

Healthcare Interpersonal Skills Curriculum



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About the Author



Krista Wenz has been a licensed paramedic for 34 years. She holds a bachelor's degree in fire safety management and worked 23 years as a firefighter-paramedic for a large metropolitan fire department in California.

Krista has extensive knowledge in emergency medicine, including experience as an adjunct instructor at community and private colleges teaching EMT and paramedic students. She has additional experience working as a mental health technician in a psychiatric ward and emergency crises; drill-instructor and field training officer for multiple agencies; CPR, first-aid, PALS, BLS, and ALS instructor; and EMS captain for a rural fire department.

Now retired from the fire service, Krista is passionate about passing on her knowledge and experience for those interested in entering the healthcare field.

Healthcare Interpersonal Skills Curriculum

The curriculum, scenario cards, and student workbooks included in this program will help participants understand the 10 primary interpersonal skills needed in healthcare. Participants will learn how to apply these skills with their coworkers, patients, family members, and other healthcare professionals as well as learn ways to improve their skills.

Curriculum Structure

The *Healthcare Interpersonal Skills Curriculum* contains the following lessons. Approximate lesson times are included.

Lesson	Title	Approximate Time
1	Communication	60 minutes
2	Teamwork	60 minutes
3	Problem-Solving	60 minutes
4	Critical Thinking	60 minutes
5	Work Ethic	60 minutes
6	Listening	60 minutes
7	Responsibility	60 minutes
8	Patience	60 minutes
9	Trust	60 minutes
10	Integrity	60 minutes
	Total	10 hours

Lesson Structure

Each lesson begins with a Lesson Overview, Lesson Objectives, and a Lesson at a Glance table, listing the lesson activities, materials required, suggested preparation steps, and approximate class time.

Lesson Sections

The actual lesson follows the overview, which will contain some of the sections described below. Most lessons are designed to be completed within 45-60 minutes.

FOCUS

Every lesson begins with a FOCUS activity intended to capture participants' attention. This may be in the form of a class discussion, a game, a review of previous lesson information, or a demonstration. During this activity, participants are introduced to the topic of the lesson.

LEARN

The LEARN activity in each lesson varies in its presentation mode. It may be a slide presentation, group activity, or demonstration.

REVIEW

The majority of lessons end with a REVIEW activity intended to briefly review the lesson's key messages or main points.

Lesson 1 – Communication

Lesson Overview

In this lesson, participants will learn about the 10 key elements to effective communication in healthcare careers. Participants will then practice their communication skills using the Communication Scenario Cards. The accompanying workbooks are designed for independent study or as a homework assignment.

Lesson Objectives

After completing this lesson, participants will be able to:

- Understand the top 10 communication skills for healthcare professionals
- Learn how to improve their communication skills
- Practice their communication skills with others

Lesson at a Glance

Activity	Materials	Preparation	Approximate class time
FOCUS	• <i>Focus on Communication Skills</i> worksheet • <i>Focus on Communication Skills Instructor Resource</i> • <i>Communication Test</i> • <i>Healthcare Interpersonal Skills Student Workbook</i>	1. Print/photocopy the <i>Focus on Communication Skills</i> worksheet (one per participant). 2. Print/photocopy the <i>Communication Test</i> (two per participant, the pre- and post-tests are the same).	10 minutes
LEARN	• <i>Communication</i> slide presentation • Communication Patient-Centered Scenario Card	1. Prepare the <i>Communication</i> slide presentation for viewing. 2. Gather the Communication Patient-Centered Scenario Card.	30 minutes
REVIEW	• Communication Colleague-Centered Scenario Card • <i>Healthcare Interpersonal Skills Student Workbook</i> • <i>Communication Test</i> • <i>Communication Test – Answer Key</i>	1. Gather the Communication Colleague-Centered Scenario Card.	20 minutes

Lesson 1 – Communication

FOCUS: Developing Awareness of Patient-Focused Care

10 minutes

Purpose:

To help participants develop an awareness of patient-focused care, they will take the *Communication Test* and complete the *Focus on Communication Skills* worksheet.

Materials:

- *Focus on Communication Skills* worksheet
- *Focus on Communication Skills Instructor Resource*
- *Communication Test* (2 per participant)
- *Healthcare Interpersonal Skills Student Workbook*

Facilitation Steps:

1. Distribute the *Focus on Communication Skills* worksheets before or at the beginning of class.
2. Distribute two copies of the *Communication Test* and explain to the participants that upon your instruction, one is to be taken at the start of the lesson and one at the end.

The *Healthcare Interpersonal Skills Student Workbook* can be given at this time and assigned as homework or independent study after the post-test if time allows.

3. Have participants read through the information and complete the worksheet and pre-test.

Information from the pre-test can be compared with information from the post-test, which participants will take upon completion of the lesson to measure changes in their knowledge.

4. Have participants pair up after completing the worksheet and test to share answers from the worksheet.

Focus on Communication Skills

Skill: Verbal communication

READ the following:

Jane is working as a certified nursing assistant at a skilled nursing facility for patients recovering from illnesses and injuries. She has just started her shift and sees that a new patient named Mrs. Maria Gonzales was admitted the night before. Mrs. Gonzalez broke her hip and was sent to the facility for therapy and long-term care.

Jane enters Mrs. Gonzalez's room to introduce herself and finds her sleeping in bed. Jane quietly fills her pitcher with water and starts cleaning and organizing her bedside table. Suddenly, Mrs. Gonzalez awakens and starts screaming in Spanish at Jane. She puts her hand on Mrs. Gonzalez's arm to comfort her as she speaks to her in English. Mrs. Gonzalez pulls away from her yelling, "No English, no English!"

Jane speaks very little Spanish and wishes she had paid more attention in her high school Spanish class.

REFLECT on the situation:

How do you think Mrs. Gonzalez feels if she does not speak English and is alone in the care facility?

What could Jane do in this situation to be able to communicate with Mrs. Gonzalez?

Do you think healthcare professionals should make an effort to learn foreign languages to better communicate with their patients?

SHARE your thoughts with a peer when it's discussion time.

Focus on Communication Skills

Instructor Resource

Skill: Verbal communication

READ the following:

Jane is working as a certified nursing assistant at a skilled nursing facility for patients recovering from illnesses and injuries. She has just started her shift and sees that a new patient named Mrs. Maria Gonzalez was admitted the night before. Mrs. Gonzalez broke her hip and was sent to the facility for therapy and long-term care.

Jane enters Mrs. Gonzalez's room to introduce herself and finds her sleeping in bed. Jane quietly fills her pitcher with water and starts cleaning and organizing her bedside table. Suddenly, Mrs. Gonzalez awakens and starts screaming in Spanish at Jane. She puts her hand on Mrs. Gonzalez's arm to comfort her as she speaks to her in English. Mrs. Gonzalez pulls away from her yelling, "No English, no English!"

Jane speaks very little Spanish and wishes she had paid more attention in her high school Spanish class.

REFLECT on the situation:

How do you think Mrs. Gonzalez feels if she does not speak English and is alone in the care facility?

I think Mrs. Gonzalez would feel scared, alone, and vulnerable without a family member with her. Also, it was her first night in a new place, so she probably felt confused when she woke up to see Jane at her bedside. When she said, "No English, no English," she stated that she does not speak English, so that should be a clue for Jane to try to get an interpreter or family member there.

What could Jane do in this situation to communicate with Mrs. Gonzalez?

If the facility has an interpreter or Spanish-speaking employee, Jane could contact them to help communicate. She could also call a family member to see if they speak English and could help interpret. Jane could also use a translation app like Google Translate to help communicate with Mrs. Gonzalez.

Do you think healthcare professionals should make an effort to learn foreign languages to better communicate with their patients?

I think it is a personal choice if healthcare professionals want to learn a foreign language. I believe it is a good idea to learn basic phrases and medical terminology in the language of the population you serve the most. If you work with many Spanish-speaking patients, I think it would be good to learn Spanish.

SHARE your thoughts with a peer when it's discussion time.

Name: _____ Class: _____

Communication Test

Directions: Select the best answer for the following multiple-choice questions.

1. When verbally communicating with and addressing a patient, which of the following is correct?
 - a. call them by the name they want you to use
 - b. call them a term of endearment, such as sweetie
 - c. call them by their formal name, such as Mrs. Jones
 - d. call them by their nickname
2. What two communication skills are used when actively listening to someone speak?
 - a. patient education and compassion skills
 - b. presentation and patient education skills
 - c. written and nonverbal communication
 - d. verbal and nonverbal communication
3. There are several ways to use nonverbal communication when speaking with patients. Which of the following is **not** recommended?
 - a. maintaining eye contact
 - b. smiling
 - c. crossing your arms
 - d. leaning toward the patient
4. Which of the following is the correct answer regarding active listening?
 - a. lean away from the patient without making eye contact
 - b. provide minimal verbal communication
 - c. interrupt the person when appropriate
 - d. do not nod your head when the person is speaking
5. What is one way to provide effective written communication as a healthcare professional?
 - a. use slang and abbreviations as if you were writing a text
 - b. use technical terms when corresponding with patients
 - c. take notes while speaking with patients and coworkers
 - d. use shorthand

Lesson 1 – Communication

LEARN: Communication Slide Presentation

30 minutes

Purpose:

Participants will receive a thorough introduction to the top 10 communication skills needed for healthcare professionals to communicate with their patients, coworkers, family members, and other healthcare professionals.

Materials:

- *Communication* slide presentation
- Communication Patient-Centered Scenario Card

Facilitation Steps:

Share the following information as you show the slide presentation.

Slide 1: Introduction slide

Slide 2: Goals and Objectives

- Understand the top 10 communication skills for healthcare professionals
- Learn how to improve your communication skills
- Practice your communication skills with others

Slide 3: Top 10 Communication Skills for Healthcare Professionals

1. Verbal
2. Nonverbal
3. Active Listening
4. Written
5. Presentation Skills
6. Patient Education
7. Personal Connections
8. Trust
9. Cultural Awareness
10. Compassion

During this lesson, these skills are primarily identified as necessary when interacting with patients. However, these skills are also used when interacting with supervisors, coworkers, other healthcare professionals, and patients' friends and loved ones.

Slide 4: 1. Verbal Communication

Excellent verbal communication is one of the key components when communicating with others.

Speak clearly, concisely, and appropriately for the person's age and cultural background. You want to avoid using generational slang or words that are not understood by the person you are speaking with.

Tips:

- Encourage patients to speak by asking open-ended questions, such as "Can you tell me a bit more about the pain you have been experiencing?"
- Avoid condescending terms of endearment like 'sweetie' or 'boo.' Many patients will take offense to you using pet names. It is best to ask how they would like to be addressed. Some patients will prefer using their first name or a nickname, while others may prefer a more formal approach, such as Mrs. Jones or Mr. Davis.
- Avoid using technical terminology if they are not in the healthcare field. If you are explaining to a patient that they had a heart attack, it is best to describe it like that. They will understand better than if you tell them they had an acute myocardial infarction.

Slide 5: 2. Nonverbal Communication

Nonverbal communication is eye contact, body language, facial expressions, gestures, and posture. Much can be learned about a person by their nonverbal communication.

Ways to use nonverbal communication when speaking with patients are to:

- Maintain eye contact.
- Nod your head appropriately, showing the patient that you are listening and understand what they are saying.
- When appropriate, ensure your smile is genuine and that it cannot be construed as feeling sorry for the patient.
- If sitting and facing the patient, lean toward them to show you are engaged in the conversation while allowing them their personal space.
- Use non-threatening body language to convey openness. Keep your arms uncrossed, showing you are open to what the patient has to say. Crossed arms show a sign of defiance and being uncomfortable in the situation.

Slide 6: 3. Active Listening

Active listening requires your complete attention and engagement to understand what the other person is experiencing.

Active listening builds trust with the patient and includes verbal and nonverbal communication.

Some examples include:

- Nodding your head to show that you are listening while not interrupting the patient. Active listening requires you to ‘listen’ and not speak more than the patient.
- Lean forward to show engagement while maintaining eye contact with the patient.
- Provide minimal verbal communication. Minimal verbal communication includes phrases such as, “Go on, tell me more” and “I understand what you are saying.” If the patient feels as if you are speaking more than they are, they will feel as if

what they have to say is not that important.

Slide 7: 4. Written Communication

Written communication is as important as verbal communication when working in healthcare. You will be responsible for legibly and accurately writing in patient records and charts, creating emails to patients and coworkers, and creating resumes and cover letters to land a job.

Tips:

- Take notes while speaking with patients and coworkers, so you do not forget anything
- Use simple language and write in charts how you were taught in your healthcare program
- Write clearly and legibly
- Use proper spelling, grammar, punctuation, and verb tense
- Write down accurate times and dates of any treatment provided or procedures performed

Slide 8: 5. Presentation Skills

Presentation skills have many meanings. These skills apply when transferring patient care to another provider and ‘presenting’ your patient as well as their complaint and treatment provided.

Presentation skills are also used in healthcare during job interviews, giving case reports to physicians, and providing training courses to the community and other healthcare professionals.

Tips:

- Take time to plan your presentation and practice. Be aware of your body language and verbal communication.
- Add visuals to your presentation to make it more appealing.
- Know your audience and plan your presentation accordingly. A presentation given to a room full of doctors on cardiac care will be different from a presentation given to the community on how to perform CPR.

Slide 9: 6. Patient Education

As a healthcare professional, it will be your responsibility to educate your patients.

Some examples include:

- Teaching them about their illness, injury, or condition and how to manage it. Be sure to use common, simple terms so medical terminology is not lost on them.
- Describing how to take their medication and what it is prescribed for.
- Explaining how to use a piece of equipment like a blood sugar machine or prosthetic.

Patient education also includes having the patient repeat information you have given them to ensure they understand. If the patient does not understand what you have been telling them, it can cause frustration and confusion, especially with older patients. Sometimes, you may be required to write detailed instructions for the patient to take home with them or enlist a family member to take down the information.

****Instructor's note**:** Read the Communication Patient-Centered Scenario Card to the students and have them answer the key questions. Or you can pair up the students and have them spend 5-10 minutes role-playing the main characters while answering the key questions.

Slide 10: 7. Personal Connections

- Personal connections are essential when working in healthcare and are known as patient-centered relationships
- Getting to know the person as more than a patient makes them feel comfortable and safe with you
- Having personal connections builds trust and can improve the patient's outcome

Tips:

- Ask about the patient's family
- Inquire as to what hobbies they enjoy
- Share personal stories of your own

Slide 11: 8. Trust

Building trust takes time. Patients are often scared or nervous about their visit, and trust can be built by actively listening and taking their concerns and complaints seriously. Depending on the profession you choose to work in, trust may be built quicker. For example, an emergency department doctor or nurse may build trust quicker than a family doctor as the patient is in an emergency, and they must trust that the emergency department staff knows what they are doing.

To inspire trust, healthcare professionals should:

- Tell the truth, even if you have bad news
- Openly share information
- Be willing to admit when you have made a mistake or you do not know something

Slide 12: 9. Cultural Awareness

Healthcare professionals will work with diverse people from a wide range of socio-economic, educational, and cultural backgrounds.

Every coworker and patient is unique, and you must be sensitive and aware of your differences.

Some ways to be culturally sensitive include:

- Use a translator if there is a language barrier. This is not always possible, so take your time and try to communicate using facial expressions and hand gestures. You must be extremely patient when there is a language barrier.
- Understand different cultural customs. It is difficult to know the customs of every culture, but you should try to learn about the population you serve most. For example, if your clientele is primarily Hindu, learn about their customs and their approach to healthcare.
- Use preferred names and pronouns. Ask your patients how they like to be addressed. Some older patients may prefer you to call them Mr. or Mrs., while other patients may prefer you to use their first name or a nickname.

Trans and gender non-binary patients might prefer that you use their pronouns.

- Honor the patient's religious beliefs. Some religions do not believe in life-saving treatment, while others will not take prescription medicines. It is the patient's right to refuse anything that dishonors their religious beliefs.

Slide 13: 10. Compassion

Conveying compassion is one of healthcare's most critical communication skills.

Compassion starts with putting yourself in your patient's shoes and understanding their needs.

Studies have shown that compassionate healthcare relieves anxiety, enhances chronic illness management, and improves the recovery time in some patients.

Slide 14: How to Improve Your Communication Skills

1. Practice active listening.
2. Pay close attention to your nonverbal communication.
3. Think before you speak.
4. Improve grammar and spelling.
5. Watch videos on improving communication skills.
6. Take public speaking classes.
7. Enroll in a communications course.
8. Read about improving communication skills.

Slide 15: Practice Your Skills

When you enter the healthcare profession, practicing the skills you are learning in your course is essential. For example, if you are taking an emergency medical technician (EMT) course, you will learn how to perform CPR, take vital signs, apply splints, and perform patient assessments. To successfully pass the course, you must practice the skills you have learned on manikins, classmates, friends, or family.

In addition, you must practice your communication skills since they are critical to possess as a healthcare professional. You will need excellent communication skills to get hired and interact with supervisors, coworkers, patients, and family members.

Lesson 1 – Communication

REVIEW: Practice and Assessment of Communication Skills

20 minutes

Purpose:

Participants will pair up and role-play with scenario cards to practice their understanding of communication skills. Once practice is complete, a post-test will be given

Workbooks can be assigned to participants to be worked on independently or assigned as homework. Participants will complete the two communication activities in the workbook.

Materials:

- Communication Colleague-Centered Scenario Card
- *Communication Test*
- *Communication Test – Answer Key*
- *Healthcare Interpersonal Skills Student Workbooks*

Facilitation Steps:

1. Have participants pair up with the Communication Colleague-Centered Scenario Cards to role-play the main characters, read the card, and answer the key questions while in their role.

The instructor(s) can assess participants' communication skills during their interactions and offer suggestions if necessary.

2. When participants are finished with the scenario cards, instruct them to take a few minutes to complete the post-test.
3. Have participants self-check their answers as you share from the answer key.
4. Have the participants start on the communication scenario questions and activities in their workbooks unless you have assigned them as homework.

Communication Test – Answer Key

Directions: Select the best answer for the following multiple-choice questions.

1. When verbally communicating with and addressing a patient, which of the following is correct?
 - a. call them by the name they want you to use**
 - b. call them a term of endearment, such as sweetie
 - c. call them by their formal name, such as Mrs. Jones
 - d. call them by their nickname

2. What two communication skills are used when actively listening to someone speak?
 - a. patient education and compassion skills
 - b. presentation and patient education skills
 - c. written and nonverbal communication
 - d. verbal and nonverbal communication**

3. There are several ways to use nonverbal communication when speaking with patients. Which of the following is **not** recommended?
 - a. maintaining eye contact
 - b. smiling
 - c. crossing your arms**
 - d. leaning toward the patient

4. Which of the following is the correct answer regarding active listening?
 - a. lean away from the patient without making eye contact
 - b. provide minimal verbal communication**
 - c. interrupt the person when appropriate
 - d. do not nod your head when the person is speaking

5. What is one way to provide effective written communication as a healthcare professional?
 - a. use slang and abbreviations as if you were writing a text
 - b. use technical terms when corresponding with patients
 - c. take notes while speaking with patients and coworkers**
 - d. use shorthand

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Lesson 2 – Teamwork

Lesson Overview

In this lesson, participants will learn the definition of teamwork and how it is essential in healthcare careers. Participants will learn how to develop and improve teamwork skills and how to be a team player. Participants will then role-play using the Teamwork Scenario Cards. The accompanying workbooks are designed for independent study or as a homework assignment.

