



State-Approved Curriculum NURSE AIDE I TRAINING PROGRAM

July 2013 Module L



North Carolina Department of Health and Human Services
Division of Health Service Regulation
Health Care Personnel Registry Section
Center for Aide Regulation and Education
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Module L – Communicating With the Health Care Team Teaching Guide

Objectives

- Explain why the nurse aide must communicate effectively with members of the health care team.
- List the information nurse aides typically report to the nurse.
- Define the Health Insurance Portability and Accountability Act (HIPAA) in relation to reporting and recording.
- Explain how to document information in a medical record, using pen and paper, as well as electronically.
- Develop a listing of abbreviations used in healthcare facilities in the area

Instructional Resources/Guest Speakers

- Examples of blank forms/documentation from health care facilities in your area commonly used by nurse aides, and for students to use in class or lab activities
- Listings of abbreviations commonly used in healthcare facilities in your area

Advance Preparation – In General

- Review curriculum and presentation materials
- Add examples or comments in Notes Section
- Set up computer/projector
- Find out from local health care facilities about computerized documentation used and what the role of nurse aide is related to this type of documentation. Find out which type of computerized documentation facilities are using in the area – touch screen or Windows with pull-down boxes. Incorporate findings into the notes section of the curriculum for later use during instruction (Teaching Tip #8L).
- Arrange an observation of computerized documentation by staff in a local facility, if possible, early in clinical – preferably, observation of both pull-down boxes and touch screens (Teaching Tip #12L).

Advance Preparation – Teaching Tips

- **#4L Image Search:** Do an image search of a 24-hour clock using your favorite search engine (for example, yahoo images or google images) and decide which image to project on the screen as a method to explain the 24-hour clock.
- **#5L Web site:** Familiarize self with the following Web site:
www.aaamath.com/meats2m.htm
- **#6L Conversion Web site:** Familiarize self with the following Web site:
www.easysurf.cc/cmtime.htm

- **#7L Extra Activity:** As extra practice for standard/military time conversions, develop a mixed listing of standard time statements and military time statements for the students to do as class work or as a homework assignment.
- **#9L Computer Usage:** Because computer experience varies widely among nurse aide students, consider developing a small survey about previous computer usage for the students to complete. Activities should be planned to bring all students to the same level of computer understanding during the presentation of the content in this module.
- **#10L Computer Usage:** Consider taking students to the college/facility computer lab and provide a mini-workshop and allow students to practice/demonstrate the following: identifying computer components, such as the central processing unit (CPU), keyboard, monitor, mouse, and desktop; the start button and turning on/off the computer; identifying certain icons on the desktop; handling a computer mouse; scrolling up/down and side to side; and the use of Windows with pull down boxes on the tool bar. You may want to create a treasure hunt, with some simple prizes awarded for winners, second place, etc in conjunction with the above activity. [It is important, however, to identify those students not at this level of computer knowledge.]
- **#11L Computer Usage:** To facilitate computer usage, consider at least one email exchange between students and instructor, possibly including a handout as an attachment.
- **#16L Possible Abbreviation Worksheet:** Develop a worksheet for the students to complete that lists abbreviations that they may encounter locally in the clinical setting. Consider making this a group effort with teams, which requires research and for the students to figure out what abbreviations represent. Whichever team finds and defines the most abbreviations correctly wins a small fun prize, ice cream, a funny pen, hair ribbons, etc.

