Coaching for Competency across the Curriculum

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Developing Educators of the 21st Century 2018
Outline: Coaching for Competency

• Introductions
• Positive psychology in coaching
• Informed self-assessment and feedback in a coaching relationship
• Coaching for change: conversations
UCSF School of Medicine Coaching program

Mission
The School of Medicine Coaching Program is designed to provide academic guidance for students and support their professional and personal development throughout their medical school curriculum. By providing longitudinal coaching for all medical students and robust faculty development for our coaches, we aim to create successful learning communities that support and respond to the needs of our students, coaches, and the patients we serve.

Overview of the Coaching Program
Coaches are clinician educators who provide advice, assistance, and encouragement in all aspects of our students’ education and professional development. The coaches are a diverse group of faculty from multiple specialties and teaching sites. They are each assigned a small number of students to foster personal and individualized teaching and mentoring relationships.

The coaching program provides:
- Supportive, caring, and kind
- Caring and kind
- Thoughtful and insightful
- Leader and supporter
- Mentor and role model
- Empathetic and understanding
- Dedicated and devoted
- Funny and inspiring
- Amazing and incredible

Advocate for the best
Helpful and wise
Truly coach
Passionate and dedicated
Innovative and engaged
Helpful and insightful
Kind and open
Encouraging and understanding
Generous and considerate
Warm and approachable

Medical education and curriculum development.

Medical Student Education
Medical Student Experience
Medical Sites
Positive psychology in coaching

Descartes Li
Introductions

Pair share:
Introduce yourself to a neighbor --
What are 3 things you did well/3 things that are going well?

Large group:
Go around and introduce your neighbor

Debrief
What is coaching?

- Locus of control
- Leverage resources
- Understanding the coachee in parallel
- Now focus
What coaching is NOT:

- disciplinary conversation
- “venting”
- teaching
- psychotherapy

Positive Psychology

- Strengths
- Optimal functioning
- Well-being
Self Assessment: optional handout


Take two minutes to complete the Positivity Self Test now. Your score provides a snapshot of how your emotions of the past day combine to create your positivity ratio.

Instructions: How have you felt in the past day? Look back over the past day (i.e., from this time yesterday up to right now). Using the 0-4 scale below, indicate the greatest degree that you've experienced of each of the following feelings.

<table>
<thead>
<tr>
<th>Feeling</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the most amused, fun-loving, or silly you felt?</td>
<td></td>
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<tr>
<td>What is the most angry, irritated, or annoyed you felt?</td>
<td></td>
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<tr>
<td>What is the most ashamed, humiliated, or disgraced you felt?</td>
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<tr>
<td>What is the most awe, wonder, or amazement you felt?</td>
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<tr>
<td>What is the most contemptuous, scornful, or disdainful you felt?</td>
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<tr>
<td>What is the most disgust, distaste, or revulsion you felt?</td>
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<tr>
<td>What is the most embarrassed, self-conscious, or blushing you felt?</td>
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<tr>
<td>What is the most grateful, appreciative, or thankful you felt?</td>
<td></td>
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<tr>
<td>What is the most guilty, repentant, or blameworthy you felt?</td>
<td></td>
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<tr>
<td>What is the most hate, distrust, or suspicion you felt?</td>
<td></td>
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<tr>
<td>What is the most hopeful, optimistic, or encouraged you felt?</td>
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<tr>
<td>What is the most inspired, uplifted, or elevated you felt?</td>
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<tr>
<td>What is the most interested, alert, or curious you felt?</td>
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<tr>
<td>What is the most joyful, glad, or happy you felt?</td>
<td></td>
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<tr>
<td>What is the most love, closeness, or trust you felt?</td>
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<tr>
<td>What is the most proud, confident, or self-assured you felt?</td>
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<tr>
<td>What is the most sad, downhearted, or unhappy you felt?</td>
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<tr>
<td>What is the most scared, fearful, or afraid you felt?</td>
<td></td>
</tr>
<tr>
<td>What is the most serene, content, or peaceful you felt?</td>
<td></td>
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<tr>
<td>What is the most stressed, nervous, or overwhelmed you felt?</td>
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Application to Medical Education

• Highly accomplished, with many skills/strengths
• Need guidance on how to leverage prior skills
• Role modeling, supportive
Informed self-assessment and feedback

Karen Hauer
Coaching conversations

• We’ve discussed positive psychology
• What about when the feedback is not all positive?

