

Coaching and Remediation: Developing a Toolkit for Learners Who Struggle



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Disclosure:

Nothing to disclose – only a dedication to coaching.



Precision Education: Are we prepared to increasingly “meet learners where they are”?

Santen SA, Lomis K, Richardson J, Andrews JS, Henderson D, Desai S V.
Precision education in medicine: A necessary transformation to better prepare
physicians to meet the needs of their patients. *AEM Educ Train*. 2024;8(6).



Toolkit for Learners who Struggle

1. How can we navigate a widening range of learner competency trajectories?
2. Who do we remediate in medical school and beyond, and how?
3. Where does coaching fit in for remediation?
4. What are key opportunities for next steps to “help every student across the finish line?”



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**“ALL
LEARNERS
STRUGGLE - IT
IS A **NORMAL**
PART OF
LEARNING”**

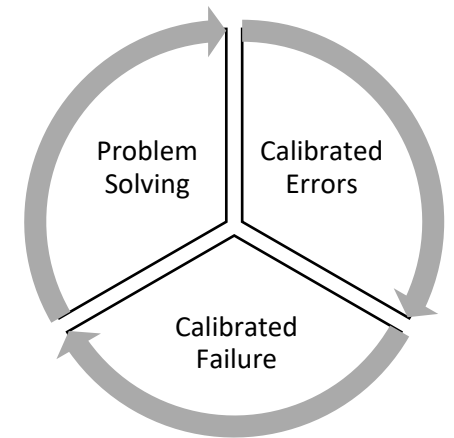


Struggle in Learning can be Calibrated

“Desirable Difficulties”



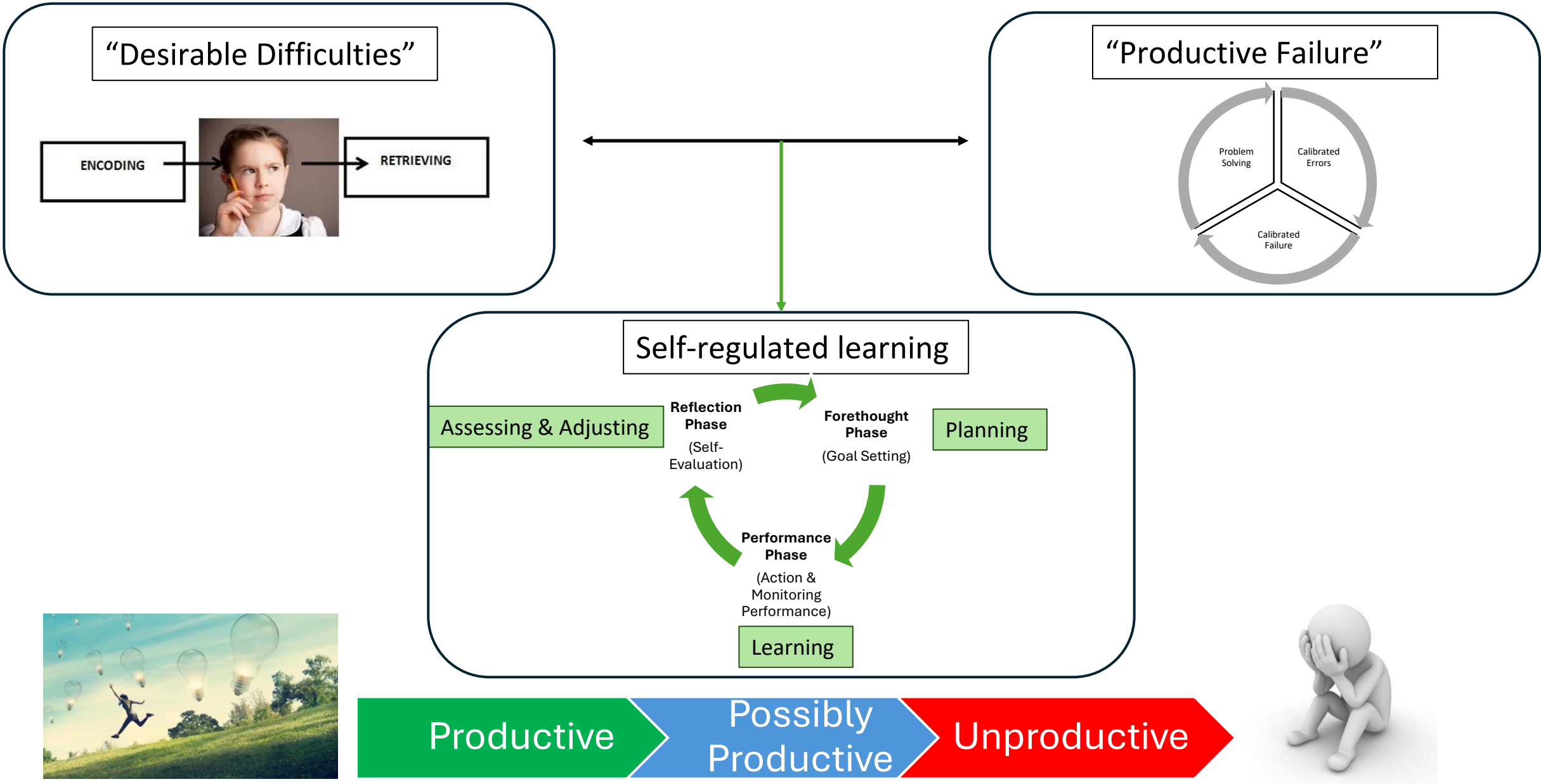
“Productive Failure”



Bjork, R. A., & Bjork, E. L. (2020). Desirable difficulties in theory and practice. *Journal of Applied Research in Memory and Cognition*, 9(4), 475–479.

