

Free Online Event and Demo

# Coaching for Impact: Maximizing Student Potential in Healthcare Education



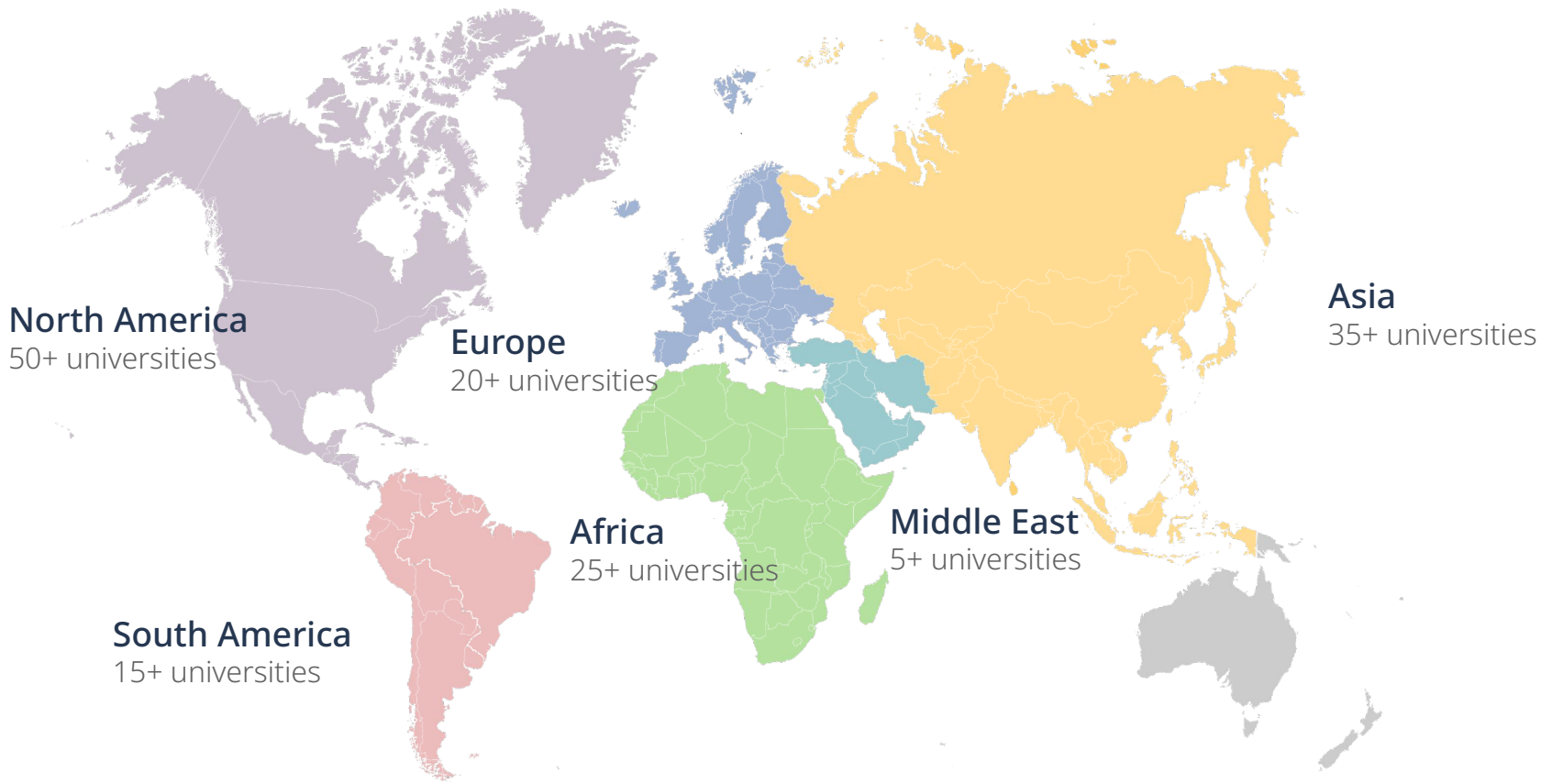
# Today's Speaker



**Adonis Wazir, MD, MSc (MedEd)**

Medical Doctor, Surrey, UK

Medical Education Consultant, Lecturio



**North America**  
50+ universities

**Europe**  
20+ universities

**Asia**  
35+ universities

**South America**  
15+ universities

**Africa**  
25+ universities

**Middle East**  
5+ universities



# Agenda

1

Introduction to Lecturio

2

Why Coaching?

3

Coaching Models

4

The Coaching Process

5

Coaching with Lecturio





**Who are we?**

# Lecturio

comprehensive digital medical  
education platform

Content from professors including from



Lecturio Covers the Entire  
**Medical & Nursing**  
Curricula in all key learning formats



**12,000+ High-End Videos**

in TV quality, short, and engaging



**9,800+ Clinical Cases**

with text and video explanations



**35,000+ Recall Questions**

using a spaced repetition  
algorithm and adaptive review



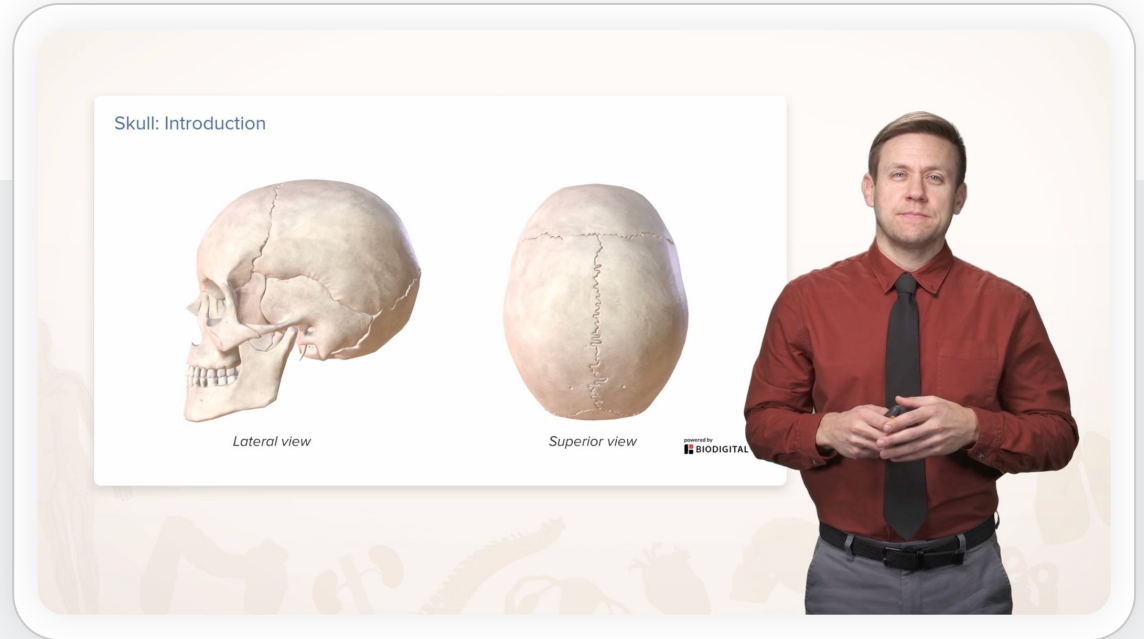
**1,500+ Concept Pages**

organized in a comprehensive library



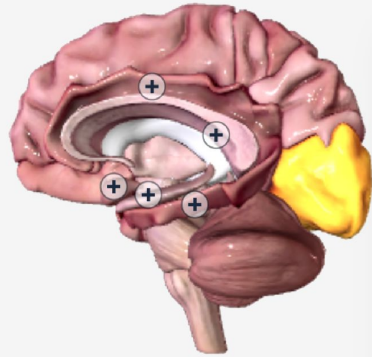
# Concise Videos on All Key Concepts

- All key medical concepts are covered in-depth
- 3-9 minutes
- Linked recall questions for formative assessment

