

# **Starting University Clinical Careers Efficiently, Scholarly, and Successfully**

## **Instruction vs. Coaching in Clinical Teaching**

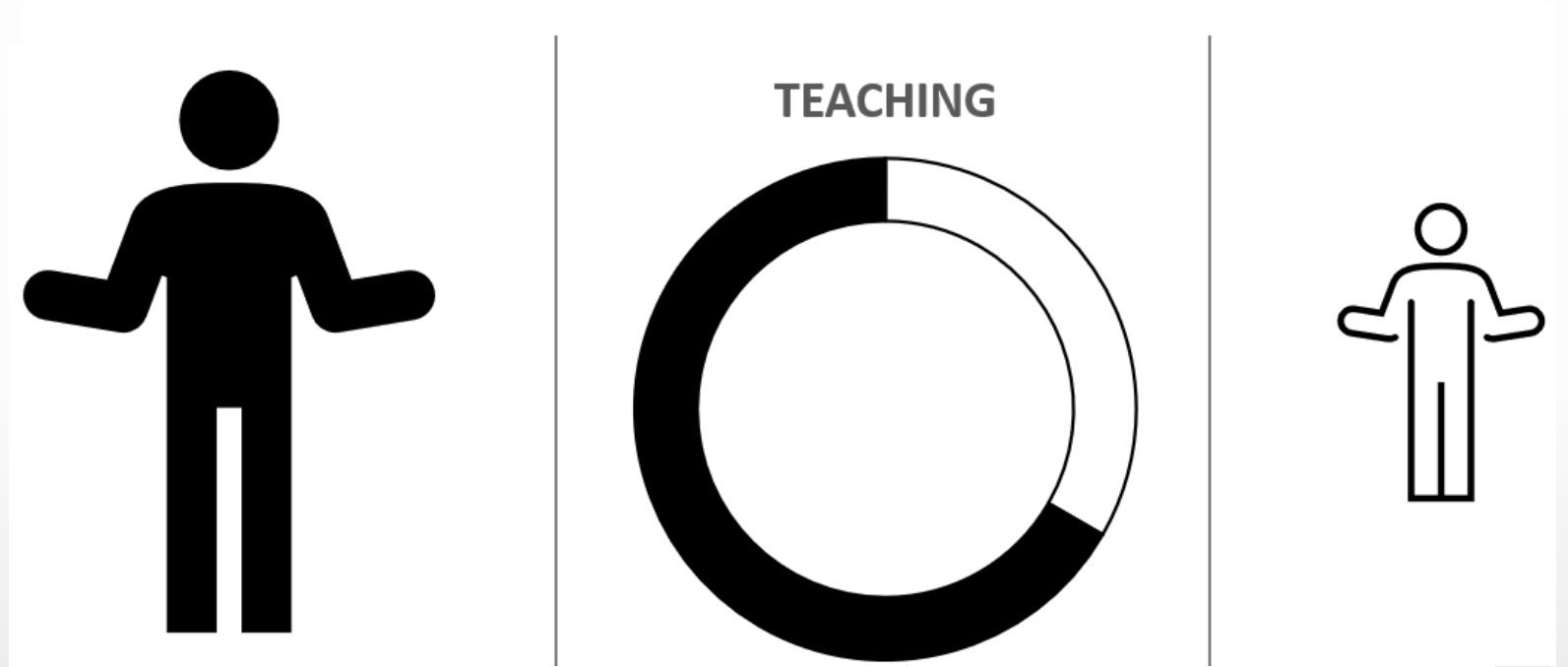
**Indira Bhavsar-Burke, M.D., MHPE**

**Associate Program Director, Internal Medicine Residency**

**Associate Program Director, Gastroenterology Fellowship**

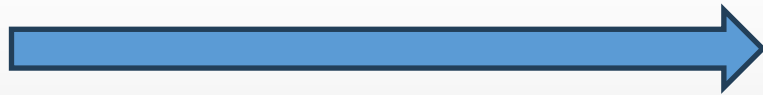
**Assistant Professor of Medicine, Division of Digestive and Liver Diseases**

**Coaching  
prioritizes  
the needs of  
the individual  
learner**



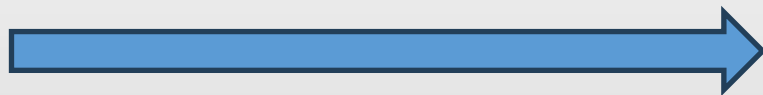
# Traditional teaching promotes a “fixed” mindset.