Steenhof, N., Woods, N.N. & Mylopoulos, M. Exploring why we learn from productive failure: insights from the cognitive and learning sciences. *Adv in Health Sci Educ* **25**, 1099–1106 (2020).

Struggle in Learning: *from Productive to Unproductive*



Why Normalize Struggle?

["Struggle vs. Struggling"]

Struggle is normal and essential to growth.

It should be anticipated.

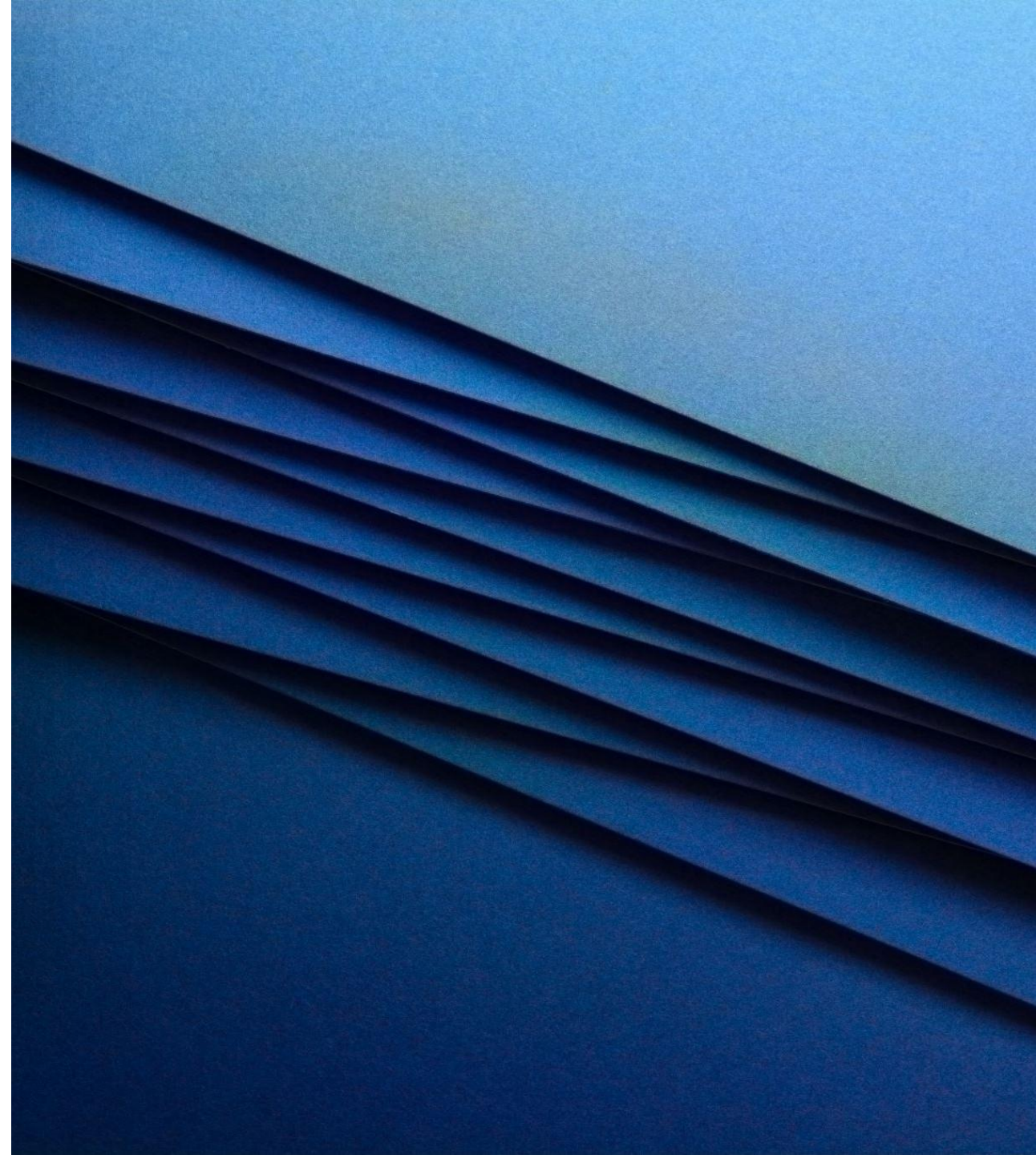
Effectively supporting a student who is struggling requires a shift in culture.

Doing so builds much needed trust.

Consider the context in which a student is struggling.

Gain an understanding of this context.

Embrace coaching as a normal response to a student who is struggling.





