

**SESSION 12B**  
**November 10<sup>th</sup> or November 12<sup>th</sup>**

**Nursing Home Visit**

- Suggested Readings:** Excerpt from Kidder, *Old Friends*
- Ch. 11, "Interviewing the Geriatric Patient: A Different Silhouette," in Coulehan and Block.
- Prepare by:** Dressing professionally and wearing your white coat and name badge
- Bring a pen and paper to write on.
- Brief Outline:**
- Section 1: Touch base/Travel time (30 minutes)
  - Section 3: Interview nursing home resident (90 minutes)
  - Section 3: Reflection/Discuss interviews (50 minutes)
  - Section 4: Evaluate session (10 minutes)

## **Objectives for Session 12B:**

### **By the end of this session, students will be able to:**

- Interview an older person who resides in a nursing home or assisted living facility
- Practice adapting interviewing techniques for an older patient who may have impairments in vision, hearing or cognition
- Perform a Mini-Mental State Examination of an older person
- Discuss their attitudes and reactions towards elderly persons and the nursing home environment

### **Section 1: Touch Base (30 minutes)**

You may do this while driving to the nursing home.

Good luck on your exams!

### **Section 2: Interview Nursing Home Residents (90 minutes)**

#### **Background:**

There are a wide variety of nursing homes in the Charlottesville area, ranging in quality from adequate to excellent. Most nursing homes struggle to provide high quality care because the majority of their residents' care is paid for by Medicaid, which now pays about \$130 a day for room, board, activities, nursing care and social work. Other nursing homes do not accept Medicaid payment, and can charge a patient as much as is necessary to provide care. Nursing homes also struggle to strike a balance between providing a "home," a place where functionally impaired individuals' autonomy is respected, and providing "nursing" – meeting the needs of many impaired individuals in an efficient and caring way. You will likely observe the tension caused by these sometimes disparate goals. You will also notice that many of the residents you see in the nursing home have significant impairments. Most people in nursing homes are there because their families could not meet their needs; most have significant impairments in physical or cognitive abilities, or both. A few "factoids" to help put your nursing home visit in perspective:

- Only 5% of individuals over the age of 65 are in a nursing home.
- Over 50% of individuals who reach age 65 will spend some time in a nursing home –
- Most stay for a short period of time to regain strength before returning home after an illness or hospitalization.
- Therefore, the people you are interviewing today, while representing the frailest and most vulnerable members of our older population do not represent the "average" older person.

#### **Logistics:**

Your group will need to travel in a carpool to your assigned nursing home/assisted living facility. You will be given the name of a contact person who will have 3 residents selected. The students will interview as a pair. Mentors should try to observe at least 2 of these interviews as well. The group should then meet and discuss the visit.

**Interview:** The goal of this interview is to find out how the older person you are interviewing came to be in a nursing home, and to discuss with them their life in the nursing home or assisted living facility. Some additional topics to cover include:

- adjustment to facility
- relationships and friendships with staff and other facility residents
- the activities and community of the facility
- involvement of family and other friends since moving to the facility
- changes in daily lifestyle and medical needs since coming to the facility
- advice that you, as future doctors, need to know about working with older people.

**You should also assess cognitive status using the MMSE.**

Be sure to introduce the MMSE as a routine matter. “As part of learning to care for older people, we would like to ask you some questions we ask routinely of all older persons”. You may need to adjust your interview style to adapt to hearing, visual, or cognitive impairments.

**Section 3: Reflection and Discussion (50 minutes):**

After the interviews are completed, the group should join together in a quiet area (which will usually be provided by the nursing home) to discuss their interviews. Students should briefly present their older person’s story, as well as their findings on the MMSE.

After this initial discussion, the group members (including Mentors) should take about 10 minutes to write, responding to **one** of the following questions or statement:

1. Describe (or draw/ sketch), in detail, the room of the resident whom you interviewed
2. Imagine, as a nursing home resident, a day in the nursing home. Describe it.

Ask a group member (or members) to read their reflection aloud. Use these as a springboard to discuss the students’ reactions to the nursing home environment, and to the older person they interviewed. Some possible questions include:

- Was the **facility** what you expected?
- How was it to **interview an older person**?
- Were there particular **difficulties** you encountered in interviewing?
- How did the older person fit your perception of older persons?
- What did you find out about the **nursing home community**?

**Section 4: Evaluate session (10 minutes)**

**Mini-Mental State Examination (MMSE)**  
**Add points for each correct response.**

<b>Orientation</b>			Score
	Points		
1. What is the:	Year	_____	1
	Season?	_____	1
	Date?	_____	1
	Day?	_____	1
	Month?	_____	1
2. Where are we?	State?	_____	1
	County?	_____	1
	Town or city?	_____	1
	Hospital?	_____	1
	Floor	_____	1
<b>Registration</b>			
3.	Name three other objects taking one second to say each. Then ask the patient to repeat all three after you have said them. Give one point for each correct answer, Repeat the answers until the patient learns all three. (Apple, Table, Penny)	_____	3
<b>Attention and calculations</b>			
4.	Serial sevens. Begin with 100, and have patient subtract 7 serially. Give one point for each correct answer. Stop after five answers. Alternate: Spell WORLD backwards.	_____	5
<b>Recall</b>			
5.	Ask for names of three objects learned in question 3. Give one point for each correct answer.	_____	3
<b>Language</b>			
6.	Point to a pencil and a watch. Have the patient name them as you point.	_____	2
7.	Have the patient repeat, "No ifs, ands, or buts."	_____	1
8.	Have the patient follow a three-stage command. "Take a paper in your right hand. Fold the paper in half. Put the paper on the floor."	_____	3
9.	Have the patient read and obey the following CLOSE YOUR EYES." (Write in large letters.)	_____	1
10.	Have the patient write a sentence of his or her choice. (The sentence should contain a subject and an object and should make sense. Ignore spelling when scoring.)	_____	1
11.	Have a patient copy the design. (Give one point if all sides and angles are preserved and if the intersecting sides form a quadrangle.)	_____	1
			Total _____ (max 30)

A score of 24 or greater is considered "normal." A score <24 indicates the presence of cognitive impairment (secondary to dementia, delirium, or depression).

Follow and obey this statement:

**CLOSE YOUR EYES**

Write a sentence:

Copy this drawing:

