

PEF Champions Coaching Facilitator Manual



GM Synergy Coaching Skills



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Acknowledgements

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This coaching programme has been developed to provide PEF champions with tools and techniques to adopt a coaching approach to personal tutoring. We believe this will enable students to unlock their own potential and achieve their personal and academic goals. The programme forms part of a wider project at the University of Salford that is looking to improve personal tutoring and the student experience. For more information about the project, contact Helen Parker. For more information about coaching at the University of Salford, contact Jo Lopes da Silva.

This facilitator manual has been developed by Dr Emma Gillaspay from the University of Salford and updated by Dr Jacqueline Leigh from the University of Salford.

We have tried to identify the owners of all copyrighted material used in this programme, but would be pleased to acknowledge copyright of any material not identified if this is known.

Logistics

Recommended workshop running time

Approximately 3 hours including a 15 minute break

Audience

This material has been written for PEF Champions who are supporting clinical coaches and academic staff who undertake coaching as part of the GM Synergy project but the exercises may work for other audiences.

Participant numbers

- Minimum group size – 4 participants
- Maximum group size – 24 (6 groups of 3-4 participants)

Learning outcomes

- To evaluate the potential for using coaching conversations with students
- To review the most common coaching processes, tools and techniques
- To develop coaching skills through a range of practical exercises

Resources required

- Printing
 - Appendix 1: GM Coaching Handout
 - Appendix 2: Example Practice Based Scenarios
- Flipchart paper with pens
- AV system
- Slides

Room and layout

- A room that will comfortably seat the participants in groups of 3 or 4, ideally with a table per group.
- Enough space for the participants to move around between the tables.



Course outline for participants

A Coaching Approach to Personal Tutoring

'Coaching is unlocking people's potential to maximise their own performance' (Whitmore, 2009)

Why are coaching skills important in GM Synergy context?

- Are you concerned about how to manage your undergraduate student conversations - especially around topics where you feel uncomfortable (student progression and where you do not feel an expert?)
- Do you want your students to have a great GM synergy and practice learning experience as well as take more responsibility for their own learning and growth?

Coaching can help! Coaching raises self-awareness in order for an individual to take responsibility for action. This approach to facilitating learning has been used very effectively in higher education and more recently in practice learning results in a positive impact on the teacher, student and organisation.

What will be covered?

By attending this 3 hour highly practical workshop you will:

- evaluate the potential for using coaching conversations with students
- review the most common coaching processes, tools and techniques
- develop your coaching skills through a range of practical exercises

Who is the workshop for?

- Anyone who supports students in the practice learning environment

Where and when?

- Date, 0:00-0:00, Room
- Book your place:???

Whitmore, J. (2009). Coaching for performance: GROWing human potential and purpose: The principles and practice of coaching and leadership (4th ed.). London: Nicholas Brealey.



Programme overview

Timing	Section	Resources
10min	Introduction	Slides 1-3 Main handout
20min	Why coaching in the context of GM Synergy? How it works Introduction to CliP videos	Slides 4-6 GM Synergy How it Works Handout
20min	Spectrum of coaching skills	Slide 7
20min	Challenge and support	Slide 8
30min	Listening	Slide 9
15min	BREAK	
10min	Skill and will - coachability	Slide 10
10 min	Questioning	Slide 11
10min	GROW model Feedback and Feedback Model	Slide 12
10 min	Feedback and Feedback Model	Slides 13 and 14
35min	GROW Model: Coaching in action	Slide 15
5min	Questions and close	N/A

