Developing a coaching program that works for your learners: practical considerations

Sessions on Medical Education
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Session Plan: Coaching in medical education shows promise to assist UME and GME learners in optimizing their performance. (1-3) In the emerging world of competency-based education, coaching can help learners navigate individualized learning and navigating competency attainment in both undergraduate and graduate medical education. With coaching, learners can create a path that adds greater value to their education, which suggests its potential to add value to the fourth year of medical school and assisting with the transition to residency.

Additionally, coaching can improve learner wellness and resilience. (Gazelle), similar to the way in which health and wellness coaching is commonly used in patient care.

In considering implementing a coaching program, educators must have a firm understanding of what they are trying to achieve via coaching, and what can be realistically accomplished given their local resources and learner needs.

The AMA has published a coaching handbook (https://www.ama-assn.org/education/accelerating-change-medical-education/coaching-medical-education-faculty-handbook), (Deiorio) whose chapters identify the practical areas for consideration in developing and optimizing coaching programs. Using the structure of this handbook, this session will help participants identify their goals for incorporating coaching into their medical education programs, fine-tune their objectives and scope of the program, and identify high-yield strategies to optimize their budget, whether large or small.

Session Agenda:
Time 00:20-00:25: Facilitator describes table work
Time 00:25-00:40 Participants work at tables, using worksheets provided, to brainstorm what a coaching program could look like for their learners. The worksheet will include categories informed by the AMA Coaching Handbook (ref) and is designed to prompt reflection on each of the key areas of a coaching program. Facilitator and panelists circulate among table groups. Participants first identify the goals of the proposed program, and then begin to create structure to the program. Table members work together to flesh out each others ideas.
Time 00:40-00:55: Mid-session report out of table dialogue; opportunity to ask questions of panelists
Time 00:55-1:10: Table work resumes refining worksheet; additional details fleshed out such as faculty development plan; budget; time commitment and scheduling for learners and faculty; coaching meeting content; program evaluation plan
Time 01:10-01:15: Final report out and summary

Learning Objectives:
By the end of the session, participants will be able to:
--Articulate the benefits of coaching, as unique from mentoring and advising, in supporting competency-based education and resilience in learners
--Describe the necessary operational elements of a successful coaching program, such as budget, electronic availability of learner data, learner and faculty development, and program evaluation
--Compare and contrast the three different coaching programs presented with respect to their goals, scope, and strengths/areas of focus; articulate which types of programs and strategies may benefit
different types of learners
--List resources available for educators who are creating/running coaching programs (4,5)
--Develop an outline for creating or improving a coaching program at their own institution