

Clinical Leader Professional Certificate

Scenario 1: Nursing Team Controversy

Introduction to Scenario

You are the manager of an inpatient unit at a community hospital in Ontario. Cases of COVID-19 in the community are rising rapidly and the hospital is at capacity. Patients are waiting up to 3 days in the hallways of the Emergency Department before they are transferred to inpatient units.

Recently an outbreak was declared on one of the units that you manage. On the unit 10 of 28 patients and 4 staff have tested positive for COVID-19. As a result of this outbreak, the increased number of inpatients on the unit and the reduced staff, the nurse-to-patient ratios are now 5:1 (up from 4:1). This increased workload has prompted you to change the care model on the unit to a Teams Based approach that puts 3 nurses in charge of 14 patients and also reduces the amount of documentation required for each patient. The concept of Team Nursing is not new to the staff, it has been part of the pandemic surge plan and has been discussed for the past 6 months. In anticipation of this change, you have emailed all staff the new expectations for patient assessments, documentation and tips for 'Team Nursing'.

The majority of the nurses on the unit are onboard with this change in care delivery and the first 3 days have gone very well. Feedback so far has been positive, with many preferring this model to the previous one. This morning, Sandra arrives for her first shift in 5 days and sees that instead of being assigned 4 patients she is part of Team 1, working with 2 junior nurses and assigned 14 patients. Sandra is a senior nurse and has been working on this unit for the past 24 years.

Sandra immediately begins to argue with the nurse in charge about her unfair assignment in a loud voice heard by her fellow nurses and some patients. She refuses to work in this new 'Team Nursing' model claiming that the workload is too heavy. She says that during a pandemic the nurse-to-patient ratios should be 3:1 because of the need for constant PPE changes. She refuses to participate in the 'Team Nursing' model. She selects 3 patients she will provide care for today and begins her day. The other 2 nurses on her team do not speak up and are left to care for 11 of the 14 patients.

When you arrive on the unit 30 minutes later, the charge nurse pulls you aside to brief you on the morning's events.

You approach Sandra and ask her to come speak with you in your office.

Objectives

1. Demonstrate Appropriate Conflict Management Approach
2. Demonstrate collaborating, compromising, accommodating, avoiding, de-escalating when managing conflict
3. Demonstrate Active listening Skills
4. Use silence, open/close-ended questions, acknowledgement, reflection, calm even tone, and exploring cues when communicating
5. Demonstrate awareness of ethical dilemmas
6. Manage conflict in a professional environment
7. Demonstrate acknowledgement and understanding when communicating

Student Activities/Expectations

- Apply the persuasion and influence model to begin the process of helping Sandra to consider adopting into the new 'Team Nursing' model.
- Gather information to assess the situation
- De-escalate the current situation with Sandra using the conflict management and active listening strategies outlined in the course module
- Manage Sandra's threat to quit/not adapt

Debrief Framework

Promoting Excellence and Reflective Learning in Simulation (PEARL Framework)

- Reaction Phase
- Description Phase
- Analysis Phase
- Summary Phase

Underpinning of the debrief

Reflection-in-action, reflection-on-action, and reflection-beyond-action
(Dreifuerst)

Scenario 2: Dealing with conflict

Introduction to Scenario

You are the new patient care manager of a medicine floor in a busy Toronto area hospital. The new lock down restrictions associated with rising COVID-19 cases in the province have also impacted patient visitor restrictions. Visitors are now limited to the following:

- Two visits (2 hours max)/week for non-COVID patients
- No visitors for patients that are COVID+ unless at end of life

You have been contacted by one of the RN's working on your unit this morning about the son of a new patient that was admitted overnight. The patient, Mrs. Jane Sanderson, is an 84-year-old woman from a retirement residence that is currently having an outbreak. She is admitted with a COPD exacerbation and this morning her COVID-19 swab resulted positive. She is currently receiving high-flow oxygen therapy and is considered medically stable. She has a Do Not Resuscitate order on her chart. She remains on Enhanced Personal Protective Equipment precautions and is unable to receive visitors at this time according to the new hospital policy.

The patient's adult child (Kam) has been calling the unit repeatedly since her admission demanding she be able to come in and see her mother. Kam has not seen the mother in months due to the restrictions at the retirement residence). The RN assigned to Mrs. Sanderson has repeatedly informed Kam that no visitors are allowed in to see COVID+ patients unless death is imminent or expected within the next 36 hours. Security reported that overnight Kam was stopped at the patient and visitor entrance of the hospital, demanding that they be let in to see their 'dying' mother. Kam claims that they are the patient's POA and that if they cannot see Mrs. Sanderson then the patient will be going home against medical advice. According to the attending physician, doing this will likely result in her death.

Mr. Sanderson (Mrs. Sanderson's husband) died on this same unit 3 years ago from Congestive Heart Failure complications. Kam visited often and made several large donations to the hospital foundation after the father's death.

You have agreed to set up a Zoom call with Kam to discuss the mother's care...You have 20 minutes to begin or continue this conversation.

Objectives

- Demonstrate appropriate conflict management approach
- Demonstrate active listening skills
- Demonstrate persuasion and influence skills
- Demonstrate acknowledgement and understanding when communicating

Student Activities/Expectations

- Gather information to assess Kam's concerns
- Apply the conflict management approach when communicating
- Demonstrate persuasion and influence skills
- listening strategies outlined in the course module
- Manage Kam's threat to discharge Mr. Sanderson

Debrief

Promoting Excellence and Reflective Learning in Simulation (PEARL Framework)

- Reaction Phase
- Description Phase
- Analysis Phase
- Summary Phase

Underpinning of the debrief

Reflection-in-action, reflection-on-action, and reflection-beyond-action
(Dreifuerst)