




Clinical Scholar Didactic Course
March 2011
Tentative Schedule
Day 3, Wednesday, March 16, 2011

Time	Objective	Presenter
8:00 – 8:30	Thoughts / reflections	Karren Kowalski
8:30 – 9:20	Demonstrate / model effective modes of interdisciplinary communication	Dianne McCallister, MD, Chris Layne
9:20 – 9:40	Break	
9:40 – 11:20	Discuss the types of communication relevant to the role of the clinical scholar	Karren Kowalski
11:20 – 12:20	Describe the components in creating a culture of inquiry	Karren Kowalski Marianne Horner
12:20 – 1:05	Lunch	
1:05 – 2:15	Culture of inquiry, continued	Karren Kowalski Marianne Horner
2:15 – 2:30	Logbook time & sharing Pages 28 – 31	Karren Kowalski
2:30 – 3:20	Identify common types of conflict relevant to the clinical scholar	Sara Jarrett
3:20 – 3:30	Break	
3:30 – 4:30	Discuss strategies for managing conflict	Sara Jarrett
4:30 – 5:00	Logbook time and sharing Pages 32 – 35	Karren Kowalski

	<h2>Clarity and Teamwork The Key to Patient Safety</h2> <p>Dianne McCallister, MD, MBA Chief Medical Officer/VP Patient Quality and Safety Systems Porter Adventist Hospital</p>

	<h2>Communication Overload and Assumptions</h2> <p>Does The Following Seem Familiar?</p>

	<h2>Communication & Teamwork</h2> <ul style="list-style-type: none">■ 90-98% of errors in the hospital have communication as a major causal factor■ The Airline Industry has reduced crew caused errors to 0 by use of communication/teamwork training■ JCAHO now considers communication failures a sentinel event – rude style AND/OR <u>failing to speak up</u>

	<h2>How much can one mind hold?</h2> <ul style="list-style-type: none">■ The law of 7's■ The law of pattern bias

	<h2>Human Factors – How Our Brains Wiring Affects Errors</h2> <ul style="list-style-type: none">■ In Physician's Differential Diagnosis – can create a knowledge-based error■ This type of logic has<ul style="list-style-type: none">– 30% chance of error– 30% chance of not detecting an error was made

	Medical Training Addresses These Errors
	<ul style="list-style-type: none"> ■ Tactics Used to Prevent Errors in Differential Diagnosis/Complex Patient Care <ul style="list-style-type: none"> – Structured problem solving – same information in same order <i>every</i> time – (might look rigid to others) – Identify all possibilities and <i>then</i> identify the right answer based on facts – Interruption = Restart From the Top

	Techniques to Improve Communication in a Team
	<ul style="list-style-type: none"> ■ Never Guess <ul style="list-style-type: none"> – Repeat Backs – Clarifying Questions – Phonetic and Numerical Clarification ■ Clarity <ul style="list-style-type: none"> – SBAR ■ Participation <ul style="list-style-type: none"> – Speak-Up – Creating a Safe Environment – Ownership

	Nursing – Areas Where SBAR is Helpful
	<ul style="list-style-type: none"> ■ Rapid Response ■ Codes – “Blue”, Out of Control Patient ■ Hand-Offs <ul style="list-style-type: none"> – Shift to Shift – Unit to Unit – Nursing Unit to Testing Department

A CULTURE OF INQUIRY

Karren Kowalski, PhD, RN, FAAN
Marianne Horner, CNM, MS

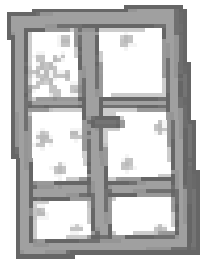
COLORADO CENTER FOR
NURSING EXCELLENCE

Day 3 Kowalski

Definitions

- **Culture:**
 - The set of shared attitudes, values, goals and practices that characterize a unit or corporation
- **Inquiry:**
 - Examination into facts or principles
 - A request for information
 - Systematic investigation

Questions are the



Of the Mind

QUESTIONS ...

Lead the student
Through the
Process of Discovery



What is the toughest question any student could ever ask you?????

