Building, evaluating & sustaining the Geriatric Resource Nurse model of care to improve geriatric outcomes

Sue Nickoley, MS, RN, GCNS

Conclusions/Implications

A blended learning approach facilitated geriatric knowledge translation & application & permitted evaluation of educational outcomes at a higher level of impact. Applied competency-based learning, dedicated time, resources & support are critical to GRN identity & role development to implement, evaluate & document evidence-based geriatric best practices and outcomes.

Background

Decreased GIAP knowledge scores triggered the need for an enhanced GRN educational approach using the NICHE geriatric acute care model, GRN Model of Care components (Nickoley, 2010), Magnet® principles & NICHE resources as building blocks.

RGH GIAP Scores Over Time

Geriatric CNS Role

Leadership, facilitation, mentored learning & support

Build, evaluate & sustain the GRN model of care to improve geriatric nursing expertise & competencies

Facilitate GRN

• Visibility/Age matters! awareness
• Voice in decision-making
• Identity & role as “geronurse”
• Outcome documentation
• Certification

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Application (GRN Profile)

GRN Role/Commitment Letter

• Defined role/expectations
• Required nurse manager support

GRN “Learning community”

Ongoing meetings/education

Learning Labs/Activities

Synthesize & apply RGH GRN Core Course knowledge to

• GRN unit & organization
• RGH interdisciplinary resources, protocols, & initiatives
• Translate evidence into bedside practice
• Monitor & evaluate practice & outcomes
• Understand EMR build & identify optimization needs

Evaluation

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