

School of Medicine Coach Competencies

Goals of the coaching program

The UCSF School of Medicine Coaching program aims to ensure medical students have a meaningful and productive longitudinal relationship with a faculty coach in the context of an inclusive and high-quality learning environment. Coaches guide students' informed reflection on their academic performance and professional identity formation. Coaches assist students in identifying and achieving learning goals and foster habits of continuous reflection, goal setting, and lifelong learning. As teachers, coaches instruct and provide feedback on students' direct patient care and health systems improvement skills. Coaches support student wellbeing and guide students' career exploration.

Domains of competence for coaches:

- I. Create a coaching relationship and inclusive learning environment
- II. Guide student progress, planning and career exploration
- III. Teach clinical skills
 - a. Direct patient care
 - b. Health systems improvement
- IV. Demonstrate professionalism
- V. Engage in continuous learning and improvement

I. Create a coaching relationship and inclusive learning environment

Coaches develop and demonstrate skills necessary for building and sustaining a successful, longitudinal coaching relationship with each of their assigned students and an inclusive learning environment for the coaching group:

1. Build relationship
 - a. Establish a trusting relationship with each assigned student by creating a safe, supportive environment of mutual respect
 - b. Establish and adhere to agreements and boundaries regarding interactions with the student
 - c. Advocate and demonstrate genuine concern for the student's welfare and success
 - d. Demonstrate respect for student's background, perceptions, personal well-being, and approach to learning
 - e. Provide ongoing support for and champion new behaviors and actions, including those involving risk taking and fear of failure
2. Create an inclusive, high quality and welcoming environment for students
 - a. Coach diverse learners by engaging and addressing the needs of all students
 - b. Conduct inclusive teaching and coaching with appropriate integration of issues of race, racism, exclusion, and health disparities-relevant competencies, as exemplified by the Differences Matter Orientation
 - c. Demonstrate ability to work in and relate to diverse environments, learners, and patients
 - d. Identify and begin to address barriers for students who are underrepresented in medicine
 - e. Foster professionalism through developing and applying a professionalism charter with the coach group
 - f. Welcome and engage new student members to the group
3. Communicate effectively

- a. Demonstrate attentiveness, openness, and active listening during interactions with students
- b. Use non-judgmental questioning and probing to gain insight into student perspective and understanding
- c. Communicate clearly and directly about agendas, expectations, and next steps

II. Guide student progress, planning and career exploration

Coaches guide students in reflecting on their academic performance and professional identity formation, setting and achieving learning goals, and exploring career options:

- 1. Support students in identifying strengths and areas for learning and growth, setting SMART goals, and finding solutions to challenges
- 2. Interpret student performance data with students and guide students to develop improvement plans
- 3. Contribute to student professional identity formation by guiding reflection and discussion
- 4. Using inquiry, foster students' ability to identify and address their own underlying concerns and challenges, look at situations in new ways, and select priorities for change and growth
- 5. Monitor students' progress and encourage accountability
- 6. Guide students in identifying, engaging in, and reflecting on career exploration activities
- 7. Recommend appropriate resources for academic support, career exploration, and wellbeing
- 8. Demonstrate knowledge of the UCSF competencies, milestones, and program of assessment

IIIa. Teach clinical skills: direct patient care

Coaches instruct students in direct patient care skills during the Clinical Microsystems Clerkship (CMC), and guide students in reflecting on their clinical skills performance during Foundations 2 and Career Launch:

- 1. Observe, instruct, and give feedback to students on direct patient care skills, including data gathering through the history and physical examination, patient and health care team communication, clinical reasoning, medical note-writing, and oral presentations
- 2. Participate in design and implementation of CMC curriculum and assessment, including standardized patient examination development and scoring

IIIb. Teach clinical skills: health systems improvement

Coaches instruct students in health systems improvement during CMC:

- 1. Develop and maintain knowledge of quality improvement, patient safety, and health systems science and apply this knowledge while teaching students
- 2. Identify or design student health systems improvement projects that meet the CMC Project Selection Criteria
- 3. Monitor, guide, instruct, and give feedback about student progress in their health systems improvement work through the CMC Systems Improvement Template
- 4. Give and interpret feedback on student CMC health systems improvement assessments
- 5. Instruct and give feedback to students' presentations on their health systems improvement projects in the form of posters, oral presentations, or papers

IV. Demonstrate professionalism

Coaches demonstrate high professional conduct and serve as role models by assuming full responsibility for the coach role; collaborating effectively with students, coaching program leadership, staff, and other coaches; and contributing to the coaching community:

- 1. Participate actively in coaching sessions and manage absences by planning coverage and communicating clearly with students and relevant staff and faculty

2. Contribute to curricular improvement through questions, feedback and suggestions about the curriculum and coach experience
3. Demonstrate accountability by meeting deadlines for curriculum planning and student activities
4. Serve as a curriculum ambassador within UCSF and as appropriate, through participation in professional organizations

V. Engage in continuous learning and improvement

Coaches model habits of continuous reflection, goal setting, improvement and lifelong learning:

1. Demonstrate curiosity in the face of uncertainty or ambiguity, identify one's knowledge or skills gaps, seek opportunities to fill those gaps, and set personal improvement goals
2. Keep up to date and locate resources on topics and issues related to the coaching role, including through the Coach Handbook
3. Participate in faculty development sessions, including Coach Days, CMC faculty development sessions, CMC coach meetings, and required trainings
4. Solicit and respond to student feedback individually and in small group

References

- <https://coachfederation.org/core-competencies>
- <https://differencesmatter.ucsf.edu>
- <https://meded.ucsf.edu/md-program/current-students/curriculum/md-competencies>
- Wenrich MD, Jackson MB, Maestas RR, Wolfhagen IH, Scherbier AJ. From Cheerleader to Coach: The Developmental Progression of Bedside Teachers in Giving Feedback to Early Learners. *Acad Med.* 2015 Nov;90(11 Suppl):S91-7.