

AQUIFER CALIBRATE COACHING SCRIPT

Coach

Student/Client

Date

This is a coaching script and note-taking tool designed to help you apply the principles of coaching with a student that has recently completed an Aquifer Calibrate assessment. The coaching relationship is intended to help students reflect on their progress, develop a learning plan, and provide accountability, which can help students stay motivated and on track with their learning. The goal is for students to become more self-directed by fostering their ability to plan, monitor, and adjust their own learning.

INTRODUCTION

"Welcome to this coaching conversation. The goal of this session is to develop a learning plan for this clerkship/rotation by prioritizing your current strengths and gaps, identifying reasonable next steps, and agreeing on a plan to hold yourself accountable. Going into this session, my basic assumption is that you want to continue your learning journey in this coaching session. This session is not about grades. Instead, this is a conversation about where you are today, your goals, and your plan to accomplish your goals. Does that seem right to you?" Okay, then, let's get started. How was the Calibrate experience for you?

PROMPTING

What do you want to focus on during your clerkship/rotation? (NOTE: Avoid asking "why?" questions. People tend to feel defensive when asked why questions.)

What else?

CALIBRATE-SPECIFIC QUESTIONS

Let's start with **strengths**, can you identify areas where you scored competent or mastery?

Can you identify areas that you score warning, novice, or unsure?

Try to elicit several goals from the student/client.

DEVELOPING A PLAN

Given the topics you said you would like to focus on, where do you want to start?

What are some small steps you can take to accomplish your learning goal?

By when will you take each of these steps? (Think SMART goals)

**You can use the Action Step Template on the next page to create accountability of the student doesn't have a plan already.

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AQUIFER CALIBRATE COACHING TEMPLATE

Action Step	By when?	Resource Needed
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DISCUSS ACCOUNTABILITY

What steps will you take to hold yourself accountable for this plan?

How can I help?

Get the student to commit to an accountability plan

NEXT STEPS - COACHING

Are we meeting again?

Who will schedule this meeting (or can we do it now)?

Plan for meeting again. Who will schedule and when will we meet?

ADDITIONAL NOTES

What other comments or notes do you want to make?

Final Note-Taking Space

USING THE AQUIFER CALIBRATE COACHING TEMPLATE

As a coach, at the beginning of the conversation you want to **prompt** the student to solicit their learning goals. In the note-taking portion of the script, write down as many goals as they state. The way you do this is to ask them what they **WANT** to focus on. Then, keep asking "what else?"

If they struggle to come up with anything, you can use the Calibrate-specific questions to prompt their analysis.

During Phase 2, the coach is asking the student to prioritize and develop a plan by asking where they **WANT** to start. The aim is to have the student generate a list of action steps and ask, "by when?" The note-taking template on the next page has lines for collecting action steps, dates, and related resources.

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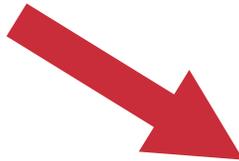
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USING THE AQUIFER CALIBRATE COACHING TEMPLATE

A coach can encourage the student to have a plan to hold themselves accountable. Saying this out loud can make a significant difference in whether the student follows through. The coach also asks how they can help. Leaving it to the student to decide.



Close the coaching session by asking whether you are meeting again. This may be decided in advance. If you are not planning to meet again, you can close the session by asking, "how would you like to close this session?" Leave this open-ended and up to them to decide.



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STUDENT-COACH RESPONSE CHART

This resource is designed to help you during a coaching session. If a student asks specific questions, or makes common comments here are some potential responses. On the left-side there are possible student questions or comments, and on the right side are possible responses.

I had **trouble finding patterns in the data.**

Look for patterns in clinical focus (i.e., diagnosis, management, further workup, prevention, course of illness) or system knowledge (e.g., endocrine, nervous). Treat Calibrate as one piece of evidence. What do you know about performance from clinic and classes?

Why can't I have the questions and answers?

First, focusing on the granular questions does not foster an understanding of the more significant concepts. Focus on the content of the learning objective and teaching point. **Second**, not providing questions and answers reduces hindsight bias, or the "I knew it all along" effect, which leads to overconfidence. **Third**, directing to teaching points and the Aquifer case increases learning the content with clinical application, which is the goal.

Is this assessment going to be **used for my grade?**

Calibrate is designed as a formative assessment for learning. It is not intended as a summative assessment of performance.

I'm **not sure what I want to focus on** during the clerkship.

Some potential responses: What did you find most challenging on the assessment? **OR** Is there anything that surprised you about your results? **OR** What would you like to learn more about or improve on, regardless of your assessment scores? **OR** What do you think would have the greatest impact on your growth and development?

I don't know how I want to hold myself accountable.

Some potential responses: What methods have you found to be effective for staying on track in the past? **OR** Do you think it would be helpful to set deadlines or check-ins to review your progress?