

COMMUNICATION/DOCUMENTATION

Module 2

I. Statement of Purpose

The purpose of this module is to reinforce the concepts and skills required for nurse assistants to communicate effectively and interact appropriately with individuals from diverse cultures and backgrounds including patients, families, guests and other members of the health care team. This module includes instruction in communication skills, reporting and recording observations on appropriate documents, and using medical terms and abbreviations.

II. Terminology

- | | |
|------------------------------|----------------------------------|
| 1. Abbreviation | 29. Nonverbal communication |
| 2. Addressograph | 30. Nursing care plan |
| 3. Assertive | 31. Nursing intervention/measure |
| 4. Attitude | 32. Objective |
| 5. Barriers to communication | 33. Objective data |
| 6. Body language | 34. Observations |
| 7. Chart | 35. Patient record |
| 8. Coaching communication | 36. Personal space |
| 9. Computer access | 37. Physiologic status |
| 10. Computer input | 38. Pneumatic tubes |
| 11. Cultural diversity | 39. Practice |
| 12. Denial | 40. Preventative health measures |
| 13. Depression | 41. Prioritize |
| 14. Disk | 42. Readiness to learn |
| 15. DRG | 43. Recording |
| 16. Dumb waiter | 44. Reinforcement |
| 17. Empathy | 45. Reporting |
| 18. FAX | 46. Return demonstration |
| 19. Feedback | 47. Sensory input |
| 20. Flow chart/sheet | 48. Subjective data |
| 21. Graphic chart | 49. Teaching plan |
| 22. Health teaching | 50. Teaching/learning process |
| 23. Learning need | 51. Teamwork |
| 24. Learning style | 52. Verbal communication |
| 25. Lifestyles | 53. Vocabulary level |
| 26. Medical terminology | 54. Volunteer |
| 27. Motivation | |
| 28. Non-judgmental | |

III. Performance Standards (Objectives)

Upon completion of 3 hours of class plus assignments and 2 hours of clinical experience, the learner will be able to:

1. Define basic terminology.
2. Identify major points to note during change of shift report.
3. Describe care and important changes in patients' conditions to report to licensed nurse.
4. Explain what should be done when faced with an unfamiliar task.
5. Explain how to communicate effectively with others according to health care team structure and lines of authority.
6. Describe guidelines for nurse assistant documentation and data retrieved.

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7. Explain the nurse assistant's responsibility in documenting admission, discharge and transfer information.
8. Explain the importance of informing the licensed nurse when the patient has special requests regarding care or treatment.
9. Describe how to establish a helping relationship with patients of all ages, diverse cultural backgrounds and special needs.
10. Explain the proper procedure for reporting and documenting accidents, unusual incidents, injuries, falls and errors.
11. Explain how to take a telephone message.
12. Describe the use of computers in health care and the role of the nurse assistant.
13. Describe the role of the nurse assistant in providing follow-up health teaching.
14. Identify basic steps of learning.

IV. References

1. Chancellor's Office, California Community Colleges (2004). *CNA Model curriculum*. Sacramento: Chancellor's Office, California Community Colleges.
2. Gerdin, J. (2004) *Health careers today* (3rd ed.) St. Louis: Mosby.
3. Gerdin, J. (2004) *Workbook to accompany health careers today*. (3rd ed.) St. Louis: Mosby.
4. Hegner, B. R., & Caldwell, E. (2003). *Nursing assistant: A nursing process approach* (9th ed.). Albany, NY: Delmar.
5. Sorrentino, S. A. (2004). *Mosby's textbook for long term care assistants* (6th ed.). St. Louis: Mosby Lifeline.

