



NURSING LEVEL III

NTQF Level III

Learning Guide # 4

**Unit of Competence: Provide compassionate,
Respectful and caring service**

**Module Title: Providing compassionate,
Respectful and caring service**

LG Code: HLT NUR3 M01 L04-LG-4

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L04: Provide respectful care for clients



Instruction Sheet	Learning Guide #4
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This learning guide is developed to provide you the necessary information regarding the following content coverage and topics –

Provide respectful care for clients

4.1. Communication techniques

4.2. Respect the clients and family socio cultural back ground

4.3. Patient's rights to Consent, information and decision making and access services

This guide will also assist you to attain the learning outcome stated in the cover page.

Specifically, upon completion of this Learning Guide, you will be able to –

- Use work instructions to determine job requirements, including method, material and equipment.
- Describe communication techniques
- Provide compassionate and respectful care for a patient
- Assist patient on informed decision making

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described in number 3.
3. Read the information written in the “Information Sheets”. Try to understand what are being discussed. Ask your trainer for assistance if you have hard time understanding them.
4. Accomplish the “Self-check”.
5. Ask from your trainer the key to correction (key answers) or you can request your trainer to correct your work. (You are to get the key answer only after you finished answering the Self-check).
6. Submit your accomplished Self-check. This will form part of your training portfolio.



Information sheet

Provide respectful care for clients

4. Provide respectful care for clients

Dignity and respect are important concepts as it applies to health care settings.

Also it needs special techniques to provide respectful care for client

4.1 Communication techniques

Effective communication is very mandatory to ensure dignity and respectful care.

Meaningful communication

- Avoid using Medical Jargons
- Avoid mixing foreign language with local language
- Use culturally appropriate eye contact
- Use body language that encourage clients to express their view without fear
- Provide tailored information appropriate to the client's needs
- Allowed sufficient time to actively listening and respect on what was being said.

Communication Techniques in Nursing

Conversationskills:-

- Control the tone of your voice so that you are conveying exactly what you mean to say.
- Be knowledgeable about the topic of conversation and have accurate information.
- Be flexible
- Be clear and concise
- Avoid words that may be interpreted differently
- Be truthful
- Keep an open mind
- Take advantage of available opportunities

Listening Skills- is a skill that involves both hearing and interpreting what is said. It requires attention and concentration to sort out, evaluate, and validate clues so that one understands



the true meanings in what is being said. Listening requires concentrating on the client and what is being said.

Techniques to improve listening skills. Whenever possible sit when communicating with a client

- ✓ Be alert but relaxed and take sufficient time so that the client feels at ease during the conversation
- ✓ If culturally appropriate maintain eye contact with the client
Indicate that you are paying attention to what the client is saying
- ✓ Think before responding to the client
- ✓ Listen for themes in the client's comments.

Use of silence-The nurse can use silence appropriately by taking the time to wait for the client to initiate or continue speaking. During period of silence, the nurse has the opportunity to observe the clients verbal and non verbal messages simultaneously. Periods of silence during communication Introduction to Professional Nursing and Ethics 139 demonstrating comfort and contentment in the nurse-client relationship.

4.2. Respect the clients and family socio cultural back ground

4.2.1. Respect and Dignity

Dignity

The word dignity originates from two Latin words: 'dignitus' which means merit and 'dignus' meaning worth. It is defined from two perspectives:

- Dignity is a quality of the way we treat others.
- Dignity is a quality of a person's inner self.

Types of Dignity:

There are four types of dignity: dignity of human being, personal identity, merit and moral status.

Dignity of human being; - This type of dignity is based on the principle of humanity and the universal worth of human beings their inalienable rights-which can never be taken away.

Dignity of personal identity; This form of dignity is related to personal feelings of self-respect and personal identity, which also provides the basis for relationships with other people.



