

Coordinator Resources

Documenting in a Care Environment

This pack contains resources for the Altura Learning Coordinator to utilise in order to further embed the learning of the participants completing the course.

Contained in this pack are the following:

- A **learning game** – this game will be an opportunity to have a bit of fun to have with the participants! It can be used as an ice breaker or to continue to engage participants after having watched the video.
- A **case scenario** is a fictional story of a person that allows learners to extrapolate and apply what they have learned to a practical scenario. You can present the case scenario to a group of staff for discussion or use it as a self-directed exercise. You could ask staff to relate the case scenario to the related policy and procedures at your organisation.
- **Essential Assessment Answers** are contained in this pack to allow you to mark the Essential Assessment with ease.

Other Learning Resources:

Altura Learning has three assessments available to test learner's knowledge or to apply what they have learned to the workplace. You will be able to download these assessments in a PDF version or they may be assessed online depending on how you access Altura Learning.

- **Essential Assessment** – this assessment demonstrates that the learner has understood the information contained in the video.
- **Extension Assessment** – this assessment asks the learner to reflect on the subject discussed in the video. This requires short answers which are marked by the Coordinator.
- **Evidence Assessment** – overall there may be a variety of these assessments offered depending on the subject matter of the course, but they are all designed for the learner to demonstrate that they have the skills to implement the care or service in the workplace.

In addition to these assessments, Altura Learning supports each course with the following resources:

- **Quick Reference Guide** – this contains the key points of the information in the course. It can be used for a quick face to face up date (toolbox talk), placed in a folder, noticeboard or in a staff area.
- **Course Information Sheet** – this is an informational sheet that directs learners to further resources, information, definitions and who the Subject Matter Expert is. This is useful to have prior to viewing the course.
- **Certificate** – a certificate is issued for each course to be completed by the Coordinator. Hours of active learning can be recorded on the certificate for learners who are required to maintain a record of continuing professional development.
- **Poster** – a poster is available for each course.
- **Infographic** – This document supports the concept of microlearning and is supplied to aid any staff who learn in different ways and may need help to retain information. It represents the key information from the course. Use it as a poster or email it to staff to refresh a key message. It could be used as a screen saver or you could attach it to pay slips.

Training Game

Documenting in a Care Environment Bingo

- See Appendix One for bingo boards, tokens and 3 lists of subjective/objective statements.
- Make multiple copies of the bingo boards and distribute one to each learner or pair of learners.
- Give each learner or pair of learners 9 tokens each.
- Using the lists of statements, the coordinator calls out a statement. The learner or pair of learners must decide if the statement is 'objective' or 'subjective' and cover their decision with a token on their bingo board.
- If the learner or pair of learners covers all 9 squares on their board, they call out "Bingo!" and they are the winner of that game.
- There are 3 sets of statements, each with 2 sets of 9 questions. If there is no winner at the end of the first set of questions, continue to the next set and continue in this way until a learner or pair of learners covers all squares on their board and calls out "Bingo!"

Notes:

- We recommend printing the bingo boards and tokens on card stock and laminating for durability. You may wish to provide milk bottle lids or buttons in lieu of the provided tokens.
 - You can choose to shorten the game by providing less tokens and calling out less statements.
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Case Scenario

In this case scenario, apply the principles of PIE to write these notes:

Doris Matthew is an 86-year-old female who has lived in your residential care home for the past four years. She has a medical history of:

Type II Diabetes: – This is controlled with diet.

Atrial Fibrillation: – She is treated with warfarin and digoxin.

– Her last digoxin level was normal, and her pulse rate is always above 60 when checked regularly.

Dementia: – Doris has significant dementia and is no longer oriented to time and place.

– She can communicate her needs most of the time.

She can now only mobilise with two staff and a pelican belt. She does try to get out of her chair regularly which has resulted in several falls recently.

When you enter Doris' room you find her asleep in bed. However, when you try to wake her for breakfast you can't awaken her. You notice that the left side of her mouth is drooped, and she has saliva dribbling from her mouth. You call the RN as you suspect she might have had a stroke.