Lesson Objectives

After completing this lesson, participants will be able to:

- Understand what defines teamwork
- Learn how teamwork benefits patients and healthcare professionals
- Discover the importance of teamwork during medical training
- Develop and improve teamwork skills
- Learn how to be a team player

Lesson at a Glance

Activity	Materials	Preparation	Approximate class time
FOCUS	• <i>Focus on Teamwork Skills</i> worksheet • <i>Focus on Teamwork Skills Instructor Resource</i> • <i>Teamwork Test</i> • <i>Healthcare Interpersonal Skills Student Workbooks</i>	1. Print/photocopy the <i>Focus on Teamwork Skills</i> worksheet (one per participant). 2. Print/photocopy the <i>Teamwork Test</i> (two per participant, the pre- and post-tests are the same).	10 minutes
LEARN	• <i>Teamwork</i> slide presentation • Teamwork Patient-Centered Scenario Card	1. Prepare the <i>Teamwork</i> slide presentation for viewing. 2. Gather the Teamwork Patient-Centered Scenario Card.	30 minutes
REVIEW	• Teamwork Colleague-Centered Scenario Card • <i>Healthcare Interpersonal Skills Student Workbooks</i> • <i>Teamwork Test</i> • <i>Teamwork Test – Answer Key</i>	1. Prepare the Teamwork Colleague-Centered Scenario Card.	20 minutes

Lesson 2 – Teamwork

FOCUS: Developing Awareness of Patient-Focused Care

10 minutes

Purpose:

To help participants develop an awareness of patient-focused care, have them take the *Teamwork Test* and complete the *Focus on Teamwork Skills* worksheet.

Materials:

- *Focus on Teamwork Skills* worksheet
- *Focus on Teamwork Skills Instructor Resource*
- *Teamwork Test* (2 per student)
- *Healthcare Interpersonal Skills Student Workbooks*

Facilitation Steps:

1. Distribute the *Focus on Teamwork Skills* worksheets before or at the beginning of class.
2. Distribute two copies of the *Teamwork Test* and explain to participants that upon your instruction, one is to be taken at the start of the lesson and one at the end.

The *Healthcare Interpersonal Skills Student Workbooks* can be given at this time and assigned as homework or independent study after the post-test if time allows.

3. Have participants read through the information and complete the worksheet and pre-test.

Information from the pre-test can be compared with information from the post-test, which participants will take upon completion of the lesson to measure changes in their knowledge.

4. Have participants pair up after completing the test and worksheet to share answers from the worksheet.

Focus on Teamwork Skills

Skill: Teamwork

READ the following:

Jan, Duane, Stephen, and Katherine are all emergency department nurses who just finished their shift and are going out for a bite to eat before heading home. As they leave the hospital, they hear a colleague say there was a multi-casualty incident involving 15 to 20 vehicles and tractor-trailers, and 10 patients are heading to their hospital.

A notice goes out on the intercom system for all emergency department staff to report to the trauma rooms for incoming patients. The four nurses look at each other and run back into the hospital. Two minutes later, the first of many ambulances arrive. Their first patient is a 23-year-old pregnant female in cardiac arrest.

The paramedics move the patient onto the hospital gurney while giving their patient report, then move their stretcher out of the room, saying, “We’ll be back with more.” Jan starts compressions, Duane starts ventilation, Stephen starts a second intravenous (IV) line, and Katherine calls for a trauma surgeon.

REFLECT on the situation:

What do you think would have happened if the four nurses did not return to work when they heard the intercom announcement?

Do you think Jan, Duane, Stephen, and Katherine are a good team? Why or why not?

Would this patient receive the same type of care if healthcare professionals did not work in a team-based approach?

SHARE your thoughts with a peer when it's discussion time.

Focus on Teamwork Skills

Instructor Resource

Skill: Teamwork

READ the following:

Jan, Duane, Stephen, and Katherine are all emergency department nurses who just finished their shift and are going out for a bite to eat before heading home. As they leave the hospital, they hear a colleague say there was a multi-casualty incident involving 15 to 20 vehicles and tractor-trailers, and 10 patients are heading to their hospital.

A notice goes out on the intercom system for all emergency department staff to report to the trauma rooms for incoming patients. The four nurses look at each other and run back into the hospital. Two minutes later, the first of many ambulances arrive. Their first patient is a 23-year-old pregnant female in cardiac arrest.

The paramedics move the patient onto the hospital gurney while giving their patient report, then move their stretcher out of the room, saying, “We’ll be back with more.” Jan starts compressions, Duane starts ventilation, Stephen starts a second intravenous (IV) line, and Katherine calls for a trauma surgeon.

REFLECT on the situation:

What do you think would have happened if the four nurses did not return to work when they heard the intercom announcement?

If the four nurses did not return to work when they heard the intercom announcement, they would not have been there for the pregnant patient in cardiac arrest. There may have been other hospital staff to work on the patient, but the hospital will quickly become overwhelmed with more patients.

Do you think Jan, Duane, Stephen, and Katherine are a good team? Why or why not?

I think Jan, Duane, Stephen, and Katherine are an excellent team. They are dedicated to their profession and returned to work when they heard additional help was needed. They immediately knew what jobs needed to be done when the patient arrived and started working on the patient very quickly.

Would this patient receive the same type of care if healthcare professionals did not work in a team-based approach?

The patient would not receive the same quality of care if there were no team to work on her. It is challenging for one healthcare professional to do everything that needs to be done for this patient, and a team-based approach is necessary.

SHARE your thoughts with a peer when it's discussion time.

Name: _____ Class: _____

Teamwork Test

Directions: Select the best answer for the following multiple-choice questions.

1. There were four ideas mentioned in the lesson to improve teamwork skills. Which of the following was **not** mentioned?
 - a. volunteer
 - b. join a sports team
 - c. enroll in a leadership course
 - d. watch YouTube videos on teamwork
2. What organization recommends students learn teamwork training in their medical programs?
 - a. the World Health Organization
 - b. the Centers for Disease Control
 - c. the American Heart Association
 - d. the American Red Cross
3. Teamwork is defined as how many people working together to achieve a measurable goal?
 - a. three or more
 - b. two or more
 - c. four or more
 - d. seven or more
4. What type of profession is the healthcare industry, as mentioned in the lesson?
 - a. an autonomous profession
 - b. a multidisciplinary profession
 - c. a collaborative profession
 - d. an authoritative profession
5. How does teamwork benefit healthcare professionals?
 - a. they do not have to study as hard in their medical program
 - b. they do not have to work so hard
 - c. they do not have to make all of the decisions alone
 - d. they get to work with their friends

Lesson 2 – Teamwork

LEARN: Teamwork Slide Presentation

30 minutes

Purpose:

Participants will receive a thorough introduction to teamwork skills needed for healthcare professionals to successfully interact with their patients, coworkers, family members, and other healthcare professionals.

Materials:

- *Teamwork* slide presentation
- Teamwork Patient-Centered Scenario Card

Facilitation Steps:

Share the following information as you show the slide presentation.

Slide 1: Introduction slide.

Slide 2: Goals and Objectives

- Understand what defines teamwork
- Learn how teamwork benefits patients and healthcare professionals
- Discover the importance of teamwork during medical training
- Develop and improve teamwork skills
- Learn how to be a team player

Slide 3: What is Teamwork?

Teamwork is defined as two or more people who interact independently with a common purpose, working together to achieve a measurable goal.

The healthcare industry is a multidisciplinary profession in which various healthcare professionals work together, communicate often, and share their experiences and resources. Multidisciplinary is combining or involving several academic disciplines or professional specializations in an approach to a topic or problem.

For example, in the hospital setting, an emergency room physician will call a cardiologist for their input when faced with an unusual cardiac patient beyond the emergency room physician's scope of knowledge. The collective effort of a team ensures a higher quality of patient care and offers a diversity of backgrounds, opinions, and perspectives.

Slide 4: How Teamwork Benefits Patients and Healthcare Professionals

Studies have shown that patients experience lower stress levels and have more positive outcomes when they have a team of healthcare professionals coordinate care. There is a higher sense of satisfaction that everyone is doing all they can to help the patient.

The same study also shows that teamwork reduces stress and burnout in healthcare providers. Having the support of other healthcare professionals and not having to make all decisions alone increases job satisfaction and employee morale. The authors of the study say that teamwork improves patient safety and efficiency, reduces medical errors, and results in greater patient satisfaction and improved healthcare.

Slide 5: The Importance of Teamwork During Medical Training

- No matter what type of medical training you pursue, the World Health Organization recommends that students begin learning teamwork principles in their education
- Many programs teach problem-based learning, allowing students to share information, work together, and solve clinical problems as a team
- Working as a team while in a training program helps students better

understand patients' needs, especially in areas where health and social issues are more prevalent

Slide 6: Developing Teamwork Skills

To some, teamwork skills come naturally. Others may need to work on developing teamwork skills.

Here are some examples of ways to improve or develop teamwork skills:

- Review your strengths and weaknesses
- Develop a team mentality
- Be flexible
- Be a good communicator
- Show responsibility
- Be willing to help other team members

Slide 7: More Ways to Develop Teamwork Skills

- Let others help you
- Don't blame others
- Respect your colleagues
- Appreciate diversity and different work styles
- Be reliable
- Maintain optimism
- Ask for feedback from colleagues
- Keep other team members motivated

Slide 8: How To Be a Team Player in the Healthcare Industry

- Be a shoulder to lean on. To be a team player, you must be willing to take time to support your team members. Just like helping a friend when they are going through a tough time, you must act the same when working on a team.
- Offer to help a colleague in need. A coworker may need help with a patient or a heavy workload, may need a shift covered, or may need you to come in early or stay late occasionally. Good team players will do what it takes to help their fellow team members.
- Be a good role model. If you want the team to be successful, you must be a

good role model. That means not talking about others behind their backs, providing excellent patient care, having a positive attitude, and showing kindness and compassion to others.

- Get to know your team members. Just like forming friendships, you want to do the same with your team members. Get to know their likes and dislikes, if they are married, have a partner, or have children, and other interesting things people ask to get to know each other.
- Respect other team members. To earn respect in the healthcare industry, you must show respect.
- Actively listen. Just like you should do with your patients, you must actively listen to your colleagues. When you actively listen to what others have to say, it builds trust and shows respect to your team members.

Slide 9: How to Improve Teamwork Skills

- Volunteer. When you volunteer, you typically work with one or more people depending on the volunteer opportunity. You will have to interact and work with others, which involves teamwork.
- Join a club. There are various clubs in high school, community colleges, universities, and the community. Joining a club will have you working with others to achieve a common goal.
- Enroll in a leadership course. Leadership courses not only teach leadership and public speaking skills but also teach how to be a motivator and inspire a team.
- Join a sports team. Many people are first introduced to teamwork when joining a sports team. You learn to work as a team, help others on the team, be a good sport, and encourage and motivate others.

****Instructor's note**:** Read the Teamwork Patient-Centered Scenario Cards to participants and have them answer the key questions. Or you can pair up participants and have them spend 5-

Healthcare Interpersonal Skills Curriculum

10 minutes role-playing the main characters while answering the key questions.

Lesson 2 – Teamwork

REVIEW: Practice and Assessment of Teamwork Skills

20 minutes

Purpose:

Participants will pair up and role-play with scenario cards to practice their understanding of teamwork skills. Once practice is complete, a post-test will be given.

Workbooks can be assigned to participant to be worked on independently or assigned as homework. Participants will complete the two teamwork activities in the workbook.

Materials:

- Teamwork Colleague-Centered Scenario Card
- *Teamwork Test*
- *Teamwork Test – Answer Key*
- *Healthcare Interpersonal Skills Student Workbooks*

Facilitation Steps:

1. Have participants pair up with the Teamwork Colleague-Centered Scenario Cards. Have them role-play the main characters, read the card, and answer the key questions while in their role.

The instructor(s) can assess participants' teamwork skills during their interactions and offer suggestions if necessary.

2. When participants are finished with the scenario cards, instruct them to take a few minutes to complete the post-test.
3. Have participants self-check their answers as you share from the answer key.
4. Have participants start on the two teamwork scenarios and activities in their workbooks unless you have assigned them as homework.

Teamwork Test – Answer Key

Directions: Select the best answer for the following multiple-choice questions.

1. There were four ideas mentioned in the lesson to improve teamwork skills. Which of the following was **not** mentioned?
 - a. volunteer
 - b. join a sports team
 - c. enroll in a leadership course
 - d. watch YouTube videos on teamwork**
2. What organization recommends students learn teamwork training in their medical programs?
 - a. the World Health Organization**
 - b. the Centers for Disease Control
 - c. the American Heart Association
 - d. the American Red Cross
3. Teamwork is defined as how many people working together to achieve a measurable goal?
 - a. three or more
 - b. two or more**
 - c. four or more
 - d. seven or more
4. What type of profession is the healthcare industry, as mentioned in the lesson?
 - a. an autonomous profession
 - b. a multidisciplinary profession**
 - c. a collaborative profession
 - d. an authoritative profession
5. How does teamwork benefit healthcare professionals?
 - a. they do not have to study as hard in their medical program
 - b. they do not have to work so hard
 - c. they do not have to make all of the decisions alone**
 - d. they get to work with their friends

Sources

1. The Eastern Illinois University Website. (2022, April 27). *Why Teamwork and Communication are Critical in Nursing*. Retrieved from <https://learnonline.eiu.edu/programs/rn-to-bsn/teamwork-communication-critical-in-healthcare/>
2. The McGill Website. (2022). *Understanding Teamwork & Interpersonal Skills*. Retrieved from <https://www.mcgill.ca/skillsets/framework/teamwork-interpersonal>
3. The Global Resource Center Website. (2022). *Why is Teamwork in Health Care Important?* Retrieved from https://www.hrhresourcecenter.org/HRH_Info_Teamwork.html#:~:text=Teamwork%20in%20health%20is%20defined,honest%20discussion%20and%20problem%20solving%20.
4. Dalley, Mike. (2021, September 29). *20 Easy Ways to Improve Your Teamwork Skills*. Retrieved from <https://www.careeraddict.com/improve-teamwork-skills-workplace>

Lesson 3 – Problem-Solving

Lesson Overview

In this lesson, participants will learn the definition of problem-solving and the six steps to solve a problem. Participants will then role-play using the Problem-Solving Scenario Cards. The accompanying workbooks are designed for independent study or as a homework assignment.

Lesson Objectives

After completing this lesson, participants will be able to:

- Understand what defines problem-solving
- Learn what skills are needed to problem-solve
- Discover the importance of problem-solving within a team
- Learn the six steps of problem-solving

Lesson at a Glance

Activity	Materials	Preparation	Approximate class time
FOCUS	• <i>Focus on Problem-Solving Skills</i> worksheet • <i>Focus on Problem-Solving Skills Instructor Resource</i> • <i>Problem-Solving Test</i> • <i>Healthcare Interpersonal Skills Student Workbooks</i>	1. Print/photocopy the <i>Focus on Problem-Solving Skills</i> worksheet (one per participant). 2. Print/photocopy the <i>Problem-Solving Test</i> (two per participant, the pre- and post-tests are the same).	10 minutes
LEARN	• <i>Problem-Solving</i> slide presentation • Problem-Solving Patient-Centered Scenario Card	1. Prepare the <i>Problem-Solving</i> slide presentation for viewing. 2. Gather Problem-Solving Patient-Centered Scenario Card.	30 minutes
REVIEW	• Problem-Solving Colleague-Centered Scenario Card • <i>Healthcare Interpersonal Skills Student Workbooks</i> • <i>Problem-Solving Test</i> • <i>Problem-Solving Test – Answer Key</i>	1. Gather Problem-Solving Colleague-Centered Scenario Card.	20 minutes

Lesson 3 – Problem-Solving

FOCUS: Developing Awareness of Patient-Focused Care

10 minutes

Purpose:

To help students develop an awareness of patient-focused care, have them take the *Problem-Solving Test* and complete the *Focus on Problem-Solving Skills* worksheet.

Materials:

- *Focus on Problem-Solving Skills* worksheet
- *Focus on Problem-Solving Skills Instructor Resource*
- *Problem-Solving Test* (2 per student)
- *Healthcare Interpersonal Skills Student Workbooks*

Facilitation Steps:

1. Distribute the *Focus on Problem-Solving Skills* worksheets before or at the beginning of class.
2. Distribute two copies of the *Problem-Solving Test* and explain to participants that upon your instruction, one is to be taken at the start of the lesson and one at the end.

The *Healthcare Interpersonal Skills Student Workbooks* can be given at this time and assigned as homework or independent study after the post-test if time allows.

3. Have participants read through the information and complete the worksheet and pre-test.

Information from the pre-test can be compared with information from the post-test, which participants will take upon completion of the lesson to measure changes in their knowledge.

4. Have participants pair up after completion and share answers from the worksheet.

Focus on Problem-Solving Skills

Skill: Problem-solving

READ the following:

Chantelle works as a medical assistant at a small medical clinic with Jake, Jane, and Desiree. They have four patients who have not shown up for their appointments, which puts the clinic at risk of having to downsize its staff due to a loss of revenue. This pattern of patients not showing up for their scheduled appointments has been going on for over a month, and the clinic director expressed her concern at the last staff meeting.

When the last patient was a “no show,” Jake started talking with his colleagues about what they could do to keep from losing their jobs. Jake and Jane were the last two hired, and they think they will be the first to go if the director decides to lay off staff.

REFLECT on the situation:

What do you think Chantelle, Jake, Jane, and Desiree can do to ensure patients keep their appointments?

What kind of ideas could the group brainstorm to solve this problem?

Why do you think the patients are not keeping their appointments?

SHARE your thoughts with a peer when it's discussion time.

Focus on Problem-Solving Skills

Instructor Resource

Skill: Problem-solving

READ the following:

Chantelle works as a medical assistant at a small medical clinic with Jake, Jane, and Desiree. They have four patients who have not shown up for their appointments, which puts the clinic at risk of having to downsize its staff due to a loss of revenue. This pattern of patients not showing up for their scheduled appointments has been going on for over a month, and the clinic director expressed her concern at the last staff meeting.

When the last patient was a “no show,” Jake started talking with his colleagues about what they could do to keep from losing their jobs. Jake and Jane were the last two hired, and they think they will be the first to go if the director decides to lay off staff.

