



How do nursing students recognize and respond to the needs of older adults?

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India IFA, June 2014

- **ACKNOWLEDGEMENT: CANADIAN GERONTOLOGICAL NURSING ASSOCIATION**



Outline

- Introduction and Context
Day 1 in Nursing
- Our study and our Findings
How do students view older adults?
- Implications for Educational Practice



Day 1 in Nursing

When we ask our students – their very first day in nursing



Literature Review

Focused on three areas

- Nurses' knowledge of the health needs of older adults
 - Lack of knowledge of differences in disease presentation due to age (Robinson & Mercer, 2007)
 - Less accurate knowledge about aging than other health professions (Wells et al, 2004)
- Students' knowledge of gerontological nursing
 - Focused on attitudes of students (Cozort, 2008; Holyroyd, et al 2009)
 - Lack of aging content in nursing programs (Gebhardt, et al 2009; Koren et al 2008)
- Older adults' expectations of nursing care
 - Expect nurses to be knowledgeable (Santo-Novak, 1997)
 - Importance of older adults' satisfaction with care (Chang et al 2003)



Research Questions



- How do nursing students understand and respond to the needs of older adults?
- How should these findings impact how gerontological content is taught in undergraduate programs?



Method

- Utilizing a visual methods approach, we conducted interviews with 10 undergraduate nursing students and also conducted a focus group.
- Students were shown 7 pictures of older adults in realistic situations within varied health settings.
- Students asked to describe their assessment and interventions, and the basis upon which they made those judgments.



Participants

Age	Number of participants
19-21	2
22-25	6
26 and older	2

- All were term 3 students.
- All participants were female except for one male.
- They included students born in Canada, recent immigrants, and first generation students from Asia.



Findings

Students:

- Particularly those with experience working with older adults, rely on previous and personal experience rather than research or written materials to provide care for older adults.
- Confirm assessment of older adults' health status with team members (e.g. RTs, OTs, physicians), rather than with research evidence.
- Exhibit sensitivity towards the importance of the culture of older adults and that nurses honour that culture.
- Would like to see older adult content integrated into their courses.



Students would like

a context to their practice



Implications for Educational Practice

- Programs
 - Life course and life perspective needs to be used.
 - Older adult content needs to be strategically inserted throughout a curriculum.
- Educators
 - Incorporate pharmacology & pathophysiology content specific to older adults.
 - Emphasize the importance of assessing psychosocial status.
 - Review existing learning activities and think “outside the box”.



Thinking outside the box: Case Study



- Mrs. Jessie, 67 years of age. Has been admitted specific to a cardiac event.
- Requires monitoring of Vital Signs.
- Placed on medication (e.g. Digoxin .5 mg daily).
- Requires exercise and diet education.

Mrs. Jessie

Nursing lens

Thinking outside the box: Gero Nursing Rounds

MARCH is National Kidney Month Gero Nursing Rounds Seminar

March 14, 2013
4:00-6:00 PM
Room 222
Faculty of Nursing, University of Calgary
(To Register Please Contact: shentze@ucalgary.ca)



Wearing an acute care nursing lens: Come and hear the views of an advance practice nephrology nurse address the needs of older adults with chronic renal disease.

One of the most traumatic experiences for older adults and those important to them is a diagnosis of a chronic illness, such as renal failure. How do we provide quality care to these older adults and their informal care providers?

ALL NURSING STUDENTS ARE WELCOME.

Suzanne P. Korte
Director, BSC for Excellence in Gero Nursing



AGNA
Alberta Gerontological
Nurses Association



Encouraging the Health and Well-being of Older Adults Over 80 Years

March 2013



Thinking outside the box: Preparing Faculty

The View From the Acute Care Bedside Caring for Seniors

Clinical Instructors are invited to attend a
(FREE) One Day workshop

DATE: Thursday, January 8th, 2009

TIME: 0830 until 1600 hrs

LOCATION: Faculty of Nursing
PF 1297

Taught by

CNS s' from the Senior Health Portfolio,
of the Calgary Health Region.

To Help Clinical Instructors, in the acute care setting,
support students to meet the acute care needs of
our older adults. To orientate Clinical Instructors to
the NICHE program and related content.

RSVP Amy- mccarthy@ucalgary.ca



The End

Thank you

