



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



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**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

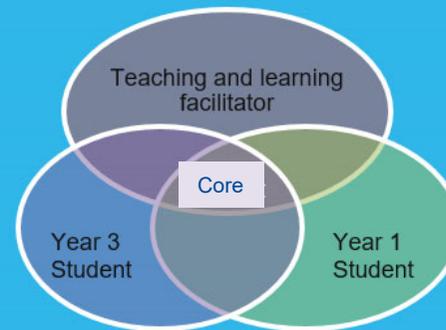


# Background: Year 1 nursing students



- 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

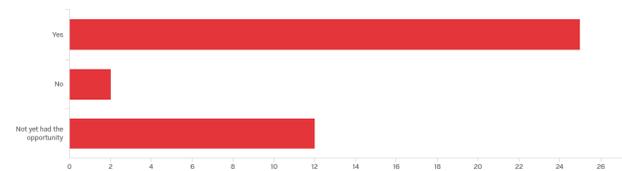
- Prior to this clinical coaching 50% felt they couldn't meet competency 1.3.
- Following this experience 91% of respondents felt increased ability to demonstrate and articulate this competency.
- Respondents felt they had an increased awareness of their own skill and knowledge and ability to direct 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 1<sup>st</sup> 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.