Chapter 2 • Working in Health Care

Section 2.1 Work Ethic and Performance

K Section Topics

- *Making a Commitment to Your Job*
  - Interdependence
  - Self-Awareness
  - Critical Thinking and Problem Solving Skills
- *Developing a Strong Work Ethic*
  - Attendance and Punctuality
  - Reliability and Accountability
  - Attitude and Enthusiasm
  - Competence and Quality of Work
- *Compliance*
  - Scope of Practice
  - Inappropriate Behavior
- *Representing Your Employer*
  - Evaluating Your Performance

K Objectives

After completing this section, you will be able to:

1. *Define the key terms.*
2. *Explain the difference between* soft skills *and* hard skills *and discuss why health care workers need both types of skills.*
3. *Define* interdependence *and* systems perspective *and explain their importance in health care.*
4. *Explain why it's important to be "present in the moment" at work.*
5. *Define* critical thinking *and list three things that critical thinkers do to make good decisions.*
6. *List five factors that demonstrate a strong work ethic.*
7. *Describe the attitudinal differences between optimists and pessimists.*
8. *Discuss the importance of confidentiality, HIPAA, and the HITECH Act.*
9. *Identify how competence and scope of practice impact quality of care.*
10. *List two things you should do when representing your employer.*
11. *Explain the purpose of performance evaluations.*
12. *Differentiate between objective and subjective evaluation criteria.*

K Key Terms

compliance (acting in accordance with laws and with a company's rules, policies, and procedures)

conflict of interest (an inappropriate relationship between personal interests and official responsibilities)

constructive criticism (offering positive input on another person's weaknesses with the goal of their improvement)

contingency plans (backup plans in case the original plans don't work)

cooperation (acting or working together for a common purpose)

corporate mission (special duties, functions, or purposes of a company)

corporate values (beliefs held in high esteem by a company)

corrective action (steps taken to overcome a job performance problem)

critical thinking (using reasoning and evidence to make decisions about what to do or believe without being biased by emotions)

diligent (careful in one's work)

discretion (being careful about what one says and does)

dismissal (involuntary termination from a job)

employers of choice (companies where people like to work)

fraud (intentional deceit through false information or misrepresentation)

front-line workers (employees who have the most frequent contact with a company's customers)

hard skills (the ability to perform the technical, hands-on duties of a job)

HIPAA (Health Insurance Portability and Accountability Act of 1996; national standards to protect the privacy of a patient's personal health information)

HITECH Act (Health Information Technology for Economic and Clinical Health Act of 2009; national standards to protect the confidentiality of electronically transmitted patient health information)

hostile workplace (an uncomfortable or unsafe work environment)

impaired (a reduced ability to function properly)

initiative (taking the first step or move)

insubordination (refusal to complete an assigned task)

intentional (something done on purpose)

interdependence (the need to rely on one another)

interpersonal skills (the ability to interact with other people)

job description (a document that describes a worker's job duties)

objective (what is real or actual; not affected by feelings)

optimists (people who look on the bright side of things)

organizational chart (illustration showing the components of a company and how they fit together)

peers (people at the same rank)

people skills (personality characteristics that enhance your ability to interact effectively with other people; also known as soft skills)

performance evaluation (measurement of success in executing job duties)

personality (distinctive individual qualities of a person, relating to patterns of behavior and attitudes)

pessimists (people who look on the dark side of things)

probationary period (a testing or trial period to meet requirements)

problem solving (using a systematic process to solve problems)

punctual (arriving on time)

rational (based on reason, logical)

reasoning (forming conclusions based on coherent and logical thinking)

reimbursement (to pay back or compensate for money spent)

reliable (can be counted upon; trustworthy)

responsibility (a sense of duty binding someone to a course of action)

self-awareness (understanding where you are, what you're doing, and why you're doing it)

sexual harassment (unwelcome, sexually-oriented advances or comments)

social networking sites (Internet places for people to publish and share personal information)

soft skills (personality characteristics that enhance your ability to interact effectively with other people; also known as people skills)

stagnant (without motion; dull, sluggish)

subjective (affected by a state of mind or feelings)

subordinates (people at a lower rank)

systematic (a methodical procedure or plan)

systems perspective (stepping back to view an entire process to see how each component connects with the others)

unethical (a violation of standards of conduct and moral judgment)

up-code (modifying the classification of a procedure to increase financial reimbursement)

whistle blower (a person who exposes the illegal or unethical practices of another person or of a company)

work ethic (attitudes and behaviors that support good work performance)

360 degree feedback (feedback about an employee's job performance that is provided by peers, subordinates, team members, customers, and others who have worked with the employee who is undergoing evaluation)

K Lesson Plan

1. Textbook Assignment

- Read Chapter 2, Section 2.1 in the text.
- Answer the Section Review Questions at the end of the section.

2. *Getting Started* Activity

- Complete the Getting Started activity at the beginning of the chapter. (See Experiential Learning at the end of this section.)

3. Introductory Discussion

- Section 2.1 Objectives and Key Terms

4. Student Activity Guide Assignments

- Complete Section 2.1 Worksheets 1, 2, 3, 4, and 5.

5. **Website and Student DVD Activities**

   • Complete Section 2.1 Website and Student DVD Activities.

6. **Classroom Lecture and Discussion (PowerPoint slides)**

7. **Activity Assignments and Discussion**

   • Build Your Skills: Study Skills
   • Language Arts Link: Organizational Skills
   • Apply It: Optimist or Pessimist?
   • Apply It: Professional Credentials
   • Apply It: Policies and Procedures
   • Consider This: The Fastest and Largest Growing Occupations
   • Community Service: Health and Wellness
   • Recent Developments: 360 Degree Feedback
   • The More You Know: Personal Goals

8. **General Discussion**

   • *Reality Check*
   • Key Points
   • Section Review Questions
   • Student Activity Guide Worksheets 1, 2, 3, 4, and 5
   • Website Activities

9. **Additional Discussion Topics**

10. **Experiential Learning**

K **Additional Discussion Topics**

1. What did Abraham Lincoln mean when he said, "Character is like a tree and reputation like its shadow. The shadow is what we think of it; the tree is the real thing"?

2. What is the difference between *hard skills* and *soft skills*? Why is it harder to develop soft skills, also known as *people skills*?

3. Why are *interpersonal* skills so important at work?

4. What is *interdependence* and why is it important?

5. Why should workers have a systems perspective?

6. What is the role of an organizational chart?

7. Discuss why it's important to be "present in the moment" at work. What might happen when workers become distracted?

8. What does it mean to be *impaired*?

9. How do people become impaired, and what are the risks involved?

10. What might happen if a student arrives for school impaired? What might happen if an employee arrives for work impaired? Who might be harmed in both cases?

11. How does being impaired affect your *self-awareness* and your ability to act by *intention*?

12. Why are study skills so important? What should students do to improve their study skills?

13. Why are critical thinking and problem solving skills important?

14. What are some of the characteristics of critical thinking?

15. How can critiquing a situation (conducting a detailed analysis or assessment) help in problem solving?

16. What are some examples of how critical thinking and problem solving skills can help you in both your personal and professional lives?

17. What are organizational skills and how can they help you?

18. What does *having a strong work ethic* mean?

19. What are some characteristics of employees who have a strong work ethic?

20. Why are attendance and punctuality so important in a job?

21. What do the terms *corrective action* and *dismissal* mean?

22. What are *contingency plans* and why are they needed? How does this apply to students in school and to employees at work?

23. Discuss the saying, "The buck stops here" and how it relates to a person's accountability and reliability.

24. What does it mean to *show initiative*?

25. Why is having a positive attitude and enthusiasm important at work?

26. What is the difference between optimists and pessimists?

27. What is *competence*, and how does it impact the quality of patient care?

28. What are some ways to become competent and maintain competency?

29. Why do health care workers need to maintain their competence over time, and what might happen if they don't maintain it?

30. What is the relationship between competence and safety?

31. What role does diligence play in improving quality?

32. What is the purpose of a job description?

33. Why is it important to comply with rules and policies?

34. What is a *scope of practice*, and what might happen if health care workers attempt to function beyond their scope of practice?