MODULE 2 - Communication/ Documentation

Content Outline Theory Objectives	Suggested Learning Activities/Evaluation	Clinical Activities
Objective 1 Define basic terminology. A. Terminology B. Clinical setting application	A. Lecture/Discuss B. Written test C. CNA-MC Glossary Appendix pp. 1-35	Correctly uses terminology and abbreviations when reporting and documenting.
Objective 2 Identify major points to note during change of shift report. A. Patient Identifiers 1. Name 2. ID band 3. Not room or bed number or diagnosis 4. Focus should be on name B. Report variations 1. Kardex 2. Computer 3. Verbal C. Guidelines for listening to patient report 1. Note patient's name, room, bed number, diagnosis and any care you are to give. 2. Include any important time requirements. 3. Ask questions if you do not understand assignment.	A. Lecture/Discuss B. Appendix 2.2a – Computer Skills, etc. C. Handout 2.2b - Oral Report Exercise D. Appendix 2.2b - Oral Report Exercise Key E. Practice tape recorder operation 1. Play, stop, rewind, volume 2. Change tape cassette F. Written test	Accurately records patient assignment. Verbalizes understanding of assignments.
Objective 3 Describe care and important changes in patient's condition to report to licensed nurse. A. Report to the licensed nurse and other members of the health team, the care you have given and your observations about the patient. B. Reports must be prompt, thorough and accurate C. Report only those things you observed or did yourself. D. Report as often as the patient's condition requires or	A. Lecture/ Discuss B. Clinical observation C. Written Test	Observes for changes in patient's condition and reports to licensed nurse.

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Content Outline Theory Objectives	Suggested Learning Activities/Evaluation	Clinical Activities
as often as requested by the licensed nurse. E. Immediately report any changes in the patient's condition. F. Recognize and report possible reactions to drug therapy such as: 1. Rashes 2. Nausea and vomiting 3. Dizziness 4. Shortness of breath 5. Blurred vision 6. Diarrhea 7. Odor 8. Bruises 9. Lumps and bumps G. Other abnormal signs and symptoms to report include changes in: 1. Vital signs 2. Pain after vital signs 3. Intake and output 4. Level of consciousness 5. Behavior 6. Breathing 7. Activity tolerance 8. Appetite 9. Change in drainage 10. Change in mood 11. Safety level		
Objective 4 Explain what should be done when faced with an unfamiliar task. A. Perform tasks only within the defined parameters of roles and responsibilities of the nurse assistant. B. Do not perform tasks for which you have not been adequately trained.	A. Lecture/Discuss B. Clinical observation C. Written Test	Performs tasks as assigned that are within in the role, responsibility, knowledge and experience of the CNA.

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Content Outline Theory Objectives	Suggested Learning Activities/Evaluation	Clinical Activities
C. Recognize the limits of your role and knowledge. D. If a team member asks you to perform a task you do not know how to do or is beyond what a nurse assistant is supposed to do, explain the limitations of experience, training and role of the nurse assistant to the team member and refuse the assignment.		
Objective 5 Explain how to communicate effectively with others according to health care team structure and lines of authority. A. Review principles of communication. B. Describe the common reasons for communication breakdown and methods for correction. C. Use effective communication skills with patients and team members. D. Be aware of non-verbal forms of communication. E. Evaluate ability of others to understand, asking for feedback. F. Use assertive communication such as “I” messages, giving and receiving feedback, and clarifying instructions. G. Respect the health care team structure and lines of authority.	A. Lecture/ Discuss B. Role play C. Handout 2.5a - Effective Communication: Active Listening D. Handout 2.5b - Effective Communication: “I” Messages E. CNA-MC Module 3 - Objective 4-6, pp.4.4-4.6: Communication F. CNA-MC Module 3 - Objective 7, pp. 3.7-3.8: Communication with patients and team members. G. CNA-MC Module 3 - Objective 8, pp.3.8-3.9: Non-verbal	Uses effective communication skills when interacting with team members.
Objective 6 Describe guidelines for nurse assistant documentation and data retrieved. A. The patient’s record is a legal document. B. The nurse assistant’s documentation should follow the following guidelines: 1. Write legibly with black ink and always use a readable signature. Sign using first initial, last name and title, i.e., N. Lee, N.A. 2. Draw a line through mistakes, write <i>error</i> above and initial.	A. Lecture/ Discuss B. Clinical observation C. Practice recording data on hospital forms 1. Vital signs 2. Intake/output D. Written test	Accurately records patient data or information on appropriate forms or flow sheets.

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Content Outline Theory Objectives	Suggested Learning Activities/Evaluation	Clinical Activities
3. Don't white-out, write-out or erase mistakes. 4. Draw lines through unused spaces so they cannot be filled in later. 5. The patient's record is the central document of treatment. 6. Reports must be factual and exact. 7. Use the terminology and abbreviations approved by your facility. 8. The nurse assistant must recognize the difference between what is observed (objective) and what the patient says (subjective). Use quotes for patients' comments. 9. Record actual time of patient care and events. 10. Be brief and to the point. 11. Record patient information on the flow sheets, graphic or records as required by the hospital. 12. Retrieve information from Kardex or computer for report. 13. Be aware of "Do Not Use" abbreviation list available in most hospitals.		
Objective 7 Explain the nurse assistant's responsibility in documentation admissions, discharge and transfer information. A. Admission 1. A record of the patient's condition is taken upon admission. 2. The nurse assistant collects and records the admission data regarding personal effects, vital signs, height/weight and other information as directed by licensed nurse. 3. Belongings list B. Transfer 1. Document nurse assistant's activities in	A. Lecture/ Discuss B. Sample Admission Packets from Hospital C. Written Test	Correctly documents admissions, transfer and discharge information on patient's record.