Possible Answer:

26/7/19 0749 I entered the resident's room to find her asleep in bed. Attempted to wake her by touching her shoulder and calling her name but she didn't rouse. The (L) side of her mouth was drooped and she had saliva dribbling from her mouth. RN called and she is now with resident.

Problem – Resident did not wake, facial droop with saliva dribbling from mouth

Intervention – Attempted to wake up resident but wasn't able to. Called RN

Evaluation – RN now with resident.

Essential Assessment Answers

Part A

Select tick if the statement is TRUE or FALSE.

1. Proper record keeping ensures that vital information is communicated to everyone who needs it.
True False
 2. Care documents are not classed as 'legal documents,' as they are never required by a court of law.
True False
 3. When documenting, record all of your opinions related to a situation in the resident's notes.
True False
 4. If your organisation has computer documentation, you need to log off the system as soon as you have completed your notes.
True False
 5. If documentation is not completed correctly it can expose the resident to serious risk.
True False
-

Part B

Select the **MOST CORRECT** answer from the options below each question.

1. Documentation ensures that the care provided is:
 - A. safe
 - B. high quality
 - C. continuous
 - D. all of the above answers

2. According to the video, the health and general condition of a resident is thoroughly assessed via a:
 - A. comprehensive assessment
 - B. medical review
 - C. pre-admission visit

3. To be objective when writing notes, you must record:
 - A. what others have reported
 - B. how you think it makes a resident feel
 - C. what you see and hear

4. During a comprehensive assessment, the following areas may be assessed:
 - A. skin integrity
 - B. mobility status
 - C. falls risk
 - D. all of the above answers

5. Pre-admission and admission documentation will always include:
 - A. care plans
 - B. personal details and medical records
 - C. hospital transfer forms

Part C

Select the **MOST CORRECT** word or phrase to complete the sentence

1. Nurses are accountable for the care they provide, which must be documented to meet their requirements
 - A. Duty of Care
 - B. Duty of Candour
 - C. Duty of Disclosure

2. According to the video, progress notes record the normal care of a resident.
 - A. a description of
 - B. outcomes
 - C. exceptions to

3. Abbreviations should only be used if they are
 - A. common
 - B. approved
 - C. both of these answers

4. Care plans should be
 - A. organisation centred
 - B. person centred
 - C. staff centred

5. Assessments should be completed regularly so that the can be kept up to date.
 - A. progress notes
 - B. medical records
 - C. care plan

Appendix One

Statement Set A

1. I saw the resident lying on his (L) side.
 2. The RN told me that he thought Dale's wound on his (R) shoulder wasn't as infected as he first thought.
 3. I think Joseph tripped on the chair leg outside the dining room.
 4. I offered James his shower at 0730 and he told me to 'go away' which is normal for him, he is always cranky in the morning.
 5. Mary was argumentative and rude during the medication round.
 6. Sarah's blood pressure was 150/80.
 7. I thought Joanne appeared depressed.
 8. When I asked Jess if she was ready for a shower, she asked me to 'come back later' because her son was going to ring. We agreed that I would return in an hour, 0930.
 9. Informed Dr. March at 1530 that the depth of the wound on Sarah's (L) hand could not be determined.
-
1. Andrew was rude to Sergio during lunch and he thinks it's because Andrew's brother didn't visit.
 2. I noticed a laceration on Oscar's (L) forearm of 10cm in length.
 3. Gordon refused breakfast and I think it's because he was too tired to eat it.
 4. Found Gregory on floor next to chair at 1305. Lying on (L) side. Performed head to toe assessment. Vital signs within normal limits. No slurred speech or weakness. Asked PCA Liam to notify Gregory's GP. Returned Gregory to bed at his request. Informed his daughter at 1330.
 5. I think Grace ate well at dinner time.
 6. Previous shift said that Doctor was aware.
 7. I performed a pressure injury risk assessment at 0900.
 8. Derek told me he had a 'bad headache and felt shivery and shaky'. I took his temperature and it read 39 degrees.
 9. I attended to Andrea's call bell at 1420.