35. What is the purpose of HIPAA and the HITECH Act?

36. What are some examples of illegal, unethical, and inappropriate behaviors?

37. Discuss issues surrounding *sexual harassment* both at school and in the workplace. Give some examples and identify who might be harmed.

38. Identify some of the attitudes and behaviors that could create a *hostile workplace*. Discuss why it's important for people to feel safe at school and at work.

39. Define the term *fraud* and give some examples of fraud that involve students and health care workers. What might happen if students or health care workers are found guilty of fraud?

40. Discuss why it takes courage to become a whistle blower. Why are whistle blowers so important?

41. Who are *front-line workers* and why do they have such a large impact on a health care organization's reputation?

42. How do employers evaluate job performance?

43. What is the difference between subjective and objective criteria?

44. Discuss the ripple effect. Give some examples of how people can create positive, and negative, ripples without even realizing it.

K **Experiential Learning**

1. The *Getting Started* Activity

Have the students imagine that they own a health care organization which employs about two hundred people. Present the following scenario:

Due to the economic downturn, the students receive at least thirty applications for every job vacancy that they post. Have them think about the kind of people they would want working for their organization. Instruct them to list the top ten characteristics they would seek in selecting the best candidates. What qualifications, attitudes, and behaviors would be important? What would they expect from their employees once they're on the job? How would they evaluate job performance and award pay raises? What factors would they consider when promoting people into higher paying jobs? What policies and procedures would they expect their employees to follow in order to provide a safe and professional work environment? Have them list five behaviors that would cause them to dismiss an employee from his or her job.

2. Student Activity Guide Worksheet #3.

If your school has a mission statement, assist the students in locating it. If no mission statement exists, or if it can't be located, have each student draft his/her version of an appropriate school mission statement. Have them include the school's "special duties, functions, or purposes." Lead a discussion about the school's mission statement or the mission statements that the students have drafted. Ask the students to list their school's values ("beliefs held in high esteem") and discuss the extent to which their school's values are expressed in the mission statement(s). Have them develop an organizational chart showing the components of their school and how they fit together.

Ask student where they fit into the picture. Have them write down three examples of how school leaders, teachers, and students must depend on each other to fulfill the school's mission and values. Have the students compare their individual work with that of their classmates. Lead a discussion to identify similarities and differences. Ask the students what they could do to support the mission, values, and reputation of their school.

3. Give each student a copy of the mission and values from a local hospital. These can typically be found on the hospital's website. If available, also distribute copies of the hospital's organizational chart. Lead a discussion to help the students understand the importance of *interdependence* and having a *system's perspective*. Just as school leaders, teachers, and students must depend on one another to fulfill the mission and values of the school, so must health care professionals depend upon one another to fulfill their organization's mission and values.

4. Invite a Compliance Officer from a health care organization to meet with the class. Have the students prepare their list of questions in advance. Ask the speaker to explain the concepts of *compliance* and *noncompliance* and how they apply in health care. Why is it important for health care workers to be in compliance with laws, regulations, policies, and procedures? Ask the speaker to present some specific examples of state and federal laws and regulations the health care organization and its employees must follow. Discuss what might happen if workers are noncompliant. Ask the speaker to present some specific examples of organizational policies and procedures in effect where he/she works. Discuss what might happen if workers are noncompliant with these internal rules. What affect could noncompliance have on a worker's professional reputation? Who could be harmed? In addition to job dismissal, what other penalties might someone face for noncompliance? Have the students refer back to their answers on Worksheet #1 and suggest they add noncompliance to the list of factors that could result in job dismissal. Note that in instances of severe noncompliance the organization could be put on probation or lose their license to operate.

5. Obtain the Attendance Policy from an area health care employer and give each student a copy. Discuss what employees must do to comply with the policy. Include call-in procedures when someone is sick or expects to be late; electronic methods for "clocking-in and clocking-out"; maximum length of time for breaks and meals; the number of days someone can be absent or late before corrective action kicks in; and so forth. How are weekend shifts, holidays, and vacations handled? How much advance notice must employees give to gain approval for a day off? If two people want the same day off, which person gets preference? What corrective action steps are taken when employees miss too much work time due to illness, injury, or other causes of absenteeism? Discuss why good attendance and punctuality are so important in health care. What might happen when someone who is scheduled to work calls in sick unexpectedly at the last minute or is a *no call/no show*?

6. Present the students with a problem to solve that relates to health, wellness, or health care. Have them work individually or in small groups. Each group should identify a recorder and a spokesperson. Ask them to come up with a plan to solve the problem, and write down each step they would take. Convene the large group and have each spokesperson present their group's plan.

   Lead a discussion to compare and contrast the solutions that each small group developed. Were critical thinking skills apparent? Were the problem-solving steps well thought-out? Which plan(s) worked the best, and why? Which plan(s) worked the least, and why? What strategies from this activity would be helpful in other situations where problem solving skills are required?

7. Working as a team, have the students diagram the interdependence of health care professions within a given health care delivery system. Lead a discussion about the importance of interdependence in the delivery of quality health care.

8. Have each student identify a health career that's of interest to them. Ask the students to research the career they've chosen and make a list of the competencies required. Lead a discussion about the different between *performing tasks* and *demonstrating competence*.

Answers to Section 2.1 Review Questions

1. Explain the difference between soft skills and hard skills and discuss why health care workers need both types of skills.
   - As a service industry, health care requires not only technical competence but also people skills that enhance your ability to interact effectively with other people. Also called soft skills or interpersonal skills, these characteristics relate more to who you are than what you know. Once you've completed training, employers will assume you are competent to perform the hands-on, technical, hard skills duties of your job. While hard skills can be learned and improved over time, soft skills are part of your personality and much more difficult to acquire and change. Employers are increasingly screening, hiring, paying, and promoting for soft skills to ensure that their employees work harmoniously with other people.
   - Page number 88

2. Define interdependence and systems perspective and explain their importance in health care.
   - Interdependence: The need to rely on one another.
   - Systems perspective: Stepping back to view an entire process to see how each component connects with the other.
   - The ability to view the big picture in health care and know where you fit in starts with examining your job and seeing how it connects with the roles of other workers. This means developing a systems perspective—standing back, viewing the entire process of how a patient moves through your organization, and understanding how your role fits into that process. No one in health care works alone—everyone's work is interconnected. Without interdependence, the work flow breaks down.
   - Page number 88

3. Define critical thinking and list three things that critical thinkers do to make good decisions.
   - Critical thinking: Using reasoning and evidence to make decisions about what to do or believe without being biased by emotions.
   - Critical thinkers: Look at things from a rational and practical perspective, ask essential questions to get to the heart of the matter, identify and analyze relevant information and evidence, differentiate among facts, opinions, and personal feelings, think with an open mind and question assumptions, exercise caution in drawing conclusions, and test conclusions against relevant standards.
   - Page number 90

4. What are HIPAA and HITECH, and why are they important?
   - HIPAA: Health Insurance Portability and Accountability Act of 1996; national standards to protect the privacy of a patient's personal health information
   - HITECH Act: Health Information Technology for Economic and Clinical Health Act of 2009; national standards to protect the confidentiality of electronically transmitted patient health information
   - A major part of compliance in health care is protecting the confidentiality of patient medical records. The Health Insurance Portability and Accountability Act of 1996 (HIPAA) enacted national standards for this purpose. Protecting confidentiality has become even more critical with the advent of electronic medical records. The Health Information Technology for Economic and Clinical Health (HITECH) Act was signed into law in February of 2009 as part of the American Recovery and Reinvestment Act of 2009 (ARRA). Portions of the HITECH Act address the confidentiality of health information transmitted electronically and strengthen the enforcement and penalties associated with HIPAA rules.
   - Page number 98

5. Explain the purpose of performance evaluations.
   - Performance evaluations use objective criteria to evaluate performance factors such as competence (knowledge and skills), behaviors (customer service and teamwork), and traits (appearance and attitude). Performance evaluations provide feedback and constructive criticism regarding how well an employee is meeting performance standards. The evaluation process may include developing goals and performance improvement plans for the coming year.
   - Page number 102