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Defining Remediation in Medical Education

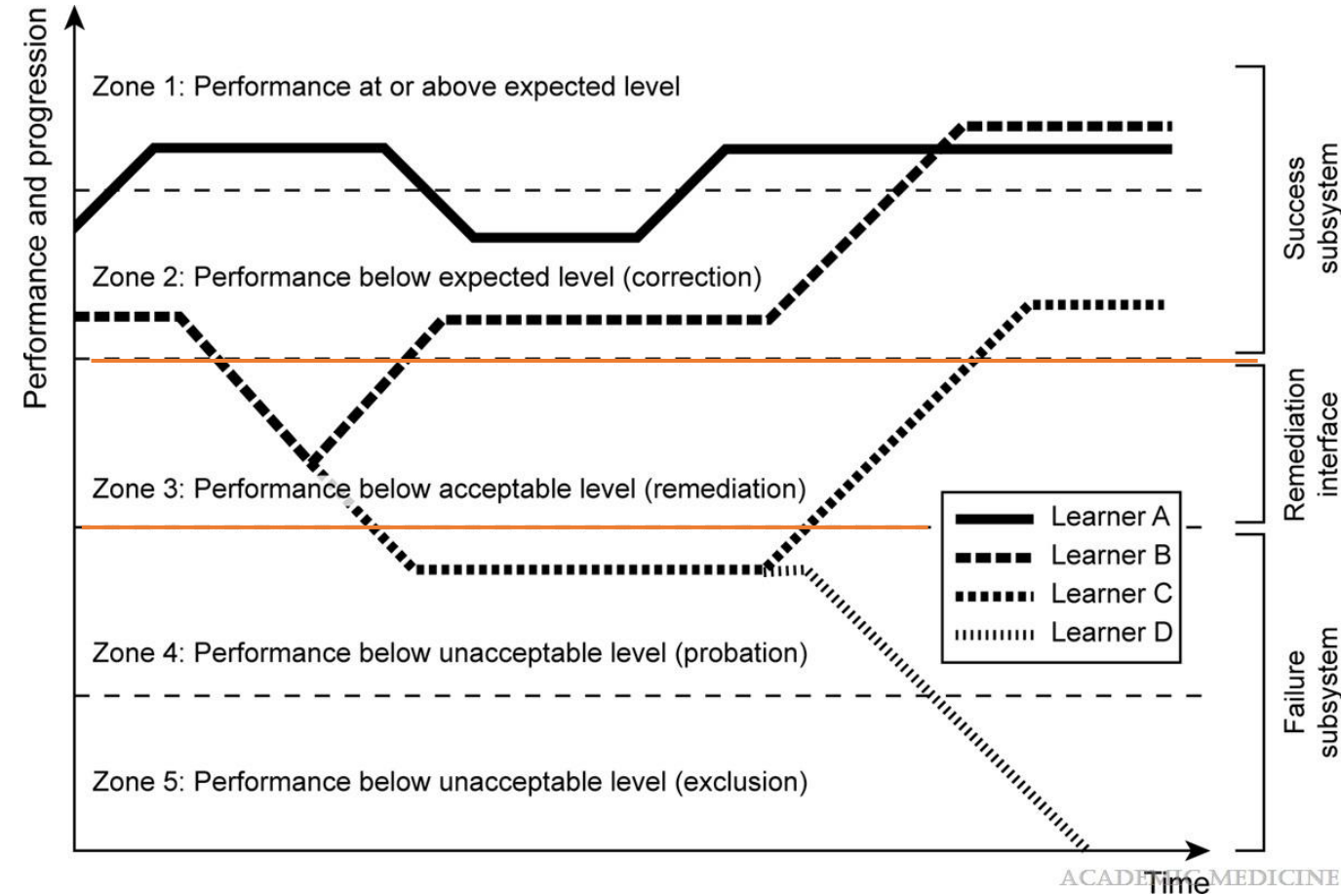
“Facilitating a correction for trainees who started out on the journey toward becoming an excellent health professional but have moved off course.”

How do we decide who needs it?

Kalet, A., & Chou, C. L. (2014). Remediation in medical education. *Kalet A, Chou C, editors.*, Springer.



Defining the “Remediation Zone”

