

# Assessment Plan

---

Gerontological Services

(GERS XXXX)

PRACTICAL ELDERCARE  
SKILLS

## ACKNOWLEDGEMENTS

**Assessment Plan (AP) developed by:**

Kathleen Barton, RN, GNP-C, faculty member of Lee College. This AP was developed under the auspices of the Texas State Leadership Partnership for Texas State Leadership Partnership for Gerontology Curriculum Development and funded by a grant from the Texas Higher Education Coordinating Board, Community and Technical College Division. This AP is recommended for use by community and technical colleges in Texas.

**Authorizing Agency:**

Texas Higher Education Coordinating Board, 1200 East Anderson Lane, Austin, TX 78752 ([www.theccb.state.tx.us](http://www.theccb.state.tx.us))

**Fund:**

Carl D. Perkins Vocational Education Act

**Project Advisor:**

Rob Franks, Texas Higher Education Coordinating Board

**Project Staff:**

Director, Lindle Grigsby, Dean, Workforce and Economic Development, Eastfield College, 3737 Motley Dr., Mesquite, TX 75150

**Project Partners:**

Dallas County Community College District, George Bush, Lindle Grigsby, Gloria Jackson  
Lee College, Kathleen Barton, Sharon Lockett  
San Antonio College, Betty Larson, Yvonne Lozano, Nancy Saunders  
Vernon College, Susan Couch, Dina Neal, Sharon Winn

Non-exclusive copyright © 2004. Non-exclusive copyright is retained by the U.S. Department of Education, the Texas Higher Education Coordinating Board, and Eastfield College. Permission to use or reproduce this document in whole or part is granted for not-for-profit educational and research purposes only. For any other use, please request permission in writing from the Workforce and Economic Development Division, Eastfield College, 3737 Motley Dr., Mesquite, TX 75150. Phone: 972 860-7199. FAX: 972 860-8373.

# Table of Contents

## **Module 1 – Caregiver Role, Safety Issues and Communication**

Assessment 1.....	4
Assessment 2.....	6
Assessment 3.....	7

## **Module 2 – Basic Nursing Skills**

Assessment 4.....	9
Assessment 5 .....	11
Assessment 6.....	13
Assessment 7.....	15
Assessment 8.....	16
Assessment 9.....	18
Assessment 10.....	20
Assessment 11.....	22
Assessment 12.....	24
Assessment 13.....	25

## **Module 3 – Financial, Insurance and Legal Aspects**

Assessment 14.....	27
Assessment 15.....	28
Assessment 16.....	30

## Assessment 1

### LEARNING OUTCOME

Students will be able to identify the role, responsibilities and stresses of the eldercare provider in contemporary American society.

### RESOURCES REQUIRED

Paper, pen, pencil

### WRITTEN ASSESSMENT FORMAT & INSTRUCTIONS FOR STUDENTS

#### Short Answer Section

1. Are you currently providing (or anticipating) providing eldercare to anyone? If yes, what is your relationship to the elder?)
2. Name a personal challenge you currently (or would face) in providing eldercare.
3. What is your goal for learning in this course?
4. Do you have access to the Internet? If so, is the access from home?
5. Do you have an email account? Please share your address for class communications.
6. Have you done an online search?
7. What health problems or diseases are you interested in?
8. Name a support group(s) available in your community for eldercare?
9. Is there any topic you are particularly interested in learning during this course?

### PERFORMANCE-BASED ASSESSMENT FORMAT & INSTRUCTIONS FOR STUDENTS

#### Activity Instructions

The purpose of this assignment is to help your instructor understand the needs, Internet capabilities, and goals of this class. Answer each question in the space provided for each item.

#### Performance/Behavior

Identify personal goals for and learning needs in eldercare. Inform instructor of computer skills and resources.

#### Conditions

Students will be allowed to use any resources at hand in classroom that will preferably have online computer and projector access.

**Standard**

Student is expected to answer each question. No penalty is to be assessed for not knowing the information for this baseline assessment.

## Assessment 2

### **LEARNING OUTCOME**

Students will be able to recognize home safety hazards for the elderly and perform a home safety screening.

### **RESOURCES REQUIRED**

Home Safety Survey from Health Friend Organizer or home safety survey resource of instructor choice.

### **INSTRUCTIONS FOR DEVELOPER**

### **PERFORMANCE-BASED ASSESSMENT FORMAT & INSTRUCTIONS FOR STUDENTS**

#### **Activity Instructions**

Student will complete the assigned home safety survey of their own home for future use or the home of an elder. Instructor will grade the home survey, problem list, and accompanying plan of action for three problems on completeness, prioritization of problems, and practicality of action plan.

### **PERFORMANCE-BASED ASSESSMENT FORMAT & INSTRUCTIONS FOR STUDENTS**

#### **Activity Instructions**

Complete home safety survey of your home or the home of an elder for safety concerns. List all problems found on survey. Prepare an action plan that prioritizes three problems and suggests practical solutions.

