

## Coaching Skills for Health Professions Educators

*A core component of health professions education includes the development of a student's professional identity. An increasingly diverse student body brings a wide range of knowledge, skills, attitudes, and behaviors. Thus, health professions educators cannot rely on their own identities **and expertise** to impart knowledge; rather, they must shift the focus and curiosity to the learner lens and teach from there. One way to do this is with the adaptation of coaching skills. Coaching tools have found a place in education and business to promote growth and cultivate self-directed learning. In this webinar, our certified coaching team introduces participants to fundamental coaching principles and skills to be applied in various health professions education spaces.*

# Online MedEd

## **Coaching Skills for Health Professions Educators**

While we're waiting to get started...  
Please share in the chat:

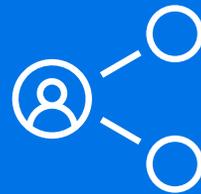
What is your name, and what motivated you  
to join us today?

# Online **MedEd**

**Welcome to today's webinar**



Record



Share



Questions

# Online **MedEd**

## Hello!



**Rebecca Blanchard, PhD, MEd, CPCC**  
*Director of Faculty Development*



**Maggie Hadinger, EdD, MS, ACC**  
*Director of Academic & Student Affairs*

# Online **MedEd**

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# AGENDA

## Goal

Connect the value + practice of coaching practices with core principles in med ed.

- 01** **What:** Define Coaching
- 02** **Why:** Evidence for Coaching in Med Ed
- 03** **How:** Coaching Best Practices
- 04** **Commitment to Practice**
- 05** Q+A

# To begin...



- What motivated you to be here?
- What about that is **important to you**?
- What else is important to you?
- **Imagine** your vision is true at 100%... What does that feel like? What does that look like?
- What is **one commitment** you will make to yourself (for the next 45 minutes) to move toward that vision?

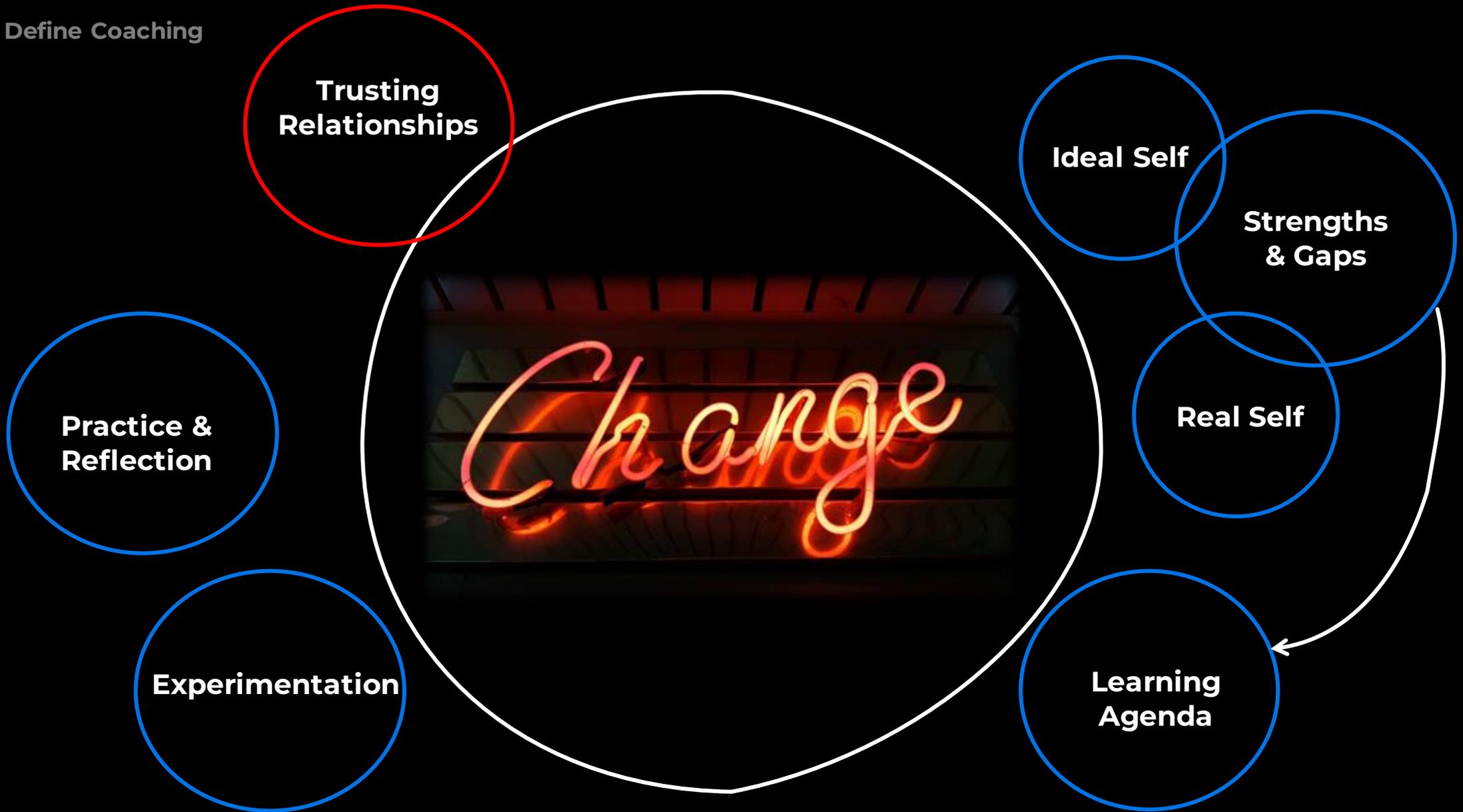
“ Coaching is...partnering in a thought-provoking and creative process that inspires a person to maximize their potential. The process of coaching often unlocks previously untapped sources of imagination, productivity and leadership.



