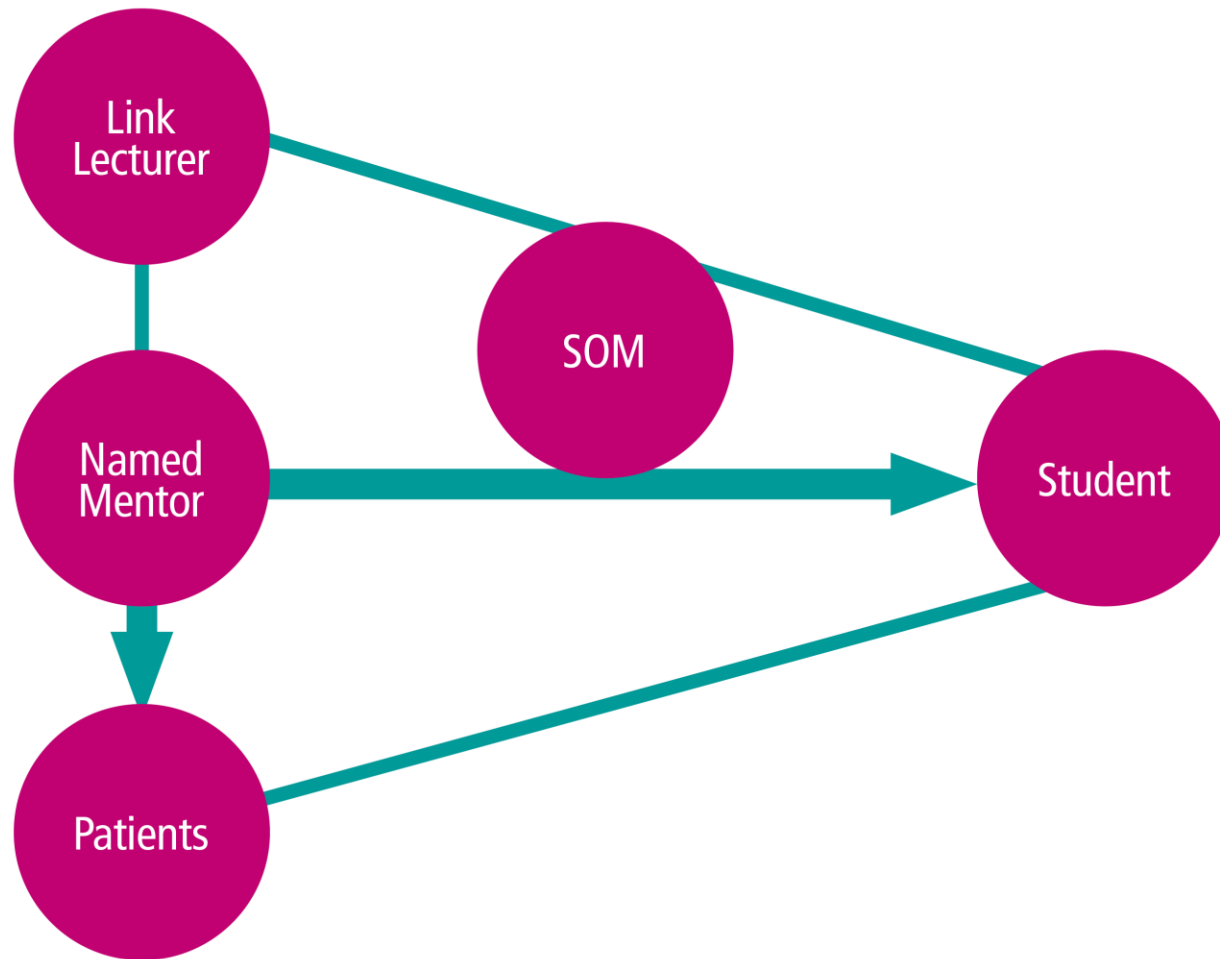


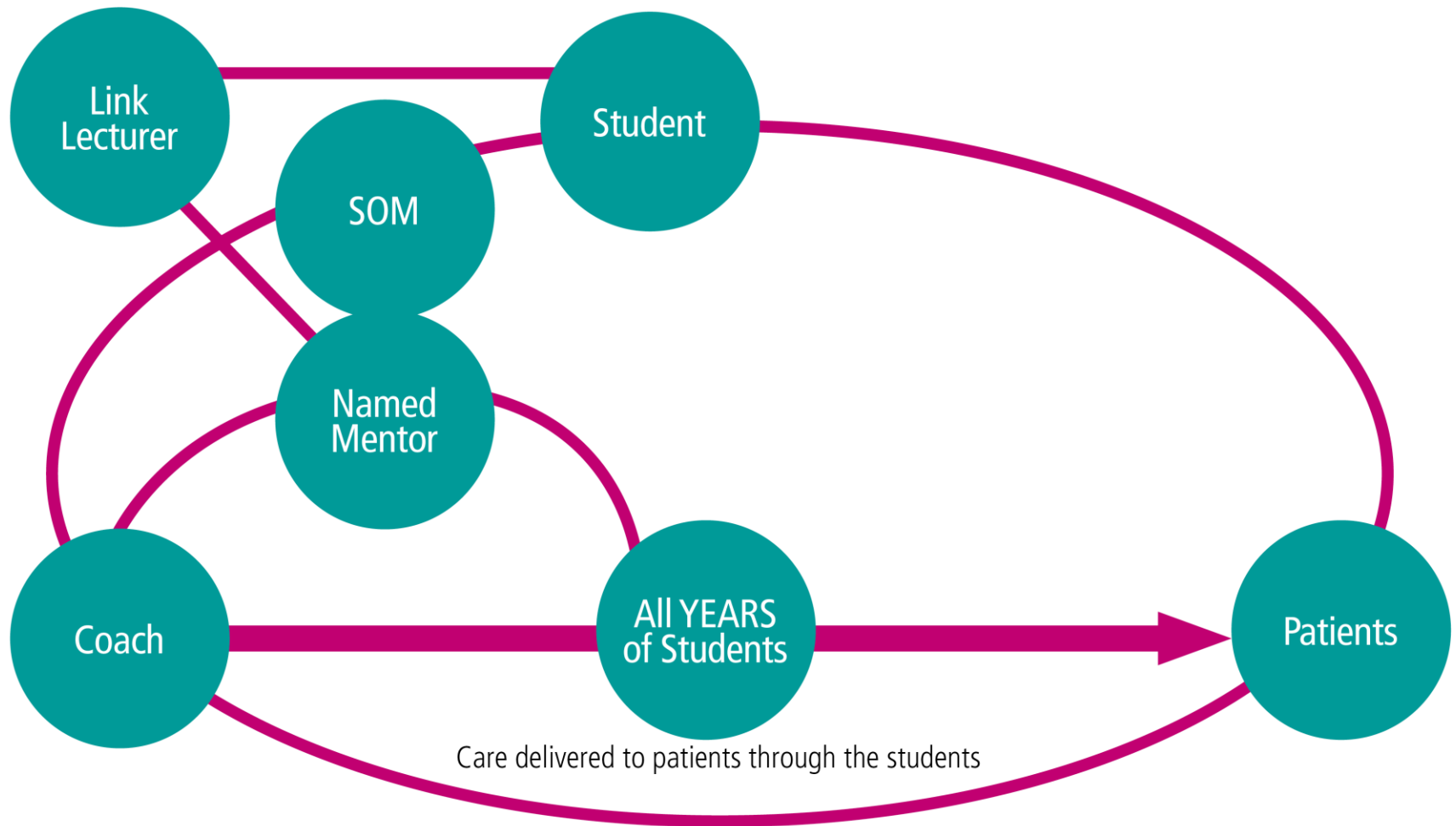
Aims & Objectives

- Coaching and Collaborative Learning in Practice (CLiP)
- What is coaching?
- What are the benefits of coaching?
- Is coaching the same as mentoring?
- Key elements
- Putting it all together