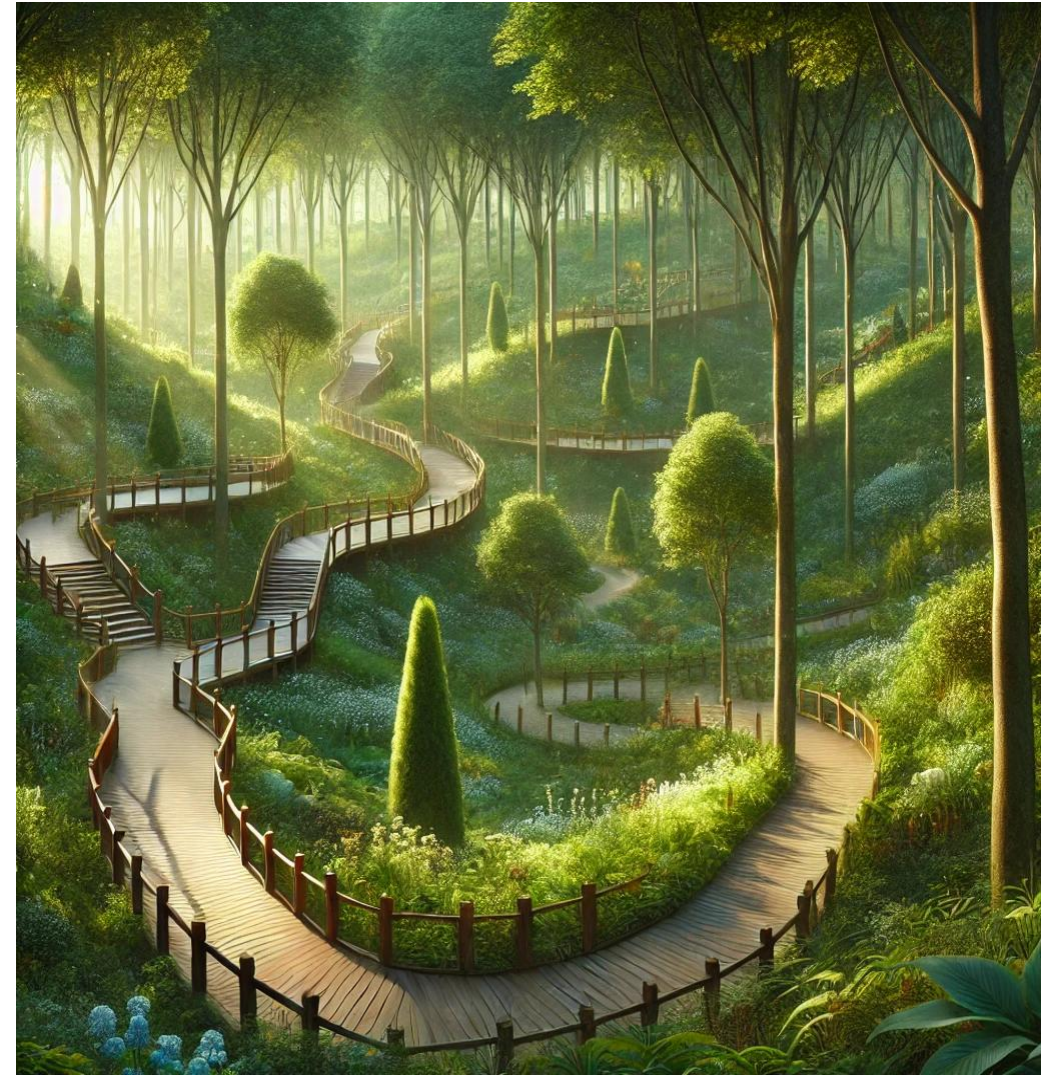


Zone	Lapse
Regular practice	Minor lapses, failures, stumbles in knowledge, skills, and/or attitudes.
Remediation	<p>Predictable significant yet remediable lapses, failures, or stumbles in knowledge, skills, and/or attitudes that need to be remediated to prevent future occurrences.</p> <p>Unpredicted significant lapses, failures, or stumbles whose causes may yield weaknesses that can be addressed through remediation.</p>
Failure	Egregious lapses, failures, or stumbles whose causes suggest fundamental irremediable causes and that attract automatic censure no matter their causes.

Features of the Remediation Zone



OR



Bennion LD, Durning SJ, Larochelle J, et al. Untying the Gordian knot: Remediation problems in medical schools that need remediation. *BMC Med Educ.* 2018;18(1).

Klig JE, Chou CL, Kalet AL. Transforming remediation for competency-based medical education. *Med Teach.* Published online 2024.

Wrap-around support



Coppola, Kristen M. PhD; Rashid, Hanin PhD; Terregino, Carol A. MD; Lebeau, Robert EdD.
Determining Root Causes of Poor Academic Performance to Provide Wraparound Support
for Preclerkship Medical Students. Academic Medicine 99(10):p 1170, October 2024.

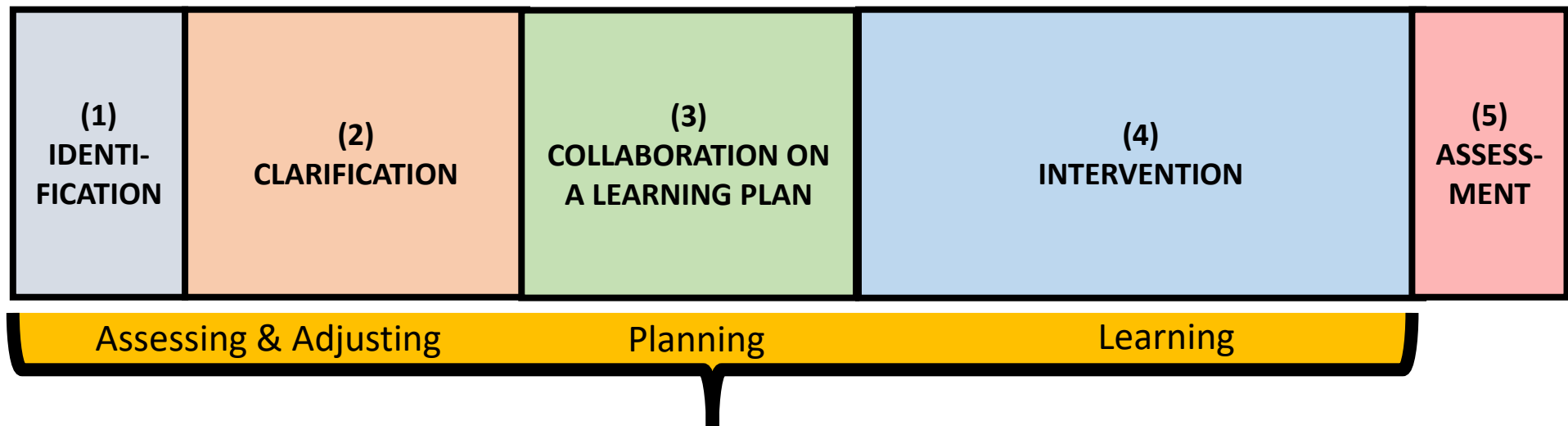


Toolkit for Learners who Struggle

1. How can we navigate a widening range of learner competency trajectories?
2. Who do we remediate in medical school and beyond, and how?
3. Where does coaching fit in for remediation? What does it do?
4. What are key opportunities for next steps to “help every student across the finish line?”

