

**Communication  
Strategies/Observation  
Techniques/Environmental Cleaning**

Terri Bogue MSN, RN, PCNS-BC



**Paraprofessionals Training**


# Leader's Guide – Before You Begin

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This training session includes videos that require internet access to access and play videos.


# Leader's Guide – Opening The Session




Visuals	Outline & Script	Time
<div data-bbox="82 388 458 604" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">Communication Strategies/Observation Techniques/Environmental Cleaning</p> <p style="text-align: center;">Terri Bogue MSN, RN, PCNS-BC</p>  </div> <p>In this slide deck, notes for the instructors are given in brackets [ ]. These notes shouldn't be read aloud, but instead provide background information and context for the instructor's benefit.</p> <hr/> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• Demonstrate how to communicate effectively with colleagues, including following up to make sure messages have been received.</li> <li>• Demonstrate effective communication methods to engage families and residents as partners in care.</li> <li>• Recognize that every interaction with a resident is an opportunity to observe for changes from the norm.</li> <li>• Believe that your observations of changes are important and should be reported.</li> <li>• Describe to whom and when to report observed changes in a resident.</li> <li>• Accept that everyone is responsible for environmental cleaning.</li> <li>• Discuss appropriate cleaning and disinfecting requirements to reduce the risk of spreading <i>C. diff</i>.</li> <li>• Discuss how improper cleaning and disinfecting techniques can spread infections.</li> <li>• Discuss the impact of adhering to appropriate contact time for cleaning and disinfecting products.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Welcome</li> <li>• Set expectations</li> <li>• Go through 6 month overview</li> <li>• Logistics/FAQ</li> </ul> <p>Let's take a look at what you can expect to get out of this training session.</p> <ul style="list-style-type: none"> <li>• Demonstrate how to communicate effectively with colleagues, including following up to make sure messages have been received.</li> <li>• Demonstrate effective communication methods to engage families and residents as partners in care.</li> <li>• Recognize that every interaction with a resident is an opportunity to observe for changes from the norm.</li> <li>• Believe that your observations of changes are important and should be reported.</li> <li>• Describe to whom and when to report observed changes in a resident.</li> <li>• Accept that everyone is responsible for environmental cleaning.</li> <li>• Discuss appropriate cleaning and disinfecting requirements to reduce the risk of spreading <i>C. diff</i>.</li> </ul>	<p>15 min</p> <p>11:00 - 11:15 AM</p>


- Discuss how improper cleaning and disinfecting techniques can spread infections.




- Discuss the impact of adhering to appropriate contact time for cleaning and disinfecting products.

Visuals & Notes	Script & Notes	Time Estimate
	<p>The first and most important thing we need to talk about is who you are and what you bring to our residents and facility. You have the ability to make someone's day, save someone's life, and change someone's future.</p> <p>Your ability to recognize and communicate what you see and hear is important. The truth is that you are the eyes, ears, and hands of the physicians and nurses who care for our residents. Your recognition of changes when they occur is vitally important. If you do not communicate what you see, hear, or know, you can place the resident in danger.</p> <p>You are the front line of defense for our residents. No one on the staff knows our residents as well as you do. What you are doing is important. This is more than just a job. You make a difference every day. The significance of this impact is up to you and how you care for our residents.</p> <p>We are all trusting you to bring your best to our residents every day. If you need help, you need to let us know. We cannot help you if we are not aware.</p>	


Visuals & Notes	Script & Notes	Time Estimate
	<p>Communication seems like it should be easy. We talk or text a lot, but communication is more than just telling someone something. It is truly conveying information in a meaningful way, so that the person you are communicating to can understand not only the words you are saying but the content and how your words impact them.</p> <p>Clear communication at work is imperative. Our residents' lives depend upon it.</p>	



