



Lesson Plans

Lesson Plan:

Sector: Health

**Occupation: Nurse Aide
(NOC 3413)**

**Theme: Reporting: giving an oral
account of care and observation**

Occupational Task: Give an oral report
referencing written notes

Describe Essential Skills (ES) developed during the learning activities:

Writing: Either longer or shorter pieces of writing intended to inform. Content of writing may be extensive but it is readily available from established sources. (ES 2/3).

Oral Communication: Exchange information, obtain information by questioning, reassure and comfort, deal with minor conflict and complaints, present and discuss simple options, participate in routine meetings. Moderate range of general and technical vocabulary is required. (ES 2).

Working with Others: Interact frequently with several people or one-on-one, give a short report to a small group, participants have clearly defined roles. (ES 2).

Thinking Skills: Moderate degree of inference is required, some knowledge of the content if the document is required to use the information, some analysis required involving selections and integration of information. (ES 2/3).

Continuous Learning: Use more complex text and forms for resources. Cross-train for a Ward Clerk or Receptionist. (ES 2).

Indicate the Canadian Language Benchmarks (CLB) competencies developed during the learning activities:

Speaking: Relate a detailed sequence of events from the past. Participate in small group discussion. Speak intelligibly. Ask for and provide detailed information related to varied daily activities and routine work requirements. (CLB 6/7).

Listening: Identify stated and unspecified details and facts about situation and relationship of participants, understand sets of instructions related to simple technical tasks, identify rhetorical signals of chronological order. (CLB 7).

Writing: Reproduce information received orally or visually, take notes in point form from an oral presentation. (CLB 7).

Language and culture focus for the learning activities

Vocabulary



-
- Medical terminology and common medical abbreviations used to communicate in health care.
 - Transitional words to report a sequence of events. For example, first, second, then, after, finally.

Language Focus

Use appropriate reporting presentation style.

Culture

- Nursing Assistants give direct patient, bedside, care and report to the supervising Registered Nurse and other members of a Medical Team.
- Nursing Assistants work mainly independently but will require assistance from a partner for specific tasks such as transferring patients from bed to wheelchairs or tub.
- Each assistant is assigned specific patients to whom they are responsible for providing care. Most of the care is routine in nature.
- The environment can be noisy with call bells, the public address system, televisions, radios and voices of residents which will make the communication with the patients difficult.

Suggested teacher resources and classroom materials needed:

1. Sorrentino, Sheila A. *Mosby's Textbook for Nursing Assistant* (St Louis, Missouri: Mosby Inc. Fifth Edition 2000) pages 55,56 and 83
2. Hazel Richards' Case Report (attached)
3. Report for Mrs. Van Camp's Care (attached)
4. Kastner, John. Director. *Rage Against the Darkness*, CBC three-hour series. A documentary about children of aging parents trying to deal with the decision of putting their parents in "a home". It could stimulate a discussion on cultural differences and if in fact there are any when looking at people, feelings and the issues presented. A wonderful resource for questioning personal ethics and values. The website gives a write-up on the different people in the film as well as their pictures.

Website: cbc.ca/documentaries/rageagainstthedarkness/index.html

Estimated time for the learning activities: 2.5 hours

The learners have studied documentation. They have practiced recording care and observations. In this lesson, they will learn to give a verbal report using those skills.

Learner Profile:

All of the learners are foreign trained professionals in medicine, health care, social work or teaching. They have experience recording health care data and are familiar with medical terminology and common abbreviations.