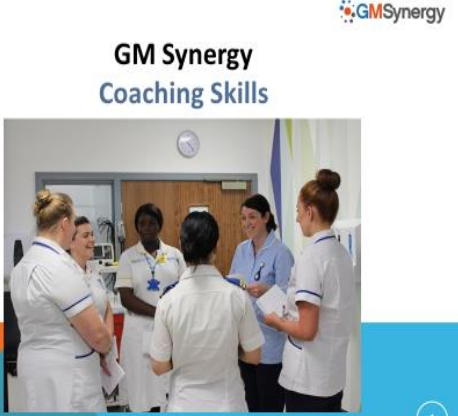
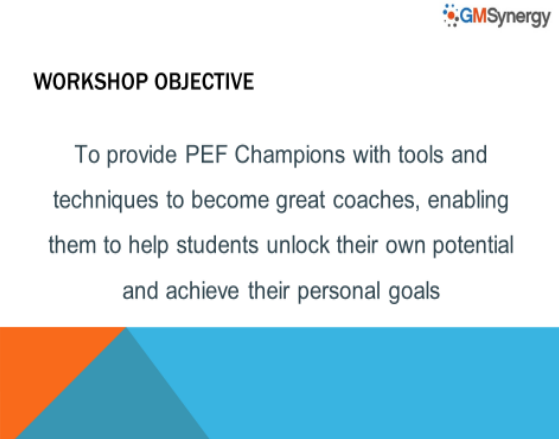
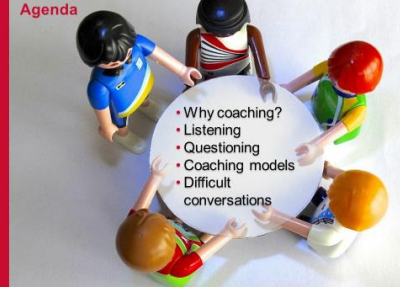


Programme sections

Set up the space so it is conducive to small group working (groups of 3-4), distribute the main handout and the sign-in sheet.

INTRODUCTION

10 minutes, plenary

 <p>GM Synergy Coaching Skills</p>	<p>Slide 1 Facilitator introductions. Bring in expertise in coaching and GM Synergy model in relation to supporting students to provide credibility and context.</p>
 <p>WORKSHOP OBJECTIVE</p> <p>To provide PEF Champions with tools and techniques to become great coaches, enabling them to help students unlock their own potential and achieve their personal goals</p>	<p>Slide 2 Share the workshop objective and how it fits with the wider drivers for GM Synergy project and the student experience.</p>
 <p>Agenda</p> <ul style="list-style-type: none">• Why coaching?• Listening• Questioning• Coaching models• Difficult conversations	<p>Slide 3 Go through the agenda, emphasising the experiential nature of the workshop with the opportunity to test out tools and techniques relating to range clinical scenarios.</p> <p>Ask the participants to introduce themselves and state what they most want to get out of the session. Also ask if any have experience of coaching or being coached.</p>

WHY COACHING?

10 minutes, plenary



Coaching

Intervention aimed at performance improvement or developing a particular competence. It is an ongoing process that consists of facilitating another person's learning, development and performance

Dembkowski et al. (2006)

MENTORING - COACHING



Mentoring	Coaching
Answers questions	Asks questions
Steps in and provides care	Steps back and allows the student to learn by providing care
Is watched by the student	Watches the student
Directs the student's learning	The student demonstrates what they've learnt (usually self-directed) to the coach
Shows the student how	Is shown how, by the student
Allocates work to the student	Is allocated work by the student
Talks	Listens
Does the same work as before, but with a student	Works differently, while coaching the student
Identifies individual learning opportunities in the ward environment	Uses the whole ward as a complete learning environment

Slides 4 and 5

Stimulate discussion around the following question: In the context of GM Synergy, what is coaching?

Provided is a definition of coaching and the difference between coaching and mentoring students. Coaching *SKILLS* are vital to ensuring we realise any of the above proven benefits of coaching. Bring in personal stories about the benefits of coaching e.g. impact on patient care, teaching practice, student clinical leadership development and peer learning.

We're focusing on coaching skills in the context of GM Synergy.

Ask: What do they notice about the difference between coaching and mentoring? Facilitate a short conversation where they explore the potential benefits for themselves, coaches, patients and their students.

You could highlight the Bettinger & Baker article which showed that students who received coaching were more likely to continue their studies (12% retention increase after 12m and 15% after 24m) and graduate with a slightly higher grade (+4% points higher). Point to the CIPD and Bettinger article for more information.

GM SYNERGY



- How it works handout
- CLiP videos embedded within the link below:
- Students learning needs and application of the learning log
- Coaching as applied to changing of a dressing.