Module L – Communicating with the Health Care Team
Definition List

Communicating with the Health Care Team – the exchange of information, either verbally or in written form, between and among members of the health care team

HIPAA (Health Insurance Portability and Accountability Act) – law that protects privacy of resident's health information and identifies certain health information that must be kept private and confidential

Medical Record – is a legal document that organizes all the information about care of a single resident in one document and allows each discipline involved in the care to know what all disciplines are doing

Objective Data – observations using the senses

Recording – is the written account of care done by the nurse aide and observations noted, in pen and paper form or electronic form (using computers)

Reporting – is the oral account of care done and observations noted, given to other members of health care team

Subjective Data – information told to the nurse aide

Module L – Communicating with the Health Care Team	
(S-1) Title Slide (S-2 & 3) Objectives <ol style="list-style-type: none"> 1. Explain why the nurse aide must communicate effectively with members of the health care team. 2. List the information nurse aides typically report to the nurse. 3. Define Health Insurance Portability and Accountability Act (HIPAA) in relation to reporting and recording. 4. Explain how to document information in a medical record, using pen and paper, as well as electronically. 5. Develop a listing of abbreviations used in healthcare facilities in the area. 	
Content	Notes
(S-4) Communicating with the Health Care Team <ul style="list-style-type: none"> • The exchange of information, either verbally or in written form, between and among members of the health care team 	
(S-5) Communicating with the Health Care Team – Reporting <ul style="list-style-type: none"> • Is the oral account of care provided and observations noted, given to other members of health care team • Is initiated right away when there is change in resident's condition or change from normal and nurse asks nurse aide for information, and • Is initiated before nurse aide leaves the unit for meals, breaks, or other reasons • Is completed before the end-of-shift report 	
(S-6) Communicating with the Health Care Team <ul style="list-style-type: none"> • Recording <ul style="list-style-type: none"> ○ The written account of care done by the nurse aide and observations noted ○ May be in pen and paper form or electronic form (using computers) • Medical Record <ul style="list-style-type: none"> ○ Legal document ○ Organizes all the information about care of a single resident in one document ○ Allows each discipline involved in the care to know what all disciplines are doing 	
(S-7) Communicating with the Health Care Team – HIPAA <ul style="list-style-type: none"> • Health Insurance Portability and Accountability Act • Law that protects privacy of resident's health information • Identifies certain health information that must be kept private and confidential, such as that used to identify a resident and relates to past, present or future health conditions; address; phone number; social security number; and other information • Only people involved with direct care of resident or processes records are allowed access to information 	

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TEACHING TIP #1L: Examples of HIPAA Breaches Provide examples of breaches in HIPAA, such as going to another unit and reading a neighbor's medical record or answering questions about a resident's medical condition over the phone.	
(S-8) Communicating with the Health Care Team – Importance <ul style="list-style-type: none"> • Nurse aide is valued member of healthcare team • First line observations by nurse aide help other members of healthcare team make sound decisions about care and treatments for residents • Documentation from nurse aide becomes part of legal record <ul style="list-style-type: none"> ○ Must be complete ○ Must record everything done and everything observed 	
(S-9) Communicating with the Health Care Team – Nurse Aide's Role in Recording <ul style="list-style-type: none"> • Nurse aide is responsible for recording, based on facility policy • Types of documentation often done by nurse aide <ul style="list-style-type: none"> ○ Check sheets ○ Graphs ○ Flow sheets 	
TEACHING TIP #2L: Examples of Documentation Pass around examples of documentation from several facilities that nurse aides traditionally use.	
(S-10) Communicating with the Health Care Team – Nurse Aide's Role in Recording <ul style="list-style-type: none"> • Nurse aide makes observations of resident, using senses and documents observations, per facility policy. Examples: sight (rashes, skin color, bruising); hearing (abnormal breathing, moans, speaking, behavior); touch (lumps, skin temperature, change in pulse); and smell (odor of breath, urine, body) • Nurse aide documents all treatments, procedures and activities. Examples: oral, denture, foot, back care; baths, showers, shampoos; turning and positioning; and activities, walking, sleeping, visitors, talks; and soaks, catheter care, and cold/hot applications 	
(S-11) Pen and Paper Recording – Nurse Aide's Role <ul style="list-style-type: none"> • Follow facility procedure as to where documentation is done by nurse aide or to whom the documentation is reported • Always use pen, with blue or black ink • Do not use pencil or ink that can be erased • Carry small notebook or use worksheet to make notations 	

