

FAQs

Q: We have received funding from HEE to support newly qualified nurses. Are we still eligible to participate in the Schwartz South Project?

A: Many organisations in Southern England have received HEE funding and are using it for a variety of different projects. You can both participate in Schwartz South AND use your funding for another project as well. Schwartz South is a specific project that aims to spread Schwartz Rounds (using a “hub and spoke” model with University of Surrey as the hub, and HEIs new to running Rounds as the spokes) for healthcare students and where possible newly qualified non-medical staff (NQS) across Southern England. If you are interested in being part of this project please get in touch with schwartzsouth@surrey.ac.uk

Q: How many students are invited to attend each Round?

A: Rounds are generally open to all healthcare students in each HEI that is running Rounds, though they sometimes have started with a few programmes and then opened up wider over time. At Surrey we use Eventbrite for our students to sign-up in advance. We have found that about one third of those who sign up do not attend. We are trying to replicate what happens in clinical practice where thousands of staff are invited (invites go to the whole organisation), but typically attendance is around 60-100 maximum, coming from a rich mix of disciplines. You can set a limit or cap, which may vary depending on whether you are running the Round face to face or online so that you can ensure you are able to accommodate the students that attend.

Q: Should Schwartz Rounds be timetabled and compulsory?

A: The Point of Care Foundation strongly suggests attendance at Rounds should never be compulsory, although Rounds might be timetabled to ensure that students are given the space and encouragement to attend. In some HEIs students are offered practice hours for attending Rounds.

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Q: How often are Rounds run?

A: Each institution runs them differently. At Surrey, we run them monthly (excluding Christmas and August – so approx. 10 a year). This is akin to the NHS. In some institutions they are run a bit less regularly, perhaps 6 times a year. When we first started however, we ran Rounds once a term while we gained experience. The HEIs that join the Schwartz South project will be contracted to run at least 3 a year (once per term) for the first year and build on that for the second year of the project. It is important to allow yourself time to get Rounds set up and going, and to build over time.

Q: Should Rounds be face to face or online or both?

A: They can be either or both. In 2019 when we started Rounds they were once per term and face to face. During the pandemic we moved online and had shorter Rounds. A more focussed model (targeting specific groups of students) was trialled, however this worked less well. As such, we returned to the original format, opening Rounds up again to all students and went back to Rounds lasting one hour which is now working well. When we run them online we keep the meeting room open for 30 minutes after the Round ends to try to replicate the social time that would occur if it was face to face.

Q: What is the time commitment for the institution?

A: We have prepared a document that details the roles, responsibilities, and estimated time commitment for different members of the Schwartz team required to run Rounds. It is important to note that Rounds require significant time for preparation, inviting and finding Panellists/Storytellers, preparing them to share their story (this might need more than one meeting), and debriefing after the Round.

Q: Do we need administrative support?

A: Yes! Administrative support is key to successful Rounds implementation and sustainability, and must be in place prior to starting the process of training to run Rounds in your institution. This is needed for tasks such as advertising, setting up the events and the Steering group meetings, as well as administrative tasks on the day of Rounds and associated meetings (panel preparation and debriefing). We have created a calculator to help you budget the administrative support you will

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require, both in terms of time and cost, depending on the number of Rounds and Steering Group meetings you will run annually.

Q: What about Ethics approval as part of the evaluation of the Rounds?

A: Full ethical approval has been obtained by the University of Surrey for this project. The University of Surrey is the only institution ethical approval is required from as we will be conducting the evaluation for Schwartz South. The individual HEIs will have access to the data for reviewing purposes but not for research. If you have any further questions on Ethics or the evaluation, please contact our Researcher Sarah Beck sb0134@surrey.ac.uk

Q: We would like to write up some of our experiences of Schwartz Rounds and perhaps publish some analysis of our evaluation. Can we do that?

A: Each site can use their data as they please, provided that they mention Schwartz South and HEE for their funding. The cross-site comparisons can only be done by Surrey and the Schwartz South team.

Q: How do we proceed with the evaluation forms?

A: *Face to face Rounds:* When holding the Rounds in person we have found that leaving a printed hard copy of form on the chair and asking attendees to fill it in after the Round was the most effective method (leaving a box on the sign in desk for depositing evaluations or Rounds team collecting these before people leave). We have tried proving a QR code in face to face Rounds with online link but we found completion rates better with hard copies.

Access to evaluation forms: For the paper forms, Surrey would provide a link to transfer data securely (once it's entered to Excel from the HEI), and we should receive it as soon as possible please, certainly within a month of holding the Round.

