

**4. Instructor assessment**

Begin by either agreeing with the learner & giving a specific example of what they need to improve or, if you don't agree, think about which stage they are at. If they have no idea what they did incorrectly, take a deep breath & accept the challenge of not responding emotionally.

**5. Plan**

The final step depends on which stage the learner is at. Whatever you decide, make sure you set up a time to assess that they have followed through with the plan. Otherwise, many students won't do it.

Stage	Plan
Unconscious Incompetence	Videotape, observe another resident, ask for assistance from university
Conscious Incompetence	Teaching session, online assignment, library assignment
Conscious Competence	Quick review, teach someone else, practice, practice, practice
Unconscious Competence	Next objective, special project, more independence

**Coaching in Medicine**

With a competency approach to medical education, there is a renewed focus on teachers as coaches who guide, support, & offer specific, helpful feedback to learners. RX-OCD is a useful framework (see below) for coaching learners. The Royal College has a wealth of resources on coaching.



**1. Rapport**

Your job is to help the learner progress. Show an interest in your learner & create a safe, positive environment.

Key here is that this 'partnership' relationship is made explicit & that learners perceive it that way.

**2. Expectations**

There needs to be a shared understanding of the Entrustable Professional Activities (EPAs), milestones, & other related competencies.

**3. Observe**

You need to ensure the activity - workplace or simulated - is appropriate for the skills & abilities you are teaching & assessing. Consider both the benefits & possible pitfalls with both direct & indirect observation. Ask yourself if what you are observing will helpfully inform your coaching role.

**4. Conversation**

Your coaching is a 2-way street. You should be frequently exploring your learner's awareness of their own strengths & weaknesses. They should be involved in planning for future improvement. Ensure your conversations are directly related to the observed activity. Also ensure the learner is clear on an actionable plan moving forward.

**5. Documentation**

Forms will vary depending on your specialty (daily encounter card, field notes, etc.) - but it is essential that you capture the feedback you give the learner. This is necessary for administrative staff & Competence Committees as well as residents monitoring their progress. This should be a summary which is brief but concise & comprehensive.