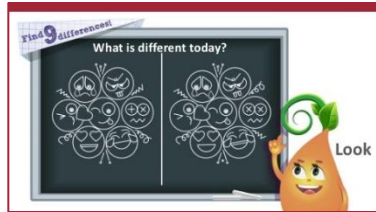
Visuals & Notes	Script & Notes	Time Estimate
 <p data-bbox="97 556 262 591">Communication requires information and meaning</p> <p data-bbox="97 658 451 730"><b>This slide's script continues to next page.</b></p> 	<p data-bbox="491 388 1129 523">Communication is the act of transmitting information and meaning from one person or group to another. It is important to not only give information but to share the meaning you see behind the information.</p> <p data-bbox="491 568 1129 774">Let me share an example with you. If I told you that Mr. Smith is confused, what would that mean to you? (He thinks his needs are more important than you think they are? He is always confused? This is a new symptom? He doesn't recognize you? He doesn't know where he is?)</p> <p data-bbox="491 819 1129 1103">A better way to communicate this would be, "Mr. Smith is confused today. He usually knows who I am and lets me know what he wants. However, today he didn't recognize me. When I told him who I was, he remembered, but still didn't respond clearly like he typically does." Conveying information, context, and meaning is important in clear and meaningful communication.</p> <p data-bbox="491 1147 1129 1282">The other side of communication is understanding what was said. If the nurse simply answers, "Okay," how do you know if they actually heard and understood the information you shared?</p> <p data-bbox="491 1327 1129 1534">One way to let people know you understand what they are telling you is to ask a clarifying question. This allows you to verify that what they are trying to communicate. While you cannot make people ask clarifying questions, you can work together to develop a method to ensure your message is getting through.</p> 	


Visuals & Notes	Script & Notes	Time Estimate
 <p>Communication requires information and meaning</p>	<p>In the situation about Mr. Smith, what clarifying question could be used to ensure that the message was understood?</p> <p>[Mr. Smith did not recognize you today as he typically does? What was his response when you told him who you were? What would you have expected his response to be?]</p> <p>If the nurse does not ask clarifying questions, you can ask them what they think it might mean. This will allow them to process the information and ask any questions that the processing brings up.</p> <p>Effective communication requires everyone to participate. This can be difficult when we are all busy. Even when we are busy, it is important.</p> <p>Let's role play for a moment. One of you are the CNA caring for Mrs. B. You are helping Mrs. B into bed, and she complains that her leg hurts. As you lift her leg, she cries out in pain, and you notice it is larger than normal and has a bruise. How would you communicate this to the RN? (You, the instructor, should play the role of the RN. Make sure the paraprofessional is challenged a bit to understand how incomplete communication may result in necessary follow-up not seeming necessary).</p>	


Visuals & Notes	Script & Notes	Time Estimate
<div data-bbox="92 388 461 596" style="border: 1px solid red; padding: 5px;"> <p style="text-align: center;">Key Communication</p>  <p style="font-size: small;">Anything that is different than normal for the resident</p> </div> <p data-bbox="97 658 451 730"><b>This slide's script continues to next page.</b></p> 	<p data-bbox="482 388 1158 533">As you provide care for the residents, you will get to know them and how they typically behave. Any change that you see can be important and a sign of something that requires attention.</p> <p data-bbox="482 581 1158 726">If the patient is thirstier than normal, asking for more frequent water or drinks, this could be related to an infection, blood sugar issues, or something else.</p> <p data-bbox="482 774 1158 880">A red spot that you notice in the shower could be the beginning of a pressure ulcer, a skin infection, or a blood clot.</p> <p data-bbox="482 929 1158 1112">You do not have to know what the change means... you only have to bring it to the attention of the nurse. When you communicate the change, be sure to explain what's normal as well as the new behavior.</p> <p data-bbox="482 1161 1158 1267">New confusion or difficulty in transfers or walking can be early signs of a problem that can be minimized with timely treatment.</p> <p data-bbox="482 1315 1158 1344">Let's practice a few key communication events:</p> 	






