



# 2018 NHCGNE Leadership Conference\* November 13-14, 2018 Boston, Massachusetts

## What motivated you to become a gerontological nurse educator?

My first job as a registered nurse was on a medical/surgical unit of a large urban hospital. The majority of my patients were older adults hospitalized for common infections, such as pneumonia and urinary tract infections. Many came from nursing homes and were admitted with delirium. They all came with very little information about their normal level of function. I had little training in gerontological nursing at that time, but I knew what we were doing was not working. It did not seem right to use physical restraints to keep our delirious patients "safe," or to keep them immobile, so they could rest and recover. It seemed to me that many of these admissions could have been prevented with better primary care provided in nursing homes. I had the opportunity to shadow a gerontological nurse practitioner and learned how they could help keep nursing home residents out of the hospital. These experiences and observations solidified my desire to become a gerontological nurse practitioner and educator so I could help other nurses learn how to care for this population.

## Favorite experience as a gerontological nurse expert educator?

One of my favorite days of the year is seeing our cohort of adult-gerontological primary care nurse practitioner students graduate with their doctorate of nursing practice degrees.

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

I was extremely fortunate to meet Jean F. Wyman, PhD, RN, GNP-BC, FAAN when I was an undergraduate nursing student. She introduced me to faculty careers and her research funding helped support my graduate education. She has been a tireless advocate and mentor for my faculty career.

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

Many registered nurses and advanced practice nurses have not received formal training in the care of older adults. In the next five years, I would like for bacheloreate nursing programs to implement courses on the care of older adults in the same way



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that they implement them on the care of children. I would also like to see advanced practice nurses receive more training in the care of older adults. At my University, we implemented a course on gerontological care in the family nurse practitioner program. It would be wonderful to see that happen in all such programs.

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

Be the advocate for gerontological nursing education in your school. Without an advocate this population can get overlooked in the curriculum.

## About Kristine

Dr. Talley is an Associate Professor at the University of Minnesota, School of Nursing, where she is also the director for the Center for Aging Science and Care Innovation. Her research focuses on identifying risk factors, prevention strategies, and treatments for geriatric syndromes (i.e., urinary incontinence, frailty, falls, functional decline, and cognitive impairment) experienced by older adults. She is also a certified gerontological nurse practitioner and has over 10 years of experience teaching courses on the advanced nursing care of older adults to graduate students enrolled in the Adult-Gerontology Primary Care Nurse Practitioner Program.