CATEGORIES:

- Questions asked by the Instructor
- Questions asked by the Student

REASONS TO ASK QUESTIONS:

- **Stimulate the Brain**
- **Create an Exchange**
- **Discover Knowledge and Issues**
- **Allows Instructor to Listen**
- **Provides opportunities to Acknowledge**
- **Lead the Student through a Process of Discovery**

Guidelines for Asking Questions

●I. Know Your Purpose

- **What is to be gained?**
- **Put yourself in the student's shoes**
- **Phrase the question as a Win-Win**

Guidelines: II. The Delivery

- **Speak clearly, calmly & directly**
- **Be Positive**
- **No underlying negativity or disapproval**
- **Don't bury the question**
- **Display interest in the answer**

Guidelines: III. The Response

- **Listen Actively**
- **Use specific Active Listening skills**
 - **Can you paraphrase the response?**
 - **Are follow up questions clear, easy?**

Guidelines: IV. The Evaluation

- **As you listen, evaluate the response**
- **Clarifying questions may be needed**
- **Be prepared to question until the issue reaches completion**

Guidelines: The Payoff

- **Act on the information attained**
- **If performance improves, acknowledge the student**

When to use Questions

- 1. To persuade
- 2. Gain information
- 3. Plant the instructors ideas or thoughts
- 4. Clarify thinking
- 5. To motivate students
- 6. To solve problems

When to use questions cont.

- 7. Take the sting out of criticism
- 8. Open lines of communication
- 9. Reduce mistakes
- 10. Overcome objections
- 11. Obtain Cooperation
- 12. Clarify instructions

When to use questions cont.

- 13. Reduce anxiety
- 14. Defuse volatile situations
- 15. Gain control in difficult situations

SMART QUESTIONS

- 1. What has to be done?
- 2. Can you explain the process?
- 3. How do you feel about it?
- 4. Can you explain that further?
- 5. What can I do to help you?
- 6. From what perspective are you asking?

SMART QUESTIONS cont

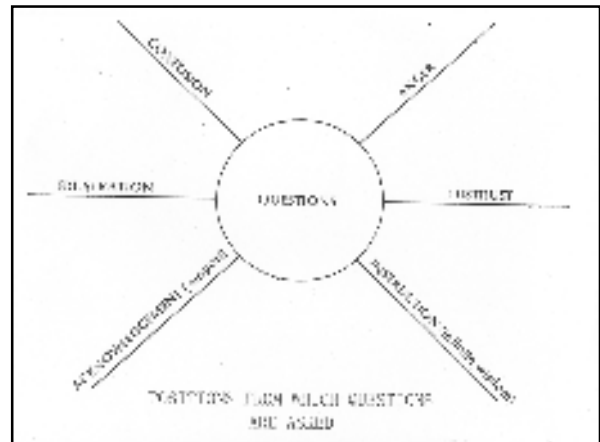
- 7. What are some of the reasons this didn't work as well as you had hoped?
- 8. What can be done to make this work better?
- 9. What key results are we looking for?
- 10. How do you plan to proceed?

WHY QUESTIONS

- **A DANGEROUS APPROACH**
 - Creates defensiveness
 - Cuts off communication
 - Rephrase to
 - What
 - How
 - Could

QUESTIONS from Students

- 1. When the instructor doesn't know the answer.
 - To the question asked by the student
 - The question asked by the instructor
- 2. When students expect to be spoon fed.
- 3. When students ask Tough/Emotional Questions



Response to Tough Questions

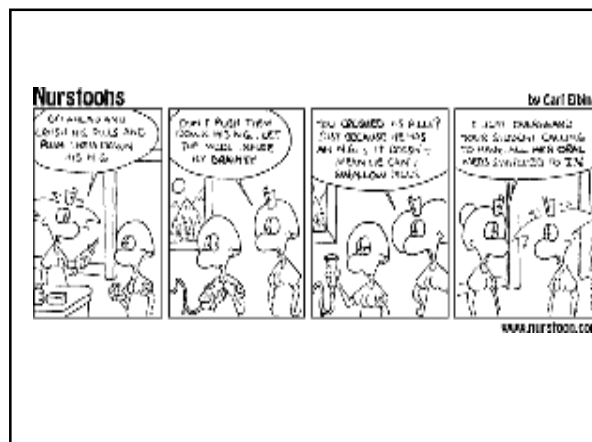


- 1. Breathe
- 2. Acknowledge the questioner
- 3. Appreciate the learning
- 4. Be open – NO Judgment
- 5. Be willing to deal with difficult issues

When you lose it!!!