#### **Performance/Behavior**

Inspect home for elder safety concerns according to format of survey completing sections for all applicable rooms. Identify problems on home survey and include on problem list. Prioritize three safety hazards and plan appropriate actions to resolve safety concerns.

#### **Conditions**

Student may use the home of their choice for the home survey. Home safety survey will be from Health Friend Organizer or resource of instructor choice.

#### **Standard**

Home survey should be complete. The list of problems should reflect at least 75% of the deficits present on the home survey. Action plan for three identified problems will be graded for practicality of solution.

### Assessment 3

#### LEARNING OUTCOME

Students will be able to organize essential health information, acquire communication techniques with and knowledge of eldercare resource persons and services.

#### RESOURCES REQUIRED

Health Friend Organizer – Short Medical History form, Long Medical History form sections on General Information, Allergies, Immunizations, Childhood Illnesses, Accidents or Injuries, Hospitalizations, Serious and Chronic Illnesses, Health Provider List, and Health Examinations Record, and Community Resources section.

#### Short Answer Section

(Answer each question in the space provided for each item)

1. Name one example of each of the following area community resources.
  - A. Hospital: \_\_\_\_\_
  - B. Home Nursing Agency: \_\_\_\_\_
  - C. Government Health Agencies:
    1. City: \_\_\_\_\_
    2. County: \_\_\_\_\_
    3. State: \_\_\_\_\_
  - D. Community Volunteer Programs: \_\_\_\_\_
  - E. Church Volunteer Programs: \_\_\_\_\_
  - F. Support Groups: \_\_\_\_\_
  - G. Nursing Home: \_\_\_\_\_
2. Name two internet sites with information for caregivers of the elderly.
3. Name a book at the local library that would assist caregivers.
4. Complete assigned sections of Health Friend Organizer including three community resources.

## **PERFORMANCE-BASED ASSESSMENT FORMAT & INSTRUCTIONS FOR STUDENTS**

### **Activity Instructions**

Complete assignment by reading local newspaper, researching area phone book, and calling or visiting appropriate facilities. Complete Health Friend history sections with personal information or through interview of elder to the best of subject's recollection. If the elder can not recall the information, note unable to recall in blank. Approximate the year for long ago illnesses and surgeries. If the information is non-applicable for elder, note N/A in blank.

### **Performance/Behavior**

Student will compile community resource list as assigned. Student will perform self-assessment or assess an elder for health care history and information sections as assigned.

### **Conditions**

Performance will be measured by instructor evaluation of assigned papers. Home assignments to be done in environment of student choice.

### **Standard**

Community resource information should have responses to all questions. Health Friend information completion will vary according to personal history and memory abilities of subject. Work will be graded satisfactory if student fills out forms with documentation of non-applicable or unavailable in blank areas.

## Assessment 4

### LEARNING OUTCOME

Demonstrate basic nursing skills in measuring vital signs and monitoring physical condition.

### RESOURCES REQUIRED

Manual and automatic blood pressure cuffs, teaching stethoscope, clock with second hand, oral thermometer.

### WRITTEN ASSESSMENT FORMAT & INSTRUCTIONS FOR STUDENTS

Multiple Choice Section (Circle the correct answer for each item)

1. The normal rate of the adult heart at rest is how many beats per minute?
  - A. 40 to 90 beats per minute
  - B. 50 to 120 beats per minute
  - C. 60 to 100 beats per minute**
  - D. 70 to 150 beats per minute
2. Which gives the least accurate measurement of body temperature?
  - A. Oral temperature
  - B. Rectal temperature
  - C. Axillary temperature**
  - D. Tympanic temperature
3. Which is most commonly used to take the pulse?
  - A. The radial pulse**
  - B. The apical-radial pulse
  - C. The apical pulse
  - D. The brachial pulse
4. Normal respirations are:
  - A. Between 10 and 20 per minute
  - B. Quiet and effortless
  - C. Regular with both sides of the chest rising and falling equally
  - D. All of the above**
5. Which is the systolic blood pressure?
  - A. The point at which the pulse is no longer felt
  - B. The point where the first sound is heard**
  - C. The point where the last sound is heard
  - D. The point 30 mm Hg above where the pulse was felt

## **PERFORMANCE-BASED ASSESSMENT FORMAT & INSTRUCTIONS FOR STUDENTS**

### **Activity Instructions**

Using a manual blood pressure cuff and stethoscope or an automatic blood pressure cuff, demonstrate proper technique to measure blood pressure. Using a clock with a second hand, student will measure pulse and respiratory rate of partner. Using a thermometer, student will measure and record an oral temperature reading of a partner.

### **Performance/Behavior**

1. Student will take blood pressure of partner. While using a manual blood pressure cuff and teaching stethoscope student measurement of blood pressure will be within 5 mm Hg of instructor assessment of blood pressure. Student will record results properly on health diary record. (Optional: Student will demonstrate appropriate technique to obtain blood pressure using automatic blood pressure cuff on partner and record results in appropriate section of health diary.)
2. Student will take pulse and respiratory rate of partner at same time as instructor. Student measurement will not vary more than 3 beats per minute from the instructors measurement of pulse and not more than 2 breaths per minute from instructor's measurement of respiratory rate. Student will record these results in appropriate section of health diary.
3. Student will measure oral temperature of partner with manual or automatic thermometer for appropriate duration and record correct temperature on health diary.
4. Student will identify dangerous range for blood pressure, pulse, respiratory rate, and temperature.

