

## TECHNICAL WRITING AND RECORD KEEPING

<p><b>Course</b> <i>Practicum in Health Science</i></p> <p><b>Unit II</b> <i>Communication</i></p> <p><b>Essential Question</b> <i>Why is clear communication so important in health care?</i></p> <p><b>TEKS</b> <i>130.205 1B,C, 2A</i></p> <p><b>Prior Student Learning</b> <i>none</i></p> <p><b>Estimated time</b> <i>3-6 hours</i></p>	<p><b>Rationale</b></p> <p>Accurate recording and reporting are important methods of communication used by health care workers to ensure quality patient care. Technical writing is a valuable form of communication used to help patients understand treatments and procedures.</p> <p><b>Objectives</b></p> <p>Upon completion of this lesson, the student will be able to:</p> <ul style="list-style-type: none"> <li>• Compile information from a variety of sources to create a technical report</li> <li>• Accurately describe and report information, according to facility policy, observations, and procedures</li> </ul> <p><b>Engage</b></p> <p>Mrs. Smith comes in to Dr. Litchfield’s office for a follow-up appointment; unfortunately she is going to need to have surgery. Dr. Litchfield took the time to explain the procedure and that Mrs. Smith needed to see a specialist for the procedure, but Mrs. Smith’s daughter has called back twice asking questions. Perhaps they should have sent information home so Mrs. Smith could read it again and shared it with her family members.</p> <p><b>Key Points</b></p> <ol style="list-style-type: none"> <li>I. Communication             <ol style="list-style-type: none"> <li>A. Quality health care depends on good communication.                     <ol style="list-style-type: none"> <li>1. Communication between health care worker and health care worker</li> <li>2. Communication between health care worker and patient</li> <li>3. Communication between health care worker and family</li> </ol> </li> <li>B. In many settings patients will see a number of health care workers for diagnosis and treatment. The larger the number of people who are involved in the patients care, the more critical communication becomes.</li> <li>C. Recording and reporting                     <ol style="list-style-type: none"> <li>1. Accurate recording and reporting is as important as face to face verbal communication.</li> <li>2. This record gives other health care workers the big picture of what is happening to the patient.</li> </ol> </li> <li>D. Brochures and written instructions                     <ol style="list-style-type: none"> <li>1. A very important form of communications</li> <li>2. Written instruction allows the patient to go back over the information over and over again until he or she feels comfortable with its content.</li> </ol> </li> </ol> </li> </ol>
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## II. Recording and Reporting

- A. All observations should be recorded promptly and accurately while providing care.
- B. Relevant information should be reported in its order of occurrence.
- C. The health care worker's ability to observe patient behavior and symptoms will directly affect care.
- D. Reporting unusual events or any change in behavior or condition is every health care worker's responsibility.

## III. Observation

- A. Use senses to make observations
  - 1. Sense of sight: color of skin, swelling, presence of a rash or sores, color of urine or stool, amount of food eaten, and other similar factors
  - 2. Sense of smell: body odor, unusual odors of breath, wounds, urine, or stool
  - 3. Sense of touch: pulse, dryness or temperature of the skin, perspiration, swelling
  - 4. Sense of hearing: listen to respirations, abnormal body sounds, coughs, and speech
- B. Types of Observation
  - 1. Subjective Observation
    - a. Cannot be seen or felt. They are ideas, thoughts, or opinions.
    - b. Commonly called symptoms
    - c. Usually statements or complaints made by the patient
    - d. Report in the exact words used by the patient
  - 2. Objective Observation
    - a. Can be measured, seen, felt, heard, or smelled
    - b. Commonly called signs

## IV. Documentation

- A. A record of the patient's progress throughout treatment
- B. Many people are responsible for documenting information on patients.
- C. Documentation must be accurate, concise, and complete.
  - 1. Writing should be neat and legible.
  - 2. Spelling and grammar should be correct.
- D. All records must contain certain information:
  - 1. Patient name, address, age, identification number
  - 2. Diagnosis and physician's orders
- E. Other information may be required:
  - 1. Care or treatment given and how patient tolerated it.
  - 2. Time of treatment