- 1. Recognize you are in Reaction
- 2. Feel it! Get in Touch with it!!
- 3. See What the Truth Is
- 4. Have Compassion for SELF
- 5. Experience the Safety of being Vulnerable
- 6. Choose Love for Self



**NURSING FACULTY DEVELOPMENT INITIATIVE
CLINICAL SCHOLAR COURSE
CONFLICT QUESTIONNAIRE**

Directions: Consider situations in which you find your wishes differing from those of another person. For each of the following statements, think how likely you are to respond in that way to such a situation. Check the rating that best corresponds to your response. Please try to honestly assess your personal views.

	Very Unlikely	Unlikely	Likely	Very Likely
1. I am usually firm in pursuing my goals.	_____	_____	_____	_____
2. I try to win my position.	_____	_____	_____	_____
3. I give up some points in exchange for others.	_____	_____	_____	_____
4. I feel that differences are not worth worrying about.	_____	_____	_____	_____
5. I try to find a position that is between hers and mine.	_____	_____	_____	_____
6. In approaching a negotiation, I try to consider the other person's wishes.	_____	_____	_____	_____
7. I try to show the logic and benefits of my position.	_____	_____	_____	_____
8. I always lean toward a direct discussion of the problem.	_____	_____	_____	_____
9. I try to find a fair combination of gains and losses for both of us.	_____	_____	_____	_____
10. I attempt to work through our differences immediately.	_____	_____	_____	_____
11. I try to avoid creating unpleasantness for myself.	_____	_____	_____	_____

Very Unlikely Unlikely Likely Very Likely

- 12. I might try to soothe other's feelings and preserve our relationship. _____
- 13. I attempt to get all concerns and issues immediately out. _____
- 14. I sometimes avoid taking positions that create controversy. _____
- 15. I try not to hurt the other's feelings. _____

Clinical Scholar Course Conflict Resolution

Completion of Conflict Assessment Tool

By completing this assessment tool you will have a self-awareness of your own conflict management style. Take about 5 minutes to complete (only 15 brief statements) and score your responses.

Overview of the concepts and processes related to conflict

A. What is conflict?

Conflict is defined as a struggle between opposing or incompatible behaviors, needs, or feelings within one person or between two or more people. The potential for conflict exists in every organization. Once thought of as dysfunctional, it is now regarded as normal and growth enhancing.

B. What are the ingredients of conflict?

Needs
Perceptions
Power
Values
Feelings and emotions

C. What are the steps (process) for managing conflict?

Analyze the conflict
Determine the management strategy
Pre-negotiation
Negotiation
Post-negotiation