6. What is the difference between objective and subjective evaluation criteria?
   - Subjective evaluation criteria are based on a person's state of mind or feelings and may reflect how well an employee is liked or how his or her supervisor feels about the employee. Objective evaluation criteria, on the other hand, are based on what is real or actual and not affected by others' feelings. When employers evaluate job performance using objective criteria, they consider performance factors such as competence, behaviors, and traits.
   - Page number 102

7. In your own words, explain what Abraham Lincoln meant when he said, "Character is like a tree and reputation like its shadow. The shadow is what we think of it; the tree is the real thing."
   - Character is what really counts and defines your reputation.
   - Page number 93

Section 2.2
Your Personal Traits and Professional Image

K Section Topics

- *Your Character and Personal Values*
  - Character Traits
  - Reputation
  - Judgment
  - Conscience
  - Trust
  - Honesty
- *Displaying a Professional Image*
  - Hygiene, Grooming, and Posture
  - Dress Code and Attire
  - Stereotypes
  - Personal Habits
  - Language and Grammar
  - Professionalism after Hours
- *Personal Management Skills*
  - Time Management
  - Personal Financial Management
  - Stress Management
  - Managing Change

K Objectives

After completing this section, you will be able to:

1. *Define the key terms.*
2. *Define* character, personal values*, and* morals *and explain how they affect your reputation as a professional.*
3. *List four examples that demonstrate a lack of character in the workplace.*
4. *Explain how attire, grooming, hygiene, and posture impact a professional image.*
5. *Describe how grammar and vocabulary affect your professional image.*
6. *Discuss the importance of maintaining professionalism after hours.*
7. *Explain the importance of good time management skills and list three time management techniques.*
8. *Explain the importance of good personal financial management skills and list three financial management techniques.*
9. *Explain the importance of good stress management skills and list three stress management techniques.*
10. *Define* adaptive skills *and explain why the ability to manage change is important in health care.*

K Key Terms

adaptive skills (the ability to adjust to change)

character (a person's moral behavior and qualities)

cheating (deceiving by trickery)

conscience (moral judgment that prohibits or opposes the violation of a previously recognized ethical principle)

dress code (standards for attire and appearance)

grammar (system of word structures and arrangements)

groomed (clean and neat)

hygiene (body cleanliness)

integrity (of sound moral principle)

judgment (comparison of options to decide which is best)

morals (the capability of differentiating between right and wrong)

personal financial management (the ability to make sound decisions about personal finances)

personal image (the total impression created by a person)

personal management skills (the ability to manage time, finances, stress, and change)

personal skills (the ability to manage aspects of your life outside of work)

personal values (things of great worth and importance to a person)

posture (the position of the body or parts of the body)

procrastinate (to postpone or delay taking action)

stereotypes (beliefs that are mainly false about a group of people)

stress management (the ability to deal with stress and overcome stressful situations)

time management (the ability to organize and allocate one's time to increase productivity)

trustworthiness (ability to have confidence in the honesty, integrity, and reliability of another person)

K Lesson Plan

1. Textbook Assignment

- Read Chapter 2, Section 2.2 in the text.
- Answer the Section Review Questions at the end of the section.

2. Introductory Discussion

- Section 2.2 Objectives and Key Terms

3. Student Activity Guide Assignments

- Complete Section 2.2 Worksheets 1, 2, 3, 4, and 5.

4. Website and Student DVD Activities

- Complete Section 2.2 Website and Student DVD Activities.

5. Classroom Lecture and Discussion (PowerPoint slides)

6. Activity Assignments and Discussion

- Apply It: Cheating and Poor Character
- Build Your Skills: Doing the Right Thing
- Consider This: Medicare Fraud
- Language Arts Link: Portrayal of Health Care Workers on TV
- Recent Developments: Dishonesty at Work
- Apply It: Avoiding Street Language at Work
- Apply It: Reinforcing Poor Grammar
- The More You Know: When Your Personal Image Goes Public

7. General Discussion

- Reality Check
- Key Points
- Section Review Questions
- Student Activity Guide Worksheets 1, 2, 3, 4, and 5.
- Website Activities

8. Additional Discussion Topics

9. Experiential Learning

K Additional Discussion Topics

1. What are some examples of the ways in which some people demonstrate a lack of character at your school? Also identify examples of positive character traits at your school.

2. When two brothers or sisters grow up in the same household, could one of them end up with a conscience and morals, but not the other one? Why or why not? If so, what factors other than family upbringing might play in role in developing a person's character?

3. What does it mean to have *integrity*? Discuss the difference between people who have integrity and those who do not.

4. How long does it take to get to the point where someone trusts you? Why does it take so long? How long would it take for someone to lose their trust in you? Once your trustworthiness has been compromised, how long might it take to reestablish trust?

5. Discuss how a small *little white lie* can snowball into a large lie, and ask the students to give some examples.

6. What does it mean to *accept the consequences of your actions*?

7. How do character, values, and priorities define who we are and how we lead our lives?

8. What role does a person's conscience play? Is it possible to ignore your conscience?

9. Discuss what is meant by *your word is as good as gold.*

10. Is it possible to cheat just a little bit and still be an honest person of good character?

11. Does dishonesty occur at your school? Ask students to give examples of dishonest behavior they may have witnessed or heard about.

12. What are *stereotypes* and how do they lead to inaccurate first impressions?

13. Discuss the statement, "When you look good, you feel good." How does this apply to someone's personal image?

14. What might happen if a student has body odor or bad breath? How likely would a classmate or a teacher bring this concern to the student's attention? How could a sensitive issue such as this be handled in a respectful, considerate manner?

15. Should a future employer consider a person's body weight when making hiring decisions?

16. What issues and problems might a chain-smoker face at work?

17. Ask students for examples of unprofessional behavior *after hours*. What might be the consequences of this behavior?

18. Discuss the advice *don't mix business with pleasure* when considering dating someone with whom you work.

19. Ask students to give some examples of things that were posted on Facebook that resulted in personal embarrassment. What did they learn from the experience?

20. What might happen when someone procrastinates? Ask for examples.

21. Discuss health issues that may result when a person is under a great deal of stress and fails to manage it properly.

22. What might happen when students lack effective time management skills?

23. Ask for examples of when students faced major changes in their lives. How did they react? Did they resist the change or find ways to make the change work to their benefit?

24. What might happen if someone fails to pay attention to the *small print* in credit card applications or payday loan agreements? How can critical thinking skills and good judgment help avoid this situation?

K Experiential Learning

1. Many years ago, female nurses had to wear caps and white, starched, uniform dresses. Facial hair for male workers was prohibited or highly discouraged. Not too long ago, female workers had to wear dresses or skirts to work because pants were considered unladylike and unprofessional. Until recently, only surgery workers could wear scrubs to work.

Have the students work as a group to do some research and create a collage of photographs depicting health care dress codes of the past and the present. Have them feature pictures of a variety of workers, including nurses, technologists,
clerical personnel, support staff, and managers. Encourage them to use their imaginations to create some images of how health care workers of the future might dress, and include those images in their collage.

2. Invite a guest to meet with your class. Don't tell the students anything about the guest in advance. When the guest appears in the classroom, have the students write down their first impressions of the person. How much education does he or she have, what does he or she do for a living, how old is he or she, where did he or she grow up, etc. Then introduce the guest and have him or her share some background information with the students. Discuss the role that stereotypes play in forming first impressions of another person. How accurate were the students' first impressions of your guest? What can they learn from this experience to avoid stereotyping people in the future?

3. Have the students review the list of character traits presented in the textbook. Ask them to circle either the positive or negative version of each trait, whichever one best describes their own character. Which traits do they think they need to work on? Then divide the group into pairs. Ask each student to review the other student's list of traits and provide some feedback. Help the students learn to view their character traits through the eyes of another person.

4. Have students list their top five priorities for the remainder of the school term in rank order. What do their priorities reveal about the students' personal values and goals?