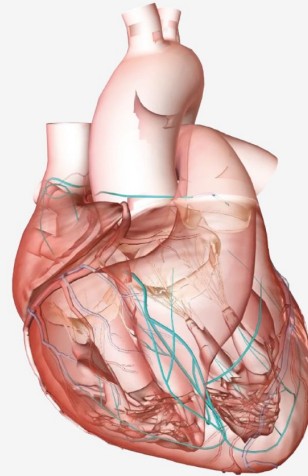




# 3D Anatomy With 400 Pre-Mapped Views

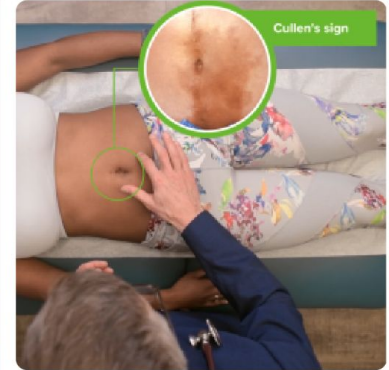


Right occipital lobe



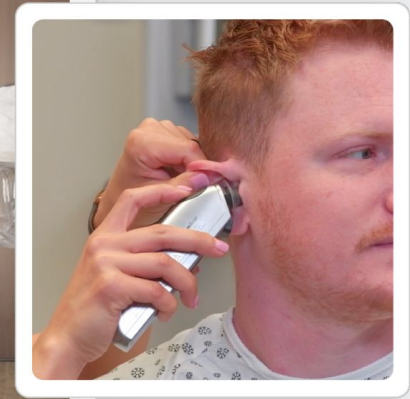
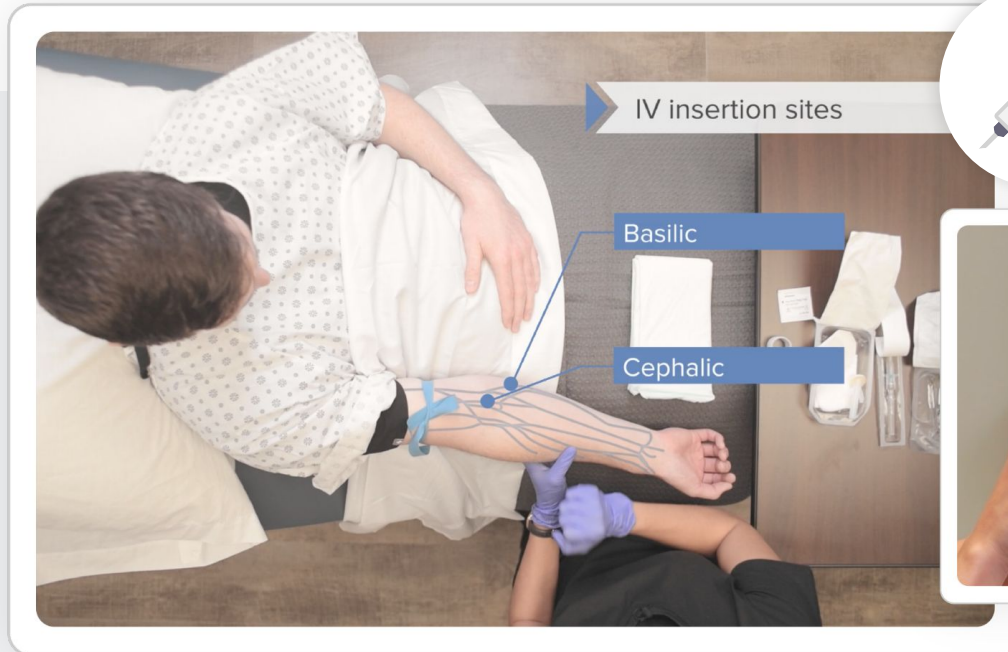


# Comprehensive Coverage of Clinical Skills





# Comprehensive Coverage of Clinical Skills





# Clinical Cases to Practice Application of Learned Concepts

- Real-life clinical scenarios
- Automated feedback
- Linked videos
- Use for self-directed learning or exams

The screenshot displays a clinical case interface with a blue header and footer. On the left, a vertical list of numbers 1 through 14 is shown, with number 5 highlighted in blue. The main content area is divided into several sections:

- Question:** A text-based question with four horizontal lines representing redacted text.
- Options:** Four radio button options labeled A, B, C, and D. Option D is selected, indicated by a green dot.
- Feedback:** A green checkmark and the word "CORRECT" are displayed below the options.
- Explanation:** A section titled "Explanation" with two horizontal lines of redacted text and an anatomical illustration of the human respiratory system, showing the lungs and trachea.
- Image:** A chest X-ray image is displayed on the right side of the question area.
- Custom Tests:** A floating panel on the right contains a "Custom Tests" section with a "CREATE CUSTOM TEST" button.
- Difficulty:** A floating panel on the right shows "Difficulty" settings with three radio buttons: "Easy", "Normal" (which is selected), and "Hard".
- Related Videos:** A floating panel on the right shows "Related Videos" with a play button icon and a horizontal line representing a video link.
- Book References:** A floating panel on the right shows "Book References" with a horizontal line representing a book reference.
- Filtering:** A floating panel on the right shows filtering options: "by Subjects" (unchecked) and "by Systems" (checked). Below these are three horizontal bars with colored segments (black, green, red) representing different categories or systems.





# Detailed Learning Paths

for USMLE<sup>®</sup> Step 1, 2, NBME  
Subject Exams, NP, NGN & More

- Learning Paths combine video and Qbank blocks
- **Adaptive review** within each path

Learning Paths

Next Gen NCLEX-RN<sup>®</sup> (NGN)  
NCLEX-RN<sup>®</sup> Prep

START

10%

Subjects				
Course	Answered	Completion	Correct	Accuracy
Biochemistry	4/4	100%	2/4	50%
Histology	6/6	100%	6/6	100%

System				
Course	Answered	Completion	Correct	Accuracy
Cardiovascular System	3/3	100%	1/3	33%
Nervous System	4/4	100%	3/4	75%

START ADAPTIVE REVIEW

# Lecturio Concept Pages

The fastest and easiest way to find and fill knowledge gaps

## Heart: Anatomy

The heart is a 4-chambered muscular pump made primarily of cardiac muscle tissue. The heart is divided into 4 chambers: 2 upper chambers receiving blood from the great vessels, known as the right and left atria, and 2 stronger lower chambers, known as the right and left ventricle pump blood throughout the body. Blood flows through the heart in 1 direction, moving from the right side of the heart, through the lungs, & returning to the left side of the heart, where it is pumped out to the rest of the body. As blood moves through the heart, 4 important valves backflow. The heart muscle itself is supplied by the coronary arteries. The heart also has its own conduction system, triggering its own contractions.

Last updated: March 10, 2023

0/10 questions correct

START TEST

### CONTENTS

General Structure and Location of the Heart

The Pericardium

The Heart Wall

Heart Chambers and Valves

Blood Flow through the Heart

Coronary Circulation

Cardiac Conduction System

Clinical Relevance

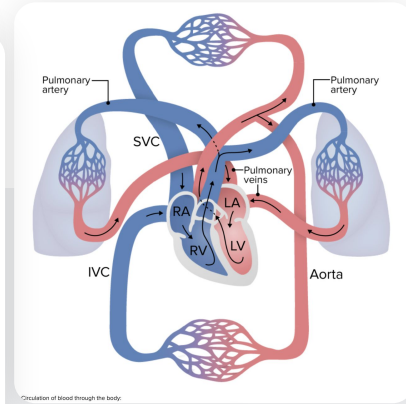
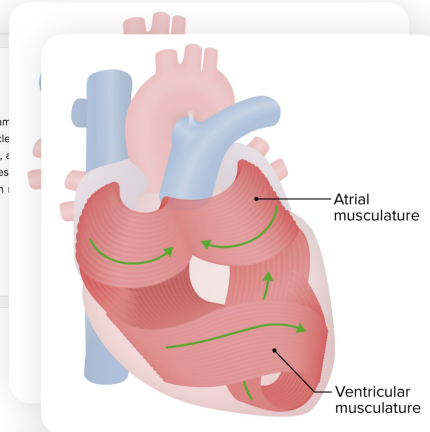
References

## General Structure and Location of the Heart

### Overview of the heart structure

The heart is a 4-chambered muscular pump made of cardiac muscle tissue.

- 4 primary muscular chambers:
  - Right atrium (RA)
  - Right ventricle (RV)
  - Left atrium (LA)
  - Left ventricle (LV)
- Connections to the great vessels:
  - Veins (bring blood back to the heart):
    - Superior and inferior vena cava (deoxygenated) → RA
    - Pulmonary veins (oxygenated) → LA
  - Arteries (carry blood away):
    - Pulmonary trunk and pulmonary arteries (deoxygenated) → from the RV
    - Aorta (oxygenated) → from the LV



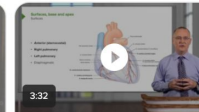
## Related videos



Cardiovascular System – Anatomy of the Heart



Components of the Heart – Anatomy of the Heart



Surface Anatomy of the Heart – Heart (Cor)

# The Two Sides of Precision Health Science Teaching

For Students

Personalized smart tutor

The screenshot shows a user interface for 'BOOKMATCHER'. At the top, there is a search bar and a 'CHANGE PLAN' button. The main content area is divided into several sections: 'Downloadable Slides' featuring a video of a man pointing at a diagram of the human respiratory system; 'Learning Paths' for 'Pharmacology Exam Prep' with a 'CONTINUE' button; 'Learning Objectives', 'Playlists', and 'Notes' listed on the left; and a 'Question Bank' at the bottom with a progress indicator showing '24%' completion. A 'Spaced Repetition' section is also visible with a grid of colored boxes (blue, orange, red) representing different levels of mastery. A 'CORRECT' notification is shown at the bottom left.

For Faculty

Digital teaching assistant

The screenshot shows an 'Admin Dashboard' with several key performance indicators and data visualizations. The top section includes 'Watched Minutes' (884) and 'Viewed Concept Pages' (367). Below these are 'Answered Qbank Questions' (238, 67% correct) and 'Answered Recall Questions' (285, 48% correct). A 'Performance' section features a circular progress chart for 'Total 2137' with a legend for 'Correct' (green), 'Incorrect' (red), and 'Omitted' (grey). The 'Activity' section shows a line graph with three data series. The 'Potentially At-Risk Learners' section contains a table:

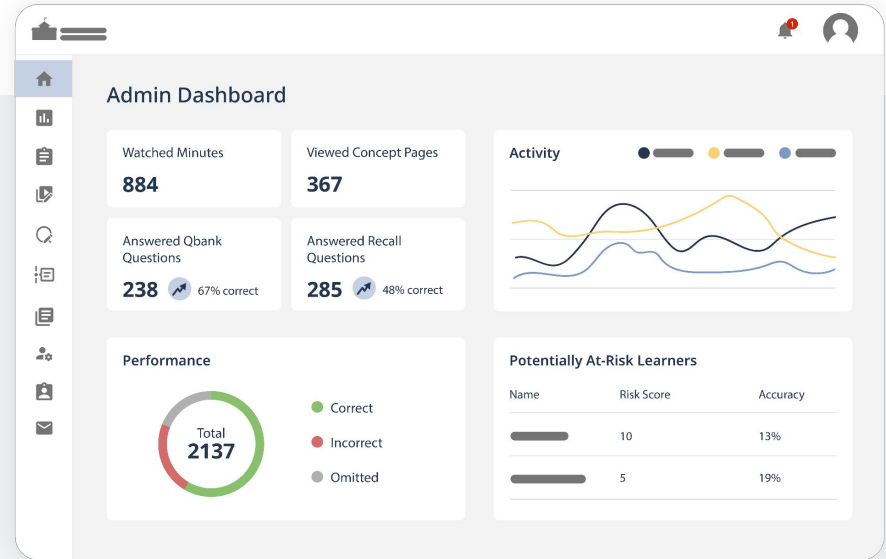
Name	Risk Score	Accuracy
██████████	10	13%
██████████	5	19%



