

Background/Vision:

- Coaching in medicine is typically understood as:
 - 1. Coaching in the moment – not included in this program
 - 2. **Coaching over time (Longitudinal Coaching) – focused on in this program**
- Longitudinal coaching supports a learners success within a competency based medical education program (undergraduate and postgraduate education); supports Schulich’s vision to graduate master adaptive learners; supports professional identity formation and develops self-regulated learners.
- **Academic Coaching** is an educational alliance between a coach and a coachee (medical student) with investment in the individual student’s academic and professional performance, growth, and success.
- **Coaching conversations** are designed to provoke and elicit reflection in the coachee with an orientation towards ongoing growth and development.
- Longitudinal coaching is being implemented in undergraduate (UGE) and postgraduate (PGE) programs at Schulich with a shared philosophy and skill set. We expect that faculty with coaching skills will be able to use those skills with UGE and PGE learners (and even within peer to peer coaching).
- **Goals of the program:**
 - Develop self-regulated learners
 - Goal setting, monitoring performance, reflection and adapting learning plans
 - Support learners in reaching and realizing their individual potential (competency and beyond)
 - Support learners that are identified by competency committee to require individualized learning plans and/or would benefit from individualized investment in their academic and/or professional growth and development
 - Provide a safe dedicated space for reflection on academic and professional performance
 - Assist students in setting and reaching goals that will lead to high levels of academic and professional achievement and personal satisfaction
 - Re-focus the academic journey on the student as an individual (holistic)

(Atkinson et al., 2022; Baenziger et al., 2023; Deiorio et al., 2016; Deiorio & Hammoud, n.d.; Lovell, 2019; Parsons et al., 2021; Reynolds, 2020; Richardson et al., 2021; Sawatsky et al., 2020; Sternszus et al., 2023; Telio et al., 2015; Tsuei et al., 2019; Watling & LaDonna, 2019; Wolff et al., n.d.)

Program Structure:

Accessing the Academic Coach Program (3 routes):

Competence Committee (CC) Recommendation	Opt-In	Self-Identified Coach
<ul style="list-style-type: none"> • Formal recommendation from CC (mandated) • May have learning plan • May have requested timeline/deliverables • Role with use combination of Advisor/Coaching skills depending on nature of support 	<ul style="list-style-type: none"> • Voluntary enrollment • May or may not be suggested by competence committee • Review annually but can extend throughout medical school training based on student/coach preference • Meet expectations as outlined in the program 	<ul style="list-style-type: none"> • Student has identified a coach during their training (often Y3/4) • Coach and coachee still expected to complete the same training as other two paths and meet expectations as outlined in the program

- **Establishing Coaching Relationships**
 - When mandated by competence committee, the faculty lead will reach out to the coaching pool with the specific goals or learning plan described by competency committee to recruit a coach.
 - When voluntary or suggested by the competence committee, the faculty lead will reach out to the coaching pool to inquire for a faculty versed in coaching conversations. The student will have the option to meet with the faculty lead before being assigned to gain insight into the program and/or discuss any specific goals they want to be supported with in the program.
 - When a learner has already identified a coach, coach and coachee will receive the same introductory documentation and training as the other two routes.
 - All pairs will have a check in at the end of an academic year to determine whether they want to continue in this capacity/need optimization of relationship or want re-match/exit program.
- **Frequency of meetings**
 - *If mandated by competency committee – frequency may be prescribed
 - Depends on nature of the goals of the relationship
 - Typically minimum of every 4-6 weeks
 - May see more frequent meetings in the beginning of a relationship to develop alliance or while working towards a specific goal
- **Documentation**
 - **At a minimum**, the coach must document the date and summary of the coaching meeting at the end of each meeting & learning goals sheet reviewed and edited as relevant
 - Co-construct and populate the ‘Learning Plan’ tab throughout the relationship

- Highly encouraged for coaching pairs to determine expectations around coachee documenting pre-reflections prior to the meeting
- Outside of the coach and coachee, the faculty lead and program administrator will also be able to view the documentation
- **Location of Meeting**
 - To be determined by the coach and coachee
 - Options include in person, virtual platforms or over phone. In person and virtual platforms would be recommended.
 - Meetings should not take place via chat functions or text messaging
- **Training**
 - All coaches will be requested to attend a training workshop (virtual and in person options)
 - All coaches will be recommended to complete the Royal College modules on CoT (accredited learning activities for MOC credits)
 - Ongoing CME opportunities related to the role of a coach will be disseminated to the coaching pool.
 - A community of practice (CoP) will be built for our coaches as an opportunity to connect with one another and share successes, challenges and/or strategies related to their role. Deliver targeted CME related to needs.
 - As recommended by students, a CoP will be built within the coachees, student led initiative. In addition to a brief session (15 mins) in orientation, we will host these sessions for students to learn about coaching program, share their experiences with one another about being in coaching program.
 - Teaching related to goal construction/learning plan development, concept of coaching/mentorship/sponsorship to be integrated within UGE curriculum
- **Recognition of Coach Time/Efforts**
 - All coaches will receive a letter at the end of the year with the number of hours they have dedicated to the program.

Literature:

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