

Teaching Critical Literacy Skills in an Adult/Workplace Context (Aged Care)

QATESOL Workshop 9 May 2015

Presented by

Elene Claire

LLN Specialist Consultant

LLN Education and Training Solutions

elene@llne.com.au

0419 725 028

Most of these materials have been produced under WELL (Workplace English Language & Literacy) funding from the federal Department of Industry

Jenny Mary, I've got a bit of a problem on my hands. Do you remember I mentioned at lunch the other day that my sister & her family were arriving from overseas this week?

Mary Yeah

Jenny Well, I thought the flight was arriving at 6pm on Friday but it turns out it's 6AM. I'm rostered on that morning and I was wondering if there's any chance of you swapping a shift with me.

Mary Oh – well I'm going shopping with my mother on Friday morning but I guess we could change that to another time.

Jenny Oh would you mind doing that for me? I know it's short notice, but I'd really appreciate it if you could.

Jenny Hey Rita – I've just found out that my sister's plane is arriving on Friday morning at 6am – not 6pm.

Rita Oh - I bet you're glad you found that out!

Jenny Yeah! Can you swap shifts with me? – I'm on an early that day.

Rita Yeah sure – that should be OK

Jenny Great – thanks a lot!

Jenny Sue – can you swap and do an early for me on Friday?

Sue Yeah – sure

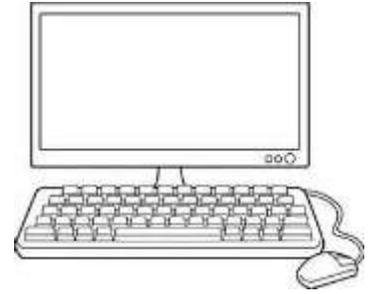
Jenny Great – thanks!

Behaviour Pattern Chart or RMS Entry



<p>Purpose</p>	<ul style="list-style-type: none"> • to record the resident's behaviour over a seven day period (behavior chart) • to record if there has been a change in behaviour (in Progress Notes) • completed for each new admission, reappraisal or if there is a change in the resident's condition/behaviour
<p>Format</p>	<ul style="list-style-type: none"> • continuing notes - date & time (use 24 hour clock)
<p>How is information gathered?</p>	<ul style="list-style-type: none"> • entered as behaviour occurs
<p>Who writes them?</p>	<ul style="list-style-type: none"> • RN, EN, AIN, Allied Health, Diversional Therapist
<p>Who reads them?</p>	<ul style="list-style-type: none"> • RNs, ENs, AINs • other carers such as doctors or allied health • government auditors, ACFI Assessors • residents & families
<p>How often are they reviewed?</p>	<ul style="list-style-type: none"> • every 2, 6 or 12 months depending on resident need • when there is a change in the resident's behaviour • every time ACFI is reviewed •
<p>Key Issues</p>	<ul style="list-style-type: none"> • date & time must be entered • record all successful & unsuccessful interventions • information (especially successful interventions) is used to write the resident's care plan • no names of other residents or staff • black biro only • no white out • mistakes - cross out & write 'written in error' • must be legible

Guidelines for Effective Documentation



1. When you are writing about behaviour, include:
 - **what** happened
 - **why** it happened (the trigger if you know)
 - **what** you did about it (your intervention)
 - **whether** this worked & for how long
2. Be **concise** (to the point)
 - give full details, but don't ramble or repeat yourself
 - stay **resident-focused** (avoid using 'I')
 - avoid irrelevant information
3. Be **factual** & objective
 - watch out for unsupported opinions and generalisations
4. Watch your language!
 - choose words that are appropriate and non-judgemental
 - use only facility approved abbreviations
5. Use the resident's name, date and time (24hr clock)
6. Read recent entries – be careful of **contradicting** another carer's notes without explanation or evidence

If hand written:

7. Write **legibly** in black pen
8. Initial crossed out errors and write 'written in error'.
 - draw a line through blank spaces
 - do not use white-out
9. Write your entry as close as possible to when it happened

Stages when Writing about Behaviour

1. The issue

- *what was different / the change/the trigger*

2. The intervention

- *what you did about it*

- *investigation why (if appropriate)*

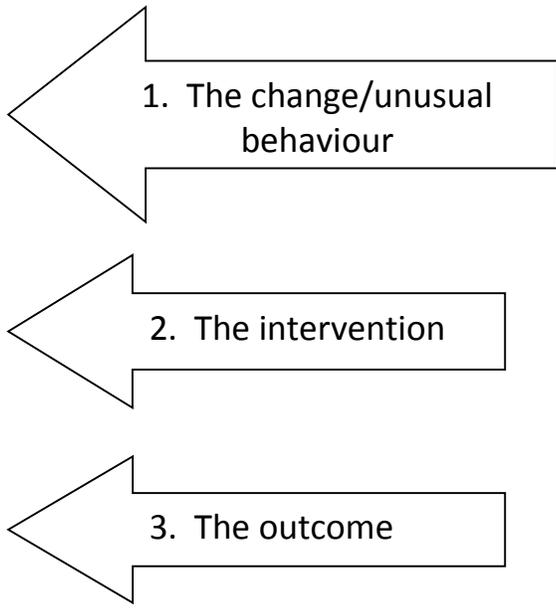
3. The outcome

- *follow up /end result*

1045hrs Found Mary in the day room moving and banging chairs.

Took her to the small lounge room and encouraged her to look at a magazine.

She settled and the behaviour did not recur this shift.



1. The change/unusual behaviour

2. The intervention

3. The outcome

How effective are these notes about behaviour?

	1	2	Comment
Purpose <i>Have the notes achieved their purpose? (evidence of change or ongoing behaviour?)</i>			
Readers <i>Would the readers get a clear picture of the resident's changing behaviour & care needs?</i>			
Staging <i>Do the notes show issue/ intervention/ outcome?</i>			
Language <i>Is the language objective/ professional/ concise/ focussed on the resident?</i>			
Surface Features <i>Are the notes easy to read/ with accurate grammar & spelling/ lines ruled through spaces/ corrections crossed out & initialled?</i>			
Good points	Example 1		Example 2
Areas to improve on			



**How effective are these entries?
Use the checklist to evaluate them**

Example A

Last night at 2200hrs Mavis was involved in an incident with another resident. Hugo reported that Mavis came up to him and for whatever reason, she dug her fingernails into his lower arm, causing skin tears. After the incident, Mavis fled the scene and was found wandering around her bedroom in a calm and innocent manner. This incident is a mandatory report it has now been completed and sent to Manger. Mavis' daughter Sue has been informed and she feels Mavis gets frustrated because of her deafness, I have requested that she gets her hearing aids checked out to see if they are working correctly.

Example B

Mabel was found wandering on three occasions tonight; intruding into other residents' rooms looking for her dog. Offered food and fluids which she accepted and eventually slept well.

Example C

Cedric buzzed as the dressings had come of his leg again. RN was attending to dressings when Cedric became sexually inappropriate and suggestive. Staff declined, dismissed and discouraged this behavior. RN rang staff on in hostel to assist in tending to Cedric's care in case anything more came from the situation.

Example D

Alf has been very unsteady and requires monitoring. He appears to have lost confidence after his fall. Alf's wife visited and took him to Maccas for a burger.

A few readings on Critical Literacy with Adults

<http://www.ericdigests.org/2001-1/critical.html>

http://www.cal.org/caela/esl_resources/digests/critlit.html

http://wiki.literacytent.org/index.php/Critical_Thinking_or_Critical_Literacy%3Fmedia.johnwiley.com.au/product_data/excerpt/29/07879506/0787950629.pdf

There are many more!