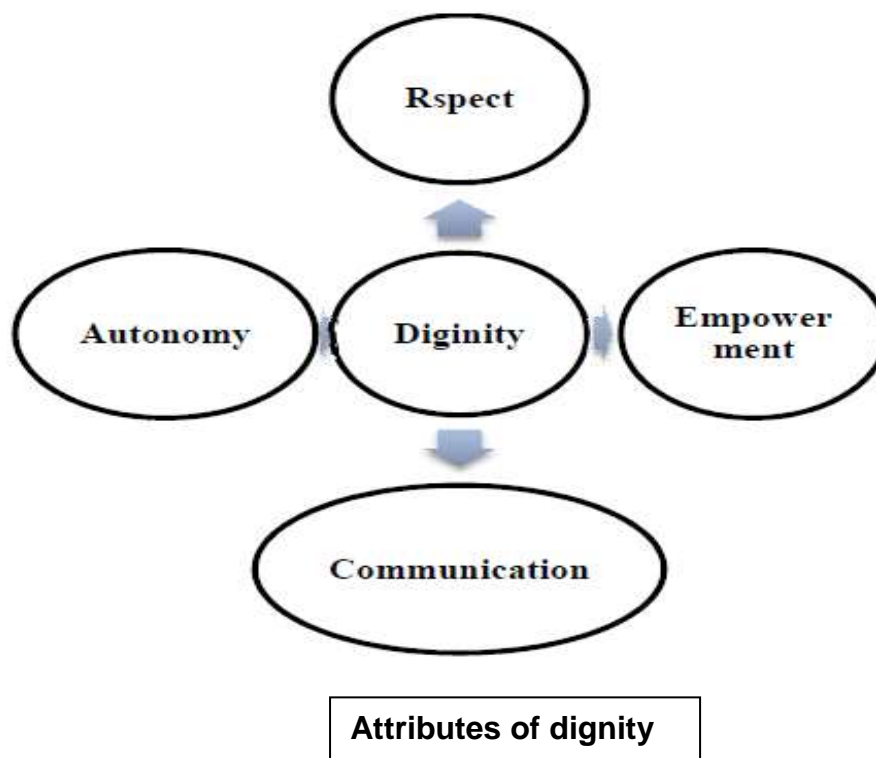
Dignity of merit. This is related to a person's status in a society.

Dignity of moral status;-This is a variation of dignity of merit, where some people have a personal status because of the way they perceived and respected by others.

Attributes of Dignity

There are four attributes of dignity:

- **Respect:** self-respect, respect for others, respect for people, confidentiality, self-belief and believe in others
- **Autonomy:** having choice, giving choice, making decisions, competence, rights, needs, an independence
- **Empowerment:** Feeling of being important and valuable, self-esteem, self-worth, modesty and pride.
- **Respectful:** - the kind of care, in any setting, which supports and promotes, and does not undermine a person's self-respect, regardless of any differences.
- **Communication (may be verbal or non** feeling comfort, and giving time to the patients / families.





Respect

Definition of Respect

- It is a term which is intimately related to dignity
- It is probably the most important action verb used to describe how dignity works in practice



The action meanings of the word respect are:

- Pay attention to
- Honoring Avoiding damage e.g. insulting, injuring
- Not interfering with or interrupting
- Treating with consideration
- Not offending

Dignity, respect and culture in the health care setting

Treating clients with dignity implies treating them with courtesy and kindness, but it also means;

- ✓ Respecting their rights
- ✓ Giving them freedom of choice
- ✓ Listening and taking into consideration what they say and
- ✓ Respecting their wishes and decisions, even if one disagrees.
- ✓ Treating clients with dignity implies being sensitive to clients' needs and doing one's best for them, but it also means:
- ✓ Involving them in decision making
- ✓ Respecting their individuality
- ✓ Allowing them to do what they can for themselves and
- ✓ Giving them privacy and their own personal space



These are principles of respectful care.

- Recognize factors affecting dignity
- Challenge dignity barriers
- Recognize diversity and uniqueness of individuals
- Value workplace culture
- Uphold responsibility to shape care
- Recognize the care environment
- Meaningful conversation

Core Principle 1: Recognize Diversity and the Uniqueness of Individual

- ✓ Respect and dignity may have different meaning to different people based on their culture, background, values and beliefs.
- ✓ Diversity of clients/ patients / in terms of ethnicity, religion, belief, culture, language, age, gender, disability , mental status , and social conditions shall be taken into account when we assess , examine ,diagnosing , plan and manage any health condition.
- ✓ Health care providers must fully appreciate the need to ensure that services are provided in a way that respects individuality as well as the ways in which personality impacts on user's perceptions of the services that are provided.
- ✓ Health care providers themselves shall understand the impact of their own personal values beliefs could impact the practice of care.

Core principle 2:

Uphold the responsibility to shape care and support services around each individual

- ✓ Health care providers must play a key role in translating the understanding and knowledge regarding diversity and uniqueness of patients in to clear practices of care planning and provision.
- ✓ When providing care and treatment, health care providers should understand the implications of the individual's mental capacity, knowledge, and experience, their involvement and level of participation in care planning and treatment.

