



<http://fhs.mcmaster.ca/facdev/pbsg-ed.html>

The Teacher as Coach: Facilitating Learner Growth and Development

Introduction to PBSG-ED Series

This series of modules is dedicated to enhancing the educational skills of busy clinical teachers. The modules provide continuing education in a case-based format that makes judicious use of the most recent and best education evidence available. Starting from real-life examples of teaching and learning situations, the modules have been designed to promote discussion with colleagues around challenging issues/dilemmas that are likely to arise when working with learners. Their purpose is to foster reflection and provide opportunities to refine skills – preparing the way for selected changes that can improve teaching and learning.

The following PBSG-ED series modules might also be helpful.

- *Developing Professionalism in our Learners. Critical Conversations.* Goertzen, J (Auth); Walsh, A. (Eds)
- *The Learner in Difficulty.* Goertzen J., Walsh, A. (co-authors)
- *Feedback.* Cano, P; Stobbe, K; Walsh, A (co-authors); Wakefield, J (Ed)

Coaching has been successfully used in business, sports and the arts, and is increasingly recognized as important in education. Although there is strong evidence that educational coaching enhances technical skills, the literature is less robust for enhancing non-technical skills and personal well-being. The currently available literature suggests that there are two key elements to effective coaching: a) having a goal of excellence vs. competence and b) motivating learners to take ownership over the success of their learning. Incorporating these elements can result in an approach to professional development that continues beyond training and into practice. Successful coaching requires a commitment of time and resources. The literature proposes that an optimal educational coaching model is based on an educational alliance between coach and learner where they mutually agree on the purpose of the relationship and the individual responsibilities of coach and learner. Feedback that results from coaching subsequently becomes a matter of negotiation and dialogue, rather than a vehicle for information transmission. As part of the move to Competency Based Medical Education, both the Royal College of Physicians of Surgeons of Canada and the College of Family Physicians of Canada have described coaching roles for their teachers. This module will draw on the description of those roles and be directed to clinical teachers of all health professions.

This module was developed to assist clinical teachers to:

- Describe/define the concept of educational coaching within health professional training.
- Select key strategies for developing an educational alliance with learners that enable effective coaching.
- Demonstrate the importance of high-quality feedback during educational coaching.
- Enhance the professional growth of learners through guided self-assessment, goal setting and the development of learning plans.

Developed in collaboration with:

The Foundation for Medical Practice Education
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EDUCATIONAL MODULE

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