## RESPONSIBILITY



Outcomes oriented:  
“How do I **get to the next step?**”

Process oriented:  
“How do I **get better?**”



**Students**

**Fellows**



*No matter how well trained people are, few can sustain their best performance on their own. That's where coaching comes in.* Illustration by Barry Blitt

**Lifelong learning occurs best in those who have a growth mindset.**

**Lifelong learning occurs best in those who have a growth coaching mindset.**

# All “coaching moments” share key steps and aims.

*Assessing*

*Conversational*

*Adaptable*

*Contextual*

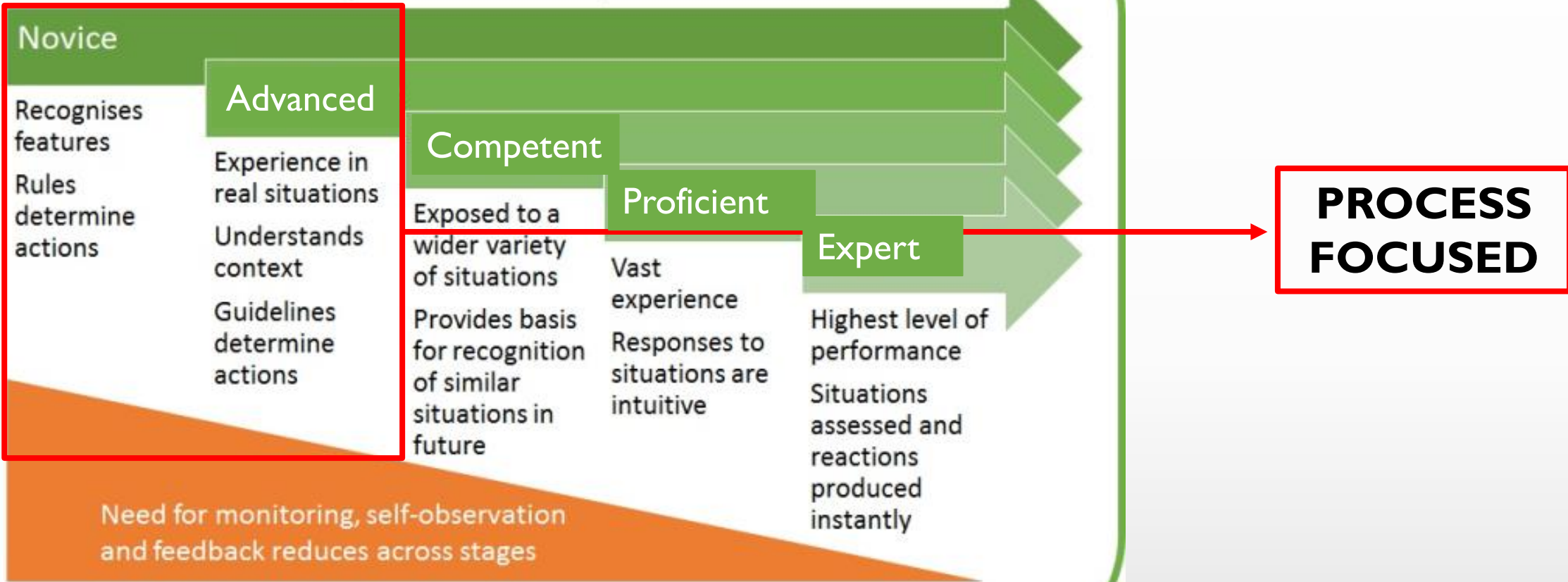
*Goal-setting*

# Good coaching conversations for performance improvement are *adapted* to the learner's needs.

COMPETENCE LEVEL	CLINICAL PERFORMANCE
<b>Novice</b>	Practices w/ full supervision; unaware of required skills and lacks proficiency.
<b>Advanced</b>	Practices w/ full supervision; aware of required skills and lacks proficiency.
<b>Competent</b>	Practices w/ supervision; aware of skills and can perform them w/ conscious effort.
<b>Proficient</b>	Practices w/o supervision; skills becomes automatic.
<b>Expert</b>	Supervises others.

This is the balance between direct instruction and managed autonomy.