REFLECT on the situation:

What do you think Chantelle, Jake, Jane, and Desiree can do to ensure patients keep their appointments?

If they are not calling and reminding the patients of their appointments the day before, they could start calling or texting the patients the day before as a friendly reminder. They could also implement a policy that the patient will have to pay a missed appointment fee so the clinic will not lose so much revenue, but that is a more punitive idea, and it might force some patients to seek another clinic.

What kind of ideas could the group brainstorm to solve this problem?

The group could implement the previous idea of calling or texting patients the day before their appointments or charging a missed appointment fee. Other ideas are to have all patients fill out a survey describing their satisfaction with the clinic, have a suggestion box for patients, call or email the patients asking why they missed their appointments, have a raffle with a prize that only patients who show up for their appointments can enter, or advertise and try to build up the patient base.

Why do you think the patients are not keeping their appointments?

Some patients may have forgotten they had an appointment, their symptoms went away before their appointment, they are scared of going to the doctor, they are not happy with the clinic's staff, they did not have transportation, or they cannot afford the medical bills.

SHARE your thoughts with a peer when it's discussion time.

Name: _____ Class: _____

Problem-Solving Test

Directions: Select the best answer for the following multiple-choice questions.

1. How many steps are there to problem-solving?
 - a. 6
 - b. 1
 - c. 3
 - d. 5
2. When implementing the solution, three “Ps” were mentioned. Which is not one of the three “Ps”?
 - a. patience
 - b. planning
 - c. persistence
 - d. positivity
3. Why is it best to develop solutions by brainstorming with a team?
 - a. to develop more cost-effective solutions
 - b. to develop more creative solutions
 - c. to develop a longer list of solutions
 - d. to develop a shorter list of solutions
4. During the step where you analyze the solutions, how many solutions will be selected to implement?
 - a. 5
 - b. 1
 - c. 2
 - d. 3
5. What is the first step to problem-solving?
 - a. implement the solution
 - b. develop solutions
 - c. analyze the problem
 - d. identify and define the problem

Lesson 3 – Problem-Solving

LEARN: Problem-Solving Slide Presentation

30 minutes

Purpose:

Participants will receive a thorough introduction to problem-solving skills needed for healthcare professionals to solve problems in the workplace successfully.

Materials:

- *Problem-Solving* slide presentation
- Problem-Solving Patient-Centered Scenario Card

Facilitation Steps:

Share the following information as you show the slide presentation.

Slide 1: Introduction slide

Slide 2: Goals and Objectives

- Understand what defines problem-solving
- Learn what skills are needed to solve problems
- Discover the importance of problem-solving within a team
- Learn the six steps of problem-solving

Slide 3: What Is Problem-Solving?

A problem is any type of disturbance from normality that hinders progress and the ability to reach your goals.

To find a solution to the problem, you must go through the problem-solving process where you identify the problem, gather solutions, choose a solution, implement the solution, and evaluate it moving forward.

Problem-solving skills are used in every type of profession. Some professions may allow time to

solve a problem. However, in the healthcare profession, problems typically need to be solved very quickly.

Having the skills to identify a problem and respond quickly is very highly sought out by employers.

Slide 4: What Skills are Needed to Solve Problems?

The skills needed to be good at problem-solving include:

- Critical thinking skills
- Team-building skills
- Creativity
- Brainstorming
- Analysis
- Active listening
- Excellent communication

Slide 5: The Benefits of Problem-Solving Within a Team

In the healthcare industry, there are many benefits to problem-solving within a team. When working as a team, members are encouraged to speak their minds as their opinions are valued. Coming to a solution as a team builds stronger teams, increases confidence, and decreases stress as there are others to help solve the problem. When there is a problem the healthcare team must solve, they can combine intellects with others who may be higher trained or have more experience.

Slide 6: The 6 Steps to Problem-Solving

1. Identify and define the problem.
2. Analyze the problem.

3. Develop solutions.
4. Analyze and select one solution.
5. Implement the solution.
6. Evaluate the solution.

In the healthcare industry, many problems will need to be addressed quickly following these six steps, such as when a patient goes into cardiac arrest. Other problems may require more time, such as a clinic losing money or having inventory issues. No matter what the problem is, these steps must be followed for the best outcome.

Slide 7: Step 1: Identify and Define the Problem

When faced with a problem, it is easy to overlook the true problem and focus on irrelevant issues.

If you look at the problem from different perspectives, you can weed out factors that are not important and find the true root of the problem.

Ask why this current situation is a problem. Once you identify one source, you can better assess the situation.

For this lesson, we will use a small inner-city clinic as an example. The clinic has been losing money because many patients are not showing up for their appointments. You are working to identify why the clinic is not making money in this step. Once you determine it is because patients are not showing up for their appointments, you have identified and defined the problem.

Slide 8: Step 2: Analyze the Problem

Break down the problem to get a true understanding of it.

Determine how the problem developed and the impact of the problem.

Once you break down that the clinic started losing money six months ago when public transit changed its route, you then determine that

many of your patients that did not show up to their appointments used to take that bus. Then, you can identify the impact this problem has on the clinic and the patient's health.

Slide 9: Step 3: Develop Solutions

Now is the time to brainstorm alone or with a team to develop all possible solutions.

It is always better to brainstorm with a team as there will be a longer list of possible solutions with more input.

Some ideas that might be brainstormed for the clinic are to contact the public transit office and ask if they can change the route back to what it was previously, hire a van to pick up the patients for their appointments, give the patients vouchers for an Uber or taxi, or send home health nurses to the patient's homes for care and treatment. No solution should be eliminated, even if it seems silly or not viable.

Slide 10: Step 4: Analyze and Select One Solution

After brainstorming all possible solutions, choose one to implement.

Suppose the clinic decided it was cheaper for them to give Uber vouchers to their patients than the other solutions. In that case, they would choose to issue vouchers.

Slide 11: Step 5: Implement the Solution

Change in any business takes planning, patience, and persistence, as change does not happen overnight. Create a plan of action to decide how you will implement your solution.

Determine the steps you must take to move forward, then execute your plan of action.

For this step, the clinic would meet with the necessary department heads to decide their plan of action. The plan could include calling Uber to see the process for getting and using vouchers, contacting the patients who will benefit from this change, and contacting the finance department to receive the funds to implement this solution.

Slide 12: Step 6: Evaluate the Solution

Monitor and assess the results of your solution.

Ask the following questions:

- Are you satisfied with the results?
- Did your solution resolve the problem?
- Did your solution create new problems?
- Are modifications needed to get better results?
- What did you learn?

****Instructor's note**:** Read the Problem-Solving Patient-Centered Scenario Card to participants and have them answer the key questions. Or you can pair up participants and have them spend 5-10 minutes role-playing the main characters while answering the key questions.

Lesson 3 – Problem-Solving

REVIEW: Practice and Assessment of Problem-Solving Skills

20 minutes

Purpose:

Participants will pair up and role-play with scenario cards to practice their understanding of problem-solving skills. Once practice is complete, a post-test will be given.

Workbooks can be assigned to participants to be worked on independently or assigned as homework. Participants will complete the two problem-solving activities in the workbook.

Materials:

- Problem-Solving Colleague-Centered Scenario Card
- *Problem-Solving Test*
- *Problem-Solving Test – Answer Key*
- *Healthcare Interpersonal Skills Student Workbooks*

Facilitation Steps:

1. Have participants pair up with the Problem-Solving Colleague-Centered Scenario Cards. Have them role-play the main characters, read the card, and answer the key questions while in their role.

The instructor(s) can assess participants' problem-solving skills during their interactions and offer suggestions if necessary.

2. When participants are finished with the scenario cards, instruct them to take a few minutes to complete the post-test.
3. Have participants self-check their answers as you share from the answer key.
4. Have participants start on the two problem-solving scenarios and activities in their workbooks unless you have assigned them as homework.

Problem-Solving Test – Answer Key

Directions: Select the best answer to the following multiple-choice questions

1. How many steps are there to problem-solving?
a. 6
b. 1
c. 3
d. 5
2. When implementing the solution, three “Ps” were mentioned. Which is not one of the three “Ps”?
a. patience
b. planning
c. persistence
d. positivity
3. Why is it best to develop solutions by brainstorming with a team?
a. to develop more cost-effective solutions
b. to develop more creative solutions
c. to develop a longer list of solutions
d. to develop a shorter list of solutions
4. During the step where you analyze the solutions, how many solutions will be selected to implement?
a. 5
b. 1
c. 2
d. 3
5. What is the first step to problem-solving?
a. implement the solution
b. develop solutions
c. analyze the problem
d. identify and define the problem

Sources

1. The Knowledge City Website. (2020, July 29). *5 Steps to Make your Problem-Solving Process Easier*. Retrieved from <https://www.knowledgecity.com/blog/5-steps-to-make-your-problem-solving-process-easier/>
2. The LSU Health New Orleans School of Nursing Website. (2022). *Strategies for Problem-Solving*. Retrieved from <https://nursing.lsuhscl.edu/AcademicSuccessProgram/StrategiesProblemSolving.aspx>

Lesson 4 – Critical Thinking

Lesson Overview

In this lesson, participants will learn the definition of critical thinking and why it is an essential skill to have as a healthcare professional. Participants will also learn the five steps to improve their critical thinking skills. Participants will then role-play using the Critical Thinking Scenario Cards. The accompanying workbooks are designed for independent study or as a homework assignment.

Lesson Objectives

After completing this lesson, participants will be able to:

- Understand critical thinking skills
- Learn why this skill is needed for healthcare professionals
- Discover how healthcare professionals use critical thinking skills
- Learn the five steps to improve critical thinking

Lesson at a Glance

Activity	Materials	Preparation	Approximate class time
FOCUS	• <i>Focus on Critical Thinking Skills</i> worksheet • <i>Focus on Critical Thinking Skills Instructor Resource</i> • <i>Critical Thinking Test</i> • <i>Healthcare Interpersonal Skills Student Workbooks</i>	1. Print/photocopy the <i>Focus on Critical Thinking Skills</i> worksheet (one per participant). 2. Print/photocopy the <i>Critical Thinking Test</i> (two per participant, the pre- and post-tests are the same).	10 minutes
LEARN	• <i>Critical Thinking</i> slide presentation • Critical Thinking Patient-Centered Scenario Card	1. Prepare the <i>Critical Thinking</i> slide presentation for viewing. 2. Gather the Critical Thinking Patient-Centered Scenario Card.	30 minutes
REVIEW	• Critical Thinking Colleague-Centered Scenario Card • <i>Healthcare Interpersonal Skills Student Workbooks</i> • <i>Critical Thinking Test</i> • <i>Critical Thinking Test – Answer Key</i>	1. Gather the Critical Thinking Colleague-Centered Scenario Card.	20 minutes

Lesson 4 – Critical Thinking

FOCUS: Developing Awareness of Patient-Focused Care

10 minutes

Purpose:

To help participants develop an awareness of patient-focused care, have them take the *Critical Thinking Test* and complete the *Focus on Critical Thinking Skills* worksheet.

Materials:

- *Focus on Critical Thinking Skills* worksheet
- *Focus on Critical Thinking Skills Instructor Resource*
- *Critical Thinking Test* (2 per student)
- *Healthcare Interpersonal Skills Student Workbooks*

Facilitation Steps:

1. Distribute the *Focus on Critical Thinking Skills* worksheets before or at the beginning of class.
2. Distribute two copies of the *Critical Thinking Test* and explain to the participants that upon your instruction, one is to be taken at the start of the lesson and one at the end.

The *Healthcare Interpersonal Skills Student Workbooks* can be given at this time and assigned as homework or independent study after the post-test if time allows.

3. Have participants read through the information and complete the worksheet and pre-test.

Information from the pre-test can be compared with information from the post-test, which participants will take upon completion of the lesson to measure changes in their knowledge.

4. Have participants pair up after they are finished and share answers from the worksheet.

Focus on Critical Thinking Skills

Skill: Critical thinking

READ the following:

Jocelyn is a high school volunteer at the local hospital. She wants to work in the healthcare industry but is unsure in what capacity, so she hopes to gain experience and see what job looks most appealing. Jocelyn enjoys her volunteer work as she delivers gifts to the patient's rooms and spends time with them if they want company. Today, Jocelyn has a flower delivery for Anna May Robinson in the labor and delivery unit. She's excited because she loves seeing newborn babies and even gets to hold them sometimes. When she gets to the labor and delivery floor, the charge nurse tells her what room Anna May is in so she can deliver the flowers. Jocelyn knocks on the door and is told to go in. She sees a young mother nursing her infant and a toddler running around the room. Anna May smiles when she sees the flowers and thanks Jocelyn for bringing them to her.

As Jocelyn sets the flowers on the bedside table, she notices the toddler has become very quiet. Jocelyn sees his face turning blue. She realizes the child is choking and tells Anna May to press the call button for the nurse. Anna May realizes what is happening and lets out a small scream, asking Jocelyn to help. Jocelyn thought back to her CPR and first-aid training last year and started giving the toddler back slaps to dislodge the foreign object. As Jocelyn hit the child's back, Anna May said he was eating a small piece of candy and must have choked. After the fourth slap, the candy was dislodged, and the child started crying just as the nurse walked into the room.

REFLECT on the situation:

Do you think you would have reacted as quickly as Jocelyn in this situation?

Is there anything you would have done differently if you were Jocelyn?

Did Jocelyn have much time to analyze the problem and develop a solution?

Besides critical thinking skills, what other skills did Jocelyn use?

SHARE your thoughts with a peer when it's discussion time.

Focus on Critical Thinking Skills

Instructor Resource

Skill: Critical thinking

READ the following:

Jocelyn is a high school volunteer at the local hospital. She wants to work in the healthcare industry but is unsure in what capacity, so she hopes to gain experience and see what job looks most appealing. Jocelyn enjoys her volunteer work as she delivers gifts to the patient's rooms and spends time with them if they want company. Today, Jocelyn has a flower delivery for Anna May Robinson in the labor and delivery unit. She's excited because she loves seeing newborn babies and even gets to hold them sometimes. When she gets to the labor and delivery floor, the charge nurse tells her what room Anna May is in so she can deliver the flowers. Jocelyn knocks on the door and is told to go in. She sees a young mother nursing her infant and a toddler running around the room. Anna May smiles when she sees the flowers and thanks Jocelyn for bringing them to her.

As Jocelyn sets the flowers on the bedside table, she notices the toddler has become very quiet. She sees his face turning blue. Jocelyn realizes the child is choking and tells Anna May to press the call button for the nurse. Anna May realizes what is happening and lets out a small scream, asking Jocelyn to help. Jocelyn thought back to her CPR and first-aid training last year and started giving the toddler back slaps to dislodge the foreign object. As she hit the child's back, Anna May said he was eating a small piece of candy and must have choked. After the fourth slap, the candy was dislodged, and the child started crying just as the nurse walked into the room.

REFLECT on the situation:

Do you think you would have reacted as quickly as Jocelyn in this situation?

Everyone reacts differently in emergencies. I believe those with some type of medical training and exposure to emergencies react quicker than those without medical training.

Is there anything you would have done differently if you were Jocelyn?

No, I believe Jocelyn did a great job getting Anna May to call the nurse while she started delivering back slaps as she was trained.

Did Jocelyn have much time to analyze the problem and develop a solution?

No, Jocelyn had no time to analyze the problem and develop a solution. The child was choking, and she had to act quickly, which she did.

Besides critical thinking skills, what other skills did Jocelyn use?

Jocelyn used her first-aid, communication, and problem-solving skills.

SHARE your thoughts with a peer when it's discussion time.

Name: _____ Class: _____

Critical Thinking Test

Directions: Select the best answer for the following multiple-choice questions.

1. How many steps were mentioned in the lesson to improve critical thinking skills?
 - a. 6
 - b. 1
 - c. 3
 - d. 5
2. What acronym is used for the fundamental steps many healthcare professionals are taught when working with patients?
 - a. ADPIE
 - b. AVPU
 - c. ADPUE
 - d. AVPIE
3. What type of questions must you ask when developing a questioning mind?
 - a. silly
 - b. encouraging
 - c. insightful
 - d. reflective
4. What is the first step to improving critical thinking skills, as mentioned in the lesson?
 - a. develop a questioning mind
 - b. case-based approach
 - c. use a process
 - d. practice self-awareness
5. What is the first step to thinking critically?
 - a. identify ways to improve the solution
 - b. develop and execute solutions
 - c. collect data on the issue through research
 - d. identify the issue or problem

Lesson 4 – Critical Thinking

LEARN: Critical Thinking Slide Presentation

30 minutes

Purpose:

Participants will receive a thorough introduction to critical thinking skills needed for healthcare professionals to solve issues in the workplace successfully.

Materials:

- *Critical Thinking* slide presentation
- Critical Thinking Patient-Centered Scenario Card

Facilitation Steps:

Share the following information as you show the slide presentation.

Slide 1: Introduction slide

Slide 2: Goals and Objectives

- Understand critical thinking skills
- Learn why this skill is needed for healthcare professionals
- Discover how healthcare professionals use critical thinking skills
- Learn the five steps to improve critical thinking

Slide 3: What Is Critical Thinking?

Critical thinking is “a logical process to gather information and take purposeful action based on your evaluation.”

The critical thinking process includes collecting information and data, asking questions, and analyzing possible solutions.

Critical thinking is necessary for healthcare professionals to help with problem-solving and decision-making. Many experts have identified specific skills that demonstrate one has critical

thinking, such as the ability to identify problems, draw conclusions, and determine the relevance of information as it relates to a particular situation.

Slide 4: Why Do Healthcare Professionals Need Critical Thinking Skills?

Healthcare professionals must have critical thinking skills as they work with many patients each day with various conditions.

While multitasking, they must use critical thinking to determine which patient needs to be seen first, if the medications being prescribed will interact with other medications, and if there is a change in the patient’s status that must be addressed. Some critical thinking needs to be done on the spot, such as in an emergency, while other times, you may have more time to collect data and analyze the situation before coming to a decision.

Slide 5: How Do Healthcare Professionals Use Critical Thinking Skills?

Healthcare professionals use critical thinking skills to improve patient outcomes and provide excellent patient care.

For example, a medical assistant might be changing a dressing on a wound and notice redness and heat around the wound. While the patient may not have a complaint of pain in the wound, the medical assistant uses critical thinking to determine if there might be an infection and alerts the physician.

Another medical assistant without critical thinking skills would redress the wound without alerting the physician, causing further illness and

injury to the patient in the future as the infection spreads.

Slide 6: How to Think Critically

- Identify the issue or problem
- Think about why the problem exists and how it can be solved
- Collect data on the issue through research
- Organize your data
- Develop and execute solutions
- Analyze which solutions worked and which did not
- Identify ways to improve the solution

A fundamental part of critical thinking is to be objective, which means to analyze the problem or issue without allowing personal assumptions, emotions, or biases to influence how you think. If you have a preconceived notion of something, you cannot fully open your mind to accept other solutions or ideas.