Statement Set B

1. Found Gregory on floor next to chair at 1305. Lying on (L) side. Performed head to toe assessment. Vital signs within normal limits. No slurred speech or weakness. Asked PCA Liam to notify Gregory's GP. Returned Gregory to bed at his request. Informed his daughter at 1330.
 2. I offered James his shower at 0730 and he told me to 'go away' which is normal for him, he is always cranky in the morning.
 3. I performed a pressure injury risk assessment at 0900 hours.
 4. When I asked Jess if she was ready for a shower, she asked me to 'come back later' because her son was going to ring. We agreed that I would return in an hour, 0930.
 5. Previous shift said that Doctor was aware.
 6. Mary was argumentative and rude during the medication round.
 7. I saw the resident lying on his (L) side.
 8. I think Joseph tripped on the chair leg outside the dining room.
 9. I thought Joanne appeared depressed.
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 3. Derek told me he had a 'bad headache and felt shivery and shaky'. I took his temperature and it read 39 degrees.
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 6. Sarah's blood pressure was 150/80.
 7. I noticed a laceration on Oscar's (L) forearm of 10cm in length.
 8. I think Grace ate well at dinner time.
 9. The RN told me that he thought Dale's wound on his (R) shoulder wasn't as infected as he first thought.

Statement Set 3

1. The RN told me that he thought Dale's wound on his (R) shoulder wasn't as infected as he first thought.
2. Derek told me he had a 'bad headache and felt shivery and shaky'. I took his temperature and it read 39 degrees.
3. Informed Dr. March at 1530 that the depth of the wound on Sarah's (L) hand could not be determined.
4. Previous shift said that Doctor was aware.
5. Mary was argumentative and rude during the medication round.
6. I saw the resident lying on his (L) side.
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Learning Game: Documenting in a Care Environment Bingo – Solutions

Objective	Subjective
I saw the resident lying on his (L) side.	I think Joseph tripped on the chair leg outside the dining room.
When I asked Jess if she was ready for a shower, she asked me to 'come back later' because her son was going to ring. We agreed that I would return in an hour, 0930.	The RN told me that he thought Dale's wound on his (R) shoulder wasn't as infected as he first thought.
Sarah's blood pressure was 150/80.	Previous shift said that Doctor was aware.
Derek told me he had a 'bad headache and felt shivery and shaky'. I took his temperature and it read 39 degrees.	I offered James his shower at 0730 and he told me to 'go away' which is normal for him, he is always cranky in the morning.
I attended to Andrea's call bell at 1420.	Mary was argumentative and rude during the medication round.
I noticed a laceration on Oscar's (L) forearm of 10cm in length.	I thought Joanne appeared depressed.
Informed Dr. March at 1530 that the depth of the wound on Sarah's (L) hand could not be determined.	Gordon refused breakfast and I think it's because he was too tired to eat it.
I performed a pressure injury risk assessment at 0900	Andrew was rude to Sergio during lunch and he thinks it's because Andrew's brother didn't visit.
Found Gregory on floor next to chair at 1305. Lying on (L) side. Performed head to toe assessment. Vital signs within normal limits. No slurred speech or weakness. Asked PCA Liam to notify Gregory's GP. Returned Gregory to bed at his request. Informed his daughter at 1330.	I think Grace ate well at dinner time.

Bingo Boards

Board 1

S Subjective	S Subjective	O Objective
O Objective	O Objective	O Objective
S Subjective	S Subjective	O Objective

Board 2

O Objective	S Subjective	S Subjective
S Subjective	O Objective	S Subjective
O Objective	O Objective	S Subjective

