



COMSEP

Better Health for All Patients
Through Pediatric Education

Using Coaching Skills to support Optimal Learning

Capstone 2: COMSEP COACH

Learning Objectives



Discuss the four phases of the Master Adaptive Learner(MAL) Framework and the **concept of learning cycles**



Outline the role of the coach in each phase of a learning cycle



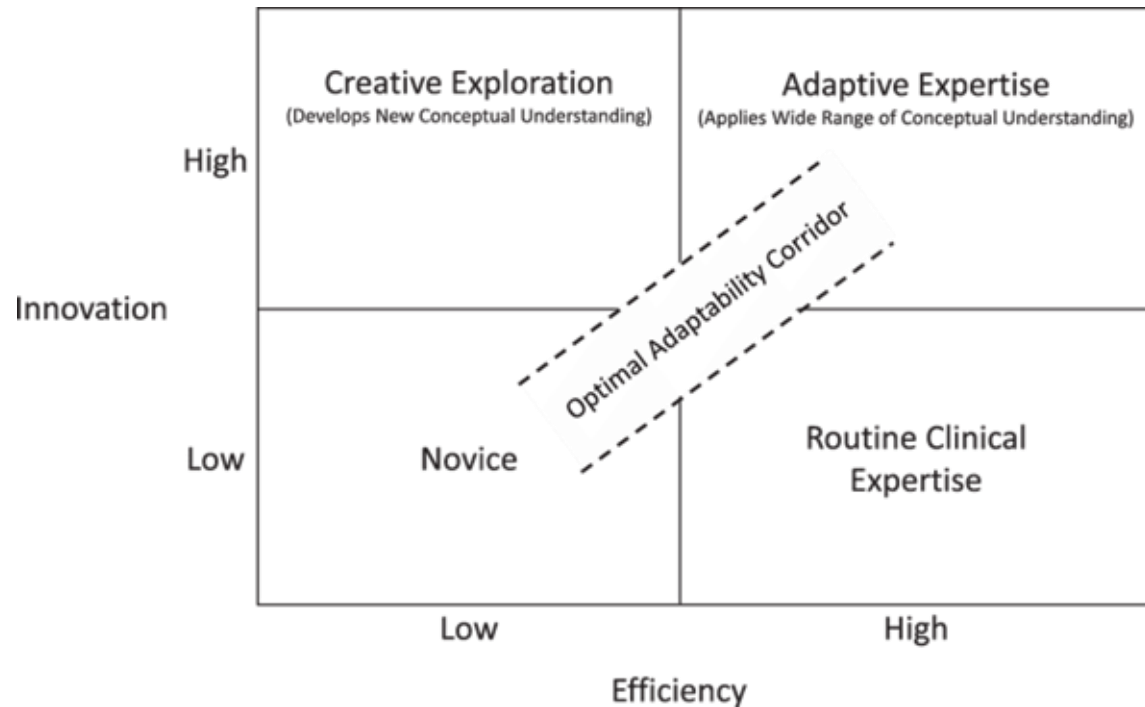
Customize a coaching approach based on the learners' needs and relationship to you



Select tools and strategies to assist with coaching conversations

What *is* a Master Adaptive Learner?

