ATI Remediation

Jessica Hines

Lakeview College of Nursing

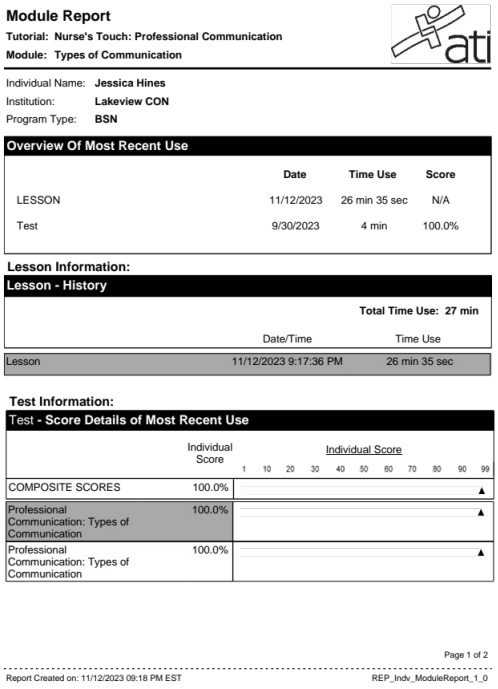
N314: Introduction to Professional Nursing

Professor Bosch

11-08-2023

Topics To Review

1. **Types of Communication**
    a. Types of Communication: Components of Verbal Communication
        i. It is important to speak slowly and clearly to your patients. They may feel overwhelmed and just need you to slow down the explanation of things. Most people don't know specific medical terms, so it is best to use examples of things or use layman's terms.
        ii. It is important to align your message to the patient with your nonverbal cues. Your verbal explanation, behavior, and tone go hand and hand.
        iii. Some patients may feel comforted by the use of humor. Although not everyone will appreciate humor, it can help some to relieve tension.
    b. Types of Communication: Components of Verbal Communication During Initial Assessment
        i. The nurse can observe verbal and nonverbal cues during the initial assessment to see how the patient is feeling.
        ii. Noticing the patient's facial expressions and tone is important when observing their state. Although the patient may say they are okay, their facial expression and tone may say otherwise and can help the nurse to further evaluate the patient and ask if they're really doing okay.
        iii. Communicating well with the patient during the initial assessment is important to gain trust and understanding with the patient.
    c. Types of Communication: Making Corrections Using Effective Written Communication
        i. The written record should be taken timely and correctly. This documentation describes the care that you will provide to the client.
        ii. Written communication must be factual, objective, accurate, and concise.
        iii. If you question written communication, it is important to contact the provider directly to clarify communication.



Module Report

Tutorial: Nurse's Touch: Professional Communication
Module: Types of Communication

Individual Name: **Jessica Hines**
Institution: **Lakeview CON**
Program Type: **BSN**

Overview Of Most Recent Use

	Date	Time Use	Score
LESSON	11/12/2023	26 min 35 sec	N/A
Test	9/30/2023	4 min	100.0%

Lesson Information:

Lesson - History

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Test Information:

Test **- Score Details of Most Recent Use**

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COMPOSITE SCORES	100.0%	▲
Professional Communication: Types of Communication	100.0%	▲
Professional Communication: Types of Communication	100.0%	▲

Page 1 of 2

Report Created on: 11/12/2023 09:18 PM EST REP_Indv_ModuleReport_1_0

iv.

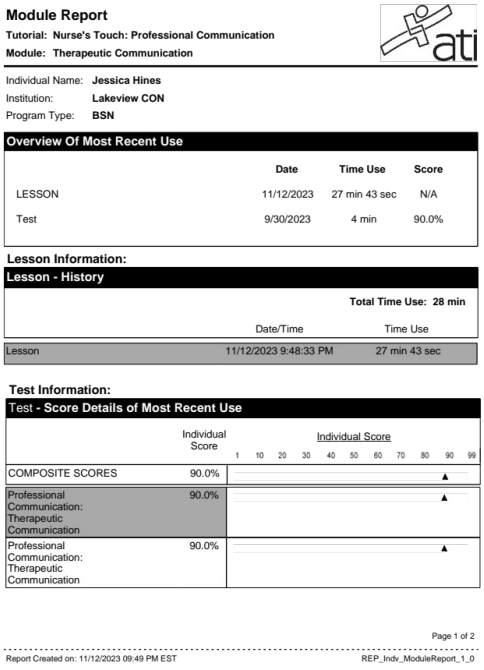
2. Therapeutic Communication

a. Therapeutic Communication: Nontherapeutic Communication Minimizing Client's Feelings