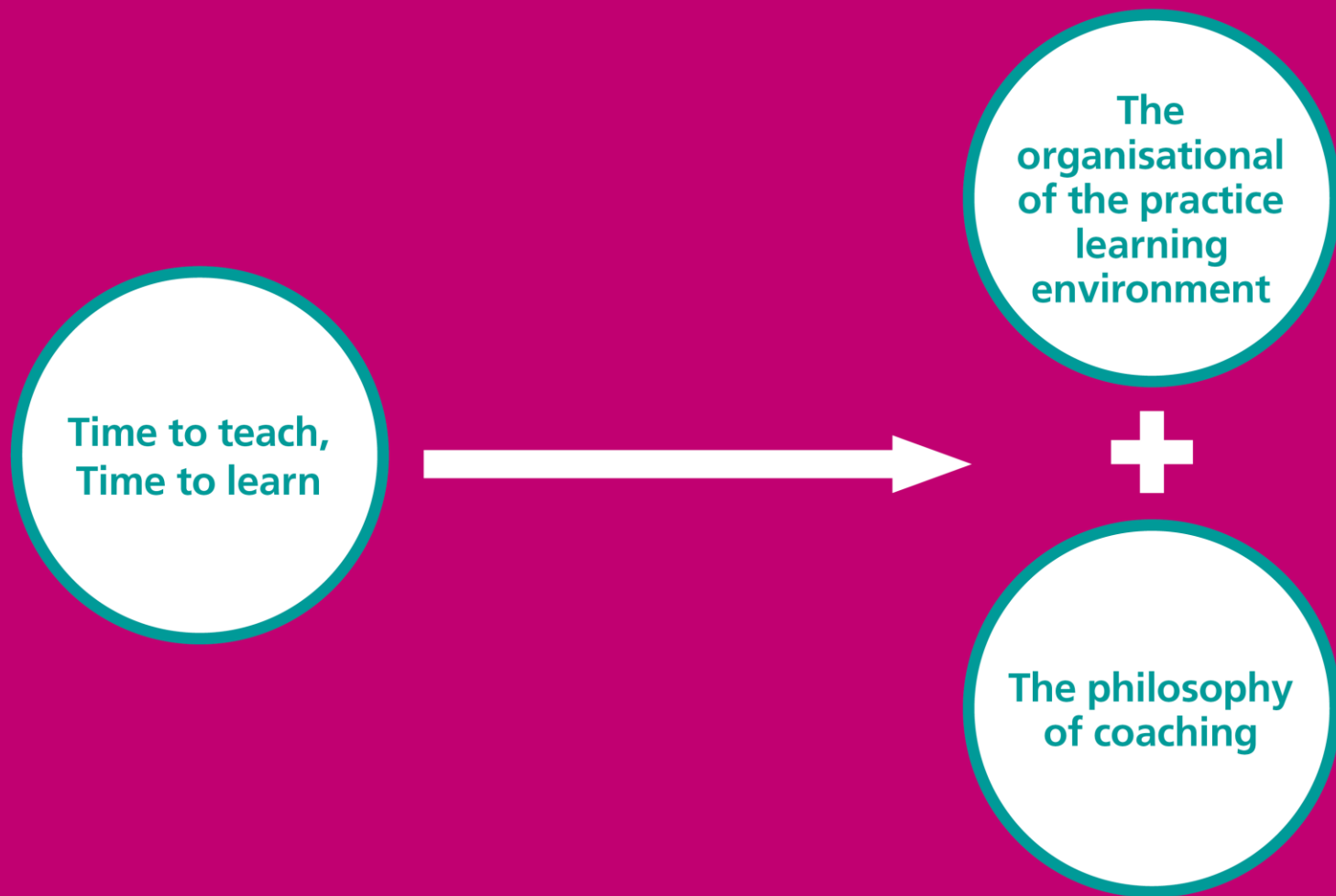




**Existing model of practice learning=
unbalanced, unsustainable & costly**



Collaborative Learning in Practice (CLiP®)



Two key differences between the current model and CLiP®
that enable this to happen:

How does the CLiP® model facilitate coaching?

Organisation of Learning

- One coach: 3 students
- Coach has patient allocation and then this is shared between students
- Mixture of students
- Structured day
- Student takes responsibility of learning
- Better to have shifts with no students than 1 or 2 students per shift
- Named mentor retains overall responsibility

Philosophy of Coaching

- Stepping back
- The art of questioning not telling
- Students take responsibility for all the care of their patient
- Assessment of competency
- Students learn by doing
- Students will access spokes in relation to their patient journey
- The coach *facilitates* learning rather than simply provides the answers: the student holds the answers not the coach!