5. Give the students a decision to make that requires judgment. This might involve a situation at school, at home, or with friends. Have them discuss the following questions to guide their decision making:

    - What are my choices?
    - How do the options compare with one another?
    - What might happen?
    - Who might be affected?
    - How would it make me feel?
    - How would my decision be viewed by other people?
    - What would my teacher think?
    - How would my parents feel?
    - How would this affect my reputation?
    - Could I suffer a penalty?

6. Have the students identify a recent temptation they had to face. Ask them to describe the situation and the options they considered. What decision making and judgment steps did they go through? What happened as a result? Were they pleased with the outcome, or could they have handled it better?

7. Have the students stage a fashion show demonstrating professional and unprofessional attire, grooming, and posture. Ask them to demonstrate some annoying personal habits during the show. Record the show and identify what they learned from this experience. Discuss the statement, "Professional image is in the eye of the beholder."

8. Give the students a grammar test, have them grade their own answer sheet, and discuss any incorrect answers. How is poor grammar acquired, and how can it be overcome?

9. If poor hygiene is an issue in your class, this might be a good time to discuss the topic. Have the students review this section of the text and identify the impact of poor hygiene on the worker and his or her patients and coworkers. How does a person's hygiene affect his or her professional image? What are some strategies to ensure good hygiene?

10. Have the students prepare a list of their personal stress sources and ask them to identify several techniques to cope with or reduce their stress.

Answers to Section 2.2 Review Questions

1. Define character, personal values, and morals and explain how each affects your reputation as a professional.
- Character: A person's moral behavior and qualities
- Personal values: Things of great worth and importance to a person
- Morals: The capability of differentiating between right and wrong
- Your reputation is based on how other people view your character, values, and behavior. If your character, values, and morals do not result in professional behavior in the eyes of other people, you will not achieve a professional reputation.
- Page number 107

2. List four examples of a lack of character in the workplace.
- Examples may include four of the following: performing dishonest, illegal, and unethical behaviors such as stealing computers, office supplies, syringes, medications, and patients' personal possessions; falsifying information on employment applications and overstating education and work records; filing fraudulent workers' compensation claims; bringing weapons to work; creating incidences involving workplace violence and sexual harassment
- Page number 107

3. Explain why it's important to maintain professionalism after hours.
- Even when you're away from work or school your behavior can affect your professional image. It's a small world. You never know when you might run into your supervisor, a coworker, or someone who knows someone you know after hours. What you do after hours can make a huge difference because your reputation goes with you every place you go. Always think before you act.
- Page number 123

4. List three techniques to help manage your time and explain what might happen if these techniques aren't followed.
- Identify your priorities and allocate your time accordingly. Use an electronic or pocket-sized calendar to record your work schedule, classes, appointments, and so on. Refer to your calendar every day and think about what's coming up tomorrow so you can be prepared. Don't schedule things too closely together, allow extra time for travel, and have contingency plans for unexpected complications. Make lists of things that need to get done. If you become overwhelmed, decide which tasks are the most important and which you can let go. Eliminate activities that waste time and learn to say "no" when you're overbooked. Don't procrastinate. Letting things build up is a sure way to become overwhelmed, disorganized, and stressed out.
- If you don't manage your time appropriately, you might be late for work or appointments, you may fail to meet deadlines, you could experience more stress, and your academic or job performance and career might suffer.
- Page number 125

5. List three techniques to help manage your personal finances and explain what might happen if these techniques aren't followed.

- Develop a budget, monitor your expenses, and know where your money is going. Have a checking and saving account and keep them balanced. Match up paydays with the dates you pay your bills to avoid getting charged late or overdraft fees. Read the fine print on loan and credit card applications. Avoid the high cost of doing business with companies that offer check cashing services, payday loans, rent-to-own furniture, and income tax refund anticipation loans. Limit credit card use to emergency situations or to make purchases that you already have the cash to cover. If you must rely on credit, look for the lowest interest rates. Always make the minimum monthly payment, and pay down and eliminate the balance as quickly as possible. Have a savings plan and stick with it. Put some money away for emergencies and other unexpected expenses. Start saving now for retirement. Think twice before loaning someone money or cosigning their loan. If you must loan someone money, use a written and signed agreement detailing plans for repayment. Don't loan someone money unless you can afford to never get it back. Purchase liability insurance if recommended for people in your profession.
- If you don't manage your personal finances appropriately, you might fail to pay your bills on time and live within your means. You might waste money, experience embarrassment at work, and encounter serious financial problems.
- Page number 125

6. List three techniques to help manage your stress and explain what might happen if these techniques aren't followed.
- Become aware of when, how, and why stress is affecting you. Identify the source of your stress and seek ways to reduce or eliminate the stress. Identify someone with whom you can talk, such as a person who can relate to what you're experiencing and help you think through it. Try to keep work-related stress from affecting your personal life, and try to keep stress in your personal life from affecting your job and your work. Maintain a healthy balance among school, work, recreation, and rest. Use your vacation time wisely. Learn to relax and schedule time for hobbies, sports, and other personal interests. Get plenty of sleep, and exercise and eat properly. Use conflict resolution skills and avoid keeping negative feelings bottled up inside you. Look for the good in yourself, know your limits, and work within them. Be patient with yourself and with others. Avoid being a perfectionist. Set high but realistic standards for yourself and feel good about your accomplishments.
- If you don't manage your stress appropriately, you might blow up, melt down, or run for the door at the first sign of stress. You may let down your coworkers and patients. Your ability to perform your job duties may be affected and your personal health and wellness may suffer. You might experience diseases, disorders, and symptoms such as headaches, fatigue, sleep problems, diarrhea, indigestion, ulcers, hypertension, dizziness, hives, teeth grinding, skin disorders, stuttering, heart attacks, high blood pressure, alcoholism, depression, and drug abuse. Your stress might result in a lifestyle that includes smoking, drinking, poor diet, lack of exercise, and obesity.
- Page number 125

7. Define adaptive skills and explain why the ability to manage change is important in health care.
- Adaptive skills: The ability to adjust to change
- It's almost impossible to avoid change. If you're the type of person who resists change, you're going to face some difficult struggles working in health care. On the other hand, if you have effective adaptive skills you'll be well prepared for the many changes that life will throw your way. Years ago, health care workers were encouraged to cope with change. When the pace of change increased, people were encouraged to manage change. Now that change is occurring so rapidly, health care workers must embrace change and lead change from time to time. Change can be a positive influence in your life if you learn to accept it and let it open new doors for you.
- Page number 127

Section 2.3 Teamwork and Diversity

K Section Topics

- *Interpersonal Relationships*
  - Inclusion and Friendliness
  - Loyalty
  - Cooperation
  - Etiquette and Manners
- *Teams and Teamwork*
  - The Team Concept
  - Team Goals and Roles
  - Team Communication
- *Diversity and Cultural Competence*
  - Culture and Behavior
  - Ethnicity, Culture, Gender, and Race
  - Gestures and Body Language
  - Communicating Effectively with People from Other Cultures
  - Folk Medicine
  - Spiritual Beliefs and Family Traditions

K Objectives

After completing this section, you will be able to:

1. *Define the key terms.*
2. *List three ways to strengthen relationships at work.*
3. *Explain the roles of courtesy, etiquette, and manners in the workplace.*
4. *Identify two types of workplace teams and give an example of each.*
5. *Discuss the roles and responsibilities of health care team members.*
6. *Define* consensus *and explain why it is important, but difficult, to achieve.*
7. *Explain the value of having a team mission statement and group norms.*
8. *Explain why health care workers need to be culturally competent.*
9. *Explain how culture influences behavior.*
10. *Identify culturally acceptable and effective gestures, terms, and behaviors.*
11. *Identify common folk medicine practices.*
12. *Explain how understanding cultural beliefs affects you as a health care worker.*

K Key Terms

ad hoc (for a specific purpose)

bias (favoring one way over another, based in having had some experience)

body language (nonverbal messages communicated by posture, hand gestures, facial expressions, etc.)