# Comprehensive Tracking Enables a Comprehensive Live Faculty Dashboard

The system tracks:

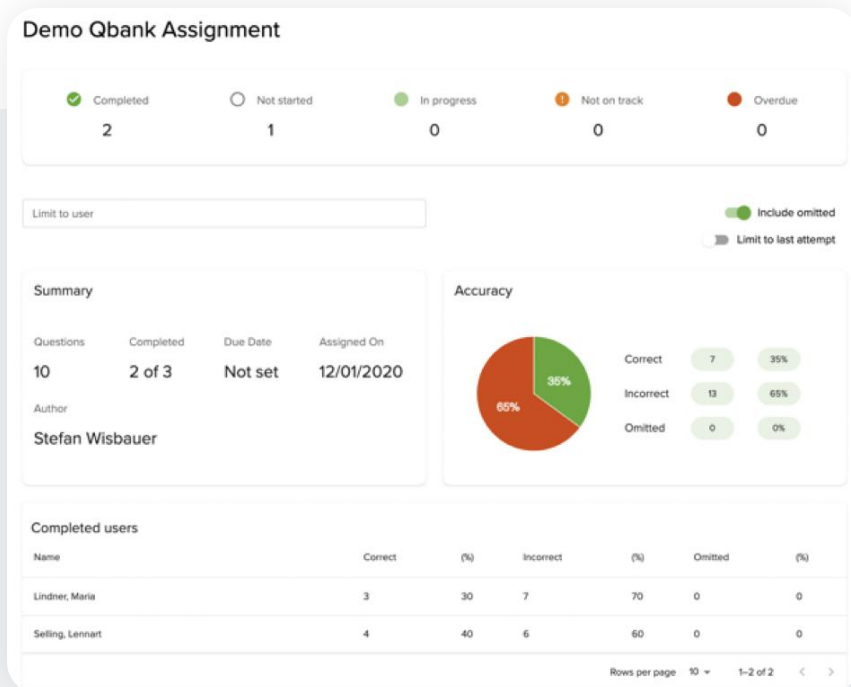
- competence
- confidence
- overconfidence
- spaced repetition adherence
- mastery level
- typical mistakes
- readiness assessments





# Assignment Stats

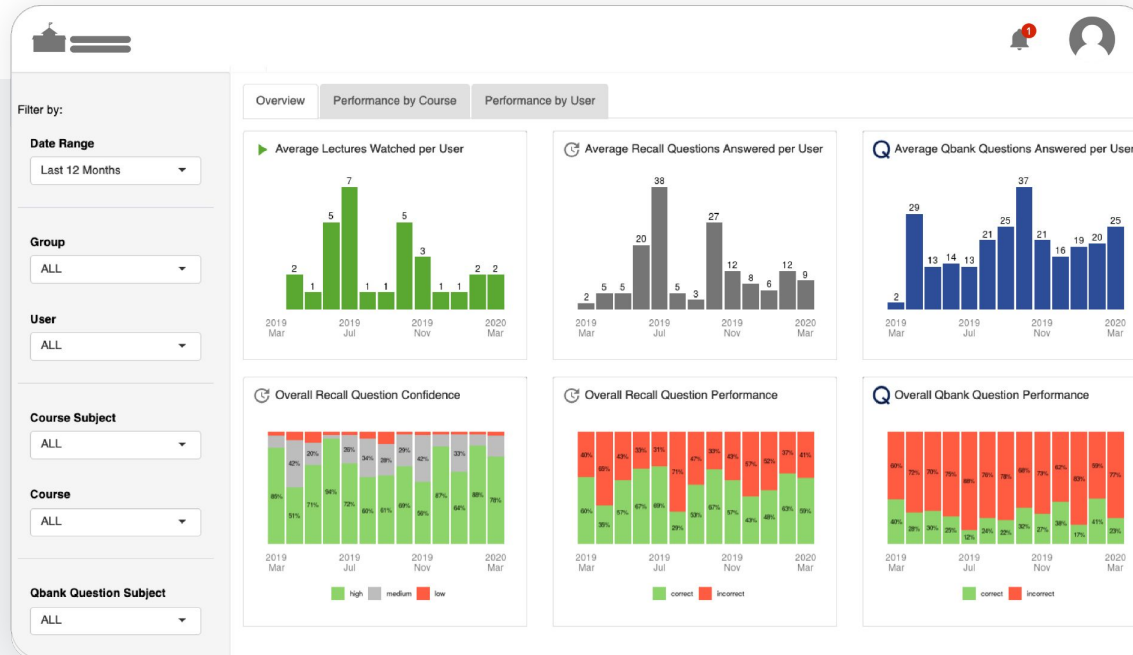
Help Focus Teaching Time on Where Students Struggle Including Typical Mistakes





# Your Teaching Dashboard

Aggregate Data With Location Drill-Down on Activity, Competence, Confidence, Over-Confidence





# Easy Integration With Your Existing Setup

## LMS / Testing



Deep Linking  
LTI SSO

Proctoring  
Integrations



Session Prep:  
Strengths &  
Weaknesses,  
Typical Mistakes

Content &  
Recording  
Upload

## Live Teaching & Training



## Data Lake / Analytics



Free Online Event and Demo

# Coaching for Impact: Maximizing Student Potential in Healthcare Education







## Poll

How familiar are you with academic coaching?



# Definition

## Coaching

- **Academic Coaching** seeks to support students in reaching their full potential as learners, and by extension, maximize their future potential as health care providers
- It seeks to build up the coachees' ability to:
  - Develop their personal visions
  - Facilitate them in identifying gaps between their current and target states
  - Help them design and apply achievable action plans to reach their goals
- Focuses on **empowerment** instead of direct tutoring



## **Poll: Is this Coaching?**

Telling the learner that they need to improve their scores to meet the requirements to pass their anatomy course



## **Poll: Is this Coaching?**

Exploring academic obstacles that the learner is currently facing



## **Poll: Is this Coaching?**

Offering advice based on your experience to get qualified in a specific specialty



## **Poll: Is this Coaching?**

Supporting students in coming up with solutions for their struggles

# Comparing Coaching with other roles

## MENTORING/ADVISING

- Mentor-led
- Showcases expertise
- Specific to a field or experience
- Provide advice and recommendations

## COACHING

- Student-led
- Help identify personal needs and goals
- Asking vs telling
- Determine personalized paths

# Coaching goals

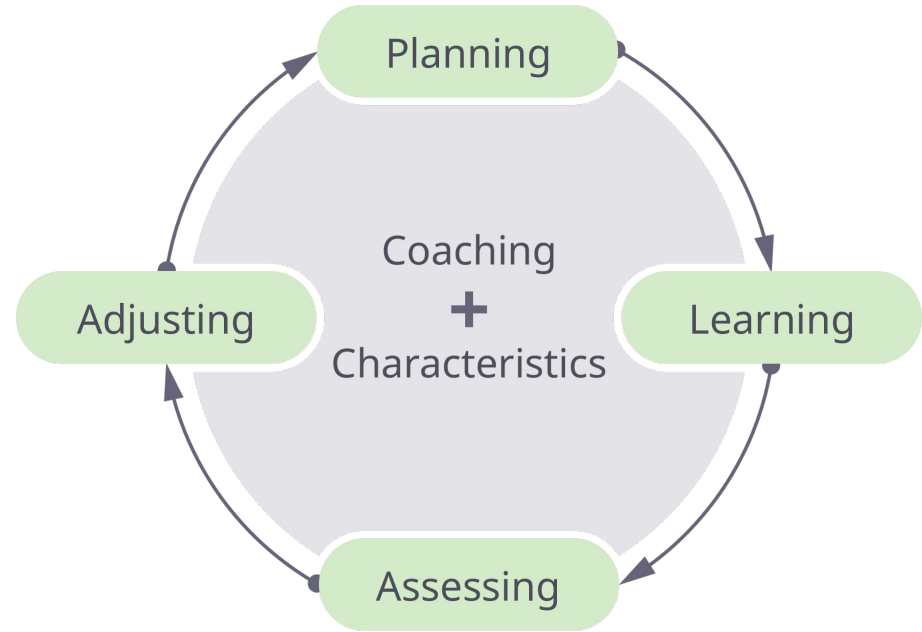
## Coaches should....