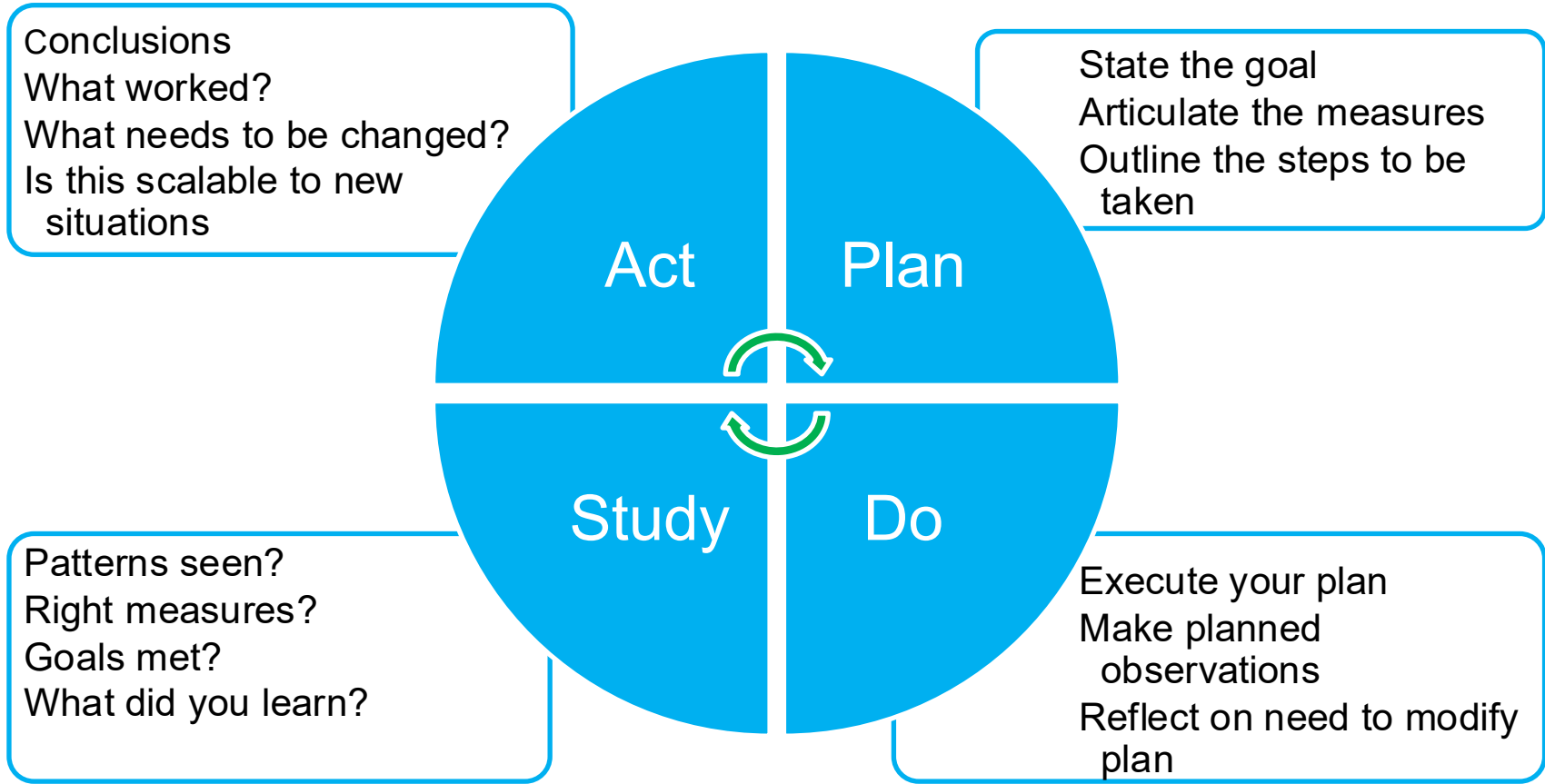
Our goal: A learner who can work and learn effectively by balancing efficiency and innovation



