#### Discussion Points – Coaching

#### Reference:

#### **Healthcare Simulation Standards of Best PracticeTM Facilitation**

Persico, Lori et al.

Clinical Simulation In Nursing, Volume 58, 22 - 26

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| **Success Coaching script & teaching notes** | | |
|  | **Dialogue** | **Notes** |
| Initial global assessment of phone call | “Like anything else, there are some good points and some that can be polished up”  “Think about your SBAR calls 2 semesters ago – you’ve come a long way” | This presents a balanced view of their performance. It also contextualizes their progress over time. |
| Name the challenge | **“**Balancing brevity with completeness” | This names the challenge in a neutral way, which makes it discussable by the whole group.  It normalizes a struggle that is common in nursing practice |
| Break down the call | 1st ask their approach  The facilitator models how they think about the “B” in SBAR **“***Anything that doesn’t have to do with the problem – e.g. history of heart failure”.* | Asking their approach allows the facilitator to get a more holistic view of their actions and thinking.  The facilitator does not spend time asking pseudo-Socratic and/or “guess what I’m thinking” questions. They model their expert thinking, and then ask learners for their thoughts about it. |
| Redo | Checks ability to apply new knowledge/skill | When coaching an emerging skill, deliberate practice helps to make learning more durable. |

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| **Opportunity Coaching script & teaching notes** | | |
|  | **Dialogue** | **Notes** |
| Initial global assessment of phone call | Standing, arms crossed  Gives overall negative assessment of phone call | Non-verbals are not welcoming  This does not present a balanced view of their performance. |
| Name the challenge | Does not do this |  |
| Break down the call | “What did you leave out?”  “No, that’s not what I’m thinking…”  “What else…”  Eventually tells the learners to “Only include what’s related to the problem” - | Asking “guess what I’m thinking questions”. This is inefficient, does not help the facilitator understand the learners’ thinking, and can cause anxiety for learners as they struggle to figure out what the facilitator wants them to say.  Does not give concrete examples of how to decide exactly what those items are that should be included. |
| Redo | Does not do this  Explains why SBAR is important and how she’s just trying to be helpful. | The needed re-assessment following the coaching did not occur, so the facilitator does not know if the learners can construct an SBAR call. |