Practical Implementation Strategy #1—Coaching Using the MAL Model

Case #1
Suzie is a 3rd year student on her Pediatrics clerkship. She is excited to be at Children’s Hospital because she thinks she wants to be a Pediatrician. She is overwhelmed at the end of each day with all of the things she didn’t know. She dutifully keeps a list of unanswered questions in her notebook, but can’t seem to ever find the time to investigate answers to her questions.

Which phase/skill is the learner struggling with in the MAL model?

How might identifying this struggle specifically guide coaching?

Practical Implementation Strategy #1—Coaching Using the MAL Model (CONT.)

Case #2
Tommy is a 2nd year Medicine resident who really wants to do well. He tries to spend time each night reading and re-reading systematically through Harrison’s Textbook. He underlines and highlights as he goes, but never seems to remember what he has read.

Which phase/skill is the learner struggling with in the MAL model?

How might identifying this struggle specifically guide coaching?

Case #3
Sandra is a busy junior faculty member who works in a family medicine office. A month ago, she realized her diabetic patients weren’t as well controlled as she would like. She invested time and energy in searching and appraising the literature and identified and evidence-based intervention to address the problem. She feels like it should really be effective and has buy-in from her partners about the idea. She is stuck with how to practically implement the new program in her clinic which has led to frustration.

Which phase/skill is the learner struggling with in the MAL model?

How might identifying this struggle specifically guide coaching?
Integrate the Master Adaptive Learner Model in Everyday Teaching

**Practical Implementation Strategy #2—Ask Better Questions to Help Learners Identify Gaps**

1) Target Different Knowledge Domain Levels ([https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/](https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/))

   1) Factual Knowledge  
   2) Conceptual Knowledge  
   3) Procedural Knowledge  
   4) Metacognitive Knowledge

2) Help Students Generate Their Own Questions

3) Use Serial Why’s

**Follow-Up Reading:**


