

### INSTRUCTIONS:

- From the 10 coaching scenarios below, practice at least three within your group of three. Each group member should practice being the coach.
- Next, construct your own coaching scenario that reflects an information or personal conflict from your experience.
- Be prepared to describe or role play your scenario with the group.
  - As the **coach**, provide constructive and purposeful feedback to the team member about the issues.
  - As a **team member**, assume an interactive role by questioning and sharing information.
  - As the **observer**, watch the interaction between the coach and the team member. Mark your observations on the coaching feedback form.

### Scenario 1

A TeamSTEPPS coach is assigned to the day shift staff. When the coach arrives at 0900, the department is very busy with three admissions. There is no evidence that a huddle has been called to manage the changing workload. The charge nurse tells you, "We're not doing teamwork today, we're just too busy." I will make the assignments, and we are going to manage things "the good old fashioned way today."

**Coaching Task:** Identify and resolve the conflict with the charge nurse. Issues to coach: the charge nurse's role as a designated leader and the specific team skills he can use to manage the changing workload and create a shared mental model among his team members. How can your resolution of the conflict emphasize consequences to patient safety?

### Scenario 2

An 80 year-old male was admitted for an elective orthopedic procedure. Two days after surgery, he was diagnosed with pneumonia. A surgical nurse who was present for the patient's surgery was covering the floor at the time and stated during shift change, "I'm not surprised since he aspirated during recovery." The charge nurse replied in an exasperated fashion (in front of all of the nurses), "Why can't you surgical nurses pass on critical information?"

**Coaching Task:** Discuss this issue in terms of patient safety in private with the charge nurse. Issues to "coach:" the consequences for patient safety of the feedback she provided to the surgical nurse, assist the charge nurse to plan how to resolve the conflict with the surgical nurse (information vs. personal conflict), discuss specific team skills that the charge nurse can implement to improve communication during handoffs with surgical nurses.

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**Scenario 3**

It is a Sunday afternoon. The charge nurse and locum tenens physician have just completed caring for a patient in the ED who was transferred to the local network hospital. A code is announced over the intercom. The charge nurse runs to the room where the code is occurring. The charge nurse arrives first and is receiving information about the patient from you, when the locum tenens physician reaches the room and begins calling out orders without assessing the patient or learning the history. The charge nurse stops listening to you and turns her attention to the physician.

**Coaching Task:** How can you be an effective coach by modeling appropriate team skills that emphasize consequences to patient safety? Do you immediately invoke CUS? Are there other communication tools that may be effective?

**Scenario 4**

The department has been busy all day. Your nursing work team is experiencing a consistently moderate to high workload. You observe a fellow member of the nursing team who appears to be overwhelmed by the task requirements of two demanding patients. None of your fellow teammates have come to offer him assistance, so you assume that they are equally busy with their own patients. He appears to “suck it up” and do the best he can but he is visibly upset.

**Coaching Task:** How can you be an effective coach by modeling appropriate team skills in this situation? How could DESC Script be used to initiate a discussion with your overwhelmed teammate in a nonconfrontational manner? How do you help your teammate see that being overwhelmed is a threat to patient safety?

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### Scenario 5

The Operating Room (OR) is quiet as a new specialist introduces himself to the team. He is an orthopedic surgeon who has just started operating in your hospital one day each month. The lead OR nurse calls for the time out procedure. The surgeon starts shouting out orders and insisting that he doesn't have time for that and it isn't necessary in this small hospital. The procedure goes smoothly, but the team is not happy. At the conclusion of the procedure, the lead OR nurse approaches the surgeon to discuss what happened.

**Coaching Task:** The coach is the lead OR nurse. How can you resolve this conflict with the surgeon and set the stage for successful teamwork in the OR that improves patient safety?

### Scenario 6

You observe a confrontation at the desk area, where a physical therapist has just reprimanded a nurse in front of others for not having toileted a patient prior to her scheduled time to go to physical therapy. The nurse is upset and embarrassed because she had been busy with an emergency. She later states that she has experienced this side of the therapist before. She decides it is not worth discussing with him because he never listens anyway.

**Coaching Task:** You pull the nurse aside to discuss what happened. First, how can the nurse resolve the conflict with the PT? How can she communicate to him how his behavior made her feel and the consequences for patient safety? What mutual support team skills would have enabled the nurse to prevent the conflict in the first place?

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**Scenario 7**

You are sitting in the cafeteria with the lead med tech in your lab. She tells you about a chronic problem involving lab orders from the local primary care clinic. The problem is that outpatients often come directly back to the lab and say that the physician sent them for lab work. The lab tech must tell these patients to go the admitting desk to register and obtain their orders. The lab tech tells you that patients are often angry. The lab tech tells you that she has told the clinic nurses a dozen times to tell the doctor not to have patients go straight to the lab because it isn't safe.

**Coaching Task:** Help your friend the med tech to develop a plan to address this patient safety problem. Does she have a personal or informational conflict with the clinic nurses? Who really needs to know the proper procedure for obtaining outpatient lab work? Which team skills are needed by the med tech, the clinic nurses, the physician? Who is really at risk in this situation?

**Scenario 8**

You observe a nurse coming from a patient's room. She is visibly upset because the patient informed her that she is to be discharged that morning. The nurse tells you that she was unaware of this plan as the doctor made rounds and left without discussing his orders. The nurse tells you, "Discharge planning would go so much smoother if the doctor would just have nurses round with him."

**Coaching Task:** Help this nurse develop a plan to address this patient safety problem with the physician. How can this seemingly personal conflict be resolved as an informational conflict that has consequences for patient safety?

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### Scenario 9

It is 10 am; a busy time on the floor. You observe the director of your health information management (HIM, medical records) department waiting for two nurses at the nurse's station. The HIM director is obviously aggravated and states, "Why can't these records ever come back to me in a complete fashion? We waste so much time trying to get signatures where they are needed! I have to chase nurses and doctors all the time just to get the records complete."

**Coaching Task:** Help the HIM director to develop a plan to address this communication problem with clinical care staff. How can this seemingly personal conflict be resolved as an informational conflict that has consequences for patient?

### Scenario 10

It is 10 am; a busy time for outpatient registration. A patient arrives at the registration desk. It is your hospital's policy that all outpatients receive an ID bracelet to allow accurate identification. The patient can't understand why a bracelet is needed.

**Coaching Task:** How can the registration clerk use SBAR to communicate this issue to the nurse in charge of outpatient procedures. How can SBAR be used to communicate to the patient why your facility requires ID bracelets for all in- and out-patients?