



# 2018 NHCNGNE Leadership Conference\*

## November 13-14, 2018 Boston, Massachusetts



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

As a GNP, it was frustrating to work with well-meaning NPs who had received little to no education in caring for the older adult population. Their lack of preparation left them frustrated for such a unique, complex population.

### Favorite experience as a gerontological nurse expert educator?

It is always rewarding to hear a student proclaim an unexpected love of caring for older adults. When I taught bedside nursing many years ago, a young student told me she didn't like "old people". A year later, she was in another class I was teaching she made a point of coming up to me and telling me that she had "fallen in love with old people".

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

Linda Norman (Dean, Vanderbilt University School of Nursing) hired me as an instructor in 1999. She has always supported my endeavors and is a avid supporter of gerontological nursing education. She has facilitated numerous opportunities that have refined my ability to teach gerontological nursing.

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

I want to see more mandatory gerontological content in all levels of nursing education. I would also like to see more incentives offered to nursing schools who provide high quality gerontological education.

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

After implementation of the APRN Consensus Model, another faculty member me told me that my sole expertise in geriatrics was a liability.



**Jennifer Kim**  
**DNP, GNP-BC, GS-C, FNAP, FAANP**  
**Vanderbilt University**

I was encouraged to go back to school and learn how to care for the younger adult population if I wanted to keep teaching in a NP program. I declined any opportunity to do such, as I have only desired to care for older adult. Instead, I invested my time in finding more innovative teaching strategies, in collaborating with other professionals in geriatrics, and in promoting outside learning opportunities for students. The number of faculty members specializing in gerontological nursing at my university is at an all time high, and students are pursing jobs in gerontology.

#### About Jennifer

Dr. Kim has been a certified gerontological nurse practitioner since 1997 and has coordinated geriatric content for VUSN nurse practitioner students since 2002. She is a graduate of the Doctor of Nursing Practice program at New York University College of Nursing and has clinical expertise in long term care. She has worked with the Meharry Consortium Geriatric Education Center and the Council on Aging of Greater Nashville. Dr. Kim currently serves as the treasurer the Gerontological Advanced Practice Nurses Association and was the founding president of the Gerontological Advanced Practice Nurses of Middle Tennessee. She is a Hartford Institute Primary Care for Older Adults Scholar (2012-2014) and Jonas Leadership Scholar (2012-2014). Dr. Kim is an advisor to the Hartford Institute for Geriatric Nursing (HIGN) at New York University College of Nursing and was a certification exam writer for the APRN Gerontological Specialist certification exam, which was recently inaugurated by the Gerontology Nursing Certification Commission. She was an elected member of the National Hartford Center for Gerontological Nursing Excellence (NHCNGNE) Expert Panel on Gerontological Nurse Educator Competencies and was recognized by the organization as a Distinguished Educator in Gerontological Nursing in 2018. Also in 2018, Dr Kim was inducted as a fellow into the American Association of Nurse Practitioners.