i. It is not right to belittle a patient's feelings or experiences. This may make the patient feel unimportant and not understood.

ii. Every experience from the patient is important, and as the nurse, you must show that you care about what they went through and that they are important to you.

iii. It is better to empathize and explore their thoughts and feelings. Instead of using humor and making them feel not understood, maybe ask them to tell you more about how they're feeling.



Module Report

Tutorial: Nurse's Touch: Professional Communication
Module: Therapeutic Communication

Individual Name: **Jessica Hines**
Institution: **Lakeview CON**
Program Type: **BSN**

Overview Of Most Recent Use

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Test	9/30/2023	4 min	90.0%

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Lesson - History

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Professional Communication: Therapeutic Communication	90.0%	▲
Professional Communication: Therapeutic Communication	90.0%	▲

Page 1 of 2

Report Created on: 11/12/2023 09:49 PM EST REP_Indv_ModuleReport_1_0

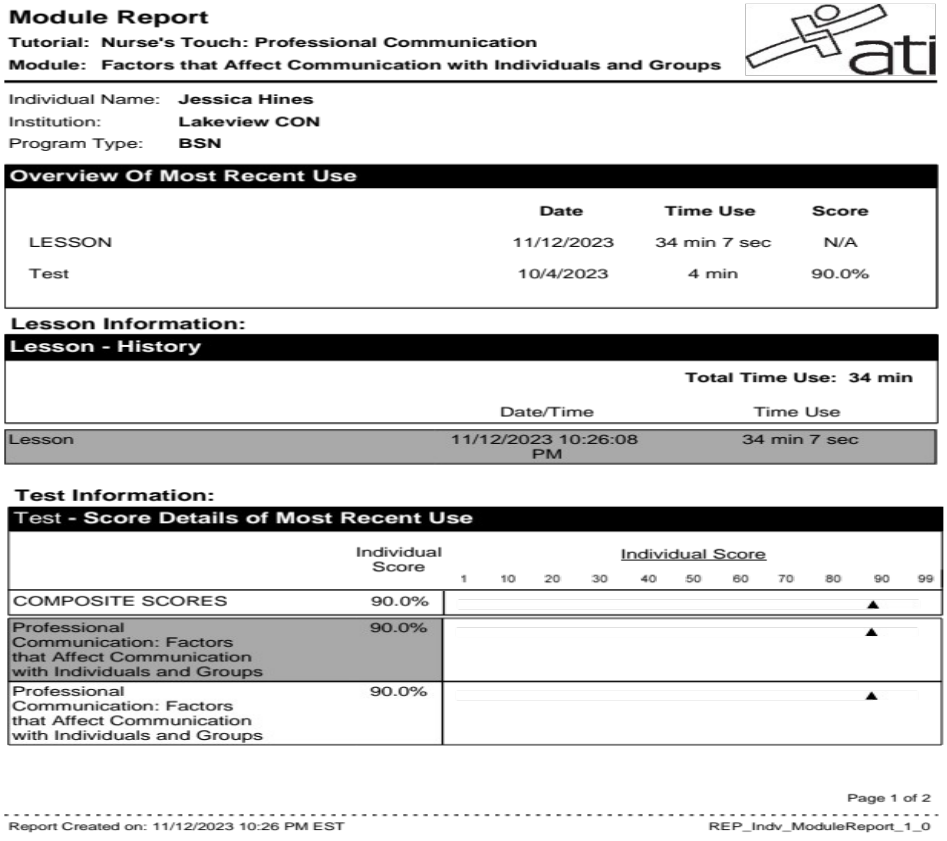
iv.