- Provide students with a safe space for informed reflection on academic, personal and professional performance
- Encourage student well being
- Assist students in setting and reaching goals
- Motivate students to establish good habits





## Master Adaptive Learners



Cutrer WB, Atkinson HG, Friedman E, Deiorio N, Gruppen LD, Dekhtyar M, et al. Exploring the characteristics and context that allow Master Adaptive Learners to thrive. *Med Teach* [Internet]. 2018 Aug 3 [cited 2023 Feb 1];40(8):791–6. Available from: <https://doi.org/10.1080/0142159X.2018.1484560>



# Coaching Models

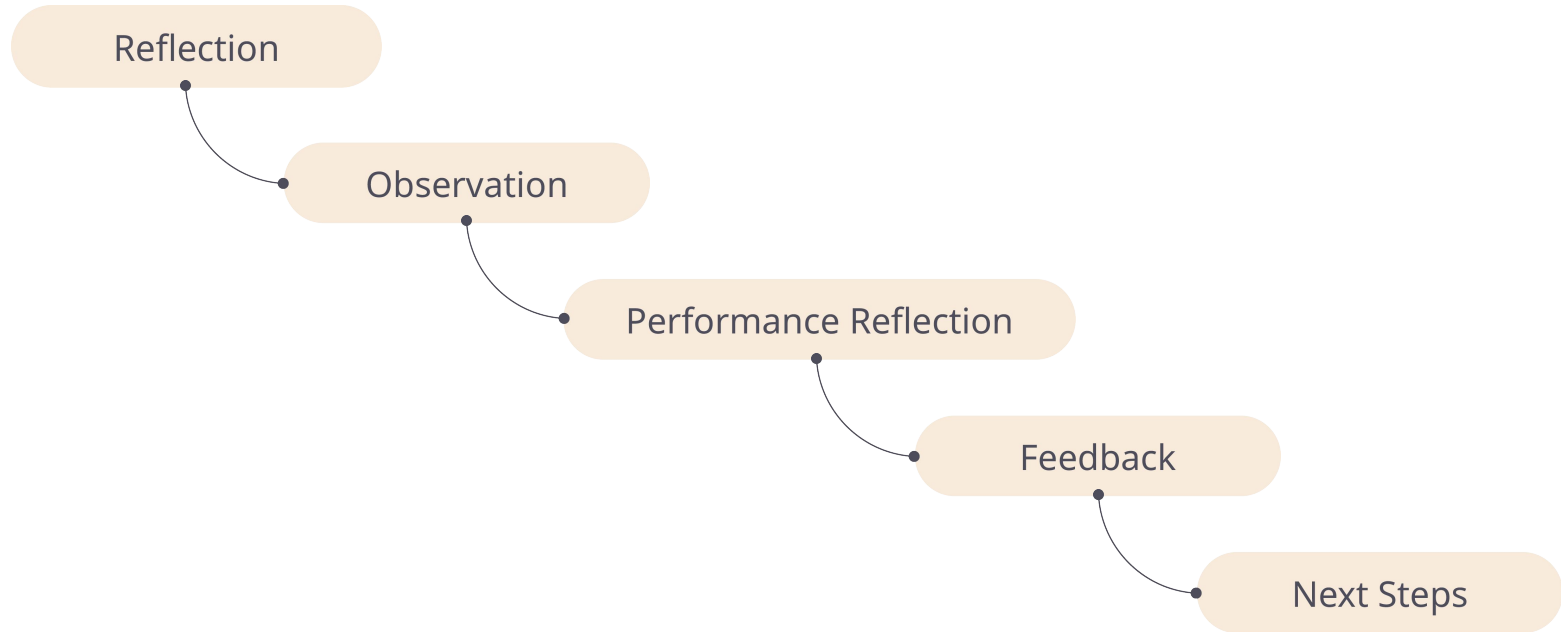


# Coaching in Medicine Model

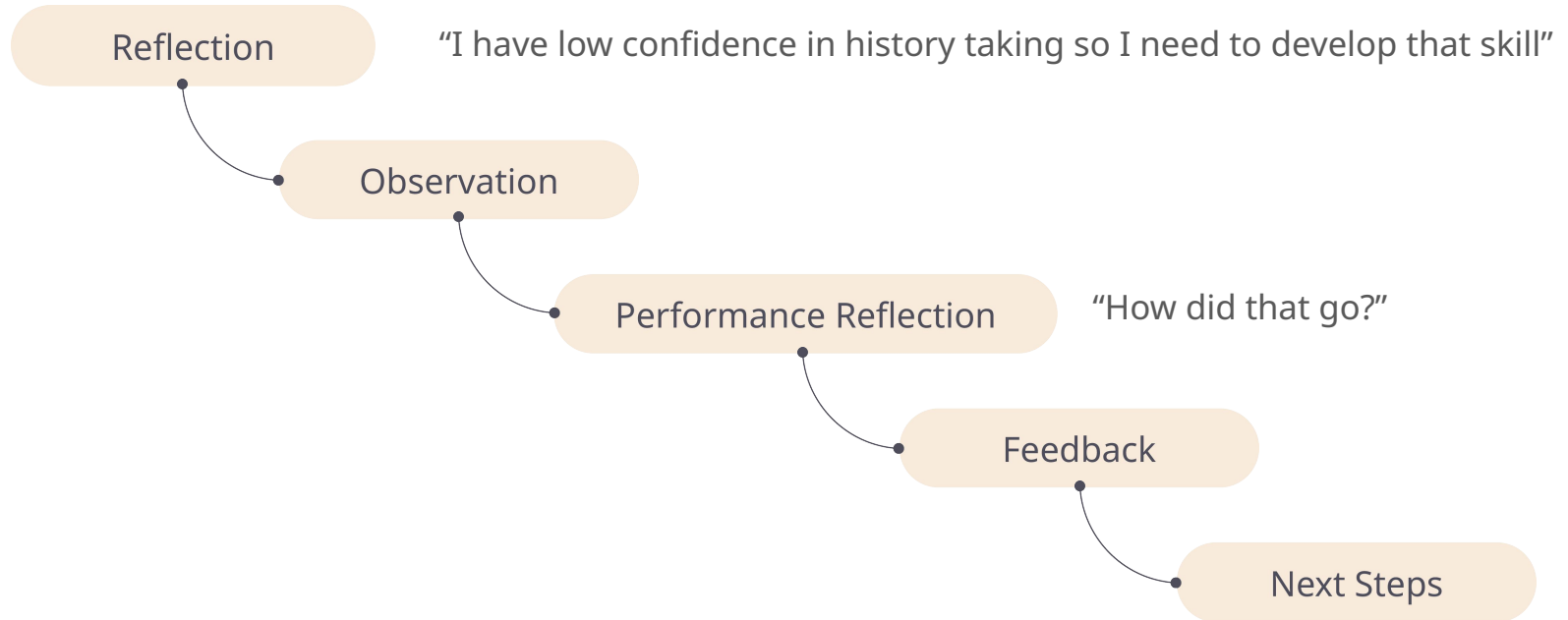
A performance improvement model based on:

- Growth mindset
- Reflective practice
- Self-determination theory
- Lifelong learning
- Goal setting