- 3. Observations that would be helpful to other health care workers
- F. All documentation must be signed with the name and title of the person recording the information.
- G. Errors should be crossed out neatly with a straight line, have “error” recorded by them, and show the initials of the person making the error.
- H. Patient documentation is a legal record, admissible in a court of law.
- I. If you do not write it down, it did not happen!
- J. Use ink for all documentation.
- K. Entries should be in short phrases. You do not need to write in complete sentences.
- L. Time should be recorded in military (24 hour) time.

#### V. Technical Writing

- A. Any writing designed to describe and inform about how something works.
- B. A really good technical writer (communicator) takes difficult scientific and technical language and transforms it into concepts that are easy to grasp and instructions that are easy to follow.
- C. You might be surprised to realize just how much of the information you encounter each day comes from a technical writer’s keyboard:
  - 1. ATM display messages
  - 2. Application forms for a loan
  - 3. Rules for playing games
  - 4. Instructions for heating a frozen dinner
  - 5. Policies in your company’s employee handbook
  - 6. Safety notices and warnings of all kinds

#### VI. Technical Writing and Health Care

- A. Medical writers work in diverse settings and have a wide range of responsibilities:
  - 1. Regulatory documents
  - 2. Clinical study protocols
  - 3. Drug brochures
  - 4. Procedure brochures
  - 5. Research papers
  - 6. Health care magazines
  - 7. Medical newspapers, newsletters and articles
  - 8. Medical web sites
  - 9. Patient education materials
  - 10. Marketing and advertising materials

## VII. Tips for Good Technical Writing

- A. Select appropriate format for the document.
- B. Organize material logically.
- C. Prepare user-friendly instructions.
- D. Use graphics to enhance technical information.
- E. Zero in on reader's needs.
- F. Revise the work based on feedback to ensure the correct message is being received.

## VIII. Written Communication

- A. All written communications should be evaluated to make sure that the correct message is being sent. Is the appropriate response to the message being given by the receiver?
- B. Always ask for feedback to continually improve written communication.

### Activity

- I. Complete the Technical Writing Report. See teacher and student guideline sheets.
- II. Complete the observation activity. See guideline sheet.

### Assessment

Technical Writing Rubric

### Materials

Technical Writing Report Teacher Guidelines

Technical Writing Report Student Guidelines

Miscellaneous articles to use for students to observe

### Accommodations for Learning Differences

For reinforcement, the student will write a grammatically correct discharge statement for a patient.

For enrichment, the student will interview a malpractice attorney focusing on cases associated with improper communication. Report to class.

### National and State Education Standards

National Health Science Standards

HLCO2.01 Communications

Health Care Workers will know the various methods of giving and obtaining information. They will communicate effectively, both orally and in writing.

Adjust communication to other's ability to understand. Apply the elements of communication using the sender-receiver model. Apply active listening skills using

reflection restatement and clarification techniques. Demonstrate courtesy to others including self-introduction. Interpret verbal and non-verbal behaviors to augment communication and within the scope of practice.

**TEKS**

103.205 (c)1B compile information from a variety of sources to create a technical report;

103.205 (c)1C plan, prepare, and deliver a presentation;

103.205 (c)2A accurately describe and report information, according to facility policy, observations, and procedures.

**Texas College and Career Readiness Standards**

English-Listening:

B.1 Listen critically and respond appropriately to presentations

B.2 Listen actively and effectively in a one-on-one communication

# TECHNICAL WRITING REPORT TEACHER GUIDELINES

## Introduction

The purpose of technical writing is to communicate technical, and often complex, information to various audiences. Because the audience will have varying degrees of familiarity with the content, the writing must be adapted so that the information is clear, concise, and usable to the audience. A good technical writer takes difficult scientific and technical language and transforms it into concepts that are easy to follow.