Core principle 3: Communicating with individuals in ways that are meaningful to them

- ✓ Communication plays a key role in understanding individual needs and preferences.
- ✓ This is fundamental to care provision to ensure dignity and respect.



- ✓ Verbal, non-verbal and body language are important elements of communication and these are affected by individual's culture, disability and language.
- ✓ Maintaining confidentiality and transparency is also fundamental for good communication.
- ✓ It is essential that care providers understand these factors and provide opportunities for the service user to express their wishes and concerns to their care providers.

Core principle 4: Recognize and respect how an individual's dignity may be affected when supported with their personal care

- ✓ While every care provider aims to provide dignified care there are many occasions which Unintentional compromises to dignity can happen due to lack of awareness and understanding.
- ✓ It is vital that all professionals providing care understand and support the need for an individual to receive personal care in a sensitive manner and protect their privacy at all times.
- ✓ When treating or talking to patients remember their need of, and right to, privacy. Often a hallway or curtained bed space just isn't private enough.
- ✓ If a patients' bedside curtain or door is closed, please ask the patient or staff attending the patient if it is OK to enter.
- ✓ In general, in ensuring dignified care it is important that individuals are enabled to be independent and not made uncomfortable when receiving intimate personal care.

Core principle 5: Recognize that an individual's surroundings and environments are important to their sense of respect

- ✓ Ensuring a friendly and supportive environment is a key enabler for individuals to feel respected and maintaining their dignity.
- ✓ A welcoming atmosphere, respect for personal space and privacy and the right environment for effective communications are all integral to caring with dignity.
- ✓ A simple welcome to a patient can do a lot to make them feel comfortable and relaxed.

Core principle 6: Value workplace cultures that actively promote the Respect for everybody



- ✓ In addition to providing the right environment for an individual it is also important to ensure a positive workplace environment for health care providers which would enable them to provide dignified care.
- ✓ A respectful workplace A place where everyone can do his or her best, and where health care providers are free to report workplace concerns without fear of retaliation or reprisal.
- ✓ A health care setting/ facility that reflects and values the best in everyone, where professionals treat each other respectfully and professionally, and where individual differences are valued.

Core principle 7: Recognize the need to challenge care that may reduce the dignity of the individual

- ✓ Respect is everyone's responsibility and this should be integral to all practices in a care setting.
- ✓ staff health care providers needs to have the opportunity to discuss things that make them feel uncomfortable but are not necessarily issues that meet safeguarding thresholds.
- ✓ If health facilities develop cultures that are open and reflective of practice that is undertaken during service delivery then this will be addressed.
- ✓ Opportunities to learn from mistakes and improving performance are a strong lever for improving the quality of care.

A culture of maintaining integrity and following professional conduct enables health care providers to speak up when they come across substandard quality of care.

- ✓ The facility managers and leaders at all levels have a significant role to play in ensuring this. Encouraging everyone including staff, patient/client, and their families can provide ample learning opportunities and scope for improving practice.

4.3 Patient's rights to Consent, information and decision making and access services

4.3.1. Informed Consent

Informed consent is legal document whereby a patient signs written information with complete information about the purpose, benefits, risks and other alternatives before he/she receives the care intended. It is a body of shared decision making process, not just an agreement. Patient



must obtain and being empowered with adequate information and ensure that he/she participated in their care process.

For consent to be valid, it must be voluntary and informed, and the person consenting must have the capacity to make the decision. These terms are explained below:

- **Voluntary:** the decision to either consent or not to consent to treatment must be made by the person him or herself, and must not be influenced by pressure from medical staff, friends or family. This is to promote the autonomy of the patient.
- **Informed:** the person must be given all of the information in terms of what the treatment involves, including the benefits and risks, whether there are reasonable alternative treatments and the consequences of not doing the treatment. This will help to avoid harm—patients may harm themselves if they decide based on unwarranted and incorrect information.
- **Capacity:** the person must be capable of giving consent, which means they understand the information given to them, and they can use it to make an informed decision.

General principle:

You should ensure that informed consent be given by a patient before any laboratory procedure is carried out. The ethical and legal rationale behind this is to respect the patient's autonomy and their right to control his or her life. The basic idea of personal autonomy is that everyone's actions and decisions are his or her own.

Information for patients:

Effective communication is key to achieving informed consent. You should take appropriate steps to find out what patients want to know about the laboratory procedure to be carried out for them and what they ought to know about the laboratory sampling procedure requirements, the duration of test accomplishment and laboratory diagnosis or test to be performed. Every adult patient is presumed to have the capacity to make decisions about their own healthcare. A care provider or laboratory worker has a duty to assist patients to make informed decisions by giving them information in a clear and comprehensible manner; and ensure that they have appropriate support.