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Content Outline Theory Objectives	Suggested Learning Activities/Evaluation	Clinical Activities
transfer/discharge procedures according to hospital protocol. 2. Belongings list C. Discharge 1. Assist with discharge planning (i.e., keep the licensed nurse informed of the patients' ability to perform ADLs). 2. Document the method of transport for transfer or discharge. 3. Belongings list		
Objective 8 Explain the importance of informing the licensed nurse when the patient has special requests regarding care or treatment. A. Patients have the right to refuse treatment. When a patient refuses or requests stopping a treatment, respect the patient's wishes and notify the licensed nurse and document appropriately. B. Review Advanced Directives - Unit 1	A. Lecture/ Discuss B. Clinical Observation C. Written Test	Respect patients' requests, notifies licensed nurse and documents appropriately.
Objective 9 Describe how to establish a helping relationship with patients of all ages, diverse cultural backgrounds and special needs. A. Establish a helping relationship with patients from various cultures and age groups (adolescents through geriatric). B. Show respect for cultural and religious differences of patients as well as team members. 1. Avoid use of slang when talking to patients and families, as slang terms can easily be misinterpreted by someone who speaks little	A. Lecture/ Discuss B. Role Playing C. Clinical observation D. Written Test	Modifies patient care based on patient's age, cultural differences and special needs.

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Content Outline Theory Objectives	Suggested Learning Activities/Evaluation	Clinical Activities
English. 2. Give explanations in more than one way. For example: a. <i>I'll help you with your <u>mouth care</u>. I'll help you <u>brush your teeth</u>.</i> b. <i>I need to take your <u>vital signs</u>. I need to take your <u>blood pressure and pulse</u>.</i> C. Communication for special needs 1. Patients who have had strokes (CVAs) may not be able to understand the spoken word or may have difficulty expressing themselves clearly (aphasia). 2. Others may have special communication needs because they are hard of hearing or speak little English. 3. Communication aids such as the following can be helpful: picture boards, communication boards, interpreters, amplifiers and computers. D. Various ways for patients to call for help: 1. Call light 2. Geriatric call light 3. Bell 4. Soft touch call light		
Objective 10 Explain the proper procedure for reporting and documenting accidents, unusual incidents, injuries, falls and errors. A. Accidents, incidents and errors are reported immediately to the licensed nurse or supervisor, including those involving: 1. Patients 2. Visitors 3. Staff B. Errors in care include: 1. Giving a patient the wrong treatment or forgetting	A. Lecture/ Discuss B. Clinical Observation C. Written Test	Observes for and reports accidents and errors to licensed nurse or supervisor.

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to give a treatment. 2. Broken Items owned by the patient such as dentures or eyeglasses. 3. Loss of a patient's money, clothing or other belongings such as hearing aids. 4. Falls or injuries. 5. Patient abuse 6. Assaultive behavior C. Record error on facility-specific form.		
Objective 11 Explain how to take a telephone message. A. Elements of a good message (date, time, caller, name of person taking message, number to return the call, content of message). B. Deliver message promptly to appropriate person. C. Reinforce writing skills as needed. D. Never take an MD order or report of lab results. Refer to licensed nurse.	A. Lecture/ Discuss B. Handout 2.11a - Role Play: Taking a phone message C. Handout 2.11a - Phone Report Exercise D. Appendix 2.11a - Phone Report Exercise Key E. Clinical Observation F. CNA-MC Module 3 - Objective 13 B3, p. 3.16 Phone messages	Accurately takes and delivers telephone messages
Objective 12 Describe the use of computers in health care and the role of the nurse assistant. A. Computers – Information systems collect, send, record and store information. Information is retrieved when needed. B. Medical records and care plans are on computers in many facilities. C. Computers are easier, faster and more efficient than writing. They are also more accurate, legible and reliable. D. Departments such as x-ray, laboratory, dietary and pharmacy can communicate with nursing units by computer. This type of communication reduces clerical work and telephone calls. E. Computers may be used to monitor blood pressures,	A. Lecture/ Discuss B. Lab demonstration of basic computer skills C. Enter password D. Perform basic typing for keyboard entry E. Locate keys for delete, enter, shift, spacebar.	Accurately performs nurse assistant computer skills.

