



## NURSING HOME CLINICAL ASSIGNMENT

### Communication

**COURSE:** Fundamentals in Nursing

Advanced Course(s): Adult Health IV or Leadership and Management

**LEVEL OF STUDENT:**

This assignment can be adapted to both basic and advanced levels of nursing students.

**SPHERE OF CARE:** Chronic Disease Care; Hospice/Palliative/Supportive Care

**LEARNING OUTCOMES:**

At the end of the clinical assignment, the student will be able to:

- Engage with a resident while demonstrating clear, professional, and compassionate communication skills.
- Discuss techniques for effectively communicating feedback – both positive and negative – to team members. (Advanced level students)
- Demonstrate de-escalation techniques during verbal exchange while engaging in the case scenario below. (Advanced level students)
- Verbalize the importance of safety in the nursing home environment.
- Identify safety risks in the nursing home environment.
- Report at least two (2) elements that are essential to person-centered nursing care plans.

**ESSENTIAL DOMAIN(S):** 2 – Person-Centered Care, 5 – Quality and Safety

**ESSENTIAL CONCEPTS:** Communication and Compassionate Care

**ESSENTIAL COMPETENCY(S):**

- 2.1 Engage with the individual in establishing a caring relationship.
- 5.2 Contribute to a culture of patient safety.

**ESSENTIAL SUB-COMPETENCY(S):**

- 2.1b Demonstrate compassionate care (E)
- 2.1d Promote caring relationships to effect positive outcomes (A)
- 2.1e Foster caring relationships (A)
- 5.2b Articulate the nurse's role within an interprofessional team in promoting safety and preventing errors and near misses (E)

Developed by Mary Supey, RN, MS, the Meadows, and Sister Elizabeth Kovacs, SCC, MSN, FNP-C, CEN, CGCP, Kings College (2026, February) for the Pennsylvania Teaching Nursing Home Collaborative



## NURSING HOME CLINICAL ASSIGNMENT

### Communication

#### PRE-CLINICAL PREPARATION ASSIGNMENT:

- ★ Practice and Leadership in Nursing Homes. (J. Reifsnnyder, A. Kolanowski, and J. Dunbar-Jacob)
  - p. 5-14 — Historical Efforts to Improve Quality of Care and Quality of Life in Nursing Homes
  - p. 31-35 — Positive Practice Environments and Shared Governance
  - p. 200-205 — Engaging Staff in Effective and Efficient Care Delivery
- ★ Haley, B. (2019). Key Components in Nursing Care: Patient-Centered Care and Empathy. *ASBN Update*, 23(5), 10–11.
- ★ Developing Effective Communication Skills. *JOP* 3, 314-317(2007). DOI:10.1200/JOP.0766501
- ★ Review the case study (found at the end of this document) and reflect on the questions within the case study and be ready to discuss along with the instructor

#### CLINICAL ASSIGNMENT & COMPONENTS:

- Complete the 4 M's (focusing on the "What Matters" section) worksheet on a resident.
- Evaluate the overall safety of the physical environment of the resident's room. Identify any potential safety hazards.
- Formulate a resident centered safety care plan to accommodate sensory and perceptual impairments that may be associated with normal age change and/or medical diagnoses.
- Review the resident's nursing care plan.
- Take the information obtained in the 4 M's interview and compare it with the information in the resident's care plan.

#### EVALUATION CRITERIA:

- ★ Assignment completed fully.
- ★ Able to report to the clinical instructor on the results of the 4 M's interview and how this information compares with the resident's care plan.
- ★ Students present the collective findings of the 4 M's interviews to the nursing leadership team at the long-term care facility.

Developed by Mary Supey, RN, MS, the Meadows, and Sister Elizabeth Kovacs, SCC, MSN, FNP-C, CEN, CGCP, Kings College (2026, February) for the Pennsylvania Teaching Nursing Home Collaborative



## NURSING HOME CLINICAL ASSIGNMENT

### Communication

#### Case Studies

##### **Patient Care Scenario 1 – Patient with Dementia at Shower time (Basic level students)**

You are the nurse caring for Albert, an 84-year-old male with a diagnosis of Alzheimer's, in a long-term care facility. It is Albert's shower day, and the CNA is complaining that he is refusing his shower for the second time this week. You notice that Albert has an unpleasant body odor, and you know that it is imperative that he receives his shower today.

You come down the hall toward Albert's room and hear him swearing, yelling, and he throws one of his shoes at you as you enter the room.

You are concerned about Albert's personal hygiene. How can you convince him to take a shower?

Name at least 3 reasons that Albert is showing this distressed reaction.

How will you keep yourself, your staff, and Albert safe during this situation?

What are the potential consequences for Albert if he does not take a shower?

How do you support the CNA team member during *and* after this situation?

+++++

##### **Patient Care Scenario 2 – Patient with Dementia at Mealtime (Advanced level students)**

You are the supervising nurse for 2 floors on the 3-11pm shift at a long-term care facility. You are called to the dining room because Katrina, a 78-year-old female with a diagnosis of dementia, is insisting that she did not receive her supper tray and she is very hungry.

Developed by Mary Supey, RN, MS, the Meadows, and Sister Elizabeth Kovacs, SCC, MSN, FNP-C, CEN, CGCP, Kings College (2026, February) for the Pennsylvania Teaching Nursing Home Collaborative



The John A. Hartford Foundation





## NURSING HOME CLINICAL ASSIGNMENT

### Communication

The staff members in the dining room inform you that Katrina ate 100% of her meal, and there are no extra meal trays. To add to the tension of the situation, there are family members of other residents present at this meal who are staring at Katrina and hearing the entire interaction. One of the CNAs pulls you aside and whispers that the LPN was very rude and yelled at Katrina in front of everyone, just before you arrived.

How do you proceed to handle this situation?

Name at least 3 reasons that Katrina is exhibiting this distressed reaction.

How will you keep yourself, your staff, the residents, visitors, and Katrina safe during this situation?

What are some ways you can attempt to de-escalate Katrina's frustration?

What will you say to the LPN who was allegedly rude to Katrina in front of everyone? When will you have a conversation with this LPN?

Developed by Mary Supey, RN, MS, the Meadows, and Sister Elizabeth Kovacs, SCC, MSN, FNP-C, CEN, CGCP, Kings College (2026, February) for the Pennsylvania Teaching Nursing Home Collaborative