## Technical Writing Report

- Assign the Technical Writing Report.
- You may assign a specific topic that is relevant to your specific class or you can allow students to choose their own topic.
- Technical Writing Topic Ideas:
  - Safety notice or warning
  - Policy in a handbook for work or school safety
  - Write a memo
  - Look in textbooks, magazines, journals, or periodicals for ideas.
  - Write about improvements (what needs to be fixed) in local hospital, home, school, neighborhood, or city
  - Write a step by step brochure for a common task
- Distribute Technical Writing Report Rubric.

## Technical Writing Report Grading

- Students will follow written instructions given by another student and give appropriate feedback.
- Pair students up and have them exchange Technical Writing Reports. Each student will need a rubric to grade their partner's assignment.
- During the grading, they may not ask each other for clarification.
- When finished grading, students will provide verbal feedback on how well they were able to understand the report as written. Students need to go over the rubric with each other and clarify any misconceptions and justify the score given.

# TECHNICAL WRITING REPORT STUDENT GUIDELINES

## Introduction

The purpose of technical writing is to communicate technical, and often complex, information to various audiences. Because the audience will have varying degrees of familiarity with the content, the writing must be adapted so that the information is clear, concise, and usable to the audience. A good technical writer takes difficult scientific and technical language and transforms it into concepts that are easy to follow.

Technical Writing Report Topic \_\_\_\_\_

\_\_\_\_\_

- ✓ Complete technical writing report using the rubric provided. Be sure that your report is easy to understand and simple to follow.
- ✓ A classmate will grade you on how clear and simple your report is written using the rubric.

# TECHNICAL WRITING REPORT RUBRIC

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Graded By: \_\_\_\_\_

Scoring criteria	4	3	2	1
<b>Organization/ Format</b>	Organizes material in a clear, appropriate, and precise manner.	Organizes material in an appropriate manner, but may lack some clarity or consistency. Presents basic information but may have extraneous material.	Some evidence of a cohesive plan. Some effort on description and detail. Ideas are developing, but not quite clear.	Little evidence of a cohesive plan. Little or no description or detail. Ideas seem scrambled, jumbled, or disconnected.
<b>Content</b>	Material content is clear, relevant, accurate, and concise.	Material is clear, relevant, and accurate, but may be lacking conciseness.	Material is appropriate, but may lack a clear connection to the purpose.	Little or no evidence of appropriate content.
<b>Writing Conventions</b>	Enhances the readability of the paper.	Minor errors are present, but they do not detract from the readability of the paper.	Some evidence of correct writing. Poor conventions limit the paper's readability, but not seriously.	Little or no evidence of correct writing. Poor conventions seriously limit the paper's readability.
<b>Research and Interpret Information</b>	Correct interpretation of information. Analysis and conclusion are based on research.	Correctly interprets information, but analysis or conclusion may not be supported by research.	Correctly interprets information but provides little or no evidence of analysis or conclusion. Research is limited.	Incorrectly interprets information with little or no analysis or conclusion. Little or no evidence of research presented.
<b>Appropriate Vocabulary</b>	Articulates appropriate vocabulary and terms associated with the subject matter.	Articulates appropriate vocabulary but is still limited somewhat.	Some inappropriate vocabulary present or limited use of appropriate vocabulary.	Inappropriate vocabulary and use occurs.



## OBSERVATION ACTIVITY TEACHER GUIDELINES

**Objective:** To allow students the opportunity to practice observation and documentation skills.

1. Collect several common objects such as tape dispenser, stapler, eraser, remote controls, paper weight, small lab equipment etc. You will need multiples so more than one student observe. You may also want to set students in groups to view objects.
2. Give students 5 minutes with each object to look at, touch and record their objective observations.
3. Then rotate objects and repeat times 3
4. Then pick one of the three objects to start comparing student observations by listing them on the board. Ask students to add to the list from their recorded observations.
5. View the list. Did students observe the texture, the temperature, smell etc.?
6. Repeat step 5 with the other two objects.