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temperatures, heart rates and heart function. F. Computers store vast amounts of information that is easy to access. Only certain individuals are allowed to use computers. These individuals have access codes or passwords that allow them access to computer files. G. Computer access/input according to hospital policy for nurse assistant's role (i.e., supply requisitions, patient location, dietary requests, record vital signs and patient data). H. Computer confidentiality I. Follow HIPAA regulations		
Objective 13 Describe the role of the nurse assistant in reinforcing health teaching. A. Health teaching is helping people learn what they need to know to maintain or regain health. B. Patients have a right to health education. C. Adequate teaching to ensure that patients understand what they must observe and report to their health care provider, as well as what they must do for self-care, is part of meeting standards of care. D. The State of California Nurse Practice Act mandates that health teaching is a <u>registered nurse</u> responsibility. E. The responsibility of the nurse assistant is to <u>reinforce</u> teaching as <u>directed</u> by the <u>registered nurse</u> by: 1. Coaching and encouraging. 2. Setting up the equipment. 3. Referring questions asked by the patient to the licensed nurse. F. If the nurse assistant is not familiar with a procedure in the teaching plan, she/he should ask for help from the licensed nurse. G. Allow opportunities for return demonstrations, practice and reinforcement during hospitalization.	A. Lecture/ Discuss B. Clinical Observation C. Return demonstration of coaching. Turn, cough and deep breathe (TCDB) D. Written Test E. CNA-MC Module 6 - Objective 9, pp.6.8-6.11: Preventable Health Measures	Allows opportunities for patient to practice health behaviors taught by licensed nurse.

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H. Examples of instructions to reinforce include: turn, cough, deep breathe (TCDB), ambulation, safety, preventive health measures, physical therapy and occupational therapy exercises.		
Objective 14 Identify basic steps of learning. A. Learning is the acquisition of new skills, knowledge or attitudes. Individuals with health problems may need to make changes in their lifestyles, understand and administer therapies, or manage signs and symptoms of disease. B. The following are principles of learning: 1. Reinforcement. Rewarding the learner for making the desired response. Example: praise. 2. Practice. The opportunity for practice and frequent repetition of a new skill increases the rate of learning. 3. Feedback. Information given to the learner that compares his or her performance during practice to the desired performance helps people learn. 4. Active participation. Personal involvement in a task makes learning easier. Provide several learning styles: sight, touch, movement, handling an object or piece of equipment, hearing, observation. 5. Audio visual aids. Provide picture or illustration of the learning material. 6. Sequence of material. Information should be given from: a. Simple to complex b. Known to unknown c. Well to ill d. Normal to abnormal C. Factors affecting readiness to learn include: 1. Physical status. Learning is decreased by fatigue,	A. Lecture/ Discuss B. Clinical Observation C. Written Test	Utilizes patient's preferred style of learning to best meet learning needs.

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hunger, lack of oxygen, lack of sleep, anxiety, drugs, etc. Patients may have many problems that may change or slow their ability to learn. Examples: shortness of breath, pain, poor vision, poor hearing. 2. Maslow's Hierarchy of Needs. Immediate needs such as hunger or pain control must be met before secondary needs (such as learning). 3. Vocabulary level. The difficulty of words used affects the person's ability to learn. 4. Motivation. The desire to learn positively affects learning readiness. 5. Learning styles. Different ways in which people learn best: a. Hearing b. Seeing c. Reading d. Return demonstration and practice D. Learning is most effective when a variety of learning styles is used. E. Culture and values. If the material is different from the patient's cultural or religious beliefs, learning will be more difficult. F. Support systems. Family or significant others should be included in the teaching. G. Behavior modification. A method of teaching that rewards desired behavior and ignores undesired behavior.		