Coaching Across Remediation

STEPS OF REMEDIATION



Coaching for



Medical Education

[A path for Remediation]

Coaching is a process of:
“unlocking [a learner’s] potential to
maximize their own performance ...
helping them to learn rather than
teaching them.”

John Whitmore

Coaching for Performance: GROWing Human Potential
and Purpose. 2009 (4th Ed) Nicolas Breely Publishing

Self-Regulated Learning

**Reflection
Phase**

(Self-
Evaluation)

Assessing & Adjusting

**Forethought
Phase**

(Goal Setting)

Planning

STRUGGLE

STRENGTH

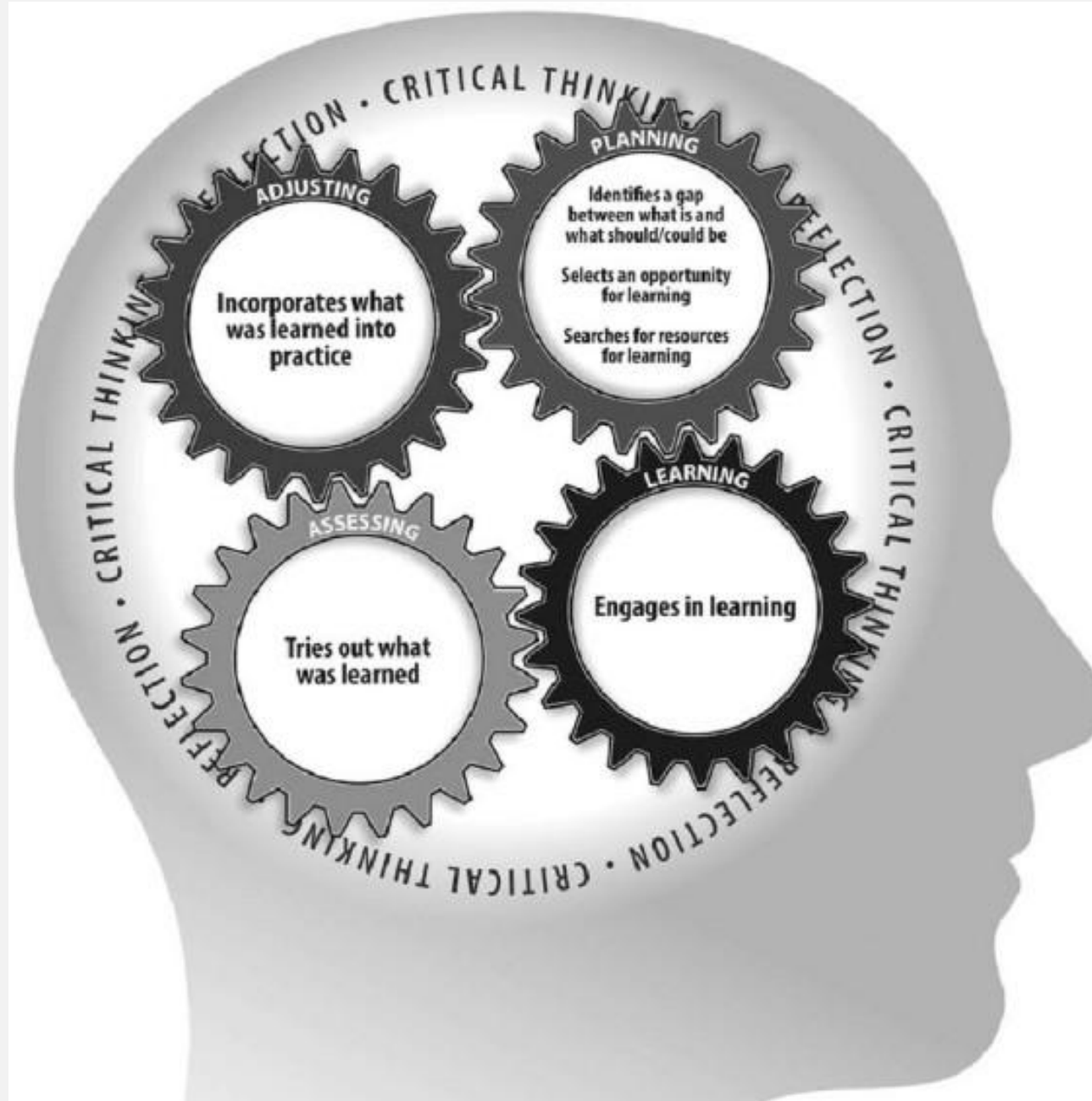
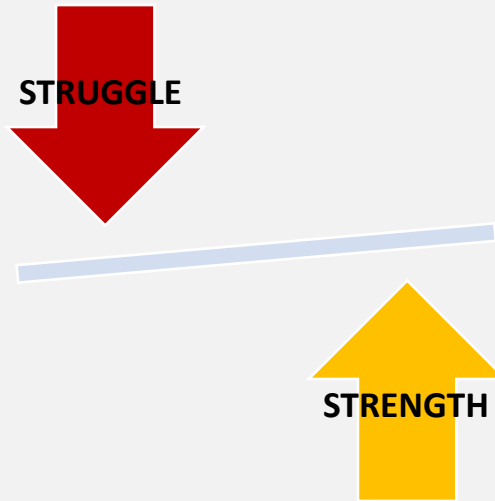
**Performance
Phase**

