

UCSF School of Medicine

Coaching in medical education: why and how

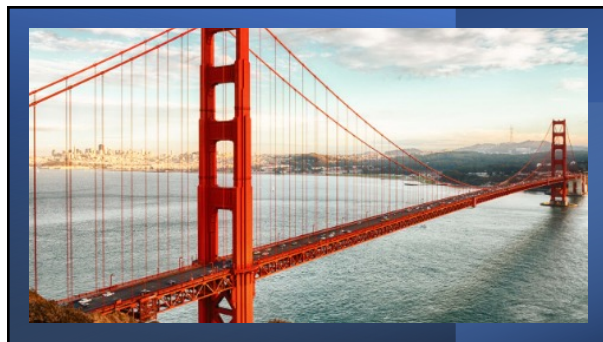
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Professor of Medicine
January 12, 2023

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Disclosures

I have no disclosures or conflicts of interest.

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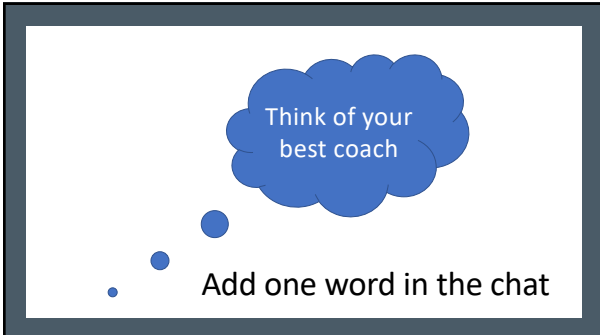


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Objectives

- 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

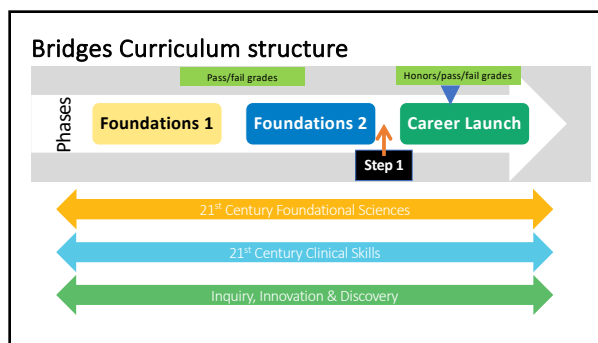
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Think of your best coach

Add one word in the chat

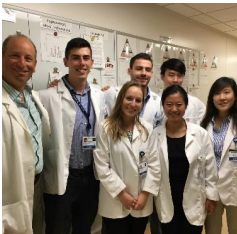
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What is coaching?

- 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

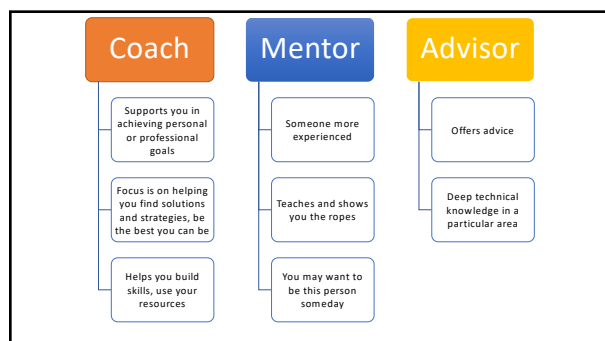


Longitudinal coaching

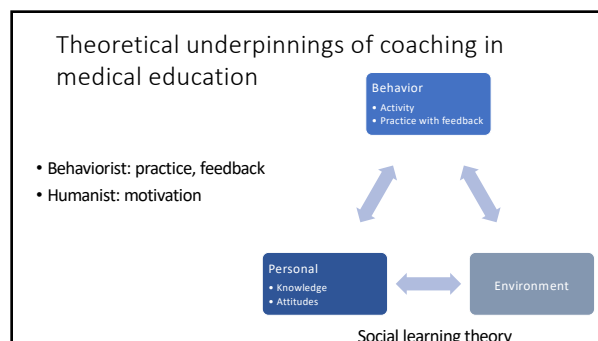


Atkinson, Eur J Ped 2022

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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
van Melle, Acad Med 2019

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Approach to learner: Clinical competency committee (CCC) example