### **Conditions**

Student will be examined in classroom or skill laboratory setting.

### **Standard**

Blood pressure will be measured by student within 5 mm Hg of instructor reading. Pulse will be measured by student within 3 beats per minute of instructor reading. Respirations will be measured by student within 2 breaths per minute of instructor reading. Oral temperature measurement by student will be within .4 degrees of instructor reading. Student may use cheat sheet to help identify dangerous ranges when queried.

## Assessment 5

### LEARNING OUTCOME

Students will be able to demonstrate basic nursing skills in grooming and dressing including bathing, skin, foot and nail care.

### RESOURCES REQUIRED

Pencil

### WRITTEN ASSESSMENT FORMAT & INSTRUCTIONS FOR STUDENTS

#### Multiple Choice Section

(Circle the correct answer for each item)

1. Which is *not* a purpose of bathing?
  - A. Increasing circulation
  - B. Promoting drying of the skin**
  - C. Exercising body parts
  - D. Providing refreshment and relaxation to invalid
2. Soaps do the following except:
  - A. Remove dirt and dead skin
  - B. Remove pigment**
  - C. Remove skin oil and perspiration
  - D. Dry the skin
3. Which action would be wrong when providing a bath?
  - A. Cover for warmth and privacy
  - B. Rinse skin thoroughly to remove all soaps.
  - C. Wash from the dirtiest to cleanest skin.**
  - D. Pat the skin dry.
4. To check the temperature of water for a sponge bath, the caregiver should:
  - A. Touch the water with fingertips.
  - B. Adjust the tap water to 105 degrees Fahrenheit.
  - C. Ask the invalid if the water meets their preference.
  - D. Dip their elbow in the water just prior to bathing.**
5. Skin tears in the elderly can be caused by:
  - A. Keeping your nails trimmed and filed smoothly.
  - B. Dressing the elder in soft clothing with long legs and sleeves.
  - C. Hurrying when lifting and moving elder.**
  - D. Padding sharp corners on chair arms.
6. Which of the following would make the skin more prone to bedsores?
  - A. Repositioning the elder in bed every two hours.
  - B. Applying lotion to dry areas.

- C. Scrubbing and rubbing the skin.**  
 D. Keeping the bed linen clean, dry and free of wrinkles.
7. The elder should see a podiatrist for trimming of the toenails if they:  
 A. Have diabetes.  
 B. Have very thick toenails.  
 C. Have ingrown toenails.  
 D. **All of the above.**
8. Which prevents hair from matting and tangling?  
 A. Bed rest  
 B. **Daily brushing and combing**  
 C. Daily shampooing  
 D. Cutting long hair
9. When shaving, it is important to do the following:  
 A. Wear disposable gloves.  
 B. Use a dull razor to prevent nicks.  
 C. **Shave in the opposite direction of hair growth.**  
 D. Make sure the skin is soft before shaving.
10. During the bath, the caregiver should especially check bedridden elders for skin breakdown on:  
 A. Abdomen and knees,  
 B. **Hip bones and sacrum.**  
 C. Hands and wrists.  
 D. Buttocks and ears.

## **PERFORMANCE-BASED ASSESSMENT FORMAT & INSTRUCTIONS FOR STUDENTS**

### **Activity Instructions**

Student will choose one best answer of multiple choice examination.

### **Performance/Behavior**

Student will identify correct principles and methods of hygienic care.

### **Conditions**

Test will be done at end of class as closed book exam with pencil and paper.

### **Standard**

For satisfactory performance, student will identify correct choice on multiple choice exam on 70% of the questions.

## Assessment 6

### LEARNING OUTCOME

Demonstrate basic nursing skills in nutrition.

### RESOURCES REQUIRED

Pencil

### WRITTEN ASSESSMENT FORMAT & INSTRUCTIONS FOR STUDENTS

#### Short Answer Section

(Answer each question in the space provided for each item)

1. How many servings of meat should the elder eat each day?  
(2 to 3 servings)
2. What preparation of meat helps the elder with poor teeth?  
(Slow cooking to soften the meat or chopping finely.)
3. What vitamins does fruit provide? Name a function of each of these vitamins.  
(Provides Vitamin C and A. Vitamin C is helpful in formation of substances that hold tissues together; healthy blood vessels, skin, gums, bones, and teeth; wound healing; prevention of bleeding; resistance to infection. Vitamin A is helpful for growth; vision; healthy hair, skin, and mucous membranes; resistance to infection).
4. How many glasses of fluid should the elder drink each day?  
(6 to 8 (8 ounce) servings)
5. Breads and grains are important in diet because they provide:  
(Protein, carbohydrates, vitamins such as thiamin, niacin, and riboflavin, and minerals such as iron)
6. Describe two precautions against aspiration in an elder with swallowing problems.  
(Sit up at least 90 degrees when eating. Remain sitting up for 30 minutes after eating. Check mouth of elder after eating for any pocketing of food in the mouth. Provide mouth care after each meal or snack.)
7. What is the purpose of protein in the diet?  
(For tissue growth and repair.)
8. How many servings of vegetables should be eaten per day?  
(3 to 5 servings)
9. According to the Dietary Guidelines for Americans, what substances should be used in moderation only?  
(Sugar, salt, alcohol, and low in fats)

