

Clinical Coaching: Unlocking Success with Impactful Conversations

Sara Angelilli, DNP, RN, CNOR, NPD-BC and Tracey Kunkel, MSN, RN, CNOR

Assessment and Background

Nursing orientation, particularly in high-pressure, specialized environments like the Operating Room (OR), presents unique challenges for novice nurses including:

- Steep learning curve-limited exposure to perioperative services in nursing school
- Lack of practice-ready preparation
- New skills and workflows even for experienced nurses transitioning to the OR
- Lack of confidence

Which may contribute to imposter syndrome, culture shock, and low self confidence which results in impedance of orientation progress, potential transfer to another unit, or leaving the nursing profession.

Educators at a level one trauma center identified an opportunity to improve current orientation practices to better support orientees and increase retention rates.

Coaching is a powerful collaborative process that inspires individuals to unleash their full potential, leading to remarkable performance and positive outcomes. This fosters decisive leadership, elevates performance, and strengthens staff support in nursing.

Contact information

Sara Angelilli, DNP, RN, CNOR, NPD-BC, sara.Angelilli@ahn.org
Tracey Kunkel, MSN, RN, CNOR, tracey.kunkel2@ahn.org

Planning and Implementation

- A multi-modal approach was implemented leveraging the GROW Model, One-Minute Preceptor, and Clinical Transition Framework to address specific clinical development challenges during orientation.

Coaching Frameworks



References

1. Beitz, JM. Addressing the Perioperative Nursing Shortage Through Education: A Perioperative Imperative. *AORN J.* 2019;110(4):403-414. doi:10.1002/aorn.12805
2. Kowalski, K. (2017). Use of the 1-minute preceptor model as a tool in working with nurses. *Journal of Continuing Education in Nursing*, 48, 345-346.
3. Boyer, Susan A. DNP, RN-BC; Mann-Salinas, Elizabeth A. PhD, RN, FCCM, ANC; Valdez-Delgado, Krystal K. MSN, RN. Clinical Transition Framework: Integrating Coaching Plans, Sampling, and Accountability in Clinical Practice Development. *Journal for Nurses in Professional Development* 34(2): p 84-91, 3/4 2018. | DOI: 10.1097/NND.0000000000000435
4. Jones, R. J., Woods, S. A., & Guillaume, Y. R. F. (2016). The effectiveness of workplace coaching: A meta-analysis of learning and performance outcomes from coaching. *Journal of Occupational and Organizational Psychology*, 89(2), 249-277. <https://doi.org/10.1111/joop.12119>
5. Holt, Susan L et al. "Training and Preparedness of Clinical Coaches for Their Role in Training Student Veterinary Nurses in the United Kingdom: An Exploratory Inquiry." *Journal of veterinary medical education* vol. 49,1 (2022): 109-117. doi:10.3138/jvme-2020-0100
6. Richardson, C., Wicking, K., Biedermann, N., & Langtree, T. (2023). Coaching in nursing: An integrative literature review. *Nursing open*, 10(10), 6635-6649. <https://doi.org/10.1002/nop2.1925>

Outcomes

Educators and preceptors utilized coaching frameworks to foster empowerment and engagement in the learning process, thereby building self-confidence and setting the novice nurse up for successful orientation.

Through coaching, we empower our orientees to achieve success by integrating knowledge and skills through reflection.

- Improved Competence
- Improved Job satisfaction
- Increased Nursing Retention

Implications for Perioperative Practice

- Increasing numbers of graduate nurses are directly entering perioperative practice upon graduation.
- Nurse educators and preceptors have navigated challenges in building novice nurses' confidence and competence during the transition to practice phase related to experience gaps from COVID-era curriculum changes.
- Clinical coaching is a valuable tool in the orientation process, as it helps build self-awareness and self-confidence.
- Clinical coaching has been shown to enhance interpersonal relationship skills, tailoring goals and skill development to the needs of novice nurses in complex environments, as documented in the literature and our practice.