<https://healthacademy.lancsteachinghospitals.nhs.uk/collaborative-learning-in-practice-toolkit>

Slide 6

Provide participants with a copy of the GM Synergy handout: How it Works. Introduce the GM Synergy model. Allow the time for participants to explore some of the issues although you will find that they will be addressed as you progress through the presentation where the core coaching skills are critically explored. Embedded in this slide is the hyperlink to the CLiP videos. Choose one or two videos to play to the group:

Ask the group to analyse the coach / student interaction and the learning process:

1. VIDEO Students learning needs at the beginning of the shift and application of the learning log
 - Coach and student negotiate the day and the patient caseload
 - Discuss specific learning outcomes and learning log
2. Coaching as applied to changing of a dressing

	<ul style="list-style-type: none"> • Students engaged in care delivery • Coach prompts and questions the students' background knowledge and understanding and encourages peer teaching <p>3. Coaching feedback</p> <ul style="list-style-type: none"> • Coach offers constructive feedback and praise
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SPECTRUM OF COACHING SKILLS

30 minutes, plenary and in pairs/threes

Spectrum of Coaching Skills

Taken from: Downey, M. (1999). *Effective coaching* (Oxon business books). London: Oxon Business

Slide 7

PAIRS/THREES: Share your last interaction with a student (practice placement review, developing learning log).

- Where were you on the spectrum of coaching?
- What skills were you using?
- Work together to pull apart what was going on.
- If you were to face a similar situation again, how might you reframe/do the session differently to encourage the pull to solving their own problems?

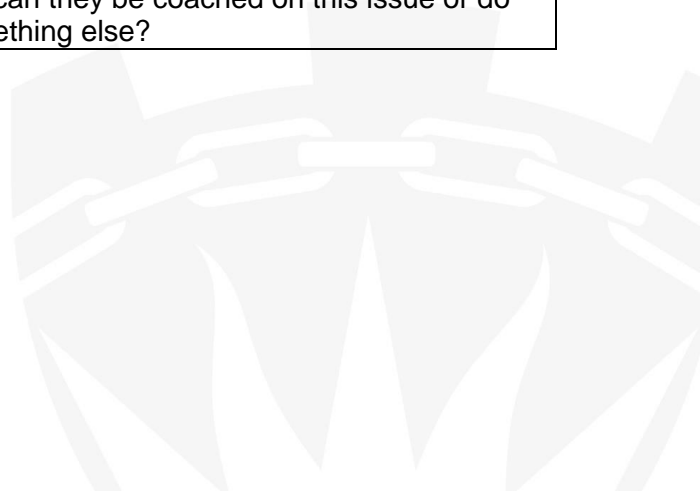
PLENARY Debrief activity:

- Ask in which situations it's better to be non-directive...? Directive...?
- We all have a natural preference - where does their practice learning role (and their teaching) usually sit?

Link back to the key points emerging from the video clips and the exercises above and explore the benefits of coaching.

Points to highlight in the debrief include:

- Where pure coaching sits - very pull/non-directive. However as a clinical coach you will not be coaching all of the time.
- Relationship and professional boundaries with mentoring, counselling, teaching, clinical/academic supervision, signposting etc.
- Your role and responsibilities as Champion/Clinical Coach is not to fix all of their problems.
- Begin with a coaching ethos/mindset then swap hats when needed.
- Coachability – can they be coached on this issue or do they need something else?



CHALLENGE AND SUPPORT

20 minutes, plenary

Challenge and support

Adapted from: Blakely, J., Day, M., O'Flaherty, J. & Ertmer, P. (2012). Challenging coaching: Going beyond traditional coaching to face the facts. London: Boston: Nicholas Brealey Pub.

Slide 8

Introduce challenge and support matrix:

- There are two variables which are essential to maximise performance: support and challenge. It is when these two are out of balance that clinical performance and clinical leadership growth suffer.

Plenary discussion:

- Are they more likely to support or challenge?
- Does this make for a good clinical learning environment and how could they be more balanced?

Key points to highlight:

- Raising self-awareness - knowing where you naturally sit enables you to make a more informed choice about how to act and what is needed in that situation
- Flexibility according to student needs e.g. if a student challenges and criticises self easily, do you need to add to that or not?
- The empowering clinical learning environment is created by the sum of you and your student's challenge and support.

Transition to next section by asking:

- What skills are necessary for the high challenge, high support style?
- Listening, questioning, coaching
- Reveal slide 9

LISTENING

30 minutes, plenary and in pairs

Levels of Listening

What are your personal actions to advance towards Level 3 listening?

Adapted from: Kinsey-House, K., Kinsey-House, H., Sandell, P. & Whitworth, L. (2011). Co-Active Coaching (3rd ed.). London: Nicholas Brealey Publishing.

