

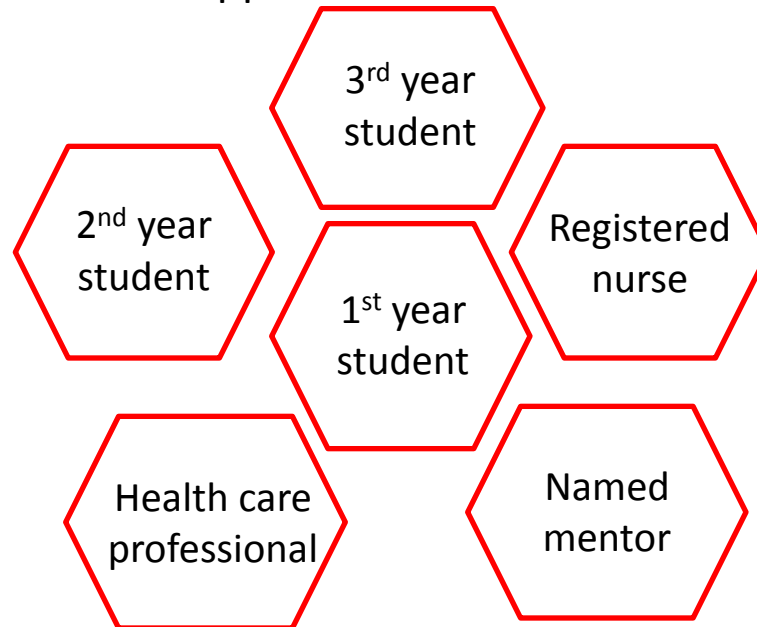
The Journey of Collaborative Learning In Practice (CLiP) at JPUH

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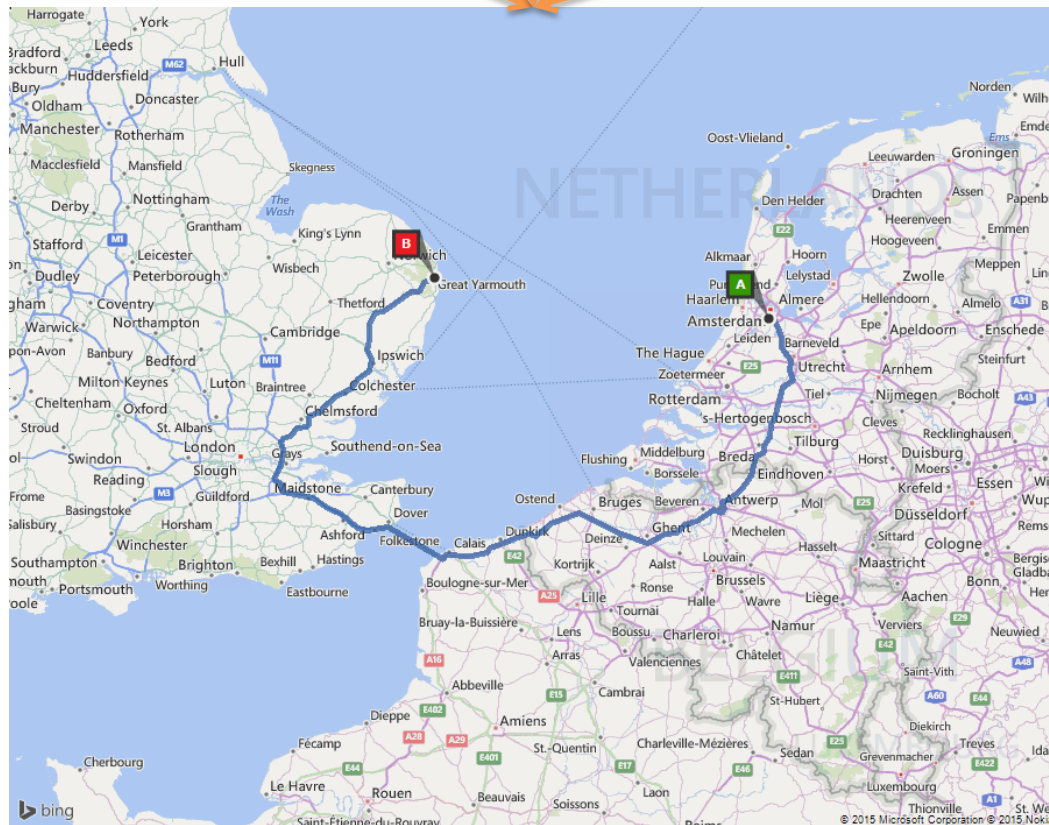
Definition:

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.