civility (politeness, consideration)

cliques (small, exclusive circles of people)

cohesiveness (state of being well integrated or unified)

colleagues (fellow workers in the same profession)

compromise (a settlement of disagreement between parties by each party agreeing to give up something that it wants)

conflict (a contradiction, fight, or disagreement)

consensus (reaching a decision that all members agree to support)

courtesy (polite behavior, gestures, and remarks)

cultural competence (the ability to interact effectively with people from different cultures)

delegate (to give another person responsibility for doing a specific task)

discipline (a branch of knowledge or learning)

disparities (lack of similarity or equality; health disparities: unfair and misdiagnosis and treatment)

diversity (differences, dissimilarities, variations)

etiquette (acceptable standards of behavior in a polite society)

expertise (high degree of skill or knowledge)

facilitator (a person responsible for leading or coordinating a group or discussion)

golden rule (treat other people the way you want to be treated)

group norms (expectations or guidelines for group behavior)

inclusive (a tendency to include everyone)

interdisciplinary (involving two or more disciplines)

interpersonal relationships (connections between or among people)

long-term goals (aims that will take a relatively long time to achieve)

loyalty (showing faith to people that one is under obligation to defend or support)

manners (standards of behavior based on thoughtfulness and consideration of other people)

mission statement (a summary describing aims, values, and an overall plan)

polite (courteous, having good manners)

prejudge (to decide or make a decision before having the facts)

productivity (the power to reach goals and get results)

prohibit (to not allow)

role (a position, responsibility, or duty)

short-term goals (aims that will take a relatively short time to achieve)

synergy (people working together in a cooperative action)

traditional (customary beliefs passed from generation to generation)

K **Lesson Plan**

1. Textbook Assignment

- Read Chapter 2, Section 2.3 in the text.
- Answer the Section Review Questions at the end of the section.

2. Introductory Discussion

- Section 2.3 Objectives and Key Terms

3. Student Activity Guide Assignments

- Complete Section 2.3 Worksheets 1, 2, 3, 4, and 5.

4. Website and Student DVD Activities

- Complete Section 2.3 Website and Student DVD Activities.

5. Classroom Lecture and Discussion (PowerPoint slides)

6. Activity Assignments and Discussion

- Consider This: Etiquette Outside of Work
- Language Arts Link: Teamwork and Mission Statements
- Apply It: Meeting to Achieve a Goal
- The More You Know: Health Care Meetings
- Community Service: Culture and Health Care
- Apply It: Diversity in Art
- Build Your Skills: Occupational Cultures
- Recent Developments: Demographics
- Apply It: Communication Barriers
- Language Arts Link: Cultural and Spiritual Beliefs

7. General Discussion

- Reality Check
- Key Points
- Section Review Questions
- Student Activity Guide Worksheets 1, 2, 3, 4, and 5
- Website Activities

8. Additional Discussion Topics

9. Experiential Learning

10. Chapter Review

- Chapter Review Questions
- Chapter Review Activities
- What If? Scenarios
- Portfolio Connection

K Additional Discussion Topics

1. Why are coworkers considered *internal* customers?

2. How does the ripple effect apply to performance at work?

3. What could health care workers do for a patient that might be considered above and beyond the call of duty?

4. What happens when workers participate in cliques? Are cliques viewed as positive or negative by supervisors? Why?

5. Discuss the statement, "Self-esteem results, at least in part, from the feedback that people get from other people."

6. Why is hoarding information detrimental to teamwork?

7. Compare these two statements about the Golden Rule: "treat other people the way you want to be treated," or better yet, "treat other people the way *they* want to be treated."

8. What role does *benevolence* (acts of kindness and charity) play in treating other people with respect and civility?

9. Why should coworkers feel a sense of loyalty to one another?

10. Explain the meaning of the statement, "*You* are the company you work for."

11. How can health care workers demonstrate loyalty to their employer?

12. Discuss how several people working together creates synergy.

13. Why are employers becoming concerned about the erosion of civility in our society? Can students cite evidence of civility or the lack thereof in their school?

14. In addition to the list in the textbook, what other behaviors can students identify that reflect good (and poor) manners, etiquette, and courtesy?

15. Why are health care employers moving toward more high performance work teams? Mention that companies now have fewer layers of supervision and management, so more responsibility is being delegated to the teams.

16. Identify the different types of skills that are needed to be a leader versus a follower.

17. Why do nurses and other health care professionals have to exercise caution when delegating responsibility?

18. What does it mean to compromise? Why is willingness to compromise so important at work?

19. Why does achieving consensus support teamwork more than majority rules?

20. Why do professional organizations, government legislative bodies, and fraternal groups use parliamentary procedures instead of just open discussion when conducting a meeting or discussing disagreements?

21. Discuss prejudice and bias and explain how they might lead to health care provision disparities, especially among minority populations.

22. How could avoiding prejudice and bias help support *equity issues* (impartiality, fairness) in health care?

23. What is the difference between a cultural *melting pot* and a *salad bowl*? Which term best describes the United States, and why?

24. Why do different health occupations have their own cultures? What are the advantages and disadvantages of occupational cultures?

25. Why might health care workers have difficulty accepting folk medicine and family health care traditions that are associated with different cultures?

26. What might happen if a health care worker unintentionally disrespects a cultural belief or practice?

K **Experiential Learning**

1. Student Activity Guide Worksheet #2

Assist the students in interviewing two people who are older than they are. One should be a member of the Baby Boomer Generation, born between the 1940s and 1960s. The other person should be a member of Generation X, born between the 1960s and 1980s. The purpose of their interviews is to identify differences (diversity) based upon the era in which people grew up. Students will discuss the generational characteristics provided in the Student Activity Guide and ask the person if he or she feels the description is accurate. Students will circle the accurate factors and strike-out the inaccurate factors. Based on information gathered through their interviews, they will list some additional characteristics for the two generations. They will think about their own generation (Generation Y, born between the 1980s and the year 2000) and list some of the characteristics which are unique to that generation. They will also list two things that they should do to support teamwork when members of their team are from these three different generations.

2. Student Activity Guide Worksheet #3

Divide the students into groups of four to five people per group. Each group should plan to build a health clinic in a community of a different culture. If your school is located in a multicultural community, they should choose cultures in your town. Students will develop a presentation for their classmates to convince the leaders of this community to let them build the clinic. They will research the culture's health care beliefs so they will know how to focus their oral presentations to the community leaders.

Students will write four of the health care beliefs they identified through their research. They will list two barriers that they might encounter in convincing the community leaders, and how they would overcome these barriers.

Lead a discussion about why it's important to understand and respect cultural differences when providing health care services in a culturally diverse community.

3. Invite members of the local emergency medical services, fire department, Red Cross, or hospital emergency department personnel to discuss the problems they face when working in communities of different cultures with your class. (Note that 80 percent of calls the fire department receives are for health care emergencies, and only 20 percent for fire related emergencies.) How do they address these needs? Do they have specific training? How do cultural differences impact their ability to perform their jobs?

4. Invite a diverse panel of health care workers to meet with the class. Guests should represent at least three different occupational cultures. Have the students prepare their
questions in advance. Ask the guests to describe how their occupational cultures are similar and how they are different. What creates these different cultures? Are the differences apparent? Why or why not? What values are associated with each occupational culture? Do occupational cultures play a role when new workers enter the profession?

5. Have the students take a field trip to observe parliamentary process in action. If possible, choose a health care professional association meeting. Have the students review Robert's Rules of Order in advance and then watch for specific procedures during the meeting. Follow-up afterwards with a discussion about why the organization relies on parliamentary procedures to govern its meetings and decision-making. What might happen if they did not follow these strict procedures?

6. Form a committee composed of the students in your class. Give the students an assigned task and have them conduct a meeting using parliamentary procedure. Have the students give a report on their progress and discuss the extent to which the use of parliamentary procedure helped.