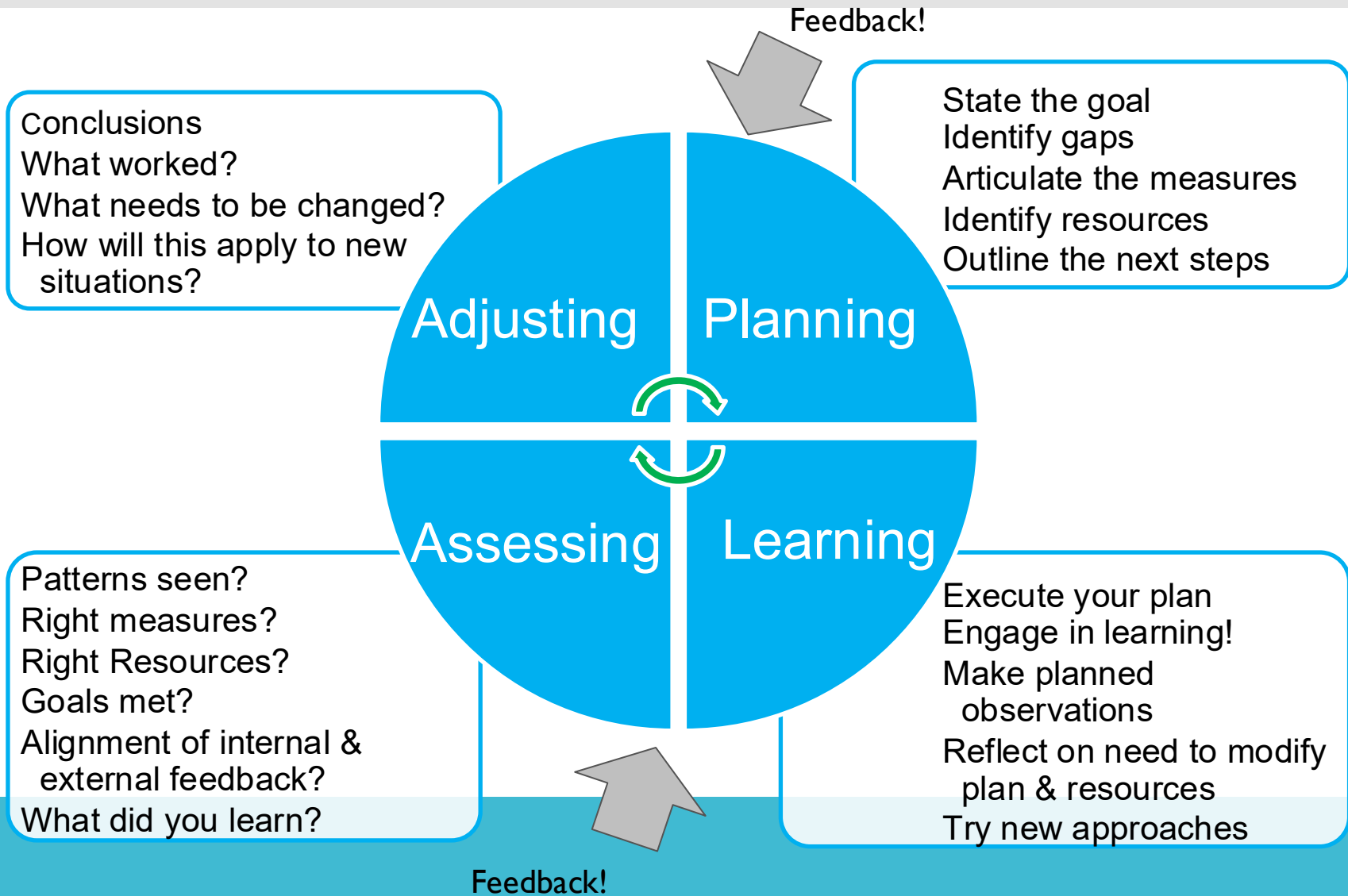
Balancing routine and adaptive expertise in the optimal adaptability corridor. Adapted with permission from Bransford J, Barron B, Pea RD, et al. Foundations and opportunities for an interdisciplinary science of learning. In: Sawyer RK, ed. The Cambridge Handbook of the Learning Sciences. New York: Cambridge University Press; 2006:27.

Critical skills for a Master Adaptive Learner

- **Critical Thinking:** *intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action*
- **Reflection:** *a metacognitive process that occurs before, during and after situations with the purpose of developing greater understanding of both the self and the situation so that future encounters with the situation are informed from previous encounters.*



