**Supplementary Table 3: Worked example of the POGIL cycle in the Coaching Clinical Reasoning masterclass.**

| POGIL Phase | Learning Format | Participant Activity | Facilitator Contribution | Theory / Framework / Tool Anchor | Expected Output |
|---|---|---|---|---|---|
| Exploration | Asynchronous reflection followed by synchronous role-play and small-group discussion. | Respond to the prompt, "Based on your personal experiences, what are the characteristics that define an expert diagnostician?" Review selected reflections and examine a role-play between an attending and resident to identify how the presentation and clinical setting shape diagnostic reasoning. | Select reflections that surface varied assumptions; facilitate comparison of interpretations; prompt the group to identify the central teaching problem or tension. | Personal theories and experience-based practical reasoning (Stalmeijer RE and Varpio L, 2026). | A clearly articulated problem involving how faculty recognize, assess, or coach clinical reasoning. |
| Concept Formulation | Brief interactive theory segment and guided analysis. | Examine the Assessment of Reasoning Tool and analyze domains such as hypothesis generation and evidence interpretation in relation to the teaching problem identified during Exploration. | Introduce the tool in response to the identified problem; clarify its domains; use critical questions to help participants reconsider their initial interpretations. | Assessment of Reasoning Tool (Thammasitboon S et al, 2018). | A theory-informed reframing of the teaching problem and a rationale for a possible feedback or coaching response. |
| Application | Collaborative analysis and artifact development. | Observe a video of a resident's oral presentation, use the Assessment of Reasoning Tool to identify strengths and gaps in the trainee's clinical reasoning, and formulate structured feedback and coaching language. | Coach participants in applying the tool, ask them to justify their judgments, and support adaptation of the feedback approach to their own teaching contexts. | Assessment of Reasoning Tool applied to a realistic teaching case (Cohen A et al, 2022). | A structured assessment and feedback plan that can be adapted or tested in participants' clinical teaching settings. |

Abbreviation: POGIL, Process-Oriented Guided Inquiry Learning.