

RESIDENT NAME OR INITIALS: _____ COMPLETED BY: _____ DATE: ___ / ___ / ___



Person-Centred Isolation Care Plan

*See Isolation Care-plan summary for condensed version

PERSONHOOD:

What information do we know about this person? (e.g. likes, dislikes, values, previous roles/professions, their capabilities, relationships/family)?

What kinds of needs/reasons bring them out of their room?

What helps them return to their room?

ENGAGEMENT:

What activities do they enjoy?

What activities can the resident engage in while in their room? What do they need for these activities?

What do they like to talk about?

Who do they enjoy spending time with?

RESIDENT NAME OR INITIALS: _____ **COMPLETED BY:** _____ **DATE:** ___ / ___ / ___

SUPPORTING NEEDS:

What do they need help with?

What are their favorite foods or drinks?

What things and/or people bring them joy and pleasure?

REMINDERS:

What do they understand about the need to stay in their room?

What kinds of reminders are effective? (write exact words to use)

What other kinds of reminders work? (Signs, barriers, alarms)

PLANNED APPROACHES/STRATEGIES:

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____



Person-Centred Isolation Care Plan

PERSONHOOD:

What information do we know about this person? (e.g. likes, dislikes, values, previous roles/professions, their capabilities, relationships/family)?

- Strong beliefs about hard work, exercise.
- Likes caring for others.
- Hates waste.
- Does not believe in taking pills or other medication.
- Close to son.

What kinds of needs/reasons bring them out of their room?

- Believes she needs to exercise to fight the virus.
- Feels anxious in room where roommate died.
- Wants to call son and does not have a phone.

What helps them return to their room?

- Offering to take her for walk.
- Giving her phone to call son.
- Spending some time brushing her hair or holding her hand.

ENGAGEMENT:

What activities do they enjoy?

- Folding towels and clothing.
- Helping to clean her room.

What activities can the resident engage in while in their room? What do they need for these activities?

- Can her son bring her a cellphone so she has one to call him when needed?
- Need to find some old towels and clothes.

What do they like to talk about?

- Her childhood on the farm.
- She likes joking with staff.

Who do they enjoy spending time with?

- Enjoys spending time with staff when they give her jobs to do or hold her hand/brush her hair.

SUPPORTING NEEDS:

What do they need help with?

- Needs supervision for "exercise" or walking around the unit.
- She has a need to keep busy and feel useful.

What are their favorite foods or drinks?

- Enjoys fresh fruit.
- Not motivated by food.

What things and/or people bring them joy and pleasure?

- Thanking her and telling her what a huge help she is.
- Contact with son and grandson is important

REMINDERS:

What do they understand about the need to stay in their room?

- sometimes agrees that there is a bad virus but doesn't always believe she has it.
- doesn't really understand that a virus is contagious and why we need to wear PPE.

What kinds of reminders are effective? (write exact words to use)

- "Remember that bad virus that Linda (roommate) had? We need to make sure that doesn't spread to the other people here. You need to stay in your room for x more days" (point to calendar on wall).
- "We can go for a walk together with a mask at 1:00 after lunch" (point to sign).

What other kinds of reminders work? (Signs, barriers, alarms)

- Use signs to remind her to call staff before leaving her room and to reinforce bad virus message.
- Door alarm in case she tries to leave.

PLANNED APPROACHES/STRATEGIES:

- 1) Signs in room including calendar
- 2) Scheduled walks with PPE to garden with staff
- 3) Telephone calls regularly to son (give her phone after each meal)
- 4) RT to visit for 10 minutes every hour when she is on unit for positive reinforcement and providing towels/cleaning activity
- 5) Use of as needed medication only if she is persistently trying to enter other residents rooms or refusing to return to her room. 6) Team discussion to evaluate plan if PRNs are used.