Slide 9

Talk through the three levels of listening briefly. Illustrate this using the following exercise:

PLENARY

- All write the names of three people they consider to be good listeners.
- Ask the group if anyone has written the name of anyone who they don't like (usually nobody!)
- Then ask if the three people fit any one of these categories: liked by them, loved by them or respected by them. The response normally is yes.
- Even if someone writes the name of the person whom they don't like, that person will come in the group of people respected by the participant.
- Therefore those who are most influential to us have great listening skills!

PAIRS:

	<p>Assign each person to either A or B. Separate the A and B groups to receive the task instruction</p> <p>Round 1:</p> <ul style="list-style-type: none"> • A instructions: Describe your personal actions to advance towards Level 3 listening. • B instructions: Practice global listening skills: listening attentively to what is being said and what is not quite being said, and demonstrating their listening to A by their behaviour. • Time 3-4 minutes then ask B to summarise the main issues or criteria that they have heard back to A. • Give each pair 1 minute to review how close B was to what A said and feedback on how well they demonstrated active listening behaviours • Plenary review, pulling out key learning points. What specifically was good/helpful/unhelpful? Application to the GM Synergy placement learning? <p>Round 2:</p> <p>Again separate the A and B groups to receive the task instruction. Swap roles around so B talks, A listens.</p> <ul style="list-style-type: none"> • B instructions: Describe a mentor who had a big impact on you and why • A instructions: Practice active listening skills at first, then on the signal (from facilitator at 2 minutes) radically change your body language and disengage from the conversation. • Plenary review, pulling out key learning points. How did the energy change? What did they notice? <p>PLENARY</p> <ul style="list-style-type: none"> • Ask about the learning from this whole section in relation to their own clinical coaching practice
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BREAK 15 MINUTES


SKILL AND WILL - COACHABILITY

10 minutes, plenary

<p>Skill and Will</p> <p>High Will</p> <p>Low Will</p> <p>Low Skill</p> <p>High Skill</p> <p><small>Lundberg, M. (2003). The Tao of Coaching: Boost Your Effectiveness at Work by Inspiring and Developing Those Around You. Profile Books.</small></p>	<p>Slide 10</p> <p>Introduce the model, emphasise flexibility for the student. The skill/will matrix has been widely adopted and is a useful method of ensuring that a coach's style of interaction is matched to a coachee's readiness for a particular task. The skill/will matrix requires a coach to assess the coachee's level of skill for dealing with that situation, issue or task and also their level of will.</p> <ul style="list-style-type: none"> • Skill depends on experience, training and understanding. • Will depends on desire to achieve, incentives, security and confidence. • Will depend on learning log
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	<p>The matrix works by plotting the level of the coachee's skill against their will, either high or low, in order to determine the appropriate style of interaction for the coach to adopt.</p> <p>Again link back to the key points emerging from the video clips and the exercises above and explore the benefits of coaching, with particular emphasis on coaching styles, matching 'skill and will' so that the coaches' style of interaction is matched to the student's readiness to learn. Motivation, challenge and support should also be considered.</p> <p>You may wish to relate the model to Hershey and Blanchard's situational leadership theory.</p> <p>Ask questions to elicit understanding for example</p> <ul style="list-style-type: none"> • Can they recognise particular students in areas of the matrix? • What might be the benefits and dangers of using this model to frame your clinical coaching?
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GROW MODEL
10 minutes, plenary

