

**TOPIC: PAIN ASSESSMENT WITH FAMILY TRANSLATOR-
OPPORTUNITIES FOR IMPROVEMENT**

Description	<p>The purpose of this video is to show a scenario in which the nurse does not demonstrate best practice with pain assessment and caring for a patient who has a non-English language preference. There is a companion video (<i>Pain Assessment with Interpreter- Better Practice</i>) that shows a pain assessment grounded in best practices that includes the use of an interpreter and demonstrates use of a pain assessment tool.</p> <p>The principles in this video align with concepts taught in:</p> <ul style="list-style-type: none"> • ELNEC Undergraduate/New Graduate <ul style="list-style-type: none"> ○ Module 1: Introduction to Palliative Care ○ Module 2: Communication ○ Module 3: Pain • ELNEC Graduate <ul style="list-style-type: none"> ○ Module 1: Introduction to Palliative Care ○ Module 2: Communication ○ Module 3: Pain
Learning Objectives	<p>Upon completion, the learner will be able to:</p> <ol style="list-style-type: none"> 1. Consider nursing practices in pain assessment when caring for patients with non-English language preference. 2. Identify best practices for working with medical language interpreters. 3. Identify key components of a thorough pain assessment. 4. Explore cultural variations in pain presentation and assessment that nurses can consider in their practice.
Faculty Instructions	<ol style="list-style-type: none"> 1. Students should watch the entire video at least once. The video can be shown additional times to inform discussion and debriefing. 2. Then debrief about what went well and opportunities for improvement: <ol style="list-style-type: none"> a. Related to the pain assessment. It may be helpful to use the OLDCARTS or PQRSTU mnemonic for pain assessment. Consider instructing students to watch for how each of these is used in the scenario. The items included and missing in the vignette are provided in the debriefing resources. b. Related to best practices when working with interpreter. Faculty can also debrief about best practices when working with an interpreter that were demonstrated in the video. In this vignette, the nurse did not work with a medical interpreter. Instead, the nurse asked a family member to translate. Students should be able to identify instances when translations were incomplete and when the patient was not included in the conversation.

Support for this project provided by

- Texas Organization of Baccalaureate and Graduate Nursing Education (TOBGNE)
- UT Health San Antonio School of Nursing
- End of Life Nursing Education Consortium (ELNEC)

DEBRIEFING RESOURCES

Pain Assessment Questions in Vignette- OLDCARTS	
Onset	Not assessed
Location	Does the pain radiate elsewhere?
Duration	Not assessed
Character	Not assessed
Aggravating factors	Not assessed
Relieving factors	Not assessed
Temporal pattern	When did his pain start?
Severity	On a scale of 0-10, how much does it hurt?

Pain Assessment Questions in Vignette- PQRSTU	
Palliating and provoking factors	Not assessed
Quality or Quantity	Not assessed
Region and Radiation	Does the pain radiate elsewhere?
Severity	On a scale of 0-10, how much does it hurt?
Temporal characteristics (e.g., timing, patterns)	When did his pain start?
Treatment	Not assessed
Understanding	Not assessed

Articles to Support Teaching and Debriefing
<p>For Pain Assessment:</p> <ul style="list-style-type: none"> • Fink, R. M., & Gallagher, E. (2019). Cancer pain assessment and measurement. <i>Seminars in Oncology Nursing</i>, 35(3), 229–234. https://doi.org/10.1016/j.soncn.2019.04.003 <p>For Best Practices when Working with Interpreters</p> <ul style="list-style-type: none"> • The National Council on Interpreting in Health Care. (2004). <i>A National Code of Ethics for Interpreters in Healthcare</i>. https://www.ncihc.org/assets/documents/publications/NCIHC%20National%20Code%20of%20Ethics.pdf • Hadziabdic, E., & Hjelm, K. (2013). Working with interpreters: Practical advice for use of an interpreter in healthcare. <i>International Journal of Evidence-Based Healthcare</i>, 11(1), 69–76. https://doi.org/10.1111/1744-1609.12005 • Ortega, P., Shin, T. M., & Martínez, G. A. (2022). Rethinking the term "limited English proficiency" to improve language-appropriate healthcare for all. <i>Journal of Immigrant and Minority Health</i>, 24(3), 799–805. https://doi.org/10.1007/s10903-021-01257-w • Squires A. (2017). Evidence-based approaches to breaking down language barriers. <i>Nursing</i>, 47(9), 34–40. https://doi.org/10.1097/01.NURSE.0000522002.60278.ca

Curricular Alignment- Undergraduate Programs

Competencies And Recommendations for Educating Nursing Students (CARES, 2nd. ed.)