Slide 7: The 5 Steps to Improve Critical Thinking Skills

If you feel you need to improve your critical thinking skills, following these five steps will help. Each of these steps will be covered in detail in the following slides.

Step 1. Case-based approach

Step 2. Practice self-reflection

Step 3. Develop a questioning mind

Step 4. Practice self-awareness

Step 5. Use a process

Slide 8: Step 1: Case-based approach

A case-based approach teaches to ask questions about the information you have and the information you need.

For example, you may have a patient with an unusual complaint. To help determine the issue that is causing the complaint, you must do some detective work.

Ask yourself these questions:

- What is going on?
- What information am I missing?
- Where can I get that information?
- What will that information mean for the patient?
- How quickly must I act?

Slide 9: Step 2: Practice Self-Reflection

Self-reflection means to reflect upon what went well or did not go well in your workday and identify areas of improvement.

If you made a mistake or did not have the outcome you hoped for, reflect on what you could have done differently or if you could have asked better questions to achieve a better result. Self-reflection does not only apply to patient care but to your colleagues too. For example, you may have had a disagreement with a coworker. Later, you run the conversation over in your head to see how you could have better responded. This is called self-reflection.

Slide 10: Step 3: Develop a Questioning Mind

Critical thinking skills are not something you can be taught but rather a skill that is practiced and enhanced with experience.

To develop this skill, you must be curious and ask insightful questions. Experts agree it is easier to practice asking questions in a private, non-stressful environment until it becomes a habit. Perhaps you can practice alone or get a study partner from your healthcare training. Together, you can practice asking the critical questions you may be faced with when working with patients.

Once you have this skill mastered, you will be able to rise to the occasion when faced with a stressful situation.

Slide 11: Step 4: Practice Self-Awareness

Using critical thinking skills in healthcare requires you to practice self-awareness and being present in the moment. Working in healthcare is a stressful profession. Being present in the moment at work often requires

stress reduction measures when off duty, like exercise, rest, massages, meditation, yoga, and spending time with family and friends.

While faced with many tasks during a hectic shift, being present in the moment allows you to think more clearly and be proactive in the way you think.

You will be better able to think one step ahead, providing better patient care. For example, when you are present in the moment, you can anticipate what might happen with a patient and be prepared. When going to change a patient's dressing, you might bring an extra pair of gloves, bandages, and tape. Or, if you know the patient gets sick at the sight of blood, you bring an emesis basin and a glass of water.

Slide 12: Step 5: Use a Process

It is helpful to use a process when developing and improving critical thinking skills, such as:

- Asking insightful questions
- Gathering information
- Implementing a strategy
- Evaluating the results
- Considering another point of view

These are the fundamental steps many healthcare professionals are taught, using the acronym **ADPIE**.

- Assess
- Diagnose
- Plan
- Implement
- Evaluate

****Instructor's note**:** Read the Critical Thinking Patient-Centered Scenario Card to participants and have them answer the key questions. Or you can pair up participants and have them spend 5-10 minutes role-playing the main characters while answering the key questions.

Lesson 4 – Critical Thinking

REVIEW: Practice and Assessment of Critical Thinking Skills

20 minutes

Purpose:

Participants will pair up and role-play with scenario cards to practice their understanding of critical thinking skills. Once practice is complete, a post-test will be given.

Workbooks can be assigned to participants to be worked on independently or assigned as homework. Participants will complete the two critical thinking activities in the workbook.

Materials:

- Critical Thinking Colleague-Centered Scenario Card
- *Critical Thinking Test*
- *Critical Thinking Test – Answer Key*
- *Healthcare Interpersonal Skills Student Workbooks*

Facilitation Steps:

1. Have participants pair up with the Critical Thinking Colleague-Centered Scenario Cards. Have them role-play the main characters, read the card, and answer the key questions while in their role.

The instructor(s) can assess participants' critical thinking skills during their interactions and offer suggestions if necessary.

2. When participants are finished with the scenario cards, instruct them to take a few minutes to complete the post-test.
3. Have participants self-check their answers as you share from the answer key.
4. Have participants start on the two critical thinking scenarios and activities in their workbooks unless you have assigned them as homework.

Critical Thinking Test – Answer Key

Directions: Select the best answer to the following multiple-choice questions

1. How many steps were mentioned in the lesson to improve critical thinking skills?
 - a. 6
 - b. 1
 - c. 3
 - d. 5**

2. What acronym is used for the fundamental steps many healthcare professionals are taught when working with patients?
 - a. ADPIE**
 - b. AVPU
 - c. ADPUE
 - d. AVPIE

3. What type of questions must you ask when developing a questioning mind?
 - a. silly
 - b. encouraging
 - c. insightful**
 - d. reflective

4. What is the first step to improving critical thinking skills, as mentioned in the lesson?
 - a. develop a questioning mind
 - b. case-based approach**
 - c. use a process
 - d. practice self-awareness

5. What is the first step to thinking critically?
 - a. identify ways to improve the solution
 - b. develop and execute solutions
 - c. collect data on the issue through research**
 - d. identify the issue or problem

Sources

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Lesson 5 – Work Ethic

Lesson Overview

In this lesson, participants will learn the definition of work ethic and why it is an essential skill to have as a healthcare professional. Participants will also discover the top skills and traits associated with a strong work ethic and how to develop this skill. Participants will then role-play using the Work Ethic Scenario Cards. The accompanying workbooks are designed for independent study or as a homework assignment.

Lesson Objectives

After completing this lesson, participants will be able to:

- Understand the meaning of work ethic
- Learn why this skill is needed for healthcare professionals
- Discover the top skills and traits associated with a strong work ethic
- Learn how to develop a strong work ethic

Lesson at a Glance

Activity	Materials	Preparation	Approximate class time
FOCUS	• <i>Focus on Work Ethic Skills</i> worksheet • <i>Focus on Work Ethic Skills Instructor Resource</i> • <i>Work Ethic Test</i> • <i>Healthcare Interpersonal Skills Student Workbooks</i>	1. Print the <i>Focus on Work Ethic Skills</i> worksheet (one per participant). 2. Print/photocopy the <i>Work Ethic Test</i> (two per participant, the pre and post-tests are the same).	10 minutes
LEARN	• <i>Work Ethic</i> slide presentation • Work Ethic Patient-Centered Scenario Card	1. Prepare the <i>Work Ethic</i> slide presentation for viewing. 2. Gather the Work Ethic Patient-Centered Scenario Card.	30 minutes
REVIEW	• Work Ethic Colleague-Centered Scenario Card • <i>Healthcare Interpersonal Skills Student Workbooks</i> • <i>Work Ethic Test</i> • <i>Work Ethic Test – Answer Key</i>	1. Gather the Work Ethic Colleague-Centered Scenario Card.	20 minutes

Lesson 5 — Work Ethic

FOCUS: Developing Awareness of Patient-Focused Care

10 minutes

Purpose:

To help participants develop an awareness of patient-focused care, have them take the *Work Ethic Test* and complete the *Focus on Work Ethic Skills* worksheet.

Materials:

- *Focus on Work Ethic Skills* worksheet
- *Focus on Work Ethic Skills Instructor Resource*
- *Work Ethic Tests* (2 per participant)
- *Healthcare Interpersonal Skills Student Workbooks*

Facilitation Steps:

1. Distribute the *Focus on Work Ethic Skills* worksheet before or at the beginning of class.
2. Distribute two copies of the *Work Ethic Test* and explain to participants that upon your instruction, one is to be taken at the start of the lesson and one at the end.

The *Healthcare Interpersonal Skills Student Workbooks* can be given at this time and assigned as homework or independent study after the post-test if time allows.

3. Have participants read through the information and complete the worksheet and pre-test.

Information from the pre-test can be compared with information from the post-test, which participants will take upon completion of the lesson to measure changes in their knowledge.

4. Have participants pair up after completing the worksheet to share answers.

Focus on Work Ethic Skills

Skill: Work ethic

READ the following:

Gabriella has wanted to be a doctor since she got her first doctor's play kit when she was eight years old. However, she knew her single father, who worked three jobs to support her and her four brothers, could not afford to send her to medical school, much less college. But Gabriella would chase her dream no matter what.

At 12 years old, to earn money, Gabriella started delivering papers at 4 a.m. with her father, babysitting for her neighbors, cleaning homes, and taking care of neighbors' and friends' pets when they went on vacation. By age 15, Gabriella had saved enough to start a housecleaning and babysitting business and employed 20 of her friends to help.

Gabriella had no social life as she worked non-stop to achieve her goals. After graduating from high school, Gabriella's companies made enough money for her to attend college and medical school. All those years of getting up at 4 a.m. and not spending time with her friends after school and on the weekends paid off.

REFLECT on the situation:

What traits does Gabriella possess that display her strong work ethic?

Do you think Gabriella's father was wrong to allow her to start working at 12?

Is it possible to learn to have a strong work ethic, or is it something a person is born with?

Do you believe a person's work ethic "rubs off" on other people they associate with?

SHARE your thoughts with a peer when it's discussion time.

Focus on Work Ethic Skills

Instructor Resource

Skill: Work ethic

READ the following:

Gabriella has wanted to be a doctor since she got her first doctor's play kit when she was eight years old. However, she knew her single father, who worked three jobs to support her and her four brothers, could not afford to send her to medical school, much less college. But Gabriella would chase her dream no matter what.

At 12 years old, to earn money, Gabriella started delivering papers at 4 a.m. with her father, babysitting for her neighbors, cleaning homes, and taking care of neighbors' and friends' pets when they went on vacation. By age 15, Gabriella had saved enough to start a housecleaning and babysitting business and employed 20 of her friends to help.

Gabriella had no social life as she worked non-stop to achieve her goals. After graduating from high school, Gabriella's companies made enough money for her to attend college and medical school. All those years of getting up at 4 a.m. and not spending time with her friends after school and on the weekends paid off.

REFLECT on the situation:

What traits does Gabriella possess that display her strong work ethic?

Hard work, dependability, discipline, dedication, productivity, teamwork, honesty, responsibility, determination, and professionalism.

Do you think Gabriella's father was wrong to allow her to start working at 12?

I think it is a personal choice for parents to allow what they want for their children. I believe Gabriella sounds mature enough that neighbors trust her with their children, pets, and homes.

Is it possible to learn to have a strong work ethic, or is it something a person is born with?

I believe most people are born with many characteristics that display a strong work ethic, but I also think that people are influenced by their caregivers and other loved ones. So, I believe learning and developing the skills that make up a strong work ethic is possible.

Do you believe a person's work ethic "rubs off" on other people they associate with?

Yes, I believe a person's work ethic could "rub off" on some people they associate with, but not all. Some of Gabriella's friends saw her working hard and making money, which inspired them to work for the companies she built.

SHARE your thoughts with a peer when it's discussion time.

Name: _____ Class: _____

Work Ethic Test

Directions: Select the best answer for the following multiple-choice questions.

1. Which of the following is the definition of integrity?
 - a. the quality of being honest and having strong moral principles
 - b. the quality of being determined and achieving goals
 - c. the quality of using time and discipline to improve
 - d. the quality of using available resources to complete assignments
2. What does it take to make a team work, as mentioned in the lesson?
 - a. everyone is focused on each other's goals
 - b. everyone has unique experiences
 - c. everyone relies on each other
 - d. everyone does their part
3. Which of the following was **not** a skill or trait mentioned in the lesson required to have a strong work ethic?
 - a. hard worker
 - b. discipline
 - c. positivity
 - d. determination
4. Why must healthcare professionals have a strong work ethic, as mentioned in the lesson?
 - a. to make a lot of money
 - b. to succeed in their careers
 - c. to graduate college
 - d. to practice self-awareness
5. Why is it important to have integrity as a healthcare professional?
 - a. integrity builds trust
 - b. integrity identifies problems
 - c. integrity resolves issues
 - d. integrity achieves success

Lesson 5 – Work Ethic

LEARN: Work Ethic Slide Presentation

30 minutes

Purpose:

Participants will receive a thorough introduction to the work ethic skills needed for healthcare professionals to succeed in the workplace.

Materials:

- *Work Ethic* slide presentation
- Work Ethic Patient-Centered Scenario Card

Facilitation Steps:

Share the following information as you show the slide presentation.

Slide 1: Introduction slide

Slide 2: Goals and Objectives

- Understand the meaning of work ethic
- Learn why this skill is needed for healthcare professionals
- Discover the top skills and traits associated with a strong work ethic
- Learn how to develop a strong work ethic

Slide 3: What is Work Ethic?

Work ethic is how someone feels about the importance of work, usually the belief that it is essential to work hard. Work ethic can be nurtured and improved, although it is generally a part of a person's character and outlook on life.

Employees with a strong work ethic are highly driven individuals and often far exceed their peers in achieving goals. Individuals with a poor work ethic are often lazy, undependable, dishonest, and unmotivated to work hard.

Work ethic can include many skills and traits, such as integrity, responsibility, determination, and professionalism. Companies that support a strong work ethic are a model for the right way

to work, supporting and fostering a productive work environment.

Slide 4: Why Do Healthcare Professionals Need A Strong Work Ethic?

Healthcare professionals must have a strong work ethic to succeed in their careers. First, training in your career takes dedication, determination, hard work, and discipline.

After receiving your degree in your field of healthcare, you need a strong work ethic to get hired and maintain your job. You must be dependable, honest, responsible, and work well on a team. All these characteristics represent a person with a strong work ethic. When a healthcare professional does not have a strong work ethic, they will receive poor performance reviews, receive patient and coworker complaints, be passed over for promotions, and can ultimately be terminated from their job.

It is imperative to have a strong work ethic to succeed in any career, especially in healthcare.

Slide 5: Top Skills and Traits Required to Have a Strong Work Ethic

- Hard worker
- Dedication
- Discipline
- Productivity
- Teamwork
- Integrity/Honesty
- Responsibility
- Determination
- Professionalism

The following slides will cover these traits and skills in greater detail.

Slide 6: Hard Worker

Hard workers do not give up when faced with a difficult task or assignment.

This type of person shows a strong work ethic in their persistence.

Hard workers generally start working at a young age and are proud to work hard to achieve their goals.

Slide 7: Dedication

Dedicated healthcare professionals always fulfill their commitments, meet deadlines, and complete assignments and tasks to their fullest potential.

They are also dedicated to their profession, take continuing education hours, stay current with changes in their industry, and seek higher education to improve their craft.

Slide 8: Discipline

As a healthcare professional, you must be disciplined to achieve your goals.

You need the discipline to achieve what you want, whether obtaining a degree in healthcare, getting in shape, losing weight, promoting to a leadership position, or effectively managing your time.

With time and discipline, you will see significant improvement and achieve success.

Slide 9: Productivity

Healthcare professionals with a strong work ethic have high productivity and stay busy completing tasks and working towards their goals.

They can multitask and work with multiple patients while providing excellent care.

Productive employees often get more done in one shift than their peers with a poor work ethic.

Slide 10: Teamwork

To be an excellent team player, a strong work ethic is required. Teamwork is expected in healthcare, and those with a strong work ethic understand that a team only works when everyone does their part.

Team players are willing to step in and help a coworker or supervisor and will not hesitate to cover someone's shift, lend a helping hand, or a listening ear.

Slide 11: Integrity

Integrity is "the quality of being honest and having strong moral principles."

Integrity builds trust with patients, family members, coworkers, supervisors, and the community.

Healthcare professionals with integrity are guided to make ethically and morally sound choices.

Slide 12: Responsibility

Those with a strong work ethic are seen as responsible individuals by their peers.

Responsible healthcare professionals are consistent, reliable, professional, respectful, and dependable. When they say they will do something, they do it. When they are scheduled for a shift, they show up. When they say they will take care of your patient during the transfer of care, they take care of your patient.

Slide 13: Determination

Determined healthcare professionals meet and exceed goals. The goals can be personal or professional, but they are committed to success.

If they are unfamiliar with a task, they will research or use available resources to learn how to complete the assignment. Nothing stops them from continually learning and achieving their goals.

Slide 14: Professionalism

Professionalism is a sign of a strong work ethic. Professionalism includes:

- Dressing appropriately for the position
- Maintaining certifications related to your profession
- Having good hygiene
- Remaining calm under pressure
- Keeping emotions under control
- Persevering through challenging days

Slide 15: How to Develop a Strong Work Ethic

- Always be reliable and on time. Reliability stands out with supervisors and is a highly desirable trait. When you say you will be somewhere at a specific time, be at least 10 to 15 minutes early. There is a saying, “If you aren’t early, you’re late.” Show respect to the person you are meeting by being respectful of their time. If you are reporting to work, report early. If you will be late to a meeting, appointment, or work, call or text that you will be late.
- Be courteous and professional at all times. You may not enjoy a particular patient or coworker, but you must maintain a professional attitude while working in healthcare.
- Take the initiative and do tasks without being asked. If you notice supplies are

getting low, restock them. If you have a coworker that is swamped, offer to help ease the workload.

- Produce quality work and pay attention to detail. Take pride in everything you do.
- Cultivate self-discipline and set short and long-term goals. Your goals could be to study more, sign up for a job-related course, take continuing education units, lose weight, or get in shape. Whatever your goals, it takes discipline to achieve them.
- Be focused and persistent to achieve your goals and produce quality work.
- Eliminate distractions to make the most of your workday. Turn off cell phones, stop checking emails on your computer every five minutes, or browsing social media sites. When distractions are eliminated, your productivity will increase, and your supervisor will notice what a great job you are doing.

****Instructor’s note**:** Read the Work Ethic Patient-Centered Scenario Cards to participants and have them answer the key questions. Or you can pair up participants and have them spend 5-10 minutes role-playing the main characters while answering the key questions.

Lesson 5 – Work Ethic

REVIEW: Practice and Assessment of Work Ethic Skills

20 minutes

Purpose:

Participants will pair up and role-play with scenario cards to practice their understanding of work ethic skills. Once practice is complete, a post-test will be given.

Workbooks can be assigned to participants to be worked on independently or assigned as homework. Participants will complete the two work ethic activities in the workbook.

Materials:

- Work Ethic Colleague-Centered Scenario Card
- *Worth Ethic Test*
- *Work Ethic Test – Answer Key*
- *Healthcare Interpersonal Skills Student Workbook*

Facilitation Steps:

1. Have the participants pair up with the Work Ethic Colleague-Centered Scenario Cards. Have them role-play the main characters, read the card, and answer the key questions while in their role.

The instructor(s) can assess participants' skills during their interactions and offer suggestions if necessary.

2. When participants are finished with the scenario cards, instruct them to take a few minutes to complete the post-test.
3. Have participants self-check their answers as you share from the answer key.
4. Have participants start working on the two work ethic scenarios and activities in their workbooks unless you have assigned them as homework.

Work Ethic Test – Answer Key

Directions: Select the best answer for the following multiple-choice questions.

