



# Development of the Gerontological Competency Questionnaire (GNCQ)

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## BACKGROUND

Competent faculty are critical to prepare the future geriatric workforce. There are few nursing faculty with developed competencies in gerontological nursing. To our knowledge there is no instrument that measures gerontological competency among nursing faculty. We developed the Gerontological Nursing Competence Questionnaire (GNCQ), adapted from Hogan et al. (2010) and Jamsheed & Sinha, (2013), to measure gerontological competencies of nursing faculty.

## PURPOSE

Acquire expert opinions from distinguished educators in gerontological nursing. The GNCQ is designed to assess faculty confidence in knowledge and teaching of gerontological nursing content.

## DISCLOSURES

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## METHODS

**Phase 1.** GNCQ distributed to 25 Distinguished Educators in Gerontological Nursing (DEGN) at the 2019 National Hartford Center for Gerontological Nursing Excellence (NHCGNE) Leadership conference. These participants rated **22 items** using a **4-point Likert scale** on confidence in knowledge and teaching and interest in acquiring further training, while commenting on GNCQ construction and comprehensiveness. Given expert comments, GNCQ revised to 25 items including assessment of: diversity and cultural competency, social determinants of health and disparities, and assessment and management of caregiver role strain. No items recommended for revision or deletion.

**Phase 2,** revised 25 item (5 point Likert scale) GNCQ sent to 53 DEGN 2020 awardees and 30 DEGN 2018 awardees from the NHCGNE Leadership Conference using an online REDCap<sup>TM</sup> survey. Twenty-nine surveys completed.

## EXAMPLE (ORIGINAL)

1. Focusing on optimal function as a goal for older adults.

	1 (low)	2	3	4 (high)
Your confidence in knowledge of this area				
Your confidence in teaching this area				
Your interest in acquiring further training				
Additional comments:				

2. Differentiating normal from abnormal aging.

	1 (low)	2	3	4 (high)
Your confidence in knowledge of this area				
Your confidence in teaching this area				
Your interest in acquiring further training				
Additional comments:				

## RESULTS

Phase 2. 29 completed surveys: 28 females and 1 male; 27 with doctoral degrees, 2 with master's degrees; Mean years of experience as an RN was 27.68. Using a cutoff mean below 4.0, Low confidence in knowledge was found for Identification of substance abuse (3.90), spiritual assessment (3.90), and sexual health assessment (3.69). Low confidence for teaching was also found for Identification of substance abuse (3.90), spiritual assessment (3.90), and sexual health assessment (3.72). There was low interest for more training in sexual health assessment (3.93).

### Confidence in Knowledge

	N	Mean
Identification of substance abuse	29	3.90
Spiritual assessment	29	3.90
Sexual health assessment	29	3.69

### Confidence in Teaching

	N	Mean
Identification of substance abuse	29	3.90
Spiritual assessment	29	3.90
Sexual health assessment	29	3.72

### Interest in More Training

	N	Mean
Sexual health assessment	29	3.93
Valid N (listwise)	29	

## CONCLUSIONS

Expert consultation added additional important items to the GNCQ. Preliminary data suggests GNCQ may be used to assess faculty confidence in knowledge and teaching of core gerontological nursing content. Additionally, the data suggests the importance of measuring faculty competence to guide curriculum development.

## FUTURE PLANS

Employ GNCQ to measure faculty competencies. Determine psychometric properties of GNCQ items from future data collection.

## REFERENCES

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Other references on request

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## EXAMPLE OF THE REVISED GNCQ

3. Recognition of atypical presentations of disease in older adults

Variable: conf\_knowledge\_3

1 2 3 4 5

Your confidence in knowledge of this area

\* must provide value

reset

Variable: conf\_teaching\_3

Your confidence in teaching this area

\* must provide value

reset