7. Arrange to have the students complete a personality inventory. This could be the Myers-Briggs Type Indicator (MBTI), the Keirsey Temperament Sorter (KTS-II), or the Golden Personality Type Profiler. (Note that the Golden Personality Type Profiler is available on the companion website for this textbook. The assessment is referenced in Chapter Five, Finding the Right Occupation for You.) Make sure students understand that there is no right or wrong personality type, just differences. After the students take the assessment, lead a discussion about what they have learned about their own personality types. Have them share their results with classmates to learn more about each other's personality preferences. Discuss how this information can be useful at home, school, and on the job.

8. Have the students role-play examples of poor manners and etiquette. Have them repeat each scenario, demonstrating good manners and etiquette. Ask the students to discuss the ripple effect and how it relates to manners and etiquette.

9. Have the students develop personal philosophy statements regarding gender equity and lead a discussion about this topic.

10. Have the students develop group norms for their class. Post the group norms on the wall, and refer to the norms when issues involving group dynamics arise.

11. Arrange a special event where students from other cultures are encouraged to share information about their culture with classmates. This might be a pitch-in lunch, a field trip, or a classroom discussion. If your group of students does not include people from other cultures, invite some guests from another school or place of employment.

Answers to Section 2.3 Review Questions

1. List three ways to strengthen relationships at work.
    *   Display a friendly, positive attitude, say hello to people you pass in the hallway, and smile every chance you get. Always look for the best in people, give them the benefit of the doubt, and assume that everyone is there to do their best. Be seen by others as a team player. Cooperate with your coworkers, and avoid whining, complaining, and questioning authority. Be inclusive and don't participate in cliques. Help build the self-esteem of your coworkers. Share work-related information openly. Laugh at yourself, be a good sport, and maintain your sense of humor. Avoid arrogance and don't be a snob. When you accomplish a goal, take pride, but don't brag. Never look down on your coworkers or treat people in a demeaning way. Treat other people the way you want to be treated or, better yet, treat other people the way they want to be treated. Get to know people better and let your coworkers get to know you better, too. Show loyalty to the people who have helped you.
    *   Page number 130
2. Why are courtesy, etiquette, and manners important at work?
    *   A growing number of Americans, especially employers, are expressing concerns about the erosion of civility in our society. The decline of polite behavior is especially problematic in health care where people must work together, often under stressful conditions, to meet customer needs. As a result, employers are increasingly emphasizing the roles that courtesy, etiquette, and manners play in forming and maintaining effective relationships.
    *   Page number 132
3. Give two examples of being inclusive with coworkers.

- Invite your coworkers to join you for lunch and make them feel welcome. Don't leave people out of the group. Include coworkers in your activities at work, reinforce their strengths and abilities, and help support their growth and advancement. You don't need to be friends with your coworkers, and you might not like some of the people with whom you need to work. But regardless of your feelings, you need to find ways to get along with them and respect the knowledge, skills, and talents they bring to the workplace.
- Page number 130

4. List two kinds of workplace teams and give an example of each.
- Interdisciplinary teams. These are teams composed of people from two or more disciplines who work in the same setting. They have different backgrounds, education levels, and areas of expertise (such as registered nurses, physical therapists, occupational therapists, and rehabilitation aides).
- Ad hoc teams. These teams are formed for a limited amount of time to address a specific problem. Members may be from the same department (such as surgery) or from several departments (such as patient registration, admitting, and surgery). Ad hoc teams may address issues such as remodeling surgery suites or improving patient check-in procedures. Once their work has been completed, the team disbands.
- Nominal care groups. These teams include a physician who refers a patient to different specialists. The specialists provide care independently, but the physician coordinates the flow of information among the specialists to facilitate a team approach in caring for the patient.
- Unidisciplinary groups. These teams are organized around a single discipline, such as nursing or respiratory care. They are relatively permanent and function on an ongoing basis. Hospital nursing units or critical care respiratory therapy teams are good examples of unidisciplinary teams.
- Multidisciplinary teams. These teams are composed of workers from different disciplines who work with a patient during the same time period. Each practitioner has his or her own goals and recommendations for the patient, but they communicate among themselves to provide a team approach to the patient's care.
- Emergency response teams. These teams are composed of several individuals with different experience and expertise that may include paramedics, rescue squads, medevac professionals, emergency department nurses, and doctors. These highly trained team members often attend to patients in life-threatening conditions, requiring efficient and responsive team interaction and performance.
- Page number 136

5. Explain how consensus is different from, and better than, majority rules.
- Consensus is reaching a decision that all members agree to support. Majority rules is taking a vote on the different options and declaring a winner based on which option received the most votes. The goal of team communication is achieving consensus when decisions are needed. Coming up with a decision that all team members can support isn't quick or easy. Consensus involves much more than just taking a vote. With majority rules, there are winners and there are losers—the majority wins and the minority loses. The objective of consensus, however, is to arrive at a win–win solution where no one feels like a loser. Through group discussion, negotiation, and compromise, team members find an option that everyone can support even if it isn't their first choice. Achieving consensus takes time and is much more difficult than just counting votes. But operating by consensus to find win–win solutions is the foundation of good teamwork.
- Page number 138

6. Explain why health care workers need to be culturally competent.

- Health care workers interact with people from many cultural backgrounds. This includes coworkers as well as patients, visitors, guests, and vendors. The ability to interact effectively with people from different cultures is called cultural competence. Cultural competence is a process of continually learning by being open to how their cultures influence people. It's important to know culturally acceptable and effective gestures, terms, and behaviors. This knowledge allows the health care worker to adapt his or her care and communication techniques to meet individual needs. Cultural competence supports teamwork, ensures that decisions about patient care are made in a fair and equitable manner, and leads to positive patient-caregiver interactions.
- Page number 141

7. Identify culturally acceptable and effective gestures, terms, and behaviors.
- Pay attention to issues related to personal space and touching; be familiar with the needs of different societies regarding close-contact and more-distant contact. A touch can be easily misunderstood. Some Southeast Asian cultures believe that a person's spirit is on the head. Touching the head is often considered an insult. Hand gestures help communicate many things. It is very important to use correct gestures so that others are not offended. In some cultures, eye contact may indicate that a person is listening, sincere, or honest. In other cultures, direct eye contact is considered to be hostile or disrespectful.
- Page number 144

8. Discuss how bias and prejudice can cause health care disparities.
- Bias is favoring one way over another, based in having had some experience. Prejudice is refusing to be open or seek understanding or the facts before making a decision. Health care workers need to be objective; they should not be predisposed in favor or against an idea. Bias can impact diagnosis and treatment, lead to health disparities, and result in unfair and inappropriate care. For example, you should not assume that all elderly patients cannot accurately describe their symptoms or make viable decisions about their care.
- Page number 144

Answers to Chapter 2 Chapter Review Questions

1. Define character and personal values and explain how they affect your reputation as a professional.
- Character: A person's moral behavior and qualities
- Personal values: Things of great worth and importance to a person
- Your reputation is based on how other people view your character, values, and behavior. If your character and values do not result in professional behavior in the eyes of other people, you will not achieve a professional reputation.
- Page number 107

2. List four examples of a lack of character in the workplace.
- Performing dishonest, illegal, and unethical behaviors such as stealing computers, office supplies, syringes, medications, and patients' personal possessions; falsifying information on employment applications and overstating education and work records; filing fraudulent workers' compensation claims; bringing weapons to work; creating incidences involving workplace violence and sexual harassment
- Page number 107

3. Give three examples of dishonest behaviors and describe the impact of dishonesty in the workplace.

- Lying, cheating, stealing, and taking advantage of other people; falsifying information on employment applications and overstating education and work records; filing fraudulent workers' compensation claims
- Many employers now run criminal history background checks, credit checks, and drug screens on job candidates before they start work. Employers are also placing more emphasis on the character of their employees to help reduce theft, absenteeism, dishonesty, substance abuse, safety infractions, and low productivity. For example, increasingly, employers are hiring, praising, and promoting for character. Dishonest behavior can damage your reputation and your employer's reputation and may result in job termination.
- Page number 113

4. List two ways to demonstrate loyalty to your coworkers and two ways to demonstrate loyalty to your employer.
- Be supportive of your coworkers when situations become stressful. Everyone who works in health care needs some encouragement and support from time to time. Be there for one another, and lend a helping hand or a shoulder to cry on. When someone you work with needs support, be ready to help. Most of the time it means just listening—and understanding.

