

MISSOURI LTCOP



PICKLE PREPARATION TRAINING

(Getting Ready to Deal with Difficult Issues)

Who Are You?

(When It Comes to Handling Conflict)

When it comes to conflict, we all handle things differently. Answer the following questions honestly by making an X beside the best answer for you to each question.

1. You are requested to give a talk to a civic group on something you have no interest in. You...

- T Refuse the request but offer to speak on another topic
 M Familiarize yourself with the topic in order to give the speech since it is a privilege to be asked
 S Reluctantly agree to the request
 N Agree to give the speech even though you will probably try to get out of it at a later time
 D Reply that you can't be bothered giving speeches to their organization

2. You have made reservations at a restaurant for yourself and two friends. While you are dressing, another friend unexpectedly arrives, asks if he/she can come along, and you don't want to include him/her. You...

- S Invite him/her anyway to eat with you and your friends
 D Tell him/her that he/she should have called first
 N Allow him/her to come but don't pay much attention to him/her for the rest of the evening
 M Invite him/her because you don't want to hurt his/her feelings
 T Tell him/her that you have been planning to be with your other friends tonight, and ask if you could make plans for another time

3. You are in a hurry and have been waiting in the grocery checkout line for five minutes. A slight acquaintance asks if she can cut ahead of you. You...

- T Refuse the person's request and point out that you are in a hurry
 S Reluctantly allow her to cut in
 M Allow her to cut in so as to save her from embarrassment
 N Make a comment about people who cut ahead in line
 D Insist that she move to the back like everyone else

4. You are asked by a friend to help out in a crisis situation. You feel you have already done your share. You...

- T Tell the friend what you have done and indicate that you feel you have contributed enough
 M Help out more since everyone should contribute as much as possible in a crisis
 S Reluctantly offer to be of more help
 N Agree to help out further, but participate minimally
 D Tell your friend that you have already contributed enough

5. Your boss gives you a “satisfactory” rating, but you think your work is well above average. You...

- _____ S Do nothing but feel unfairly treated
- _____ D Tell him his rating is unfair
- _____ N Gripe to co-workers about how unfair the boss is
- _____ T Ask the boss to explain why you received a lower rating; if you still disagree, attempt to convince him that you deserve a higher rating
- _____ M Accept the rating and try to improve his perception of you

6. Your “significant other” has been throwing his/her clothes all over the bedroom during the past week. You...

- _____ D Confront him/her about this sloppiness
- _____ S Put up with the mess as best you can
- _____ T Tell your significant other you would appreciate it if he/she would try to keep those clothes hung up
- _____ N Hint around about how you don’t care for messy rooms
- _____ M Pick up the clothes because you want to help out

7. A month ago a friend borrowed a small sum of money from you and he has not paid you back. You...

- _____ N Tell your friend how broke you are
- _____ T Remind him of the unpaid debt and ask for payment
- _____ M Say nothing in order not to embarrass your friend
- _____ D Tell your friend it is irresponsible not to pay his debts
- _____ S Say nothing and hope your friend eventually remembers the debt

8. A friend invites you to a party you do not wish to attend. You...

- _____ M Accept the invitation so as not to offend your friend
- _____ N Pretend you had another engagement
- _____ T Tell your friend that you would rather not go to the party
- _____ S Reluctantly accept the invitation
- _____ D Tell your friend you’re no longer accepting such invitations

9. A person with whom you do not wish to associate asks you to go to a movie. You...

- _____ D Tell the person that you would rather not go anywhere with him/her
- _____ N Tell the person you are busy with other things
- _____ M Accept the invitation in order not to hurt the person
- _____ S Go to the movie with the person, because you like movies anyway
- _____ T Tell the person you would rather not go to the movie with him/her

10. A casual friend constantly teases you in a joking but unfriendly way. This is beginning to annoy you. You...

- _____ T Express your annoyance at this behavior
- _____ S Feel hurt and/or annoyed but do not express your feelings
- _____ M Pretend to enjoy the humor so as not to offend your friend
- _____ N Respond in-kind, that is, return the teasing comments
- _____ D Tell your friend that he/she is insensitive

11. Your neighbor, who is chairperson of a charity bake sale, asks you to please contribute a homemade cake. You really are quite busy. You...