A Laboratory worker should consider patients' individual needs and priorities when providing information. For example, a client's or patients' beliefs, culture, occupation or other factors may have a bearing on the information when making a decision.



The laboratory worker should ask a patient whether they have understood the information they have received and if they need more information before making a decision. The laboratory worker must answer any questions the patient might have.

Also, the laboratory worker must not withhold any information necessary for the patient to make an informed decision unless disclosure would cause the patient serious harm. In this context 'serious harm' does not imply becoming upset or decide to refuse treatment.

Timing of consent process:

Obtaining informed consent cannot be an isolated event. It involves an ongoing process of keeping or in pain and therefore less likely to make a calm and reasoned decision. Where possible, you should explain risks well patients up to date with any changes in their condition and the treatments or investigation proposed. Whenever possible, the laboratory worker should discuss available sampling procedure options at a time when the patient is best able to understand and retain the information. It is not recommended to seek consent when a patient may be **stressed, sedated** in advance of an intervention.

Laboratory professionals' responsibility for seeking consent: Laboratory professional must have full understanding of the sampling procedure or laboratory tests, how it is carried out and the risks attached to it. If the laboratory worker does not have a full understanding of the procedure, he or she should appoint another colleague knowledgeable of the proposed sampling procedure or laboratory investigation and understands the risks involved to inform the patient with sufficient information and time to make an educated decision to consent to the procedure or investigation.

Decision making for incompetent patients: many patients may be incompetent to make a decision for themselves. Example, include young children, individuals affected by certain psychiatric or neurological conditions which potentially impair their decision making ability, and those who are temporarily unconscious or comatose. These patients require substitute decision-makers. Ethical issues arise in the determination of the appropriate substitute decision-makers and in the choice of criteria for decisions on behalf of incompetent patients.



Refusal of any laboratory care: Every adult with power to decide is entitled to refuse medical help.

The laboratory must respect a patient's decision to refuse any laboratory services, even if he or she disagrees with the patient's decision. In these circumstances, the laboratory technician or technologist should clearly explain to the patient the possible consequences of refusing laboratory diagnosis and offer the patient the opportunity to receive a second medical opinion if possible.

Ethiopia Council of minister's regulation 299/2013, Article 52.

Patient's informed consent:

- Medical service may not be provided without obtaining the patient's informed consent
- Notwithstanding the provision of sub-article 1 of this article, medical service may be provided to a patient without obtaining his/her consent when:
 - a. The patient is unable to give his consent and such consent is given by;
 - ✓ A person authorized by the patient in writing to give consent on his behalf;
 - ✓ In the absence of a person authorized to give such consent, the spouse, child, parent, brother, or sister of the patient or
 - ✓ A person authorized to give such consent in accordance with the law or a court order
 - b. Failure to treat the patient may result in a serious risk to public health
 - c. The patient has not expressly or in any other way refused to get the medical service and any delay in the provision of medical service could result in irreversible damage on his/her health
- Any health professional shall make reasonable effort to obtain the patient's informed consent
- The health professional shall explain to the patient who refused to get medical services, the possible risks of his refusal on his health and shall record same in writing



- A consent given under this article shall be valid when it is obtained from the patient or any other third party in writing, unless it is permitted by directives to be expressed orally or through conduct



Self check	Written test
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Instructions: Answer all the questions listed below. Illustrations may be necessary to aid some explanations/answers. Write your answers in the sheet provided in the next page.

1. Which of the followings is/are techniques of effective communication in patient care
 - a. Avoid using medical jargons
 - b. Use culturally appropriate eye contact
 - c. Allow sufficient time to actively listening
 - d. All
2. Identify which of the following is not type of dignity in nursing ethics
 - a. Dignity of human being
 - b. Dignity of personal identity
 - c. Dignity of merit
 - d. Dignity of moral status
 - e. None
3. For the consent to be valid, it must be:-
 - a. Voluntary
 - b. Informed
 - c. The must be capable/ capacity
 - d. All
 - e. None



Score = _____

Rating: _____

Answer Sheet

Name: _____

Date: _____

Short Answer Questions

1 .

2 .

3 .

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List of Reference Materials

1. Introduction to Professional Nursing and Ethics (LECTURE NOTES For Professional Nursing Students)
2. An overview of Integrated Care Models (World health Organization, 2016)
3. Providing compassionate, respectful and caring services learning module (HLT MLS4 MO 16 1017)

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