

COLLABORATIVE LEARNING IN PLACEMENT PRACTICE (CLIPP)

**PRACTICE
LEARNING
WITH
PLYMOUTH
UNIVERSITY**



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University



Acknowledgements to Jonty Kenward, CLiPP Manager: The Health Academy, Lancashire Teaching Hospitals

AIMS & OBJECTIVES

Introduction to Collaborative Learning in Placement Practice (CLiPP)

What coaching skills can we use?

Is coaching the same as mentoring?

Putting it all together



Key Drivers

To enhance the student's placement learning experience, in order to enable attainment of competency and proficiency

Enablement of high quality supervision and mentoring in the current climate of staff /mentor shortages and increasing demands on nursing

A need to attract recruit and retain into nursing roles – a good placement experience = recruitment

A need to increase capacity to secure the above and future of the profession

CLIPPP

First introduced in Amsterdam in 2013 now being widely implemented in the UK.

Students work together in groups/teams—using coaching techniques with each other, supervised using by RN/support workers also using coaching techniques.

The RN takes a step back - predominantly observing using coaching techniques to facilitate learning and development.

“Putting the Student in Front” – letting them learn by doing

Enables students to work together to reflect on:

current practices

expand, refine, and build new skills

share ideas

solve problems



Students:

are allocated to a team on a daily basis – part of the ward/specified area– the remainder of the ward functions as normal.

are each allocated the total responsibility of one or more patients depending on their experience

will access pathways in relation to their patients' journey

have a weekly reflective session lead by Clinical Manager

CLiPP doesn't occur during night shifts

Mentors:

A named mentor is allocated to each student however, may not work that frequently with the student (indirect supervision) — receive feedback from the RNs who work with them form a basis for assessment.

They do however set Goals, meet for formative assessment and summative assessment.

A Mentor is available to all students for 40% of the working week.



BENEFITS OF EMBEDDING INTO CLINICAL PRACTICE

Students

Rapidly develop confidence and leadership as they coach each other as well as being coached.

Take greater responsibility for their learning

Have Increased satisfaction with clinical practice in CLiPP environment

Enhance their thinking and confidence—clinical reasoning and decision making

Improved reflection skills

Increased:

motivation

ability to deal with and resolve problems

self-esteem

preparedness to take on role of RN

Staff

Sense of collegiate working across whole team

Improved self-worth and job satisfaction

Increased staff motivation

Job enrichment and performance

Improved recruitment and retention to area



WHAT'S THE DIFFERENCE BETWEEN A MENTORING AND COACHING?

Mentoring...

Talks

Answers questions

Steps in and provides care

Is watched by the student

Directs the student's learning

Allocates tasks to the student

Identifies individual learning opportunities in the ward environment

Coaching...

Listens

Asks questions

Steps back and allows student to learn by providing care

Lets the student direct their own learning

Allows students to identify what they need to work on

Uses the whole ward as a learning environment

Students will demonstrate skills in effective supervision, teaching and performance appraisal expected as part of registrant practice (NMC, 2017)

All students are being prepared to peer teach/coach – year 2 and 3 are expected to keep logs – reflect and use as evidence of competence

Practice Mentors are being trained to develop coaching techniques

We are advocating ‘Grow Model’ for our students and mentors/supervisions in practice (Whitmore, 2009)



The Grow Model can be applied to the whole placement or a day/ an hours' activities



CUE QUESTIONS ADAPTED FROM WHITMORE J (2012)



Advice
Giving

What are your **G**oals?

What will enable you to do?

What is different?

What do you want to achieve?

What is the **R**eality?

What is happening at the moment?

How do you feel about this?

What are you doing that is getting in the way of your goal?

Who else does it affect.

What are your **O**ptions?

What could you do?

What alternatives do you have?

Where could you find out the information?

Who could help you with this?

What **W**ill you Do?

What will you do?

How will you do that?

When will you do it?

Is there anything you need to put in place before that?

- Reduces ownership
- May cause the learner to blame the coach if it doesn't work

- reduces resourcefulness
- undermines the learner's choice
- Prevents exploration

EFFECTIVE QUESTIONING

Open



Closed



e.g. "What are your thoughts about this issue?"

e.g. "Are you going to do that?"

Leading



Clarifying

e.g. "Do you agree that the best thing to do would be to take that option?"



e.g. "Talk me through what you mean by that?"

Compound



e.g. "Tell me what you want to do, why and what the implications could be"

What type of practitioner do we want to develop?



