

IX. INDIVIDUALIZED CARE



Age Specific Care



Stages of Human Growth & Development and Implications for Care

- “Age-Specific” care includes a general description of the social, psychological and physical changes that occur as a person ages.
- This information will help employees care for patients at different levels of development.



Infants and Toddlers (birth to 3 years)



Age-specific Care for Infants and Toddlers

- Keep them with parents if at all possible. Have parents help with care. Have them demonstrate procedures back to you.
- Answer parent's questions and discuss their concerns. Teach them feeding, safety and hygiene.
- Let the child touch equipment, or watch you first do the procedure on a stuffed animal or doll.
- Keep the child's safety and comfort in mind.
- Educate parents about the need for immunizations, checkups and screenings as indicated.
- Develop trust through touch and comfort.
- Avoid loud voices and rapid movements as it may frighten the child.

Children

(4 years to 6 years)



Age Specific Care for Children

- Explain the procedure before you perform it. Be sure to use a child's terms. Let child help if possible.
- Make sure the child knows the procedure is not punishment.
- Stress with parents the importance of regular checkups, immunizations and screenings.
- Let the child ask questions and talk.
- Make sure the parents have an opportunity to ask questions or express concerns they may have.
- Incorporate play into care.
- Words and phrases are taken literally (instead of saying "I'm going to stick you", say "I'm going to make a little pinch in your arm so you can get some medicine").

Older Children

(7 years to 12 years)



Age-specific Care for Older Children

- Explain procedures in advance. Discuss equipment. Pictures and visual aids help. Let them help if possible. Give positive reinforcement for cooperation. Respect privacy need.
- Remind parents about immunizations, checkups and screenings.
- Talk with the child about their hobbies, concerns, friends and other items of interest. Allow time for questions.
- Teach the family about health and safety (not smoking, no alcohol, and other drugs).
- May experience mood swings.
- Have fear of changes in appearance and loss of control.
- When talking with them avoid distractions and treat them as an adult.

Teens (13 years to 20 years)



Age-specific Care for Teens

- Encourage hospitalized teens to keep in touch with friends and family.
- Emphasize the importance of checkups, screenings and immunizations.
- Provide as much privacy as possible. Discuss their concerns. Encourage them to be involved in their care and the decisions about their care. Know age for legal authorization.
- Encourage parents to stay involved in their child's life. Give information about normal changes.

Adults

(21 years to 39 years)



Age-specific Care for the Adult

- Assess the patient related to stress. Encourage them to talk about feelings, concerns and about how the illness may affect their life.
- Involve close family, as indicated by patient in making decisions and when educating. Educate about healthy lifestyle and injury prevention. Encourage the patient to take part in group learning.
- Encourage checkups, immunizations and screenings.

Middle Aged Adults (40 to 64 years)

Age-specific Care: Middle Aged Adult

- Encourage screenings and checkups.
- Give time to talk about stressors, frustrations, accomplishments, dreams and concerns about illness(es).
- Provide help in finding resources.
- Educate about healthy lifestyles and safe medication use.
- Involve close family in decision-making and education.
- Educate about living wills and healthcare power of attorneys.



Older Adults (65 to 79 years)

Age-specific Care for Older Adults



- Stress need for check-ups and screenings.
- Encourage social activity.
- Educate about fall prevention and safe medication use.
- Provide a safe, comfortable environment.
- Allow for rest.
- Give them a chance to reminisce.
- Speak clearly and avoid background noise during teaching. Use larger print materials and enough light. Repeat as needed. Avoid rushing.
- Talk about family and other support systems, involve them in decision making.
- Educate when other family members are around and can hear the content as well.

Elderly Adults (80 years and older)

Age-specific Care for the Elderly Adult

- Stress need for screening and check-ups.
- Encourage social and physical activity.
- Promote self-care and independence if possible.
- Monitor skin problems and use extra caution when touching.
- Ensure safety measures are in place to prevent falls.
- Educate about home safety and medication use.
- Involve family and caregiver in education process and medical care decisions.
- Avoid rushing and teach when the person is at peak awareness.



Care of the Patient with Disabilities



Hearing Impaired Patients



- Communication often occurs through:
 - Sign Language
 - Writing
 - Lip Reading
- Assess the best method for communication by asking your patient about their preference.
- Does your patient relies on American Sign Language (ASL)?
 - make sure that an interpreter is present by using the MARTTI video interpretation system.
- Be sure to keep account of assistive devices
- **DO's**
 - Use your regular volume voice and lip movement
 - Maintain eye contact
 - Introduce the “main topic” of what the conversation will be about.
 - Remove your face mask to speak
- **DON'T's**
 - Chew objects such as gum, pens/pencils
 - Cover your mouth with your hands
 - Stand in front of a window that may cause shadows across your face.
 - Assume a head nod means they understand & agree.

Visually Impaired Patient



- Communication often occurs through:
 - Verbal conversation
 - Braille
 - Using touch to explore the environment
- Assess the best method for communication by asking your patient about their preference
- Be sure to keep account of assistive devices
- DO's
 - Address the patient directly, NOT the family/visitors (unless asked to do so)
 - Be considerate and verbalize your movements in the room or adjustments to patient equipment
 - Announce your presence entering or leaving the room with a “Hello, Mr. Smith, I’m Sarah your nurse and I’m here for...”
 - Guide the patient with an elbow when walking
- DON'T's
 - Speak in a loud volume
 - Move around as you speak
 - Rely on your body language to communicate

Assistive Animals

- Every person with a disability has the right to be accompanied by a service animal trained to assist the person with his or her specific disability

- NC law **168-4.2.**
- Hospital Policy for Service Animals
- **(PCS-017)**

