

***Strategies for Successful Coaching Encounters***  
***How to Stretch a Strong Resident***

1. Ask residents to identify goals for the patient encounter/rotation and how you can support them as their coach
2. Ask residents to select a setting (inpatient vs. outpatient) or rotation in which they feel the least comfortable and focus on building skills unique to that area
3. Help residents find ways to make all patient encounters/rotations relevant to what they plan to do in their career. Encourage them to learn from all rotations and make it meaningful and relevant: “What would you need to know from each rotation to be able to treat your patient?”
4. Encourage residents to reflect on the strengths/knowledge of their team members as a way to foster deeper reflection on own skills. Ask residents to reflect on the following:
  - a. Which team members are really strong/effective? Why?
  - b. What knowledge gaps did they notice in others’ presentations?
  - c. What questions did the attending ask? Why do they think the attending asked these? What were they trying to teach? What was missed by the presenting team member?
5. Challenge residents to focus on critical thinking:
  - a. Talk through their thought process to demonstrate clinical reasoning
  - b. Critically assess their treatment plans: why are certain diagnostic and treatment decisions made (e.g., why one medication was chosen over another)
6. Brainstorm ways to incorporate evidence based medicine (EBM) into practice
7. Give residents a hypothetical scenario to allow them to talk through their approach to patients/families, especially if the patient encounter went well. Ask them to consider what they would have done if X happened instead of Y
8. Encourage residents to approach each patient encounter with *curiosity* – “there are pearls no matter where you look!”
9. Empower residents to ask questions, especially if they have differences of opinion with their fellows and attendings
10. Normalize confidently “not knowing.” It is okay to ask questions – not a sign of weakness. We are all lifelong learners
11. Explain how to be efficient and wise – encourage reflection; it is not just about finding the right answer
12. For Interns:
  - a. Ask them to reflect on an example of a “great” Senior. What skills, strengths, and qualities do they have? How can they learn from these skills?
  - b. Prepare them for their Junior year by explaining how their role will change and helping them decide how they would lead the team
13. For Juniors/Seniors:
  - a. Encourage them to practice assessing their learners’ level of knowledge. Help them develop a plan for assessing and responding to this
  - b. Ask them to reflect on an example of a “great” Senior when they were Interns. What skills, strengths, and qualities did they have? How can they learn from and practice these skills?