- #4 Demonstrate respect for diversity, equity, and inclusion as essential for the delivery of culturally sensitive, quality palliative care.
- #5 Communicate effectively, respectfully, and compassionately with patients, families, interprofessional team members, and the public about palliative care.
- #6 Collaborate effectively within the interprofessional team to coordinate the delivery of high-quality palliative care across healthcare settings.
- #10 Utilize evidence-based tools to perform a holistic health assessment of pain and other symptoms, considering physical, psychological, social, and spiritual needs.

Alignment with AACN Essentials: Entry-Level Professional Nursing Education		
Domains	Competencies	Sub-Competencies
Knowledge for Nursing Practice	1.2	1.2c
Person-Centered Care	2.1 2.2 2.3 2.8 2.9	2.1c 2.2a, 2.2b, 2.2c, 2.2d, 2.2f 2.3a, 2.3b, 2.3c, 2.3e, 2.3f, 2.3g 2.8d 2.9a
Interprofessional Partnerships	6.1 6.4	6.1a, 6.1b, 6.1d, 6.1e, 6.1f 6.4a, 6.4b
Informatics and Healthcare Technologies	8.1 8.3 8.4	8.1a 8.3a, 8.3c 8.4b
Professionalism	9.1 9.2 9.3 9.5 9.6	9.1c 9.2d, 9.2e, 9.2g 9.3g 9.5c 9.6a
Personal, Professional, and Leadership Development	10.2	10.2f

Alignment with AACN Essentials Concepts:

- Clinical Judgment
- Communication
- Compassionate Care
- Diversity, Equity, and Inclusion
- Ethics
- Evidence-Based Practice
- Social Determinants of Health

Resource: American Association of Colleges of Nursing and End-of-Life Nursing Education Consortium (2021). Primary palliative care competencies for undergraduate and graduate nursing students (CARES/G-CARES, 2nd ed): Alignment with the 2021 AACN Essentials. <https://www.aacnnursing.org/Portals/42/AcademicNursing/Tool%20Kits/Essentials/Alignment-CARES-G-CARES-Essentials.pdf>

Curricular Alignment- Graduate Programs

Graduate Competencies And Recommendations for Educating Nursing Students (G-CARES, 2nd. ed.)

- #5 Engage in strategic partnerships with interprofessional colleagues and community stakeholders to influence policies and quality improvement activities related to primary palliative care
- #7 Utilize advanced palliative care communication skills with patients, families, and team members as appropriate to one’s functional area of nursing practice and the professional context.
- #8 Promote delivery of care that supports holistic assessment and management of pain and symptoms common in serious illness at the full scope of practice.
- #9 Collaborate with healthcare team members to coordinate culturally sensitive, patient-centered, and family-focused palliative care across care settings.

Alignment with AACN Essentials: Advanced-Level Professional Nursing Education		
Domains	Competencies	Sub-Competencies
Knowledge for Nursing Practice	1.2	1.2h, 1.2i
Person-Centered Care	2.1 2.2 2.3 2.6 2.9	2.1d, 2.1e 2.2g, 2.2j 2.3h 2.6e, 2.6j 2.9f, 2.9h
Interprofessional Partnerships	6.1 6.4	6.1h, 6.1i, 6.1j 6.4g
Informatics and Healthcare Technologies	8.1 8.3 8.4	8.1g 8.3g, 8.3i 8.4e
Professionalism	9.1 9.2 9.3 9.5 9.6	9.1i 9.2h, 9.2i, 9.2k, 9.2l 9.3i 9.5g 9.6d, 9.6g, 9.6h

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<https://www.aacnnursing.org/Portals/42/AcademicNursing/Tool%20Kits/Essentials/Alignment-CARES-G-CARES-Essentials.pdf>]