<p>Questioning Skills</p> <p>Effective Coaching Questions</p> <table border="1"> <tr> <td>Open (to promote discussion)</td> <td>What, Where, When, How (Why needs to be used carefully to avoid appearing judgemental)</td> </tr> <tr> <td>Probing (to follow up on what has been said)</td> <td>Can you tell me more about...?</td> </tr> <tr> <td>Focussed (to establish the real situation and real actions to be taken)</td> <td>What were your feelings at the time? What action will you take?</td> </tr> <tr> <td>Leading Questions (to be avoided!)</td> <td>Don't you think it would be better if...? Why don't you do the following...?</td> </tr> </table>	Open (to promote discussion)	What, Where, When, How (Why needs to be used carefully to avoid appearing judgemental)	Probing (to follow up on what has been said)	Can you tell me more about...?	Focussed (to establish the real situation and real actions to be taken)	What were your feelings at the time? What action will you take?	Leading Questions (to be avoided!)	Don't you think it would be better if...? Why don't you do the following...?	<p>Slide 11</p> <p>Briefly talk through the question types providing examples from your experience and in relation to</p> <p>Start with OPEN questions: who, what, when, where and how – beware WHY</p> <p>PROBE for more details</p> <p>LISTEN to hear, not reply, until you think you fully understand</p> <p>REFLECT back; SUMMARISE what it is you think has been said</p> <p>Be SELF AWARE – think about your own communication: what message are you giving?</p> <p>Avoid LEADING QUESTIONS</p> <p>Is NO question the best approach?</p>
Open (to promote discussion)	What, Where, When, How (Why needs to be used carefully to avoid appearing judgemental)								
Probing (to follow up on what has been said)	Can you tell me more about...?								
Focussed (to establish the real situation and real actions to be taken)	What were your feelings at the time? What action will you take?								
Leading Questions (to be avoided!)	Don't you think it would be better if...? Why don't you do the following...?								
<p>The G.R.O.W model</p>  <p>S.M.A.R.T. Goals</p> <ul style="list-style-type: none"> • Specific • Measurable • Achievable/Action-oriented • Realistic • Time-bound <p><small>Whitmore, J. (2009). Coaching for performance: GROWing human potential and purpose: The principles and practice of coaching and leadership (4th ed.). London: Nicholas Brealey</small></p>	<p>Slide 12</p> <p>Explain the GROW model referring to main handout for examples of questions.</p> <p>About GROW:</p> <p>The model, devised by Sir John Whitmore, is the most common model for framing coaching conversations. GROW promotes a deeper awareness and responsibility and encourages proactive behaviour, as well as resulting in practical techniques to accomplish goals and overcome obstacles.</p> <p>For more information, see</p> <p>https://www.performanceconsultants.com/grow-model</p> <p>https://www.mindtools.com/pages/article/newLDR_89.htm</p>								

FEEDBACK

10 minutes, plenary

BASIC FEEDBACK

FEEDBACK MODEL: PENDLETON RULES

Phase	Coach	Coachee
Positive aspects	Comments on what went well	Tells what went well
Areas for improvement	Comments on what could be done better	Tells what went wrong; what could be done better
Action plan for improvement	Approves action plan with modifications	Tells action plan
Summary	Comments as appropriate	Summarises the key points

Slide 13 and 14

Facilitator emphasises the importance of constructive feedback in any learning event, providing direction, promoting critical reflection and action. As Cantillion et al (2008, p.1294) comment: 'Without feedback good performance is not reinforced and poor performance may be repeated at the expense of patients and colleagues' Cantillion, P. and Sargeant, J. (2008). Giving feedback in clinical settings. *British Medical Journal* 337, 1292-1294.

Coaches' engagement in supervision, giving and receiving feedback and reflective practice helps provide evidence for revalidation where appropriate.

Activity: In pairs, provide opportunities for the group to reflect on an experience of receiving positive feedback or on negative / absent feedback; they should consider how it affected them. Consider how they may change their feedback practices based on undertaking this activity.

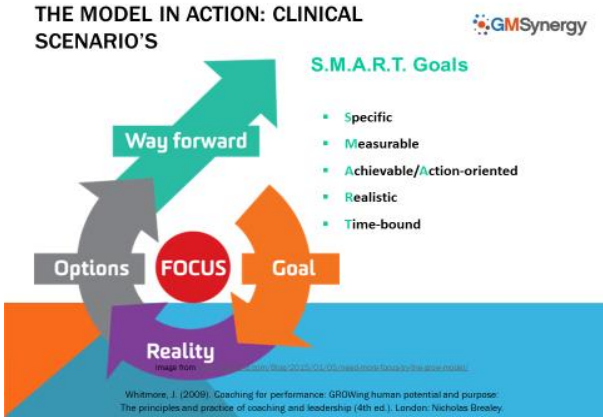
Feedback Model- Pendleton Rules Explain the model which is based on a structured conversation about performance between a teacher (coach/mentor) and a student. Its intention is to enable students to identify what they need to develop and what can be maintained:

- Positive aspects,
- Areas for improvement
- Action plan
- Summary

Pendleton, D. (1984). *The consultation: an approach to learning and teaching*. Oxford University Press.