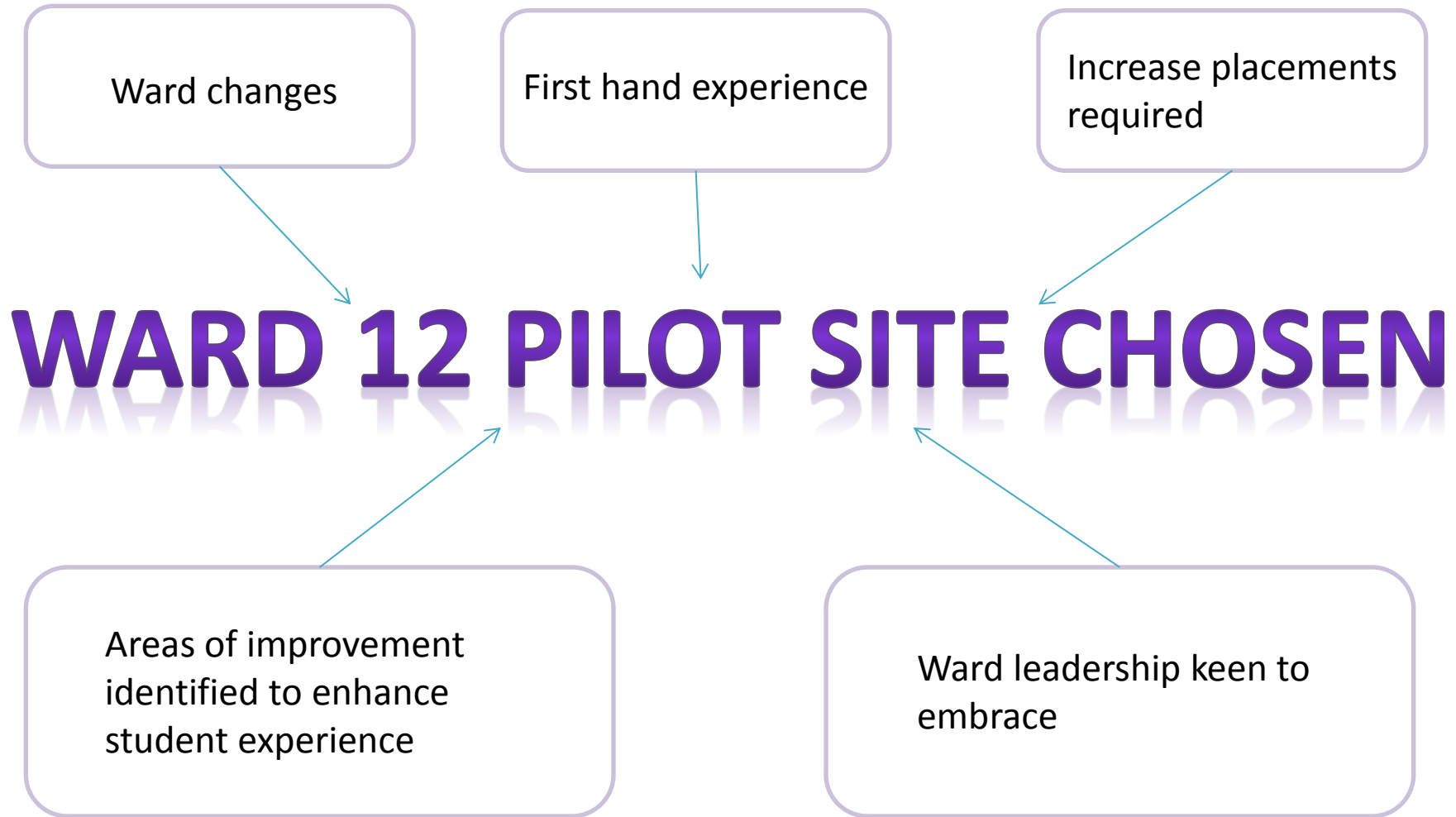
Collaboration:



Coaching Model experienced in Holland Next steps.....