Visuals & Notes	Script & Notes	Time Estimate
<div data-bbox="94 388 462 596" style="border: 1px solid red; padding: 5px;"> <p style="text-align: center;">Key Communication</p>  <p style="font-size: small;">Anything that is different than normal for the resident</p> </div>	<p>You are getting Mrs. Peacock dressed for the day. Typically, she is very picky about how she looks and requires that her teeth are cleaned and her hair is brushed before she will leave her room. Today, she is quiet. She goes through the motions of getting dressed but does not ask to have her teeth cleaned or her hair brushed. She is ready to go to breakfast looking like she just got out of bed. Is this something that should be communicated to the nurse? What information would you share, and how?</p> <p>[Yes, you should communicate this information. You should share the entire story, because the nurse may not know the resident’s norm. Both the norm and the new behavior is important.]</p> <p>Next, let’s say you are caring for Mr. Wood. He typically likes to sit and read in the afternoon after lunch. You have never seen him nap or go to bed during day shift. Today after lunch, Mr. Wood asks you to help him into bed and get him a few extra blankets because he “just can’t get warm”. What here is worthy of communicating?</p> <p>[Remember, the whole story is important...]</p>	


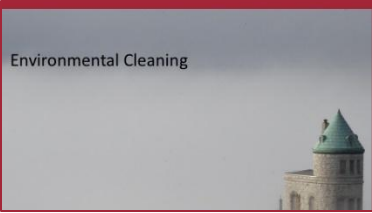
Visuals & Notes	Script & Notes	Time Estimate
  	<p>[Be sure to fill in the following script with your facility's information and appropriate policy.]</p> <p>At *Facility Name*, we use *Verbal or Written* communication to capture information about residents between aids and RNs. Explain your communication strategies. Be sure you have discussed this with your nursing staff as well, so everyone is on the same page.</p> <p>Being observant is more than just looking at where you are going and what you are doing. Next, we are going to discuss the key things to be observant for when caring for our residents. Your effective observations combined with the communication skills we just discussed are key to our residents' health and safety. Your observations are not limited to the time you are directly caring for a resident individually. Be observant of our residents as you walk down the hall, sit at the desk, and help in the dining room.</p> <p>What we see when we provide care for our residents is important. We can see redness, swelling, sores, and body fluids. Are they moving as steady as usual, or do they seem weaker? Are they able to provide the same amount of self-care as they usually do? Are they eating more or less than their norm? Are they drinking more or less? Has the frequency or quantity of urine changed? Are their bowel movements different? These are very important! However, it takes all our senses, including our intuition, to really make a difference.</p>	

<b>Visuals &amp; Notes</b>	<b>Script &amp; Notes</b>	<b>Time Estimate</b>
 <p>Listen</p> <ul style="list-style-type: none"><li>•What is said</li><li>•What is not said</li><li>•How it is said</li></ul>	<p>It is important to listen to our residents. While what they are telling you is important, least as important, if not more important, is how they say it. Do they sound different? Are they talking faster, slower, slurred, or more or less frequently than they normally do? Do they seem confused, and if so, is this more or differently confused than normal?</p>	

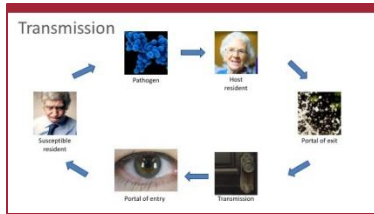
Visuals & Notes	Script & Notes	Time Estimate
	<p>The better you get to know the residents, the more you will just know that something is not right. Your intuition may be picking up on something before typical physical or psychological signs are evident. Being able to communicate this is more difficult than the things you see or hear. This does not mean you do not communicate your insight; it just means it is more difficult.</p> <p><b>Let's practice this:</b></p> <p>Mr. M seems different today, but you cannot quite put your finger on what it is. You could shrug your shoulders and think, "What do I know? It's probably just my imagination. There's no reason to bother the nurse."</p> <p>The problem with this process is that Mr. M is developing sepsis. While you could not know that, your intuition might lead to a more thorough assessment by the nurse. A better response could be, "It may not be anything, but Mr. M really seems different today. I haven't been able to identify exactly what is different, but I think something may be going on with him. Could you check him out?"</p> <p>The key here is that you interact with Mr. M and all the residents more frequently than the nursing staff can. Early recognition of a problem can prevent unnecessary harm and pain.</p>	

