

**UCSF** School of Medicine

**Coaching in medical education:  
why and how**

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**Disclosures**

I have no disclosures or conflicts of interest.

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**Objectives**

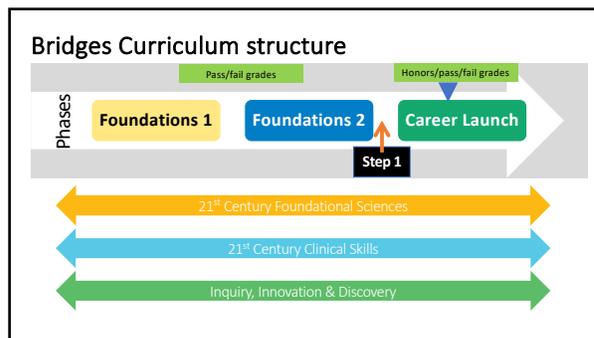
- To describe the coaching approach in medical education
- To distinguish coaching as central to competency-based medical education
- To characterize how coaching promotes lifelong learning skills, motivation and self-regulation

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Think of your best coach

Add one word in the chat

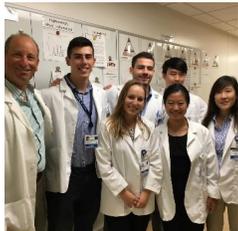
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### What is coaching?

- Coaching is centered on
  - **supporting learners' development and achievement**
  - **by facilitating feedback, reflection, and goal-setting**
  - **within a trusting relationship**



Lovell, Med Educ 2018  
DeIorio, Med Ed Online 2016

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### Coaching

**Coaching in the moment**

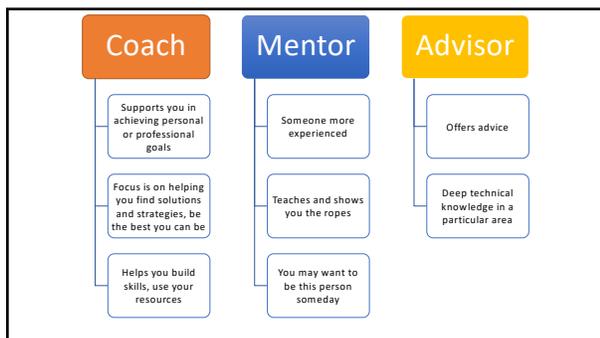


**Longitudinal coaching**

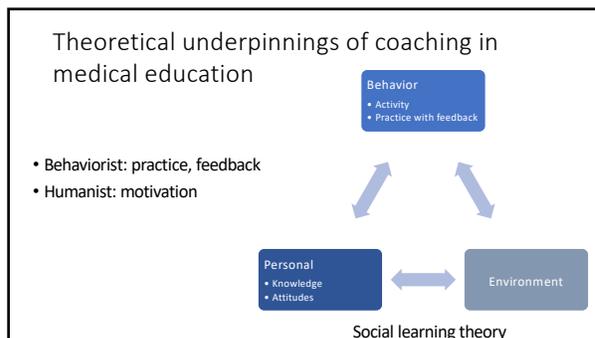


Atkinson, Eur J Ped 2022

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### Educational alliance

- Mutual purpose
- Agreement about how to work toward goals
- Learner positive feelings toward the faculty (trust, credibility, support)

Tellio, Acad Med 2015

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### Coaching approaches

- Positive emotion
  - Wellbeing, optimism
- Strengths-based
  - Inquiry, curiosity
  - Supports learner to find solutions and strategies
- Meaning and engagement
  - Centers the learner
  - Humility

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## Competency-based medical education (CBME)

- Focuses on learner and program outcomes
- Assumes developmental trajectory
- Emphasizes ability
- Time is flexible, a resource
- Centers the learner (and the patient)

Frank JR, Med Teach 2010  
Frenk J, Lancet 2010

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## Core Components of CBME

1. An Outcomes Competency Framework
2. Progressive Sequencing of Competencies
3. Learning Experiences Tailored to Competencies
4. Teaching Tailored to Competencies
5. Programmatic Assessment

[go.cbme.org/cbme-site/index.html](http://go.cbme.org/cbme-site/index.html)  
van Melle, Acad Med 2019

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## Approach to learner: Clinical competency committee (CCC) example

<ul style="list-style-type: none"> <li>• Problem identification                     <ul style="list-style-type: none"> <li>• Focus on struggling learners</li> <li>• Assumption that others are fine</li> <li>• Feedback limited, global</li> <li>• Normative comparisons</li> </ul> </li> <li>• Language                     <ul style="list-style-type: none"> <li>• Risk factors</li> <li>• Red flags</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Developmental (CBME)                     <ul style="list-style-type: none"> <li>• Focus on growth for all learners</li> <li>• Data interpretation to chart progress</li> <li>• Feedback; behavior-based</li> <li>• Comparisons to criteria</li> </ul> </li> <li>• Language                     <ul style="list-style-type: none"> <li>• Progress</li> <li>• Goals</li> </ul> </li> </ul>
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Hauer, Acad Med 2015