COACHING IN ACTION

40 minutes, in pairs/threes

<p>THE MODEL IN ACTION: CLINICAL SCENARIO'S</p>  <p>S.M.A.R.T. Goals</p> <ul style="list-style-type: none">• Specific• Measurable• Achievable/Action-oriented• Realistic• Time-bound <p><small>Whitmore, J. (2009). Coaching for performance: GROWing human potential and purpose: The principles and practice of coaching and leadership (4th ed.). London: Nicholas Brealey.</small></p>	<p>Slide 15</p> <p>PAIRS/THREES</p> <p>For each round, if there are groups of three, one person is the observer.</p> <p>Round 1 – Coaching each other (20min)</p> <ul style="list-style-type: none">• 1 person coaches the other on a current challenge they are facing that they might be stuck on. This could be to do with their teaching/coaching/practice assessment role or something completely different e.g. getting fit, balancing work with life etc.• Debrief in pairs/threes what it felt like to coach and be coached. If there was an observer what did they notice?• Debrief in plenary. Example questions could include<ul style="list-style-type: none">○ Did the coach encourage them to set a clear goal?○ Do they have clear actions as a result?○ Did they use open questions?○ What skills on the coaching spectrum did they notice?○ Did the coach have an inner dialogue?○ How do they feel? <p>Round 2 - Scenarios of typical clinical scenarios (20min) coaching each other or apply alternative activity.</p> <p>Coaching activity: adopt alternative role to Round 1:</p> <p>Ask participants to read the typical clinical scenarios contained in appendix 1 at the end of this facilitators guide</p> <ul style="list-style-type: none">• 1 person coaches the other based on the chosen scenario- debrief in pairs as above. Observer if available provide constructive feedback <p>Alternative activity: In pairs/group of 3 focus on a clinical scenario. Discuss how they might approach the coaching context and what they might do differently in the different scenarios:</p> <ul style="list-style-type: none">○ What open questions might they use?○ What level of challenge/support might be most appropriate?
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	○ What else might they need to consider?
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QUESTIONS AND CLOSE

5 minutes, plenary

Summarise learning, answer any questions and close
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Appendix 1: GM Synergy Coaching Handout

'Coaching is unlocking people's potential to maximise their own performance' (Whitmore, 2009)

Coaching is about working with someone to deliver results. In personal tutoring, a coaching approach can help students raise their awareness enabling them to improve, develop and take responsibility for their choices. You can do this through asking powerful, open questions that encourage your student to become more aware of their options, to trust their decisions and to take action.

Spectrum of coaching skills

Try to unpick what your natural teaching style is, are you more likely to push or pull?
Which areas of the spectrum of coaching skills could you develop further?
How might you go about doing this?



(Downey, 1999)

Challenge and support

Try to provide a balance of both challenge and support in coaching conversations to make sure the person you are coaching is empowered to solve their own problems. John Blakey called this the 'loving boot'. How can you be more challenging/supportive in your teaching? This approach supports clinical leadership development and peer teaching approaches.



(Adapted from: Blakey et al, 2012)

Action-oriented coaching: the GROW model

This is the most commonly used process for effective coaching conversations, to read more about the GROW model, see the Whitmore book in the further reading section.



(Whitmore, 2009)

Image from <http://aspirekc.com/Blog/2015/01/05/need-more-focus-try-the-grow-model/>

Useful Goal Setting Questions

- What would be the best outcome for you from this session?
- What would you like to talk about?
- What would be useful short term goals to identify?
- What is on your mind?
- How are you doing?

Useful Reality Questions

- What is the present situation, in more detail?
- What is your concern about it? How great is your concern?
- How much control do you have over the outcome?
- Does this affect anyone apart from you? Who?
- What actions have you taken so far?
- What were the effects of this?
- What stopped you from going further with this?
- What barriers will need to be overcome?
- What really is the issue here?
- What's the bottom line?

Useful Options Questions

- What are the different ways you could approach this?
- What could you do differently?
- What would you do if.....?
- What would you do if you could start with a blank sheet of paper?
- What else?
- Would you like a suggestion from me?
- What are the advantages and disadvantages of...?
- Which of these solutions appeals to you most?
- Which would give you the best result?

Useful What Will You Do Questions

- What are you going to do?
- Which option(s) are you going to select?
- When are you going to do it?
- Will this option meet your goal?
- What obstacles might you meet?
- What support do you need? From whom?
- How and when will you get that support?
- What other considerations do you have?
- On a scale of 1-10, how certain are you that you will carry out the actions agreed?
- What stops it from being a 10?

Questions that lead nowhere:

How are you getting on? Is everything going ok?