3. **Factors that Affect Communication with Individuals and Groups**
    a. Factors that Affect Communication with Individuals and Groups: Conflict Resolution Strategies
        i. Conflict resolution can be difficult in the workplace, but it is important to handle it correctly and respectfully. It is important to use caring communication and approach calmly.
        ii. Conflict resolution strategies may include using active listening, embracing concern for others, using a give-and-take approach, and communicating openly and having an open mind.
        iii. Compromising is a great technique to use as well. It has a positive outcome for both people involved. The goal of compromising is for everyone involved to give up something for the other person to agree or comply.
    b. Factors that Affect Communication with Individuals and Groups: Developmental Topics for Older Adult Client

i. Older adults go through many developmental changes as they age. It is important for the nurse to understand this to better communicate with them and relate to them. What they are going through is new to them, and it is important to actively listen to them and how they're feeling.
ii. In older adulthood, people will go through hearing and visual loss. This change can take a toll on the person, so it is important for the nurse to be patient and understand their sense of loss.
iii. It may be best to allow an older adult extra time to listen and allow more time for their response. Some older adults may experience slower processing, and it may be helpful to further explain if they seem lost and confused.

c. Factors that Affect Communication with Individuals and Groups: Strategies that Affect Communication
    i. It is important to know how to effectively communicate with your patients. If you can't communicate with your patients, then this will severely affect your assessment of them and your relationship with them.
    ii. Helpful strategies for effective communication could be encouraging feedback, asking open-ended questions, being mindful of your tone, being aware of nonverbal cues, and knowing your audience.
    iii. It is important to be genuine with your patient. Empathize with them rather than remaining detached. This can help the patient feel understood, and this can fully affect their health.
d. Therapeutic Communication: Nontherapeutic Communication Focus on Self
    i. Nontherapeutic communication for yourself can be a type of reflection. You can use it to reflect on your past encounters and give yourself nontherapeutic feedback.
    ii. Nontherapeutic communication is words or phrases that one may not want to hear but can be very important for them to hear. It can also be advice or feedback for yourself that you may not want to hear or admit but may be good for you to hear and admit. It can make someone feel uncomfortable or more stressed, but in some situations, it can be vital.

iii. This can be advising or even telling the patient specifically what they need to do. This is different from therapeutic communication because therapeutic communication focuses on the person's feelings, being open, and offering your time with the patient.



Module Report

Tutorial: Nurse's Touch: Professional Communication
Module: Factors that Affect Communication with Individuals and Groups

Individual Name: **Jessica Hines**
Institution: **Lakeview CON**
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Overview Of Most Recent Use

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Professional Communication: Factors that Affect Communication with Individuals and Groups	90.0%	

Page 1 of 2

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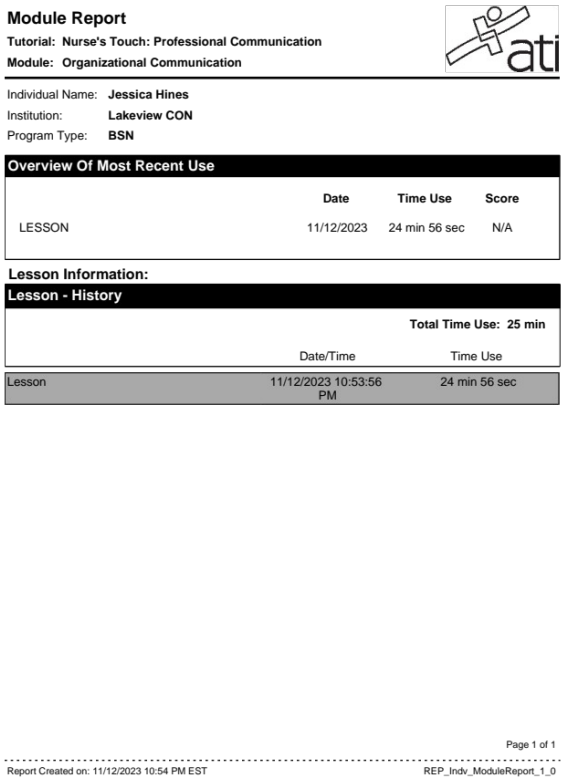
4. Organizational Communication

a. Organizational Communication: Effective Interprofessional Communication

i. Interprofessional communication is used to share information about a patient among members of a healthcare team. This information can be shared verbally or in writing.