1. Which of the following is the definition of integrity?
 - a. **the quality of being honest and having strong moral principles**
 - b. the quality of being determined and achieving goals
 - c. the quality of using time and discipline to improve
 - d. the quality of using available resources to complete assignments
2. What does it take to make a team work, as mentioned in the lesson?
 - a. everyone is focused on each other's goals
 - b. everyone has unique experiences
 - c. everyone relies on each other
 - d. **everyone does their part**
3. Which of the following was **not** a skill or trait mentioned in the lesson required to have a strong work ethic?
 - a. hard worker
 - b. discipline
 - c. **positivity**
 - d. determination
4. Why must healthcare professionals have a strong work ethic, as mentioned in the lesson?
 - a. to make a lot of money
 - b. **to succeed in their careers**
 - c. to graduate college
 - d. to practice self-awareness
5. Why is it important to have integrity as a healthcare professional?
 - a. **integrity builds trust**
 - b. integrity identifies problems
 - c. integrity resolves issues
 - d. integrity achieves success

Sources

1. Wiggins, Kara. (2013, May 29). *How To Develop A Strong Work Ethic*. Retrieved from <https://www.chcp.edu/blog/how-develop-strong-work-ethic/>
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3. Luenendonk, Martin. (2020, July 28). *7 Things You Should Do To Demonstrate A Strong Work Ethic To Your Employer*. Retrieved from <https://www.cleverism.com/7-things-demonstrate-strong-work-ethic/>

Lesson 6 – Listening

Lesson Overview

In this lesson, participants will learn about listening and why it is an essential skill to have as a healthcare professional. Participants will also discover the difference between passive and active listening as well as how to use this skill. Participants will then role-play using the Listening Scenario Cards. The accompanying workbooks are designed for independent study or as a homework assignment.

Lesson Objectives

After completing this lesson, participants will be able to:

- Learn the difference between passive and active listening
- Understand why active listening skills are essential for healthcare professionals
- Identify how to use active listening skills
- Recognize the benefits of being an active listener
- Learn five tips to improve active listening skills

Lesson at a Glance

Activity	Materials	Preparation	Approximate class time
FOCUS	• <i>Focus on Listening Skills</i> worksheet • <i>Focus on Listening Skills Instructor Resource</i> • <i>Listening Test</i> • <i>Healthcare Interpersonal Skills Student Workbooks</i>	1. Print/photocopy the <i>Focus on Listening Skills</i> worksheet (one per participant). 2. Print/photocopy the <i>Listening Test</i> (two per participant, the pre- and post-tests are the same).	10 minutes
LEARN	• <i>Listening</i> slide presentation • Listening Patient-Centered Scenario Card	1. Prepare the <i>Listening</i> slide presentation for viewing. 2. Gather the Listening Patient-Centered Scenario Card.	30 minutes
REVIEW	• Listening Colleague-Centered Scenario Card • <i>Healthcare Interpersonal Skills Student Workbooks</i> • <i>Listening Test</i> • <i>Listening Test – Answer Key</i>	1. Gather the Colleague-Centered Scenario Card.	20 minutes

Lesson 6 — Listening

FOCUS: Developing Awareness of Patient-Focused Care

10 minutes

Purpose:

To help participants develop an awareness of patient-focused care, have them take the *Listening Test* and complete the *Focus on Listening Skills* worksheet.

Materials:

- *Focus on Listening Skills* worksheet
- *Focus on Listening Skills Instructor Resource*
- *Listening Test* (2 per participant)
- *Healthcare Interpersonal Skills Student Workbooks*

Facilitation Steps:

1. Distribute the *Focus on Listening Skills* worksheets before or at the beginning of class.
2. Distribute two copies of the *Listening Test* and explain to participants that upon your instruction, one is to be taken at the start of the lesson and one at the end.

The *Healthcare Interpersonal Skills Student Workbooks* can be given at this time and assigned as homework or independent study after the post-test if time allows.

3. Have participants read through the information and complete the worksheet and pre-test.

Information from the pre-test can be compared with information from the post-test, which participants will take upon completion of the lesson to measure changes in their knowledge.

4. Have participants pair up after completing the worksheet to share answers.

Focus On Listening Skills

Skill: Active listening

READ the following:

Dr. Gutierrez is a nephrologist (kidney doctor) who works in a renal clinic, helping patients with kidney failure. The clinic also offers dialysis, which helps prolong patients' lives by using a machine to remove waste products from the blood after their kidneys stop functioning. While doing his rounds, Dr. Gutierrez is called over by a nurse who says one of their patients, Earl, wants to speak with him.

Dr. Gutierrez sits down with Earl, who explains that he wants to stop taking dialysis so he can be with his late wife, Linda. Earl says that since his wife died, there is no reason to continue living. Dr. Gutierrez is stunned by this news and knows he needs to actively listen to Earl to see where this is coming from and what he can do to help change his mind.

Dr. Gutierrez turns off his cell phone so there are no distractions, and patiently listens while Earl describes how he feels after his loss. Dr. Gutierrez nods at appropriate times and paraphrases what Earl said after he is done talking. Dr. Gutierrez wants to ensure that what he is hearing Earl say is correct.

REFLECT on the situation:

What else can Dr. Gutierrez do or say to show Earl he is actively listening?

Do you think it would be difficult for a doctor to hear a patient say they did not want to continue a life-saving treatment?

What type of feedback could Dr. Gutierrez give to Earl?

How would Earl feel if Dr. Gutierrez was passively listening rather than actively listening?

SHARE your thoughts with a peer when it's discussion time.

Focus on Listening Skills

Instructor Resource

Skill: Active listening

READ the following:

Dr. Gutierrez is a nephrologist (kidney doctor) who works in a renal clinic, helping patients with kidney failure. The clinic also offers dialysis, which helps prolong patients' lives by using a machine to remove waste products from the blood after their kidneys stop functioning. While doing his rounds, Dr. Gutierrez is called over by a nurse who says one of their patients, Earl, wants to speak with him.

Dr. Gutierrez sits down with Earl, who explains that he wants to stop taking dialysis so he can be with his late wife, Linda. Earl says that since his wife died, there is no reason to continue living. Dr. Gutierrez is stunned by this news and knows he needs to actively listen to Earl to see where this is coming from and what he can do to help change his mind.

Dr. Gutierrez turns off his cell phone so there are no distractions, and patiently listens while Earl describes how he feels after his loss. Dr. Gutierrez nods at appropriate times and paraphrases what Earl said after he is done talking. Dr. Gutierrez wants to ensure that what he is hearing Earl say is correct.

REFLECT on the situation:

What else can Dr. Gutierrez do or say to show Earl he is actively listening?

Dr. Gutierrez can clarify terms if he is unsure of a word or phrase Earl says, not interrupt Earl while he is speaking, listen "between the lines," and avoid filling silent voids.

Do you think it would be difficult for a doctor to hear a patient say they did not want to continue a life-saving treatment?

Yes, it would be extremely difficult to hear that a patient wanted to discontinue life-saving treatment, as doctors want to help patients and save their lives. However, the patient's right is to choose what care and treatment they want.

What type of feedback could Dr. Gutierrez give to Earl?

Dr. Gutierrez could paraphrase what has been said, such as, "What I am hearing is that you want to discontinue dialysis, is that correct?" He could also periodically summarize Earl's comments.

How would Earl feel if Dr. Gutierrez was passively listening rather than actively listening?

Earl would feel that Dr. Gutierrez was not interested in what he had to say and would question keeping Dr. Gutierrez as his physician.

SHARE your thoughts with a peer when it's discussion time.

Name: _____ Class: _____

Listening Test

Directions: Select the best answer for the following multiple-choice questions.

1. Which of the following is **not** one of the ways to demonstrate that you are listening to your patient?
 - a. look your patient in the eyes
 - b. face your patient
 - c. smile when appropriate
 - d. keep your arms crossed
2. How many tips were mentioned in the lesson to improve your active listening skills?
 - a. 10
 - b. 5
 - c. 3
 - d. 7
3. Which of the following is a benefit of using active listening, as mentioned in the lesson?
 - a. improves your chance of being hired
 - b. decreases confidence
 - c. increases your chance of promotion
 - d. eases fear and anxiety
4. Which of the following describes passive listening?
 - a. listening without being fully invested in and tuned into the speaker
 - b. listening without interrupting the speaker
 - c. listening while being fully engaged and attentive to the speaker
 - d. listening without judging the speaker
5. There are many components to active listening. Which of the following is **not** one of the components?
 - a. hearing the words
 - b. interpreting the words
 - c. passing judgment
 - d. responding to the speaker

Lesson 6 – Listening

LEARN: Listening Slide Presentation

30 minutes

Purpose:

Participants will receive a thorough introduction to the active listening skills required for healthcare professionals to earn the trust and respect of their patients, family members, coworkers, and supervisors.

Materials:

- *Listening* slide presentation
- Listening Patient-Centered Scenario Card

Facilitation Steps:

Share the following information as you show the slide presentation.

Slide 1: Introduction slide

Slide 2: Goals and Objectives:

- Learn the difference between passive and active listening
- Understand why active listening is an essential skill for healthcare professionals
- Identify how to use active listening skills
- Recognize the benefits of being an active listener
- Learn five tips to improve your active listening skills

Slide 3: What Is Passive Listening?

Passive listening is “the act of listening without being fully invested in and tuned into the speaker.” Often, people are distracted or not interested in what the speaker has to say.

Many people joke that passive listeners “listen with one ear,” “goes in one ear and out the other,” or that what is said to them “falls on deaf ears.” Passive listening is not a desirable trait as

a healthcare professional. Instead, you must be an active listener.

Slide 4: What Is Active Listening?

The opposite of passive listening is active listening, which is the act of listening while being fully engaged and attentive to the speaker.

Active listening includes hearing the words, interpreting the words, and responding to the speaker.

Active listeners pay attention not only to the words but to the speaker’s appearance, expressions, and body language, which all play an essential role in understanding the whole meaning of the message the speaker is relaying. Active listening takes effort and a commitment to be fully present and engaged with the person you are listening to.

Slide 5: Why Is Active Listening an Essential Skill For Healthcare Professionals?

Healthcare professionals must have active listening skills to identify clues when speaking with patients and family members.

Active listeners “listen” with all senses, paying attention to nonverbal cues, how the patient smells, facial expressions, and their emotions.

These cues can give insight into what is happening with the patient and what they might withhold from you. Not everyone is honest. As a healthcare professional, you will see that often. Patients are embarrassed to share a bad habit or might be in denial that they have a medical condition. By actively listening, you will determine the appropriate questions that need to be asked of your patients and their loved ones as well as help you understand the type of interventions needed.

Active listening is also required when speaking with your coworkers, supervisors, and other healthcare professionals. This lesson will focus more on active listening to patients and family members.

Slide 6: How To Use Active Listening Skills

- Clarify terms. If the patient uses a word that you are unfamiliar with, have them clarify the meaning at the start of the conversation.
- Repeat/paraphrase. Repeat back some of the words the patient is saying so they know you are listening and can correct you if you misunderstood something.
- Do not interrupt. Let the patient talk freely so they can say all they want. While they are speaking, you can formulate questions you would like to ask them when they are done. However, there is a fine line with this. For example, suppose you have a patient that is talking about something and goes off-track or starts repeating themselves. In that case, you may have to gently interrupt and ask them a specific question to redirect them back into the conversation.
- Listen “between the lines.” This is like “reading between the lines.” You want to listen to the patient’s words, values, feelings, assumptions, fears, and wishes. Use your instinct to determine if the patient means what they are saying or if they are only saying what they think you want to hear.
- Do not fill silent voids. Often, patients will be quiet while they collect their thoughts and think about what they want to say. Silence can also reflect emotional discomfort. Allowing the patient to be silent can provide the space they need to tell you how they feel.

Slide 7: Benefits of Using Active Listening

- Eases fear and anxiety: by smiling, making eye contact, and offering a greeting, you can help ease your patient’s fear and anxiety. By giving

your undivided attention, the patient sees that you genuinely care about them.

- Builds trust and boosts confidence: when the patient can see that you are fully engaged, they are more likely to disclose private information and ask questions.
- Less chance of misunderstandings: when you actively listen to your patients and their family members, you may catch something that could be interpreted in several ways. Ask the speaker to clarify what they said, so there is no misunderstanding.
- Enables better care: when healthcare professionals actively listen to their patients, they may pick up on clues that will enable them to provide better care. A patient may say they are feeling okay, but they may look pale or have a hoarse voice that indicates otherwise.
- Provides improved medical outcomes: when you are engaged with your patient, you will offer better care, leading to improved medical outcomes.

Slide 8: 5 Tips To Improve Your Active Listening Skills

1. Pay attention
2. Demonstrate that you are listening
3. Give feedback
4. Do not judge
5. Respond appropriately

These tips will be covered in greater detail in the following slides.

Slide 9: Tip 1: Pay Attention

Provide the speaker with your undivided attention, using verbal and nonverbal communication.

- Look the speaker in the eyes unless you are taking notes about what they are telling you. If taking notes, occasionally look up and make eye contact, showing

the patient you are engaged in what they are saying.

- Do not mentally prepare a rebuttal. You may disagree with what your patient is saying, but you want to stay open and not dispute what they are telling you.
- Put aside distracting thoughts. When you show up to work, you must put aside any personal issues you may have and keep your mind open and focused on your patients.
- Avoid being distracted by outside factors, such as conversations others may be having around you, ringing telephones, or televisions in the background.

Slide 10: Tip 2: Demonstrate That You Are Listening

Show your patient that you are genuinely listening and interested in what they are saying by using body language.

- Face your patient, looking them in the eyes
- Nod occasionally
- Smile when appropriate
- Keep your arms uncrossed
- Encourage your patient to keep talking by saying "yes" and "go on"

Slide 11: Tip 3: Give Feedback

Your role is to listen and understand what your patient is saying. To show your patient that you are listening, provide the following feedback:

1. Paraphrase what has been said by saying, "What I am hearing is..." and "It sounds like you are saying..."
2. Ask clarifying questions, such as, "What do you mean when you say...?"
3. Periodically summarize your patient's comments.

Slide 12: Tip 4: Do Not Judge

Refrain from interrupting the patient, allow them to finish speaking before asking questions, and do not argue with the patient about the choices they have made.

Keep your body language and facial expressions neutral, and do not speak to them in a condescending manner. No one likes to be judged, especially a patient who is not feeling well.

Slide 13: Tip 5: Respond Appropriately

To encourage respect from your patients, you must respond appropriately without putting them down.

- Always be candid and honest in your response
- Voice your opinions respectfully
- Treat the patient how you would treat your loved ones

Practicing these tips with friends and family can help you develop and improve your active listening skills. In the healthcare profession, you will talk with many people daily. When you are recognized for being exceptionally good at actively listening, you will earn respect, trust, and admiration from your coworkers, supervisors, patients, and their family members.

****Instructor's note**:** Read the Listening Patient-Centered Scenario Cards to participants and have them answer the key questions. Or you can pair up participants and have them spend 5-10 minutes role-playing the main characters while answering the key questions.

Lesson 6 – Listening

REVIEW: Practice and Assessment of Listening Skills

20 minutes

Purpose:

Participants will pair up and role-play with the scenario cards to practice their understanding of listening skills. Once practice is complete, a post-test will be given.

Workbooks can be assigned to participants to be worked on independently or assigned as homework. Participants will complete the two listening activities in the workbook.

Materials:

- Listening Colleague-Centered Scenario Card
- *Listening Test*
- *Listening Test – Answer Key*
- *Healthcare Interpersonal Skills Student Workbooks*

Facilitation Steps:

1. Have participants pair up with the Listening Colleague-Centered Scenario Cards. Have them role-play the main characters, read the card, and answer the key questions while in their role.

The instructor(s) can assess participants active listening skills during their interactions and offer suggestions if necessary.

2. When participants are finished with the scenario cards, instruct them to take a few minutes to complete the post-test.
3. Have participants self-check their answers as you share from the answer key.
4. Have participants start on the two listening scenarios and activities in their workbooks unless you have assigned them as homework.

Listening Test – Answer Key

Directions: Select the best answer for the following multiple-choice questions.

1. Which of the following is **not** one of the ways to demonstrate that you are listening to your patient?
 - a. look your patient in the eyes
 - b. face your patient
 - c. smile when appropriate
 - d. keep your arms crossed**
2. How many tips were mentioned in the lesson to improve your active listening skills?
 - a. 10
 - b. 5**
 - c. 3
 - d. 7
3. Which of the following is a benefit of using active listening, as mentioned in the lesson?
 - a. improves your chance of being hired
 - b. decreases confidence
 - c. increases your chance of promotion
 - d. eases fear and anxiety**
4. Which of the following describes passive listening?
 - a. listening without being fully invested in and tuned into the speaker**
 - b. listening without interrupting the speaker
 - c. listening while being fully engaged and attentive to the speaker
 - d. listening without judging the speaker
5. There are many components to active listening. Which of the following is **not** one of the components?
 - a. hearing the words
 - b. interpreting the words
 - c. passing judgment**
 - d. responding to the speaker

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Lesson 7 – Responsibility

Lesson Overview

In this lesson, participants will learn the definition of responsibility and why being responsible is an essential skill to have as a healthcare professional. Participants will identify the roles and responsibilities of a healthcare professional, recognize the ethical responsibilities healthcare professionals must follow, and learn five tips on becoming a more responsible person. Participants will then role-play using the Responsibility Scenario Cards. The accompanying workbooks are designed for independent study or as a homework assignment.

Lesson Objectives

After completing this lesson, participants will be able to:

- Learn the definition of responsibility
- Understand why healthcare professionals must be responsible
- Identify the roles and responsibilities of a healthcare professional
- Recognize the ethical responsibilities healthcare professionals must follow
- Learn five tips on becoming a more responsible person

Lesson at a Glance

Activity	Materials	Preparation	Approximate class time
FOCUS	• <i>Focus on Responsibility Skills</i> worksheet • <i>Focus on Responsibility Skills Instructor Resource</i> • <i>Responsibility Test</i> • <i>Healthcare Interpersonal Skills Student Workbooks</i>	1. Print/photocopy the <i>Focus on Responsibility Skills</i> worksheet (one per participant). 2. Print/photocopy the <i>Responsibility Test</i> (two per participant, the pre- and post-tests are the same).	10 minutes
LEARN	• <i>Responsibility</i> slide presentation • <i>Responsibility Patient-Centered Scenario Card</i>	1. Prepare the <i>Responsibility</i> slide presentation for viewing. 2. Gather the <i>Responsibility Patient-Centered Scenario Card</i>.	30 minutes
REVIEW	• <i>Responsibility Colleague-Centered Scenario Card</i> • <i>Healthcare Interpersonal Skills Student Workbooks</i> • <i>Responsibility Test</i> • <i>Responsibility Test – Answer Key</i>	1. Gather the <i>Responsibility Colleague-Centered Scenario Card</i>.	20 minutes

Lesson 7 – Responsibility

FOCUS: Developing Awareness of Patient-Focused Care

10 minutes

Purpose:

To help participants develop an awareness of patient-focused care, have them take the *Responsibility Test* and complete the *Focus on Responsibility Skills* worksheet.

