



Where would you like to see gerontological nursing education to be at in 5 years?

A continued focus on multiple chronic conditions and working collaboratively across all settings of care to address the complex needs of older adult populations and their families is needed to improve patient outcomes and quality of life and to do so in an fiscally responsible manner.

Favorite experience as a gerontological nurse expert educator?

Watching graduate students who were not previously interested in Gerontological nursing, come to the realization that addressing the complexity of care of older adults is challenging, fun, and rewarding and then witnessing these same students become graduates who pursue and become successful AGCNS providers in long-term care settings.

Key words of wisdom for those nurses interested in becoming a distinguished educator in gerontological nursing education?

Work hard but show joy in your actions for others to see. Be involved in teaching and research related to complex needs of older adults, mentor as many students as possible on papers or in projects that have the potential to improve outcomes for older adults and/or become geriatric nurses and/or APRNs, stay actively involved in your professional organizations, and become a devoted political advocate for issues which advance access to care for older adults and other underserved populations. Be open to the suggestion by others that you should apply for the distinguished educator in gerontological nursing education award because, chances are, they notice your accomplishments more than you do.

What motivated you to become a gerontological nurse educator?

In 1992, I was asked to join the faculty at the University of Texas at Austin School of Nursing (UTSON), to develop and teach the first course on "Aging" for undergraduate and graduate level students. Since that time, I have taught many different courses from Fundamentals of Nursing and Physical Assessment for undergraduate students to Advanced Pathophysiology, Practicum, and Diagnosis and Management for graduate students with a focus on evidence based practice and use of practice guidelines in recognition and management of multiple chronic care conditions faced by adults and older adults.



Glenda Joiner-Rogers PhD, RN, AGCNS-BC University of Texas at Austin

Who is a key person who supported you in becoming a gerontological nurse educator?

Angela Clark, PhD, RN, ACNS-BC, FAAN, FAHA and Faculty Emeritus, The University of Texas at Austin, School of Nursing

About Glenda

Dr. Glenda Joiner-Rogers is a Clinical, Assistant Professor in Nursing and Chair, Advanced Practice Nursing Division at the University of Texas at Austin School of Nursing. She is active in the National Association of Clinical Nurse Specialists, where she served as co-chair of the 2018 Annual Conference, and at the state and local levels in Texas, with Texas Nurse Practitioners. Dr. Joiner-Rogers consistently practices and teaches as an Adult-Gerontology Clinical Nurse Specialist (CNS) in an interprofessional collaboration model. She has worked in collaboration with the School of Social Work, School of Pharmacy, and School of Medicine integrating interprofessional educational (IPE) experiences into the curriculum to provide integrated, comprehensive, evidenced-based care of individuals with multiple chronic conditions (MCC), especially in underserved populations (HRSA, 2012). The IPE experiences provided opportunities for CNS students to practice in the direct care provider role with other direct care providers (MDs) as they learn to how to diagnose and develop plans of care for treatment and management of patients with multiple chronic conditions and complex needs who transition from acute care, to skilled and other long-term care, and community settings. Dr. Joiner-Rogers' recent national, state and regional professional conference presentations focus on topics such as Jurisprudence for Advance Practice Registered Nurses in Texas, Nurse Practitioner Certification and DEA Registration, Videoconferencing for Verbal Reports to Improve Clinical Nurse Specialist Student Performance, Teaching Adult-Gerontology Clinical Nurse Specialist Roles Using Quality Improvement Projects, Creating Glucagon Standing Orders to Treat Severe Hypoglycemia in Long-term Care, Medication Management in Long-Term Care, and Education with Intentional Rounds to Prevent Falls in an Assisted Living Memory Care Unit. Dr. Joiner-Rogers practices as an Adult-Gerontology Clinical Nurse Specialist in long-term care settings working with underserved adult and older adult patients with multiple chronic conditions. She is a legal nurse consultant and has consulted and/or testified in long-term care cases for 30 years.