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## Learner-centeredness

- CBME engages learners' motivation
  - to drive own learning and assessment experiences
  - to engage in feedback, reflection, goal setting
- Co-production



Holmboe, GMS Journal for Medical Education 2017  
Hall, Med Teach 2021

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Coaches help learners through the challenges of CBME

- Assessment fatigue
- Feeling that all stakes are high stakes
- Data management and interpretation
- Support when learning is hard



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### Assessment for Learning



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### Roles: Assessment for Learning

Where is the learner going?	Where is the learner now?	How to close the gap?
<ul style="list-style-type: none"> <li>• Teacher                             <ul style="list-style-type: none"> <li>• Set clear expectations, criteria</li> <li>• Share examples, models</li> </ul> </li> <li>• Learner                             <ul style="list-style-type: none"> <li>• Understand expectations: 'Where am I going?'</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Teacher                             <ul style="list-style-type: none"> <li>• Provide frequent descriptive feedback</li> <li>• Teach students to self-assess, set goals</li> </ul> </li> <li>• Learner                             <ul style="list-style-type: none"> <li>• Seek feedback and practice: 'Where am I now?'</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Teacher                             <ul style="list-style-type: none"> <li>• Design lessons to target a goal</li> <li>• Teach students to revise</li> <li>• Engage students in reflection, monitoring</li> </ul> </li> <li>• Learner                             <ul style="list-style-type: none"> <li>• Take ownership of learning: 'How do I close the gap?'</li> </ul> </li> </ul>

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### Master Adaptive Learner

Cutrer, Med Teach 2018

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### Feedback as dialogue

- Relationship:**
  - Psychological safety
  - Educational alliance
- Mindset:**
  - Growth oriented
  - Continuous improvement
- Feedback culture:**
  - Compare learners to standards, not peers
  - Allow opportunities to try again
- Faculty development:**
  - Ask tell ask or R2C2
  - Respect building
  - Direct observation

Ramani, Med Teach 2019

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**Fixed mindset**

I cannot improve my knowledge or skill in certain areas

**Growth mindset**

I can learn or do anything if I put in the work, effort and practice

**Milestones**

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### Carol Dweck on Fostering a Growth Mindset

- Promote approaches to learning
  - Acknowledge effort, strategies used, choices made, persistence, trying new things
- Encourage goal setting that incorporates
  - Reflection, use of evidence about performance, strategies and efforts

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### Performance information

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### Attribution

	Internal locus of control	External locus of control
No control	Ability	Task difficulty
Controllable	Motivation, effort	Luck, chance

Weiner, Review of Educ Research 1972

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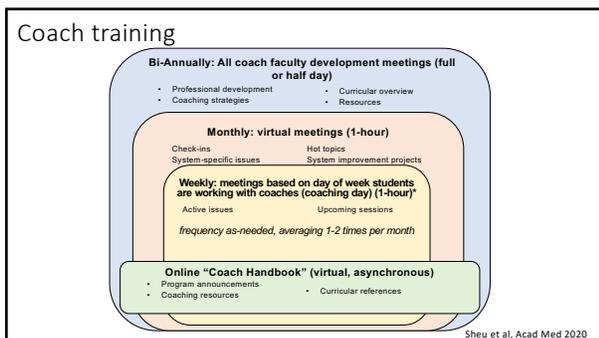
### Action planning

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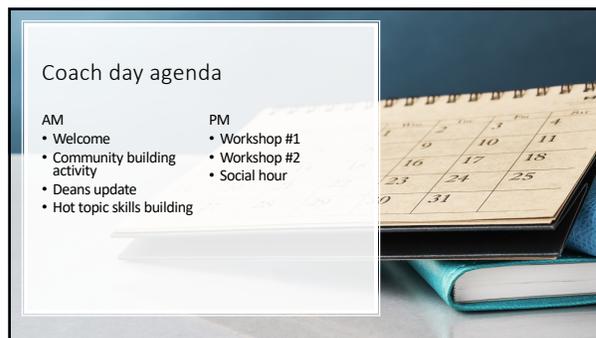
### Coaching conversation: GROW Model

- Goal**
  - Where do you want to be?
  - What would success look like?
- Reality**
  - Where are you now?
  - What is your self-assessment?
- Options/obstacles**
  - What are your options?
  - What will stop you?
- Will**
  - What will you do next?
  - What timing will you commit to?

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Diversity, Equity, Inclusion and Anti-Oppression



Davis, J Med Educ Curric Dev 2021

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Anti-deficit achievement framework

Asks how learners succeed rather than focusing on deficits and failures

Based on National Black Male College Achievement Study

Harper 2012. Black male student success in higher education: A report from the National Black Male College Achievement Study.

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Impact of coaching on the larger institutional culture



SMART goals

Value of coach role as teacher, mentor

Faculty development

Coach career advancement

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Summary

- Coaching is central to competency-based medical education
- Coaching promotes learner and coach satisfaction, lifelong learning skills, motivation and self-regulation



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