- _____ N Tell your neighbor you will think about it
- _____ M Bake the cake since it is for a worthy cause
- _____ S Rearrange your activities so you will have time to bake the cake soon
- _____ T Explain that you are quite busy and tactfully refuse this request
- _____ D Tell your neighbor he/she should know better than to ask you

12. You are engaged in a project with a friend and must prepare a joint report. When you discuss the report your friend suggests that you do most of the work because she is not good at that sort of thing. You...

- _____ T Insist that she do her fair share
- _____ N Jokingly suggest she is shirking her responsibility
- _____ M Agree to do most of the work because you really enjoy doing it, as well as helping your friend
- _____ S Agree to do most of the work yourself
- _____ D Tell your friend that it is irresponsible for her not to do her share of the work

To find your personality type, total the number of times you have checked each of the letters in the left-hand column. Your highest score is who you are (most of the time). Other scores will indicate how your behavior may vary in different situations.

T _____ M _____ N _____ D _____ S _____

T = Assertive (you know how to set limits, take care of yourself)

M = Socially compliant (possible “rescuer” or co-dependent)

N = Passive/Aggressive (indirect, seem agreeable, will “get even” later)

D = Assertive/Aggressive (direct, but occasionally insensitive)

S = Passive (a martyr, a sacrificial lamb, a perfect doormat)

DEFINITIONS

Problem: an intricate unsettled question

Solving: to find a solution, explanation, or answer for a problem

Resolution: the act of answering:
SOLVING

Miscommunication: failure to communicate clearly

Conflict: competitive or opposing action of incompatibles: antagonistic state or action (as of divergent ideas, interests, or persons)

Divergent: differing from each other or from a standard

TOOLS FOR TRUST

ATTITUDES: As an ombudsman, our manner of acting, feeling, talking and even the way we stand or walk shows our disposition, opinion or mental state. We can present ourselves as compassionate, kind, sincere or angry, irritable and having no time to spare.

AUTONOMY: Resident independence is sacrificed when he/she enters a nursing home. It is easy to forget the same person who has forgotten his name used to be the mayor or local librarian. We can help an individual feel independent in our manner of speech and solution suggestions.

BOUNDARIES: Healthy limits help us to define our roles and responsibilities. Lines need to be drawn for both emotional and physical boundaries to ensure respect from the resident. Boundary areas include confidentiality, touch and privacy.

CHOICES: Being mindful of choices sounds and looks like caring. Often the respect you show for a resident's individual choices will avoid problems even when those choices are not immediately available.

COMMUNICATION: Verbal and nonverbal communication skills can improve relationships and avoid conflicts.

CONTINUITY: Being as consistent as possible helps those around us to know what to expect and often establishes needed routine and security.

DEPENDABILITY: Our ability to be trustworthy and reliable gives us credibility and others feel they can rely on our words and actions. Being dependable includes timeliness and honesty.

RESPECT: Our willingness to be courteous and show consideration and regard for a resident will avoid interfering with their affairs and expresses concern.

TRUST BOXES

<u>WHEN THERE IS TRUST THERE IS:</u>	<u>WHEN THERE IS NO TRUST THERE IS:</u>
Understanding:	Suspicion:
Empathy:	Fear:
Communication:	Paranoia:
Confidence:	Competition:
Caring:	Stress:
Creativity:	Ambiguity:
Esteem:	Complexity:
Patience:	Behaviors:
Courtesy:	
Honesty:	

COMMUNICATING WITH THE SENSORY IMPAIRED AND CONFUSED

Hard of Hearing:

- ~Lower the pitch of your voice.
- ~Talk at a moderate rate.
- ~Speak as clearly and accurately as possible.
- ~Don't over articulate.
- ~Keep the volume of your voice even.
- ~Change subjects at a slower rate.
- ~Don't talk with any substance in your mouth.
- ~Face the person you are speaking to.
- ~Use gestures.

Blind or Sight Impaired:

- ~When you enter the room, identify yourself.
- ~When leaving, announce your departure.
- ~Speak naturally.
- ~Never rearrange familiar objects.
- ~When handing something, speak before you place it in his/her hand.
- ~Describe your surroundings during conversation.