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

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

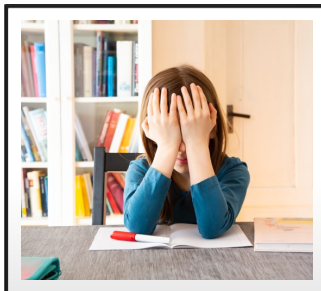


Holmboe, GMS Journal for Medical Education 2017
Hall, Med Teach 2021

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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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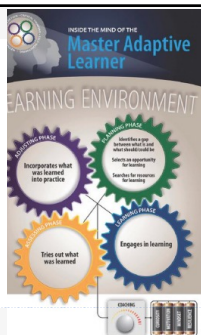
Roles: Assessment *for* Learning

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

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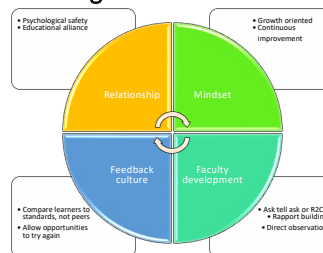
Master Adaptive Learner

Cutrer, Med Teach 2018



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Feedback as dialogue



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

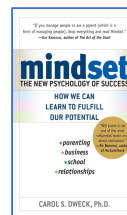


Milestones

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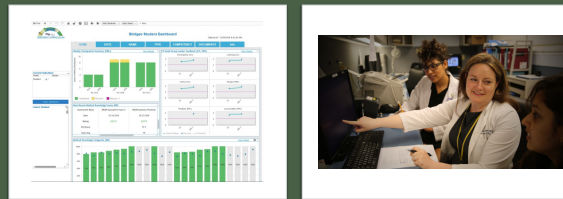
Carol Dweck on Fostering a Growth Mindset

- 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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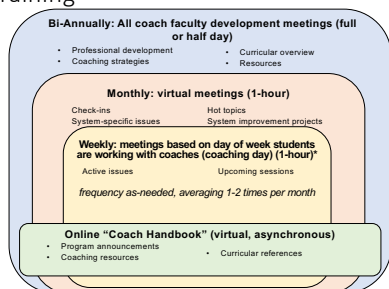
Coaching conversation: GROW Model

Goal	<ul style="list-style-type: none"> Where do you want to be? What would success look like?
Reality	<ul style="list-style-type: none"> Where are you now? What is your self-assessment?
Options/ obstacles	<ul style="list-style-type: none"> What are your options? What will stop you?
Will	<ul style="list-style-type: none"> What will you do next? What timing will you commit to?



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Coach training



Sheu et al, Acad Med 2020

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Coach day agenda

- | | |
|-------------------------------|---------------|
| AM | PM |
| • Welcome | • Workshop #1 |
| • Community building activity | • Workshop #2 |
| • Deans update | • Social hour |
| • Hot topic skills building | |

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Sample workshops

- | | | |
|--|---|----------------------------------|
| Teaching clinical skills that you don't use in your own practice | Supporting struggling students | Communicating across differences |
| Challenging feedback conversations | Boundaries, professional behaviors and coaching | Anti-oppression coaching |

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Evaluating a coaching program

Is it coaching?

Feasibility

Satisfaction

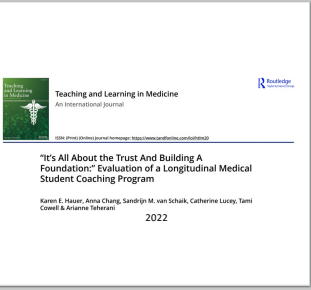
Behavior change

Culture change

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Coaching program achieves these aims for students

- Fostering personal and professional development
- Advancing physician skills with a growth mindset
- Promoting student wellbeing and belonging



Teaching and Learning in Medicine
An International Journal


"It's All About the Trust And Building A Foundation" Evaluation of a Longitudinal Medical Student Coaching Program

Karen E. Hauer, Anna Chang, Sandip M. van Schalk, Catherine Lucory, Tami Cowell & Arianne Tiberius

2022

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UCSF student feedback about coaches



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Outcomes for coaches


High satisfaction with role

Learn skills and transfer them to clinical, professional, personal life

Build community of practice

Challenges balancing time with other roles

High demands can prompt burnout



Sheu Acad Med 2020
Elster Perspec Med Educ 2022
Hauer Teaching & Learning in Medicine 2022

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Coach competencies

- I. Create a coaching relationship and inclusive learning environment
- II. Guide student progress, planning and career exploration
- III. Teach clinical skills a. Direct patient care b. Health systems improvement
- IV. Demonstrate professionalism
- V. Engage in continuous learning and improvement

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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



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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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