Title:
An Aging Population: Who Will Care for the Elderly?

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Session Title:
Gerontological Nursing
Slot:
F 07: Monday, 30 October 2017: 9:30 AM-10:15 AM
Scheduled Time:
9:30 AM

Keywords:
Geriatric, Nurses and Prepared

References:

Are we making progress? The Gerontologist, 52(5), 607-618.

Baunbusch, J., Dahlke, S., & Phinney, A. (2012). Nursing students’ knowledge and
beliefs about care of older adults in a shifting context of nursing education.
Journal of Advanced Nursing, 68(11), 2550-2558. doi:10.1111/j.1365-2648


News-events/events/facilitated-learning-to-advance-geriatrics-flag-scranton-worthington

Abstract Summary:
The United States is facing a healthcare crisis as baby boomers age and develop complex healthcare
issues, creating a significant need for nurses prepared with the knowledge, skills, and attitudes to
manage the complex care of the geriatric population. Are baccalaureate prepared nurses ready to care
for the aging tsunami?

Learning Activity:
The learner will be able to discuss the current healthcare needs of the geriatric population.

1. Illnesses in older adults are often complicated by multiple medical problems and the physical changes of aging. 2. The classic presenting symptoms often seen in the general adult population are not always seen in older adults. 3. The increase in Alzheimer’s disease and chronic illnesses will change the focus of nursing away from acute care management toward a more comfort care approach, which is quite different than what students have previously learned regarding chronic disease. 4. There will be an increased need to consider patient understanding with regard to various cognitive and literacy levels. Elderly patients are not just older adults, they have needs that are age specific and require competent nurses to provide sensitive and respectful quality care.

The learner will be able to describe the need for geriatric content embedded into baccalaureate nursing programs to prepare nurses to care for an aging population.

1. The American Nurses Association reports that while there are competency lists available to guide geriatric education, there remains a lack of consistency among nursing schools to help students gain needed gerontological information and skills. 2. The Institute of Medicine (IOM) (2008) concludes that there is an uneven amount of content between nursing programs often based on the lack of faculty with gerontological expertise. 3. The American Nurses Association found that less than one percent of the 3.1 million nurses in the United States are certified in geriatric nursing. As the population ages, nurses must be better prepared to address the needs of older individuals and their complex health issues.

The learner will be able to compare the current findings of geriatric content embedded in baccalaureate nursing programs in 2015 with the Rosenfeld et al study from 1997.

The initial study conducted in 1997 by Rosenfeld et al. reported that 37% of respondent schools offered a stand-alone gerontological course. In addition, the Rosenfeld study showed that 33% of schools had at least one full time faculty certified by the American Nursing Association in gerontological nursing. Rosenfeld et al. explained that in order for students to find value in caring for the elderly and be prepared to meet the demands of the elderly,
The learner will be able to identify at least three strategies to increase the amount of geriatric specific content in a baccalaureate nursing program.

1. A recommendation to promote geriatric/gerontological content in nursing programs is to increase the number of questions regarding geriatrics/gerontology on the National Council Licensure Examination for Registered Nurses.
2. Increase the amount of faculty certified by AACN in Geriatric Nursing.
3. Address content overload in nursing curriculum.

### Abstract Text:

With each passing day until the year 2030 approximately 10,000 Americans will reach age 65. It is critical that nurses are skilled in geriatric content and able to recognize illnesses in older adults which are often complicated by multiple medical problems and the physical changes of aging. The increase in Alzheimer’s disease and chronic illnesses will change the focus of nursing away from acute care management toward a more comfort care approach, which is quite different than what students have previously learned regarding chronic diseases (McIntosh, 2007). There will be an increased need to consider patient understanding with regard to various cognitive and literacy levels. Elderly patients are not just older adults, they have needs that are age specific and require competent. Based on these facts, there is urgency for nursing students to be prepared with the knowledge, skills, and attitudes to manage the complex needs of the geriatric population (University Alliances (2014). Baccalaureate nursing programs nationwide that were accredited by the Commission on Collegiate Nursing Education (CCNE) were evaluated on the amount of geriatric content of their curriculum and the findings compared with the recommendations of AACN (2010) and HIGN (2010) Baccalaureate Competencies and Curricula Guidelines for the Nursing Care of Older Adult. A quantitative study was conducted using a random sample of 50% of CCNE accredited BSN programs in the United States. A self-administered questionnaire was sent via email to 364 nursing program leaders resulting in a 24.5% response rate. The findings were compared to previous studies including the landmark study by Rosenfeld et al. (1999). The results showed that nursing programs nationwide offer even fewer stand-alone courses than previously reported by Rosenfeld, et al. The study also noted fewer faculty were certified in ANA/ANCC Gerontological Nursing as well as fewer schools or universities who offer centers or institutes on aging within their organizations. Based on study findings, oversaturation of curricula content continues to be a major inhibiting factor to the inclusion of geriatric/gerontological content in nursing curricula. The results of this study demonstrated a continued need for increase geriatric/gerontological content in baccalaureate nursing programs through innovative ways while addressing the oversaturation of curricula content. Academic programs, professional leaders, and faculty will be instrumental in improving geriatric education in baccalaureate nursing programs and influencing students to take an interest in caring for the elderly.