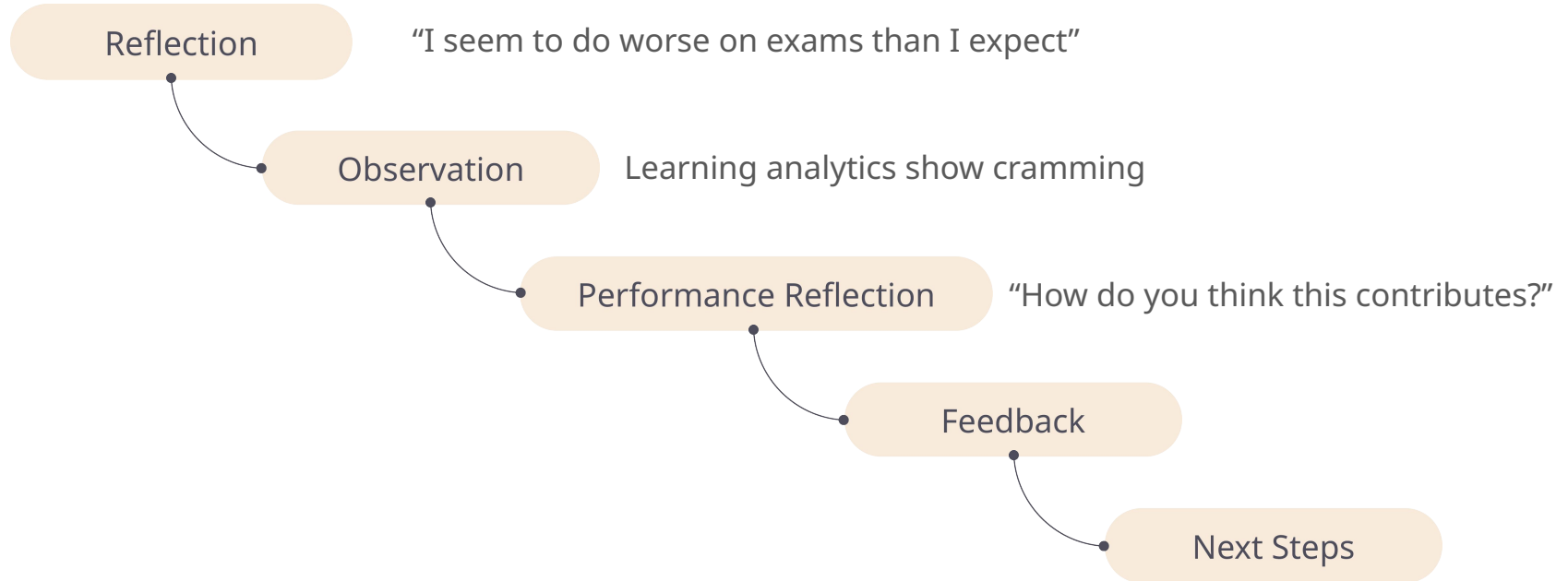
# Coaching in Medicine



# Coaching in Medicine



# Coaching in Medicine



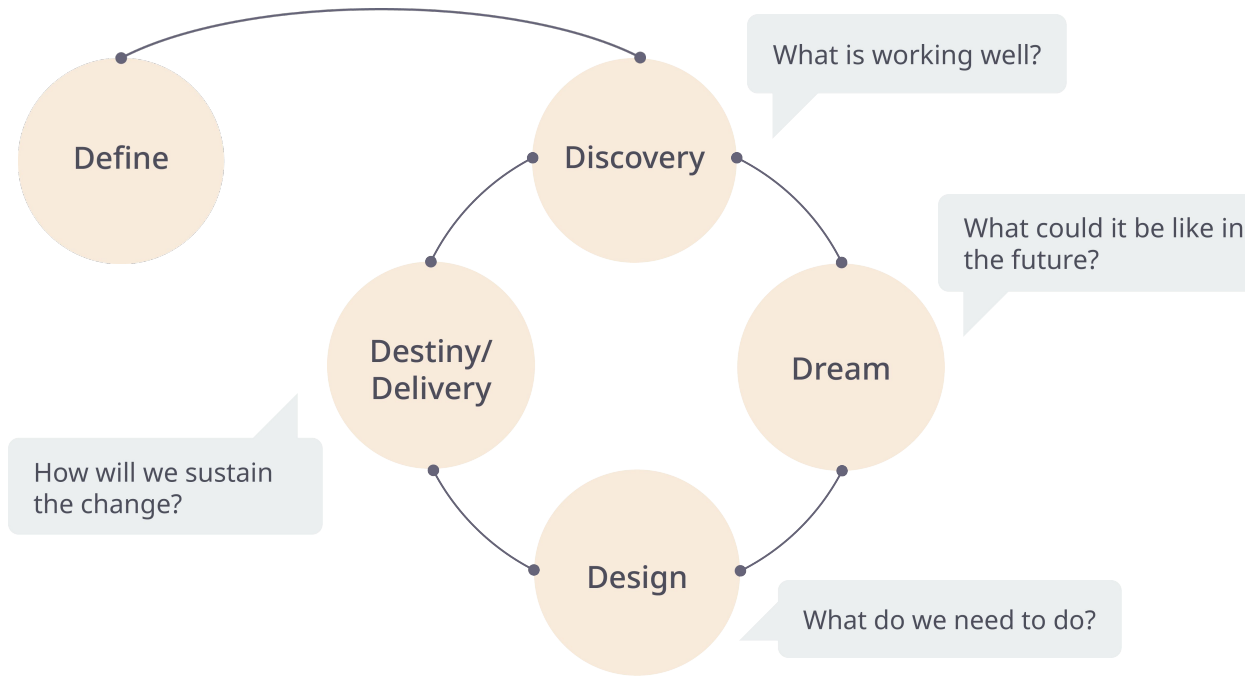


# Appreciative Inquiry

Appreciative Inquiry is a positive, strengths-based approach. It uses the 4D cycle:

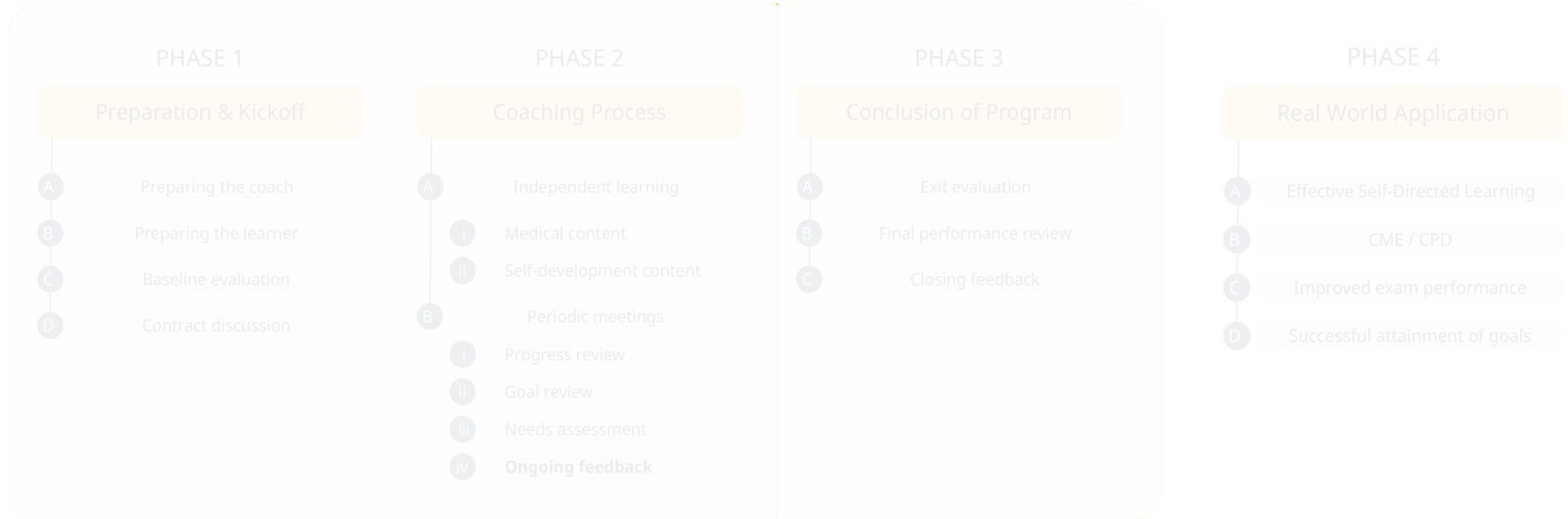
- Discovery
- Dream
- Design
- Destiny

# Appreciative Inquiry





# The Phases of Coaching





## **Phase 1:** Preparation & Kickoff

1

Preparing the Coach

2

Preparing the Learner

3

Baseline Evaluation

4

Contract Discussion

# What does this entail?

During this phase.....

- Adequate knowledge about the coaching program and responsibilities
- Setting goals and contract discussion (time and energy investments)
- Emphasis on relationship-building (empathy, trust)
- Invest effort in getting to know the coachee (context, background)
- Encourage learner reflection (they are the expert!)
- Coach is there to facilitate through active listening and support
- Importance of the first session

# Gather data and come prepared!

Individual Learner View

Enter learner here  
Thiemo Weiser | thiemo.weiser@lecturio

Risk score: 10 (of 30) ⓘ  
Confidence: N/A

Balanced Study Coach

Study Planner  
6 assignments

- Immune System (Due: May 20, 2022)
- FOM I Week 4 (Due: Mar 16, 2022)
- Ionic Chemistry (Due: Mar 24, 2022)
- FOM I Week 4 (Due: Nov 30, 2021)
- Qbank Test As (Assigned by: Thi)
- Physiology Mic (Assigned by: Thi)

Qbank

Users and groups  
Enter group or student

Qbank  
All (no filter)

Comp  
80%

### Library Statistics

Specific Users:

Date Range: Jul 22, 2022 - Okt. 20, 2022

Name --	Users	Videos	Recall Questions		
	Sessions --	Watched Minutes --	Answered --	% correct --	% wrong --
Pre-Medical / MCAT	70	322	31	74 %	26 %
Pre-Medical / Generic	77	329	32	78 %	22 %
Pre-Clinical / Generic	305	710	95	51 %	49 %
MBBS / MBCHB	245	411	66	38 %	62 %
MBBS (India)	392	844	109	46 %	54 %
Clinical / Generic	173	510	56	48 %	52 %
Nursing / RN	280	823	114	50 %	50 %
Nursing / NP	237	427	91	36 %	64 %
All Medical Courses	457	996	131	40 %	60 %
Clerkships	164	496	54	50 %	50 %
Personal & Business Skills	86	348	28	82 %	18 %

### Subjects

Name	Used		Unused		Correct		Incorrect		Omitted	
	--	% --	--	% --	--	% --	--	% --	--	% --
Med-Surg	151	12	1070	88	14	6	38	17	169	77
Anatomy	82	72	32	28	6	5	42	36	68	59

Ensure you have the necessary background on the learner and their course

Sources of information:

- School curriculum
- Student portfolio
- Feedback
- LMS/learning analytics

# Coaching and Learning Support Content

A set of primer materials for both coach and coachee



We have prepared a set of **videos** and **slides** to explain the basics of medical coaching and provide a crash course on effective learning techniques that will prove useful when you are setting up your coaching program

# Learning Paths

A way to streamline your coaching process

The screenshot displays a user interface for a learning path. At the top, it shows the breadcrumb 'Learning Paths / Module 1 - The Lung / Obstructive Conditions'. Below this, the main title 'Module 1 - The Lung / Obstructive Conditions' is followed by the subtitle 'Case 1 - The Lung and Obstructive Conditions'. A green 'CONTINUE' button is prominent. A progress bar indicates 100% completion. The path is divided into two parts: 'Part 1: Lung Anatomy and Physical Examination' and 'Part 2: Case Study and Differential Diagnoses'. Part 1 shows 2/2 Videos, 3/8 Quiz questions, and 2/2 Qbank questions. Part 2 shows 2/4 Videos, 0/15 Quiz questions, and 1/4 Qbank questions. A 'QBANK PERFORMANCE' bar chart is also visible.

Learning Paths / Module 1 - The Lung / Obstructive Conditions

Module 1 - The Lung / Obstructive Conditions  
Case 1 - The Lung and Obstructive Conditions

CONTINUE

Learn more about Module 1 - The Lung / Obstructive Conditions

Part 1: Lung Anatomy and Physical Examination

2/2 Videos 3/8 Quiz questions 2/2 Qbank questions

100%

Part 2: Case Study and Differential Diagnoses

2/4 Videos 0/15 Quiz questions 1/4 Qbank questions

QBANK PERFORMANCE

Our **learning path** functionality will help you design a **streamlined coaching journey** for your coachees. With it, you will be able to **add tasks and program steps** ranging from intake forms, Qbank tests, educational assignments, all the way to exit surveys.

# Learning Paths

A way to streamline your coaching process

The screenshot shows a digital learning path interface. At the top, it reads 'Learning Paths / Module 1 - The Lung / Obstructive Conditions'. Below this, the main title is 'Module 1 - The Lung / Obstructive Conditions' with a subtitle 'Case 1 - The Lung and Obstructive Conditions'. A green 'CONTINUE' button is visible. A progress bar indicates '100%' completion. The interface is divided into two parts: 'Part 1: Lung Anatomy and Physical Examination' and 'Part 2: Case Study and Differential Diagnoses'. Part 1 shows 2/2 Videos, 3/8 Quiz questions, and 2/2 Qbank questions. Part 2 shows 2/4 Videos, 0/15 Quiz questions, and 1/4 Qbank questions. A 'QBANK PERFORMANCE' button is also present.

