



NURSING HOME CLINICAL ASSIGNMENT

WHAT MATTERS? UNDERSTANDING AND ALIGNING CARE WITH WHAT IS MOST IMPORTANT TO THE PATIENT

COURSE: University of Pennsylvania School of Nursing
NURS N2550 Nursing Care of the Older Adult

Applicable Course Learning Outcomes:

1. *Apply knowledge of age-related changes based on an understanding of physiological, functional, cultural, social, psychological, and spiritual functioning to care for older adults*
2. *Apply clinical reasoning and decision-making skills in prioritizing, coordinating, and meeting the multiple and complex nursing needs of elders and their families*

LEVEL OF STUDENT: This assignment is designed for students in their junior year or equivalent.

SPHERE OF CARE:

*Hospice/palliative/supportive care/rehabilitation for individuals requiring extended care.
Complex, chronic conditions.*

STUDENT LEARNING OUTCOMES: *At the end of this clinical assignment the student will:*

1. *Be able to conduct a thorough review of what matters to older adults.*
2. *Be able to identify the nurses' role in participating in care plans considering what matters to older adults.*
3. *Be able to demonstrate adequate communication skills with older adults and health care providers using the "What Matters Worksheet" and completing it in full.*
4. *Demonstrate beginning competency in using evidence-based assessment tools.*

ESSENTIAL DOMAIN(S):

Domain 2: Person-Centered Care Descriptor: Person-centered care focuses on the individual within multiple complicated contexts, including family and/or important others. Person-centered care is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate. Person-centered care builds on a scientific body of knowledge that guides nursing practice regardless of specialty or functional area

Developed by Desiree Fleck, PHD, ACNP-AC, PCNP-AC, AM Sweeney, MSN, ACNP-AC
(2025, September) for the Pennsylvania Teaching Nursing Home Collaborative





NURSING HOME CLINICAL ASSIGNMENT

WHAT MATTERS? UNDERSTANDING AND ALIGNING CARE WITH WHAT IS MOST IMPORTANT TO THE PATIENT

Domain 6: Interprofessional Partnerships Descriptor: Intentional collaboration across professions and with care team members, patients.

Domain 10 Personal, Professional, and Leadership Development Participation in activities and self-reflection that foster personal health, resilience, and well-being; contribute to lifelong learning; and support the acquisition of nursing expertise and the assertion of leadership.

ESSENTIAL CONCEPTS:

1. **Communication**, informed by nursing and other theories, is a central component in all areas of nursing practice. Communication is defined as an exchange of information, thoughts, and feelings through a variety of mechanisms. The definition encompasses the various ways people interact with each other, including verbal, written, behavioral, body language, touch, and emotion. Communication also includes intentionality, mutuality, partnerships, trust, and presence. Effective communication between nurses and individuals and between nurses and other health professionals is necessary for the delivery of high quality, individualized nursing care. With increasing frequency, communication is delivered through technological modalities. Communication also is a core component of team-based, interprofessional care.
2. **Compassionate Care** As an essential principle of person-centered care, compassionate care refers to the way nurses relate to others as human beings and involves “noticing another person’s vulnerability, experiencing an emotional reaction to this, and acting in some way with them in a way that is meaningful for people” (Murray & Tuqiri, 2020). Compassionate care is interrelated with other concepts such as caring, empathy, and respect and is also closely associated with patient satisfaction

ESSENTIAL COMPETENCY(S):

- 2.1 Engage with the individual in establishing a caring relationship.
- 2.3 Integrate assessment skills in practice
- 2.5 Develop a plan of care.
- 6.1 Communicate in a manner that facilitates a partnership approach to quality care delivery.
- 10.2 Demonstrate a spirit of inquiry that fosters flexibility and professional maturity.

Developed by Desiree Fleck, PHD, ACNP-AC, PCNP-AC, AM Sweeney, MSN, ACNP-AC
(2025, September) for the Pennsylvania Teaching Nursing Home Collaborative





NURSING HOME CLINICAL ASSIGNMENT

WHAT MATTERS? UNDERSTANDING AND ALIGNING CARE WITH WHAT IS MOST IMPORTANT TO THE PATIENT

ESSENTIAL SUB-COMPETENCY(S):

- 2.1b *Demonstrate compassionate care while asking what matters.*
- 2.3d *Perform point of care screening/diagnostic testing*
- 2.4b *Create a list of problems/health concerns. (Create a list of what matters to the patient)*
- 2.5a *Engage the individual and the team in plan development. (based on what matters)*
- 6.1b Use various communication tools and techniques effectively by utilizing the what matters tool and 2 geriatric assessment tools
- 10.2a Engage in guided and spontaneous reflection of one's practice through post-conference.

