



## NURSING HOME CLINICAL ASSIGNMENT

### Person-Centered Mobility Care Plan Development

#### **COURSE:**

Foundational Nursing 1

Applicable course outcomes:

1. Use the nursing process to plan, prioritize, and implement evidence-based, safe patient care for individuals across the lifespan in accordance with professional and regulatory standards.
2. Demonstrate clinical judgment to conduct assessments, mitigate risks, and educate patients and caregivers.
3. Use therapeutic communication when delivering culturally appropriate, person-centered care.

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

Undergraduate sophomore/junior

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

Sphere 4 – Complex chronic disease/rehabilitative care/supportive care

#### **LEARNING OUTCOMES:**

1. By the end of the clinical assignment, the student will be able to communicate in a therapeutic manner to determine *What Matters* to the older adult related to mobility goals.
2. By the end of the clinical assignment, the student will be able to use clinical judgment to assess contributing factors related to patient mobility using the 4Ms framework.
3. By the end of the clinical assignment, the student will be able to develop an evidence-based mobility plan, incorporating *What Matters*.
4. By the end of the clinical assignment, the student will be able to present and discuss the mobility plan of care with rationales.

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

Person-centered care

Developed by Cynthia Snyder, PhD, RN (2026, May) for the Pennsylvania Teaching Nursing Home Collaborative



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#### **ESSENTIAL CONCEPTS:**

Clinical judgment

Communication

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

2.1 Engage in a caring relationship

2.2 Communicate effectively

2.5 Develop a plan of care

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

2.1 Demonstrate compassionate care

2.2b Consider individual beliefs, values, and personalized information in communication

2.2c Use a variety of communication modes

2.5a Engage individual in plan

2.5b Organize care based on mutual health goals

2.5f Demonstrate a rationale for the plan

#### **PRE-CLINICAL PREPARATION ASSIGNMENT:**

*Expected reading or other assignments before the students arrives for the clinical assignment. The assignment should address the domain and competency and sub-competency that are the focus of the assignment. In addition, the pre-clinical preparation should address the related normal developmental (physiological, cognitive, psychological, social) areas relevant to the assignment. For example, if the domain is person centered care and the competency is communicate effectively with individuals and the sub-competency is using evidence-based patient teaching materials, considering health literacy, vision, hearing, and cultural sensitivity, assign a reading on the normal changes in vision, hearing, attention, memory, and speed of information processing in the older adult including when in the life span changes begin.*

Ferrucci, L., Cooper, R., Shardell, M., Simonsick, E. M., Schrack, J. A., & Kuh, D. (2016). Age-related change in mobility: Perspectives from life course epidemiology and geroscience. *Journals of Gerontology: Medical Sciences*, 71(9), 1184-1194.

<http://doi.org/10.1093/gerona/glw043>

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Sillner, A. Y., Madrigal, C., & Behrens, L. (2021). Person-centered gerontological nursing: An overview across care settings. *Journal of Gerontological Nursing*, 47(2), 7-12.

<http://doi.org/10.3928/00989134-20210107-02>.

#### **CLINICAL ASSIGNMENT & COMPONENTS:**

Collect assessment data to develop a mobility care plan:

- Communicate with resident using the *What Matters* worksheet to determine mobility preferences, goals, and desires.
- Conduct a pain assessment to evaluate contributing factors related to mobility.
- Conduct a mobility assessment to evaluate resident mobility status.
- Perform a focused physical assessment.
- Review medication list.

Create a case study using the Clinical Judgment Measurement Model to plan a daily activity consistent with the resident's *What Matters* goals using the collected data. Develop and record a 10-12-minute video to present the findings and mobility plan.

- Slide 1: Title slide (presentation title [be creative], student name, university, course)
- Slide 2: **Introduction to Age-friendly health system concept and 4Ms** (use appropriate citations to support assertions)
- Slide 3: **Case study**. Brief description of the case (resident) to include age, gender, pertinent medical diagnoses. No personal identifying information (i.e., name).
- Slide 4: **Recognizing cues**. Include assessment findings (physical assessment, vital signs, pertinent health history, pain assessment, mobility assessment). Include what is important relating to resident mobility, reflecting *What Matters*.
- Slide 5: **Analyze cues**. Organize and link information identified in Recognize Cues to the resident's clinical presentation. Consider relevant medical diagnoses related to mobility, factors such as limitations, pain, mental status, and medications. Identify concerns related to mobility.
- Slide 6: **Prioritize hypotheses**. Identify what is happening with the resident. Consider what is most important or the most serious issue. What are the barriers and enhancers to the resident's mobility goal?
- Slide 7: **Generate solutions/Take action**. Determine specific actions that can be taken to assist the resident in reaching the *What Matters* mobility goal. Use evidence-based strategies in developing the mobility plan.
- Slide 8: **Evaluate outcomes**. Determine how the nurse would evaluate the resident's ability to participate in the action(s) as a step in reaching the mobility goal. Propose

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how the nurse can evaluate the outcome of the action(s) taken in achieving the mobility goal.

- Slide 9: **Analysis.** Use the 4Ms (What Matters, Mind/Mentation, Mobility, Medication) to provide rationales and context for the thought process and actions in the mobility plan, using appropriate reference citations to support the analysis.
- Slide 10: **References.** Use appropriate citation format for all references.

Share and provide peer discussion on the mobility plan:

- Upload video presentation to clinical group discussion board area.
- Review at least one (1) video presentation and respond to the information discussing the Age-friendly health system and the 4Ms in the initial response and how the peer addressed these concepts in development of a personalized evidence-based mobility plan. Pose a question for consideration. Use references to support the response.
- Respond to the peer reviewer by answering the question posed, using appropriate references as needed.

#### **EVALUATION CRITERIA:**

Developed a mobility plan consistent with *What Matters*, patient age, and appropriate medical diagnoses.

Demonstrated appropriate communication regarding *What Matters*.

Used clinical judgment to analyze the patient condition, individual preferences, age-related factors, and reasonable mobility expectations.

*\*Footnote on credit hour: (Check University Policy for definition)*

Dept of Educ & Middle States Commission on Accreditation - An amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than: 1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or 2. *At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities* as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

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