Visuals & Notes	Script & Notes	Time Estimate
 <p data-bbox="92 656 464 724"><b>This slide's script continues to next page.</b></p>	<p data-bbox="506 386 1128 531">We have talked about the different things we should be paying attention to and how they can impact our residents. The key changes to be aware of as you are providing care are:</p> <ul data-bbox="506 569 1156 1449" style="list-style-type: none"><li>• Physical state<ul style="list-style-type: none"><li>• This includes any change you can see on the resident or with their activity.</li></ul></li><li>• Thinking, reasoning, and memory<ul style="list-style-type: none"><li>• This includes any changes in how they process information.</li><li>• Do they know who they are, who you are, and where they are?</li><li>• Do they seem confused in a way that is different than their normal, everyday behavior?</li></ul></li><li>• Speech<ul style="list-style-type: none"><li>• Are they talking more, less, faster, slower, slurred, or in a way that is difficult to understand?</li></ul></li><li>• Activities of daily living<ul style="list-style-type: none"><li>• Are they able to complete the same activities they typically complete?</li><li>• Are they as interested in their dress and care as usual?</li></ul></li></ul> 	

Visuals & Notes	Script & Notes	Time Estimate
 <p>Key Changes</p> <ul style="list-style-type: none"><li>• Physical state</li><li>• Thinking, reasoning, and memory</li><li>• Speech</li><li>• Activities of daily living</li><li>• Energy/fatigue</li><li>• Appetite</li><li>• Elimination</li></ul>	<ul style="list-style-type: none"><li>• Energy/fatigue<ul style="list-style-type: none"><li>• Are they more tired than usual?<ul style="list-style-type: none"><li>• For example, they don't want to get out of bed</li><li>• Or they want to go back to bed, when they typically do not nap</li></ul></li><li>• Do they seem to have an unusual amount of energy?<ul style="list-style-type: none"><li>• They think they can do more than they can actually do</li></ul></li></ul></li><li>• Appetite<ul style="list-style-type: none"><li>• Are they hungrier or less hungry than normal?</li><li>• Do they have cravings, such as for salty or sweet food?</li></ul></li><li>• Elimination<ul style="list-style-type: none"><li>• Is their urination more or less frequent than normal?</li><li>• Are their bowel movements more or less frequent?</li><li>• Are their bowel movements soft or hard, liquid, or difficult?</li></ul></li></ul> <p>Changes may be normal and may not mean anything, or they may be an indication of something serious. If you notice something that is different, be sure to let the nurse know.</p>	

Visuals & Notes	Script & Notes	Time Estimate
 	<p>If you observe something that is different, unusual, or just doesn't seem right, talk to the nurse about it. You can save a life by being aware and speaking up.</p> <p>We are going to move from communication and observation of our residents to talking about the environment that our residents live in and that we all work in.</p> <p>Bacteria and virus are found everywhere: on people, in the environment, even on the dishes we eat off of. The problem is that some bacteria and viruses are harmless, and others can cause serious infections. The bacteria and viruses that can cause infections are pathogens that can be spread from people to the environment and then to other people.</p> <p>We know that, for our residents, their rooms are their homes. We want them to be both comfortable as well as safe from harm, including infections.</p> <p>We have talked about hand hygiene, and that is important to prevent the spread of pathogens from resident to resident, resident to staff, and staff to resident. How can we help to keep the residents safe from pathogens in their environment? Let's start with a review of how pathogens travel.</p>	

### Visuals & Notes





### Script & Notes


We know that we can transfer pathogens with our hands from patient to patient; pathogens can also be transferred via the environment. This is why appropriate cleaning is so important. We can stop the spread of infection with good hand hygiene and appropriate environmental cleaning.

### Time Estimate



Visuals & Notes	Script & Notes	Time Estimate
 <p>Shared Responsibility</p> 	<p>Every one of us have the responsibility to help keep the environment clean and prevent the spread of infection. If you spill or contaminate something, you need to clean and disinfect the area to prevent the spread of pathogens.</p> <p>High-touch areas are touched frequently. These are the items that our residents and staff touch on a daily basis. Because of the frequency they are touched, they need to be cleaned daily. This reduces the bio-burden and the risk of transmission of infections. What are other areas that we should consider high-touch?</p> <p>[These might be light switches, the RN cart, telephones, etc.]</p>	



Visuals & Notes	Script & Notes	Time Estimate
	Any questions?	