What is coaching?

‘A process of support offered to an individual, which is performance focused, goal centred and results in action’ (Ho et al. 2007)

- ‘Enabling students to find solutions to their own problems’
 - ‘Drawing out solutions through effective questioning and listening skills’
 - ‘Non-hierarchical’
 - ‘Does not depend on any expert/subject specific knowledge’
- (Allison & Harbour, 2009)

What's the difference between a mentoring and coaching?

A Mentor...

- 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

A Coach...

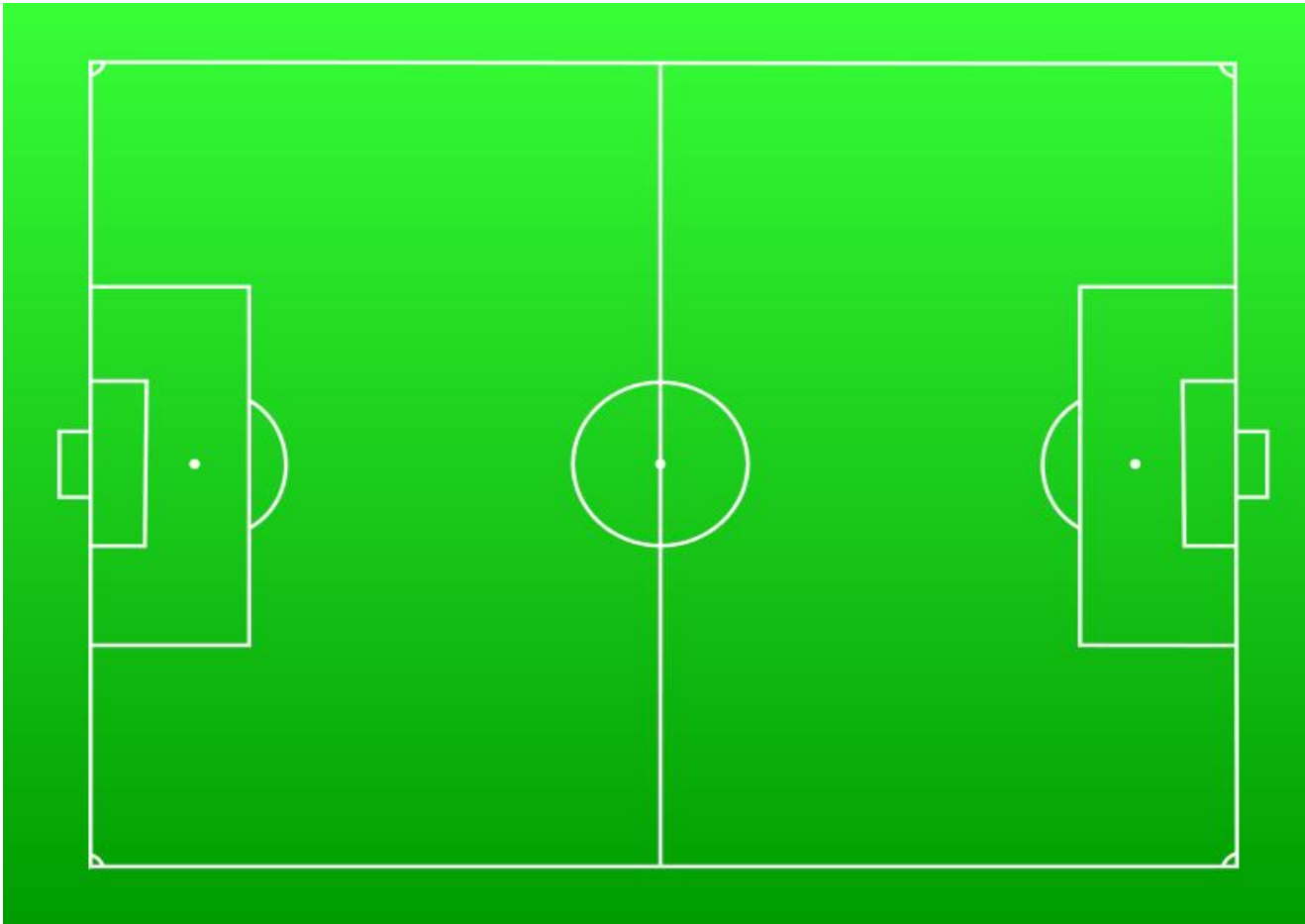
- Listens
- Asks questions
- Steps back and allows student to learn by providing care
- Watches the student
- Lets the student direct their own learning
- Allows students to identify what they need to work on
- Uses the whole ward as a learning environment

