




**CONFLICT RESOLUTION and COMMUNICATION SKILLS**  
Clinical Development Practitioner

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**Outcomes**

- At the end of these sessions frontline staff will be able to recognise aspects of conflict they may encounter within their work environment, private and social lives.
- Staff will be able to understand and be aware of different methods of de-escalating, diffusing and resolving conflict.

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**10 Objectives**

1. Describe common causes of conflict
2. Describe 2 forms of communication, i.e. verbal and non verbal
3. Give examples of communication breakdown
4. Explain 3 examples of communication models that can assist conflict in conflict resolution.

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### 10 Objectives

- 5. Describe patterns of behaviour found in different interactions
- 6. Understand warning and danger signs
- 7. Give examples of impact factors
- 8. Understand the use of distance when dealing with conflict
- 9. Understand 'reasonable force' as it applies to conflict resolution
- 10. Understand different methods for dealing with conflict situations.




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### Conflict

- What is conflict?
- What causes conflict in the NHS?




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### What is Conflict?

Definition:

- Fight, struggle, collision, clashing, opposed principles. Be incompatible.  
(Oxford Illustrated Dictionary, 2005)




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### Common Causes of Conflict in the NHS

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- Expectations not being met
- Lack of information
- Poor communication
- Waiting times
- Getting through on phone
- Getting an appointment
- Poor treatment
- Attitude

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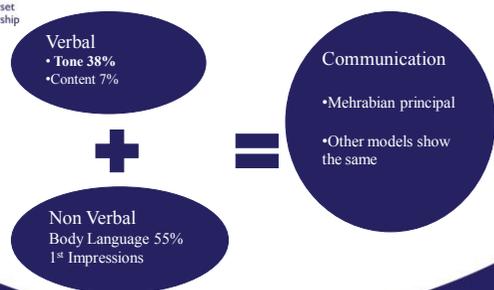
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### Communication

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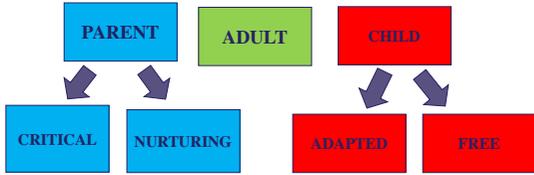
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### Transactional Analysis




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- I'm OK, You're not OK
- I'm OK, You're OK
- I'm not OK, You're OK




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### Nurturing Parent

- Think of a validating adult figure
- Well done, I'll be here
- Support and growthful




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### Critical Parent

- Think of your most disapproving adult figure.
- Shoulds, oughts and musts
- Judgements and criticisms



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### Adult

- I'm OK You're OK
- Calm and assertive, how, when, why
- Interested



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### Free Child

- Lack of boundaries
- Free expression
- Spontaneous, curious



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### Adapted Child

- Manipulating, defiant
- Why me? It's not fair
- Scheming, defiant

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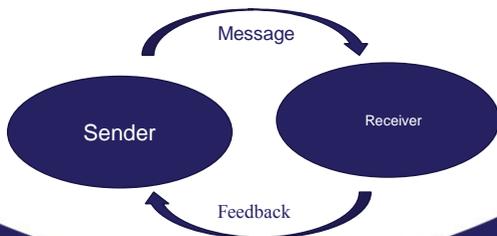
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### Communication Process



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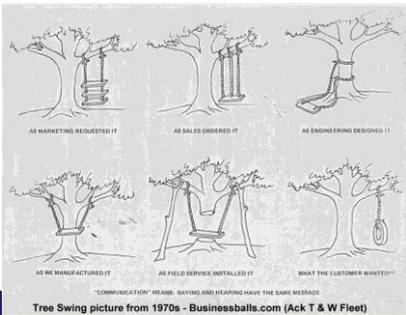
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### Communication breakdown.

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### Communication breakdown

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- Organisational
- Cultural Group
- Environmental and Physical

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### Communication Breakdown

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- |                        |                          |
|------------------------|--------------------------|
| • Language differences | • Too Loud               |
| • Background noise     | • Too Quiet              |
| • Weather conditions   | • Anger                  |
| • Stress               | • Stereotyping           |
| • Alcohol              | • NVC not matching       |
| • Confused State       | • Educational Background |
| • Cultural differences | • "Big Words"            |

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### Communication Models

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- Communication models assist us in understanding and dealing with potential situations of conflict.
- They can be a useful tool to help bring sense to a situation as well as provide a framework to support resolution.




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### P.E.A.C.E.

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- P Plan and prepare
- E Engage and explain
- A Account for actions
- C Closure
- E Evaluate incident forms, debriefs etc




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### L.E.A.P.S.

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- L Listen
- E Empathise
- A Ask Questions
- P Paraphrase
- S Solution




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### The 5 Step Appeal

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1. Ethical appeal
2. Reasoned appeal
3. Personal appeal
4. Practical appeal
5. Action

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### Patterns of Behaviour

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- Define attitude?
- An opinion or general feeling about something
- Define behaviour?
- The way in which a person, organism or group responds to a specific set of conditions

BLOOMSBURY English Dictionary

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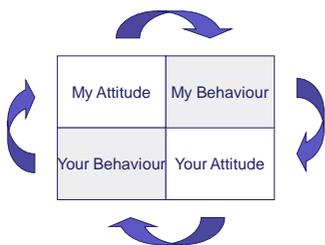
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### Betaris Box

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### Why do people react as they do?

