

Turning Millennial Students Into Geriatric Nurses

Aleatha Rossler, CGRN, MS

Purpose

There is a growing population of geriatric clients in the health care setting, while interest in the specialty is minimal with only 1% of Registered Nurses being certified in geriatrics.(Heise, et al, 2012) There is a need to increase knowledge and interest in geriatric nursing to the new graduate population of nurses entering the profession as it is estimated that 20% of the population will be over 65 by 2030. Curriculum change and positive geriatric clinical experiences would improve the perspective of geriatric care to new graduate nurses.



Methods

- Survey student perception of geriatrics at the start of nursing school and upon graduation looking for change.
- With education of each disease process, add in how it may present or be treated differently in a geriatric client
- Provide meaningful clinical experiences with the geriatric population in both acute care and community settings. Geriatrics is much more than nursing homes.
- Demonstrate that the geriatric population is a widely variable population that is still highly functional and independent.
- Make death a safe and positive conversation as well as including that it is not a geriatric only event.
- Exposure to leadership roles outside the acute setting for geriatric clinicians.

Results/Conclusion

Results:

This is new research to promote a curriculum change with more of a positive geriatric focus. My hope is to change the interest in geriatric nursing by introducing it sooner to nursing students as a specialty and allowing for positive clinical experiences to enhance the desire to go into geriatrics upon graduation.

Conclusion:

The perception of the geriatric population must be improved as this age group is rapidly growing in numbers. It can be a rewarding career choice for any nurse and by encouraging more new graduates to move into this specialty, they can make a big impact on the quality of care the baby boomer generation 9born 1946-1964) receives.

References

- Beavers, H. (2017). Officially an RN...Now What?. *Tennessee Nurse*, 80(2), 13.
- Bishop, P., & Wackier, T. (2017). Education Strategies for Generation Y. *Journal Of Continuing Education In Nursing*, 48(6), 248-250. doi:10.3928/00220124-20170317-02
- Cordeau, K. (2013). GERIATRICS... WHO WOULD HAVE THOUGHT?. *Gerinotes*, 20(5), 17-18.
- Heise, B. A., Johnsen, V., Himes, D., & Wing, D. (2012). DEVELOPING POSITIVE ATTITUDES Toward Geriatric Nursing Among Millennials and Generation Xers. *Nursing Education Perspectives (National League For Nursing)*, 33(3), 156-161. doi:10.5480/1536-5026-33.3.156
- Ironside, P., Tagliareni, M., McLaughlin, B., King, E., & Mengel, A. (2010). Fostering geriatrics in associate degree nursing education: an assessment of current curricula and clinical experiences. *Journal Of Nursing Education*, 49(5), 246-252. doi:10.3928/01484834-20100217-01
- Kolthoff, K. L., & Hickman, S. E. (2017). Compassion fatigue among nurses working with older adults. *Geriatric Nursing*, 38(2), 106-109. doi:10.1016/j.gerinurse.2016.08.003
- Loader, J. (2016). Loving the new normal. *Kai Tiaki Nursing New Zealand*, 22(11), 25.
- Postma, S., & Flikkema, M. (2010). The next generation of geriatric nurse specialists. *Journal Of Gerontological Nursing*, 36(1), 49-52. doi:10.3928/00989134-20091207-98
- Salmond, S. W., Cadmus, E., Black, K. K., Bohncarczyk, N., & Hassler, L. (2017). Long-Term Care Nurse Residency Program: Evaluation of New Nurse Experiences and Lessons Learned. *Journal Of Continuing Education In Nursing*, 48(10), 474-484. doi:10.3928/00220124-20170918-09
- Wait, D. (2016). Boosting the appeal of aged care. *Kai Tiaki Nursing New Zealand*, 22(9), 41-51.