Board 3

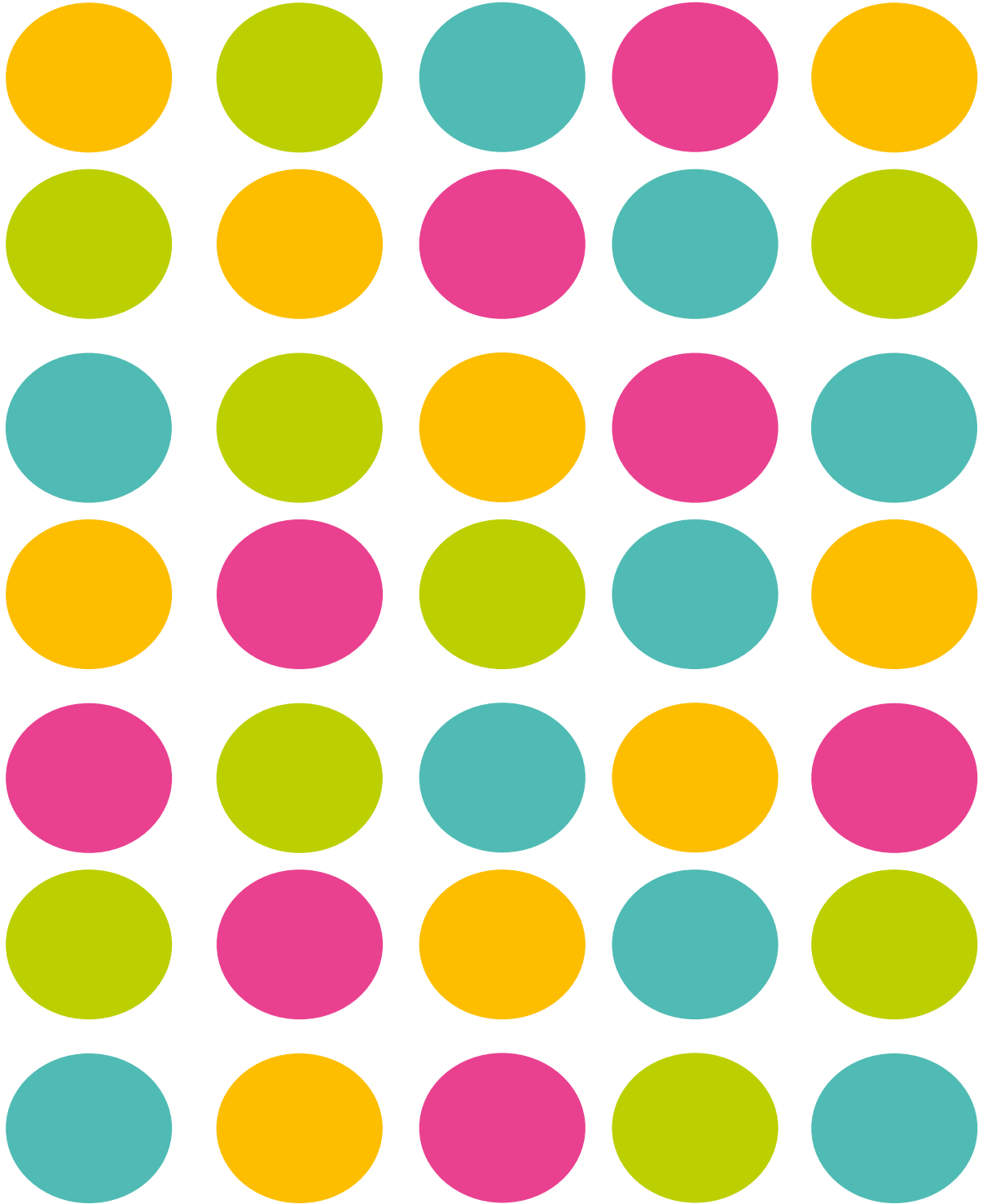
S Subjective	S Subjective	S Subjective
O Objective	O Objective	S Subjective
O Objective	S Subjective	O Objective

Board 4

S Subjective	O Objective	O Objective
O Objective	S Subjective	O Objective
O Objective	O Objective	S Subjective

Bingo Tokens

Cut out these tokens for learners to use to cover the words on the Bingo board.



DISCLAIMER:

Except where otherwise stated, scenarios depicted in this course are fictional and any resemblance to any person or event is purely coincidental. The information in this course has been prepared as general information only. It is not intended to provide legal, industrial or other specialist advice and should not be relied upon as such. All advice and information are professionally sourced and provided in good faith and, while all care has been taken, no legal liability or responsibility is accepted for any possible error. For direction concerning your particular circumstances, independent advice should be sought. Copyright 2019. The contents of these Learning Resources remain the property of Altura Learning. They are for the exclusive use of current members of Altura Learning; their use, distribution, and storage are subject to the terms and conditions laid out in Membership Agreements. Altura Learning and Engage. Inform. Inspire are registered trademarks of Altura Learning.