

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 2/3/2025.

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:

- Keep fear and anger under control and avoid an outright confrontation about who is right and who is wrong. Aggressive and are attackers.
- Stand up for yourself; defend yourself without fighting. Do not allow yourself to be run over, step aside. Do not argue or try to cut down the person.

b. Sniper:

- Their weapons are their innuendos, their digs, and their nonplayful teasing, which is definitely aimed to hurt you. Expose the attack or “smoke them out.” Ask questions calmly.
- “That sounded like a put-down. Did you really mean it that way?” or “Do I understand that you don’t like what I’m saying? It sounds as if you are making fun of me. Are you?”
- When a sniper is giving you criticism, be sure to obtain group conformation or denial. One way to prevent sniping is by setting up regular problem-solving meetings with that person.

c. Constant Complainer:

- Points out real problems but does it from a very unconstructive stance.
- It is important to move into a problem-solving mode by asking very specific, informative questions and encouraging him or her to submit complaints in writing.
- “Did I understand you to say that you are having difficulty with your patient assignment?”
- “Would it be helpful if I went to the pharmacy for you, so that you could complete your chart on your preoperative patient?”

d. Clam:

- They just refuse to respond when you need an answer or want to have a discussion.

- It might be helpful to try to read a clam's nonverbal communication. Watch for wrinkled brows, a frown, or a sigh.
- Try to get them to open up by asking open ended questions and waiting very quietly for a response. Do not fill in their silence with your own conversation. Give yourself enough time to wait with composure. Sometimes a little "clamming" of your own might be helpful, as by using the "friendly, silent stare."
- Be very direct and tell the clam what you are going to do, especially if the desired discussion did not occur.

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.

- Create an open environment where employees have a venue for mutual support. Encourage employees to talk about how they are affected by their work.
- Offer training that educates employees about burnout and CF and how to recognize the symptoms.
- Share the caseload among team members, particularly the most difficult cases.
- Make time for social interactions among teams. Social events and a yearly retreat away from the workplace can build cohesion and trust.
- Encourage healthy self-care habits such as good nutrition, sleep, taking work breaks.
- Reward effort and offer flexible work hours.
- Offer training that focuses on self-care and life balance to build resilience to stress.

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:

- Accommodation (Lose-Win):
 - Assign the new admission to another nurse that may have a lighter workload or is more seasoned for time management.
- Collaboration (Win-Win):
 - Ask if I could document for them while they are assessing the patient, to help move the process along.
- Compromise (No Lose- No Win):
 - Ask if I could care for their patients while she is doing the new admission, so they are not interrupted with the new patient.
- Avoidance (Lose-Lose):
 - Just not address the situation.
- Competition (Win-Lose):
 - The more senior nurses choose not to take on another patient instead handing it down to the 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.