Roll out plan:



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



Resilience

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”

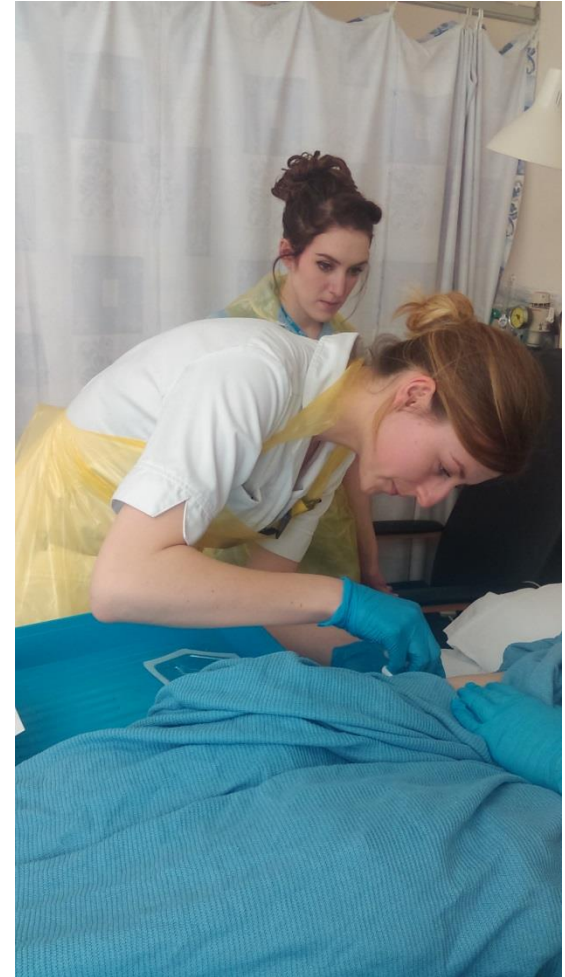
Outcomes:

Early indicators of quality improvements from this approach:

- Reduced falls
- Reduced pressure ulcers
- Potential reduced length of stay

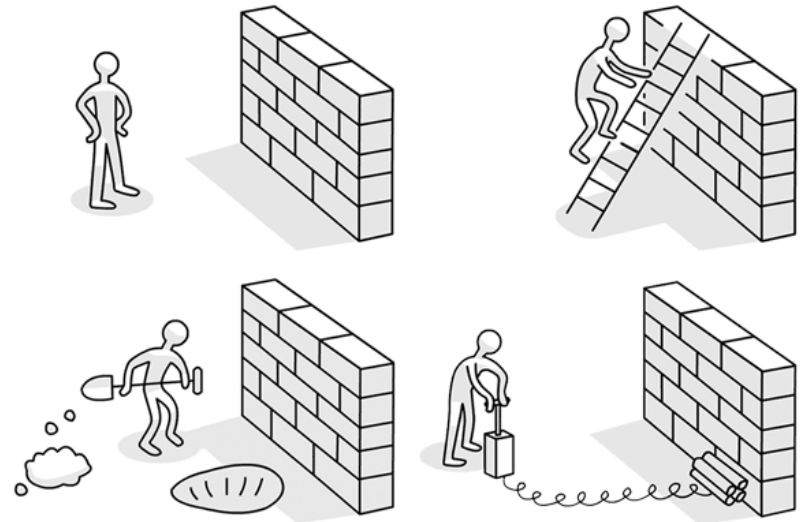
Enhanced learning environment experienced by staff and students:

- 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..



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graph LR; A[Continue roll out across our organisation] --> B[Sharing good practice]; B --> C[Evaluating outcomes from this approach];
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Continue roll out across
our organisation

Sharing good practice

Evaluating outcomes
from this approach

A Ward Sisters Perspective

Lisa Ruthven

Senior Sister Ward 12



Where YOU come first

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’

Lorraine Hill

Second Year Midwifery Student

“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”

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)

