

RESOURCE 05 / PRACTICE WORKSHEET

Pain SBAR Handoff & Teach-Back

Practice concise communication, a clear request, and a shared follow-up plan.

For supervised learning or simulation. Use a case code only; omit patient identifiers. Never upload completed worksheets containing patient information.

Case code: _____ Learner: _____ Practice date: _____

1 Organize your SBAR message [1]

S Situation	What is happening now? Main concern, current pain report, functional impact, and urgency: _____ _____
B Background	Relevant diagnosis/history, baseline, allergies, recent medicines (with timing), interventions, and restrictions: _____ _____
A Assessment	What did the patient report? What did you observe? Include reassessment, relevant safety findings, and your uncertainty: _____ _____
R Recommendation or request	What do you need from the supervising clinician, and how soon? State the request rather than proposing an independent order: _____ _____

2 Confirm that the message led to a plan

Receiver / time	Receiver and role: _____ Practice time: _____ Response / agreed action: _____
Closed loop	Read back or confirm key instructions per site policy. Who will do what, by when? _____
Follow-up	What will be reassessed, and who will receive the update? _____

Emergency findings: use the site's urgent response process immediately. SBAR structure must not delay emergency care.

Teach Back, Then Check In

Teach-back checks how clearly you explained something; it is not a test of the patient. [2]

1 Use a short explanation and an open request [2]

Example language

"I want to make sure I explained this clearly. In your own words, how will you use this comfort strategy, and what symptoms would make you stop and call for help?"

Use an interpreter or other communication aid when needed. Ask for a demonstration when teaching a hands-on skill. Re-explain in a different way and check again if the first explanation was unclear. [2]

2 Document what the patient understood

Topic / key message	One or two points taught in plain language: _____
Teach-back response	Patient's actual explanation or demonstration: _____
Clarify / recheck	What needed reteaching? What was understood after rechecking? _____
Support / follow-up	Patient questions, interpreter/caregiver involvement with permission, and agreed next step: _____

3 Compare with a fictional SBAR example [1]

S: "I am concerned that the current pain plan is not helping the patient transfer to the chair."

B: "They have postoperative knee pain and require assisted transfers. We just reassessed after supported repositioning."

A: "Pain remains 6/10 during the same transfer task. The patient is alert, breathing comfortably, and reports no new symptoms."

R: "Could you assess the patient with me and confirm the next action and reassessment plan?"

Self-check

☐ I made a specific request, named the receiver, and confirmed follow-up.

☐ I documented the patient's response, not only "verbalized understanding."

Teaching sources

[1] Institute for Healthcare Improvement. SBAR Tool: Situation-Background-Assessment-Recommendation. Communication framework; this worksheet is an original adaptation. [Source](#)

[2] Agency for Healthcare Research and Quality (2015). Health Literacy Universal Precautions Toolkit, 2nd ed., Tool 5: Use the Teach-Back Method. Publication No. 15-0023-EF. [Source](#)

The linked AHRQ page may reflect a newer toolkit edition; the teaching reference here is the 2015 second edition. Use current institutional communication and documentation policies.

Original educational worksheet, not a validated assessment instrument, medication order, or clinical protocol. Follow current site policies, approved resources, and supervision requirements.