10. Is a vitamin supplement required for an elder to obtain the necessary nutrients in their diet? (Not as long as the elder is eating a diet which follows the food pyramid guidelines with a variety of foods. If the elder does not eat a well balanced diet, then a daily multiple vitamin is recommended. Note that this information will need to be given in lecture. The rest of the information is in the Sorensen assigned reading.)

## **PERFORMANCE-BASED ASSESSMENT FORMAT & INSTRUCTIONS FOR STUDENTS**

### **Activity Instructions**

1. Answer the above nutrition questions at the end of class. You may use your book for this short answer exam.
2. Using forms in health organizer, complete nutritional history and dental history portions of long medical history. If patient is on a special medical diet, place information about the diet in the Health Fact Sheets section of the organizer. Complete a twenty-four hour food diary, count the servings of breads and grains, fruits, vegetables, meats, dairy, sweets and fats. Compare them with the recommended servings of the food pyramid for elders. Make recommendations for diet improvements.

### **Performance/Behavior**

Student will identify important facts about nutrition for the elder.

### **Conditions**

Student will be allowed to answer the short answer exam with open book references. Student will be given the week following the class to complete the second part of the assessment.

### **Standard**

Correct responses on 70% of the questions in the short essay questions constitute satisfactory performance. Instructor will grade work satisfactory on second exercise based on 75% completeness and accuracy.

## Assessment 7

### LEARNING OUTCOME

Students will demonstrate basic nursing skills in mobility: exercises to maintain strength, walking, transferring, and bathroom mobility.

### RESOURCES REQUIRED

Learning lab or hospital room with bed, chair, and bedside commode.

### PERFORMANCE-BASED ASSESSMENT FORMAT & INSTRUCTIONS FOR STUDENTS

#### Activity Instructions

Student will demonstrate each of the following using appropriate body mechanics.

1. Three exercises to maintain strength of the caregiver.
2. Three exercises to maintain strength of the elder.
3. Correct transfer techniques to assist the elder:
  - A. to turn from back to side in bed.
  - B. from lying in bed to sitting position.
  - C. from sitting on bed to standing position
  - D. from sitting on chair to standing position
  - E. to walk 10 feet

### PERFORMANCE-BASED ASSESSMENT FORMAT & INSTRUCTIONS FOR STUDENTS

#### Activity Instructions

Student will demonstrate proper techniques for each of above skills in return demonstration for instructor.

#### Performance/Behavior

Student will show proper body mechanics as discussed in class during each exercise and transfer technique.

#### Conditions

Student will be tested at end of class in either classroom or laboratory simulation.

#### Standard

Technique will be considered correct when student maintains proper positioning of feet, legs, and back during transfer technique.

## Assessment 8

### LEARNING OUTCOME

Students will be able to demonstrate basic nursing skills in elimination including problem prevention and continence care.

### RESOURCES REQUIRED

Health Organizer: Complete Urinary and Bowel Elimination Pattern areas of Long History Form. Handout of PowerPoint presentation notes to the class for elimination lecture.

### WRITTEN ASSESSMENT FORMAT & INSTRUCTIONS FOR STUDENTS

#### Short Answer Section

(Answer each question in the space provided for each item)

1. State instructions for Kegel exercises.

(Start by stopping urination with the internal sphincter muscles in the middle of releasing urine to become familiar with the muscles that need to be trained. The exercise can be done by routinely stopping and starting urination. Once one is familiar with the muscles, the exercise can be done anywhere by squeezing the sphincter and pelvic floor muscles for 4 to 10 seconds alternating with relaxing them for 4 to 10 seconds for ten repetitions. Build up to doing the exercise ten times a day.)

2. Describe three natural methods of promoting bowel regularity.

(Drink adequate water each day. Have an exercise session or walk each day. Include plenty of fiber in diet. Have a hot drink in the morning to stimulate peristalsis. Go to the bathroom to defecate when the urge is strong.)

3. Describe two methods to help control urinary incontinence.

(Begin a voiding schedule in which elder goes to bathroom every two hours and empties bladder. Do Kegel exercises. Eliminate or reduce beverages irritating to bladder such as alcohol, carbonated beverages, citrus juice, artificial sweetener, and spicy foods. Lose weight if obese. See doctor for evaluation of problem.)

