

Unit 2: Conflict Management
Z-Chapter 13
ONLINE CONTENT (1H)

Unit objectives:

- Discuss five methods to resolve conflict. (1,2,3,5,6)*
- Discuss techniques to use in dealing with anger and with difficult people. (5,6,7)*

*Course Objectives

Review Chapter 13 and the attached article entitled: Running on Empty: Compassion Fatigue in Nurses and Non-Professional Caregivers, and place your answers to the following questions in the Z-Chapter 13 dropbox by 0800 on 2/5/2024.

1. You have recognized one of your coworkers is suffering from Compassion Fatigue. Discuss specific ways you would deal with this person if they were a:

(Provide specific examples and techniques)

- a. **Sherman Tank:** If the person I was dealing with was a Sherman tank, I would sit them down and make eye contact with them and state my opinions forcefully and assertively. I would be rude as well if it would help me get my words in. An example of this would be if a physician was upset and flew into a tirade because I forgot to have their suture set ready for them at 0800 in the patient's room.
- b. **Sniper:** The sniper is someone who makes sly comments and uses nonplayful teasing and innuendos to hurt you. So, if I was dealing with a sniper, I would as other nurses or staff, does anyone else see the issue their way? Do I understand that you don't like what I'm saying? An example of this would be if a nurse made a comment about my discharge planning and makes a remark about my flow of discussions with my patient.
- c. **Constant Complainer:** The way to handle a constant complainer would be to hear out their problems/feelings, acknowledge them, and paraphrase their comments. Then ask them how to solve the problem they have using an open-ended question. An example of this would be a nurse who says they are too overwhelmed with charting, and they also need to get a prescription from pharmacy. I would handle this by asking if I could run to pharmacy for them so they could finish their charting, would that help?
- d. **Clam:** A clam is someone who just won't open or talk. I would stop talking myself and use the friendly, silent stare (raised eyebrows, wide eyes, slight smile) which indicate I am waiting for a response. When the person does start talking, I would be very attentive and avoid talking over them. An example of a clam would be a physician who does not answer your question about patient discharge plans and ignores you.

2. Pick one of the ways to offset or reduce the risk of compassion fatigue in staff members (article) and provide **specific** examples a Unit Director could utilize in order to accomplish this.

One way we can reduce the incidence of compassion fatigue in the workplace is by making time for social interactions among teams such as social events or yearly retreats away from the workplace. This builds cohesion and trust. What the unit director can do is put out sign-up sheets for events that staff can attend such as staff lunch at a local restaurant provided by the facility. Unit directors could also organize potlucks, games, activities, and education at work as sometimes the days of events can conflict with others working that day. Another activity could be a yearly outing for the day which staff can attend, possibly with their loved ones. For example, in Sandusky, our FRMC ER has a yearly day out on the goodtime each year for the staff including PCTs, LPNs, RNs, and physicians, really anyone who works in the ER. By doing these activities, this again helps build cohesion, trust, and fun for the team. People are different outside of work. Even if the event was about educating on compassion fatigue at a restaurant, park, community club, this still gets staff out of the work place and promotes that team building.

3. You are a new graduate RN working on a busy Medical-Surgical Unit. The patient assignment you have for the day is a very heavy workload, and the Charge Nurse has just informed you that you are getting a new admission from the ED. You know that you will not be able to manage your patient load and this admission. Utilizing the model for conflict resolution, provide specific examples of how you would manage this situation by using:

- a. **Accommodation:** In this circumstance, I would approach the charge nurse with my concerns of having another admission and the charge nurse would take the admission from me and give the patient to another nurse meaning that the charge nurse would be frustrated this time.
- b. **Collaboration:** In this situation, I would approach the charge nurse and express my feelings and allow her to express theirs. In this situation, the charge nurse may agree to give the admission assessments and orders to another nurse while I handle my current patients then give the patient over to me. I may be tasked to assist the nurse with admission and the result gives the charge nurse the relief of the patient being admitted properly and I avoid the added stress of admission.
- c. **Compromise:** With compromise, this resolves the issues between both the charge nurse and I. I would present my concerns and we would decide on a resolution, maybe the charge nurse would handle their admission details and get them set up, hand their new orders/do the new orders and after would give them to me.
- d. **Avoidance:** Unassertive and uncooperative, the conflict is not resolved. I would not have approached my charge nurse with my concerns, and nothing would have changed. The charge nurse and I may be frustrated as a result and stress levels would rise. Again, there is not conflict resolution in this case.

e. Competition: In this situation, the person in power (charge nurse) would refuse my request of admitting the patient with another nurse and use their power of authority over me. Maybe the senior nurses already asked to not have the admission so since I am a new nurse, that is why I have the admission. The conflict is solved solely by the charge nurses power over me a new grad.

In order to receive full credit (1 H class time) for this assignment, it must be completed in its entirety by the due date/time assigned. Any assignments not completed in its entirety by the due date and time will result in missed class time and must be completed by the end of the semester to pass the course.