Example:

1. Primer on Coaching for students
2. Pre-survey: expectations

First meeting

3. Meeting reflections and agreed goals
4. Obstacles faced
5. ...



## Phase 2: The Coaching Process

1

### Independent Learning

- Medical content
- Self Development Content

2

### Periodic Meetings

- Progress Review
- Goal Review
- Needs Assessment
- Ongoing Feedback

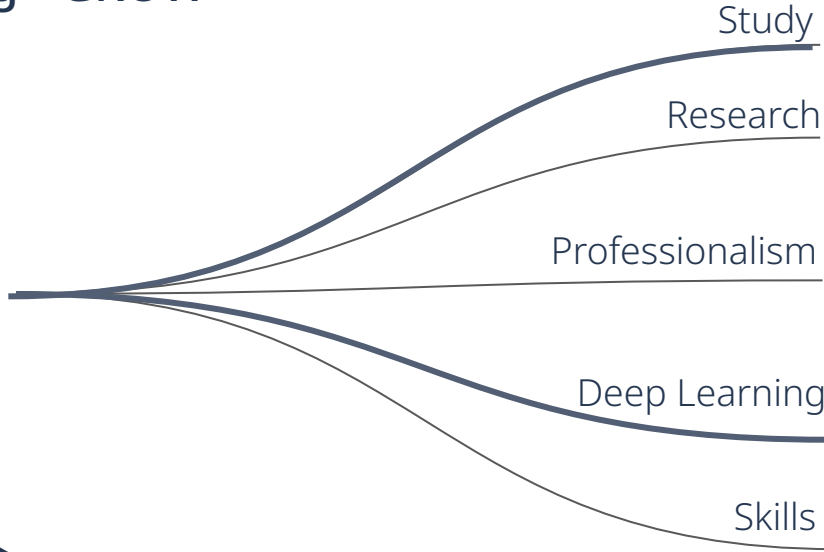


# What does this entail?

## Goal Setting - GROW



**Reality**  
Where I am  
now.



**Options**  
How can I get  
there?

**Will**  
How will I get  
there?



**Goal**  
Where I want  
to be.

# SMART

**S**

Specific

**M**

Measurable

**A**

Attainable

**R**

Relevant

**T**

Timely

# SMART Example

I'd like to....

~~Do better in pharmacology.~~

Prepare for the pharmacology final....

By reviewing 2 modules a week....

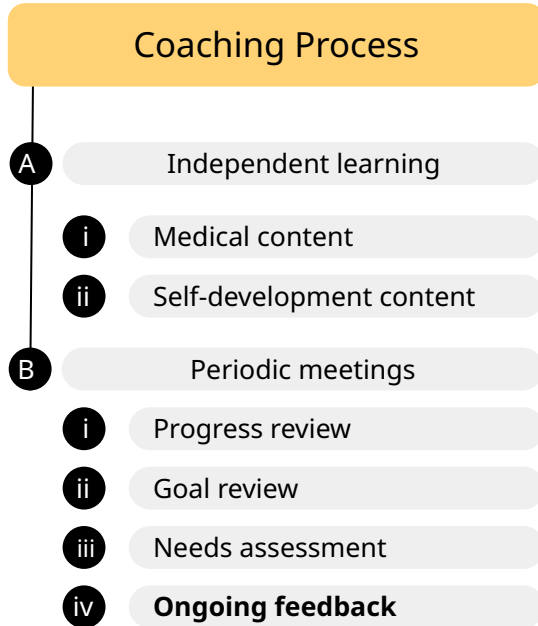
With pre-made videos and questions.



# What does this entail?

During this phase.....

## PHASE 2



- The coach and coachee will work together to achieve measurable results on the goals set in phase 1.
- Multiple rounds of progress monitoring meetings need to happen, focusing on actions, intentional changes, and feedback provision.
- Targeted coaching and guidance, supplemented by various different resources is done based on the results of those meetings.

# Meeting Tracking

Name:		Start date:		Pre-test:		Post-test:		
Level:	▼	Main goal:						
Week	Date	Type of check in	Outcome		Changes		Main challenge since last 1:1	Next major challenge
1		▼						
		▼						
		▼						
	Summary:	Weekly progress	Study skills	Confidence	Time management	Student self-rating		
2		▼						
		▼						
		▼						
	Summary:	Weekly progress	Study skills	Confidence	Time management	Student self-rating		
3		▼						
		▼						
		▼						
	Summary:	Weekly progress	Study skills	Confidence	Time management	Student self-rating		

# Meeting Tracking



## Pro Tip

Name:	Start date:	Pro	Pro	Pro	Pro	Pro
Level:	Main goal:	Pro	Pro	Pro	Pro	Pro
Week	Date	Type of check in	Outcome	Changes	Main challenge since last 1:1	Next major challenge
1						
	Summary:	Weekly progress	Study skills			
2						
	Summary:	Weekly progress	Study skills			
3						
	Summary:	Weekly progress	Study skills			

- **Keep things organized:** use a tracking medium that you can easily update and allows you to take the same notes for all your coachees, across all your coaching sessions
- **Incorporate quantifiable metrics:** on top of the qualitative notes you take, incorporate scales (e.g., likert) to gauge progress across core goals.
- **Always use the goals as the true north:** coaching needs to be dictated by the set goals. Remember to always come back to them when you feel the coaching sessions are becoming unfocused

# Assignment Center

Task coachees with educational content and formative exams in a trackable way

Groups Users

**User assignments**

2 completed 3 in progress 0 not on track 0 not started  
4 overdue

Assignee	Content	Progress	Author	Status
Nur Sya'ban, Satria satriansb@gmail.com	Module 1 - The Lung / Obstructive Conditions	Due: Feb 17, 2023 11:59 PM 25% completed	SN Feb 16, 2023	
Wazir, Adonis adonis.wazir@lecturio.de	Module 1 - The Obstructive Co	Due: Jun 17, 2022 11:59	SN	
Weiser, Thiemo thiemo.weiser@lecturio...	Module 1 - The Obstructive Co			
Nur Syaban, Satria satria.syaban@lecturio...	Anatomy and E			
Nur Syaban, Satria satria.syaban@lecturio...	Lecturio Admin 1.02 h / 14 vid			

Assignments

CREATE ASSIGNMENT REMIND ALL USERS

Creation Date: Feb 22, 2022 - Feb 22, 2023

Author: All

Status: All

Has Exam: All

Content Type: All

Assignee: Enter group or student

Content: Content title

Completion Date: [Calendar icon]

Content ID: Content IDs, comma separated

Our **assignment center** lets coaches assign additional educational content and tasks in a trackable way. Formative exams can also be assigned and tracked when academic improvement is a goal of the coaching program.

# Video Library

Extensive content library for the coachees' independent learning

The screenshot displays the Lecturio video library interface. At the top, there are filters for 'Selected Video Library' (Pre-Clinical / Generic) and 'Selected Filter' (Pre-Clinical by Subject). Below this is a search bar and a 'BOOKMATCHER' button. The main content area features a video player for 'Surface anatomy of the abdomen' by James Pickering, PhD. The video player includes a list of anatomical points: Superiorly (Xiphoid process, Costal cartilages of 7th – 10th ribs) and Inferiorly (Inguinal ligament, Pubic crest and pubic symphysis). To the right of the video is a 3D model of the thorax and abdomen. Below the video player is a playlist titled 'Surface Anatomy of the Abdomen: Introduction' with 84 videos. The bottom navigation bar includes options for 'ADD TO PLANNER', 'Bookmark', '3D Model', 'Transcript', 'Objectives', 'Materials', 'Notes', 'Share', and 'Report'.

An extensive **video library** provides a source of knowledge in a familiar way, augmented and supported by the latest evidence on learning science in its presentation, allowing a tutoring component to be incorporated without additional time or effort required from the coaches.



# Qbank and Exam Capability

Formative exams to gauge the coaching program's success

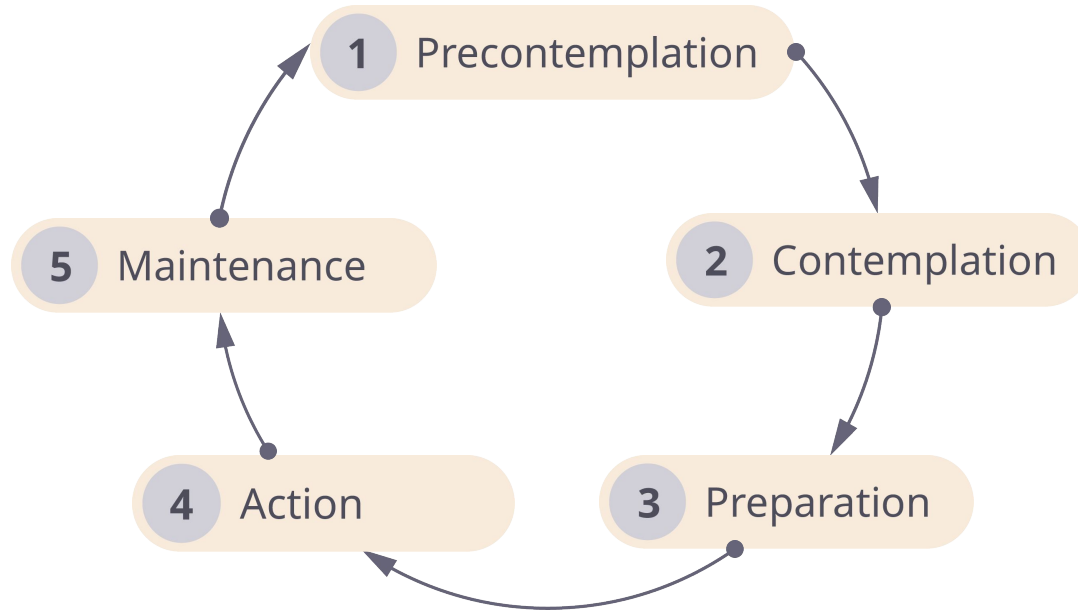
The screenshot displays the Qbank interface. At the top, a blue navigation bar shows 'Question 32 of 40 ID: 3410' and 'Mark'. Below this, a toolbar includes 'Auto Translate', 'Lab Values', 'Notes', 'Calculator', and 'Reverse color'. The main content area is split into two columns: 'Explanation:' and 'Related Videos:'. The 'Explanation:' section contains text about cardiac muscle structure and a 'Correct answer B'.