(Action &
Monitoring
Performance)

Learning



Master Adaptive Learner



Coaching for Remediation





Coaching for Remediation *is a* **JOURNEY**

Moore M. 2023. Coaching theories: a scientific foundation for coaching competencies in medical education. In: hammoud MM, Deiorio NM, Moore M, Wolff M, editors. Coaching in Medical Education: the AMA MedEd Innovation Series. Philadelphia (PA): Elsevier, p. 18–29

No Judgement
Zone

Mistakes are
Welcomed

Trust

Value

Non-Evaluative

Respect



Active Listening

Be mindful of
minority group
identity experiences
– higher rates of
mistreatment and
microaggressions^{1,2}



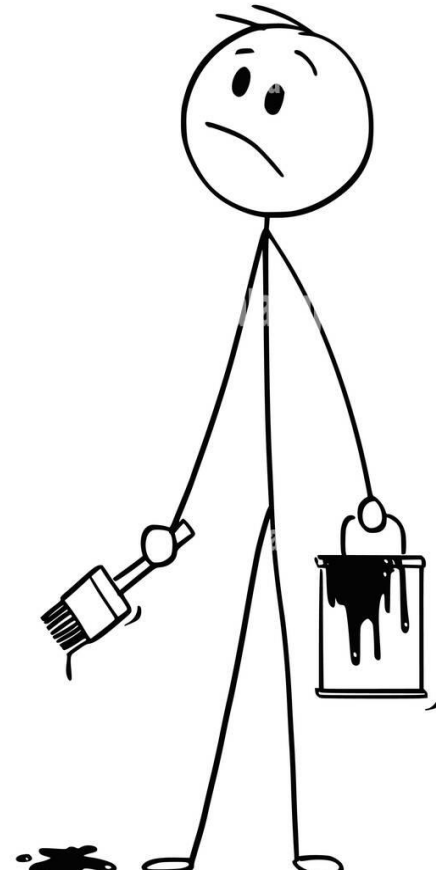
1. J Gen Intern Med. 2022 Feb;37(2):298-307.
2. N Engl J Med. 2019 Oct 31;381(18):1741-1752.

Role Modeling

“Intellectual Candor”:

The exposure of one's thought processes, dilemmas, or failures, while **balancing vulnerability and credibility**.