Quality Improvement Framework

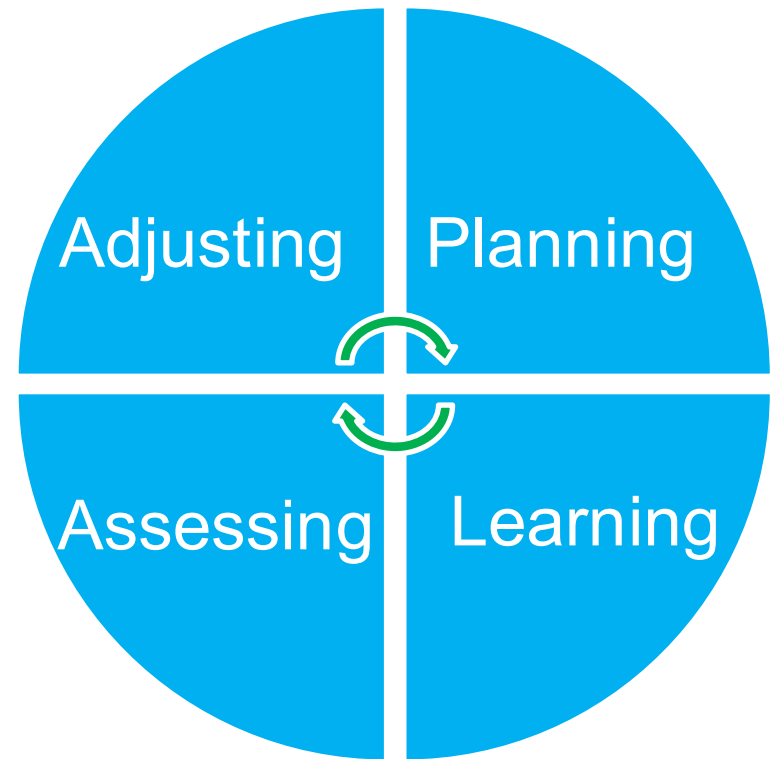


Learning Cycles In MAL Framework



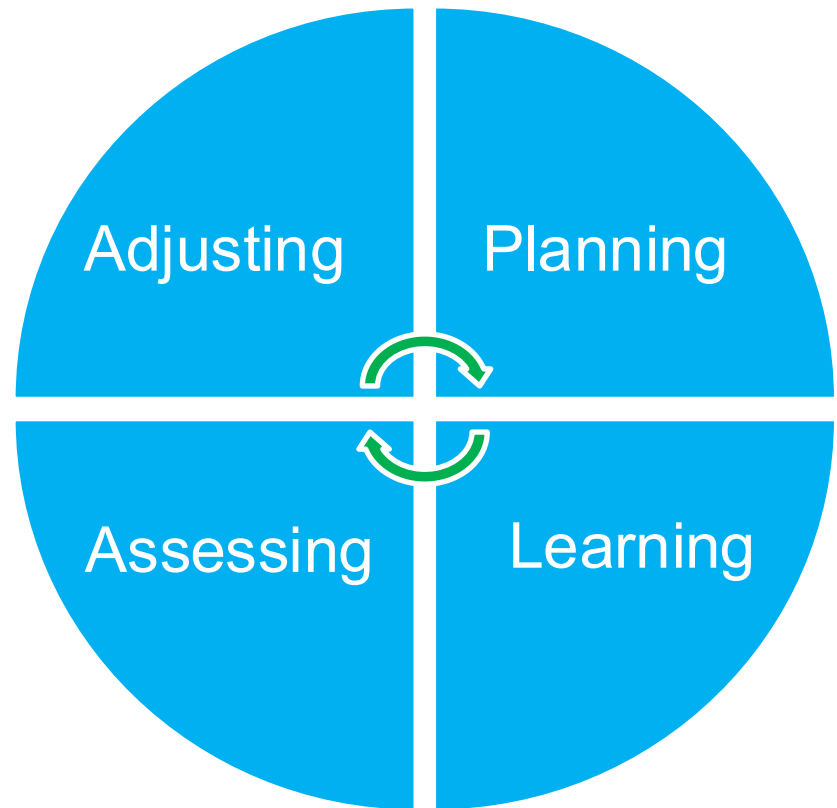
- Curiosity
- Motivation
- Mindset
- Resilience

Coach the person by going deeper



Brainstorm

Put your ideas in the chat about what you might ask in a coaching conversation with people in different phases of the Master Adaptive Learning Cycle?



Coaching using the MAL framework

Planning

Coaching Goal: Foster Critical Thinking, Reflection and Resilience

Planning

Planning: Goal setting & clarification; prioritization

Learning

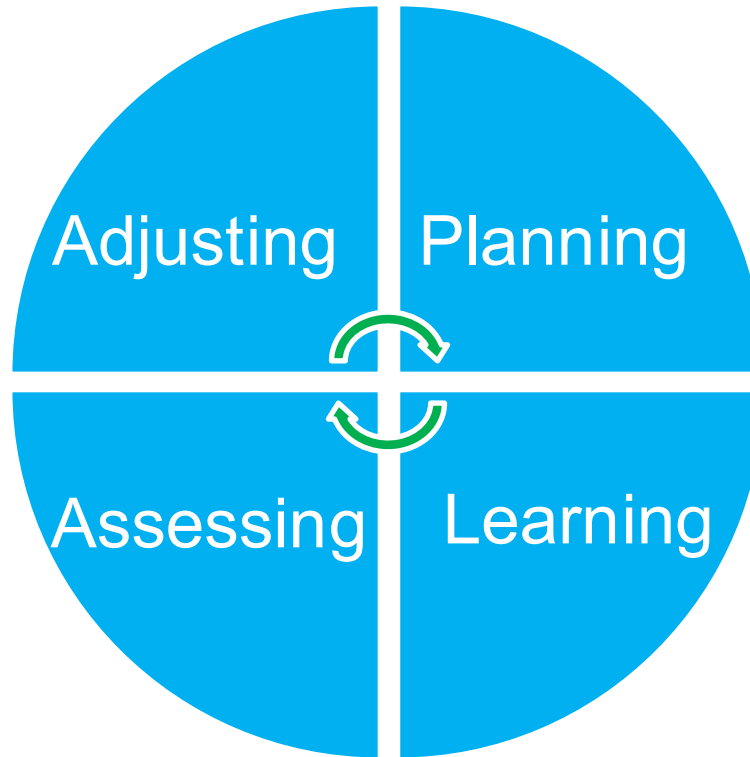
Learning: critical appraisal of resources & strategies; identify what experiments they will try

Assessing

Assessing: Interpreting/Synthesizing feedback (internal & external feedback), what they tried and learned
Adjusting: Summarizing learning; determining next steps



Where is
your
student?



