

Collaborative Learning in Practice

CLiP Model



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BACKGROUND

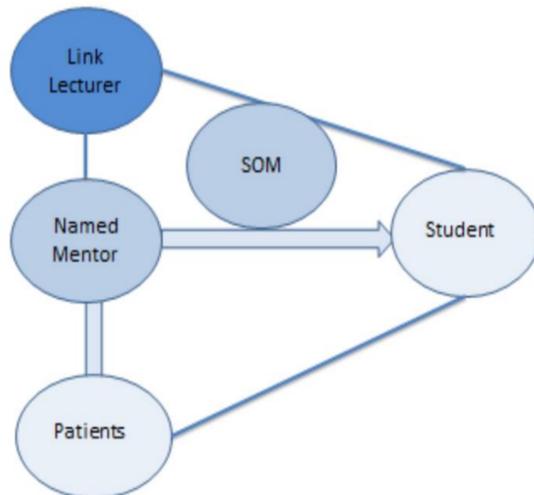
Southampton Children's Hospital is implementing a new model of supervision for pre-registered nurses. The collaborative learning in practice model (CLiP) was born out of the findings of Duffy's (2003) report 'failing to fail students'. This model of supervision addresses the failings within the current learning environment; giving them the autonomy to deliver patient care under the direct supervision of a registered nurse, the 'day coach'. The process uses a coaching model rather than the historic 1:1 teaching method empowering the student to identify their own learning needs through practice rather than being led by a mentor where their strengths and weaknesses are not easily identifiable.

METHOD

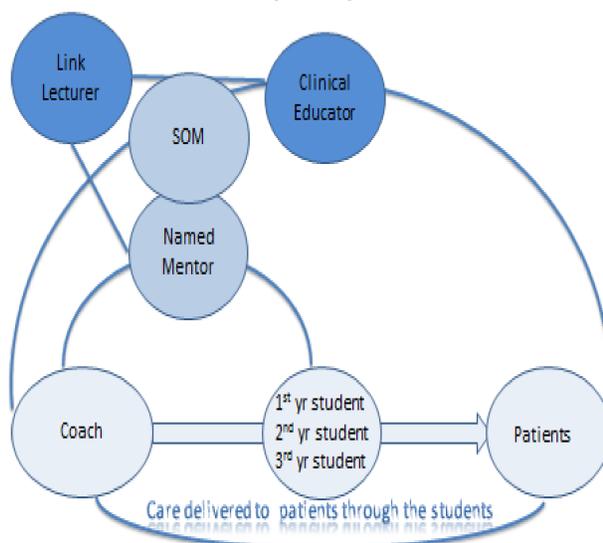
Multidisciplinary team (MDT) support is required to ensure students achieve their competencies within the learning environment. Ward staff are given guidance and support by the clinical education team regarding the role of the day coach and practice assessor.

A daily log is completed by the day coach and student to identify learning aims and achievements for each day. This acts as an evidential log report for the practice assessor to make an informed decision to sign off competencies and complete programme interviews.

Existing model of mentorship



Collaborative Learning in Practice (CLiP)



Coach/ peripatetic

Student (3rd year)

Student (1st year)

L2/L3 apprentice

Trainee nurse associate

RESULTS

Although still in the pilot phase, the CLiP model has already been disseminated beyond the pilot site. Student evaluations are extremely positive and the MDT are adapting well.

Placement 4 Student Nurse

"This trial has been helpful as it has thrown me into the deep end, giving me patients to look after on my own, ensuring that I am beginning to initiate my own management skills".

CONCLUSION

CLiP empowers students to take responsibility for their own learning. It promotes development in areas of clinical practice a professional development that previous models of supervision did not embrace. Through the support of the day coach student nurses build confidence and have better opportunity to link theory with practice. It also affords more opportunity to identify and support development needs in a timelier manner.

REFERENCES

Duffy, K. (2003) *Failing Students: A Qualitative Study of factors that Influence the decisions Regarding Assessment of students' competence in practice.* www.nmc-uk.org.

CONTACT DETAILS

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