Professional Coaching in Undergraduate Nurse Education

Andrea Kennedy, RN PhD, Liza Choi, RN MN, - Associate Professors; Caroline Peplinski, SN3
School of Nursing and Midwifery, Mount Royal University
Today’s Discussion

• what is professional coaching?
• what is known in the literature?
• how can coaching enhance contemporary nursing teaching and learning practices?
• how can coaching in nursing education support collaborative practice in PFCC?

And what brought the 3 of us together be interested in this approach?
our focus: innovative nursing education

What brought us together around this topic?

- **Andrea** – professional coach (Coach U) and [Certified Daring Way™](#) facilitator with field school students, faculty and staff
  - “owning our stories and loving ourselves through that process is the bravest thing that we’ll ever do” (Brown, 2012)

- **Liza** – professional coach (Hong Kong) and [EAL Nursing Student Support](#)
  - “unique support program that addresses the whole student. Both academic and non-academic successes and challenges are championed here”

- **Caroline** – intrigued about how coaching is different from teaching, and how collaborative conversations can help students achieve their self-identified goals
what is professional coaching... and how is this different from other processes?

professional coaches ARE TRAINED to focus on:
  • self-directed goals
  • client’s own creative problem-solving, awareness, and capacity.

the client’s OWN expertise is emphasized.

the coaching conversation is NOT about:
  • dispensing advice
  • guidance
  • Instruction
what is professional coaching... and how is this different from other processes?

How professional coaching may differ from other role.

- athletic coaching
  - correct techniques and performance

- training
  - establish goals and instructs curriculum directed by program

- mentoring
  - wisdom and guidance; may use professional coaching skills within this role

- consulting
  - assess, establish priorities and recommend strategies as the expert

(International Coach Federation, n.d.)
what is the potential of professional coaching in nurse education?

professional coaching interactions with students are:

• motivational
• validating
• strengths-based
• future-oriented
focus on the student’s self-identified goal and strategies

- encourage self-awareness and discovery
- explore strengths and capacity
- clarify values and realistic expectations
- hold student accountable for action related to goal achievement (International Coach Federation, n.d.)
- support NCLEX aligned conceptual-learning based on student’s priorities and experiences
- develop critical thinking skills through personal & professional discovery (Bristol, April 12, 2016)

This may be done with individual or small groups of students.
what does a professional coaching conversation look like?

International Coaching Federation

coaching conversation process

1. opening agreement on priority
2. exploring priority and goal(s)
3. check-in to verify priority and goal(s)
4. closing & next steps for accountability
what does a professional coaching conversation look like?

step 1 of 4:

1. opening
   - establish coaching agreement to focus on self-identified priority and goal
what does a professional coaching conversation look like?

step 2 of 4:

2. explore priorities and goals
   - active listening
   - powerful questions that inspire reflection
   - develop greater self-awareness around the priority for action
what does a professional coaching conversation look like?

step 3 of 4:

3. check-in to verify priorities and goals
   - identify realization or learning from coaching conversation
   - “ah – ha moment?”
what does a professional coaching conversation look like?

step 4 of 4:
4. closing & next steps
• goal and accountability plan
• action plan
• time
• follow-up (Coach U, 2005; Donner & Wheeler, 2009)
literature review: first indications of coaching in nurse education

Smoyak (1978). “Teaching as coaching”
- first documentation located on coaching in nurse education

- coaching by expert clinical nurse teachers with undergraduate students in Australia
- steps guiding coach conversation and goal setting in a caring manner for psychomotor & cognitive skill development
- Students: ↑ scholarship & confidence in psychomotor skills;
- Instructors: inspire ↑ creative, critical thinking
literature review: professional nurse coaching

**Dossey & Hess (2013)** “Professional nurse coaching: Advances in national and global healthcare transformation”

- RN integrates coach competencies in health promotion change process to actualize coachee’s full potential

**Dossey & Luck (2015)** “Nurse coaching through a nursing lens: The theory of integrative nurse coaching”

- Nurse Coach role is formally recognized in USA
- “places clients/patients at the center and assists them in establishing health goals, creating change in lifestyle behaviours for health promotion and disease management: (p. 11)
- “Listening with HEARTH: Healing, Energy, Awareness, Resiliency & Transformation: (p. 13)
International Nurse Coach Association
(established 2010)

- 120 hour professional nurse coaching program accredited with American Holistic Nurses Credentialing Corporation (not ICF)
- faculty members: Dossey & Luck

- endorsed by ICN and Sigma Theta Tau
- professional nurse coaching for individual and groups
- “peer, health, interprofessional and succession planning” (p. 9-10)
- Introductory manual with ICN continuing education credits

donnerwheeler: Career, Coaching & Mentorship

- * professional nurse coaching program
  ICF accredited
- faculty includes Donner & Wheeler
resource review: professional nurse coaching CANADA

🌟 Mount Royal University: Integrative Health Coach Extension Certificate

- 175 hours, seeking ICF accreditation
- faculty includes Dr. Joyce Woods!