Speech Impaired:

- ~Regard as a communicating adult.
- ~Don't bombard with too much speech or rush response.
- ~Don't talk about him/her in their presence.
- ~Don't assume the person **can't** understand because they **can't** speak.
- ~Don't assume the person **can** understand because they **can** speak.
- ~Keep communication short and simple.
- ~Speak in a natural tone.
- ~Give the person adequate time to respond.
- ~Be alert to delayed responses.
- ~Ask questions that can be answered with a yes or no.
- ~Don't correct errors.
- ~Let him/her know when you don't understand.
- ~Don't be frightened by periods of silence.

Confused:

- ~Remind resident of the time and date.
- ~Follow a set routine with visits.
- ~Relate to the person as an adult, avoiding baby talk.
- ~Be honest.
- ~Make use of touch.
- ~Honestly listen.
- ~Keep subjects simple and clear.
- ~Don't give up. Communicating may take time.
- ~Remember there is a live, thinking, feeling person underneath the confusion.

Difficult People Matching Game

Match the classic difficult behavior type in the left hand column by drawing a line to the associated behaviors in the right hand column. The first one has been done for you.

Classic Type	Behavior
1. The Know-It-All	a. temper tantrums, loses temper easily, anger to the point of throwing things and shouting
2. The Tank	b. legitimately knowledgeable, self-centered, superior attitude, use facts and logical arguments
3. The Clam	c. strong need to be liked and accepted, conflict with negative aspects of reality, say yes too often
4. The Exploder	d. have great ideas that are not well thought out, lack follow through, think they're right, want respect
5. The Complainer	e. bullies, charges, takes over, strong values on what is right and wrong, appears confident, abusive, abrupt
6. The Wet Blanket	f. feels anything out of their control will fail, makes statements such as "it won't work" or "it's no use"
7. The Procrastinator	g. is silent, grunts, doesn't respond, uses silence as a weapon, won't talk
8. The Fake Know-It-Alls	h. quick with verbal missiles, never in the open, want you to look bad, looks down at problems
9. The Sniper	i. finds fault with everything, blames and accuses others, has opinions on how others should behave
10. The Super-Agreeable	j. indecisive, fears losing respect, lacks follow through, cannot make up their minds

Dealing With Difficult People

Classic Type	Coping Strategy
The Know-It-All	Actively listen, be prepared, avoid overgeneralizations, build a trust relationship, ask expository questions, paraphrase main points
The Tank	Maintain eye contact, state your point of view with conviction, call them by name, don't argue with what they say, remain calm & firm
The Clam	Ask what, where, when and how questions, wait for response, listen-be persistent and supportive, use friendly-silent-stare technique
The Exploder	Let them run down and gain self-control, break into the tantrum with neutral phrases such as "stop" or "quiet", maintain composure
The Complainer	Listen to the complaint, paraphrase what is said, avoid accusing and becoming defensive, state the facts without comment, don't agree
The Wet Blanket	Don't be pulled down, make optimistic but realistic statements about past successes in solving similar problems, don't argue
The Procrastinator	Listen for unspoken hints, question to try to uncover reasons for stalling, give lots of support, examine facts of the situation
The Fake Know-It-Alls	Try not to make them look foolish, pick up on any part of the statement that is accurate, ask them for details
The Sniper	They count on you to not make a scene, draw them out into the open, ask questions about what they have said, don't be drawn in
The Super-Agreeable	Try to surface underlying facts and issues, let them know you value them, listen to human-there are hidden messages, compromise

WORDLES

Solve the following word puzzles about problem solving. The first one has been done for you.

WORDLE	ANSWER	IMPORTANCE
LAL	All Mixed Up	Residents need help or their lives are difficult
HE'S/HIMSELF		
YOU/JUST/ME		
THHAENRGE		
DEAL		

The Great White Man-Eating Shark

By Margaret Mahy

Problem/Resolution Chart

Problem	Resolution
Norvin had to share the beach with other swimmers, which made him cross and resentful.	
Mrs. Scorpio yelled that there was a real shark swimming next to her.	
The swimmers were tired of watching Norvin swim by himself.	
Norvin dressed up again like a shark to scare swimmers away so he could have the beach to himself.	
Norvin saw a real shark and couldn't swim anyway. (He learned his lesson, which was to not be so greedy)	
The female shark wouldn't leave the water.	

