

LEARNING ACTIVITY

Clinically Speaking: Pain Assessment Worksheet (answers)

Before you watch the film clip

In this film clip, Raza, a first year nursing student, needs to complete a pain assessment with Jeannette Bryant, a patient who has had a knee replacement.

Nursing communication

Raza (nursing student) has not met the patient before.

1. The nursing student is going to ask the patient about pain. What kind of things do you think she needs to find out?

Where the pain is located, how severe it is, the type of pain, how long the pain has been present, if anything helps to relieve it, what the patient thinks is causing the pain.

2. When talking with a patient about pain, how could Raza show the patient that she is listening and understands her pain?

Use eye contact, use friendly tone of voice, don't interrupt when the patient is speaking, use questions that follow up on what the patient says, clarify if unclear and acknowledge the patient's feelings.

Nursing Behaviour

3. Raza needs to get some medication for the Mrs Bryant? What procedures does she need to follow when she takes the medication from the cupboard (Panadeine Forte)?

Panadeine Forte is a Schedule 4D medication. This means that 2 nurses (qualified staff members) are required to administer the medication – to verify the legality of the order, open the Schedule Drug cupboard, correctly select and count the number of tablets, and then identify the patient's and administer the medication. Both staff members must record details in the Schedule Drug Register (date and time, patient's name, number of drugs removed from the Schedule Drug cupboard/administered, number remaining, signature of nurse administering the drug, signature of nurse witnessing administration, doctor's name). Raza is a student nurse, 2 other nurses who are qualified staff members are required.

4. What does Raza need to check before she administers the medication to Mrs Bryant?

The patient's identity; name and medical record number; patient allergies; consent and; ability to swallow.

Watch the film clip

Complete the following notes as you watch the video. The questions are given in stages so you can watch a section of the video and pause it while you make notes.

Pain assessment

5. Make notes under the following headings:

P: provoking/palliative factors

Pain caused by movement.

Q: quality

'Aching' type of pain.

R: region and radiation

Located in knee, doesn't radiate.

S: severity

rated as 6 out of 10.

T: time of onset, duration

started yesterday after moving, when getting out of bed .

U: client's understanding

severe pain, caused by movement, needs Panadeine Forte .

At the drug cupboard

Raza and her clinical facilitator go to the drug cupboard to get the medication. Carolyn (SRN) helps.

6. Complete the following:

The prescribed medication is - Panadeine Forte

The book where medications are signed out is called the – Schedule 4D Drug Register

A medication used for fever is called an - antipyretic

Panadeine forte is an analgesic and an antipyretic

Three side effects of panadeine forte are - [gastrointestinal upset](#), [constipation](#) and [drowsiness](#)

7. Make a list of the checks that are made when the medication is removed from the cupboard
 - [name and dosage of the drug is correct as per medication order \(3 times\)](#)
 - [expiry date](#)
 - [when drug last given, when due](#)
 - [number of tablets to be administered](#)
 - [number of tablets in container](#)

Administering the medication:

8. Write a list of things Raza checks with the Mrs Bryant before she gives her the medication
 - [patient's full name](#)
 - [date of birth](#)
 - [name, date of birth, medical record number on patient's identification band](#)
 - [any allergies](#)

Checking on Mrs Bryant's pain:

Raza returns to check the patient's pain after taking medication.

9. What information would you write in nursing notes after hearing what Mrs Bryant says after taking the medication? Write the note below.

[Date, time, nursing entry. Assessment information ie pain assessment, what the patient reported about her pain, include other information if relevant such as vital signs, patient's concerns, number of days post op, wound assessment, when physio is scheduled to occur. Response – administration of analgesia –what was given, other actions taken if relevant such as repositioning of leg, other comfort measures such as extra pillow, provision of relaxation music. Evaluation - reassessment of pain 30- 45 mins after administration. Advice about side effects and actions to take to prevent eg constipation. Sign as student nurse, get countersignature of RN/facilitator.](#)

Language notes

Telling the patient what you are doing

Before Raza begins to ask the patient about her pain, she introduces what she is going to do by saying:

'Ok; I'm just going to ask you just routine questions about your knee'

Why might you use sentences like this?

- [To let the patient know what is happening](#)
- [So the patient knows she or he will need to answer some questions](#)

Nurse Communication

Creating a Professional Identity (1)

The way you talk to patients will project an identity – that is ‘it will make you sound friendly/unfriendly; polite/rude; caring/uncaring

In this video, Raza sounds as if she cares about the patient. She also seems friendly and calm.

10. Underline the words she uses in the above sentence that help create this picture of Raza.

‘Ok; I’m just going to ask you just routine questions about your knee’

11. Here are some other ways she could have introduced the pain assessment. Which do you think you use if you want to seem professional and caring? Place a ✓ by the ones you think you might use:

- You must now answer some questions about your pain.
- *I just want to ask you about your pain.* ✓
- *Can you tell me what’s happening with the pain in your knee?* ✓
- I will now ask you some questions and you have to answer them.
- The next step in the procedure is to carry out a pain assessment.

12. Here is another example from the video. Underline the words here that help create a friendly, caring image.

‘We’re just going to ask you a few questions before we give you your medication’

Creating a Professional Identity (2): Responding to patients’ pain

Watch how Raza responds to the patient’s comments about pain. Her responses also help to create an image of her as a caring and friendly nurse.

Raza: ...so with a scale of zero to ten, ten being the worst pain you’ve ever experienced, what would you rate that?

Patient: I think, umm, round about a six

Raza: **About a six, OK.** Well. **It seems like it’s a bit of a pain-** umm, when did you first start getting it?

Raza shows she is listening to the patient by repeating ‘about a six’ and then adding a comment to show that she understands the patient is in quite a lot of pain, ‘it seems like it’s a bit of a pain’

13. Find some other examples where Raza responds to comments the patient makes.

Student: OK, would you be able to tell me your full name?

Patient: Jeannette Bryant.

Student: Jeannette Bryant, yes...

Student: Yes, how's the pain going now?

Patient: It seems to be going a little bit better than what it was.

Student: Ah, that's good, that's good, yes.

Patient:I've had this ... some constipation, though.

Student: Have you now, OK.

Patient: I was just wondering if it was the medication causing that.

Student: Yes, the medications sometimes do that as well, in particular with this medication, but generally it's other factors as well, like, you know, lying down for too long, not moving around – yes, so if you have a bit more water and drink more, we're going to speak to the dietician to have some more fibre in your food. That should help then, OK? Is there anything else you'd like?

Asking the patient questions

Sometimes the answer a patient gives to your questions may not be enough and you will need to get more information. Below is one example:

Raza: Have you been experiencing any pain?

Patient: Yes

Raza: Yes?

Patient: Mmm

Raza: So it's just on your knee is it?

Patient: Yes

Raza uses a statement (it is just on your knee) followed by a question tag (is it?) to ask this question. This is a closed question. She could have used an open question:

Can you tell me where the pain is?

14. Why do you think she used a closed question in this situation? Do you think it was a good choice?

Closed questions are used when specific factual information is needed. It is important to know where the patient's pain is located to correctly assess the pain and determine what to do about it. Given that the patient had surgery on her knee, it is expected that this would cause pain. However, it is important to clarify if the patient is experiencing pain elsewhere – Raza does do this by following up with the question '....just on your knee is it?'

Type of pain

15. How does Raza make sure that she gets the patient to describe the quality of the pain?

Raza gives the patient an example i.e.

Student: Yes, OK. How would you describe it? Generally people describe it, you know, into categories as either dull, or aching, or throbbing. How would you describe that?

Patient: I'd say 'aching' – you're aware of it.