“ Coaching is  
radical self-reflection  
towards  
forward-moving action.



WHAT: Define Coaching



Gawande A. Personal Best: Top athletes and singers have coaches. Should you? 2011. *The New Yorker*.

Boyatzis and Goleman. <https://www.beatonexecutivecoaching.com/intentional-change/>

# Different **Helping** Activities



## COACHING

Focus on the here and now  
Usually short term, formal,  
structured  
Practical discussion focused  
on performance  
Coachee directs development



## MENTORING

Focus on the future  
Typically longer term  
Philosophical discussion  
Mentor as expert  
Mentor directs development



## COUNSELING

Focus on the past  
Psychological discussion  
Counselor as authority  
Counselor and patient focus  
on rearview



# Benefits of Coaching

- Increases productivity
- Increases satisfaction with life and work
- Attainment of relevant goals

## **In medical education specifically:**

- Combats imposter syndrome
- Enhances self-evaluation
- Identifying problematic issues early
- Increases resiliency
- Developing learner work-life balance
- Positive impact for the coach related to increased connectivity with learners





**What of our learners?**

File Completion

40 50

0 10

Psychiatry

General

Specialty

Nephrology

Obstetrics

Gastroenterology

Pediatrics

Gynecology

Rheumatology

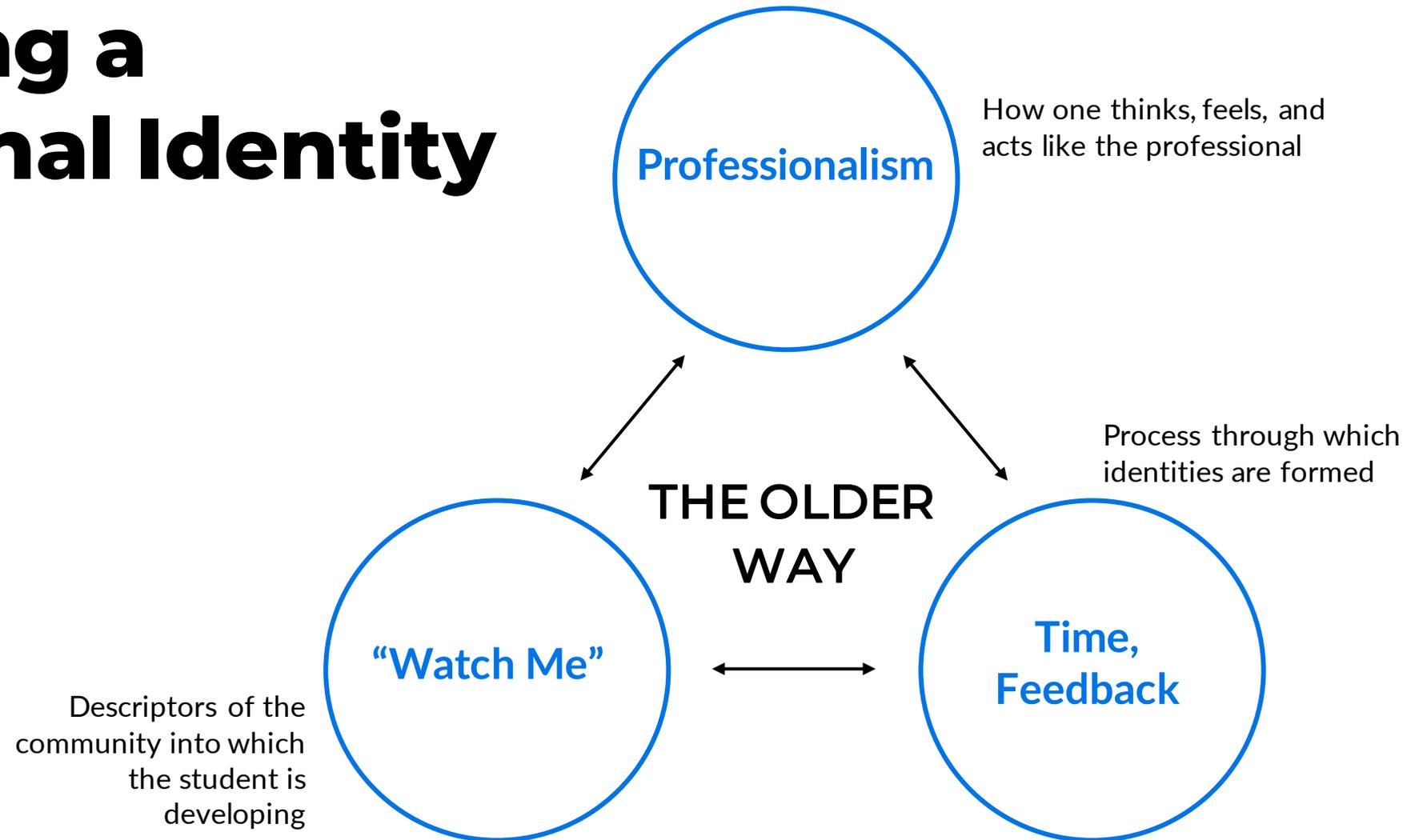
Pulmonology

# Professional Identity Formation

“The process of professional identity formation, through which learners are **transformed** from members of the lay public into skilled professionals, is superimposed upon the normal developmental process.”