• How can a coach help?
  • Provide and interpret feedback
  • Promote awareness
  • Provide encouragement
  • Facilitate practice with reflection, learning planning
Challenges with self-assessment

Accuracy of Physician Self-assessment Compared With Observed Measures of Competence
A Systematic Review

Flawed Self-Assessment
Implications for Health, Education, and the Workplace

“I’ll Never Play Professional Football” and Other Fallacies of Self-Assessment
Improving the accuracy of self-assessment

• Important for metacognition
  • Reflection-in-action, reflection-on-action
  • Self-directed assessment seeking (Boud)

• Two critical ingredients
  • Information: accuracy of self-assessment improves with performance information
  • Coaches: facilitator, in context of longitudinal, trusting relationship
Informed self-assessment: a model
3 steps for informed self-assessment

<table>
<thead>
<tr>
<th>Role of the learner</th>
<th>Role of the coach</th>
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<tbody>
<tr>
<td>Review own performance information, standards</td>
<td>Understand where the learner is at</td>
</tr>
<tr>
<td></td>
<td>Know the standards (competencies, milestones)</td>
</tr>
<tr>
<td>Reflect on information</td>
<td>Ask questions, probe</td>
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<tr>
<td></td>
<td>Care personally</td>
</tr>
<tr>
<td>Design individual learning plan</td>
<td>Ensure learning plan is SMART</td>
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<td>Provide follow up, accountability</td>
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Facilitating a feedback conversation
R2C2 feedback model

• **R**apport building
  • Explore resident experience/context
  • Offer empathy, establish trust

• Explore **R**eactions
  • Invite resident reactions to the feedback

• Explore understanding of feedback **C**ontent
  • Understanding of data – score and comments

• **C**oach for change
  • Build on successes and strengths
  • Identify goals, consider framework like SMART goals

Sargeant, Acad Med 2015
Activity: Exploring reactions to feedback and feedback content

1. Review information
2. Reflect on information

• pair share practice with R2 and C— (10 min)
• large group debrief – 5 min
Coaching for Change: Conversations

Larissa Thomas
What coaching is NOT:

disciplinary conversation
“venting”
teaching
psychotherapy
Coaching Conversations: Purpose

**Purpose**
- Reflect on challenges
- Identify strengths
- Make a plan going forward

**Avoid the impulse to**
- Discipline (be clear on your role)
- Give advice (talk less; listen more)
- Commiserate (not bi-directional)
Key Elements of a Coaching Conversation

- Setting the stage
- Opening
- Conversation
- Closing
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Laying the Groundwork for Success

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<tr>
<th>Coach Mindset</th>
<th>Assume positive intent</th>
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<tr>
<td>Planning</td>
<td>Ongoing vs. new issue</td>
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<tr>
<td>Timing</td>
<td>Contextual awareness (exam tomorrow; post call)</td>
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<tr>
<td>Setting</td>
<td>Confidential space vs. real time “on-the-fly”</td>
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<tr>
<td>Voluntariness</td>
<td>Most effective when voluntary but “opt-in” not always possible</td>
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Key Elements of a Coaching Conversation

Identify the reason for the conversation

Clarify your role if ambiguous

Practice some phrases to open the conversation (can feel awkward!)

“I noticed that interaction and wanted to check in. Can we talk about it?”

“You just got back your CPX results. Let’s discuss them together”

“The other day when we talked, I realized that you were going through a stressful situation. Could we discuss it?”
Key Elements of a Coaching Conversation

Listen when you want to talk

Ask probes until you get to the heart of the issue

Leave with an action plan/concrete next step
"7 Essential Questions"

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<th>Example</th>
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<td>And what else?</td>
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<td>Focus Question</td>
<td>What’s the real challenge here for you?</td>
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<td>What do you want?</td>
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<td>How can I help?</td>
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<td>If you’re saying yes to this, what will you say no to?</td>
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<td>Learning Question</td>
<td>What was most useful for you?</td>
<td>Reflect on the conversation</td>
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Key Elements of a Coaching Conversation

• Reflect on the conversation

• Make a plan/set a SMART goal

• Schedule follow-up
Activity: Coaching Conversation
# “7 Essential Questions”

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