MISSOURI LTCO

PICKLE PREPARATION TRAINING

(Getting Ready to Deal with Difficult Issues)
A guy goes to a psychiatrist. "Doc, I keep having these alternating recurring dreams. First I'm a teepee; then I'm a wigwam; then I'm a teepee; then I'm a wigwam. It's driving me crazy. What's wrong with me?" The doctor replies: "It's very simple. You're two tents."
The Great White Man-Eating Shark
by Margaret Mahy
Who Are You?
SCORING
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)
$S = \text{Passive}$

(a martyr, a sacrificial lamb, a perfect doormat)
DEFINITIONS

• Problem:

• Solving:

• Resolution:
DEFINITIONS

• Miscommunication:
• Conflict:
• Divergent:
HOW DO YOU FEEL?

- Happy
- Sad
- Excited
- Bored
- Silly
- Tired
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.

• AUTONOMY: We can help an individual feel independent in our manner of speech and solution suggestions.
TOOLS FOR TRUST

- BOUNDARIES: Healthy limits help us to define our roles and responsibilities. Boundary areas include confidentiality, touch and privacy.

- CHOICES: Being mindful of choices sounds and looks like caring.
TOOLS FOR TRUST

• 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.
TOOLS FOR TRUST

• DEPENDABILITY: Our ability to be trustworthy and reliable gives us credibility.

• RESPECT: Our willingness to be courteous and show consideration and regard for a resident will avoid interfering with their affairs and expresses concern.
<table>
<thead>
<tr>
<th>TRUST</th>
<th>NO TRUST</th>
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<tbody>
<tr>
<td><strong>Understanding:</strong> sympathetic awareness and mutual knowledge; comprehending</td>
<td><strong>Suspicion:</strong> suspecting wrongfulness or harmfulness</td>
</tr>
<tr>
<td><strong>Empathy:</strong> the identification and understanding of another’s situation, feelings and motives</td>
<td><strong>Fear:</strong> the feeling of anxiety or agitation by nearness of danger or pain</td>
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<td>TRUST</td>
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<td>----------------------------</td>
<td>-----------------------------------------------</td>
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<tr>
<td>Communication:</td>
<td>Paranoia:</td>
</tr>
<tr>
<td>both verbal and</td>
<td>over suspiciousness;</td>
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<tr>
<td>non-verbal</td>
<td>delusions of persecution</td>
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<tr>
<td>Confidence:</td>
<td>Competition:</td>
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<tr>
<td>assurance and belief in</td>
<td>territorial behavior</td>
</tr>
<tr>
<td>one’s own abilities and</td>
<td></td>
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<tr>
<td>the abilities of others</td>
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<td>TRUST</td>
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<td>------------------------------</td>
<td>---------------------------------------------------------------------------</td>
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<tr>
<td><strong>Caring:</strong></td>
<td><strong>Stress:</strong></td>
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<tr>
<td>concern and interest</td>
<td><strong>Ambiguity:</strong></td>
</tr>
<tr>
<td><strong>Creativity:</strong></td>
<td></td>
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<tr>
<td>stimulation and intellectual inventiveness</td>
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<tr>
<td>Esteem:</td>
<td>Complexity:</td>
</tr>
<tr>
<td>value and honor</td>
<td>situations lose simplicity and become more difficult than they need to be</td>
</tr>
<tr>
<td>TRUST</td>
<td>NO TRUST</td>
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<tr>
<td>Patience: steadiness, perseverance and endurance</td>
<td>Behaviors: actions that would normally be absent if not for the lack of trust include:</td>
</tr>
<tr>
<td>Courtesy: helpful and polite (the ability to say thank you and I’m sorry)</td>
<td>verbal and physical aggression, hostility, avoidance, dishonesty, withdrawal and disinterest, silence and distancing, resistance</td>
</tr>
<tr>
<td>Honesty: truthfulness</td>
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</table>
HOW CAN WE GAIN TRUST?
Show sincere interest to the resident by:

• leaning forward when listening
• facing the person
• maintaining eye contact
• relaxing and acting natural
• using facial expressions
• wait for pauses
• listen without interrupting
Show you are listening by:

- nodding your head
- using minimal responses such as “oh”, “so”, “and”
- paraphrasing what you heard
- asking open questions by beginning with words such as who, what, when, where, why, how
- restating what you heard in sentence form
- “I hear you saying…”
- “It sounds like…”
- “It appears as though…”
Offer dignity and respect by:

• getting permission to seek a solution

• giving permission for a resident to feel a certain way

• “It’s okay to feel sad…”

• “There is nothing wrong with being angry right now about…”

• “It’s alright to talk about being afraid…”

• “Tell me more about…”
How Do We Communicate With

The

Sensory Impaired and Confused?