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<ul style="list-style-type: none"> • Write clearly – remember this is a legal document • Sign full nurse aide name and title (nurse aide), or per facility policy • Keep medical record in safe, secure place, per facility policy • Maintain confidentiality • Do not mark out a writing error 	
<p>TEACHING TIP #3L Corrections of Documentation Errors</p> <p>On dry-erase board or chalkboard:</p> <ul style="list-style-type: none"> • Demonstrate how to correct a documentation error • Show examples of how <u>not</u> to correct a documentation error 	
<p>(S-12) Time</p> <ul style="list-style-type: none"> • Date and time all entries • Some health care facilities use conventional (also called civilian or standard) time and others may use military time (also called the 24-hour clock) 	
(S-13) Clock	
<p>(S-14) Conventional Time</p> <ul style="list-style-type: none"> • Uses numbers 1 through 12 to show each of the 24-hours of the day • The first one or two digits are the hours and the second two are the minutes • Colon separates the hours from the minutes • A.m. and p.m. are used to show what time of day the specific time is 	
<p>(S-15) Military Time</p> <ul style="list-style-type: none"> • Has 4 digits – the first two are for hours and the second two are for minutes • A.m. and p.m. are not used • For midnight, some facilities use 0000 and some use 2400 	
<p>(S-16) Conversion from Conventional Time to Military Time</p> <ul style="list-style-type: none"> • In order to convert conventional time to military time, for a.m. times, simply add a 0 in front of the hour (except for noon) and delete the colon and a.m. • In order to convert conventional time to military time, for p.m. times (beginning at 1), simply add 12 and delete the colon and p.m. 	
<p>(S-17) Conversion from Military Time to Conventional Time</p> <ul style="list-style-type: none"> • In order to convert conventional time to military time, for a.m. times, simply add a 0 in front of the hour (except for noon) and delete the colon and a.m. • In order to convert conventional time to military time, for p.m. 	

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times (beginning at 1), simply add 12 and delete the colon and p.m.	
TEACHING TIP #4L: Image Search Do an image search of 24-hour clock using your favorite search engine and project the image on the screen as a method to explain the 24-hour clock.	
TEACHING TIPS #5L: Web site Navigate to the following Web site: www.aaamath.com/meats2m.htm <ul style="list-style-type: none"> Point out to the students the standard time and the equivalent military time. Scroll down about middle way of the webpage and use the conversion application to practice converting standard time to military time and military time to standard time with the students. TEACHING TIPS #6L: Conversion Web site #6L Another conversion Web site includes the following: www.easysurf.cc/cmtime.htm <ul style="list-style-type: none"> This particular Web site refers to standard time as civilian time TEACHING TIP #7L: Extra Activity For homework or class work, distribute a worksheet of mixed listings of standard time statements and military time statements for students to change the given time to whatever time is not given	
(S-18) Computer Recording – Nurse Aide’s Role <ul style="list-style-type: none"> Document, per facility policy Use mouse and pull down boxes assigned to nurse aides activities and observations, or touch the screen on the picture that describes activities just completed or observed Sign documentation per facility policy Maintain confidentiality 	
TEACHING TIPS #8L – #12L: Computer Usage	