4. State one way to prevent irritated skin for the elder using incontinence pads.

(Change pads promptly when wet. Clean skin with gentle soap and rinse with water when change wet pads. Apply skin barrier of Vaseline, Vitamin A and D ointment or cream to skin for prevention of irritation. If irritation begins to occur, apply zinc oxide ointment to skin after cleansing. Drink adequate fluid each day to prevent urine from becoming concentrated.)

5. Name two warning signs of a bladder infection.

(Burning when urinating. Frequency of urination. Strong or foul odor to urine. Cloudy appearance of urine. Pain in lower abdomen.)

6. Name two methods of preventing bladder infections.

(Drink more fluids than usual, especially water. Include cranberry juice in the diet once a day or at least every other day. Work at completely emptying bladder each time void. Void at least every four hours during the day. Be sure that when wiping after voiding and defecating that wipe from front to back so that no bowel movement comes near urethra. If have liquid or loose stools, clean with soap and water or disposable wipe after defecation. After sexual intercourse, cleanse perineum of body fluids and then urinate.)

7. Describe the difference between stress and urge urinary incontinence.

(Stress incontinence occurs from increased pressure on the abdomen. Urine leaks when lifting a heavy object, getting out of a chair, laughing, sneezing, and coughing. Urge incontinence is when urine leaks without warning due to a bladder spasm. The person feels the urge to void but can not get to the bathroom in time.)

8. Name two characteristics of bowel movements that would need to be reported to the elder's physician.

(A change in color from brown to a tarry black color or the presence of red blood. A unusual change in consistency to liquid diarrhea or hard constipation.)

9. What does functional bowel incontinence mean?

(The person can not get to the bathroom physically in time to defecate.)

10. What are signs of a fecal impaction?

(Incontinence or seepage of liquid stool when no bowel movement has occurred for several days or if the bowel movement has been unusually hard, small pellets. Abdominal cramping and pain. Presence of flatulence with foul smell of old stool.)

## **PERFORMANCE-BASED ASSESSMENT FORMAT & INSTRUCTIONS FOR STUDENTS**

### **Activity Instructions**

Answer the short essay questions concisely and legibly. May use handout notes as reference during exercise.

### **Performance/Behavior**

Student will identify essential information about elimination in writing with use of references.

### **Conditions**

Student will be allowed to use reference books and notes from lectures to complete short answer examination at end of class.

### **Standard**

A grade of 70% and above will be considered a satisfactory level of achievement. The Health Friend assignment will be considered satisfactory if information is at least 75% complete with practical suggestions for improvement plan.

## Assessment 9

### LEARNING OUTCOME

Students will be able to demonstrate basic nursing skills in activity and sleep care including activities for physical and mental health, promoting a good night's sleep, and night safety measures.

### RESOURCES REQUIRED

Health organizer worksheets including Long Health History sections on 1. Health Aides, Prosthesis, and Equipment, 2. Sleep Habits, 3. Social and Leisure Interests, Caregiver Tools: Activities of Daily Living Functional Abilities, Modified Instrumental Activities of Daily Living, and Weekly Activity Routine.

### PERFORMANCE-BASED ASSESSMENT FORMAT & INSTRUCTIONS FOR STUDENTS

#### Activity Instructions

Evaluate the elder's completed Weekly Activity Routine for the following:

- Usual hours of sleep per night
- Usual hours of napping in day
- Activities currently done which are pleasurable for elder.
- Activities currently done that give elder responsibility for upkeep of home.
- Activities that maintain or build social contact outside the home.

Name three suggestions to enrich the social life of the elder.

(The following are sample answers only since many other suggestions may be helpful. Establish a daily telephone conversation time with a friend or family member. Arrange a weekly or monthly outing to a social get together or senior center. Plan a tea time or enjoyable activity for elder and caregiver to share daily. Invite old friends to family get togethers.)

Name two suggestions to help avoid insomnia.

(The following are sample answers only since many other suggestions may be helpful. Limit daytime napping to a 20 minute rest period. Avoid caffeine, alcohol, or heavy fatty meals in the evening. Control temperature of bedroom to avoid chills or overheating. Make a habit of a relaxing activity at bedtime. Limit time that they stay in bed and bedroom during the day.)

### PERFORMANCE-BASED ASSESSMENT FORMAT & INSTRUCTIONS FOR STUDENTS

#### Activity Instructions

Complete the sleep and activity evaluation tools as listed above to the best of your ability. Answer the questions with suggestions learned in class or which have worked for you personally.

#### Performance/Behavior

Student will identify sleep and activity patterns of self or elder subject. Student will document suggestions for enriching social life and avoiding insomnia.

**Conditions**

Student may use reference books and lectures notes to complete assigned assessment. Student will be given until next scheduled class to complete assessment.

**Standard**

A grade of 70% and above will be considered a satisfactory level of achievement on questions. The Health Friend assignment will be considered satisfactory if information is at least 75% complete with practical suggestions for improvement plan.

## Assessment 10

### LEARNING OUTCOME

Students will be able to demonstrate basic nursing skills in comfort and pain management.

### RESOURCES REQUIRED

Health Organizer sections: Complete Pain History, Grief History, McGill Pain Inventory.