# Developing a Professional Identity

- Teaching
- Role modeling



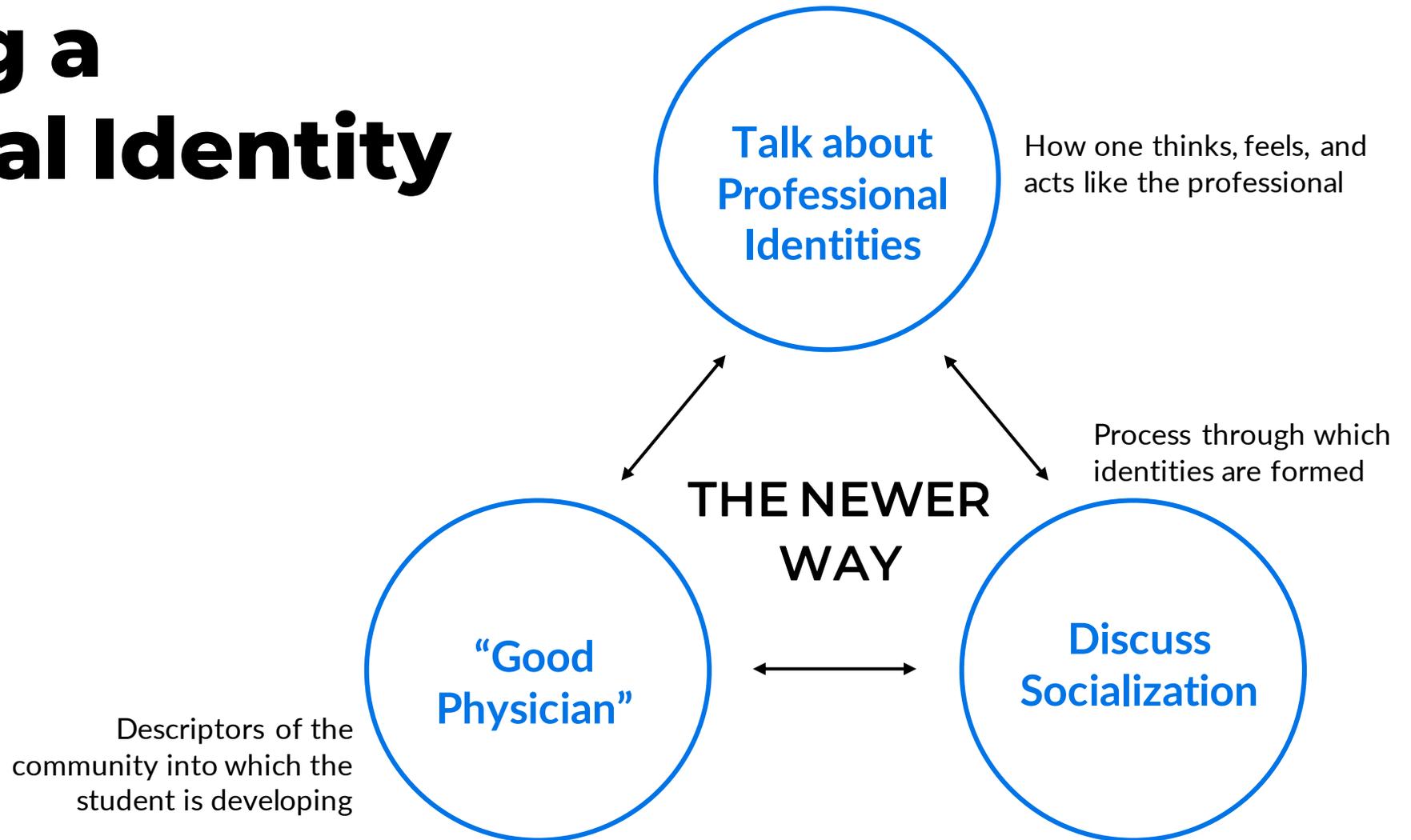
“

**Medical professionalism  
is a **belief system** about  
how best to organize  
and deliver health care...**



# Developing a Professional Identity

- Exploring beliefs
- Iterative
- Intentional
- Reflective
- Supporting



“

*The essence of coaching lies  
in helping others and  
unlocking  
their potential.*



Stanier. *The coaching habit: Say less, ask more, and change the way you lead forever.* 2016.

“ Good coaching  
begins with **the coach.**”



# Showing Up More **Coach-like**



THINK

**Check your Assumptions**

You are not the expert on their 'normal development process.'



LISTEN

**Curiosity without Judgment**

Seek clarity, not correctness.



DO

**Top ShotGun**

Make their road clearer: don't take the wheel.





# Coach-like Conversation Techniques

## LISTENING



**Level I** Listening

**Level II** Listening

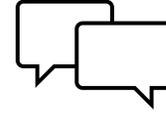
**Level III** Listening

## NAME IT



Here's what I'm noticing...  
What do you notice?

## ASKING



**What's on your mind?**

What do you **want**?

What about that is **important** for you?

What about that is **important** for you right now?