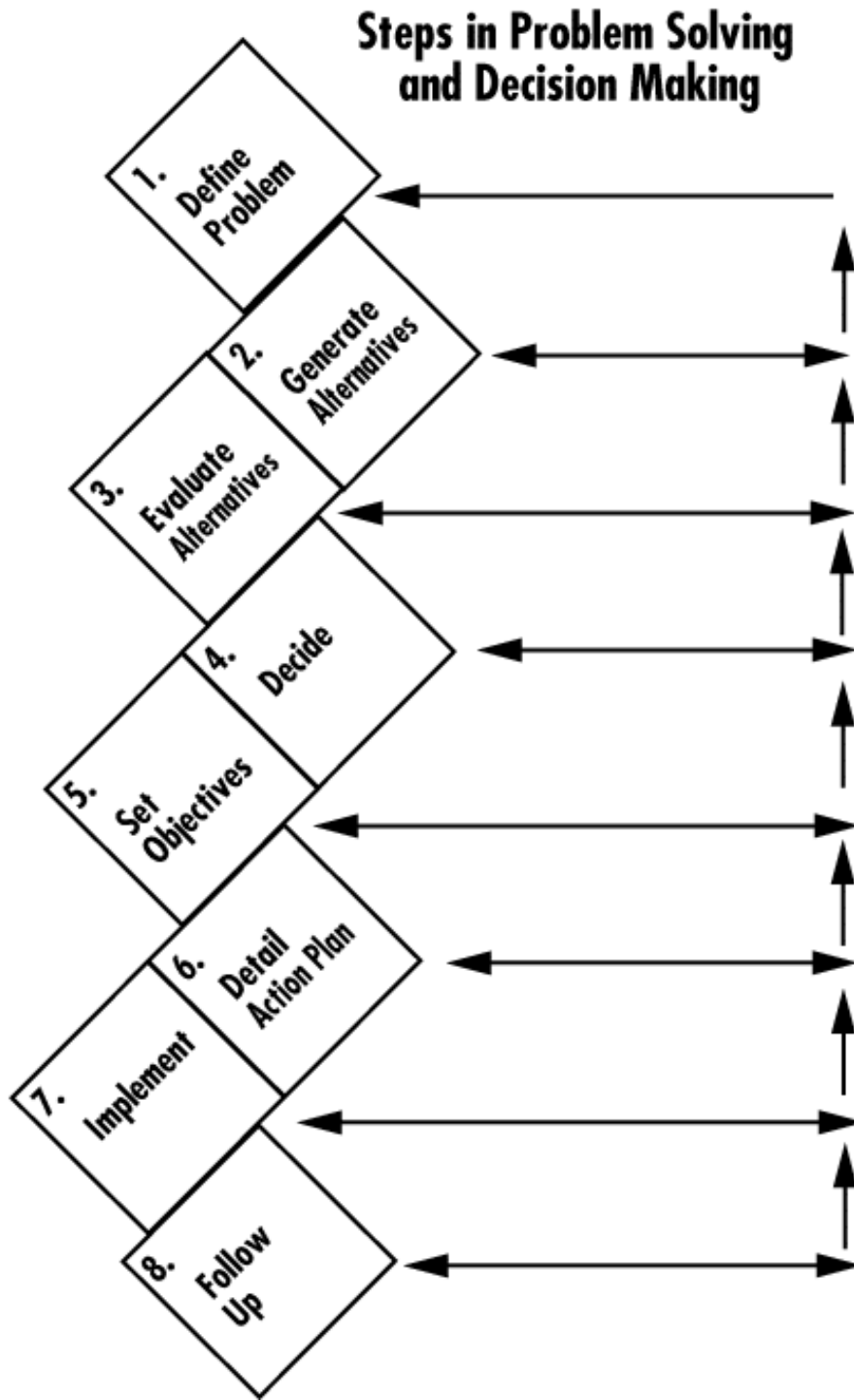
Common Problems

(Taken from Missouri's Long-Term Care Ombudsman Program
Training and Resource Manual, Chapter 7, The Problem-Solving Process)