ii. For example, this can be done effectively and correctly using an SBAR sheet. This sheet is vital for patient care between health care members. If done correctly, it can be very helpful for the team and the patient.

iii. Assertive communication within interprofessional communication can be effective, but it is difficult to master. It uses honesty, active listening, and providing feedback.



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Module: Organizational Communication

Individual Name: **Jessica Hines**
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Overview Of Most Recent Use

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Lesson	11/12/2023 10:53:56 PM	24 min 56 sec

Page 1 of 1

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5. Client Education

a. Client Education: Identifying Factors to Support Learning

i. It is important to identify the patients preferred learning style to effectively educate them. This will support their learning further because they will be able to successfully learn if you teach them in their type of style.

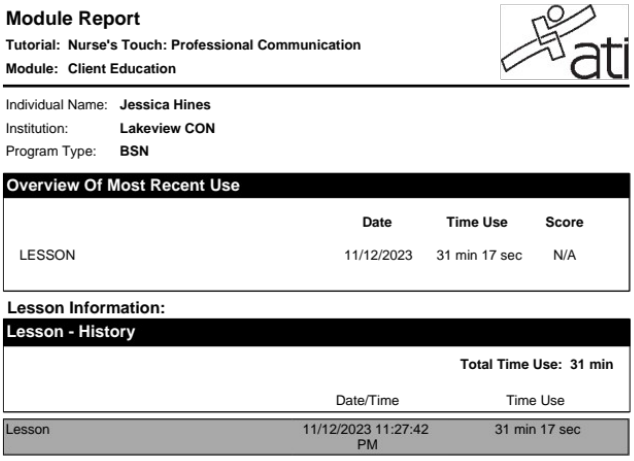
ii. This can involve asking when they learn best, how they learn best, and what they prefer. Knowing when they learn best throughout the day can be important because you don’t want to try to educate the patient on something if they’re in severe pain because they most likely won’t be able to focus.

iii. Steps in the learning process can be through assessment, planning, implementation, and evaluation. Assessing how they learn is important. Planning how to educate the patient using their learning style is also important. Implementing is teaching the patient what you intend them to learn. Evaluation is assessing what they learned after the implementation. If teaching is unsuccessful after evaluation, it is important to note this and reassess.

b. Client Education: Indicators of Client Understanding of Teaching Using Domains of Learning
    i. Domains of learning are known as cognitive, affective, and psychomotor.
    ii. It can be hard to identify if your patient has successfully learned what they need to. Assessing this can be done through tests or quizzes with your patient.
    iii. You can also have your patient teach back what they learned to ensure the information they obtained is correct.
c. Client Education: Steps in the Client Education Process
    i. It is important to first understand how the patient learns best. If you don't assess this and educate your patients in a way they don't learn best, then the education will be unsuccessful.
    ii. No matter how the patient learns best, it is important to always use step-by-step demonstrations. You must explain things slowly to allow the patient to process them. Understand that even though you may think it is easy and simple to learn, much of this information is completely new to the patient.
    iii. Always assess their needs, develop learning objectives, plan and implement teaching, evaluate patients learning, and document the teaching and learning in their chart.
d. Client Education: Teaching Clients who have Hearing Loss
    i. You may encounter many patients with hearing loss. It is important to adapt and help them to hear you well to ensure their understanding.

ii. Tips for teaching clients with hearing loss include reducing background noise, ensuring the room is well-lit, and asking if they wear hearing aids.

iii. These are easy steps you can take before starting the interview with the patient to ensure they are able to understand you and learn from their time with you. If they are unable to hear you, it can affect how they take the interview.



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Tutorial: Nurse's Touch: Professional Communication

Module: Client Education

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Overview Of Most Recent Use

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Page 1 of 1

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