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School of Nursing  
and Midwifery

# Professional Coaching in Undergraduate Nurse Education

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our focus:  
innovative  
nursing  
education

## *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



# what is the potential of professional coaching in nurse education?

## 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.*



## 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?



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

**Grealish (2000) "The skills of coach are an essential element in clinical learning"**

- 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  
USA

[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 HEART: Healing, Energy, Awareness, Resiliency & Transformation: (p. 13)



resource  
review:  
professional  
nurse coaching  
USA

## 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

literature  
review:  
professional  
nurse coaching  
CANADA

Donner & Wheeler (2009) “Coaching in Nursing: An Introduction”

- 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

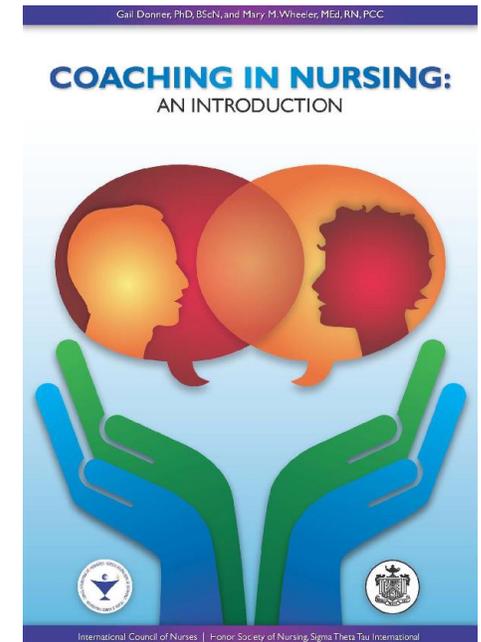


Image: Donner & Wheeler, 2009

resource  
review:  
professional  
nurse coaching  
CANADA

★ Mount Royal University:  
Integrative Health Coach Extension  
Certificate

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

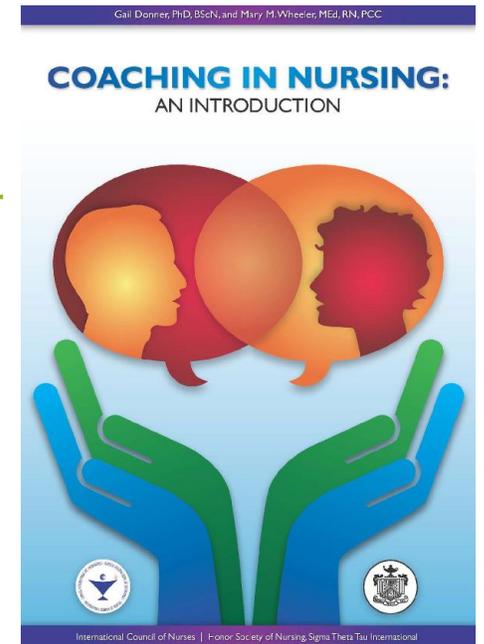


Image: Donner & Wheeler, 2009

research  
literature  
review:  
coaching  
in nurse  
education

**Bridges, Holden-Hutchton and Armstrong (2013)**

**“Transition to nursing practice of accelerated second-degree baccalaureate students using clinical coaches”**

- 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.

research  
literature  
review:  
coaching  
in nurse  
education

**Bridges, Holden-Hutchton and Armstrong (2013)**  
“Transition to nursing practice of accelerated second-degree baccalaureate students using clinical coaches”

- **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.

research  
literature  
review:  
coaching  
in nurse  
education

## Broschious and Saunders (2001) “Peer coaching”

- developed and evaluated a *peer coaching* program provided by 20 senior (4<sup>th</sup> year) student nurses with 25 junior (3<sup>rd</sup> 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

research  
literature  
review:  
coaching  
in nurse  
education

**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.

# research literature review: coaching in nurse education

**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

# summary literature and resource review

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

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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**

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