

# Module Report

Simulation: Nurse's Touch: The Leader

Module: Case 5: Interprofessional Team Leadership



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Program Type: **BSN**

| Time Use and Score                        |                      |       |       |
|---|----------------------|-------|-------|
|   | Date/Time            | Time  | Score |
| Case 5: Interprofessional Team Leadership | 3/31/2025 5:51:55 PM | 8 min | 100%  |

| Results by Stage               |  |                        |
|--------------------------------|--|------------------------|
| Stage 1                        | (3 of 3 Correct)   |                        |
| <b>Question 1</b>              | Margaret is leading a work group whose focus will be to implement changes to the care delivery process. What type of change will this be?  |                        |
| <b>Selected Option/ Result</b> | Planned change   | <b>Result:</b> Correct |
| <b>Rationale</b>               | A purposeful change is the result of informed decisions based upon the gathering and processing of information about the topic.  |                        |
| <b>Question 2</b>              | Margaret recognizes the first step in implementing an effective change is to examine the current process. According to Lewin's classic stages of change, this investigation should occur during which stage?                                     |                        |
| <b>Selected Option/ Result</b> | Unfreezing stage   | <b>Result:</b> Correct |
| <b>Rationale</b>               | During the unfreezing stage, the problem is identified and investigated. Other team members are made aware of the issue and decide what type of change, if any, is needed.   |                        |
| <b>Question 3</b>              | Margaret anticipates that she may meet resistance about the need for change to improve the quality of care delivered. Which of the following change strategies should she plan to utilize when working with a multidisciplinary healthcare team? |                        |
| <b>Selected Option/ Result</b> | Rational-empirical   | <b>Result:</b> Correct |

|                                 |  |                        |
|---------------------------------|--|------------------------|
| <b>Rationale</b>                | The rational-empirical strategy uses current research findings to support the need for change to occur. This strategy would be the best choice to encourage the multidisciplinary team to work together toward the goal of improving client outcomes.  |                        |
| <b>Stage 2 (2 of 2 Correct)</b> |  |                        |
| <b>Question 1</b>               | Margaret, the case manager, is reviewing information about clinical pathways with members of the team. Which of the following information should Margaret include?   |                        |
| <b>Selected Option/ Result</b>  | Clinical pathways can be altered to meet client needs.   | <b>Result: Correct</b> |
| <b>Rationale</b>                | Clinical pathways are intended as a foundation to standardize care for clients who have similar conditions. Providers retain the ability to individualize the plan based upon client characteristics.  |                        |
| <b>Question 2</b>               |  |                        |
| <b>Question 2</b>               | Team members are expressing resistance and concerns regarding the implementation of clinical pathways. What action should Margaret take to increase the team's ability to work together?   |                        |
| <b>Selected Option/ Result</b>  | Determine the basis for their concerns.  | <b>Result: Correct</b> |
| <b>Rationale</b>                | To effectively change opinion, efforts should be directed toward addressing the root cause of their resistance.  |                        |
| <b>Stage 3 (4 of 4 Correct)</b> |  |                        |
| <b>Question 1</b>               | Margaret is implementing techniques to enhance the productivity of the group. Which of the following should she plan to do?  |                        |
| <b>Selected Option/ Result</b>  | Encourage two-way feedback when evaluating the groups progress.  | <b>Result: Correct</b> |
| <b>Rationale</b>                | Margaret should utilize two-way feedback when discussing the progress of the group. This method promotes open discussion and fosters progress toward meeting the goals of the group.   |                        |
| <b>Question 2</b>               |  |                        |
| <b>Question 2</b>               | Margaret, the case manager, is meeting with the members of the team. The team members are discussing their opinions about proposed changes to the clinical pathway for total hip arthroplasty clients. The team members' comments indicate that the team is in which of the following stages of group process? |                        |
| <b>Selected Option/ Result</b>  | Storming   | <b>Result: Correct</b> |
| <b>Rationale</b>                | In the storming stage, the members of the group begin to disagree with each other and express polarizing views.  |                        |
| <b>Question 3</b>               |  |                        |
| <b>Question 3</b>               | Margaret is using active listening to address Bailey's comments about the problems the physical therapist encounters when a client's pain is not under control prior to physical therapy. Which of the following techniques is Margaret using?   |                        |

|                                 |  |                        |
|---------------------------------|--|------------------------|
| <b>Selected Option/ Result</b>  | Open questioning   | <b>Result: Correct</b> |
| <b>Rationale</b>                | When the nurse uses open questioning as an active listening technique, she asks questions that begin with what, how, or when in order to obtain more information about the situation.  |                        |
| <b>Question 4</b>               | Dwight and Margaret are discussing the various roles that the members of the group assumed during the meeting. Which of the following statements made by a group member illustrates the role of gatekeeper?                          |                        |
| <b>Selected Option/ Result</b>  | Margaret: "I want to hear what each of you has to say. Can we make sure that everyone has a chance to speak? Bailey, you go first."  | <b>Result: Correct</b> |
| <b>Rationale</b>                | A gatekeeper encourages active and open participation and communication by all group members.  |                        |
| <b>Stage 4 (1 of 1 Correct)</b> |  |                        |
| <b>Question 1</b>               | Margaret notes that the team is comprised of a widely varied group of professionals. Which of the following should Margaret keep in mind when considering generational differences?  |                        |
| <b>Selected Option/ Result</b>  | Individual considerations are more relevant than generational differences.   | <b>Result: Correct</b> |
| <b>Rationale</b>                | While generational stereotypes can help inform one's understanding of group dynamics, it's important to recognize that individuals have their own specific perspectives and needs and do not uniformly conform to these stereotypes. |                        |
|                                 |  |                        |