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<p>#8L: Inform the students which type of computerized documentation local facilities are using – touch screen or Windows with pull-down boxes</p> <p>#9L: Survey students about computer experience</p> <p>#10L: School computer lab workshop</p> <p>#11L: Email exchange between instructor and students</p> <p>#12L: Clinical experience – observation of computerized documentation in a local facility</p>	
<p>(S-19) Reporting – Nurse Aide’s Role</p> <ul style="list-style-type: none"> • Use a notepad or assignment sheet and pen to record observations and activities; serves as reference during reporting • Report immediately, thoroughly and accurately • In some facilities, nurse aides may not write actual observations and activities, but instead reports observations and activities to unit clerk or supervisor for documentation 	
<p>(S-20) Reporting – Nurse Aide’s Role</p> <ul style="list-style-type: none"> • Reports may be made just before end-of-shift report that nurse shares with next shift • Report only facts, not opinions • Understand difference between objective and subjective data <ul style="list-style-type: none"> ○ Objective data – observations using the senses ○ Subjective data – information told to the nurse aide • Examples of what should be reported: <ul style="list-style-type: none"> ○ Care or treatment given, with time, and resident’s response ○ Observations – normal as well as those that differ from normal ○ Important conversations with resident during treatment/activities ○ Anything unusual that happened 	
<p>TEACHING TIP #13L: Objective Versus Subjective Data</p> <p>Give examples of objective and subjective data, outside of the healthcare arena. Then ask students:</p> <ul style="list-style-type: none"> • Give examples of each from the healthcare setting. <p>TEACHING TIP #14L: Facts Versus Opinions</p>	

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<p>Give examples of facts and opinions, outside of the healthcare arena. Then ask students:</p> <ul style="list-style-type: none"> • Give examples of each from the healthcare setting. 	
<p>(S-21) Communicating with the Health Care Team – Nurse Aide’s Role in Reporting</p> <ul style="list-style-type: none"> • Observations to be reported to nurse IMMEDIATELY: <ul style="list-style-type: none"> ○ Change in resident’s ability to respond – a responsive resident no longer responds, or a non-responsive resident who now responds ○ Change in resident’s mobility – cannot move a body part, or now able to move a body part ○ Complaints of sudden, severe pain; sudden change in vision; pain or difficulty in breathing; difficulty swallowing ○ Vomiting ○ Bleeding ○ Vital signs that are not in normal range or differ from the resident’s normal readings ○ Sore or reddened area 	
<p>TEACHING TIP #15L: Examples of Reports</p> <p>Verbalize examples of different reports that a nurse aide may give to a nurse while on duty.</p>	
<p>(S-22) Communicating with the Health Care Team – Points to Remember</p> <ul style="list-style-type: none"> • Always remember HIPAA law • Done in a timely manner • Do not document or report before the fact (or before activity/care is done) • Use only abbreviations approved by facility • Maintain confidentiality • Use only facts, no opinions • Use appropriate abbreviations, per facility policy 	
<p>TEACHING TIP #16L: Possible Abbreviation Worksheet</p> <p>Distribute an abbreviation worksheet as a possible group activity.</p>	
<p>(S-23) Communicating with the Health Care Team – Points to Remember</p> <ul style="list-style-type: none"> • Use words that mean same thing to everyone 	

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<ul style="list-style-type: none"> • Use specific words (walked ten feet), instead of vague words (walked a short distance) • Use familiar words and in right context • Be brief and to the point – don't ramble and go off on tangents • Be logical and do not skip around 	
(S-24) Communicating with the Health Care Team – Points to Remember <ul style="list-style-type: none"> • For computer documentation, <ul style="list-style-type: none"> ○ HIPAA privacy guidelines apply to computer use; be sure no one else can see computer screen when documenting ○ Log off computer when documentation is completed before moving away from screen ○ Use only the identification and password assigned by facility 	
(S-25) Communicating with the Health Care Team – Points to Remember <ul style="list-style-type: none"> • For computer documentation, <ul style="list-style-type: none"> ○ Do not share personal login information with anyone ○ Do not access personal email accounts ○ Do not view Web sites (or surf the net), while at work ○ Only work with screens assigned or designated for nurse aide use 	
(S-26) Communicating with the Health Care Team – Points to Remember <ul style="list-style-type: none"> • For computer documentation, nurse aide must follow basic concepts: <ul style="list-style-type: none"> ○ Use mouse and pull down boxes assigned to nurse aide activities and observations; or touch the screen on the picture that describes activities just completed or observed ○ Document, per facility policy ○ Sign documentation, per facility policy ○ Maintain confidentiality 	
(S-27) THE END	