The Benefits of Coaching

NHS & Department of Health Leaderships Centre (2004) identified:

- Improved reflection skills
- Promotion of growth and development
- Enhanced thinking
- Increased self-esteem
- Job enrichment and performance
- Increased ability to deal with and resolve problems
- Confidence building in decision making
- Improved self-worth and job satisfaction
- Increased motivation

Conceptualising Coaching



- What role does the coach play?
- How are they involved?
- When are they involved?

Coaching tasks

- Clear Communication
- Regular feedback
- Observe and monitor
- Set aside time
- Know their team well
- Contracting

Skills

- Questioning
- Listening
- Being objective
- Feedback
- Following the learner

Effective Questioning

Open



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

Closed



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

Leading



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

Clarifying



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"



Any questions?

What questions to ask?

1. A patient has flagged as having a National Early Warning Score (NEWS) of 3 for systolic blood pressure. What questions would you ask the trainee who was looking after them?
2. A new patient who is an elderly lady with diabetes and appears fragile has just been admitted to the ward. What questions would you ask the trainee to help them consider how they should care for them?
3. A shift has just started and two members of staff are down in a team of eight. What would you ask the trainee?

Listening

- Think of a time when did you felt really listened to?
- What was the other person doing or not doing?
- Think of a time when you didn't feel listened to?
- What was the other person doing or not doing?



Scenario: Imagine you are working with a student who is considering carrying out a procedure incorrectly (e.g. moving and handling). How should you approach this situation?

- Advice giving
 - Reduces ownership
 - May cause the learner to blame the coach if it doesn't work
 - It reduces resourcefulness
 - It undermines the learner's choice
 - Prevents exploration
 - People often learn more when things do not work out than when they do
- Offer advice
 - If there is a clear right or wrong leading to medical or legal issues
 - If patient well-being may suffer
 - As a last resort

Practice: Listening and asking questions!

Person A: Think of a current problem or issue you are having that you would be comfortable taking about. This may be a work or non-work issue and should not be too personal!

Person B: Ask questions and actively listen to Person A, in order to help them further understand and explore their situation.

Observer: Is Person A asking open questions? Are they guiding or providing advice? What are they doing well? How could they improve?

Timing: After 5 minutes provide feedback and swap round

GROW Model

Goal

- What does the learner want to achieve?
- This needs to be very clear.

Reality

- What is their skill / knowledge level?
- What else may help or hinder them?

Options

- What are the choices?
- What else could they try?

Way

- What options are the best to follow?
- Agreed an action plan.

GROW Model



Collaborative Learning in Practice Learning Log

Name of student:

Date:

Name of coach:

Learning objectives / goals for the day	Current level of knowledge / ability	How can the goal(s) be achieved? E.g. Expectation from coach/other help needed	Plan
Overview of Learning Outcomes:			
Goal: What will be worked on? What will be the specific outcomes?	Reality: Current level of knowledge/skills? Other factors that may help/ hinder?	Options: What may be done? What else could be considered?	Way: What will be done?

Feedback

- What leads to good feedback?
- What leads to feedback being not so good?

Feedback should be:

Balanced

Objective

Owned

Specific

Timely

What to do:

- Check *understanding*
- *Describe* what they did
- Explain the *effect*
- What should they do *next time*, i.e. change or continue?

Putting it all together

- **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?
- **Nutrition:** a patient has stopped eating and has lost their appetite. How could you support the trainee who is unsure of what to do?

Summary

- Coaching has many benefits including; skill development & increasing performance
- Coaching is different to mentoring
- Coaching is about facilitating and not about providing advice
- Key skills are questioning, listening and providing feedback



Any questions?