Materials:

- *Focus on Responsibility Skills* worksheet
- *Focus on Responsibility Skills Instructor Resource*
- *Responsibility Tests* (2 per participant)
- *Healthcare Interpersonal Skills Student Workbooks*

Facilitation Steps:

1. Distribute the *Focus on Responsibility Skills* worksheets before or at the beginning of class.
2. Distribute two copies of the *Responsibility Test* and explain to participants that upon your instruction, one is to be taken at the start of the lesson and one at the end.

The *Healthcare Interpersonal Skills Student Workbooks* can be given at this time and assigned as homework or independent study after the post-test if time allows.

3. Have participants read through the information and complete the worksheet and pre-test.

Information from the pre-test can be compared with information from the post-test, which participants will take upon completion of the lesson to measure changes in their knowledge.

4. Have participants pair up after completion and share answers from the worksheet.

Focus on Responsibility Skills

Skill: Responsibility

READ the following:

Lateisha demonstrated how responsible she was as a young child. She got up on her own, cleaned her room, made breakfast for her and her siblings, and always made it to school on time. She received good grades, completed assignments, and became valedictorian at her high school graduation. In her medical assistant program, she took the lead in group projects, was organized, and never complained.

Now, Lateisha landed her dream job in a busy hospital's neonatal unit where she helps newborns. After two years, her supervisor approached Lateisha to say he recommended her for a supervisory position as she demonstrated a strong work ethic, was responsible, and had proven excellent leadership skills.

Lateisha was humbled and honored to receive this recommendation, all because she was a responsible individual.

REFLECT on the situation:

What are other indications that a person is responsible?

Do you think people are born being responsible, or is it something that is learned?

In your opinion, what is the definition of responsibility?

Do you think Lateisha would have been offered a promotion if she was not a responsible individual?

SHARE your thoughts with a peer when it's discussion time.

Focus on Responsibility Skills

Instructor Resource

Skill: Responsibility

READ the following:

Lateisha demonstrated how responsible she was as a young child. She got up on her own, cleaned her room, made breakfast for her and her siblings, and always made it to school on time. She received good grades, completed assignments, and became valedictorian at her high school graduation. In her medical assistant program, she took the lead in group projects, was organized, and never complained.

Now, Lateisha landed her dream job in a busy hospital's neonatal unit where she helps newborns. After two years, her supervisor approached Lateisha to say he recommended her for a supervisory position as she demonstrated a strong work ethic, was responsible, and had proven excellent leadership skills.

Lateisha was humbled and honored to receive this recommendation, all because she was a responsible individual.

REFLECT on the situation:

What are other indications that a person is responsible?

People are responsible when they show up to work on time, are organized, clean up after themselves, do tasks without being asked, and take responsibility for their actions.

Do you think people are born being responsible, or is it something that is learned?

I think the answer is both. I believe some people are inherently responsible, while others learn responsibility from their parents or caregivers. I also think people can work on becoming more responsible individuals by working on this skill.

In your opinion, what is the definition of responsibility?

I define responsibility as owning your mistakes, being responsible for your actions, being dependable, trustworthy, and caring for others.

Do you think Lateisha would have been offered a promotion if she was not a responsible individual?

No, I do not think Lateisha would have been offered a promotion if she were irresponsible. Supervisors want to promote individuals who demonstrate a strong work ethic and are responsible and dependable.

SHARE your thoughts with a peer when it's discussion time.

Name: _____

Class: _____

Responsibility Test

Directions: Select the best answer for the following multiple-choice questions.

1. Which of the following was **not** one of the tips mentioned in the lesson on becoming more responsible?
 - a. be organized
 - b. stop procrastinating
 - c. be consistent
 - d. clean up after yourself
2. Choose the correct answer that defines nonmaleficence.
 - a. to help the patient advance their own good
 - b. to be fair and treat like cases alike
 - c. to honor the patient's right to make their own decisions
 - d. to do no harm
3. What does it mean to preserve professional integrity?
 - a. not participating in activities that are unbecoming to the profession
 - b. showing up to work on time
 - c. doing tasks without being asked
 - d. earning the trust of your patients and colleagues
4. What is the term for the ethical responsibility of "do no harm?"
 - a. justice
 - b. beneficence
 - c. nonmaleficence
 - d. autonomy
5. Choose the correct answer for the definition of responsibility.
 - a. the quality or state of being trustworthy, such as a moral, ethical, or mental accountability
 - b. the quality or state of being responsible, such as a moral, legal, or mental accountability
 - c. the quality or state of being reliable, such as an honest, legal, or mental accountability
 - d. the quality or state of being dependable, such as an ethical, legal, or mental accountability

Lesson 7 – Responsibility

LEARN: Responsibility Slide Presentation

30 minutes

Purpose:

Participants will receive a thorough introduction to the responsibility skills required for healthcare professionals to demonstrate they are responsible enough to care for others and lead a team.

Materials:

- *Responsibility* slide presentation
- Responsibility Patient-Centered Scenario Card

Facilitation Steps:

Share the following information as you show the slide presentation.

Slide 1: Introduction slide

Slide 2: Goals and Objectives

- Learn the definition of responsibility
- Understand why healthcare professionals must be responsible
- Identify the responsibilities of a healthcare professional
- Recognize the ethical responsibilities healthcare professionals must follow
- Learn five tips to become a more responsible person

Slide 3: Definition of Responsibility

Responsibility is “the quality or state of being responsible, such as a moral, legal, or mental accountability.”

Responsibility also includes being reliable, trustworthy, and dependable.

In the healthcare profession, if someone is your responsibility, such as a patient, it is your job or duty to take care of them.

Another form of responsibility is when you are in a leadership position. You will be responsible for yourself, your team, and ensuring all goals are met.

Slide 4: Why Must Healthcare Professionals Be Responsible?

Healthcare professionals must be responsible for the following reasons:

- To keep working conditions safe: responsible healthcare professionals keep the workplace as safe as possible to protect their patients, the community, and staff members. If a healthcare professional sees an unsafe act, patient neglect, or hostile work environment, they will report it through the proper channels.
- To promote patient trust: when you are responsible and do what you say you are going to do or go above and beyond for a patient, it instills trust.
- To maintain high professional standards: healthcare professionals are held to a high professional standard as patients' lives are in their hands daily. If a healthcare professional is not responsible, it lowers those professional standards.
- To promote trust with colleagues: when you are responsible, show up to work on time, do your job duties, clean up after yourself, and put others before you, trust is built with colleagues as you are seen as a reliable and trustworthy person.
- To preserve professional integrity: responsible healthcare professionals preserve professional integrity while not participating in activities on or off the job that are unbecoming to the profession.

- To protect their employer: responsible healthcare professionals protect their employer by maintaining patient confidentiality and following ethical standards. If these are compromised by the healthcare professional, the employer could face lawsuits or criminal action, depending on the offense.

Slide 5: Responsibilities of Healthcare Professionals

Besides having responsibility as a soft skill, healthcare professionals have many responsibilities associated with their job, including:

- Taking care of patients
- Administering medications
- Ordering diagnostic tests
- Relaying medical information to patients and their family
- Evaluating patients
- Implementing treatment plans
- Taking vital signs
- Providing information about healthy lifestyles

Healthcare professionals have many more responsibilities than what is mentioned here. However, every healthcare position will have different responsibilities based on the level of training you have received. For example, a certified nursing assistant (CNA) provides basic patient care and works under a registered nurse (RN), so their job duties and responsibilities will differ.

Slide 6: Ethical Responsibilities in Healthcare

Four main principles define the ethical responsibilities healthcare professionals owe to patients:

1. **Autonomy:** to honor the patient's right to make their own decisions
2. **Beneficence:** to help the patient advance their own good
3. **Nonmaleficence:** to do no harm

4. **Justice:** to be fair and treat like cases alike

Slide 7: 5 Tips to Become More Responsible

1. Clean up after yourself.
2. Put others' needs first.
3. Do things without being asked.
4. Stop procrastinating.
5. Be organized.

These tips will be covered in greater detail in the following slides.

Slide 8: Tip 1: Clean up after yourself

Responsible people clean up any mess they have made so someone else does not have to do it.

For example, if you make lunch in the break room, clean up any mess you made, wash your dishes, and throw away any trash.

When your coworkers do not have to clean up after you, it shows them you are responsible and respectful of the shared workspace.

Slide 9: Tip 2: Put Others' Needs First

In the healthcare profession, you will often put the needs of your patients and coworkers before your own.

This does not mean you do not take care of yourself, but you are responsible and understand your job is to help others.

For example, you may be on your lunch break during an emergency, and all staff members are expected to help.

A responsible person will leave their lunch break and step in to help others who need it.

Slide 10: Tip 3: Do Things Without Being Asked

Responsibility includes seeing things that need to be done and taking care of them before being asked by a supervisor.

Suppose you notice bandaging supplies are running low in your clinic. In that case, as a responsible healthcare professional, you will restock the supplies to be ready when needed.

Another example could be cleaning up someone else's mess even though you did not make it.

Slide 11: Tip 4: Stop Procrastinating

When you procrastinate and delay doing tasks that need to be done, it shows that you are unmotivated. Some employers will view procrastination as being lazy and irresponsible.

To be a successful and responsible healthcare professional, you must work hard and stop wasting time scrolling through your phone or watching movies.

Slide 12: Tip 5: Be Organized

Disorganized people are often referred to as irresponsible. When you cannot find a patient's chart, do not prioritize tasks, or forget to bring something crucial to a procedure, it will reflect poorly on you.

Start by organizing your workday and ensuring you have everything you need. Make lists, if helpful, and be sure everything is in its place.

****Instructor's note**:** Read the Responsibility Patient-Centered Scenario Cards to participants and have them answer the key questions. Or you can pair up participants and have them spend 5-10 minutes role-playing the main characters while answering the key questions.

Lesson 7 – Responsibility

REVIEW: Practice and Assessment of Responsibility Skills

20 minutes

Purpose:

Participants will pair up and role-play with scenario cards to practice their understanding of responsibility skills. Once practice is complete, a post-test will be given.

Workbooks can be assigned to participants to be worked on independently or assigned as homework. Participants will complete the two responsibility activities in the workbook.

Materials:

- Responsibility Colleague-Centered Scenario Card
- *Responsibility Test*
- *Responsibility Test – Answer Key*
- *Healthcare Interpersonal Skills Student Workbooks*

Facilitation Steps:

1. Have participants pair up with the Responsibility Colleague-Centered Scenario Cards. Have them role-play the main characters, read the card, and answer the key questions while in their role.
2. The instructor(s) can assess participants' skills during their interactions and offer suggestions if necessary.
3. When participants are finished with the scenario cards, instruct them to take a few minutes to complete the post-test.
4. Have participants self-check their answers as you share from the answer key.
5. Have the participants start on the two responsibility scenarios and activities in their workbooks unless you have assigned them as homework.

Responsibility Test – Answer Key

Directions: Select the best answer for the following multiple-choice questions.

1. Which of the following was **not** one of the tips mentioned in the lesson on becoming more responsible?
 - a. be organized
 - b. stop procrastinating
 - c. be consistent**
 - d. clean up after yourself
2. Choose the correct answer that defines nonmaleficence.
 - a. to help the patient advance their own good
 - b. to be fair and treat like cases alike
 - c. to honor the patient’s right to make their own decisions
 - d. to do no harm**
3. What does it mean to preserve professional integrity?
 - a. not participating in activities that are unbecoming to the profession**
 - b. showing up to work on time
 - c. doing tasks without being asked
 - d. earning the trust of your patients and colleagues
4. What is the term for the ethical responsibility of “do no harm?”
 - a. justice
 - b. beneficence
 - c. nonmaleficence**
 - d. autonomy
5. Choose the correct answer for the definition of responsibility.
 - a. the quality or state of being trustworthy, such as a moral, ethical, or mental accountability
 - b. the quality or state of being responsible, such as a moral, legal, or mental accountability**
 - c. the quality or state of being reliable, such as an honest, legal, or mental accountability
 - d. the quality or state of being dependable, such as an ethical, legal, or mental accountability

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Lesson 8 – Patience

Lesson Overview

In this lesson, participants will learn the definition of patience and why healthcare professionals require patience in their professions. Participants will understand how to preserve patience on the job, how to avoid losing their tempers, and learn five steps to improving patience. Participants will then role-play using the Patience Scenario Cards. The accompanying workbooks are designed for independent study or as a homework assignment.

Lesson Objectives

After completing this lesson, participants will be able to:

- Learn the definition of patience
- Understand why healthcare professionals require patience
- Identify how to preserve patience on the job
- Recognize how to avoid losing your temper
- Learn the five steps to improving your patience

Lesson at a Glance

Activity	Materials	Preparation	Approximate class time
FOCUS	• <i>Focus on Patience Skills</i> worksheet • <i>Focus on Patience Skills Instructor Resource</i> • <i>Patience Test</i> • <i>Healthcare Interpersonal Skills Student Workbooks</i>	1. Print/photocopy the <i>Focus on Patience Skills</i> worksheet (one per participant). 2. Print/photocopy the <i>Patience Test</i> (two per participant, the pre and post-tests are the same).	10 minutes
LEARN	• <i>Patience</i> slide presentation • Patience Patient-Centered Scenario Card	1. Prepare the <i>Patience</i> slide presentation for viewing. 2. Gather the Patience Patient-Centered Scenario Card.	30 minutes
REVIEW	• Patience Colleague-Centered Scenario Card • <i>Healthcare Interpersonal Skills Student Workbooks</i> • <i>Patience Test</i> • <i>Patience Test – Answer Key</i>	1. Gather the Patience Colleague-Centered Scenario Card.	20 minutes

Lesson 8 – Patience

FOCUS: Developing Awareness of Patient-Focused Care

10 minutes

Purpose:

To help participants develop an awareness of patient-focused care, they will take the *Patience Test* and complete the *Focus on Patience Skills* worksheet.

Materials:

- *Focus on Patience Skills* worksheet
- *Focus on Patience Skills Instructor Resource*
- *Patience Test* (2 per participant)
- *Healthcare Interpersonal Skills Student Workbooks*

Facilitation Steps:

1. Distribute the *Focus on Patience Skills* worksheets before or at the beginning of class.
2. Distribute two copies of the *Patience Test* and explain to participants that upon your instruction, one is to be taken at the start of the lesson and one at the end.

The *Healthcare Interpersonal Skills Student Workbooks* can be given at this time and assigned as homework or independent study after the post-test if time allows.

3. Have participants read through the information and complete the worksheet and pre-test.

Information from the pre-test can be compared with information from the post-test, which participants will take upon completion of the lesson to measure changes in their knowledge.

4. Have participants pair up after completion and share answers from the worksheet.

Focus on Patience Skills

Skill: Patience

READ the following:

Prashanth works as an anesthesiologist and has given an epidural to Corrine, his pregnant patient in labor. Corrine was doing fine until she could not feel her legs. She became distraught, accusing Prashanth of giving her too much medicine. Just then, Corrine's husband, Anthony, steps into the room after leaving to use the restroom.

Anthony immediately starts yelling at Prashanth and accusing him of intentionally harming his wife. Prashanth explains that he did not give too much medicine and that every patient reacts differently. Anthony refuses to listen to him and tells him to leave the room and to stay away from his wife, calling him racial slurs and other obscenities.

Rafaela, one of the nurses attending to Corrine, also tries to calm Anthony down, but he starts yelling at her too. Prashanth takes a few deep breaths and tries a different approach, talking calmly the entire time. Corrine is still crying, and Anthony moves toward Prashanth as if he is going to hit him.

REFLECT on the situation:

What should Prashanth do in this situation?

Besides taking a few deep breaths, what other techniques can Prashanth do to remain calm and avoid losing his temper?

In your opinion, what is the definition of patience?

Should Prashanth take it personally if a patient or family member calls him obscene names?

SHARE your thoughts with a peer when it's discussion time.

Focus on Patience Skills

Instructor Resource

Skill: Patience

READ the following:

Prashanth works as an anesthesiologist and has given an epidural to Corrine, his pregnant patient in labor. Corrine was doing fine until she could not feel her legs. She became distraught, accusing Prashanth of giving her too much medicine. Just then, Corrine's husband, Anthony, steps into the room after leaving to use the restroom.

Anthony immediately starts yelling at Prashanth and accusing him of intentionally harming his wife. Prashanth explains that he did not give too much medicine and that every patient reacts differently. Anthony refuses to listen to him and tells him to leave the room and to stay away from his wife, calling him racial slurs and other obscenities.

Rafaela, one of the nurses attending to Corrine, also tries to calm Anthony down, but he starts yelling at her too. Prashanth takes a few deep breaths and tries a different approach, talking calmly the entire time. Corrine is still crying, and Anthony moves toward Prashanth as if he is going to hit him.

REFLECT on the situation:

What should Prashanth do in this situation?

Even though Prashanth should not leave Corrine after giving her anesthesia, he is in danger of being hit, and his presence in the room will only further agitate Anthony. Prashanth should remove himself from the situation to de-escalate it. He can then call his supervisor and security to handle the situation with Anthony.

Besides taking a few deep breaths, what other techniques can Prashanth do to remain calm and avoid losing his temper?

Prashanth can silently count to 10, continue to be the voice of reason while calmly talking to Anthony, think before he says anything further, and leave the room.

In your opinion, what is the definition of patience?

Patience is the ability to remain calm and professional when others are irritated or angry with you.

Should Prashanth take it personally if a patient or family member calls him obscene names?

No, when patients or family members say mean or obscene things to healthcare professionals, it is usually because they are angry and frustrated with the situation, not the person they are taking the anger out on. You must have a thick skin to work in the healthcare industry and cannot be easily upset or triggered.

SHARE your thoughts with a peer when it's discussion time.

Name: _____ Class: _____

Patience Test

Directions: Select the best answer for the following multiple-choice questions.

1. Why is it important to reflect when trying to improve your patience skills?
 - a. to be better prepared to face challenging situations without losing your patience
 - b. to better understand what triggers your patients
 - c. to have a prepared comeback for any argument
 - d. to not receive disciplinary action
2. Choose the correct answer that defines patience, as mentioned in the lesson.
 - a. the quality of taking things in stride and taking a break when needed
 - b. the ability to not take things personally
 - c. the quality of having a thick skin and not letting others upset you
 - d. the capacity to accept or tolerate trouble, delay, or suffering without getting angry or upset
3. Which of the following statements is true?
 - a. patience is not an essential skill needed as a healthcare professional
 - b. patience is a skill that cannot be improved upon
 - c. patience is an acquired trait learned through life experiences
 - d. patience is a skill you are born with
4. Which of the following was **not** one of the five guidelines for preserving patience on the job?
 - a. remain calm
 - b. walk away
 - c. practice self-care
 - d. set boundaries
5. Choose the correct answer for the meaning of the letter “T” in the STOP method.
 - a. thought
 - b. temper
 - c. time
 - d. take

Lesson 8 – Patience

LEARN: Patience Slide Presentation

30 minutes

Purpose:

Participants will receive a thorough introduction to the patience skills required for healthcare professionals to perform their jobs professionally.