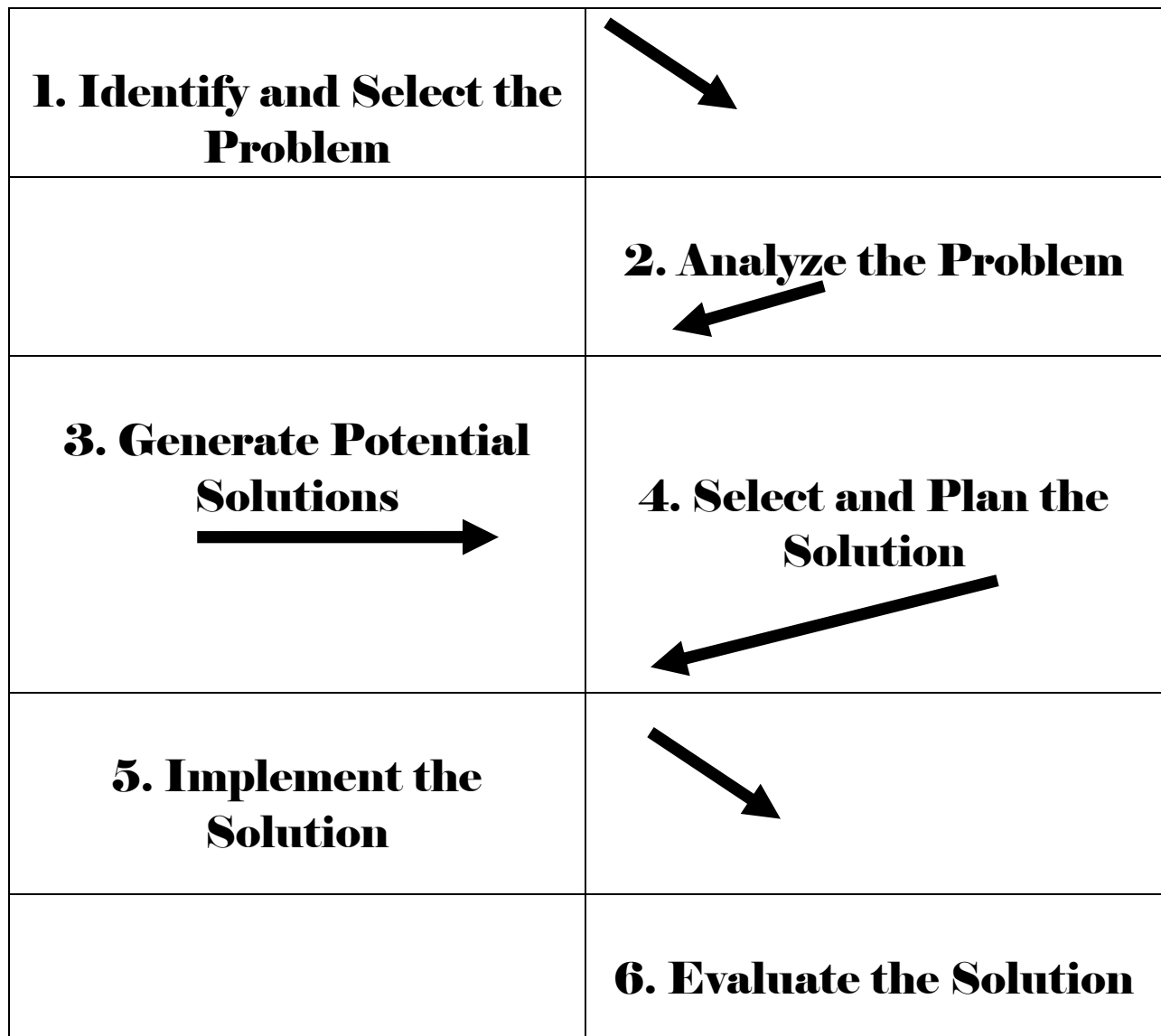
Common problems likely to surface in facilities include:

