

## Communication: Communicating with an Anxious Person (AUS and NZ)

### Checklist

S = Satisfactory

U = Unsatisfactory

NP = Not Performed

Step	S	U	NP	Comments
Identified the indication for therapeutic communication with the person experiencing anxiety.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Performed hand hygiene and applied PPE in accordance with standard or transmission-based precautions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Engaged in therapeutic communication. a. Introduced self (name and function/designation). b. Confirmed the person's identity (minimum of three identifiers: e.g. full name, date of birth, medical record number). c. Stated intent, outlined the procedure and answered any questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Assessed the environment to ensure it was conducive to therapeutic communication. Decreased environmental stimulation if required.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Allowed ample personal space between self and the anxious person.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Step	S	U	NP	Comments
Established an open, trusting relationship by actively listening to the person and encouraging them to discuss their feelings of anxiety.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Recognised own anxiety and consciously tried to remain calm. Was aware of nonverbal cues that indicated own anxiety.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Evaluated the person's ability to discuss the factors which cause them anxiety and to establish the contributing triggers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Looked for physical, behavioural and verbal cues that indicated that the person was anxious.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Encouraged family members to give their perspective on the possible causes of the person's anxiety (if appropriate).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Encouraged the person to discuss their coping strategies and provided education on anxiety reduction strategies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Observed for signs, symptoms or behaviours that suggested the person remained anxious at the conclusion of the encounter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Ensured the person was safe, positioned comfortably and had access to the call bell and personal items.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Step	S	U	NP	Comments
Performed hand hygiene in accordance with standard or transmission-based precautions after contact with the person.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Documented the cause of the person's anxiety and any exhibited signs and symptoms. Documented coping methods used to relieve anxiety.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Reported any deterioration or abnormal findings to the healthcare professional in charge. Referred to the medical team for assessment if indicated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Learner: \_\_\_\_\_ Signature: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Signature: \_\_\_\_\_

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