense that the status of academic and practitioner geriatric/gerontological nursing was changing nationwide during the reporting period? Yes No/ Not Applicable (→ Skip to Part 20)
- b) What change(s) has been noted?
- c) Has your “sense of changing status” occurred because: *(check all applicable)*
- The Institute has experienced an enhanced sense of its own worth in the field
 - The field has received external validation as extremely important
 - The Institute seemed to belong to a “bigger movement” to change geriatric/gerontological nursing
 - The Institute 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 the Institute 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:

- Check here if the Institute is submitting additional supporting information on outcomes with this report.

Part 20: Collaborations with Other JAHF –Sponsored Programs in Geriatric/Gerontological Nursing

- a) Has the Institute collaborated with other JAHF-sponsored programs in geriatric/gerontological nursing during this reporting period?
 Yes No/ Not Applicable (→ STOP)
- b) Collaborations: Describe up to five major collaborations with other programs in geriatric/gerontological nursing and the role the Institute played in them.

Collaboration 1:

- New Collaboration Continuing from Prior Report
- Designate the JAHF component(s) with whom you collaborated.
 - Note the intent of these activities. *Check all that apply.*
 Make a Direct Impact Affect System Level Change Act as a Convener for Broader Multiplicative Action
 Other, *please specify*
 - How did the Institute collaborate with other JAHF-sponsored programs in geriatric/gerontological nursing?
 - Why did the Institute 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 to the overall goals of your JAHF project? ([click here for response options](#))

Collaboration 2:

- New Collaboration Continuing from Prior Report
- Designate the JAHF component(s) with whom you collaborated.
 - Note the intent of these activities. *Check all that apply.*
 Make a Direct Impact Affect System Level Change Act as a Convener for Broader Multiplicative Action
 Other, *please specify*
 - How did the Institute collaborate with other JAHF-sponsored programs in geriatric/gerontological nursing?
 - Why did the Institute 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 to the overall goals of your JAHF project? ([click here for response options](#))

Collaboration 3:

- New Collaboration Continuing from Prior Report
- Designate the JAHF component(s) with whom you collaborated.
 - Note the intent of these activities. *Check all that apply.*
 Make a Direct Impact Affect System Level Change Act as a Convener for Broader Multiplicative Action
 Other, *please specify*
 - How did the Institute collaborate with other JAHF-sponsored programs in geriatric/gerontological nursing?
 - Why did the Institute 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 to the overall goals of your JAHF project? ([click here for response options](#))

Collaboration 4:

- New Collaboration Continuing from Prior Report
- Designate the JAHF component(s) with whom you collaborated.

- Note the intent of these activities. *Check all that apply.*
 - Make a Direct Impact
 - Affect System Level Change
 - Act as a Convener for Broader Multiplicative Action
 - Other, *please specify*
- How did the Institute collaborate with other JAHF-sponsored programs in geriatric/gerontological nursing?
- Why did the Institute 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 to the overall goals of your JAHF project? ([click here for response options](#))

Collaboration 5:

- New Collaboration
- Continuing from Prior Report
- Designate the JAHF component(s) with whom you collaborated.
- Note the intent of these activities. *Check all that apply.*
 - Make a Direct Impact
 - Affect System Level Change
 - Act as a Convener for Broader Multiplicative Action
 - Other, *please specify*
- How did the Institute collaborate with other JAHF-sponsored programs in geriatric/gerontological nursing?
- Why did the Institute 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 to the overall goals of your JAHF project? ([click here for response options](#))

Collaboration 6:

- New Collaboration
- Continuing from Prior Report
- Designate the JAHF component(s) with whom you collaborated.
- Note the intent of these activities. *Check all that apply.*
 - Make a Direct Impact
 - Affect System Level Change
 - Act as a Convener for Broader Multiplicative Action
 - Other, *please specify*
- How did the Institute collaborate with other JAHF-sponsored programs in geriatric/gerontological nursing?
- Why did the Institute 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 to the overall goals of your JAHF project? ([click here for response options](#))

- c) Outcomes: What significant new or continuing outcomes have been observed/documented as a result of the Institute's cumulative collaboration activities with other JAHF-sponsored programs in geriatric/gerontological nursing? What sources of data document these outcomes? List up to five outcomes.

Outcome 1:

- New Outcome
- Continuing from Prior Report
- How likely is it that the Institute would have achieved this outcome without JAHF funding? ([click here for response options](#))
- Supporting Data/Observation:

Outcome 2:

- New Outcome
- Continuing from Prior Report
- How likely is it that the Institute would have achieved this outcome without JAHF funding? ([click here for response options](#))
- Supporting Data/Observation:

Outcome 3:

New Outcome Continuing from Prior Report

- How likely is it that the Institute would have achieved this outcome without JAHF funding? ([click here for response options](#))
- Supporting Data/Observation:

Outcome 4:

New Outcome Continuing from Prior Report

- How likely is it that the Institute would have achieved this outcome without JAHF funding? ([click here for response options](#))
- Supporting Data/Observation:

Outcome 5:

New Outcome Continuing from Prior Report

- How likely is it that the Institute would have achieved this outcome without JAHF funding? ([click here for response options](#))
- Supporting Data/Observation:

Outcome 6:

New Outcome Continuing from Prior Report

- How likely is it that the Institute would have achieved this outcome without JAHF funding? ([click here for response options](#))
- Supporting Data/Observation:

d) **Lessons Learned:** Has the Institute learned any specific knowledge about how to collaborate with other JAHF-sponsored programs in geriatric/gerontological nursing and the likely outcome(s) of such activities? List up to five major lessons the Institute has learned as a result of the development of models for geriatric care.

Lesson 1:

• How Learned:

Lesson 2:

• How Learned:

Lesson 3:

• How Learned:

Lesson 4:

• How Learned:

Lesson 5:

• How Learned:

Lesson 6:

• How Learned:

Other comments related to the Institute's development of models for geriatric/gerontological care:

Check here if the Institute is submitting additional supporting information on outcomes with this report.