Materials:

- *Patience* slide presentation
- Patience Patient-Centered Scenario Card

Facilitation Steps:

Share the following information as you show the slide presentation.

Slide 1: Introduction slide

Slide 2: Objectives and Goals

- Learn the definition of patience
- Understand why healthcare professionals require patience
- Identify how to preserve patience on the job
- Recognize how to avoid losing your temper
- Learn the five steps to improving your patience

Slide 3: Definition of Patience

Patience is “the capacity to accept or tolerate delay, trouble, or suffering without getting angry or upset.”

Being a patient person means you can remain calm when faced with a difficult or annoying person, situation, or task.

Patience is an acquired trait that is learned through life experiences, and this skill can be improved upon with practice.

Slide 4: Why Do Healthcare Professionals Require Patience?

As a healthcare professional, you must have patience as you work in a highly stressful job.

You will have patients who are sick and emotional or agitated, family members who are worried and concerned, and patients with mental health issues who may be angry or confused.

You may also have colleagues or supervisors who are challenging to work with. Patience is required to successfully handle job stressors while providing quality care for your patients.

Slide 5: How To Preserve Patience on the Job

Here are five guidelines for keeping your patience as a healthcare professional:

1. Develop a thick skin. Patients and family members may take their aggression out on you when delivering bad news. You must have thick skin and not take these aggressions toward you personally.
2. Set boundaries. Some patients will test your limits to see how far they can go, similar to a child with their parents. They may verbally or physically try to abuse you or treat you like their servant. You must set clear boundaries from the beginning, telling them that you will not tolerate their behavior. If the bad behavior continues, you will report them to your supervisor.
3. Remain calm. No matter what the situation is, you must remain calm and in control. When you remain calm, you will earn the respect of those around you. At times, you may have to remove yourself from the situation, count to 10, and take a moment to gather your thoughts before returning to the situation.
4. Use proven techniques. The proven techniques used will be determined by what you have found to work. Perhaps you take a moment to take a few deep, calming breaths,

count to 10 silently in your head, close your eyes and briefly meditate, or remove yourself from the situation until you can regain your patience.

5. Practice self-care. As a healthcare professional, you will work demanding schedules in a highly stressful career. It is essential that you take care of yourself, which will allow you to destress and energize yourself for your next shift. When you practice self-care, you will be able to be more patient when faced with challenging situations.

Slide 6: How to Avoid Losing Your Temper

When you are having a challenging day, and you feel as if you might “snap,” follow these steps to avoid losing your temper:

- Step back from the situation. When you step away from the situation, you can evaluate the problem from a logical point of view. If you lose your temper, it will make you look unprofessional, you will need to issue an apology, and you may be disciplined for your behavior.
- Be the voice of reason. When someone escalates a situation by raising their voice to you, take a deep breath and remain calm and professional. When you keep your voice low and steady, most people will realize they are the aggressor in the situation and will generally back down and apologize.
- Think before you speak. Once you say something, you cannot take it back. When possible, handle challenging situations in private. Think about what you want to say, use a moderate tone of voice, and be sure what you say will not come back to haunt you.
- Do not take it personally. When others are aggressive towards you, it is easy to take it personally. In the healthcare industry, there are many emotions in a day, and people will often say things they don't mean. It is your job as a healthcare professional to have a thick skin and not take things personally.

- Walk away. If you are in a situation and you feel as if you cannot control your emotions, walk away from the situation until you can clear your mind. This will not work if it compromises patient care, but it can be used in other situations where you have reached your breaking point.

Slide 7: 5 Steps To Improving Your Patience

1. Be aware.
2. Use the STOP method.
3. Practice.
4. Take a break.
5. Reflect.

These tips will be covered in greater detail in the following slides.

Slide 8: Step 1: Be Aware

Think back to situations that tested your patience. When you realize when you might become most frustrated and impatient, you can be better prepared to handle the same situation in the future.

For example, you may have an older patient who consistently is short with you when asking them questions. Being aware of their behavior will allow you to be more patient with them in future visits.

Slide 9: Step 2: Use the STOP Method

The STOP method will help strengthen your patience levels before a challenging situation arises. STOP stands for:

- **S = Stop** what you are doing and take a pause.
- **T = Take** a deep breath or two, feeling the breath move throughout your body. Being focused on your breath takes the attention away from the situation.
- **O = Observe** how you are feeling in the moment.
- **P = Proceed** by deciding how you want to proceed in the conversation or challenging situation. If you need more time to step back and it does not

interfere with your patient care, repeat the STOP method.

Slide 10: Step 3: Practice

Practice being patient with the smaller things that make you impatient. When you practice being patient, it will strengthen your patience levels and allow you to improve.

For example, you may be impatient when dealing with aggressive drivers on the way to work. Practice letting drivers in front of you and not letting the small things in life get to you.

Slide 11: Step 4: Take a Break

When you take a break and step away from the situation, you can refocus before proceeding.

As a healthcare professional, you may not be able to take a break and step back. If that is the case, take a mental break to identify your feelings without actually removing yourself from the situation.

Slide 12: Step 5: Reflect

When you step back or away from the situation, reflect on what is happening around you. Then, think about how you can return to the situation while being more patient.

You can also do activities on your days off that allow you to reflect on challenging situations and how you want to be more patient in the future.

Then, you are better prepared to face challenging situations without losing your patience.

****Instructor's note**:** Read the Patience Patient-Centered Scenario Card to participants and have them answer the key questions. Or you can pair up participants and have them spend 5-10 minutes role-playing the main characters while answering the key questions.

Lesson 8 – Patience

REVIEW: Practice and Assessment of Patience Skills

20 minutes

Purpose:

Participants will pair up and role-play with scenario cards to practice their understanding of patience skills. Once practice is complete, a post-test will be given.

Workbooks can be assigned to participants to be worked on independently or assigned as homework. Participants will complete the two patience activities in the workbook.

Materials:

- Patience Colleague-Centered Scenario Card
- *Patience Test*
- *Patience Test – Answer Key*
- *Healthcare Interpersonal Skills Student Workbooks*

Facilitation Steps:

1. Have participants pair up with the Patience Colleague-Centered Scenario Cards. Have them role-play the main characters, read the card, and answer the key questions while in their role.

The instructor(s) can assess participants' patience skills during their interactions and offer suggestions if necessary.

2. When participants are finished with the scenario cards, instruct them to take a few minutes to complete the post-test.
3. Have participants self-check their answers as you share from the answer key.
4. Have participants start on the two patience scenarios and activities in their workbooks unless you have assigned them as homework.

Patience Test – Answer Key

Directions: Select the best answer for the following multiple-choice questions.

1. Why is it important to reflect when trying to improve your patience skills?
 - a. **to be better prepared to face challenging situations without losing your patience**
 - b. to better understand what triggers your patients
 - c. to have a prepared comeback for any argument
 - d. to not receive disciplinary action
2. Choose the correct answer that defines patience, as mentioned in the lesson.
 - a. the quality of taking things in stride and taking a break when needed
 - b. the ability to not take things personally
 - c. the quality of having a thick skin and not letting others upset you
 - d. **the capacity to accept or tolerate trouble, delay, or suffering without getting angry or upset**
3. Which of the following statements is true?
 - a. patience is not an essential skill needed as a healthcare professional
 - b. patience is a skill that cannot be improved upon
 - c. **patience is an acquired trait learned through life experiences**
 - d. patience is a skill you are born with
4. Which of the following was **not** one of the five guidelines for preserving patience on the job?
 - a. remain calm
 - b. **walk away**
 - c. practice self-care
 - d. set boundaries
5. Choose the correct answer for the meaning of the letter “T” in the STOP method.
 - a. thought
 - b. temper
 - c. time
 - d. **take**

Sources

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Lesson 9 – Trust

Lesson Overview

In this lesson, participants will learn the definition of trust, the two types of trust, and why healthcare professionals must be trustworthy in their professions. Participants will recognize actions that can cause patients to lose trust in them and learn 10 ways to build and maintain trust. Participants will then role-play using the Trust Scenario Cards. The accompanying workbooks are designed for independent study or as a homework assignment.

Lesson Objectives

After completing this lesson, participants will be able to:

- Learn the definition of trust
- Understand the two types of trust
- Identify why trust is essential as a healthcare professional
- Recognize actions that can cause patients to lose trust in you
- Learn the 10 ways to build and maintain trust

Lesson at a Glance

Activity	Materials	Preparation	Approximate class time
FOCUS	• <i>Focus on Trust Skills</i> worksheet • <i>Focus on Trust Skills Instructor Resource</i> • <i>Trust Test</i> • <i>Healthcare Interpersonal Skills Student Workbooks</i>	1. Print/photocopy the <i>Focus on Trust Skills</i> worksheet (one per participant). 2. Print/photocopy the <i>Trust Test</i> (two per participant, the pre- and post-tests are the same).	10 minutes
LEARN	• <i>Trust</i> slide presentation • Trust Patient-Centered Scenario Card	1. Prepare the <i>Trust</i> slide presentation for viewing. 2. Gather the Trust Patient-Centered Scenario Card.	30 minutes
REVIEW	• Trust Colleague-Centered Scenario Card • <i>Healthcare Interpersonal Skills Student Workbooks</i> • <i>Trust Test</i> • <i>Trust Test – Answer Key</i>	1. Gather the Trust Colleague-Centered Scenario Card.	20 minutes

Lesson 9 – Trust

FOCUS: Developing Awareness of Patient-Focused Care

10 minutes

Purpose:

To help participants develop an awareness of patient-focused care, have them take the *Trust Test* and complete the *Focus on Trust Skills* worksheet.

Materials:

- *Focus on Trust Skills* worksheet
- *Focus on Trust Skills Instructor Resource*
- *Trust Test* (2 per participant)
- *Healthcare Interpersonal Skills Student Workbooks*

Facilitation Steps:

1. Distribute the *Focus on Trust Skills* worksheets before or at the beginning of class.
2. Distribute two copies of the *Trust Test* and explain to the students that upon your instruction, one is to be taken at the start of the lesson and one at the end.

The *Healthcare Interpersonal Skills Student Workbooks* can be given at this time and assigned as homework or independent study after the post-test if time allows.

3. Have participants read through the information and complete the worksheet and pre-test.

Information from the pre-test can be compared with information from the post-test, which participants will take upon completion of the lesson to measure changes in their knowledge.

4. Have participants pair up after completion and share answers from the worksheet.

Focus on Trust Skills

Skill: Trust

READ the following:

Jamie works as a paramedic and receives a call for a 10-year-old male who has a possible fractured leg after being struck by a car while riding his bicycle. When Jamie and her partner, Billy, arrive on the scene, they see their patient lying in the middle of the street with a crowd of people around him. Jamie leans down, introduces herself, and asks her patient his name.

The patient tells her his name is Reggie. He says he was riding his bicycle to the store to get some bread and milk for his mother when a car ran a red light and hit him. Reggie complains of severe pain in his right leg with obvious deformity to his femur. Reggie starts crying and says he is scared and wants his mom.

Jamie asks for his mom's phone number and asks Billy if he can call and advise her of the situation. While Billy calls Reggie's mom, Jamie tells Reggie they need to put a splint on his leg. She is honest and tells him it might hurt, but they will do what they can to make him feel better. She also asks Reggie if he would like a stuffed teddy bear while she applies the splint.

Reggie answers that he is too old for stuffed animals but thinks he would like one anyway. Billy returns after calling Reggie's mom and says she is on her way, putting a smile on Reggie's face.

REFLECT on the situation:

What actions did Jamie and Billy take to earn Reggie's trust?

Do you think it is hard to earn patients' trust very quickly?

In your opinion, what is the definition of trust?

Do you believe everyone automatically trusts healthcare professionals?

SHARE your thoughts with a peer when it's discussion time.

Focus on Trust Skills

Instructor Resource

Skill: Trust

READ the following:

Jamie works as a paramedic and receives a call for a 10-year-old male who has a possible fractured leg after being struck by a car while riding his bicycle. When Jamie and her partner, Billy, arrive on the scene, they see their patient lying in the middle of the street with a crowd of people around him. Jamie leans down, introduces herself, and asks her patient his name.

The patient tells her his name is Reggie. He says he was riding his bicycle to the store to get some bread and milk for his mother when a car ran a red light and hit him. Reggie complains of severe pain in his right leg with obvious deformity to his femur. Reggie starts crying and says he is scared and wants his mom.

Jamie asks for his mom's phone number and asks Billy if he can call and inform her of the situation. While Billy calls Reggie's mom, Jamie tells Reggie they need to put a splint on his leg. She is honest and tells him it might hurt, but they will do what they can to make him feel better. She also asks Reggie if he would like a stuffed teddy bear while she applies the splint.

Reggie answers that he is too old for stuffed animals but thinks he would like one anyway. Billy returns after calling Reggie's mom and says she is on her way, putting a smile on Reggie's face.

REFLECT on the situation:

What actions did Jamie and Billy take to earn Reggie's trust?

Jamie got down to Reggie's level, introduced herself, explained what she would do before doing it, was honest, and offered Reggie a stuffed animal. Billy called Reggie's mother, so she knew the situation and could respond.

Do you think it is hard to earn patients' trust very quickly?

I think it depends on the patient, the healthcare professional, and the situation. Some patients may be very trusting, while others may take time to build trust with their healthcare providers.

In your opinion, what is the definition of trust?

I would define trust as having the belief that someone is reliable, honest, and trustworthy.

Do you believe everyone automatically trusts healthcare professionals?

No, many people do not trust healthcare professionals. They may have had a bad experience with a healthcare professional in the past, have had a loved one die in a hospital, or feel that healthcare professionals charge too much money for their services.

SHARE your thoughts with a peer when it's discussion time.

Name: _____ Class: _____

Trust Test

Directions: Select the best answer for the following multiple-choice questions.

1. One of the solutions to building trust mentioned in the lesson is to be open. What does it mean to be open?
 - a. to be open about your emotions and show compassion
 - b. to air all of your grievances in front of others
 - c. to tell others everything about your personal life
 - d. to be an open book
2. Choose the correct answer that the Merriam-Webster dictionary uses to define trust.
 - a. the quality of being compassionate and empathetic
 - b. the ability to earn people's trust through your actions
 - c. the quality of having a trusting nature
 - d. the assured reliance on the character, ability, strength, or truth of someone or something
3. Which of the following are the two types of trust?
 - a. compassionate and emotional
 - b. practical and emotional
 - c. practiced and skilled
 - d. compassionate and practical
4. Which of the following was **not** one of the six actions that can cause patients to lose trust in you?
 - a. abuse
 - b. neglect
 - c. impatience
 - d. poor communication skills
5. What should you do if you feel that you cannot keep your promises?
 - a. avoid making them
 - b. make excuses
 - c. claim ignorance
 - d. lie to the person

Lesson 9 – Trust

LEARN: Trust Slide Presentation

30 minutes

Purpose:

Participants will receive a thorough introduction to the trust skills required for healthcare professionals to perform their jobs professionally.

Materials:

- Trust slide presentation
- Trust Patient-Centered Scenario Card

Facilitation Steps:

Share the following information as you show the slide presentation.

Slide 1: Introduction slide

Slide 2: Goals and Objectives

- Learn the definition of trust
- Understand the two types of trust
- Identify why trust is essential as a healthcare professional
- Recognize actions that can cause patients to lose trust in you
- Learn the 10 solutions to building and maintaining trust

Slide 3: Definition of Trust

Merriam-Webster dictionary defines trust as the “assured reliance on the character, ability, strength, or truth of someone or something.”

Trust is further defined as “one in which confidence is placed.”

When you trust someone, it means you are confident in their ability to do the right thing.

Slide 4: What Are the Two Types of Trust?

When referring to building trust with someone, there are two types of trust that are developed in different ways:

1. Practical trust: the more traditional type of trust that is earned by having a reputation of being competent and reliable. You can earn this type of trust by completing your work, meeting deadlines, being professional with your patients, and being a hard-working employee.
2. Emotional trust: earned by creating meaningful bonds with someone. This type of trust is earned by going above and beyond what is expected of you in your role as a healthcare professional. You treat others with respect and are comfortable sharing your emotions, thoughts, and ideas with someone.

Slide 5: Why Is Trust Essential as a Healthcare Professional?

Trust is essential as a healthcare professional because healthcare involves an element of risk and uncertainty for patients.

Your patients will rely on your competence, skills, and training and trust you have good intentions for their outcome.

When patients trust their healthcare providers, they generally have better patient outcomes as they will more often listen to their healthcare provider and follow the treatment plan.

Slide 6: Actions That Can Cause Patients To Lose Trust in You

1. Abuse: this should be obvious. If you abuse someone, whether physically, mentally, or verbally, they will not trust you and will, in fact, fear you.
2. Incompetence: if you do not show that you are knowledgeable and perform your job confidently, patients will not trust that you

are competent to provide them with the care they need.

3. Dishonesty: if you are dishonest or lie to your patients and they find out, they will immediately lose trust in you.
4. Breach of confidentiality: patients will never trust you again if you give out their personal and confidential information.
5. Poor communication skills: if you have poor communication skills and cannot relay complex medical information to your patients in terms that are easy to understand, they will lose trust in your ability to provide excellent patient care. Patients want to understand their medical diagnosis, their treatment plan, what medications are being prescribed, and how to take them. If you cannot communicate these effectively, your patients will lose trust in you.
6. Impatience: if you do not take the time and patience to listen to your patient's concerns or have a poor bedside manner, they will not trust that you have their best interests in mind.

Slide 7: 10 Ways To Build and Maintain Trust

1. Value long-term relationships.
2. Be honest.
3. Keep your promises.
4. Admit when you are wrong.
5. Communicate effectively.
6. Be open.
7. Help others.
8. Actively listen.
9. Have morals.
10. Be transparent.

Each of these will be covered in depth on the following slides.

Slide 8: #1: Value Long-Term Relationships

Whether you are building trust with a coworker, patient, family member, or supervisor, you should value building a long-term relationship with everyone.

Trust can take a long time to build. The more consistent you are over time, doing what you say you will do, the easier it will be for others to trust you. Think about building trust in your personal relationships. It took time to nurture and foster that relationship before being able to trust each other. It is the same concept in the healthcare profession.

Slide 9: #2: Be Honest

One of the fastest ways to lose someone's trust is if you are dishonest or lie to them.

Even if a situation is uncomfortable or awkward, you must always be honest to gain someone's trust.