PRE-CLINICAL PREPARATION ASSIGNMENT:

1. Complete the PSU modules on the 4Ms and place your certificate on Canvas.
[PSU](#) modules here.
2. Review asking open-ended questions/or how to communicate with older adults
https://www.osmosis.org/learn/Strategies_for_Effective_Communication_with_Older_Adults;
<https://www.youtube.com/watch?v=A9pqhd0osN0>
3. Review instructions for the use of geriatric assessment tools and choose 2 to complete. .
4. Review the teach back communications with this [youtube video teachback](#) method
5. Refer back to prior education on communication techniques you have learned in other classes.
6. Review physiological including cognitive changes in aging which influence communication e.g. slower processing, vision and hearing and distractibility

CLINICAL ASSIGNMENT & COMPONENTS:

- Download and bring the “What Matters Worksheet”
- Identify a resident and complete the What Matters Worksheet. Start a conversation, ask all the questions and document the answers. Utilize open-ended questions to gather more information as needed.
- Talk with the nurse or your instructor about anything that stands out that a resident identifies as important, especially if resident thinks it is not being done.

Developed by Desiree Fleck, PHD, ACNP-AC, PCNP-AC, AM Sweeney, MSN, ACNP-AC
(2025, September) for the Pennsylvania Teaching Nursing Home Collaborative



The John A. Hartford
Foundation



Jewish
Healthcare
Foundation



Health
Careers
Futures



Independence
Foundation



NURSING HOME CLINICAL ASSIGNMENT

WHAT MATTERS? UNDERSTANDING AND ALIGNING CARE **WITH WHAT IS MOST IMPORTANT TO THE PATIENT**

- Submit the completed worksheet to your nursing instructor who will make a copy for you. Upload to Canvas, once it is deidentified. The original will be left for the medical record
- Students will interview a resident utilizing structured geriatric assessment tools as indicated on assessment tool without prompting an answer to collect unbiased data (Geriatric assessment tool).
- Students will upload deidentified geriatric assessment tool to Canvas and leave a copy behind for the medical record
- Have a second student or instructor observe the use of the assessment tool and provide feedback.
- Engage in interprofessional team when identified in what matters may include PT, Recreational/restorative care provider, Dietary, SW, or Nursing (including RN, LPN, CNA, APN) as identified by what matters tool
- Post-conference will be used to discuss your events of the day and review the “What Matters Worksheet” and assessment tools

EVALUATION CRITERIA:

1. *Learning Objective 1: Be able to conduct a thorough review of what matters to older adults.*
 - a. What Matters Worksheet will be completed and documented completely (all answers documented).
 - b. Patient/family interviews elicited relevant information on What Matters to the patient.
 - c. Feedback will be provided by the second student or the instructor
2. *Learning objective 2. Be able to identify the nurses’ role in participating in care plans considering what matters to older adults.*
 - a. Conveys list to the team to especially those identified on the “what matters” worksheet pointing out anything that is identified in the conversation/worksheet.
 - b. Discuss findings in post conference and how it was addressed

Developed by Desiree Fleck, PHD, ACNP-AC, PCNP-AC, AM Sweeney, MSN, ACNP-AC
(2025, September) for the Pennsylvania Teaching Nursing Home Collaborative





NURSING HOME CLINICAL ASSIGNMENT

WHAT MATTERS? UNDERSTANDING AND ALIGNING CARE WITH WHAT IS MOST IMPORTANT TO THE PATIENT

3. *Learning objective 3: Be able to demonstrate adequate communication skills with older adults and health care providers using the “What Matters Worksheet” and completing it in full*
 - a. What Matters Worksheet will be completed and documented completely (all answers documented).
 - Patient/family interviews elicited relevant information on What Matters to the patient.
 - Worksheets will be reviewed by clinical instructor for appropriateness and completeness and provide feedback to the student.
 - Address psychological or other needs if identified in the “What Matters Worksheet” conversation or the geriatric assessment tool with faculty and RN.
4. *Learning Objective 4. Demonstrate beginning competency in using evidence-based assessment tools.*
 - a. Completes geriatric assessment alone or with another student
 - b. Discusses findings on geriatric assessment tools with clinical instructor and RN.
 - c. Feedback will be provided by second student or clinical instructor.

Developed by Desiree Fleck, PHD, ACNP-AC, PCNP-AC, AM Sweeney, MSN, ACNP-AC
(2025, September) for the Pennsylvania Teaching Nursing Home Collaborative

