PEER COACHING PROGRAM BETWEEN GRADUATING SENIORS AND INCOMING JUNIORS IN A CLINICAL SETTING

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Peer Coaching: A Tool for a Healthy Learning Environment
PEER COACHING:

- Collaborative relationship
- Skilled facilitator
  - Coach - Senior nursing student in last semester of BSN program
- Willing individual
  - Novice - Nursing student in first semester of Med-Surg clinical

(Donner & Wheeler, 2009)
CREATING A HEALTHY WORK ENVIRONMENT

“There are a range of skills required for effective coaching.

These include

- Observing,
- Providing feedback,
- Questioning to encourage self-discovery,
- Leading,
- Communicating,
- Trust-building,
- Problem definition and problem solving,
- Decision making and
- Conflict management.” (Donner & Wheeler, 2009, p. 27)
CREATING A HEALTHY WORK ENVIRONMENT

- Requires a variety of skills
  - Observing
  - Questioning for self-discovery
  - Feedback
  - Leadership
  - Communication
  - Trust
  - Defining problems
  - Problem solving
  - Decision-making
  - Conflict management (Donner & Wheeler, 2009, p. 27)
COACHING COMPETENCIES BY INTERNATIONAL COACH FEDERATION

- “Setting the foundation, meeting ethical guidelines and professional standards, establishing coaching agreements;
- Co-creating the relationship — establishing trust and intimacy with the client (Student);
- Communicating effectively — active listening, powerful questioning, direct communication; and
- Facilitating learning — creating awareness, designing actions, planning and goal-setting, managing progress and accountability.” (Donner & Wheeler, 2009, p. 27)
WHY PEER COACHING?

- Increasing complex patients
- Development of key skills
  - Communication
  - Decision-making
  - Clinical judgment/reasoning
  - Critical thinking
- Leadership
WHO BENEFITS FROM PEER COACHING?

- Faculty
- Staff
- Students
- Patients
THEORETICAL FRAMEWORK

Constructivism

- Knowledge affected, influenced, observed and experienced in the present as well as the past (Bertrand, 2003)
- Based on the principle that learning is an active process built on the basis of life’s experiences (Bruner, Vygotsky, & Feuerstien, 2008)
- Conceptual development comes from sharing experiences (Bruner et al., 2008)
LASATER’S CLINICAL JUDGMENT RUBRIC

- Noticing
  - Observation
  - Deviations
  - Seeking

- Interpreting
  - Prioritizing data
  - Data interpretation

- Responding
  - Confident, calm
  - Clear communication
  - Interventions
  - Skillful

- Reflecting
  - Self evaluation
  - Seeking improvement

- Exemplary
  - Focused, Assertive, Responsible, Observant, Independent, Reflective

- Accomplished
  - Actively seeking, Some stress, Clear communication, Proficient

- Developing
  - Overwhelmed, Unsure, Limited, Tentative, Hesitant, Self-protective

- Beginning
  - Confused, Ineffective, Difficulty interpreting/focusing, Stressed, Confused

ADVANTAGES

- Increase face-to-face communication
  - Student to student
  - Faculty to student
  - Staff to student
- Simultaneously bringing together
  - Didactic information
  - Critical thinking skills
  - Clinical judgment/reasoning
  - Leadership
  - Patient Safety
  - Promotion of civility
CHALLENGES

- Time consuming
  - Development of coaching role
  - Clinical placement
  - Orientation
- Clinical faculty expectations
FINDINGS SUGGEST...

- Empowering (Self-Reported)
  - ↑ clinical satisfaction both groups
  - ↑ critical thinking, problem solving, clinical judgment and reasoning
- Identified need for clear communication
- Noticing of strengths and weaknesses
- Graduating seniors stated they felt better prepared to enter the work force
- Incoming junior students able to address senior student regarding
  - Additional information/resources related to medication
  - Review procedures prior to performing with faculty
- Collaborative learning
  - Development of Self-Confidence
  - Trust Building
  - NCLEX-RN Enrichment
FINDINGS

- Student’s self-evaluated
  - Lasater’s scale after their peer coaching experience.
- Positive effects were defined as:
  - Exemplary
  - Accomplished
SELF-REPORTED POSITIVE EFFECTS OF PEER COACHING

Self-reported positive effects of peer coaching

- Focused observation
- Recognized Difficulties
- Information seeking
- Prioritizing data
- Making sense of data
- Calm confident manner
- Clear Communication
- Well planned
- Being Skillful
- Commitment to improvement
- Evaluation/Self-analysis

Data for Fall 2011 and Spring 2012.
IMPLICATIONS FOR FUTURE PEER COACHING

- Simulation Coaching
- Academic Coaching
- NCLEX Enrichment Coaching
“SO NEVER LOSE AN OPPORTUNITY OF URGING A PRACTICAL BEGINNING, HOWEVER SMALL, FOR IT IS WONDERFUL HOW OFTEN IN SUCH MATTERS THE MUSTARD-SEED GERMINATES AND ROOTS ITSELF.”

Florence Nightingale
REFERENCES