### WRITTEN ASSESSMENT FORMAT & INSTRUCTIONS FOR STUDENTS

#### Short Answer Section

(Answer each question in the space provided for each item)

1. Describe the difference between chronic and acute pain.  
(Chronic pain is pain that has persisted for at least six months. Acute pain is any pain of sudden onset and relatively short duration.)
2. Describe the pain relieving properties of hot and cold packs.  
(Heat is a soothing sensation which is healing as it increases circulation to the sore area. Cold can numb the pain giving the sufferer a break from pain.)
3. Name three side effects of narcotic pain relief medications.  
(Decreased alertness, dizziness, constipation, nausea, lethargy)
4. Name two safety measures for the elder taking pain medications.  
(Elder should get up slowly and stand prior to walking forward from chair or bed. Elder should drink extra fluid, eat foods rich in fiber, and monitor for constipation.)
5. Discuss why antidepressant medication is helpful in chronic pain.  
(Chronic pain is wearing on the nerve transmitters. Antidepressant medication helps restore the normal balance.)

### PERFORMANCE-BASED ASSESSMENT FORMAT & INSTRUCTIONS FOR STUDENTS

#### Activity Instructions

Complete Pain & Grief History and McGill Pain Inventory. Make list of identified pain problems. Describe pain relief measures currently used for problems. Make two suggestions to prevent or alleviate a pain symptom. Answer the short essay questions with information learned in class or from reference materials as assigned.

#### Performance/Behavior

Student will identify pain and grief patterns of self or elder subject. Student will respond correctly to written questions about pain and pain medications.

**Conditions**

Student may use reference books and lectures notes to complete assigned assessment. Student will be given until next scheduled class to complete assessment.

**Standard**

A grade of 70% and above will be considered a satisfactory level of achievement on questions. The Health Friend assignment will be considered satisfactory if information is at least 75% complete with practical suggestions for improvement plan.

## Assessment 11

### LEARNING OUTCOME

Students will be able to demonstrate basic nursing skills in communication and mental health.

### RESOURCES REQUIRED

Health Care Organizer: Complete Long History sections: Occupational History, Living Circumstances, Financial Security, Family Systems, Spiritual or Religious Resources, Life Attitudes, Alcohol/Substance Use, and Mental Health History sections. Complete Caregiver Tools: Mini Mental Health Status and Depression Scale.

### WRITTEN ASSESSMENT FORMAT & INSTRUCTIONS FOR STUDENTS

#### Short Answer Section

(Answer each question in the space provided for each item)

1. Describe five signs of depression in the elder.

(Complains of feeling empty, hopeless, sad or scared. Shows lack of interest in everyday activities. No longer enjoys formerly pleasurable pastimes. Cries often. Complains of lack of concentration, faulty memory, and trouble with decisions. Expresses feelings of worthlessness or guilt. Have thoughts of suicide or states wishes to die. Complains of aches and pains that don't respond to treatment. Uses more alcohol, drugs, or tobacco. Pays less attention to grooming and hygiene. Sleeps too little or too much. Appears tired and sluggish. Eats more or less than usual with weight changes. Frequently becomes agitated, hostile or disoriented. Has depressed body positioning and voice.)

2. Name two actions to help relieve anxiety in the elder.

(Slow, deep breathing exercises. Relaxation training. Meditation or prayer.)

3. What actions should be taken when an elder is unusually confused?

(Call physician and make appointment for evaluation as soon as possible due to change in mental status.)

4. Name two methods to maintain mental alertness and orientation in the elder.

(Provide daily mentally stimulating activity such as conversation about current affairs or watching quiz shows on television. Assign the elder a task at home that requires planning and thought.)

5. Differentiate between the terms delirium and dementia.

(Delirium is confusion that is temporary due to a physical ailment. Dementia is a disease that causes slow, progressive loss of memory.)

6. Name two methods of promoting mental health in the elder.

(Partner with elder to maintain a position or a task of responsibility in the home whether simply folding towels or complicated. Help elder maintain social contacts outside of family. Assist elder to maintain spiritual health through church attendance in person or by television, music,

shared prayer. Help participate in inspirational literature reading or listening to religious radio programming.)

7. Name two methods of communicating with an elder who is hard of hearing.  
(Speak in low pitch of voice rather than high pitch. Face elder so they can see your face and mouth for nonverbal cues and lip reading. Decrease background noise such as radios or television when holding conversation. Give elder more time to process statements and reply. Talk into the elder's better ear. Develop some sign language signals for simple items.)
8. Name two methods of communicating with an elder who is confused.  
(Keep statements short and simple. Communicate one idea at a time. Give directions one at a time. Establish eye contact with elder to make sure you have their attention.)
9. Name two methods of calming an elder who is agitated.  
(Speak in a normal tone of voice even if the elder is shouting. Reduce noise and light stimulation in the environment to help the elder calm. Avoid confrontation when elder is agitated. Eliminate caffeine and stimulants in diet of elder who becomes agitated. Establish a regular exercise program to help work off energy.)
10. Name two methods of self-support for caregiver to prevent burnout.  
(Maintain a personal interest outside of the home. Accept limitations. Don't dwell on small annoyances. Think of physical needs for nutritious food, sleep and exercise. Ask family and friends to help with tasks. Join a support group in the community or online. Seek professional help when stress seems overwhelming.)