SAMPLE TEST QUESTIONS

Directions: Circle the best answer

1. Which of the following influence communication between the nurse assistant and the patient?
 - a. The patient has completed only the third grade.
 - b. The patient is upset and sobbing.
 - c. The patient speaks little English.
 - d. The patient is elderly and has difficulty seeing and hearing.
 - e. All of the above.
2. You find that you have documented vital signs on the wrong patient's chart. You should:
 - a. Use white out to erase the incorrect information.
 - b. Draw a line through the incorrect information and label "error" with your initials.
 - c. Scribble through information several times with a pen.
 - d. Throw document away and start over.
3. Assertive communication involves:
 - a. Using "I" messages.
 - b. Clarifying expectations/instructions.
 - c. Refusing to perform a task for which you have not received training.
 - d. Giving and receiving feedback.
 - e. All of the above.
4. A friend of yours is in the hospital. Is it acceptable to look up information in the computer to see how he/she is doing?
 - a. Yes
 - b. No
5. A patient's chart is:
 - a. Kept for seven years.
 - b. Public property.
 - c. A legal document.
 - d. May be viewed by immediate family with the doctor's order.
6. Mr. Ross asks the same question many times. You should:
 - a. Be patient.
 - b. Say you already answered the question.
 - c. Tell him that you are answering it again.
 - d. Report the behavior to the nurse.
7. The purpose of advance directives is to:
 - a. Allow individuals to give instructions about their care should they become unable to do so.
 - b. Give individuals the right to choose or change their doctors.
 - c. Provide a resource for resolving conflicts relating to everyday care.
 - d. Permit the doctor to prescribe treatment without conferring with the patient
8. A patient with cancer tells you that she no longer wants to live. She confides to you that she is saving her medicine so she can take an overdose and die. You should:
 - a. Respect the patient's right to confidentiality and tell no one.
 - b. Notify the patient's family immediately.
 - c. Inform your supervisor.
 - d. Call the patient's doctor.

SAMPLE TEST QUESTIONS – KEY

1. Which of the following influence communication between the nurse assistant and the patient?
 - a. The patient has completed only the third grade.
 - b. The patient is upset and sobbing.
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 - d. The patient is elderly and has difficulty seeing and hearing.
 - e. **All of the above.**
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 - b. **Draw a line through the incorrect information and label "error" with your initials.**
 - c. Scribble through information several times with a pen.
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 - a. Yes
 - b. **No**
5. A patient's chart is:
 - a. Kept for seven years.
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 - c. **Inform your supervisor.**
 - d. Call the patient's doctor.
 - e. Permit the doctor to prescribe treatment without conferring with the patient

COMPUTER SKILLS, DOCUMENTATION, PLAYING TAPE-RECORDER

EQUIPMENT:

1. Computer, keyboard, mouse.
2. Documentation forms
3. Tape recorder

CRITERIA:

1. **Computer skills**
Enter password.
Perform basic typing for keyboard entry (must have basic typewriting skills on the keyboard).
Locate keys for delete, enter, shift, spacebar.
Perform computer access/input according to hospital policy for nurse assistant role, i.e., supply requisitions, patient location, dietary requests, record vital signs and patient data.
Communicate with other departments via computer.
Verbalize knowledge of available computer resources.
2. **Documentation**
Record information on flowsheet/graphic chart from case studies including vital signs, intake and output, admission and discharge.
3. **Playing Tape Recorder**
Operate play, stop, pause, rewind and fast forward.
Change the tape cassette.
Record spoken message, speaking clearly into microphone.
Play back message and adjusts speaking tone as necessary.

ORAL REPORT EXERCISE

This is your assignment for today. You have the following five patients. Fill out the attached assignment worksheet with the information on each patient, by underlining the appropriate care and writing in special needs.

Mrs. Jane Jones, Room 204

Mrs. Jones is a 42-year-old patient who has a cholecystectomy and had just arrived from surgery. After the RN has taken the first series of vital signs, she will need q 1-hour vitals. She is NPO and is on I & O. She can dangle at the bedside.

Mrs. Marcella Domiguez, Room 208

Mrs. Domiguez, a 69-year old cancer patient, was admitted yesterday for chemotherapy and will receive two units of blood today. The RN will take vitals before the blood is administered and 15 minutes after it is hung. You will then need to check the vitals every 30 minutes until the blood is finished. She is on a soft diet and on I & O. She can shower herself with the IV site covered with an occlusive plastic dressing (check with the licensed nurse). She must ambulate with assistance.