Those with a
Growth Mindset

VS

Those with a
Fixed Mindset



'I will develop
through my
effort'

'I'll have a go and
if it doesn't work,
I'll improve'

'I know if I try
harder that I
can do it'

'If I get some
feedback then I
can do better'



'I am clever
and always
do well'

'I'd rather avoid
challenge to save
looking stupid'

'I don't think I'll
carry on, I'm not
good enough'

'I don't really want
feedback as I'm
sure that was ok'

FEEDBACK

Its important for all learners to receive feedback on how they are performing

again asking them to consider how they feel they have done to gage their thinking

Feed back how they are doing

What opportunities are there for further development

Reality- Options

Will best way forward - Agree Plan



CONSIDER THE FOLLOWING IN SMALL GROUPS



ANOTHER STUDENT ASKS YOU TO ADVISE – THEY HAVEN'T RECEIVED REPORT AND A PATIENT THEY DON'T KNOW HAS ASKED TO BE TAKEN TO THE TOILET. HOW WILL YOU COACH THEM?

What is the Goal?

What will enable you to do?

What is different?

What do you want to achieve?

What is the reality? What is happening at the moment?

How do you feel about this?

What are you doing that is getting in the way of your goal?

Who else does it affect

What are the options? What could you do?

What alternatives do you have?

Where could you find out the information?

Who could help you with this?

What should they decide to do

What will you do?

How will you do that?

When will you do it?

Is there anything you need to put in place before



A STUDENTS' PATIENT REQUIRES A SPECIFIC WOUND DRESSING THEY HAVEN'T COME ACROSS BEFORE

What is the Goal?

What will enable you to do?

What is different?

What do you want to achieve?

What is the reality? What is happening at the moment?

How do you feel about this?

What are you doing that is getting in the way of your goal?

Who else does it affect

What are the options? What could you do?

What alternatives do you have?

Where could you find out the information?

Who could help you with this?

What should they decide to do

What will you do?

How will you do that?

When will you do it?

Is there anything you need to put in place before

YOU ARE WORKING IN THE EMERGENCY DEPARTMENT AND A PATIENT COMES IN WITH A SUSPECTED FRACTURED FEMUR. HOW DO YOU COACH?

What is the Goal?

What will enable you to do?

What is different?

What do you want to achieve?

What is the reality? What is happening at the moment?

How do you feel about this?

What are you doing that is getting in the way of your goal?

Who else does it affect

What are the options? What could you do?

What alternatives do you have?

Where could you find out the information?

Who could help you with this?

What should they decide to do

What will you do?

How will you do that?

When will you do it?

Is there anything you need to put in place before

HANDOVER: A STUDENT HAS TO HAND OVER A BAY, HOW COULD YOU HELP THEM CONSIDER HOW TO TACKLE THIS?

WARD ROUND: A STUDENT IS ABOUT TO CONDUCT A WARD ROUND. HOW COULD YOU HELP THEM PREPARE?

What is the Goal?

What will enable you to do?

What is different?

What do you want to achieve?

What is the reality? What is happening at the moment?

How do you feel about this?

What are you doing that is getting in the way of your goal?

Who else does it affect

What are the options? What could you do?

What alternatives do you have?

Where could you find out the information?

Who could help you with this?

What should they decide to do

What will you do?

How will you do that?

When will you do it?

Is there anything you need to put in place before

IF A PATIENT DETERIORATES AND HAS A CARDIAC ARREST CAN YOU BE COACH THROUGH THIS?

What is the Goal?

What will enable you to do?

What is different?

What do you want to achieve?

What is the reality? What is happening at the moment?

How do you feel about this?

What are you doing that is getting in the way of your goal?

Who else does it affect

What are the options? What could you do?

What alternatives do you have?

Where could you find out the information?

Who could help you with this?

What should you decide to do

What will you do?

How will you do that?

When will you do it?

Is there anything you need to put in place before

Reflect after the event

What was the goal?

What was the reality?

What were the options ?

What should you do if it happened again?

<https://www.youtube.com/watch?v=btnCh0XV8JY>

Academic and Practice Leads visited Lancashire Teaching Hospitals NHS Foundation Trust to see “CLiPP in Practice” - Findings:

Puts the student at the centre of learning

holistic patient approach to care

Excellent Communication with MDT

- Enhanced working between Trusts and the University
- Changes to student support for the better



- The level of professionalism and confidence of the year one student nurse
- The collegiate way in which the students worked
- The way the mentors embraced the coaching positive views expressed by the patients

- Empowering students to think for themselves
Improved recruitment, retention of staff due to staff feeling valued.

Engaging students into concepts of leadership and management of workload in clinical practice regardless of stage

- The confidence in the preceptee who was coaching- who had experienced coaching as student

Questions?



FURTHER READING

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