The Journey of Collaborative Learning In Practice (CLiP) at JPUH

Sharon Crowle
Head of Education and Practice Development
CLiP is a coaching model, where students are encouraged to take the lead in their practice, caring for their own patient group and supporting the learning through identified daily learning outcomes. The student themselves are coached by registered staff with additional mentor support.

The idea is that the ward will have a mixture of students from different years who can support and learn from each other, although they are supervised by a number of staff (whilst still maintaining 40% access time to a mentor) and be coached by any registered professional for the duration of the shift.
Collaboration:

Health Education England

James Paget University Hospitals
NHS Foundation Trust

University of East Anglia
Coaching Model experienced in Holland
Next steps.......
Roll out plan:

- Ward changes
- First hand experience
- Increase placements required

WARD 12 PILOT SITE CHosen

- Areas of improvement identified to enhance student experience
- Ward leadership keen to embrace
Supportive Educational Materials:

• Timing and roll out plan pivotal

• Information shared with all professions on ward

• Coaching sessions provided for all on ward

• Information resources produced

• Tariff funding used to support education resources in teaching room

• Tariff funding/ HEE match funding for clinical educator post
Clinical Educator role fundamental to the success of this model:

Development of job description in collaboration with HEE, UEA and other local trusts.

Securing initial funding to support role and developing a business plan to ensure continuity.

Preparation for clinical educator role.

Support and development for clinical educators through local forum.

Development of coaching material in collaboration with HEE, UEA and other local trusts.

A passion and desire to support students enhancing the learning environment.
Comments expressed:

“More Enjoyable”  “Supportive Clinical Educators”  “More engaging”

“More time to research learning outcomes”  “More respect from other staff members”

“Given more responsibility”  “Being able to take more control of patient journey”

“Feel more trusted”  “More Enjoyable”  “Working more autonomously”

“Feel more part of the Staff Nurse team”  “More hands on and practical skills gained”

“More learning opportunities”  “Different mix of skills with the coaches”

“More opportunities to ask coach questions”  “Better relationship with patients”

“Support of other students”
Outcomes:

Early indicators of quality improvements from this approach:

• Reduced falls

• Reduced pressure ulcers

• Potential reduced length of stay

Enhanced learning environment experienced by staff and students:

• Positive feedback from consultants, nursing team, allied health professionals and learners
Initial obstacles:

- Some staff felt anxious about the students stepping forward and the registered nurse stepping back.

- Concerns when student numbers were smaller could the CLiP model still work.

- Understanding of the off duty and planning.

- Communication to off site agencies in regards to CLiP.
Next steps..

Continue roll out across our organisation

Sharing good practice

Evaluating outcomes from this approach
A Ward Sisters Perspective

Lisa Ruthven
Senior Sister Ward 12
Getting Involved

• Invited to participate in a new way of supporting students in clinical practice
• Creating a quality learning environment
• Encouraging student peer support
Experience of Holland

• Seeing the model in action at ward level
• Spending time with the students and coaches in practice
Beginning the Journey

• 37 beds, 25 acute medicine, 12 rehabilitation
• Integration of a community ward
Preparing the ward

• Staff Letter
• Resource room
• ‘Drop In’ sessions
• Communication to Multidisciplinary Team
• Coaching sessions for all qualified staff
• Meeting with Mentors
Initial Problems

• Overcoming staff concerns
• Off Duty
• Understanding of roles and responsibilities regarding Healthcare Assistants and Learner bays
Outcomes 2 years on

• Embedded into practice
• Learning Culture throughout the ward
• Confident students
• Supported mentors
• Early identification and support for students who are struggling
CLiP

What our students really think
CLiP Students Pre and Post Registration

Please let me introduce:

Martha Jones
Kelsey Mutch
Sarah Champion
Lorraine Hill
Kirsti Parslow-Williams
Jenna Killett
Martha Jones
One year post registration
Adult Nurse

‘working with other students and sharing my knowledge’
Kelsey Mutch
Newly Qualified Adult Nurse

‘If there was something I was unsure about I would research and share this information with other student nurses’
Sarah Champion
Third Year Sign Off Student Nurse

‘Clip has transformed my critical thinking skills, clarifying ideas for improvement through discussion and debate, carefully guided by mentors and education teams’
“Working together and sharing knowledge with my peers within the CLiP model has helped me to develop confidence in both my clinical knowledge and skills. It is giving us the opportunity to support each other to become the best competent practitioners we can be.”
Kirsti Parslow-Williams
Second Year Midwifery Student
"Sharing knowledge and skills developed through CLiP is increasing my confidence both with the team and as a midwifery practitioner."
Jenna Killett

“CLiP has enabled me to quickly develop my confidence and become a competent supervised participant, allowing me to grow into the practitioner I wish to be whilst still a student”

Second Year Midwifery Student
Collaborative Learning in Practice (CLiP)
The Clinical Educator Role

Where you come first
The Clinical Educators Focus
Clinical Educators support students by:

Arranging Inductions pre-placement on Trust and CLiP expectations
Facilitating Teaching Sessions
Organising Student Presentations
Ward visits
Being there when needed
Being Approachable
Clinical Educators support coaches by

• Supporting with placement paperwork
• Covering Coaches for protected time
• Visiting Wards
• Being Approachable
• Supporting failing students
• Being there when needed
Educators

Support both Coaches and students
Identify new CLiP areas
Negotiate and liaise with Lead Nurses, Matrons, Ward Managers and the HEI when a new area is identified
Begin teaching sessions, all staff members!
Visit Coaches and Students during placement periods
Educators

Bedside teaching
Work closely with failing students
Work clinically as needed
Holistic approach as independent of wards
An intermediary
Teach requested skills
Failing to Fail

or

supporting to succeed?

Supporting coaches to support students
Support students to support studies
Failing only when necessary
Educators work with both Coaches and Students.

It is my hope that we can discover that......

‘We are like acorns, each us contains within us the potential to be a magnificent oak tree,

With the right nourishment, encouragement and light we can all grow into mighty oaks

(Whitmore 2015)