## A visual summary of 'The Dreyfus Model'



**Performance improvement coaching relies on appropriate learner *assessment*.**



## A visual summary of 'The Dreyfus Model'

Novice

Recognises features  
Rules determine actions

Advanced

Experience in real situations  
Understands context  
Guidelines determine actions

Competent

Exposed to a wider variety of situations  
Provides basis for recognition of similar situations in future

Proficient

Vast experience  
Responses to situations are intuitive

Expert

Highest level of performance  
Situations assessed and reactions produced instantly

Need for monitoring, self-observation and feedback reduces across stages

**PERSON  
FOCUSED**

**Performance improvement coaching relies on appropriate learner *assessment*.**

# Setting a clear *context* provides an instant framework for the coaching conversation.

COMPETENCE LEVEL	CLINICAL PERFORMANCE	CONTEXT - <i>Procedural</i>
Novice	Practices with full supervision; unaware of required skills and lack proficiency.	Direct instruction on foundations of polypectomy.
Advanced	Practices with full supervision; aware of required skills and lack proficiency.	Goal setting with the trainee regarding scope rotation and proper positioning.
Competent	Practices with supervision; aware of skills and can perform them with conscious effort.	Coaching trainee on small positional changes to optimize polypectomy.
Proficient	Practices without supervision; skills become automatic.	Monitoring speed and efficiency of procedures and interventions; coaching to make timesaving changes.
Expert	Supervises others.	Engages in how to give feedback to others, including the differences between instruction and coaching.

# Setting a clear *context* provides an instant framework for the coaching conversation.



## What is the *clinical context*?

A patient presents to the ED for management of acute variceal bleeding.



## What is the trainee's competence level in this context?

What medications are indicated in management of AVB that are not used in the routine management of other causes of upper GI bleeding?

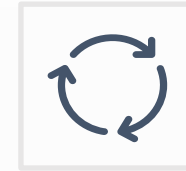


## Fill the gap.

Does the trainee recognize signs and symptoms of hemorrhagic shock?

Can the trainee generate an appropriate differential for acute GI bleeding?

Is the trainee able to initiate a management plan appropriate to stabilize a patient with acute GI bleeding?



## Reassess competence level as the clinical context changes.

What if the patient came in with GI bleeding from portal hypertensive gastropathy?

What if the patient undergoes endoscopy but hemostasis is not achieved?

**Implementing coaching principles in clinical “teaching” maximizes educational effort and leads to better learning outcomes.**

# Instruction vs. Coaching in Clinical Teaching

## Summary of Key Points



Coaching approaches to education “teach” lifelong learning and build a growth mindset.

Great teaching relies on *assessment* of learner competency level.

Competency and proficiency are not equal.

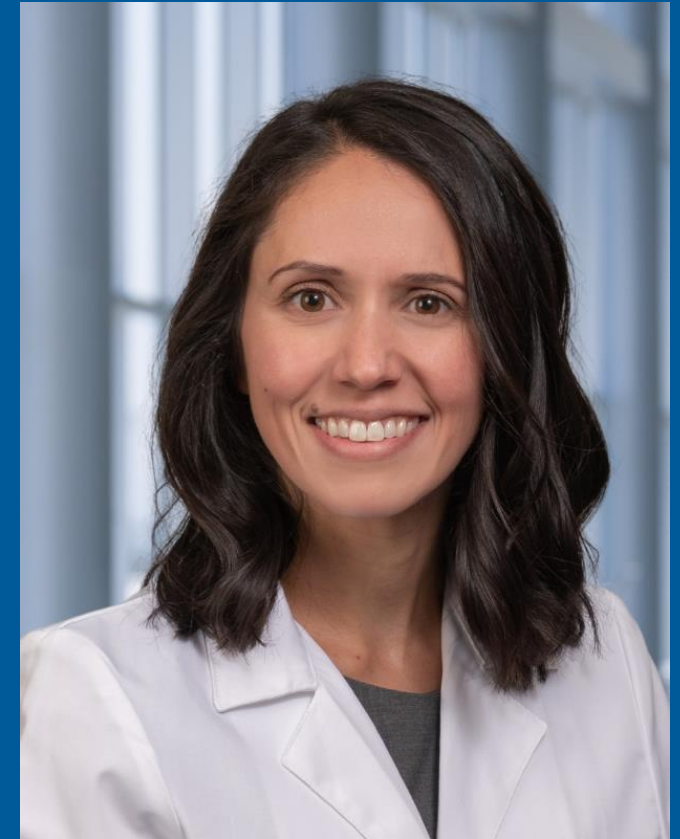
# Additional Information and Resources

**Medical education is the best way to address the workplace needs of our current and future healthcare system.**

- Gary S. Kaplan



# Starting University Clinical Careers Efficiently, Scholarly, and Successfully Questions?



Indira Bhavsar-Burke, M.D., MHPE  
APD, Internal Medicine & GI  
Assistant Professor, Division of  
Digestive and Liver Diseases  
Indira.Bhavsar-Burke  
@UTSouthwestern.edu