Learning Objectives:

1. Learner will give a specific, concise and descriptive oral report.
 2. Learner will identify aspects of good communication and contribute to a list of Rules for Communication.
-



-
3. Learner will demonstrate his ability to follow the "Rules for Communication."
 4. Learner will demonstrate his ability to give a presentation to a small group of people.
-

Learning activities:

In large group, the teacher demonstrates giving a report. The first report is done very poorly with mistakes in grammar, voice tone and pronunciation. The second time the report is done properly. (see attachment "Sample Report for Mrs. Van Camp's Care") Through question and answer, to ensure understanding of the reports, discuss what they noticed, what they liked, what they didn't like and which report they thought would be more professional. (20 min)

In groups of five, learners analyze the teacher's reports for content and delivery and compile a list of what they think the characteristics of a clear, concise and descriptive report would be. (Give handout of the reports) (See attachment sample report) (25 min)

In large group, each group report back and develop a list on the blackboard, "The Rules for Communicating"

- Include person's name, room and bed number.
- Include time of observation or of care given
- Try to avoid words with more than one meaning.
- Use familiar words
- Be brief and concise.
- Do not add unrelated or unneeded information.
- Stay on the subject.
- Do not get wordy
- Organize your thoughts so you can present them logically and in sequence.
- Present facts and be specific when giving information.
- Voice is clear and easily understood
- Professional tone of voice
- Correct grammar is evident

Ensure that the "rules" are understood and give further examples if necessary. (30 min)

In pairs, the learners analyze a case study and make reference notes for their report. (See attachment "Hazel Richards Case Report"). The pairs practice giving an oral report, receiving feedback and making adjustments. (30 min)

In groups of four, each learner gives a report and receives feedback based on the developed list of rules. (45min)

Additional and/or extension learning activities:

1. The learners watch a role-play of a Nursing Assistant interacting with a patient and make notes. Each learner prepares a report and presents it to the class.
-



-
2. The learners job shadow a Nursing Assistant and observe the reporting and recording on a hospital ward or in a Senior Residence. They write a Reflective Learning Journal" entry noting what they observed and learned about reporting and recording in the workplace.
 3. The learners study and discuss the various charts and forms from different hospitals and facilities.
 4. The learners watch *Rage Against the Darkness*. A great CBC series. See précis under resource list.

Evaluation:

The learner will give an oral report. It will be evaluated by peers and instructor for demonstrating knowledge of the "Rules for Communication". Voice and tone will also be assessed, as will grammar and pronunciation.

Task Writer:

Jodi Conners, Thames Valley District School Board, Wheable Centre

The copyright holder gives permission for users of the document to make copies of selected pages for not-for-sale educational purposes within their organizations. Copying for other purposes without permission is prohibited.

Centre for Canadian Language Benchmarks,
803 – 200 Elgin Street,
Ottawa, ON K2G 6Z2
Ph. (613) 230-7729
Fax: (613) 230-9305
info@language.ca



NURSE AIDE:

Practice Documentation - Reporting

You are working at Extendicare on the second floor. Your client, Mrs Hazel Richards in room 224 has diabetes and hypertension. She monitors her own blood sugar by using a glucometer every morning before breakfast. She has a shower on Tuesday and Friday mornings, with a hair wash on Friday. While showering her and shampooing her hair, you notice that she has a red spot between her large toe and the second toe on her right foot. The skin is not broken, and it is dry. When you ask, she says that it is a little bit sore but not too bad and it feels like a jab from a needle every once in a while. You finish helping her get dressed. She goes to the dining room and eats nearly all of her breakfast. After breakfast she returns to her room where you perform range of motion exercises to both hands and feet and then she rests for the remainder of the morning in her room, watching TV.

Before leaving you give your report at the nurse's station to the on-coming shift.

Write your notes to refer to and organize your data. Practice giving a report.



NURSE AIDE:

A SAMPLE REPORT ON MRS VAN CAMP'S CARE

Mrs. Van Camp is in room 315A, bed D. This morning I bathed and assisted with oral hygiene. I toiletted her using a two person transfer. I checked and changed briefs every 30 min., provided peri-care, re-adjusted clothes and gave a face cloth for her hands. I assisted with hand washing. She seemed weak. I portered her to the dining room for breakfast and supervised meal due to risk of choking and aspiration. I encouraged Mrs. Van Camp to eat but she refused because she said she had "trouble swallowing". I portered her to her room. She complained about a stomach ache and vomited. I called the nurse and she came and checked on her, gave her medication and helped me transfer Mrs Van Camp to her bed.