

## Coaching in Supervision

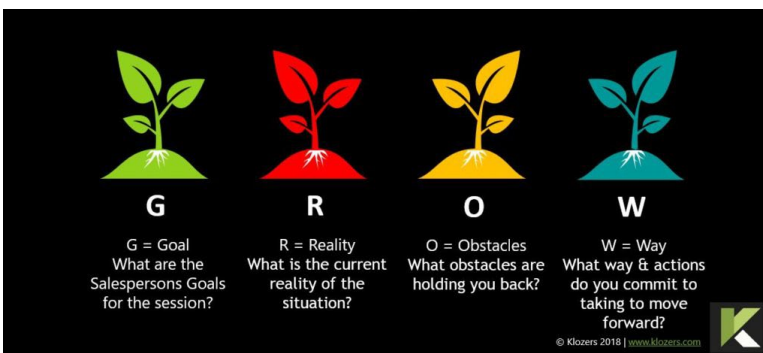
Coaching in supervision is a technique that supports a student **to discover the answer for themselves** unlike the mentorship approach which is more about giving advice and instructing.

The coaching approach can be used equally well in a 1:1 model or 1: multiple students i.e., peer learning models.

As a coach you listen and ask open questions to enable the student to discover the answer for themselves.

MENTORING	V	COACHING
<b>TALKS</b>	<b>V</b>	<b>LISTENS</b>
What shall I do now?		What do you think you should do?
This is how I do it!		Show me how you would do it?
See this patient next!		What task should we do now?
Single learning opportunities		Complete learning environment

A good coaching model that empowers students to discover the answer for themselves and aligns with how we think as physiotherapists is the GROW model.



When you are faced with a complex patient do you think

- G** What am I wanting to achieve, what is my goal?
- R** What are my skills, who are the people around me, what is the environment like, what equipment do I have?
- O** What other techniques can I use, is their other equipment, who can I refer to?
- W** So now what will I do?

By using the GROW model, you are teaching students to think like a physiotherapist, to critically analyse the situation and problem solve to achieve a goal.

The advantages to using a coaching model are:

1. Students begin to critically analyse situations and learn to discover the answer for themselves rather than rely on their educator for constant instructions, advice, and guidance.

2. They develop problem solving skills, take responsibility for their actions and become autonomous, so less reliant on their educator.
3. They become proactive, motivated and take responsibility for their own learning.
4. They become an asset to you and can support you with your workload.
5. They are more equipped to enter the workforce ready to practice.

The other advantage to using the coaching approach is in the students first week on placement when you are determining their skill level and predictability so that you can safely match them to the available learning opportunities.

As a mentor, if you tell the student what to do, give them advice and show them how you would do it, how long does it take for you to understand their capabilities?

As a coach, you listen, ask questions, watch them practice and feedback to gain an understanding of their skill level and predictability in a shorter time. Now they are an asset to you and your workload.

To become a coach there are 4 skills that you already possess as a clinician and can be transferred to your role as an educator. They are:

1. Building trust, a rapport or a relationship
2. Active Listening
3. Asking effective questions
4. Giving constructive feedback

## Active Listening

Active listening is listening with a purpose. It is a skill that keeps the educator and student engaged in a conversation. By actively listening, observing their verbal and nonverbal cues, and responding to the student by paraphrasing and summarising you demonstrate attentiveness and mutual understanding.

The optimal level of active listening is level 3, global, when we are aware of the conversation, tone, body language and the environment.

Level 0	Tuned out	Someone is not listening
Level 1	Internal	Someone hears the words but is primarily aware of their own opinions, feelings and needs
Level 2	Focused	The focus is on the learner, listening to every word and conversational nuance
Level 3	Global	This is when someone picks up on emotions, tone, body language, environment, and self-talk.

There are 7 skills to active listening.

- Focus on the intent and purpose of the conversation. ...
- Pay attention to body language. ...
- Give encouraging verbal cues. ...

- Clarify and paraphrase information. ...
- Ask questions. ...
- Refrain from judgment. ...
- Summarize, share, and reflect.