Hard of Hearing

Sight Impaired

Speech Impaired

Confused
Difficult People Matching Game

- 1. b
- 2. e
- 3. g
- 4. a
- 5. i
- 6. f
- 7. j
- 8. d
- 9. h
- 10. c
DEALING WITH DIFFICULT PEOPLE

Coping Strategies
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
<table>
<thead>
<tr>
<th>WORDLE</th>
<th>ANSWER</th>
<th>IMPORTANCE</th>
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<tbody>
<tr>
<td>LAL</td>
<td>All Mixed Up</td>
<td>Residents need help or their lives are difficult</td>
</tr>
<tr>
<td>HE’S/HIMSELF</td>
<td>He is beside himself</td>
<td>Without conflict resolution, a resident is frustrated</td>
</tr>
<tr>
<td>YOU/JUST/ME</td>
<td>Just between you and me</td>
<td>Remember that what the resident shares is confidential unless you have permission to share it</td>
</tr>
<tr>
<td>THHAENRGE</td>
<td>Hang in there</td>
<td>Patience will help get through the problem solving process. Sometimes it takes time.</td>
</tr>
<tr>
<td>DEAL</td>
<td>Big deal</td>
<td>Each resident issue is important</td>
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THE GREAT WHITE MAN-EATING SHARK

Problems/Resolutions
COMMON PROBLEMS IN FACILITIES
## Stages in the Problem-Solving Process

### Table 4

<table>
<thead>
<tr>
<th>Stage 1</th>
<th>Intake and Investigation</th>
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<tbody>
<tr>
<td>Receive the Complaint</td>
<td>Receive problems, complaints, or concerns.</td>
</tr>
<tr>
<td>Get Permission</td>
<td>Obtain resident’s permission to work with problem AND permission</td>
</tr>
<tr>
<td>whether or not to use resident’s name</td>
<td></td>
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<tr>
<td>Gather Information</td>
<td>Collect information from interviews, records, or observations.</td>
</tr>
<tr>
<td>Verify the Problem</td>
<td>Review information gathered. Assess what seems to be at the root of the problem. The complaint may be only a symptom.</td>
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<tr>
<th>Stage 2</th>
<th>Analysis and Planning</th>
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<tr>
<td>Analyze the Situation</td>
<td>Once you identify the problem, consider the causes.</td>
</tr>
<tr>
<td>Consider Solutions</td>
<td>Generate alternative solutions or approaches. Who should be involved? When? How? Why? Remember to stay focused on what the resident wants.</td>
</tr>
<tr>
<td>Identify Obstacles</td>
<td>Anticipate obstacles to help select an appropriate approach.</td>
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<tr>
<th>Stage 3</th>
<th>Resolution and Follow Up</th>
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<tbody>
<tr>
<td>Choose an Approach</td>
<td>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.</td>
</tr>
<tr>
<td>Act</td>
<td>Proceed with the selected plan, but be prepared to use an alternative. 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.</td>
</tr>
<tr>
<td>Evaluate Outcome</td>
<td></td>
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Excerpt from Chapter 7 of the Missouri Long-Term Care Ombudsman Program Training and Resource Manual
A resident feels unsafe while sleeping in the facility.
Satisfaction and Fatigue Test Scoring Guide

Your potential for compassion satisfaction (X):
Put an X by the following 26 items: 1-3, 5, 9-11, 14, 19, 26-27, 30, 35, 37, 43, 46-47, 50, 52-55, 57, 59, 61, 66

Add the numbers you wrote next to each number with an X, and note the following:

118 and above = extremely high potential
100-117 = high potential
82-99 = good potential
64-81 = modest potential
below 63 = low potential
Satisfaction and Fatigue Test Scoring Guide

Your potential risk for burnout (Check Mark):
Put a check by the following 16 items: 17, 23-25, 41, 42, 45, 48, 49, 51, 56, 58, 60, 62-65

Add the numbers you wrote next to each number with a check mark,
and note the following:

36 or less = extremely low risk
37-50 = moderate risk
51-75 = high risk
76-85 = extremely high risk
Satisfaction and Fatigue Test Scoring Guide

Your potential risk for compassion fatigue (Circle):

Circle the following 24 items: 4, 6-8, 7, 12, 13, 15, 16, 18, 20-22, 28, 29, 31-34, 36, 38-40, 44

Add the numbers you wrote next to each number you circled, and note the following:

26 or less = extremely low risk
27-30 = low risk
31-35 = moderate risk
36-40 = high risk
41 or more = extremely high risk
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."