Further reading

Books and Journal Articles

- Bettinger, E., & Baker, R. (2014). The Effects of Student Coaching. *Educational Evaluation and Policy Analysis*, 36(1), 3-19.
- Blakey, J., Day, Ian, CIPD, & Ebrary, Inc. (2012). *Challenging coaching: Going beyond traditional coaching to face the facts*. London; Boston: Nicholas Brealey Pub.
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- Landsberg, M. (2003). *The Tao of Coaching: Boost Your Effectiveness at Work by Inspiring and Developing Those Around You*. Profile Books.
- Rogers, J. (2008). *Coaching Skills: a handbook*, Maidenhead: OU/McGraw Hill.
- Van Nieuwerburgh, C. (2012). *Coaching in education: Getting better results for students, educators, and parents (Professional coaching series)*. London: Karnac Books.
- Whitmore, J. (2009). *Coaching for performance: GROWing human potential and purpose: The principles and practice of coaching and leadership (4th ed.)*. London: Nicholas Brealey.

Online resources

- University of Salford personal tutoring guidance http://www.salford.ac.uk/_data/assets/pdf_file/0004/756346/PersonalTutoring.pdf
- Listening skills <http://www.coactive.com/learning-hub/fundamentals/res/FUN-Topics/FUN-Co-Active-Coaching-Skills-Listening.pdf>
- 10 models useful for teaching & coaching <https://sway.com/fSUKkGd7MqEgidUs>
- European Mentoring and Coaching Council <https://www.emccuk.org/>
- Association for Coaching <http://www.associationforcoaching.com>
- CIPD Coaching and Buying Coaching Services: A Guide <http://www.cipd.co.uk/NR/rdonlyres/C31A728E-7411-4754-9644-46A84EC9CFEE/0/2995coachbuyingservs.pdf>
- Flipped learning and relationship with coaching <https://www.heacademy.ac.uk/enhancement/starter-tools/flipped-learning-0>
- Brief overview of coaching <http://www.skillsyouneed.com/learn/coaching.html>
- Review of coaching for research in UK higher education institutions <https://www.vitae.ac.uk/vitae-publications/reports/coaching-report-2012-vitae.pdf/view>
- CfBT Education Trust, Coaching for Teaching and Learning http://www.ncl.ac.uk/cflat/news/documents/5414_CfT_FINALWeb.pdf
- Online Johari window <http://kevan.org/johari>

Appendix 2: Example Clinical Scenarios

Scenario 1: Oxygen administration:

2nd Year student nurse 3rd week on placement. 62 year old with COPD, admitted with breathlessness, wheeze. Oxygen saturations usually 92%. Students to undertake physiological observations and observe that O₂ saturations have decreased to 85%

Scenario 2: 1st Year Student Nurse 2nd day on a surgical ward

A 45 year old woman Lady is 6 hours post operation for removal of appendix would like assistance to wash, wound area oozing.

Scenario 3: Delegation

3rd year student final placement ward management experience. Student required to delegate a task to the HCA. HCA questioning why the student cannot undertake the task herself.

Scenario 4: Feeding a Patient

Student nurse final placement in 2nd year of programme. 65 year old with Parkinson's disease and early onset Lewy Bodies Dementia. Unable to self-feed, still able to swallow but struggles sometimes processing information which leads to not opening mouth to be fed. Can be aggressive at times and refuse food. Consideration of nutritional requirements, referral to dietician. The student asks you what do you think that this patients nutritional needs might be & why?

Scenario 5: Feedback Huddle

As PEF Champion you are observing the coach providing feedback to 3 student nurses at the end of the shift (feeding back Feeding forward, learning huddles).

Scenario 6: Physiological observations and delivering a SBAR handover of a deteriorating patient

Student nurse first placement in her 3rd year of programme. 52 year old admitted with pneumonia: on antibiotic therapy, oxygen. Oxygen saturations decreasing and respiratory rate/heart rate increasing. Also complaining of chest pain (discussion around ECG). Students will need to perform an A-E assessment and report findings to medical team using a SBAR handover.

Scenario 7 Allergic reaction to IV Vancomycin:

1st year student when talking to the patient notices that her upper body is flushed and does not feel that this is normal. 36 year old patient (with Leukaemia) admitted for IV antibiotics due to a central line infection. Complaining of feeling dizzy and nauseous, upper body is flushed (red man syndrome).