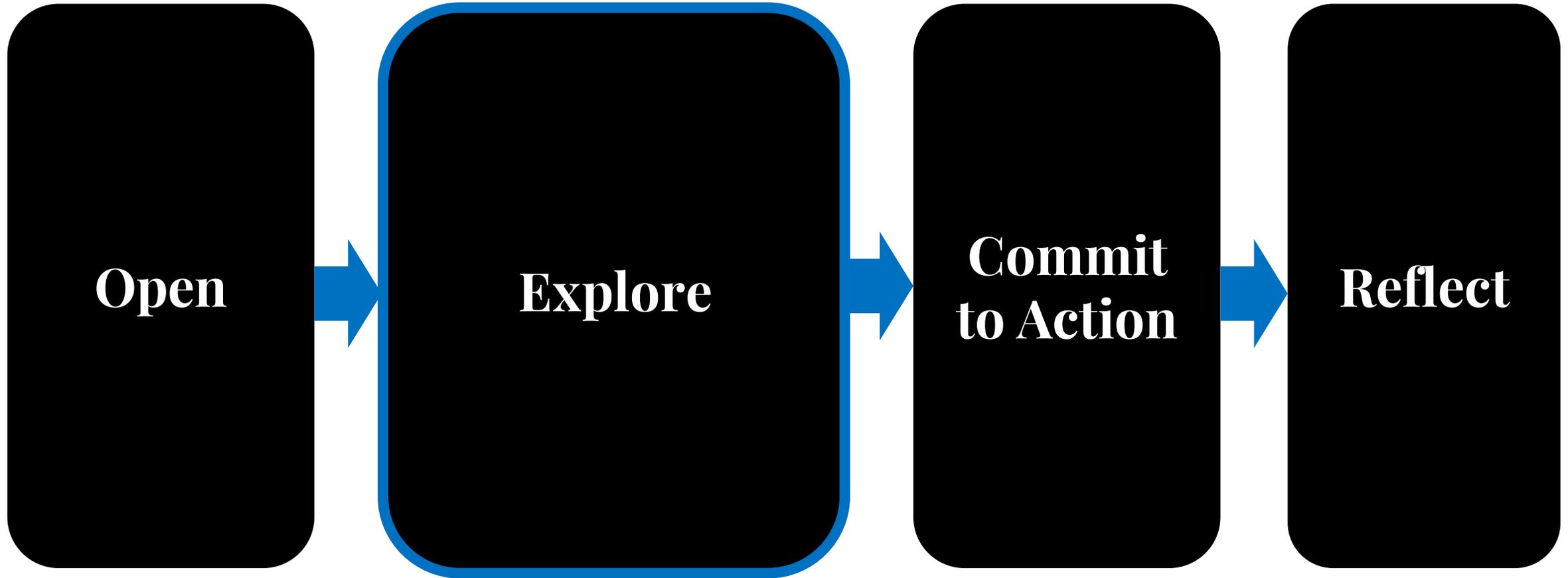
**What else?**

What is one thing you could you **do**?

What are you **learning** about this?



# Coach-like Conversation Structure



# Applications to Practice

1. Peer-to-Peer
2. 1:1 coaching
3. Group coaching
4. What else?



# When **Not** to Coach

1. Impairment issues
2. Personal counseling needs
3. Legal matters
4. Breach in code of ethics
5. What else?



# Reflect

What is **one thing** you will do towards a coaching approach?

What's **one thing** you're still curious about from today's session?



“It's not just how good you are now,  
it's how good you're going to be  
that really matters.

*- Atul Gawande*



# Q&A

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## Additional Resources:

Armson et al. Identifying coaching skills to improve feedback use in postgraduate medical education. *Med Educ.* 2019; 53: 477-493.

Cruess, Cruess, Steinert. Supporting the development of a professional identity: General principles. *Med Teach.* 2019; 4

Gawande A. Want to get great at something: Get a coach. TedTalk via YouTube. (16:47)

Stanier. *The coaching habit: Say less, ask more, and change the way you lead forever.* 2016; Box of Crayons Press: Toronto.

Wynia, Papadakis, Sullivan, Hafferty. More than a list of values and desired behaviors: A foundational understanding of medical professionalism. *Acad Med.* 2014;89:5: 712-714.



## Coaching in Medical Education

<https://www.ama-assn.org/system/files/2019-09/coaching-medical-education-faculty-handbook.pdf>