

## **Strengthening Team Cohesion By**

### **Being a buddy – (A Professional friend)**

#### **Supporting new and redeployed Health & Social Care Workers**

**Being a Buddy is an important part of supporting new Health & Social Care Staff into teams.**

This video explains more about being a professional buddy, coaching and an important section on supporting mental health at work <https://vimeo.com/363517903>

#### **What is a Buddy?**

- A buddy is a peer who guides/supports new team member's to practise in accordance with NHS Scotland Quality Objectives.
- A buddy actively encourages and supports reflective practice as it promotes a culture of high quality practice that is safe, effective, legal and adheres to agreed policies, procedures and priorities and promotes understanding about respective roles, duties and responsibilities.
- A buddy provides appropriate support, guidance, coaching, advice in practice and assists new Health and Social Care staff to make decisions, and where appropriate, endorses actions taken.
- A buddy recognises and builds on the benefits of working in a supportive integrated service and encourages creativity and good practice.
- The buddy role supports development and assists staff to maximise their potential through providing regular, constructive feedback that facilitates development and continuous improvement.

Central to the buddy role is ensuring that patients/clients are the focus, whilst assisting the staff member to make effective use of available time, resources, prioritising workload, managing pressures and stress.

**\*NB\* Responsibility for the day to day Supervision of Health or Social Care staff lies with the Manager/Supervisor.**

## **Actions:**

To strengthen Team cohesion new or redeployed Health and Social Care Staff may be allocated a **Buddy**:

- The Line Manager will be most likely the person with responsibility for **Buddy** allocation.
- **The buddy** should be an experienced Health or Social Care Practitioner who can contribute to the continuous support, development and coaching of new or redeployed Health or Social Care staff.
- **The Buddy** will support new Health or Social Care staff to identify and meet his/her learning needs and help him/her to focus on aspects or events within their practice (reflective practice): to examine what happened, what was good or bad about the experience, what else could have been done or what could be learned, changed or improved in practice.
- In negotiation with the Line Manager the **Buddy** will facilitate learning and assist/support with coaching staff to improve practice.
- The Buddy will support the worker to highlight any relevant issues related to work or learning with the relevant line manager/supervisor.

## Supporting Education

### What does the new or redeployed Health or Social Care staff member need to learn?

- Recognising and valuing previous knowledge, skills and experience are essential
- Education and development will be based on the role requirements identified in the job description
- Completing a Learning Needs Assessment, enables the new member of staff to compare their knowledge, skills and experience against the requirements of the job description identifying the learning and development he/she requires for the current role.

The Buddy will help the new or redeployed Health or Social Care worker complete a learning needs assessment and guide him/her through the process. Following this assessment, the Buddy will:

1. Along with the Line manager discuss the assessment with the new member of staff and agree the training action plan
2. Support their learning
3. Provide personal coaching
4. Encourage the new staff member to collate evidence of learning and achievement to populate their Turas Appraisal document (this document should be used as evidence that the new team member has fulfilled all of the requirements of the role and to identify ongoing CPD with their Line manager).

## Support in Practice for new or redeployed Health and Social Care staff (Recommended)

Approach	Level 1 – Buddy/Peer Support	Level 2 – Clinical Supervision/Mentor	Level 3 – Line Manager/Professional Lead Supervision
<p><b>Models: Gibbs, What Model</b></p>	<p>To enable individuals to incorporate reflective activities into their <b>everyday</b> practice.</p> <ul style="list-style-type: none"> <li>• Each new or redeployed Health or Social Care Worker should be allocated a designated Buddy (will support individuals to identify and meet their learning needs)</li> <li>• Potential for linking across localities/areas to engage in appropriate support.</li> </ul> <p>This approach involves participating in reflective conversations which are facilitated by peers and focus on aspects or events within their practice: to examine what happened, what was good or bad about the experience, what else could have been done or what could be changed or improved as a result of this learning.</p>	<p>To enable individuals to incorporate structured reflective practice into individual meetings on a <b>regular</b> basis utilising some of the approaches described at level 1 and should include:</p> <ul style="list-style-type: none"> <li>• Each Health or Social Care Worker should be provided with a clinical supervisor (a fully qualified/competent registered practitioner)</li> <li>• Supervision should include case-based discussion.</li> <li>• Direct supervision of clinical work</li> </ul>	<p>A formal approach to enable individuals or teams to participate in structured <b>planned</b> reflective/supervision meetings</p> <p>Regular peer meetings –</p> <p>Annual PDR /Knowledge and Skills Framework (KSF).</p> <p>Annual appraisal in line with a view to future job planning,</p> <ul style="list-style-type: none"> <li>• De-brief sessions following difficult/stressful cases.</li> <li>• Direct supervision of clinical work.</li> </ul>
<p><b>When</b></p>	<p>These reflective conversations can be integrated into meetings.</p> <p>1:1 reflective conversation, or when occasion arises.</p>	<p>1:1 debriefing sessions e.g. following critical incidents or events, support and supervision meetings or following observed practice or assessment.</p>	<p>Planned 1:1, group or team facilitated meetings or value based reflective practice learning sets.</p>

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<b>Resources</b>	<p><b>Reflective Practice Prompt Card</b> – includes reflective practice questions</p> <p><b>Reflective Account Form</b> –to guide and record individual or team reflection Gibbs Model and the What Model.</p>	<p><b>Reflective Practice Prompt Card</b> – includes reflective practice questions</p> <p><b>Reflective Account Form</b> –to guide and record individual or team reflection Gibbs Model and the What Model</p> <p><b>Critical incident review</b></p> <p><b>Critical Incident reports resource pack for Managers</b></p> <p>Values Based Reflective Practice accredited train the trainers</p> <p><a href="http://www.nes.scot.nhs.uk/education-and-training/by-theme-initiative/maternity-care/about-us/clinical-supervision.aspx">http://www.nes.scot.nhs.uk/education-and-training/by-theme-initiative/maternity-care/about-us/clinical-supervision.aspx</a></p>	<p><b>Supervision guidance and contracting Supervisor database.</b></p> <p>Values Based Reflective Practice accredited train the trainers</p> <p><a href="http://www.nes.scot.nhs.uk/education-and-training/by-theme-initiative/maternity-care/about-us/clinical-supervision.aspx">http://www.nes.scot.nhs.uk/education-and-training/by-theme-initiative/maternity-care/about-us/clinical-supervision.aspx</a></p> <p><b>Train the Trainers' Toolkit</b></p> <p><b>Helping others to facilitate learning in the workplace: A Practical Guide</b></p> <p><a href="http://www.nes.scot.nhs.uk/education-and-training/by-theme-initiative/facilitation-of-learning/train-the-trainers-toolkit-resources.aspx">http://www.nes.scot.nhs.uk/education-and-training/by-theme-initiative/facilitation-of-learning/train-the-trainers-toolkit-resources.aspx</a></p>