- Curiosity
- Motivation
- Mindset
- Resilience

Follow along with the handout and write in
your own coaching questions

Learner activities	What you might hear	Coaching approach
Sets goals	Notices a deficit in their performance	Facilitate goal setting & prioritization
Identify gaps	Unsure how to take next steps	Maintain Student "Locus of Control"
Determine measures	Overwhelmed and not sure what is important	Balance performance goals vs development goals
Select learning opportunities	Unsure what resources to use or learning opportunities to pursue	Leverage Strengths & previous experiences
Search for Resources		
Prioritization		

Planning Phase

Learner activities	What you might hear	Coaching approach
Engages in learning	Identifies learning resources and opportunities but not sure how to appraise them	Foster reflection & curiosity about what works and doesn't work for the student
Critically appraises resources		
Identifies learning strategies	Seeks new learning strategies	Assist in appraisal of resources & learning strategies—leverage their strength and identify small steps
Tries out approaches	Outlines current strategies	
Applies what was learned	Unsure what they will be looking for relative to change	Check in about motivation & resilience
Gathers data		Pre-plan for alternative approaches

Learning Phase

Learner activities	What you might hear	Coaching Approach
Synthesizes data gathered from	Unsure how to respond to external	Foster reflection
What they tried	feedback	
Self assessment		Focus on learning and forward
External feedback	Unsure how to determine own	momentum
	progress	
Assesses goals and measures	Self assessment not discerning or	Focus on the locus of control
Reflects on approaches used	absent	Support incorporating external
	Motivation may be flagging	feedback and self-evaluation into
	Resilience ebbing	learning
		Support resilience and curiosity

Assessing Phase

LEARNER ACTIVITIES	WHAT YOU MIGHT HEAR	COACHING APPROACH
Incorporates what's been learned into daily practice	Comfortable with current situation	Foster reflection
Discards approaches/goals	Unsure what learning to take forward	Support activities leading to change—identify and prioritize
Applies learning to novel situations	Curious about new scenarios	Support next steps and new learning
Prepares for next learning cycle	Not sure how to apply to the next setting	Explore ideas about new setting Revisit Motivation, Resilience

Adjusting Phase



Applying Key Coaching Skills

Level 3 Listening

Create an alliance

Establish the agenda (link to their MAL phase if possible)

Ask great questions to help them move through their learning cycle

Maintain your coaching presence (try to avoid giving advice!)

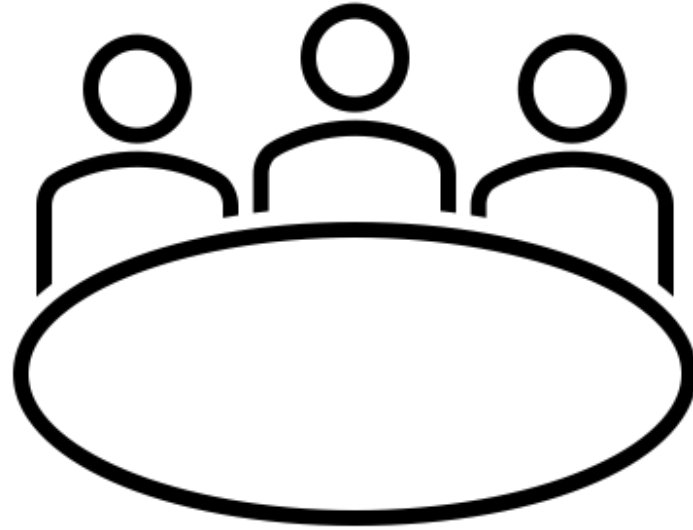
Practice:
YOU are
the
Master
Adaptive
Learner!

Review the paragraph you wrote about the next steps in your coaching journey

Write down where you think you are in your learning cycle

Practice: YOU are the Master Adaptive Learner!

- **Move to groups of 3 people.**
- Everyone should try coaching, observing and being coached.
- **Coachee:** Share where you are in your learning journey about coaching then tee up the topic
- **Coach**—create the space for your colleague to move along in their learning cycle , look at your questions, think about the goals of the phases, listen closely!
- **Observer:** What are you noticing about the coach? What are they experimenting with? What do they do particularly well?



Group Learnings

Bibliography

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