Mr. Harold Simpson, Room 210

Mr. Simpson, a 92-year-old man with chest pain, was admitted for R/O MI. He was admitted on nights and is on telemetry. He is on a 2-gram sodium diet and is on a 1400 cc fluid restriction (800 days, 400 PMs, 200 nights). He is only allowed up to BSC. He is on q 4 hour vitals. He will need a bed bath.

Mr. Lee Chang, Room 214

Mr. Chang, a 34-year-old man, had a laminectomy 2 days ago. His pain is fairly well under control, but he needs assistance to get out of bed to ambulate. His vitals are q 4 hours. He is on a regular diet and I & O. He can shower with assistance.

Mr. Andy Taylor, Room 216

Mr. Taylor, a 54-year-old man, underwent a R. total hip replacement yesterday evening. He has an epidural for pain management, a Foley catheter and is on I & O. He uses a trapeze to assist with moving in bed, and will get out of bed with physical therapy today with hip precautions. He needs his vitals done every 2 hours until noon and then every 4 hours. He is on a regular diet and he will need a partial bed bath.

ORAL REPORT EXERCISE ANSWER SHEET

Circle information given for each patient. Write in extra information that is given about each patient.

Room, Name, Diagnosis	Activity	Vitals	Diet	Bath	Other Instructions
<u>204</u>	Dangle Chair BRP Amb w Assist Ad. Lib.	T.P.R 8 12 BP 8 12	NPO Surg. Lig Med. Lig Soft Reg. Special	Bed bath Partial Self, Assist, Total Shower Tub Sitz I & O	
<u>208</u>	Dangle Chair BRP Amb w assist Ad. Lib.	T.P.R 8 12 BP 8 12	NPO Surg. Lig Med. Lig Soft Reg. Special	Bed bath Partial Self, Assist, Total Shower Tub Sitz I & O	
<u>210</u>	Dangle Chair BRP Amb w assist Ad. Lib.	T.P.R 8 12 BP 8 12	NPO Surg. Lig Med. Lig Soft Reg. Special	Bed bath Partial Self, Assist, Total Shower Tub Sitz I & O	
<u>214</u>	Dangle Chair BRP Amb w assist Ad. Lib.	T.P.R 8 12 BP 8 12	NPO Surg. Lig Med. Lig Soft Reg. Special	Bed bath Partial Self, Assist, Total Shower Tub Sitz I & O	
<u>216</u>	Dangle Chair BRP Amb w assist Ad. Lib.	T.P.R 8 12 BP 8 12	NPO Surg. Lig Med. Lig Soft Reg. Special	Bed bath Partial Self, Assist, Total Shower Tub Sitz I & O	

ORAL REPORT EXERCISE ANSWER KEY

Circle information given for each patient. Write in extra information that is given about each patient.

Room, Name, Diagnosis	Activity	Vitals	Diet	Bath	Other Instructions
<u>204 Jane Jones</u> <u>42 years old</u> <u>Cholecystectomy</u>	<u>Dangle</u> Chair BRP Amb w Assist Ad. Lib.	T.P.R <u>q 1 hour</u> 8 12 BP 8 12	<u>NPO</u> Surg. Lig Med. Lig Soft Reg. Special	Bed bath Partial Self, <u>Assist</u> , Total Shower Tub Sitz <u>I & O</u>	
<u>208 Marcela Dominguez</u> <u>69 years</u> <u>Cancer</u>	Dangle Chair BRP <u>Amb w</u> <u>assist</u> Ad. Lib.	T.P.R <u>q 30 min</u> 8 12 BP 8 12	NPO Surg. Lig Med. Lig <u>Soft</u> Reg. Special	Bed bath Partial <u>Self</u> , Assist, Total <u>Shower</u> Tub Sitz <u>I & O</u>	<u>Cover IV site</u> <u>with plastic</u>
<u>210 Harrold Simpson</u> <u>92 years</u> <u>R/O MI</u>	Dangle <u>Chair</u> <u>(BSC)</u> BRP Amb w assist Ad. Lib.	T.P.R <u>q 4 hour</u> 8 12 BP 8 12	NPO Surg. Lig Med. Lig Soft Reg. <u>Special</u> <u>2gm NA</u> <u>800 cc</u> <u>fluid rest</u>	Bed bath Partial Self, <u>Assist</u> , Total <u>Shower</u> Tub Sitz <u>I & O</u>	
<u>214 Lee Chang</u> <u>34 years</u> <u>Laminectomy</u>	Dangle Chair BRP <u>Amb w</u> <u>assist</u> Ad. Lib.	T.P.R <u>q 4 hours</u> 8 12 BP 8 12	NPO Surg. Lig Med. Lig Soft <u>Reg.</u> Special	Bed bath Partial Self, <u>Assist</u> , Total <u>Shower</u> Tub Sitz <u>I & O</u>	
<u>216 Andy Taylor</u> <u>54 years</u> <u>Total Hip Replacement</u>	Dangle <u>OOB w</u> <u>PT hip</u> <u>prec.</u> Chair BRP Amb w assist Ad. Lib.	T.P.R <u>q 2 hours</u> 8 12 <u>til 1200</u> <u>then q 4</u> <u>hrs</u> BP 8 12	NPO Surg. Lig Med. Lig Soft <u>Reg.</u> Special	Bed bath <u>Partial</u> Self, Assist, Total Shower Tub Sitz <u>I & O</u>	<u>Epidural</u> <u>Foley</u> <u>Trapeze</u>