## **PERFORMANCE-BASED ASSESSMENT FORMAT & INSTRUCTIONS FOR STUDENTS**

### **Activity Instructions**

Complete Health Friend history sections on mental health patterns and life history with evaluations. Answer the short essay questions with information learned in class or from reference materials as assigned.

### **Performance/Behavior**

Student will identify mental health patterns of self or elder subject. Student will respond correctly to written short essay questions about mental health issues.

### **Conditions**

Student may use reference books and lectures notes to complete assigned assessment. Student will be given until next scheduled class to complete assessment.

**Standard** A grade of 70% and above will be considered a satisfactory level of achievement on questions. The Health Friend assignment will be considered satisfactory if information is at least 75% complete with practical suggestions for improvement plan.

## Assessment 12

### **LEARNING OUTCOME**

Students will be able to demonstrate skills to manage home medication regimen with communication and safety tools.

### **RESOURCES REQUIRED**

Health organizer Medication Management section: Master Medication List, Over the Counter Medication List, Vitamin and Herbal Remedy Record, Medication Schedule, Medication Fact Sheets, Medication Refill Tracker

### **PERFORMANCE-BASED ASSESSMENT FORMAT & INSTRUCTIONS FOR STUDENTS**

#### **Activity Instructions**

Student will complete Medication section of health organizer worksheets as listed above to best of self or elder recall. If elder has no prescription medication, instruct student to complete fact sheets for the following medications: digoxin, coumadin, and labetolol

#### **Performance/Behavior**

Student will collect and acquire basic facts about medications. Student will use medication management tools to construct a safe medication administration schedule and routine.

#### **Conditions**

Student may use reference books, Internet sites, pharmacy handouts and lectures notes to complete assigned medication forms. Student will be given until next scheduled class to complete assessments and information fact sheets.

#### **Standard**

The Health Friend assignment will be considered satisfactory if information is at least 75% complete.

## Assessment 13

### LEARNING OUTCOME

Students will be able to recognize home emergencies and demonstrate emergency assistance techniques of first aid and CPR.

### RESOURCES REQUIRED

Training manikins for CPR and choking.

### WRITTEN ASSESSMENT FORMAT & INSTRUCTIONS FOR STUDENTS

#### Short Answer Section

(Answer each question in the space provided for each item)

Describe first aid measures for a skin tear.

(Cleanse with gentle soap, rinse with water, gently pat dry, slide edges together, put clear tape dressing over area or steri-strips/butterfly tape to hold edges together.)

Describe first aid measures for a laceration.

(Cleanse with gentle soap, rinse with water, gently pat dry, steri-strip edges together. If laceration is deep or bleeding continues for too long, contact doctor about stitches.)

Describe first aid measures after a fall.

(Check for severe pain or difficulty with moving. If no pain present, assist to get up with proper body mechanics or get elder a solid chair so that they can help pull themselves up. Call 911 if severe pain or unconsciousness results from fall. If elder has recently begun to have several falls, make appointment with doctor to rule out illness.)

Describe first aid measures for a contusion/bump.

(Apply ice pack to area to help prevent swelling and relieve pain.)

Describe first aid measures for a fractured bone.

(Advise elder to remain still. Immobilize area of fracture. Take to emergency room for assistance or call 911 as necessary for help.)

Describe first aid measures for complaints of chest pain.

(If chest pain has occurred in past, give nitroglycerin tablets as ordered by doctor. If this is new onset of chest pain, go to emergency room for evaluation and treatment.)

Describe first aid measures for complaints of shortness of breath.

(Shortness of breath that is unrelieved by rest may be an indicator of heart trouble. Take elder to emergency room for evaluation.)

Name the first signs and symptoms that an elder is having a stroke.

(Fainting spells, sudden weakness or numbness of the face, arm or leg on one side of the body; sudden dimness or loss of vision, particularly in one eye; loss of speech or trouble talking or understanding speech; sudden, severe headaches with no known cause; unexplained dizziness, unsteadiness or sudden falls)

Describe the first action to take when the elder is found unconscious and will not arouse.

(Open airway. Check for breathing.)

## **PERFORMANCE-BASED ASSESSMENT FORMAT & INSTRUCTIONS FOR STUDENTS**

### **Activity Instructions**

Answer the short essay questions concisely and legibly. May use handout notes as reference during exercise. Complete Health Friend Emergency Information section.

### **Performance/Behavior**

Student will identify essential information about emergencies and first aid with use of references. Student will document essential emergency preparedness information in Health Friend organizer. Student will demonstrate opening airway, delivering chest compressions, and the Heimlich maneuver.