Videos:

- Active listening is a skill. Here's how it's done - [youtu.be/0nmJW\\_zExk0](https://youtu.be/0nmJW_zExk0)
- Improve your listening skills with active listening - [youtu.be/t2z9mdX1j4A](https://youtu.be/t2z9mdX1j4A)
- Active listening skills - [youtu.be/7wUCyjiyXdg](https://youtu.be/7wUCyjiyXdg)

Example

- Communication skills: empathic listening - [youtu.be/t685WM5R6aM](https://youtu.be/t685WM5R6aM)

Articles:

## Asking effective questions

Asking effective questions opens conversations, stimulates discussion, it inspires creativity, deeper thought, and critical thinking to promote self-discovery and empowerment.

Effective questioning is also essential in determining a student's level of knowledge, understanding how they process information, link factors together, apply this to practice and how they intend to evaluate success.

Using effective questions keeps students engaged, helps them reflect on the task, promotes their critical thinking and problem-solving skills, improves their confidence, motivation, and improves the students learning experience.

Effective questioning strategies:

1. Use short open-ended questions. Try not to use Why? as this can be considered critical "How did you feel about that?"
2. The long pause. Once you have asked a question, pause. Allow time for the student to consider an answer and respond.
3. Paraphrase to open the conversation more. Repeat the last part of the sentence from the student but to infer a question. "a walking stick?"
4. Be flexible and follow the conversation but have a purpose in mind.
5. Ask probing questions. "Can you explain your decision?"
6. Repeatedly summarise before moving on with your questioning
7. Ask what options or solutions are available.
8. Question the percentage of success for each option.
9. Commit to one outcome.

10. Commit to a time frame.

Videos:

- Effective questioning in the classroom - [youtu.be/s0HqOdBvAyg](https://youtu.be/s0HqOdBvAyg)
- Top tips for effective questioning - [youtu.be/fAavrc1-3hM](https://youtu.be/fAavrc1-3hM)

Articles:

## Giving constructive feedback

Constructive or corrective feedback in coaching provides motivation for self-improvement and growth.

Positive feedback, telling students what they have done well encourages them to continue and motivates them.

“A sincere compliment is one of the most effective tools to teach and motivate others.”

-Zig Ziglar

Negative feedback helps students understand areas for improvement, and how they may achieve this. It empowers them to create change and develop. It is not condemnation or criticism but a proactive review of their practice and promotes personal growth.

“Criticism is dangerous, because it wounds a person’s precious pride, hurts his sense of importance and arouses resentment.”

-Dale Carnegie, How to Win Friends and influence people

Students need both types of feedback to be motivated and grow. Constant negative feedback, although meant to promote growth can have an adverse effect and become demoralising. It is important to find the balance of motivating and building confidence but also facilitating areas of improvement and growth.

Constructive feedback should be delivered informally as a chat so not considered a performance review.

Be:

1. **Timely** – Give the feedback immediately after the event so students can reflect.
2. **Private** – Uninterrupted and not overheard.
3. **Non-Judgemental** – Determine the student’s perspective and reasoning for their actions.
4. **Focused** – Discuss only 1 or 2 topics to remain focussed and not overwhelming.
5. **Themed** – What they did, or their professionalism whilst doing it.
6. **Specific** – Give clear factual examples of the observed practice.
7. **Useful** – Help the student understand and offer suggestions of how to improve this.

# Coaching in Healthcare

CLIP (Collaborative Learning in Practice) is a coaching model combined with near peer learning. Near peer learning is peer learning with a combination of academic years i.e., 1<sup>st</sup> and 3<sup>rd</sup> years on placement together.

This has been successful in student nurse education and so the majority of the research is based in nursing with the exception of Physiotherapists in Cumbria who have written an article "[Employing a coaching model of supervision during physiotherapy placements: charting the student experience.](#)"

Videos:

- Clinical Learning in Practice (CLIP) - [youtu.be/btnCh0XV8JY](https://youtu.be/btnCh0XV8JY)

Articles:

- [The journey of Collaborative Learning In Practice \(CLiP\) at JPUK](#)
- [Adapting a learning model to support student nurses in a nursing home.](#)