



## NURSING HOME CLINICAL ASSIGNMENT

### Small Group Teaching Session

**Assignment Overview:** Nursing students will work in groups to plan, implement, and evaluate a teaching-learning activity for older adults residing in a long-term care facility. The purpose of this assignment is to promote patient education while developing students' assessment, teaching, and communication skills.

#### **COURSE:**

NURS 3160/3161: Lifespan in Nursing Practice I (Lecture and Clinical)

This assignment addresses NURS 3160/3161 Course Level Outcome 3: Perform holistic person-centered care with mutually established plans of care.

#### **LEVEL OF STUDENT:**

This assignment is designed for Bachelor of Science in Nursing (BSN) students in the first semester of their junior year (first semester and first clinical of nursing school). This assignment could be adapted for students in NURS 4280/4281 (Population and Community Health Nursing Practice Lecture and Clinical) in the final semester of their senior year (last semester of nursing school).

#### **SPHERE OF CARE:**

This assignment relates to 2 Spheres of Care. If implemented in short-term rehabilitation, then Regenerative/Restorative Care. If implemented in Skilled Nursing, then Supportive.

#### **LEARNING OUTCOMES:**

By completing this assignment, students will:

- 1) Assess and identify a learning need of residents living in a long-term care facility.
- 2) Design and implement an age and cognitively appropriate teaching activity to meet the identified need(s).
- 3) Evaluate learner understanding and reflect on the teaching experience.

#### **ESSENTIAL DOMAIN(S):**

This assignment targets the following AACN Essential Domain: Domain 2: Person-Centered Care. This patient teaching project can focus on the what and how of teaching targeted to an individual.

Developed by \_Ginger R. Leake, MSN, RN, CNE, CNEcl (March 2026)/Rev. by Dr. Kimberly Delgado, PhD, RN, CDP, CADDCT for the Pennsylvania Teaching Nursing Home Collaborative



The John A. Hartford Foundation





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#### **ESSENTIAL CONCEPTS:**

This assignment targets the following AACN Essential Concepts: Communication and Evidence-Based Practice.

#### **ESSENTIAL COMPETENCY(S):**

This assignment targets the following AACN Essential Competencies: 2.2 Communicate effectively with individuals and 2.5d Incorporate evidence-based interventions to improve outcomes and safety.

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

This assignment targets the following AACN Essential Subcompetencies: 2.2e Use evidence-based patient teaching materials, considering health literacy, vision, hearing, and cultural sensitivity; and 2.8c Educate individuals and families regarding self-care for health promotion, illness prevention, and illness management.

#### **PRE-CLINICAL PREPARATION ASSIGNMENT / CLINICAL ASSIGNMENT & COMPONENTS:**

Preparation Assignments:

- 1) Prior to completing this assignment in NURS 3161 (Lifespan in Nursing Practice I) clinical, the student will have successfully completed the Patient Education Module and development of a Patient Education Pamphlet in NURS 3140: Professional Concepts.
- 2) Prior to completing this assignment, the student will have collected data on their assigned resident via completing the required weekly Communication Worksheet.
- 3) Prior to completing this assignment, the students will have collected data on their assigned resident's Social Determinants of Health (SDOH). When identifying the teaching-learning need, students should compare Social Determinants of Health amongst a small group of residents at the long-term care facility.

*Assignment Instructions:*

- 1) Students will be assigned in groups of three (3) to four (4) to complete this assignment.
- 2) As a group, assess and identify a teaching-learning need amongst the residents at your long-term care facility. The need may be based on observed gaps in knowledge related to health promotion, disease prevention, chronic disease management, medication safety, mobility, nutrition, safety, or self-care.

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- 3) Design a brief educational activity that meets the identified need(s). The identified teaching-learning topic should be appropriate for a small group of residents and feasible to teach in a 30-minute brief session in a short-term rehab setting and/or 15 minutes in a skilled nursing setting. Consider sensory impairments (ex. hearing, vision), cognitive impairments (ex. Alzheimer's, dementia), and health literacy of the population. Plan the following components of the session: 1) Identified learning need, 2) At least two (2) to three (3) learning outcomes/objectives, 3) Teaching methods to be used (ex. discussion, demonstration, visual aids), 4) Estimated time required, 5) Materials or resources needed.
- 4) Deliver the teaching activity during a regularly scheduled clinical day. Both the teaching topic and the date of the presentation should be agreed upon by the facility, faculty member, and students.
- 5) At the end of the teaching session, the group must evaluate the stated learning outcomes/objectives. (Ex. Teach-back, return demonstration, verbal feedback).
- 6) After the session, students must be prepared to discuss the following in clinical post conference: 1) What went well, 2) Any challenges encountered, and 3) What could be improved for future teaching experiences.
- 7) Groups will have at a minimum of two (2) weeks to prepare the teaching-learning activity. Use this time to refine content, gather materials, discuss with the faculty and facility as needed, and coordinate the logistics.
- 8) All group members should actively participate in facilitating the teaching session on the scheduled date.

#### **Evaluation Criteria:**

- 1) The session should be patient-centered, engaging, meet the identified outcomes/objectives, relevant to the population, and within the scope of nursing practice.
- 2) Achievement of student learning outcomes will be evaluated by using the East Carolina University College of Nursing (ECU CON) Department of Baccalaureate Education Paper/Project/Presentation Grading Rubric provided. Critical elements of this rubric include: 1) Critical Engagement (Demonstrates deep understanding...) 35 points, 2) Nursing Significance (Clearly conveys importance and relevance...) 35 points, 3) Scholarly Foundations (Demonstrates strong use of credible sources...) 20 points, and 4) Technical (Clear, well-organized, professional, APA, ...) 10 points.

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