- ~ loneliness, the need for someone to talk to
- ~ boredom, not enough social or personal activities
- ~ problem with roommate
- ~ lack of privacy
- ~ poor food service or quality
- ~ inability to get services, care, or attention because of physical or communication problems
- ~ physical or chemical restraints
- ~ neglect
- ~ transfer from one room to another without notice
- ~ transfer to another facility because of change from private pay to Medicaid
- ~ need for assistance to document or make complaints
- ~ inability to live independently coupled with a desire on resident's part to leave the facility
- ~ use, accounting, and safe-keeping of personal funds and personal possessions
- ~ limited opportunities to go outside the facility for community activities
- ~ guardianship issues
- ~ insufficient medical or nursing care
- ~ need for legal assistance to make will or to make arrangements for disposing of personal funds or possessions abuse
- ~ physical or mental abuse
- ~ no rehabilitative care
- ~ need for assistance to find or purchase services
- ~ loss of dignity and self-respect based on general treatment of facility
- ~ additional or high charges for "extra" services

10 Step Problem Solving Process



6 Step Problem Solving Process



Stages in the Problem-Solving Process

Table 4

STAGE 1	
INTAKE AND INVESTIGATION	
Receive the Complaint	Receive problems, complaints, or concerns.
Get Permission	Obtain resident's permission to work with problem AND permission whether or not to use resident's name
Gather Information	Collect information from interviews, records, or observations.
Verify the Problem	Review information gathered. Assess what seems to be at the root of the problem. The complaint may be only a symptom.
STAGE 2	
ANALYSIS AND PLANNING	
Analyze the Situation	Once you identify the problem, consider the causes.
Consider Solutions	Generate alternative solutions or approaches. Who should be involved? When? How? Why? <u>Remember to stay focused on what the resident wants.</u>
Identify Obstacles	Anticipate obstacles to help select an appropriate approach.
STAGE 3	
RESOLUTION AND FOLLOW UP	
Choose an Approach	From your list of alternative solutions; choose the most efficient way to proceed, keeping any obstacles in mind. Identify alternative strategies in case you need them.
Act	Proceed with the selected plan, but be prepared to use an alternative.
Evaluate Outcome	Check back with the persons involved to evaluate the outcomes. Is the problem solved? Is it partially solved? If not, look for new approaches or information and start again.

Excerpt from Chapter 7 of the Missouri Long-Term Care Ombudsman Program Training and Resource Manual

Problem-Solving Process Worksheet

Table 4

STAGE 1 INTAKE AND INVESTIGATION
Receive the Complaint
Get Permission
Gather Information
Verify the Problem
STAGE 2 ANALYSIS AND PLANNING
Analyze the Situation
Consider Solutions
Identify Obstacles
STAGE 3 RESOLUTION AND FOLLOW UP
Choose an Approach
Act
Evaluate Outcome

**Excerpt from Chapter 7 of the Missouri Long-Term Care
Ombudsman Program Training and Resource Manual**

Compassion Satisfaction and Fatigue (CSF) Test

Helping others puts you in direct contact with other people's lives. As you probably have experienced, your compassion for those you help has both positive and negative aspects. This self-test helps you estimate your compassion status: How much at risk you are of burnout and compassion fatigue and also the degree of satisfaction with your helping others. Consider each of the following characteristics about you and your **current** situation. Write in the number that honestly reflects how frequently you experienced these characteristics in the last week. Then follow the scoring directions at the end of the self-test.

0=Never	1=Rarely	2=A Few Times	3=Somewhat Often	4=Often	5=Very Often
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Items About You