FALSWLESS



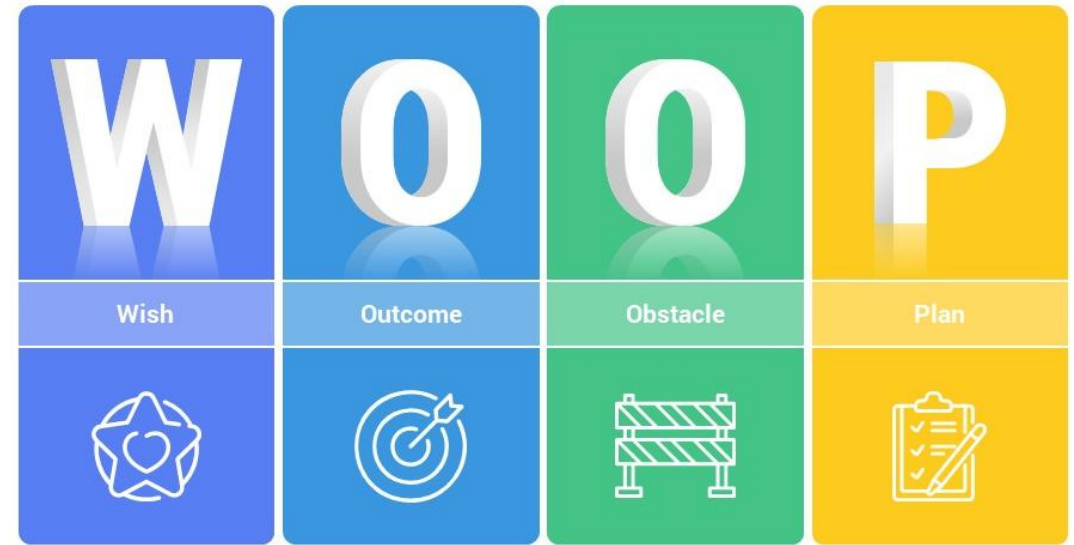
Positive inquiry over instruction





Incremental Strengths - become - Incremental Goals

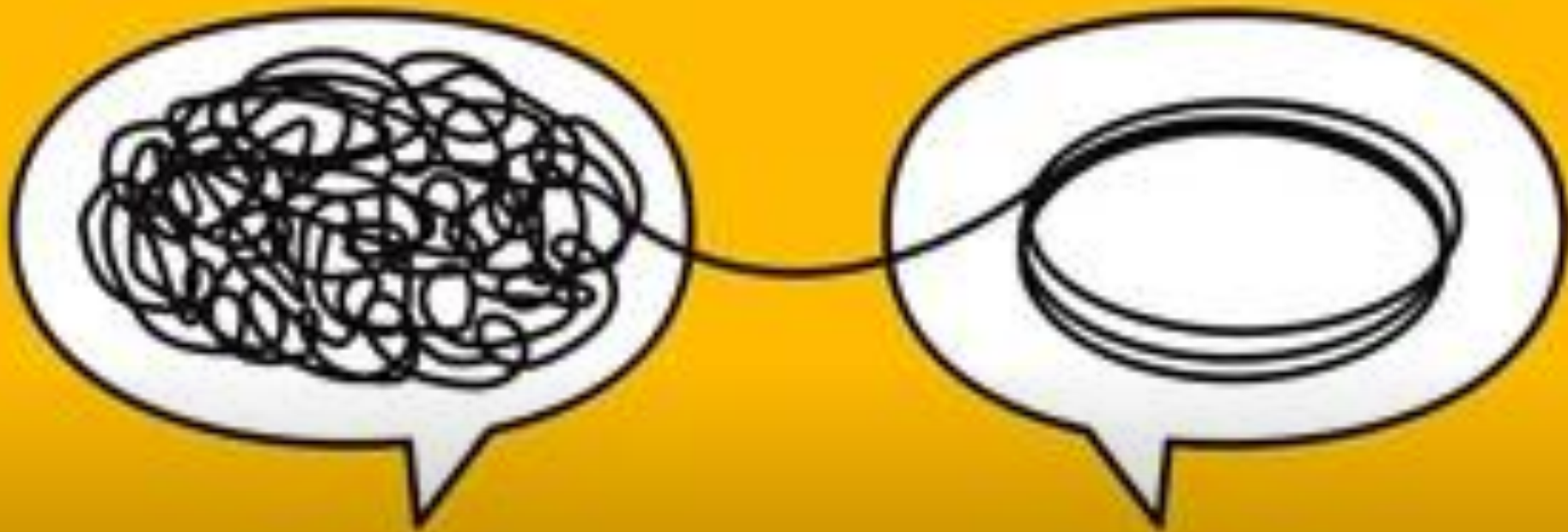
Goal Setting



7 Key Steps & Aims for Coaching



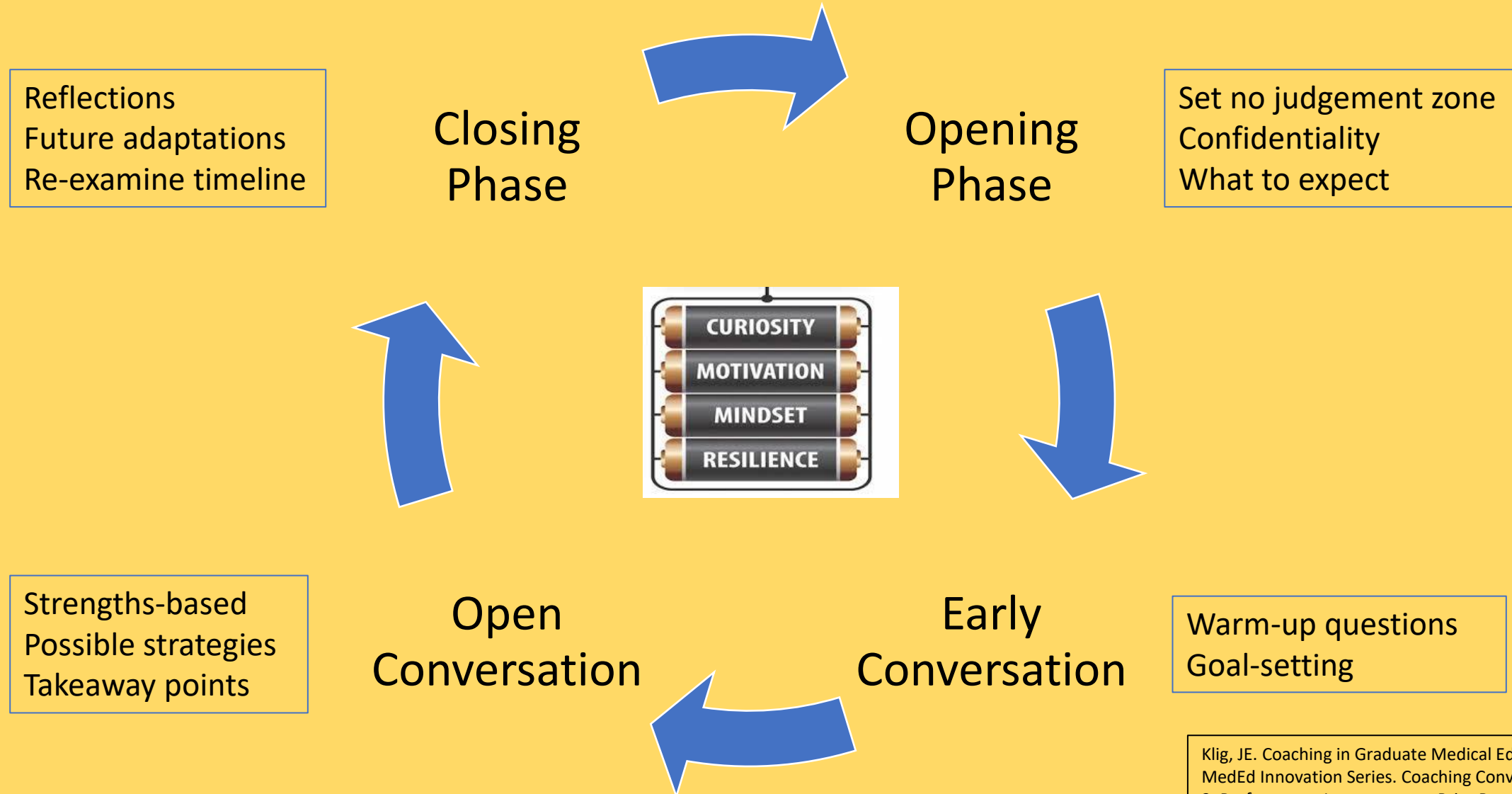
Klig JE, Stenson BA, Kivlehan SM, Jackson A, Berwick JR, Kosowsky JM. Twelve tips for practical clinical skills coaching. *Med Teach. Medical Teacher*. 2023;45(12): 1357-1363.



