Gerontological Nursing

Teaching for Elderly Clients & Their Families

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Figure 24-1  Causes of frailty.
Source: Adapted from Albert, Im, & Raveis (2002).
Why old-aged need teaching?
TEACHING helps elderly to be motivated, then to be abled to change their lifestyle, to adapt/cope with their conditions & limitations.
Teaching Assessment:

Client:

✓ Literacy (reading, understanding, IT skills)
✓ Social life (friends, neighbors, ...)
✓ Cultural diversity (language, ethnicity, ...)
✓ Stress (anxiety, pain, discomfort, fatigue, sleep deprivation, stress reducing techniques, ...)
✓ Morbidities (physical & psychological illness, medications, disabilities, ...)
✓ Living style / facility (home, isolated, nursing home, ...)
Gordon’s Functional Health Patterns:

- Health Perception-Health Management
- Nutritional-Metabolic
- Elimination
- Activity-Exercise
- Cognitive-Perceptual
- Sexuality-reproductive
- Sleep-Rest
- Self Perception-Self Concept
- Roles-Relationships
- Coping-Stress tolerance
- Values-Beliefs
Teaching Assessment:

Family

◆ Family structure

◆ Relationships

◆ Interest & motivation
Teaching Assessment:

Facilities & Environment:

- Urban, Rural, governmental,
- Home safety (stairs, toilet & bathing facilities, handicap accessible, grab bars)
- Food shopping
- Transportation
Teaching Assessment:

Financiality

✓ Income(retired, family support,...)

✓ Insurance
* What do elderly want to learn?
* What do they need to learn?

* What do you want them to learn?
When you can answer their questions and satisfy what they see as important, then they can listen and focus on what you are saying, and potentially learn What you want them to learn.

Buttarro & Barba, 2013
More Independency

Self-Management Behaviors

Healthy Life Style

Health-Promoting Attitudes
Foundation of Teaching-Learning for Old-aged People

- Teaching-learning process should be active and interesting
- Keep clients involved in learning conversation
- Use demonstration, pictures, films, ...
- Asking questions about what you have taught

Utilize PVCs:
- Perception of what you think they said
- Validate those perceptions
- Clarify any misconceptions
Don’t forget that old-aged people:

- Are responsible for their own learning
- Make their own decisions to learn
- Forget quickly
- Need reinforcement
- Need teaching materials to take with themselves

Elderly need to understand the importance of the teaching content
• **Set objectives** *(pay attention to your client objectives)*

• **Determine the content**

• **Choose your Teaching method**

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**Teaching Resources**
Teaching Content:

- Medications & side effects
- Treatments that need to be continued
- Health promotion & disease prevention:
  * Behavior changes
  * Life style changes
- Follow up method & get feedback
Every interaction is an opportunity to teach.
Implementation

Evaluation

Documentation