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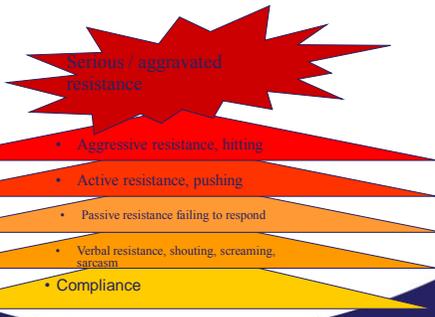
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### Patterns Of Behaviour

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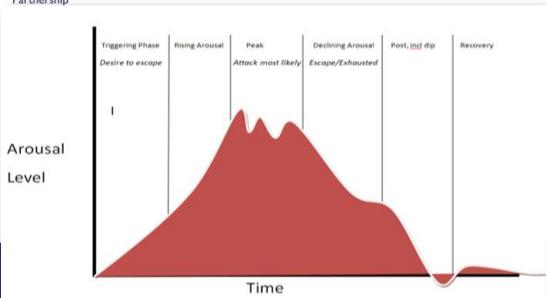
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### Assault cycle

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### Tracey Edwards

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- Local Security Management Specialist.
- Lone working
- Safe working practices




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### Welcome Back.

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- What is conflict?
- Causes of conflict
- Communication
- T.A.
- Communication models
- Lone working




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### Personal Space

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- Very individual
- Dynamic
- Further for strangers, closer for friends
- Reactionary gap




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### Emotions

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- Affection, Anger, Annoyance, Anxiety, Contempt, Depression, Despair, Disgust, Empathy, Embarrassment, Fear, Frustration, Grief, Guilt, Hatred, Horror, Hostility, Loathing, Misery, Pity, Pride, Rage, Regret, Remorse, Sadness, Shame, Suffering, Surprise, Worry

- All very common.




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### Warning and Danger Signs

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What is the difference?

- A *warning sign* is showing that a person is angry/cross,
- A *danger sign* indicates that violence is going to take place




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### Warning Signs

- Prolonged direct eye contact
- Facial colour may darken
- Head is back
- Subject stands tall
- Kicks the ground
- Large movements close to people
- Breathing rate accelerates
- Behaviour may stop/start erratically




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### Danger Signs

- Fists clenching and unclenching
- Facial colour may become paler
- Lips tighten over teeth
- Head drops (To protect throat)
- Eye brows furrow
- Hands raised above waist
- Shoulders tense
- Stance moves from square to sideways
- Stare is now at target
- Lowering of body




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### Fight, Flight or Freeze

- Reaction can depend upon the space available
- Hard wired
- Flight is always preferable.




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### Impact Factors

“The powerful effect that somebody or something has”

Bloomsbury English Dictionary



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### Impact Factors

- Sex/Age/Size
- Relative Strength
- Skill level
- Specialist Knowledge
- Alcohol or Drugs
- Mental Illness
- Imminent danger
- Numbers present
- Weapons



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### Over To You!

Like any skill, communication and de-escalation skills have to be practised.



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### The Law And Conflict

- Common law has been around since 1215
- Common law – designed to protect people from deliberate injury or harm by others
- There are certain circumstances where it is not against the law to injure someone.




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### Criminal Law Act 1967

- The law states that “a person may use such **force** as is **reasonable** in the **circumstances** in the **prevention** of crime...”, in the effecting or assisting in the lawful arrest of offenders or suspected offenders or persons unlawfully at large”




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### How Do We Determine Reasonable Force?

- Need to establish 3 factors:
  - Is there immediate likelihood of injury to you or another person
  - Has the assailant the ability to carry out an attack that would cause injury
  - Do you honestly believe the assailant will carry out the attack




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### Guidelines

- Minimum use of force
  - Proportionality of force used
  - Seriousness of evil to be prevented
  - Right of self defence
- **If it wasn't necessary, it wasn't reasonable**




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### Bullying

• “ Persistent, offensive, abusive, intimidating, malicious or insulting behaviour, abuse of power or unfair penal sanctions, which makes the recipient feel upset, threatened, humiliated or vulnerable, which undermines their self-confidence and which may cause them to suffer stress”




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### Examples of Bullying

- Someone withholding information which affects your performance.
- Having your opinions and views ignored
- Spreading gossip
- Given tasks with unreasonable or impossible deadlines
- Being exposed to unmanageable workload




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### Examples

- Being humiliated or ridiculed in connection with your work
- Having key areas of responsibility removed
- Constant criticism which cannot be justified
- Offensive nicknames




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### Somerset Partnership

- Acknowledges the seriousness of the problem
- Has procedures to deal with bullies
- Takes complaints seriously and act on them immediately
- Bullying hotline number **01935 385010**




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- Evaluation: Making the session better
- Any other questions?
- What 2 things are you going to take away from this session?




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