### **Conditions**

Student will be allowed to use reference books and notes from lectures to complete short answer examination at end of class. Student may have a week to complete Health Friend organizer information outside of class.

### **Standard**

A grade of 70% and above will be considered a satisfactory level of achievement. Completion of 75% of information blanks in organizer will be considered satisfactory. Return demonstrations will be considered satisfactory if proper technique is demonstrated independent of instructor coaching.

## Assessment 14

### LEARNING OUTCOME

Students will be able to analyze current expenses and financial resources for eldercare.

### RESOURCES REQUIRED

Required reading:

Health Organizer Financial Management and Community Resource section worksheets or budget worksheets from alternate source

### PERFORMANCE-BASED ASSESSMENT FORMAT & INSTRUCTIONS FOR STUDENTS

#### Activity Instructions

Students will complete financial case study using budget worksheets from Health Organizer or other resource. Due to privacy concerns, this area will involve fictional case studies rather than an actual case study. Students may be broken into groups for analysis of elders with varying income and health care needs. A minimum of three case studies are suggested for elders with moderate health care needs involving:

1. Poverty level elder in rented apartment
2. Middle class elder who owns home
3. Wealthy elder with ideal assets

Students will set up case studies with estimated current costs of living and name at least three financial resources in area community. Information may be shared by groups or individual students to classmates in brief presentation at the start of the next class.

#### Performance/Behavior

Student or student groups will complete a budget worksheet using current government figures for socioeconomic levels and home community costs of living. Students will complete three community resource forms for financial resources in home community.

#### Conditions

Students may use reference books, Internet sites, handouts and lectures notes to complete assigned budgets. Student groups will be given until next scheduled class to complete budgets and financial resource worksheets.

#### Standard

The financial worksheet assignment will be considered satisfactory if budget and resource information is at least 75% complete.

## Assessment 15

### LEARNING OUTCOME

Students will be able to identify benefits of and advocacy role in health insurance plans.

### RESOURCES REQUIRED

Healthfriend Insurance Information and Benefits Worksheets

### WRITTEN ASSESSMENT FORMAT & INSTRUCTIONS FOR STUDENTS

#### Short Answer Section

(Answer each question in the space provided for each item)

1. Who is eligible to receive benefits from Medicare?
2. Who is eligible to receive benefits from Medicaid?
3. What is the out of pocket cost for a doctor's visit with Medicare?
4. What is the out of pocket cost for prescriptions with Medicare?
5. Where can drug prescriptions be obtained with Medicare insurance coverage?
6. Is there a yearly deductible with Medicare?
7. What costs of hospitalization are covered by Medicare?
8. What health screenings and preventive services are covered by Medicare?
9. Does Medicare have dental coverage?
10. Does Medicare cover hospice care?

(Note: Instructor will need to update this information in accordance with current benefits.)

### PERFORMANCE-BASED ASSESSMENT FORMAT & INSTRUCTIONS FOR STUDENTS

#### Activity Instructions

Answer the short essay questions concisely and legibly. May use handout notes as reference during exercise. Complete Health Friend Insurance and Benefits worksheets.

#### Performance/Behavior

Student will identify essential information about emergencies and first aid with use of references. Student will document essential insurance information in Health Friend organizer.

**Conditions**

Student will be allowed to use reference books and notes from lectures to complete short answer examination at end of class. Student may have a week to complete Health Friend organizer information outside of class.

**Standard**

A grade of 70% and above will be considered a satisfactory level of achievement. Completion of 75% of information blanks in organizer will be considered satisfactory.

## **Assessment 16**

### **LEARNING OUTCOME**

Students will be able to describe end of life health care issues, preparation of health directives and funeral pre-planning.

### **RESOURCES REQUIRED**

Health Friend Organizer End of Life section or Current forms for Directive to Physician, Power of Attorney for Health Care, Out of Hospital Do Not Resuscitate Order, Organ & Tissue Donation Consent Form, Values History, Funeral Pre-planning Form

### **WRITTEN ASSESSMENT FORMAT & INSTRUCTIONS FOR STUDENTS**

Submit one copy of each of the following forms written in accordance with your desires or those of an elder.

Required:

Directive to Physician

Power of Attorney for Health Care

Organ & Tissue Donation Consent Form

Values History

Optional:

Out of Hospital Do Not Resuscitate Order (must be signed by physician to be in effect)

Funeral Pre-planning Form

### **PERFORMANCE-BASED ASSESSMENT FORMAT & INSTRUCTIONS FOR STUDENTS**

#### **Activity Instructions**

Student will complete Directive to Physician, Power of Attorney for Health Care, Organ & Tissue Donation Consent Form and Values History as listed above for self or elder. If student or elder is uncomfortable or unavailable for signing forms at present, it is not required.

#### **Performance/Behavior**

Student will prepare advanced directives for self or elder.

#### **Conditions**

Student may use reference books, Internet sites, handouts and lectures notes to complete forms. Since this is the last class session, student will be given until end of class to complete assignment.

#### **Standard**

The advanced directives will be considered satisfactory if information is complete, but does not require a signature.