The 'Related Videos:' section lists two videos: 'Cardiac Muscle' (04:57 min) and 'Conducting System of the Heart' (04:57 min).

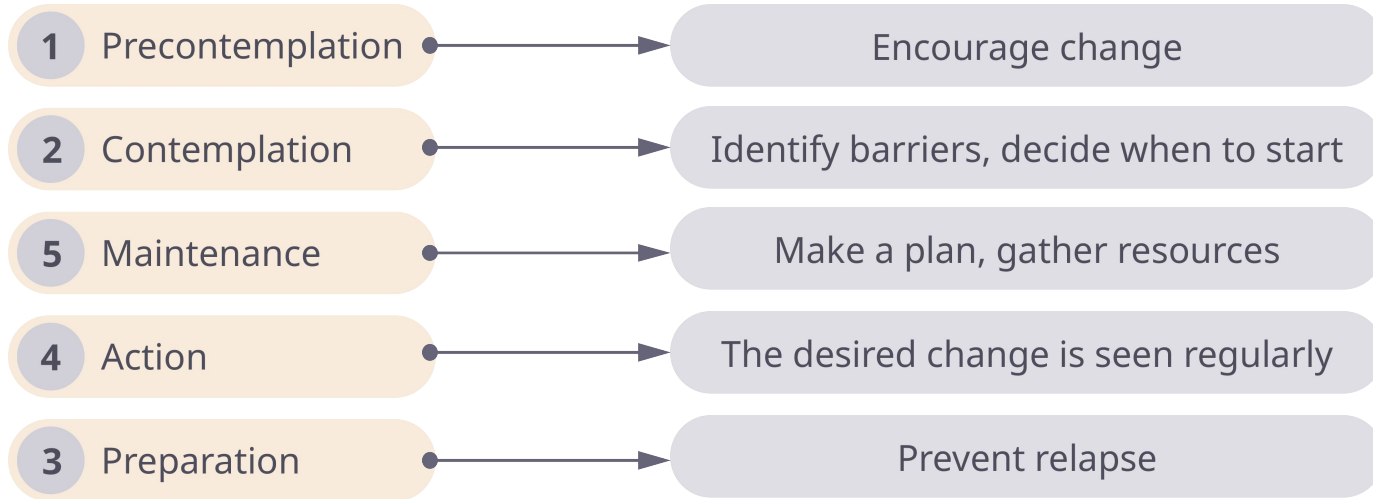
Overlaid on the bottom half is a 'Create Test' window. It features a 'MANUAL CONFIGURATION' button in the top right. The 'Test Mode' section has 'Tutor: ON' and 'Timer: OFF'. The 'Question Mode' section shows filters for 'All' (2093), 'Unused' (1323), 'Incorrect' (29), 'Omitted' (727), and 'Marked' (0). The 'Difficulty' section has radio buttons for 'Easy', 'Normal', and 'Hard'. The 'Subjects' section lists various subjects with their respective question counts: Biostatistics/Epidemiology (85), Internal Medicine (1205), Pediatrics (204), Social Sciences/Ethics (56), Family Medicine (155), OBGYN (172), Psychiatry (131), and Surgery (115). The 'Systems' section is partially visible at the bottom.

In this phase, our **Qbank** can help you make **formative exams** to gauge your coachees' academic performance and let them practice on subjects they struggle with. **Immediate feedback** is given with our Qbank's **tutor mode**.

# Transtheoretical Change



# Transtheoretical Model

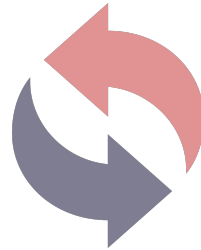




# Characteristics of Effective Feedback

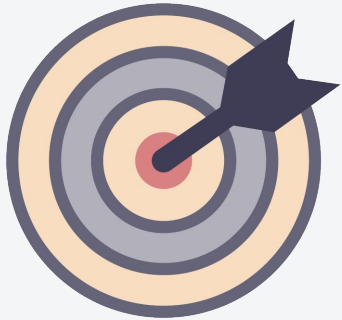


From a trusted relationship



Continuous, given for  
improvement

# Characteristics of Effective Feedback



Goal-directed  
& task-oriented



Actionable

# Characteristics of Effective Feedback



Timely



Respectful

# Characteristics of Effective Feedback



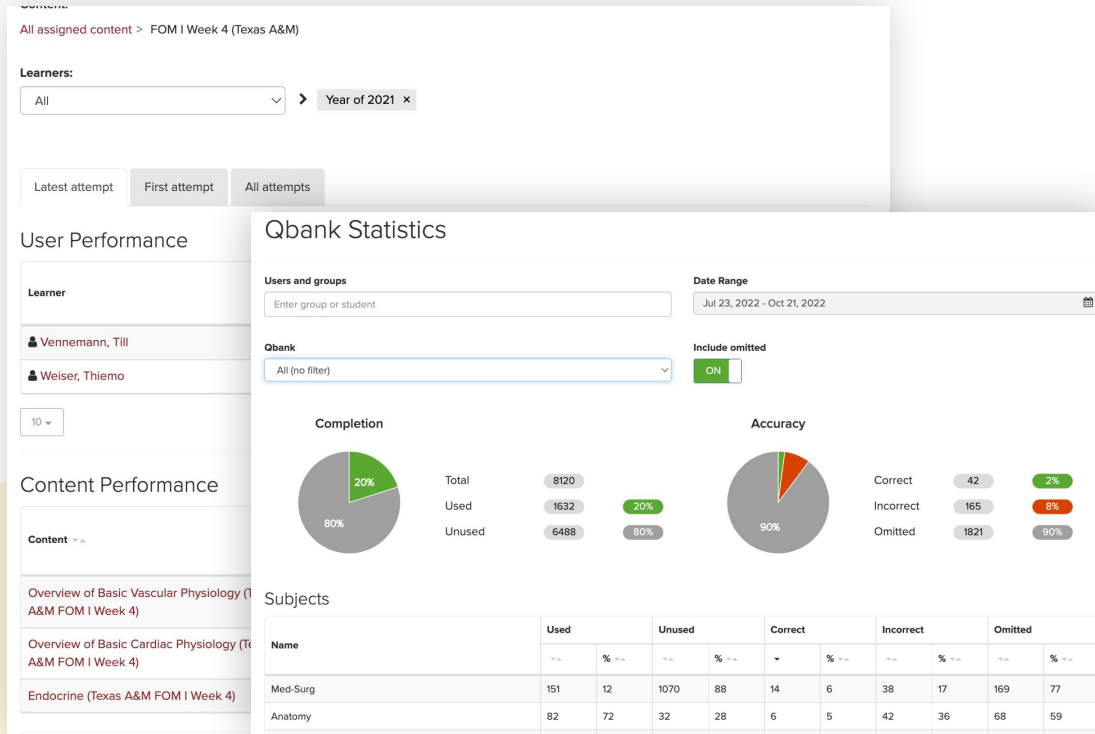
Learner and  
Coach Input



Pose the situation as  
a mutual problem

# Learning Analytics and Admin Dashboard

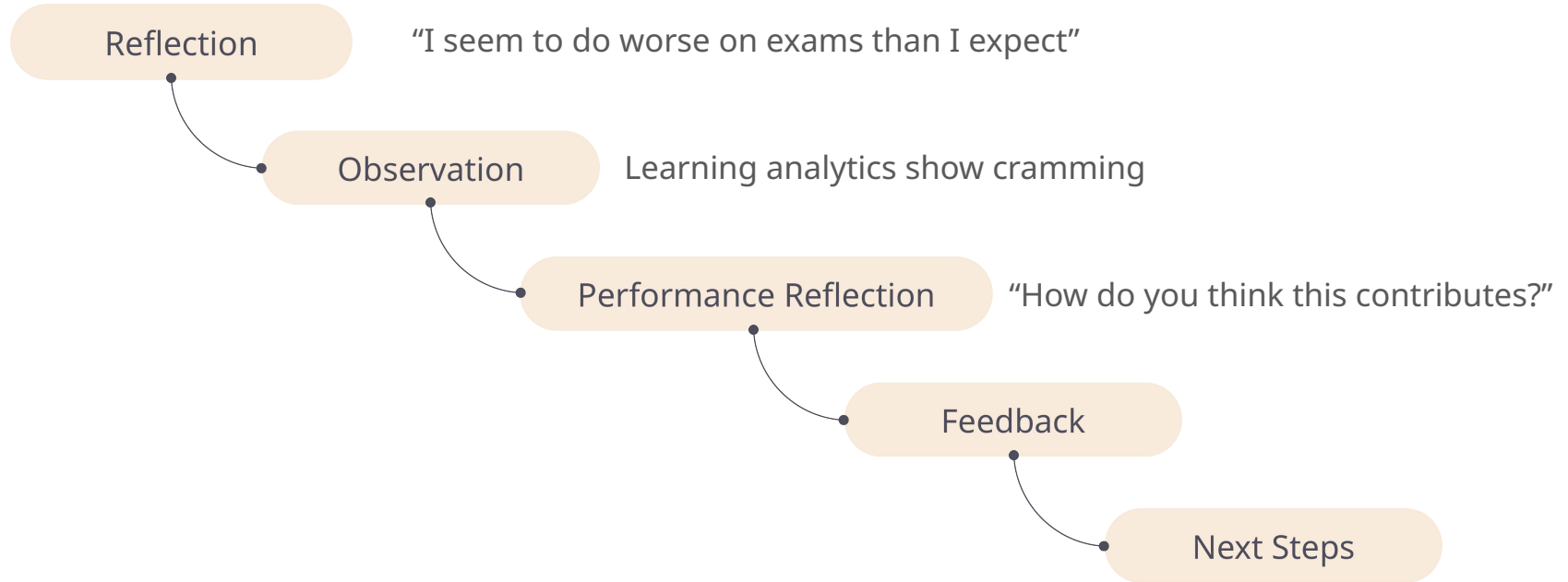
Formative exams to gauge the coaching program's success



Our extensive **learning analytics** function lets you track groups and individual coachees and see their test accuracy, hours of content consumed, and topic areas that they struggle with, allowing you to provide **data-supported** and **concrete** feedback to improve their performance.



