

# NEST Overview

NEST™ (Nurturing Education & Structured Teaching) is a simple, evidence-informed framework that turns everyday clinical encounters into structured, growth-oriented teaching and coaching moments. Designed for busy inpatient and outpatient settings, NEST strengthens observation, reflection, feedback, and goal-setting in a rapid and repeatable cycle aligned with CBME, AAMC Core EPAs, and LCME Standards 6 & 9.

## **The Need**

Clinical teaching and coaching are often inconsistent—faculty have limited time, unclear structures, and difficulty observing EPA-linked skills. Learners frequently receive delayed or nonspecific feedback, weakening self-reflection and daily growth. NEST addresses this gap with a micro-tool that makes coaching explicit, efficient, and observable.

## **What NEST Provides**

- Shared learning objectives aligned to EPA-based tasks
- Direct observation of real clinical encounters
- Learner-first reflection, supporting feedback literacy
- Specific, behavior-based feedback
- Concrete next-step goals for daily growth

## **The Tools**

NEST uses a single learner-centered card system that supports both daily teaching and feedback. Each learning card integrates a shared learning objective, micro-skill prompts, Why/What/How critical-thinking questions, structured reflection, and space for faculty micro-feedback and goal-setting. Faculty use a companion pocket coaching guide to access observation cues, coaching language, and the pre/post QR survey links. Supporting materials include a workflow diagram, quick-start guides for faculty and students packaged in a convenient binder.

## **The Pilot (2026)**

A mixed-methods pilot will evaluate feasibility, coaching frequency and quality, learner reflection behaviors, and faculty perceptions. Measures include structured Likert ratings of coaching behaviors and qualitative analysis of reflections. Full research content remains restricted until study completion.

## **Why It Matters**

NEST provides low-burden structure that promotes psychological safety, clarity of expectations, and improved coaching culture—helping faculty teach more intentionally and helping learners grow with purpose.