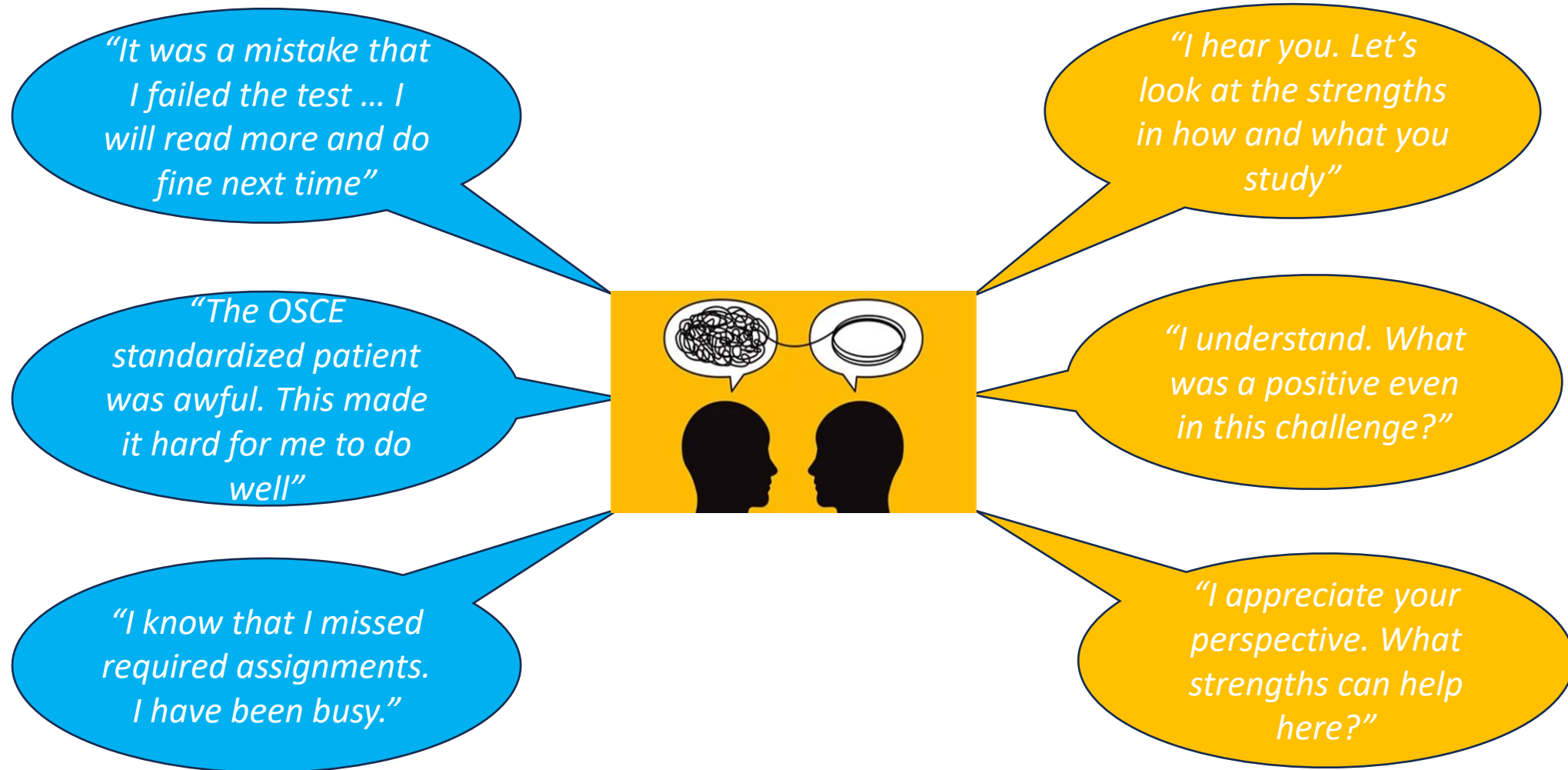
Coaching Conversations



7 Key Steps as a Coaching Conversation



Coaching Conversations in Remediation





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Key Opportunities



Key Opportunities



How can we navigate a widening range of learner competency trajectories?

Toolkit #1:

Normalize struggle and build a culture that invites and engages through it.

Key Opportunities



Who do we remediate in medical school and beyond, and how?

Toolkit #2:

Remediate those who struggle unproductively.

Create and sustain a normalized curriculum without a 'penalty box'.

Key Opportunities



Where does coaching fit in for remediation?

Toolkit #3:

Coaching is an essential approach for a struggling student to build adaptive strategies for growth.

Key Opportunities



What are next steps to “help every student across the finish line?”

Toolkit #4:

Engage in remediation communities of practice to further advance system, strategy and solution-building.



COACHING
AND
REMEDiation

HELPING EVERY STUDENT ACROSS THE FINISH LINE