- Let management know you appreciate them and are proud to be part of the organization. Give management the benefit of the doubt. Until you've walked in their shoes, you can't fully appreciate the challenges they face every day. If your employer invests in your education and training, help pay back their investment by continuing to work there for a reasonable length of time. Represent your employer in a professional manner. Always speak highly of management when in public and do your best to enhance your organization's reputation.
- Page number 131

5. Identify two types of workplace teams and give an example of each.
- Interdisciplinary teams. These are teams composed of people from two or more disciplines who work in the same setting. They have different backgrounds, education levels, and areas of expertise (such as registered nurses, physical therapists, occupational therapists, and rehabilitation aides).
- Ad hoc teams. These teams are formed for a limited amount of time to address a specific problem. Members may be from the same department (such as surgery) or from several departments (such as patient registration, admitting, and surgery). Ad hoc teams may address issues such as remodeling surgery suites or improving patient check-in procedures. Once their work has been completed, the team disbands.
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- Emergency response teams. These teams are composed of several individuals with different experience and expertise that may include paramedics, rescue squads, medevac professionals, emergency department nurses, and doctors. These highly trained team members often attend to patients in life-threatening conditions, requiring efficient and responsive team interaction and performance.

- Page number 136

6. Give three examples of diversity in addition to age and gender.
   - Examples include race, ethnic background, sexual orientation, religious beliefs, socioeconomic status, physical or mental conditions, and occupation, neighborhood, family size, and language.
   - Page number 141

7. Explain why health care workers need to be culturally competent.
   - Health care workers interact with people from many cultural backgrounds. This includes coworkers as well as patients, visitors, guests, and vendors. The ability to interact effectively with people from different cultures is called cultural competence. Cultural competence is a process of continually learning by being open to how their cultures influence people. It's important to know culturally acceptable and effective gestures, terms, and behaviors. This knowledge allows the health care worker to adapt his or her care and communication techniques to meet individual needs. Cultural competence supports teamwork, ensures that decisions about patient care are made in a fair and equitable manner, and leads to positive patient-caregiver interactions.
   - Page number 141

8. List two types of prejudice and two ways to overcome prejudice.
   - Age prejudice: A person is too old or too young
   - National prejudice: A person comes from a foreign country
   - Physical prejudice: A person looks different from you
   - Mental prejudice: A person knows less than you or processes information differently
   - Religious prejudice: A person's religious beliefs are different from yours
   - Racial prejudice: A person belongs to a different race from you
   - To overcome prejudice, keep an open mind. Look for additional information. Ask, why do people think the way they think? Watch documentaries, and read books, magazines, and newspapers for information about other cultures, ethnicities, and ability levels. Look at several credible resources before you form an opinion. Evaluate all of the information. Ask yourself, is it true or false?
   - Page number 142

9. Discuss why health care workers need to be aware of cultural preferences for personal space and touching.
   - Health care workers need to be aware of the cultural preferences for personal space and touching among different societies to avoid offending people or making them feel uncomfortable. This is referred to as close-contact and more-distant contact. Personal space is the space needed to feel comfortable when we are with other people. People in close-contact societies are comfortable with less space between them. Close-contact societies may be more likely to touch an arm or shoulder of the person they are talking with in the United States. It is important to use caution when touching. A touch can be easily misunderstood. Some Southeast Asian cultures believe that a person's spirit is on the head. Touching the head is often considered an insult.
   - Page number 144

Answers to Chapter 2 What If? Scenarios

1. A patient on your unit gets discharged. While cleaning the room for the next patient, you find an expensive watch in the drawer in the bedside table. It's a woman's watch, and the former patient was a man.
   - Turn in the watch to the appropriate person so it can be returned to its rightful owner. Never keep something that doesn't belong to you.

- Page number 113

2. When it's time for your competency evaluation, your supervisor announces that you and your coworkers will be checking each other off. Your coworkers get together and decide just to give each other a satisfactory evaluation without actually checking each person's competency level.
   - Tell your coworkers you will not participate in this activity. Remind them why it's important to conduct periodic competency evaluations. If they refuse to participate as instructed, report the matter to your supervisor.
   - Page number 102

3. A new person joins your work group. She's much older than everyone else, and no one seems to like her. It's time to go to lunch, and your coworkers leave her behind.
   - Invite her to lunch and introduce her to people who will make her feel welcome. Do your best to help her become an effective member of your work group.
   - Page number 130

4. Several people from your unit, including you, have been cross-trained to work in three different areas. Since all of you rotate on a weekly basis, none of you feel as if you really fit in anywhere.
   - Do your best to form effective working relationships with the workers in all three areas where you rotate and help your coworkers get to know you better.
   - Page number 145

5. You need to have your time card signed by the end of the day. You know your supervisor would sign it, but she's tied up in a meeting and your shift ends in 10 minutes.
   - Wait until your supervisor's meeting has ended and ask her to sign your time card. If you can't wait, put your time card on her desk along with a note asking her to sign it. Or ask another supervisor who is available and approved to sign time cards to sign yours.
   - Page number 107

6. You were invited to participate on a new team in your department. The first meeting didn't go well because no one really knew why they were there, and everyone tried to speak at the same time.
   - Suggest that the group develop a team mission statement and group norms to help guide the team's meetings.
   - Page number 136

7. Your patient is a female from the Middle East. You notice that she's reluctant to make decisions about the next steps in her treatment plan.
   - Consider the cultural factors that may influence your patient's behavior, and ask what you could do to help facilitate decision making.
   - Page number 141

Chapter Two Working in Health Care

Section 2.1 Work Ethic and Performance

Answers for worksheets #1, #2, #3, and #4 will vary by student.

Worksheet #5 Matching Key Terms with Definitions

Key Terms #1

__i___1. compliance

__e___2. conflict of interest

__b___3. constructive criticism

__g___4. contingency plans

__a___5. corrective action

__l___ 6. discretion

__f___ 7. fraud
__m__ 8. people skills
__k___9. impaired
__j___ 10. initiative
__d___ 11. insubordination
__c___ 12. hard skills
__n___ 13. cooperation

a. steps taken to overcome a job performance problem

b. offering positive input on another person's weaknesses with the goal of their improvement

c. the ability to perform the technical, hands-on duties of a job

d. refusal to complete an assigned task

e. an inappropriate relationship between personal interests and official responsibilities

f. intentional deceit through false information or misrepresentation

g. backup plans in case the original plans don't work

h. something done on purpose

i. acting in accordance with laws and with a company's rules, policies, and procedures

j. taking the first step or move

k. a reduced ability to function properly

l. being careful about what one says and does

m. personality characteristics that enhance your ability to interact effectively with other people; also known as soft skills

n. acting or working together for a common purpose

Key Terms #2
__h__ 1. intentional
__n__ 2. objective
__g__ 3. peers
__e__ 4. rational
__b__ 5. reasoning
__l__ 6. reliable
__j__ 7. responsibility
__d__ 8. stagnant
__k__ 9. subjective
__f__ 10. subordinates
__a__ 11. interpersonal skills
__m__12. soft skills
__i___13. personality

a. the ability to interact with other people

b. forming conclusions based on coherent and logical thinking

c. a reduced ability to function properly

d. without motion; dull, sluggish

e. based on reason, logical

f. people at a lower rank

g. people at the same rank

h. something done on purpose

i. distinctive individual qualities of a person, relating to patterns of behavior and attitudes

j. a sense of duty binding someone to a course of action

k. affected by a state of mind or feelings

l. can be counted upon; trustworthy

m. personality characteristics that enhance your ability to interact effectively with other people; also known as people skills

n. what is real or actual; not affected by feelings

Key Terms #3
__c___ 1. critical thinking
__h___ 2. HIPAA
__e___ 3. dismissal
__n___ 4. job description
__g___ 5. front-line workers
__f___ 6. employers of choice
__i___ 7. HITECH Act
__d___ 8. diligent
__b___ 9. corporate values
__m___ 10. interdependence
__j___ 11. hostile workplace
__o___ 12. optimists
__a___ 13. corporate mission
__l___ 14. work ethic

