



An Aging Population: Who Will Care for the Elderly?

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Learning Objectives

- Discuss current healthcare needs of geriatric population
- Describe need for increased geriatric content to prepare nurses for an aging population
- Compare current findings with base line study (Rosenfeld et al. 1999)



Learning Objectives

- Identify three strategies to increase geriatric specific content in Baccalaureate nursing programs
- Compare studies regarding barriers that inhibit integrating geriatric content into BSN curricula



Review

- Each day until 2030 approximately 10,000 Americans will reach age 65 (Robert Wood Johnson Foundation, 2012)
- Aging population will be met with multiple medical problems
- Normal physical changes of aging
- Increase in Alzheimer's and other age related dementias (Alz. Association, 2017)



Review Continued..

- Reported lack of consistency regarding geriatric education (ANA, 2010)
- Uneven amount of content between nursing programs (IOM, 2011)
- Less than 1% of the 3.1 million nurses in the U.S. certified in geriatric/gerontological nursing (Lund, 2013)



What's Needed?

- Need to understand various literacy and cognitive levels
- Understanding of cultural competence
- Need for knowledge, skills, and attitudes to manage complex issues
- A move away from acute care toward comfort care



Ray's Theory of Bureaucratic Caring

- Spiritual/Ethical Concepts
- Technology, Economics, Legal, Political, Educational, Physiological, Social, Cultural Factors
- Interconnectedness of Nursing/Health Care/Educational Institutions

(Marilyn Anne Ray, 2013)



Study Questions

- Baccalaureate Competences and Curricula Guidelines for the Nursing Care of Older Adults (AACN & HIGN, 2010)
- Stand/alone, Integrated Courses
- ANCC Gerontological Faculty
- Barriers inhibiting the development of geriatric/gerontological content



Study

- Quantitative
- Random sample 50% of Baccalaureate Nursing programs in the U.S.
- A self administered questionnaire to 364 schools
- 24.5% response rate
- Findings compared to the landmark study by Rosenfeld et al. in 1999



Education of Geriatric/Gerontology Content

	Stand-Alone Course	Integration of Content
• 2015-Current study	17%	59%
• 1999-Rosenfeld et al.	37%	63%



Clinical Component to Stand Alone Course

	Didactic with Clinical Component	Didactic Only
• 2015- Present Study	29%	71%
• 1999- Rosenfeld	52%	48%



BSN Faculty Certification in Gerontology

At least one full time BSN faculty member certified in Gerontology by ANA or ANCC

2015-present	22% with 35% unknown
1999 (Rosenfeld study)	33%



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Significant or Somewhat Significant Barriers Inhibiting the Development of Geriatric/Gerontological Content

	2015		1999
	Trad.	RN to BSN	Rosenfeld
• Content Overload	56%	56%	66%
• Insufficient Number of Qualified Full Time Faculty	34%	33%	32%
• Lack of Clearly Articulated Curricula	28%	22%	40%
• Lack of Role Models in Clinical Settings	38%	28%	45%



Inhibiting Factors Continued..

	2015		1999
	Trad.	RN to BSN	Rosenfeld
• Lack of Quality Clinical Sites	24%	15%	16%
• Lack of Content on Licensing Examination	23%	15%	32%
• Lack of Interest Among Faculty	34%	33%	34%
• Lack of Interest Among Student	38%	41%	40%



Recommendations

- Increase questions on licensing exam
- Increase faculty certification/recognition
- Address content overload
- Increase funding and incentives to promote faculty development and education
- Increase interest



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Goals! Questions/Comments



Recommended Video Discussion Panel of Healthcare Experts Presented by: The John A. Hartford Foundation in partner with POLITICO. Live Event September 27th, 2017. “Aging in America”

<http://www.politico.com/video/2017/09/27/full-video-aging-in-america-064057>



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