



Seeking clinical excellence through the implementation of an innovative peer coaching model in undergraduate nursing education



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First Year Student



AIM:
**Developing work
ready graduates**

Background Year 3 Nursing Students

- The healthcare workforce is evolving.
- Year 3 students are entering the work force as new graduates, feeling ill prepared
- As undergraduates, there is limited opportunity to practice direction and delegation

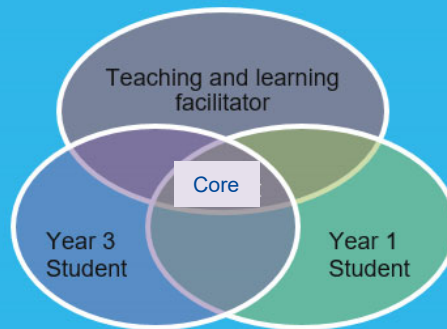


Background: Year 1 nursing students



- Changes in curriculum saw increased flipped classroom approach to skill learning
- Skill labs learning environment relies on students completing pre reading
- Some students appear anxious prior to clinical experience, which can inhibit their learning journey.

Implementing a new teaching and learning strategy



- ✓ Supportive learning environment to practice mentoring/coaching
- ✓ Lecturer facilitated in collaboration with Year 3
- ✓ Opportunity to debrief and reflect upon experience

Clinical coaching model



Year 3 debriefing post clinical coaching experience

Research Question: What are third-year nursing student's experiences and perceptions of participating in a simulated peer clinical coaching model?

Ethics and cultural considerations: Consultancy with Kaitohutohu and approval gained from OP ethics committee.

Method : Qualitative, retrospective study

Participants: Year 3 Nursing students who had undertaken the clinical coaching experience

Data collection method: online survey, using the Qualtrics platform.

Data analysis: thematic analysis



Results

Response rate: 59= 59%

Benefits to the Year 3

- Safe learning through peer support/partnership and being relatable
- Opportunity to practice and enhance mentoring skills
- Increased confidence in own skill set
- Building collegial relationships

Perceived benefits to Year 1

- Supportive learning environment
- The ability to ask any questions – feeling safe to ask

Development of their practice and ability to meet competency 1.3

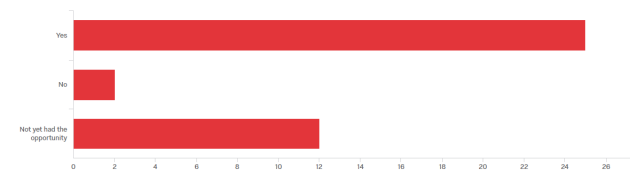
- Prior to this clinical coaching 50% felt they couldn't meet competency 1.3.
- Following this experience 91% of respondents felt increased ability to demonstrate and articulate this competency.
- Respondents felt they had an increased awareness of their own skill and knowledge and ability to direct the skill/task to others.

How could this experience be improved?

- 50% of respondents requested more opportunity to clinical coach
- More time with specific lab facilitator prior to the lab experience.

Q13 - Has this experience helped to support you to make direction and delegation

decisions in practice?



“Prior to this experience I had not delegated in clinical practice, I had only demonstrated knowledge. With the clinical coaching experience, I had actually mentored, and evaluated the skills of the 1st year students”



Often when practicing with the Mannequins I would make the Students feel better by doing it myself and reflecting saying *“maybe I could have done this Next time I will..... what do you think.... “* And we would discuss our thoughts and questions, then they would have more confidence as they practice.



Conclusion

The study validated the perceptions we had previously seen within the clinical coaching debrief.

Year 3 students have increased confidence in demonstrating and articulating 1.3 within their clinical practice.

Limitations

Time pressure

Bredth of feedback

Emerging researcher



Where to next

- Enhance the clinical coaching programme using the student feedback.
- Survey 2019 Year 3 cohort retrospectively. Compare data from 2018 group and 2019.
- Formally evaluate the Year 1 experience in 2019



References

Nursing Council of New Zealand. (2007). *Competencies for registered nurses*. Wellington, New Zealand.