a. special duties, functions, or purposes of a company

b. beliefs held in high esteem by a company

c. using reasoning and evidence to make decisions about what to do or believe without being biased by emotions

d. careful in one's work

e. involuntary termination from a job

f. companies where people like to work

g. employees who have the most frequent contact with a company's customers

h. Health Insurance Portability and Accountability Act of 1996; national standards to protect the privacy of a patient's personal health information

i. Health Information Technology for Economic and Clinical Health Act of 2009; national standards to protect the confidentiality of electronically transmitted patient health information

j. an uncomfortable or unsafe work environment

k. measurement of success in executing job duties

l. attitudes and behaviors that support good work performance

m. the need to rely on one another

n. a document that describes a worker's job duties

o. people who look on the bright side of things

Key Terms #4
__f___ 1. punctual
__h___ 2. self-awareness
__p___ 3. 360 degree feedback
__j___ 4. social networking sites
__o___ 5. whistle blower
__m__ 6. unethical
__i___ 7. sexual harassment
__k___ 8. systematic
__d___ 9. problem solving
__l___ 10. systems perspective
__g___ 11. reimbursement
__n___ 12. up-code
__c___ 13. probationary period
__b___ 14. pessimists
__q___ 15. performance evaluation
__a__ 16. organizational chart

a. illustration showing the components of a company and how they fit together

b. people who look on the dark side of things

c. a testing or trial period to meet requirements

d. using a systematic process to solve problems

e. an uncomfortable or unsafe work environment

f. arriving on time

g. to pay back or compensate for money spent

h. understanding where you are, what you're doing, and why you're doing it

i. unwelcome, sexually-oriented advances or comments

j. Internet places for people to publish and share personal information

k. a methodical procedure or plan

l. stepping back to view an entire process to see how each component connects with the others

m. a violation of standards of conduct and moral judgment

n. modifying the classification of a procedure to increase financial reimbursement

o. a person who exposes the illegal or unethical practices of another person or of a company

p. feedback about an employee's job performance that is provided by peers, subordinates, team members, customers, and others who have worked with the employee who is undergoing evaluation

q. measurement of success in executing job duties

Section 2.2 Your Personal Traits and Professional Image

Answers for worksheets #1, #2, #3, and #4 will vary by student.

Worksheet #5 Matching Key Terms with Definitions

Key Terms #1
__c___ 1. adaptive skills
__a___ 2. character

__e___ 3. groomed

__b___ 4. dress code

__i___ 5. conscience

__g___ 6. cheating

__f___ 7. morals

__j___ 8. integrity

__d___ 9. judgment

__h___ 10. hygiene

__l___ 11. time management

    a. a person's moral behavior and qualities

    b. standards for attire and appearance

    c. the ability to adjust to change

    d. comparison of options to decide which is best

    e. clean and neat

    f. the capability of differentiating between right and wrong

    g. deceiving by trickery

    h. body cleanliness

    i. moral judgment that prohibits or opposes the violation of a previously recognized ethical principle

    j. of sound moral principle

    k. the total impression created by a person

    l. the ability to organize and allocate one's time to increase productivity

Key Terms #2

__b___1. personal financial management

__f___2. personal skills

__d___3. personal values

__e___4. personal image

__c___ 5. personal management skills

__g___ 6. stereotypes

__a___ 7. posture

__k___ 8. procrastinate

__l___ 9. trustworthiness

__i___ 10. grammar

__j___ 11. stress management

a.   the position of the body or parts of the body

b.   the ability to make sound decisions about personal finances

c.   the ability to manage time, finances, stress, and change

d.   things of great worth and importance to a person

e.   the total impression created by a person

f.   the ability to manage aspects of your life outside of work

g.   beliefs that are mainly false about a group of people

h.   of sound moral principle

i.   system of word structures and arrangements

j.   the ability to deal with stress and overcome stressful situations

k.   to postpone or delay taking action

l.   ability to have confidence in the honesty, integrity, and reliability of another person

Section 2.3 Teamwork and Diversity

Answers for worksheets #1, #2, and #3 will vary by student.
Worksheet #4 Cultural Differences

1. Using information from Section 2.3 of your textbook, match the name of each of the following cultures in the space next to the relevant statement. Use only those that apply. Some cultures may be used more than once.

Cambodian	Anglo-American	Vietnamese
African-American	Navajo	Japanese
Southeast Persian	Mexican-American	Laotian

_ Cambodian_   a. This culture only allows a parent to touch the head of a child.

_ Vietnamese ___ b. This culture only allows the elderly to touch the head of a child.

_ Japanese_____   c. The people of this culture avoid eye contact as a form of respect.

_ Navajo _____   d. The people of this culture use peripheral vision instead of direct eye contact.

 Cambodian, Laotian   e. In this culture, people do not shake hands in greeting.

__ Vietnamese ____   f. In this culture, people greet one another with a salute.

2. Indicate which of the following cultures is a *close-contact* or *more-distant contact* culture.

        X for close-contact culture   *O* for more-distant culture

_____X_____ a. Latin American

_____O____ b. American

_____O____ c. Canadian

_____X____ d. Mediterranean

_____O___ e. Northern European

_____X____ f. African

_____X____ g. Southern European

_____O_____ h. English

_____X_____ i. Indonesian

Worksheet #5 Matching Key Terms with Definitions

Key Terms #1
__d___ 1. prejudge
__f___ 2. civility

__i___ 3. bias

__j___ 4. cultural competence

__c___ 5. etiquette

__g___ 6. polite

__b___ 7. delegate

__e___ 8. inclusive

__h___9. diversity

__a___ 10. cohesiveness

__k___ 11. disparities

__m___ 12. body language

    a.   state of being well integrated or unified

    b.   to give another person responsibility for doing a specific task

    c.   acceptable standards of behavior in a polite society

    d.   to decide or make a decision before having the facts

    e.   a tendency to include everyone

f. politeness, consideration

g. courteous, having good manners

h. differences, dissimilarities, variations

i. favoring one way over another, based in having had some experience

j. the ability to interact effectively with people from different cultures

k. lack of similarity or equality; health disparities: unfair and misdiagnosis and treatment

l. the power to reach goals and get results

m. nonverbal messages communicated by posture, hand gestures, facial expressions, etc.

Key Terms #2

__b___1. productivity

__d___2. role

__c___3. prohibit

__k___4. expertise

__j___ 5. colleagues

__a__ 6. ad hoc

__e___ 7. courtesy

__g___ 8. golden rule

__f___ 9. discipline

__l__ 10. facilitator

__h__ 11. cliques

__m___12. loyalty

a. for a specific purpose

b. the power to reach goals and get results

c. to not allow

d. a position, responsibility, or duty

e. polite behavior, gestures, and remarks

f. a branch of knowledge or learning

g. treat other people the way you want to be treated

h. small, exclusive circles of people

i. connections between or among people

j. fellow workers in the same profession

k. high degree of skill or knowledge

l. a person responsible for leading or coordinating a group or discussion

m. showing faith to people that one is under obligation to defend or support

Key Terms #3

__g___1. long-term goals

__b___2. conflict

__c___3. consensus

__j___4. short-term goals

__l___ 5. traditional

__h___ 6. manners

__f___ 7. interpersonal relationships

__e___ 8. interdisciplinary

__a___ 9. compromise

__i___ 10. mission statement

__d___ 11. group norms

__k___ 12. synergy

a. a settlement of disagreement between parties by each party agreeing to give up something that it wants

b. a contradiction, fight, or disagreement

c. reaching a decision that all members agree to support

d. expectations or guidelines for group behavior

e. involving two or more disciplines

f. connections between or among people

g. aims that will take a relatively long time to achieve

h. standards of behavior based on thoughtfulness and consideration of other people

i. a summary describing aims, values, and an overall plan

j. aims that will take a relatively short time to achieve

k. people working together in a cooperative action

l. customary beliefs passed from generation to generation

m. a position, responsibility, or duty