



NEST: Transforming Clinical Teaching Through Rapid-Cycle Coaching



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From Need To Seed

Bedside coaching in UME often lacks structure. Time constraints and limited observation tools make it difficult to link clinical encounters to EPA-aligned skills, resulting in feedback that is delayed, fragmented, or unclear.

These gaps challenge LCME Standards 6 and 9.

Learners deserve feedback that is timely, structured, and actionable.

Cultivating a Coachable Learning Environment

NEST (Nurturing Education & Structured Teaching) **operationalizes rapid-cycle coaching** within routine clinical workflow — without adding time burden.

Rooted in Theory

Grounded in Kolb's experiential learning cycle¹, feedback literacy frameworks²³, and coaching models emphasizing observation, reflection, and goal-setting⁴⁵.

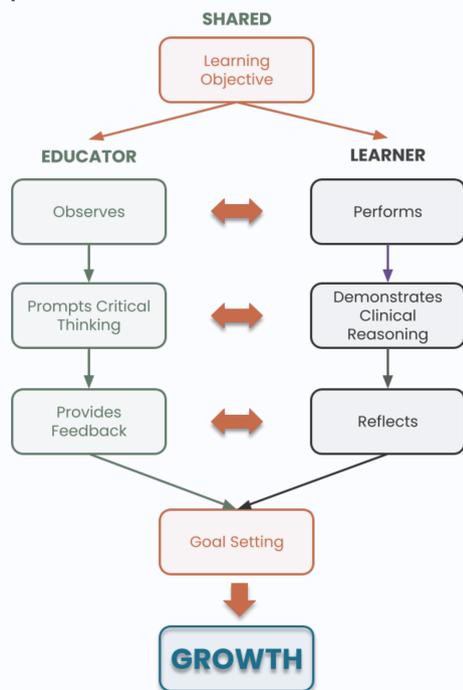


Figure 1. NEST Framework for Rapid-Cycle Clinical Coaching, outlining a five-step structure that aligns goals, guides observation, centers learner reflection, and supports CBME-aligned coaching and next-step growth.

References:
1. Kolb DA. Experiential Learning. 1984.; 2. Molloy E, Boud D. In: SAGE Handbook of Learning and Work. 2022.; 3. Carless D, Boud D. Assess Eval High Educ. 2018;43:1315-1325.; 4. Gifford KA, Fall LH. Acad Med. 2014;89:272-276.; 5. Sargeant J, et al. Acad Med. 2015;90:1696-1706.

After submission, NEST was iteratively refined based on stakeholder feedback. The paired faculty-learner card system evolved into a streamlined single shared learning card. The conceptual model, EPA alignment, and coaching framework remain unchanged.

Building the NEST: Structure for Rapid-Cycle Coaching

NEST uses a single **shared learning card** with EPA-aligned objectives, observable micro-skills, critical thinking prompts, and structured reflection and goal-setting. QR-coded micro-surveys, a workflow binder, and quick-start guides support implementation and faculty adoption.

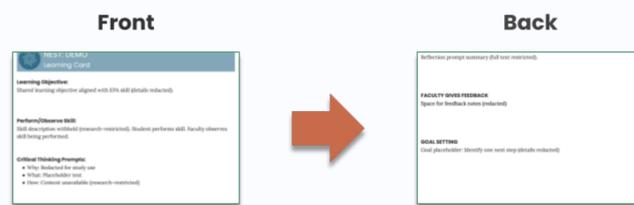


Figure 2. NEST Learning Card Design. A single learning card houses EPA-aligned objectives, observable micro-skills, and critical thinking prompts on the front; the back captures learner reflection, faculty micro-feedback and shared goal setting, enabling efficient, consistent, point-of-care coaching.

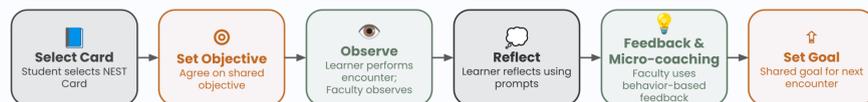


Figure 3. NEST Rapid-Cycle Coaching Workflow showing how faculty and learners align goals, observe performance, engage in reflection and coaching, and set next-step growth goals within routine clinical encounters.

Planting the NEST: Pilot Design

Mixed-methods pilot (2026) in the newborn nursery with faculty and MS3 students. Measures: Likert ratings of coaching structure, feedback quality, reflective practice, and goal-setting; qualitative thematic analysis; micro-survey impressions; feasibility/usability.

NEST operationalizes EPA-aligned rapid-cycle coaching without adding time burden.

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Where Growth is Expected

Anticipated outcomes: increased **structured** coaching episodes; **clearer** faculty coaching behaviors; improved learner coaching literacy and reflection; stronger EPA alignment.

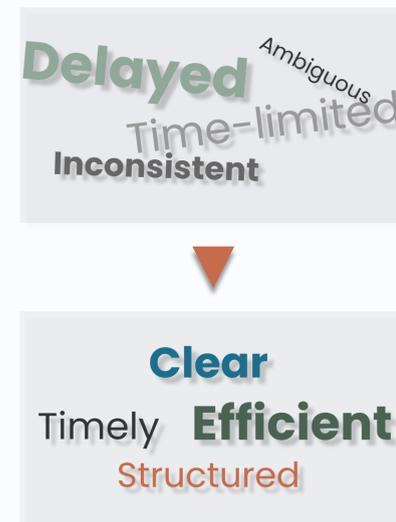


Figure 4. Before-and-after word clouds illustrating common barriers to real-time coaching (inconsistent, delayed, ambiguous, time-limited) and anticipated improvements with NEST's rapid-cycle structure (clear, timely, structured, efficient).

Early Sprouts of Enthusiasm

Early stakeholder review indicates strong feasibility and enthusiasm for NEST. Faculty emphasized NEST's efficiency, shared language, and practical usability during busy clinical encounters.

Expanding the Ecosystem

Next steps:

- Expand to other pediatric rotations
- Adapt for additional clerkships
- Develop faculty-development modules
- Pursue multisite collaboration

Share Your Feedback

The author is the creator of NEST and Nurture Education Design. No financial conflicts of interest.