One of the worst things is to be caught lying. It can also cost you your job and reputation if you are not honest with those around you.

Slide 10: #3: Keep Your Promises

If you want to be viewed as a trustworthy person, you must keep your promises and honor the commitments you have made.

If you do not feel that you can keep your promise, avoid making them. It is better to be honest and tell someone you cannot do something rather than let them down by breaking your promise.

Slide 11: #4: Admit When You Are Wrong

If you make a mistake, are incorrect about something, or do something wrong, own up to it.

No one likes to hear excuses. When you admit you were wrong, people will see that you are human and appreciate your honesty.

In turn, being an honest person makes people trust you more.

Slide 12: #5: Communicate Effectively

People can lose trust in you when you do not communicate effectively.

They may feel you are trying to hide something and be suspicious of you.

If you feel that people misinterpret what you are saying, be sure to work on being more clear in your communication skills.

If you are unsure about something during a conversation, ask the person you are speaking with to clarify.

Slide 13: #6: Be Open

Being open about your emotions and showing compassion to others builds trust.

In the healthcare profession, you want to be open to your feelings and show others that you care while walking the fine line of not letting your emotions interfere with your job.

Slide 14: #7: Help Others

Trustworthy people will go out of their way to help others. It can be helping a patient, your coworker, your supervisor, or a patient's loved one.

Trust is built quicker when people see that you genuinely want to help people, showing you have a strong moral character.

Slide 15: #8: Actively Listen

When you actively listen and show a genuine interest in other people, they will naturally trust you.

Little things like remembering the name of a patient's grandchild, or asking your coworker how their weekend was, goes a long way in building trust.

Slide 16: #9: Have Morals

People will respect and trust you if you have morals, are honest, and stand up for what is right.

Do not sacrifice what you believe in to appease others. If you see that a patient or coworker is not being treated fairly, do what you feel needs to be done to advocate for that person.

Slide 17: #10: Be Transparent

When you are transparent, open, and honest, others will see that you have nothing to hide and will trust you.

People who keep things to themselves and do not share information are not typically considered trustworthy.

****Instructor's note**:** Read the Trust Patient-Centered Scenario Card to participants and have them answer the key questions. Or you can pair up participants and have them spend 5-10 minutes role-playing the main characters while answering the key questions.

Lesson 9 – Trust

REVIEW: Practice and Assessment of Trust Skills

20 minutes

Purpose:

Participants will pair up and role-play with scenario cards to practice their understanding of trust skills. Once practice is complete, a post-test will be given.

Workbooks can be assigned to participants to be worked on independently or assigned as homework. Participants will complete the two trust activities in the workbook.

Materials:

- Trust Colleague-Centered Scenario Card
- *Trust Test*
- *Trust Test – Answer Key*
- *Healthcare Interpersonal Skills Student Workbooks*

Facilitation Steps:

1. Have participants pair up with the Trust Colleague-Centered Scenario Cards. Have them role-play the main characters, read the card, and answer the key questions while in their role.

The instructor(s) can assess participants' skills during their interactions and offer suggestions if necessary.

2. When participants are finished with the scenario cards, instruct them to take a few minutes to complete the post-test.
3. Have participants self-check their answers as you share from the answer key.
4. Have participants start on the two trust scenarios and activities in their workbooks unless you have assigned them as homework.

Trust Test – Answer Key

Directions: Select the best answer for the following multiple-choice questions.

1. One of the solutions to building trust mentioned in the lesson is to be open. What does it mean to be open?
 - a. to be open about your emotions and show compassion**
 - b. to air all of your grievances in front of others
 - c. to tell others everything about your personal life
 - d. to be an open book
2. Choose the correct answer that the Merriam-Webster dictionary uses to define trust.
 - a. the quality of being compassionate and empathetic
 - b. the ability to earn people's trust through your actions
 - c. the quality of having a trusting nature
 - d. the assured reliance on the character, ability, strength, or truth of someone or something**
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 - b. neglect**
 - c. impatience
 - d. poor communication skills
5. What should you do if you feel that you cannot keep your promises?
 - a. avoid making them**
 - b. make excuses
 - c. claim ignorance
 - d. lie to the person

Sources

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Lesson 10 – Integrity

Lesson Overview

In this lesson, participants will learn the definition of integrity and why healthcare professionals must have integrity. Participants will recognize how to practice integrity in their professions and learn five steps to improving honesty and integrity. Participants will then role-play using the Integrity Scenario Cards. The accompanying workbooks are designed for independent study or as a homework assignment.

Lesson Objectives

After completing this lesson, participants will be able to:

- Learn the definition of integrity
- Understand why integrity is essential as a healthcare professional
- Identify the benefits of having integrity as a healthcare professional
- Recognize how to practice integrity in their professions
- Learn the five steps to improving honesty and integrity

Lesson at a Glance

Activity	Materials	Preparation	Approximate class time
FOCUS	• <i>Focus on Integrity Skills</i> worksheet • <i>Focus on Integrity Skills Instructor Resource</i> • <i>Integrity Test</i> • <i>Healthcare Interpersonal Skills Student Workbooks</i>	1. Print/photocopy the <i>Focus on Integrity Skills</i> worksheet (one per participant). 2. Print/photocopy the <i>Integrity Test</i> (two per participant, the pre- and post-tests are the same).	10 minutes
LEARN	• <i>Integrity</i> slide presentation • Integrity Patient-Centered Scenario Card	1. Prepare the <i>Integrity</i> slide presentation for viewing. 2. Gather the Integrity Patient-Centered Scenario Card.	30 minutes
REVIEW	• Integrity Colleague-Centered Scenario Card • <i>Healthcare Interpersonal Skills Student Workbooks</i> • <i>Integrity Test</i> • <i>Integrity Test – Answer Key</i>	1. Gather the Integrity Colleague-Centered Scenario Card.	20 minutes

Lesson 10 – Integrity

FOCUS: Developing Awareness of Patient-Focused Care

10 minutes

Purpose:

To help participants develop an awareness of patient-focused care, have them take the *Integrity Test* and complete the *Focus on Integrity Skills* worksheet.

Materials:

- *Focus on Integrity Skills* worksheet
- *Focus on Integrity Skills Instructor Resource*
- *Integrity Test* (2 per student)
- *Healthcare Interpersonal Skills Student Workbooks*

Facilitation Steps:

1. Distribute the *Focus on Integrity Skills* worksheets before or at the beginning of class.
2. Distribute two copies of the *Integrity Test* and explain to participants that upon your instruction, one is to be taken at the start of the lesson and one at the end.

The *Healthcare Interpersonal Skills Student Workbooks* can be given at this time and assigned as homework or independent study after the post-test if time allows.

3. Have participants read through the information and complete the worksheet and pre-test.

Information from the pre-test can be compared with information from the post-test, which participants will take upon completion of the lesson to measure changes in their knowledge.

4. Have participants pair up after completion and share answers from the worksheet.

Focus on Integrity Skills

Skill: Integrity

READ the following:

Antonia works as a medical assistant at an urgent care clinic. One day, Antonia was in the break room on her lunch break when Olivia, one of her coworkers, came in and pulled out a red plastic container from the refrigerator. Olivia ate half of the food in the container and put the container back in the fridge.

Antonia was reading a book while eating and thought nothing about it. Later that day, Antonia's supervisor walked into the front office and asked who had eaten her food. She said she had her lunch in a red container, and half of it was gone. Antonia looks towards Olivia, who is shaking her head with her finger to her lip as if to say, "be quiet."

REFLECT on the situation:

In your opinion, what is the definition of integrity?

What would you do in this situation if you were Antonia?

Do you think Olivia has integrity if she refuses to be honest about eating her supervisor's food?

Do you believe people are born with integrity, or is it learned?

SHARE your thoughts with a peer when it's discussion time.

Focus on Integrity Skills

Instructor Resource

Skill: Integrity

READ the following:

Antonia works as a medical assistant at an urgent care clinic. One day, Antonia was in the break room on her lunch break when Olivia, one of her coworkers, came in and pulled out a red plastic container from the refrigerator. Olivia ate half of the food in the container and then put the container back in the fridge.

Antonia was reading a book while eating and thought nothing about it. Later that day, Antonia's supervisor walked into the front office and asked who had eaten her food. She said she had her lunch in a red container, and half of it was gone. Antonia looks towards Olivia, who is shaking her head with her finger to her lip as if to say, "be quiet."

REFLECT on the situation:

In your opinion, what is the definition of integrity?

I would define integrity as honesty, trustworthiness, and strong morals and principles.

What would you do in this situation if you were Antonia?

If I were Antonia, I would first talk to Olivia privately and tell her that I knew she had eaten our supervisor's food. I would say to her that she should tell the supervisor and apologize for eating her food. If Olivia refused to tell the supervisor what she had done, I would talk to her and explain what I saw. It would be hard for me to want to remain friends with Olivia since she doesn't have the same values and principles as I do.

Do you think Olivia has integrity if she refuses to be honest about eating her supervisor's food?

No, people with integrity will be honest and own up to their mistakes.

Do you believe people are born with integrity, or is it learned?

I believe integrity is a learned trait. Children are not born being honest and having morals and values. It is taught to them by their parents, caregivers, teachers, and friends.

SHARE your thoughts with a peer when it's discussion time.

Name: _____ Class: _____

Integrity Test

Directions: Select the best answer for the following multiple-choice questions.

1. Which of the following is **not** one of the five steps mentioned to improving honesty and integrity?
 - a. make and keep promises
 - b. stay focused
 - c. surround yourself with dishonest people
 - d. stay organized
2. Choose the correct answer that defines integrity.
 - a. the quality of being compassionate and empathetic
 - b. the ability to earn people's trust through your actions
 - c. the quality of being honest and having strong moral principles
 - d. the assured reliance on the character, ability, strength, or truth of someone or something
3. Which of the following phrases was quoted by the writer C.S. Lewis?
 - a. "Integrity is doing the right thing, even when no one is watching."
 - b. "Integrity is a learned trait, not one we are born with."
 - c. "Integrity is choosing your thoughts and actions based on values rather than personal gain."
 - d. "Integrity is telling myself the truth, and honesty is telling the truth to other people."
4. Which of the following was **not** mentioned as one of the benefits of having integrity as a healthcare professional?
 - a. warranting forgiveness from others
 - b. creating a positive work environment
 - c. surrounding yourself with honest people
 - d. showing others you are trustworthy and dependable
5. In the lesson, disorganized people were described as being "scatter-brained," forgetful, and _____.
 - a. unreliable
 - b. dishonest
 - c. unprofessional
 - d. distracted

Lesson 10 – Integrity

LEARN: Integrity Slide Presentation

30 minutes

Purpose:

Participants will receive a thorough introduction to the integrity skills required for healthcare professionals to perform their jobs professionally.

Materials:

- *Integrity* slide presentation
- Integrity Patient-Centered Scenario Card

Facilitation Steps:

Share the following information as you show the slide presentation.

Slide 1: Introduction slide

Slide 2: Goals and Objectives

- Learn the definition of integrity
- Understand why integrity is essential as a healthcare professional
- Identify the benefits of having integrity as a healthcare professional
- Recognize how to practice integrity in your profession
- Learn the five steps to improving your honesty and integrity

Slide 3: What Is Integrity?

Integrity is “the quality of being honest and having strong moral principles; moral uprightness.”

When a person is described as having integrity, others view them as someone who is honest and follows a moral compass.

The great British writer C. S. Lewis once said, “**Integrity is doing the right thing, even when no one is watching.**”

Slide 4: Why is Integrity Essential as a Healthcare Professional?

As a healthcare professional, it is essential to have integrity for the following reasons:

- To uphold the standards and expectations of your employer: you must act according to the regulations set forth by your employer and maintain their expectations and standards regarding patient care.
- To effectively work with diverse groups: in the healthcare industry, you will work with patients and coworkers that have different religious views, cultural customs, or come from a socioeconomic background different than your own.
- To remain aligned with your ethical and professional priorities: patients rely on healthcare professionals to be honest, helpful, and trustworthy. Having integrity as a healthcare professional aligns with your patient’s ethical expectations and the professional priorities you swore to uphold.

Slide 5: Benefits of Having Integrity as a Healthcare Professional

The benefits of having integrity as a healthcare professional include:

- Creating a positive work environment: when you know that you can trust your coworkers, it creates a positive work environment and meaningful relationships. Healthcare professionals work closely with one another to treat patients and need to rely upon their team to offer the best care possible.
- Showing others that you are trustworthy and dependable: when coworkers and patients see that you have integrity, they

will trust you to make the right decisions. As a healthcare professional, people will look up to you to give honest and correct information. When supervisors see that you have integrity, it will be easier for you to advance your career and assume more responsibilities.

- Warranting forgiveness from others: when others see that you are a person of integrity, it will be easier for them to overlook a mistake. They trust that you only have good intentions and would never intentionally cause harm or make an error.
- Improving your ability to perform your job: healthcare professionals want to help people. When you have integrity, your superiors understand you are capable, reliable, and honest. When you have these qualities, supervisors tend to micro-manage less, improving your ability to perform your professional duties.

Slide 6: How to Practice Integrity in Your Profession

1. Communicate honestly. The most essential aspect of integrity is honesty. One way to practice integrity at work is to have honest, truthful conversations with your patients and colleagues. You will have to deliver bad news sometimes, and the best way is to be open, honest, and sincere. If you are dishonest with your patients or their family members, they will lose trust in you and question your ability to perform your job.
2. Treat everyone with respect. If you want to be respected and show you have good morals and values, you must treat others the way you want to be treated. Sometimes you will encounter challenging people, making your job more difficult. Still, you must treat these people with respect and in a professional manner, regardless of the way they make you feel.
3. Uphold ethical standards. As a healthcare professional, you will be taught an ethical code depending on the job you pursue. You

will also pledge or take an oath to uphold ethical standards. For example, physicians take the Hippocratic Oath, nurses take the Nightingale Pledge, medical assistants follow the Medical Assistant Creed, and EMTs and paramedics pledge to a code of professional ethics.

4. Hold yourself accountable. When you hold yourself responsible for your actions, it shows others that you take pride in your work and are honest when you make a mistake.
5. Keep your promises. When you keep your promises and follow through on commitments, it shows others that you are reliable and can be counted on to do what you say you will do. If you are the type of person to cancel an appointment at the last minute, not show up to cover a colleague's shift or show up late to work consistently, it shows those around you that you cannot be relied upon.

Slide 7: 5 Steps To Improving Your Honesty and Integrity

1. Make and keep promises.
2. Be honest in all communications.
3. Stay organized.
4. Stay focused.
5. Surround yourself with honest people.

Each of these steps will be covered in more depth in the following slides.

Slide 8: Step 1: Make and Keep Promises

If you want to be viewed as a person with integrity, you must keep your promises and honor your commitments.

If you do not feel that you can keep your promise, avoid making it. It is better to be honest and tell someone you cannot do something rather than let them down by breaking your promise.

Slide 9: Step 2: Be Honest in All Communications

One of the fastest ways to show a patient you lack integrity is if you are dishonest or lie to them.

You must always be honest, even if a situation is uncomfortable or awkward.

This is especially important in healthcare. You will be working with patients' lives, and you need to be honest with them, no matter if they are receiving a cancer diagnosis or an abnormal finding during an ultrasound. It will be difficult for patients and their loved ones to hear bad news, but when you are honest and compassionate, they will see that you have integrity and they can trust you.

Slide 10: Step 3: Stay Organized

Disorganized people are often considered "scatter-brained," forgetful, and unprofessional.

When you are organized in your personal and professional life, you will be more dependable by not missing appointments, reliable by showing up to work when scheduled, and showing professionalism when working with patients. You can become more organized by using time-management software, a calendar app or day planner, organizing your workspace, and using alarms to remind you of appointments.

Slide 11: Step 4: Stay Focused

To display integrity as a healthcare professional, you must focus on your patients and work assignments.

When you are at work, your focus should be on doing your job without distractions.

If you are easily distracted by your cell phone or other conversations around you, patients and colleagues will question your professionalism and active listening skills.

Slide 12: Step 5: Surround Yourself with Honest People

When you surround yourself with honest people, your integrity automatically increases.

People perceive the company you keep as the type of person you are. If you surround yourself with dishonest people, others will assume you are dishonest.

When you keep company with highly respected people with strong morals and principles, you will be perceived the same.

****Instructor's note**:** Read the Integrity Patient-Centered Scenario Cards to participants and have them answer the key questions. Or you can pair up participants and have them spend 5-10 minutes role-playing the main characters while answering the key questions.

Lesson 10 – Integrity

REVIEW: Practice and Assessment of Integrity Skills

20 minutes

Purpose:

Participants will pair up and role-play with scenario cards to practice their understanding of integrity skills. Once practice is complete, a post-test will be given.

Workbooks can be assigned to participants to be worked on independently or assigned as homework. Participants will complete the two integrity activities in the workbook.

Materials:

- Integrity Colleague-Centered Scenario Cards
- *Integrity Test*
- *Integrity Test – Answer Key*
- *Healthcare Interpersonal Skills Student Workbooks*

Facilitation Steps:

1. Have participants pair up with the Integrity Colleague-Centered Scenario Cards. Have them role-play the main characters, read the card, and answer the key questions while in their role.

The instructor(s) can assess participants' skills during their interactions and offer suggestions if necessary.

2. When participants are finished with the scenario cards, instruct them to take a few minutes to complete the post-test.
3. Have participants self-check their answers as you share from the answer key.
4. Have participants start on the two integrity scenarios and activities in their workbooks unless you have assigned them as homework.

Integrity Test – Answer Key

Directions: Select the best answer for the following multiple-choice questions.

1. Which of the following is **not** one of the five steps mentioned to improving honesty and integrity?
 - a. make and keep promises
 - b. stay focused
 - c. surround yourself with dishonest people**
 - d. stay organized
2. Choose the correct answer that defines integrity.
 - a. the quality of being compassionate and empathetic
 - b. the ability to earn people's trust through your actions
 - c. the quality of being honest and having strong moral principles**
 - d. the assured reliance on the character, ability, strength, or truth of someone or something
3. Which of the following phrases was quoted by the writer C.S. Lewis?
 - a. "Integrity is doing the right thing, even when no one is watching."**
 - b. "Integrity is a learned trait, not one we are born with."
 - c. "Integrity is choosing your thoughts and actions based on values rather than personal gain."
 - d. "Integrity is telling myself the truth, and honesty is telling the truth to other people."
4. Which of the following was **not** mentioned as one of the benefits of having integrity as a healthcare professional?
 - a. warranting forgiveness from others
 - b. creating a positive work environment
 - c. surrounding yourself with honest people**
 - d. showing others you are trustworthy and dependable
5. In the lesson, disorganized people were described as being "scatter-brained," forgetful, and _____.
 - a. unreliable
 - b. dishonest
 - c. unprofessional
 - d. distracted**

Sources

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