Active listening

Active listening involves restatement (of the words of the sender), reflection (of the words and underlying feeling of the sender) and clarification (summarizes and focuses the sender's message). Practice writing all three types of responses as requested below.

Restatement

Sender

I'm very worried about my shortness of breath

Response from you

You're worried about your shortness of breath?

I used to be able to jog for a whole hour, but now my joints start to ache.

I wish I could swim for 100 laps without getting so tired.

Reflection

Sender

This pain has been going on for months now. I wish someone would fix it for me.

Response

Your pain just drags on and you wish someone would help relieve it. Perhaps you're concerned that it will never go away?

Yesterday was a good day, but today I feel the same old way.

It's hard remembering to do my exercises. I want to get better, but it's hard.

“I” Messages

Read each situation and the “you” message (blaming response), then write and “I” message in the third column.

<i>Situation</i>	<i>“You” message</i>	<i>“I” message</i>
The aide has neglected to clean the whirlpool for three days in a row.	What’s the matter with you? Are you getting lazy or what?	I’m confused and frustrated. For three days the whirlpool hasn’t been cleaned. What’s the problem?
Your patient has arrived late and set your schedule back by a half hour all day.	You’re late again! Now I’m going to be a half hour behind for the last three treatment sessions.	_____

The patient seems depressed and has been reluctant to speak up for several days.	You’re so quiet lately. Did I do something to make you mad?	_____

ROLE PLAY

TAKING A PHONE MESSAGE

You are working on the Cardiac Unit at Memorial Hospital on the day shift. As you are sitting at the desk charting your morning vital signs, the phone rings and no one else is in the nurses' station at this time. Any call coming to the unit is important, so you must answer the phone. Record the following message on the "Telephone Answer Form."

Date: September 20, 2006

Time: 1425

Phone rings.

Nurse Assistant: Hello, Memorial Hospital, Cardiac Unit. This is Mary Worth. May I help you?

Caller: Hello. I'm calling about Joe Jones. I am his wife, Gloria.

Nurse Assistant: How can I help you?

Caller: I need to find out how my husband is doing. I was there last night, and I couldn't find anyone who could tell me how he was doing. I am getting very upset. Can you tell me about my husband's condition? Is he getting better?

Nurse Assistant: Mrs. Jones, I can't answer your question, but I can find your husband's nurse and she will be able to talk with you. In case we get disconnected, let me take your phone number. Can you hold while I find your husband's nurse?

PHONE REPORT EXERCISE

Record the phone conversation on the following memo form

PHONE REPORT	
TO: _____	
DATE: _____	TIME: _____
NAME OF CALLER: _____	
PHONE NUMBER: _____	
NAME OF PERSON TAKING THE MESSAGE: _____	
MESSAGE: _____	

PHONE REPORT EXERCISE
ANSWER KEY

PHONE REPORT	
TO: <u>E. Nguyen, R.N.</u>	
DATE: <u>September. 20, 2006</u>	TIME: <u>1425</u>
NAME OF CALLER: <u>Mrs. Gloria Jones</u>	
PHONE NUMBER: <u>916-434-6717</u>	
NAME OF PERSON TAKING THE MESSAGE: <u>Mary Worth, NA</u>	
MESSAGE: <u>Mrs. Jones is concerned about her husband's condition. (Patient- Joe Jones, Room 344). Please call her ASAP.</u>	
<u></u>	
<u></u>	
cc: Dr. Lum	