# Coaching in Medicine





## **Phase 3:** Conclusion of Program

1

Exit evaluation

2

Final performance review

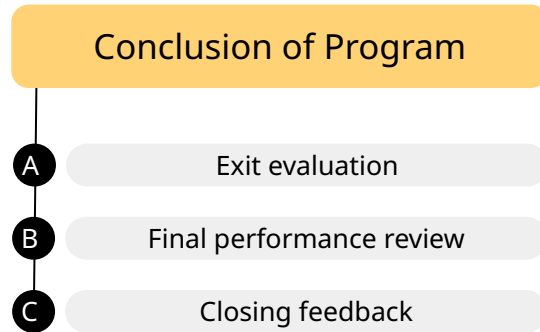
3

Closing Feedback

# What does this entail?

During this phase.....

## PHASE 3



- The coaching activity is winding down.
- If the coaching program is aimed towards improved exam performance, then at this stage, the student is preparing to take (or re-take) the exam.
- This phase is where **final performance reviews** are done, **feedback is provided**, and **coachees are empowered to trust themselves** in applying what they have learned during the process

# Qbank and Exam Capability

**Summative** exams as a final exit evaluation from the program

The screenshot displays the Qbank interface. At the top, a blue navigation bar shows 'Question 32 of 40 ID: 3410' and 'Mark'. Below this, a toolbar includes 'Auto Translate', 'Lab Values', 'Notes', 'Calculator', and 'Reverse color'. The main content area is split into two columns: 'Explanation:' and 'Related Videos:'. The 'Explanation:' section contains text about intercalated discs in cardiac muscle. The 'Related Videos:' section lists 'Cardiac Muscle' (04:57 min) and 'Conducting System of the Heart'. A 'Create Test' overlay is positioned in the foreground, featuring a 'MANUAL CONFIGURATION' button and several settings sections: 'Test Mode' (Tutor: ON, Timer: OFF), 'Question Mode' (All: 2093, Unused: 1323, Incorrect: 29, Omitted: 727, Marked: 0), 'Difficulty' (Easy, Normal, Hard), 'Subjects' (Biostatistics/Epidemiology: 85, Internal Medicine: 1205, Pediatrics: 204, Social Sciences/Ethics: 56, Family Medicine: 155, OBGYN: 172, Psychiatry: 131, Surgery: 115), and 'Systems' (Auto Calc: 1, Cardiac Conduction System: 1).

In this phase, our **Qbank** can help you make **summative exams** that you can compare with the *baseline assessment* you did at the start of the coaching program, ensuring you have accurate and comparable data points to gauge the program's success with.

# Learning Paths

A way to streamline your coaching process

The screenshot displays a user interface for a learning path. At the top, it shows the breadcrumb 'Learning Paths / Module 1 - The Lung / Obstructive Conditions'. Below this, the main title 'Module 1 - The Lung / Obstructive Conditions' is followed by the subtitle 'Case 1 - The Lung and Obstructive Conditions'. A green 'CONTINUE' button is prominent. A progress indicator shows 'YOUR PROGRESS' at 100%. A summary box lists '3/6 Qbank questions', '4/6 Videos (0:37 h)', and '3/23 Quiz questions'. A 'QBANK PERFORMANCE' button is also visible. The main content area is divided into two parts: 'Part 1: Lung Anatomy and Physical Examination' and 'Part 2: Case Study and Differential Diagnoses'. Part 1 shows '2/2 Videos', '3/8 Quiz questions', and '2/2 Qbank questions' with a 100% progress bar. Part 2 shows '2/4 Videos', '0/15 Quiz questions', and '1/4 Qbank questions'.

Learning Paths / Module 1 - The Lung / Obstructive Conditions

Module 1 - The Lung / Obstructive Conditions  
Case 1 - The Lung and Obstructive Conditions

CONTINUE

Learn more about Module 1 - The Lung / Obstructive Conditions

Part 1: Lung Anatomy and Physical Examination

2/2 Videos 3/8 Quiz questions 2/2 Qbank questions

100%

Part 2: Case Study and Differential Diagnoses

2/4 Videos 0/15 Quiz questions 1/4 Qbank questions

ASSIGN

YOUR PROGRESS 100%

3/6 Qbank questions  
4/6 Videos (0:37 h)  
3/23 Quiz questions

QBANK PERFORMANCE

Similarly to the first phase, learning paths will let you include your **summative assessments** and **exit surveys** in a clear, streamlined, and trackable manner, maximizing completion rate from your coachees.

# Learning Analytics and Admin Dashboard

Data source for your feedback

The dashboard is divided into two main sections. The top section, 'Individual Learner View', displays information for Thiemo Weiser. It shows a risk score of 10 out of 30, 4 overdue assignments, and a confidence level of N/A. The bottom section, 'Library Statistics', provides a detailed breakdown of user engagement across various subjects and courses.

### Individual Learner View

Enter learner here  
Thiemo Weiser | thiemo.weiser@lecturio.com

Risk score: 10 (of 30) ⓘ  
Overdue assignments: 4  
Confidence: N/A  
Accuracy: N/A

### Library Statistics

Specific Users:   
Date Range: Juli 22, 2022 - Okt. 20, 2022

Name	Users	Videos	Recall Questions		
	Sessions	Watched Minutes	Answered	% correct	% wrong
Pre-Medical / MCAT	70	322	31	74 %	26 %
Pre-Medical / Generic	77	329	32	78 %	22 %
Pre-Clinical / Generic	305	710	95	51 %	49 %
MBBS / MBCHB	245	411	66	38 %	62 %
MBBS (India)	392	844	109	46 %	54 %
Clinical / Generic	173	510	56	48 %	52 %
Nursing / RN	280	823	114	50 %	50 %
Nursing / NP	237	427	91	36 %	64 %
All Medical Courses	457	996	131	40 %	60 %
Clerkships	164	496	54	50 %	50 %
Personal & Business Skills	86	348	28	82 %	18 %

In this phase, our extensive **learning analytics** function will help you gather information that you can use to provide your coachees with final feedback before they exit the coaching program.



## Phase 4: Application

1

Effective Self Directed Learning

2

CME / CPD

3

Improved exam performance

4

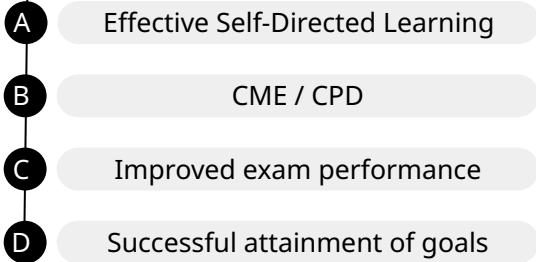
Successful attainment of goals

# What does this entail?

During this phase.....

## PHASE 4

### Real World Application



- The coachee will have the opportunity to **apply the knowledge and skills** gained through the coaching process.
- **Depending on the goals set, an improvement should be observed** compared to the coachee's status quo prior to the coaching process.
- This can be in the form of more effective learning, ability to independently consume and apply CME / CPD content, improved exam performance, or achievement of career milestones.





## Take-home Messages

- Coaching aims to empower students to become metacognitive learners and healthcare practitioners
- Coaching is student-led and focuses on students' goals
- Coaching includes a lot of self-reflection. Coaches need to facilitate this
- Invest effort in developing a relationship with the coachee
- Set regular meetings and come prepared
- Identify obstacles and help the learner come up with solutions
- Give effective feedback
- Recognize when a learner needs a different kind of support



## **Poll: Would you like a personalized demo for your institution?**

A member of our team is always on hand to give you a guided walkthrough of the Lecturio platform.




# Getting started with coaching? Download our handouts for guidance!



WORKSHEET FOR HEALTHCARE EDUCATORS

Learning Science  
**Coaching Models**



Lecturio  
www.lecturio.com

A short overview of three effective models used in medical education

WORKSHEET FOR HEALTHCARE EDUCATORS

Learning Science  
**Coaching in Medicine Model**

The process for the Coaching in Medicine model starts with the student **reflecting** on their strengths, weaknesses, and goals with their trusted coach. Then, the coach **observes** the student's performance in a task that reflects their goal. Often this is in a clinical setting but it can also be done asynchronously, observing study habits,

Reflection

Observation

Performance

WORKSHEET FOR HEALTHCARE EDUCATORS

Learning Science  
**Coaching in Healthcare Education**



Lecturio  
www.lecturio.com

This worksheet is designed for faculty and coaches to help learners with goal setting, planning, and monitoring. Even without a coaching program, faculty and students alike may find it beneficial to follow these steps and seek feedback from trustworthy sources to reach their goals.

Where I am now

Goal 1

Goal 2

Goal 3

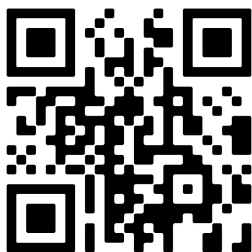
Where I want to be

# Let's Teach

*Evidence-Based Medicine in an  
Evidence-Based Manner*

Request a demo:

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[www.lecturio.com](http://www.lecturio.com)



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