Image: Donner & Wheeler, 2009

- hermeneutic phenomenological study
- pairing of 4 Texas Tech University accelerated undergraduate student nurses with a Clinical coach for one year
- this study examined the student experiences
- coaches were:
  - experienced baccalaureate-level staff nurses
  - underwent formal coach training
  - supported by regular visits by nursing faculty.

**Key Findings**: three key themes:
- “(1) becoming independent
- (2) knowing the culture
- (3) relationship with the coach” (p. 227).

revealed the impact of the clinical coach on facilitating:
- the transition of the novice nurse to “take on more complex skills” (p. 227)
- integrating within the unit team
- the benefits of individualized support for critical thinking.
Broscious and Saunders (2001) “Peer coaching”

- developed and evaluated a peer coaching program provided by 20 senior (4th year) student nurses with 25 junior (3rd year) student nurses; coaching was shared by matching 5 senior with 2 junior students.

- **Key Findings**:
  - Junior students described outcomes including: decreased anxiety, increased confidence, improved organization and enhanced sense of membership on the healthcare team
  - Senior students reported benefits in: enhanced leadership skills, planning care and establishing priorities
Kelton (2014) “Clinical coaching – an innovative role to improve marginal nursing students’ clinical practice”

- studied 188 undergraduate, marginally performing student nurses at Flinders University, South Australia to identify the effect of a Clinical Coach (CC) over nine semesters.

- **Key Findings:**
  - marginally performing students benefited from a CC in their basic nursing care, time management skills, prioritization and communication.
Tee, Jowett and Bechelet-Carter (2009) “Evaluation study to ascertain the impact of the clinical academic coaching role for enhancing student learning experience within a clinical masters education programme”

- explored *Clinical Academic Coach* for graduate student development of advanced academic and clinical practice skills.
- 15 clinical academic faculty members completed coach training
- 10 coaching hours provided with 35 clinical masters students
- evaluation conducted using structured questionnaires with students, and analyzed to develop understanding of how coaches aided learning.

**Key Findings:**
- Results indicated how the coach role provided learning support at crucial times in the academic journey
- Also indicated was the importance of formal coach training and clinical context knowledge for instructors
There is scarcity of literature, yet...
- coaching in nursing practice is endorsed by the International Council of Nurses
- Nurse Coach is a board certified role in the USA, and ICF certified in Canada
- coaching conversations are aligned with
  - critical thinking
  - student-centred learning
  - collaborative practice in PFCC to support patient-identified priorities and goals

Suggests need further study of professional nurse coach training and fit within undergraduate nursing curricula
proposed benefits of professional coaching in nursing education & collaborative PFCC

- student critical thinking, self-awareness and accountability
- educator skills connecting student self-directed priorities to broader teaching and learning strategies to support student success
- educators role modeling collaborative goal setting directly with students for practice application
- coaching conversation skills may be applied by students in their emerging role as RNs within collaborative PFCC encounters
questions and discussion

closing thoughts...
perhaps coaching conversations may also enhance collaborative workplace interactions?

“time for reflection with colleagues is for me a lifesaver; it is not just a nice thing to do if you have the time. It is the only way you can survive.” Margaret J. Wheatley

thank you from Andrea, Liza & Caroline

akennedy@mtroyal.ca
lchoi@mtroyal.ca
cpepl792@mtroyal.ca
what do we know about professional coaching.... true or false?

TRUE OR FALSE?

1. registered nurses are all health coaches
   FALSE

2. professional coaching does not require formal skill training
   FALSE

3. coaches tell you what to do with your life and solve your problems
   FALSE

4. professional coaching with students enhances critical thinking and accountability
   TRUE

5. coaching with students role models collaborative PFCC???
   TRUE
references


- Bristol, T. (April 12, 2016). *NCLEX Success starts with conceptual learning: Start today*. F.A. Davis event number 661 563 856


