



## Student Worksheet: Post-operative Handover



### Part 1: speaking

Discuss questions 1–3 with your partner or group.

1. When do you need to give information to another health professional? How do you check that they have understood?
2. When do you need to receive information from another health professional? How do you check that you have understood?
3. Why is it important to ensure that you have understood or been understood correctly?

### Part 2: listening

▶ Listen to a post-operative handover and select the correct ending to complete sentences 1–8.

1. The Recovery Nurse hands over
  - A. a patient who is ready to go back to the ward.
  - B. a patient who is about to have an operation.
  - C. a nurse who works on the ward.
2. The patient had a \_\_\_\_\_ under general anaesthetic.
  - A. shoulder repair
  - B. shoulder biopsy
  - C. shoulder operation
3. The surgical wound was
  - A. closed with some sutures.
  - B. operated on with sutures.
  - C. dressed with sutures.



4. The patient needed a drain to
  - A. remove blood from the dressing.
  - B. give the patient some blood before the operation.
  - C. drain excess blood from the wound.
  
5. Miss Sorenson had a catheter inserted during the operation because
  - A. it is more convenient.
  - B. she had problems with bladder control in the past.
  - C. she couldn't pass urine.
  
6. The patient's IV can be taken out
  - A. as soon as she gets back to the ward.
  - B. as soon as she can manage to eat and drink after the operation.
  - C. when the doctor says so.

The patient's Obs before she left recovery were

- A. within normal limits.
- B. a little high.
- C. abnormal but expected to return to normal.

When the patient returns to the ward she can take \_\_\_\_\_ if she needs them.

- A. morphine and antibiotics
- B. antibiotics and anti-inflammatories
- C. painkillers and anti-sickness medication

### Part 3: speaking

A. During handovers and conversations with patients and colleagues, it is essential to make sure the information about patient treatment and care is clear. There are several communication strategies which can be used to confirm that you have understood the information conveyed to you by a fellow professional or patient.

Repeating the information

**Doctor 1:** *I've prescribed a much higher dose of warfarin for Mrs Fischer...5 mg, in fact.*

**Doctor 2:** *OK, Mrs Fischer...5 mg of warfarin.*

Repeating the information as a question

**Doctor:** *So, you want Mrs Fischer to have 5 mg of warfarin?*

Adding *right?* to a statement

**Doctor:** *You want Mrs Fischer to have 5 mg of warfarin, right?*

**Doctor:** *You said you want Mrs Fischer to have 5 mg of warfarin, right?*



Practise the ways to confirm understanding. Think about how you say this information. Remember to pause and use your voice for emphasis. Your voice falls at the end of a sentence if you are sure of the facts. Your voice rises at the end of a sentence if you are not sure and may want to check the information.

So you want Mrs Fischer to have 5 mg of Warfarin. ↘ (you are sure of the information)

So you want Mrs Fischer to have 5 mg of Warfarin. ↗ (you want to check you the information)

B. You are going to work with a partner and practise giving and confirming information. Use the information below to practise the three ways of confirming information in A. Remember to use the correct intonation.

Mrs Jones' catheter needs removing tomorrow.  
You can give Mr Smith morphine for his pain.  
Miss Brown's dose can be increased to a maximum of 10 mg.  
Miss James needs an appointment for a trial removal of catheter.  
Mr Cloud needs a blood transfusion.  
Mr Edwards IV needs to be taken out.

C. Now write three more pieces of information that you might give to a colleague.

D. Work with a partner and practise giving and confirming the information you wrote.