Online Rounds: When online we would send the link to all audience members at the end of the Round and a couple of reminders following the Round.

Access to evaluation forms: For the online Rounds, if you use the Qualtrics link the Schwartz South team provided, everyone will have access to that data at the same time.

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Storytellers: For the storyteller form (both in person and online), we would give them a bit of time to reflect on the experience and would send a follow up email within a week of the Round.

Q: How do we run our first Round?

A: It can be a little daunting to start as novice facilitators. Based on our experience, we would advise to ask for your mentors' support and / or ask experienced facilitators to undertake / support an initial demonstration of Rounds in your organisation.

Q: How do I pick the title of my Round? Do I advertise the title and wait for stories, or do I receive the stories and pick the title after?

A: There is no right or wrong process. At the beginning, it might be easier to pick a broad theme and once approached by storytellers you can shape the final title together with your storytellers, based on the topic of their particular story. Some ideas and a video re choosing Rounds topic is [here](#)

Q: Are there any subjects we should not tackle or any good ones to start with?

A: We suggest starting gently. In theory no topics are off limits, but some may require more experience and facilitator expertise as they may be challenging and contentious. For example, Black Lives Matter; Racism; Equality and Diversity Rounds or a controversial clinical case. Some stories may not be ready for sharing or may be "too raw" to tell. Our first Round for both students and staff was entitled "A patient I'll never forget" and "A Colleague I'll never forget" respectively. Extraordinary stories were shared by our student panellists and audience members and indeed by staff colleagues.

Q: Are the Panellists/Storytellers students or staff or both?

A: In Surrey we run Rounds separately for our staff (all staff- academic, professional services, researchers), and our students (all health sciences students, undergraduate and postgraduate). To ensure psychological safety for both groups we keep them very separate. We do not allow any staff to attend our student Rounds except if they are part of the Schwartz team (e.g., facilitating the Round) or in an observational capacity (with strict parameters). In both cases, as you can see on the script, they are introduced and it is explained why they are there, that they wear different 'hats' and in the Round they are not teachers or assessors, and that the students are not being assessed in any

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way. Everyone is reminded of the confidentiality statement they agreed to when registering for the Round. In other institutions they only run Student Rounds and have fewer boundaries on attendance, even encouraging academic staff to also attend. There are different pros and cons to these approaches, so it needs careful consideration.

Q: Our university has different campuses, and we are worried that students might not be able to attend in person, can we run the same Round in different campuses?

A: You can run the same Round on different campuses, provided that the Storytellers and facilitators are willing and/or available to travel on both sites. Given that the discussion very much depends on the audience, one can decide to proceed with different storytellers on the different campuses, however the additional recourses (time for story prep, extra admin, catering etc) should be factored in when planning these events.

For your planning it might be helpful to learn that, when conducting the National Evaluation, we found that sites were very dispersed and split and the location of the Round would change each month. And often the same Round may be run over several months in different sites saving resources. This did mean that staff (students in the Schwartz South project) in a specific site would have less opportunity to attend, unless they travelled, but it did help manage the burden of doing multiple Rounds close together.

Q: Do you have to provide food?

A: Face to face Rounds provide catering before the Round and is part of the contract with the POCF. This allows for participants to socialise, decompress, and relax and take some space from the work they were involved in prior to joining the Round. When running online Rounds, we obviously do not provide food but we ask colleagues to join 15 minutes early and wait with a tea or coffee at the start of the session for the same purpose. We also have a 30 minute social session online after the end of the Round to move into another 'space' and decompress again.

Q: What happens to Rounds at my HEI after the Schwartz South funding runs out?

A: We would encourage you to use the evaluations to convince colleagues and senior leaders in your institution that the Rounds are worthwhile and that the students are getting something valuable out of it. You could also use our National Evaluation data to make a case for future funding and for

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carrying on. Also training more facilitators for succession planning helps with sustainability as well as distributing the workload. On the logistical side, the cost of the renewal of the licence is lower (currently at just under £3,000 for two years), than the original 2-year licence (which is currently £7,880 inc VAT)

Q: We are interested: What do we do next?

A: Please check our [website](#) where you can find a video presentation delivered by Professor Jill Maben with an introduction to Schwartz Rounds, a presentation of the University of Surrey Project, a practical overview of what running the Rounds with students involves and details about the commitments required for the successful delivery of Rounds within a HEI context. If you are still interested, please get in touch with schwartzsouth@surrey.ac.uk so we can explore whether you can be part of this project.

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