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- _____ 1. I am happy.
 - _____ 2. I find my life satisfying.
 - _____ 3. I have beliefs that sustain me.
 - _____ 4. I feel estranged from others.
 - _____ 5. I find that I learn new things from those I care for.
 - _____ 6. I force myself to avoid certain thoughts or feelings that remind me of a frightening experience.
 - _____ 7. I find myself avoiding certain activities or situations because they remind me of a frightening experience.
 - _____ 8. I have gaps in my memory about frightening events.
 - _____ 9. I feel connected to others.
 - _____ 10. I feel calm.
 - _____ 11. I believe that I have a good balance between my work and my free time.
 - _____ 12. I have difficulty falling or staying asleep.
 - _____ 13. I have outburst of anger or irritability with little provocation.
 - _____ 14. I am the person I always wanted to be.
 - _____ 15. I startle easily.
 - _____ 16. While working with a victim, I thought about violence against the perpetrator.
 - _____ 17. I am a sensitive person.
 - _____ 18. I have flashbacks connected to those I help.
 - _____ 19. I have good peer support when I need to work through a highly stressful experience.
 - _____ 20. I have had first-hand experience with traumatic events in my adult life.
 - _____ 21. I have had first-hand experience with traumatic events in my childhood.
 - _____ 22. I think that I need to "work through" a traumatic experience in my life.
 - _____ 23. I think that I need more close friends.
 - _____ 24. I think that there is no one to talk with about highly stressful experiences.
 - _____ 25. I have concluded that I work too hard for my own good.
 - _____ 26. Working with those I help brings me a great deal of satisfaction.
 - _____ 27. I feel invigorated after working with those I help.
 - _____ 28. I am frightened of things a person I helped has said or done to me.
 - _____ 29. I experience troubling dreams similar to those I help.
 - _____ 30. I have happy thoughts about those I help and how I could help them.
 - _____ 31. I have experienced intrusive thoughts of times with especially difficult people I helped.

0=Never	1=Rarely	2=A Few Times	3=Somewhat Often	4=Often	5=Very Often
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- _____ 32. I have suddenly and involuntarily recalled a frightening experience while working with a person I helped.
- _____ 33. I am pre-occupied with more than one person I help.
- _____ 34. I am losing sleep over a person I help's traumatic experiences.
- _____ 35. I have joyful feelings about how I can help the victims I work with.
- _____ 36. I think that I might have been "infected" by the traumatic stress of those I help.
- _____ 37. I think that I might be positively "inoculated" by the traumatic stress of those I help.
- _____ 38. I remind myself to be less concerned about the well-being of those I help.
- _____ 39. I have felt trapped by my work as a helper.
- _____ 40. I have a sense of hopelessness associated with working with those I help.
- _____ 41. I have felt "on edge" about various things and I attribute this to working with certain people I help.
- _____ 42. I wish that I could avoid working with some people I help.
- _____ 43. Some people I help are particularly enjoyable to work with.
- _____ 44. I have been in danger working with people I help.
- _____ 45. I feel that some people I help dislike me personally.

Items About Being a Helper and Your Helping Environment

- _____ 46. I like my work as a helper.
- _____ 47. I feel like I have the tools and resources that I need to do my work as a helper.
- _____ 48. I have felt weak, tired, run down as a result of my work as helper.
- _____ 49. I have felt depressed as a result of my work as a helper.
- _____ 50. I have thoughts that I am a "success" as a helper.
- _____ 51. I am unsuccessful at separating helping from personal life.
- _____ 52. I enjoy my co-workers.
- _____ 53. I depend on my co-workers to help me when I need it.
- _____ 54. My co-workers can depend on me for help when they need it.
- _____ 55. I trust my co-workers.
- _____ 56. I feel little compassion toward most of my co-workers.
- _____ 57. I am pleased with how I am able to keep up with helping technology.
- _____ 58. I feel I am working more for the money/prestige than for personal fulfillment.
- _____ 59. Although I have to do paperwork that I don't like, I still have time to work with those I help.
- _____ 60. I find it difficult separating my personal life from my helper life.
- _____ 61. I am pleased with how I am able to keep up with helping techniques and protocols
- _____ 62. I have a sense of worthlessness/disillusionment/resentment associated with my role as a helper.
- _____ 63. I have thoughts that I am a "failure" as a helper.
- _____ 64. I have thoughts that I am not succeeding at achieving my life goals.
- _____ 65. I have to deal with bureaucratic, unimportant tasks in my work as a helper.
- _____ 66. I plan to be a helper for a long time.

Two sons were left a large piece of property by their father. For months they fought over how the land should be divided. Finally, they brought their problem to their rabbi and asked him to solve it.

"Come back tomorrow," said the rabbi, "and we'll talk."

The next day the sons returned and the rabbi gave them his solution.

"Toss a coin," he said to one of the brothers. "You call it, heads or tails," he said to the other. "The one who wins the toss divides the land."

"That's no solution," said one of the brothers. "We're right back where we started from."

"Not so," said the rabbi. "The one who wins the toss divides the land; but the other gets first choice."