D. Conflict Resolution Strategies and Outcomes: What are ways to resolve conflict?

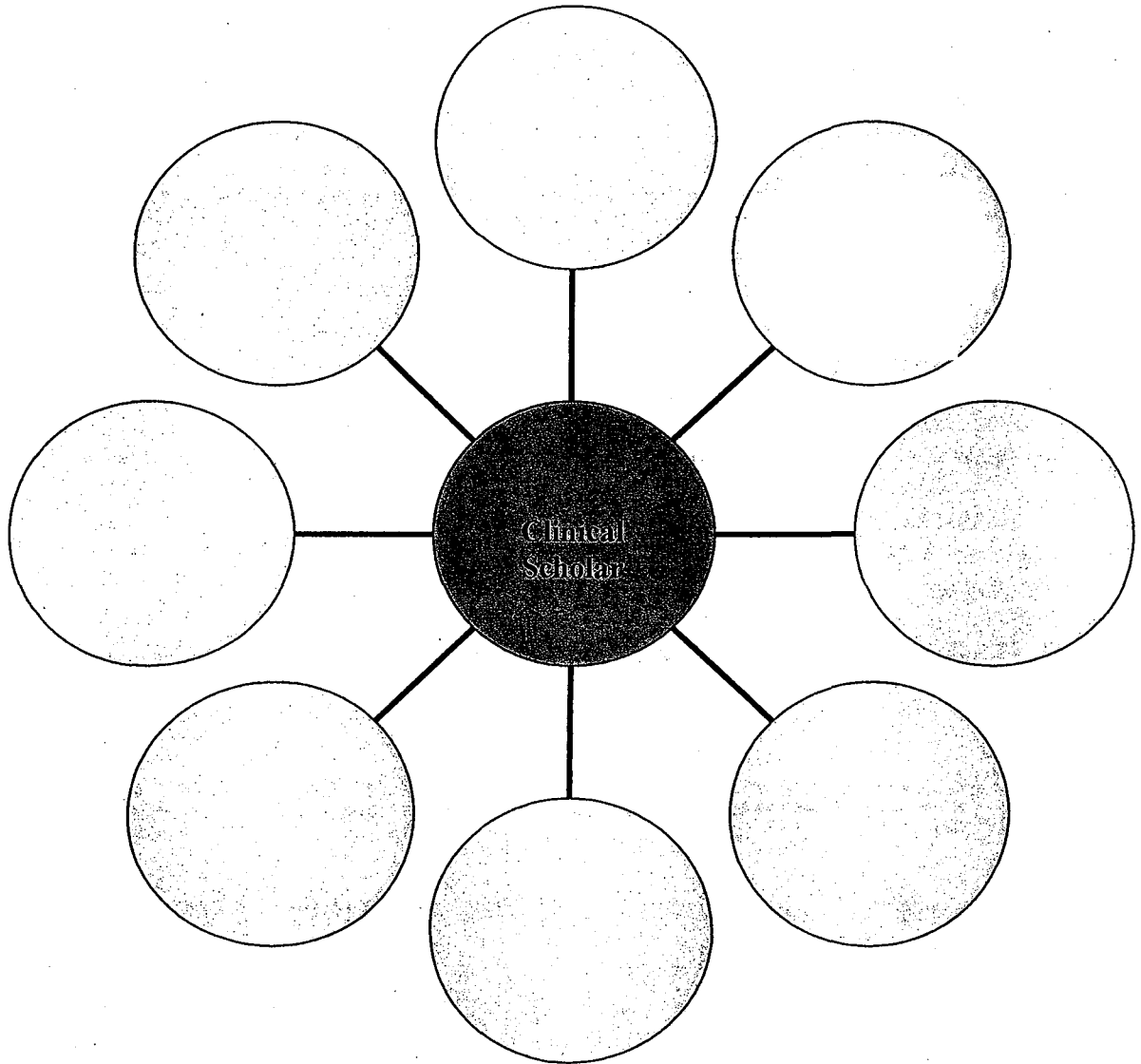
1. **Competition:** (win-lose); based on power, aggressive and uncooperative; people pursue their own needs and goals at the expense of others.
2. **Avoidance:** (lose-lose); withdraws from situation, unassertive & uncooperative; delays responding to conflict.
3. **Accommodation:** (lose-win); suppresses and smooths over differences, dreads conflict, maintains harmony.
4. **Compromise:** (no lose-no win); middle of the road position, give and take by both parties, seldom confronts conflict.
5. **Collaboration:** (win-win) assertive and cooperative, objectively evaluates differing views, often leads to creativity and new ideas.

What are the potential sources of conflict in your role as a clinical scholar?

Discuss examples of positive and negative effects of conflict in the workplace environment.

Conflict Resolution Scenarios and Discussion Questions

Clinical Scholar Course
Sources of Conflict in Your Clinical Scholar Role



**NURSING FACULTY DEVELOPMENT INITIATIVE
CLINICAL SCHOLAR COURSE**

CONFLICT MANAGEMENT

What causes conflict?

What are common sources of conflict for clinical scholars?

Conflict Resolution-what are ways to resolve conflict?

1. Competition (win-lose)-based on power, aggressive and uncooperative, short-term
2. Avoidance (lose-lose)-withdraws from situation, tries to remain neutral, delays responding to conflict
3. Accommodation (lose-win) –suppresses and smoothes over differences, dreads conflict, maintains harmony
4. Compromise (no lose-no win)-middle of the road position, give and take by both parties, seldom confronts conflict
5. Collaboration (win-win)-assertive and cooperative, objectively evaluates differing views, often leads to creativity and new ideas

**Nursing Faculty Development Initiative
Clinical Scholar Course
Scoring for Conflict Questionnaire**

Scoring: Very Unlikely = 1, Unlikely = 2, Likely = 3, Very Likely = 4

	<i>Item:</i>	<i>Item:</i>	<i>Item:</i>	
COMPETING:	1_____	2_____	7_____	TOTAL_____
COLLABORATING:	8_____	10_____	13_____	TOTAL_____
COMPROMISING:	3_____	5_____	9_____	TOTAL_____
AVOIDING:	4_____	11_____	14_____	TOTAL_____
ACCOMMODATING:	6_____	12_____	15_____	TOTAL_____

