



Academic Coaching: An Innovative Tool in Medical Education at UC Davis School of Medicine

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Introduction

- Executive coaching is an established practice in the business and sports communities.
- Academic coaching in medical education is an emerging modality to encourage lifelong learning.
- Coaches work with learners by:
 - Evaluating performance via review of objective assessments.
 - Assisting the learner to identify needs and create a plan to achieve these needs.
 - Helping the learner to be accountable.¹
- Coaching programs are thought to facilitate:
 - Earlier faculty-student partnership.
 - Growth of professional identity and development.
 - Early identification of struggling learners.

Aim

To describe the design, implementation, and lessons learned from a one-year pilot of an Academic Coaching Program at the University of California, Davis School of Medicine.

Design & Implementation

Needs Assessment

- On a survey disseminated to medical students the year prior to creation of the program, students identified the desire for more faculty partnerships earlier in their medical education.

Recruitment of Coaches

- Five academic coaches were hired from the following departments: Emergency Medicine, Internal Medicine, Family and Community Medicine, and Ophthalmology.
- Each coach was provided 20% FTE time for this role.

Initial Program Design

- The initial focus was on pre-clinical medical students in their first and second year of medical school.
- Each faculty member was responsible for coaching 45-52 (total 238) medical students.
- Coaches had access to student performance data.
- Coaches did not evaluate medical students.
- Faculty development meetings were held monthly.
- There was a mandatory minimum of two, one-on-one coaching sessions throughout the year held via weekly office hours.
- Objectives were developed:
 - Understand the goals of the coaching program
 - Articulate pathway to medicine
 - Reflect on personal traits
 - Introduction to goal setting using the S.M.A.R.T.⁴ template
- A mission statement was also developed:
 - **To coach adult learners to develop professional skills and identity in a supportive environment using techniques that promote lifelong learning and self-reflection.**



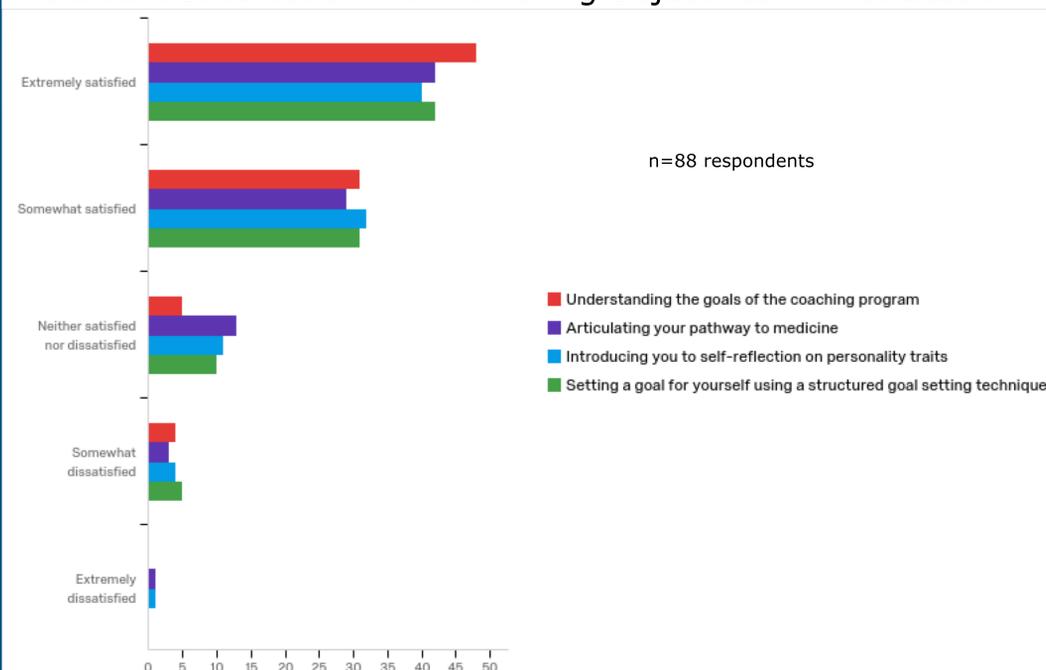
The Academic Coaches and Associate Dean of Students* (from left to right): Olivia Campa, M.D.; Sharad Jain, M.D.*; Kara Toles, M.D.; Micaela Godzich, M.D.; Blanca Solis, M.D.; Francis Sousa, M.D..

Evaluation & Results

"My biggest takeaway from my coaching experience, so far, is that a coaching session is designed to allow you to develop more self-reflection and learn how to adapt to certain things without losing your core. It's not about stepping out of your comfort zone but expanding your comfort zone." –MS1

A mid-point evaluation survey was sent to all medical students.

Student Satisfaction with Achieving Objectives in First Session



Conclusions & Next Steps

Overall, the program was well-received by all faculty involved and a majority of the students. Stated objectives were largely met and feedback was generally positive. Some recurring themes in the constructive feedback from students were:

1. Request that each coach have less number of students
2. More meetings with each coach
3. Assistance with connection to faculty advisors and career mentors

Next Steps

The program will be restructured in the following ways for the 2019-2020 academic year:

- Expansion to total of 15 academic coaches
- Incorporation of the third and fourth-year medical students
 - Each coach will have ~32 students
- Coaches will be incorporated into the Doctoring Curriculum as facilitators and instructors to teach clinical skills.

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