Development of a Coaching Program within a Medical School Leadership Curriculum

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Background

Coaching:
- Aids professional development
- Helps individuals grow within their leadership roles
- Is task focused with a set agenda
- Has reduced burnout and encouraged wellness

SELECT Coaching:
- Individual coaching
  - 2-3 coaches
  - Every 4-6 weeks
- Group coaching
  - 8-10 people
- Peer coaching
  - 1 peer

Problem Statement

Determine the effect that coaching has upon the class of 2019 SELECT students, in terms of providing opportunities for personal growth, professional identity formation, and future utilization.

Methods

IRB approved study
SELECT Class of 2019 recruited via email

Survey:
- Statements decided by consensus
- 33 statements with 3 point Likert Scale
- Analyzed with descriptive statistics

Focus Groups:
- Script created and third-party facilitator recruited to lead
- Recorded, transcribed, and analyzed with micro-interlocutor analysis

Results

Survey:
- 71% respondents (32 of 45)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The SELECT program contributed to my professional development</td>
<td>29 (90.6%)</td>
<td>2 (6.3%)</td>
<td>1 (3.1%)</td>
</tr>
<tr>
<td>Individual coaching contributed to my professional development</td>
<td>28 (87.5%)</td>
<td>4 (12.5%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Group coaching contributed to my professional development</td>
<td>20 (60.6%)</td>
<td>9 (26.3%)</td>
<td>3 (9%)</td>
</tr>
<tr>
<td>Peer coaching contributed to my professional development</td>
<td>12 (37.5%)</td>
<td>7 (21.9%)</td>
<td>13 (40.6%)</td>
</tr>
<tr>
<td>I enjoyed the longitudinal nature of the coaching relationship</td>
<td>30 (90.6%)</td>
<td>2 (6.3%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Coaching positively impacted my wellness during medical school</td>
<td>27 (84.4%)</td>
<td>5 (15.6%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Coaching sessions became more challenging to attend each year of medical school</td>
<td>16 (48.6%)</td>
<td>8 (25.0%)</td>
<td>8 (25.0%)</td>
</tr>
<tr>
<td>I sought coaching encounters outside of mandatory coaching sessions</td>
<td>12 (37.5%)</td>
<td>6 (18.8%)</td>
<td>14 (43.8%)</td>
</tr>
<tr>
<td>I feel confident implementing coaching skills in my future work</td>
<td>29 (90.6%)</td>
<td>2 (6.3%)</td>
<td>1 (3.1%)</td>
</tr>
<tr>
<td>I am likely to implement coaching skills in my future work</td>
<td>28 (85.7%)</td>
<td>4 (12.5%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>I am likely to seek opportunities to be coached in my future</td>
<td>29 (80.6%)</td>
<td>3 (9.4%)</td>
<td>0 (0%)</td>
</tr>
</tbody>
</table>

Focus Group:
- 17% respondents (8 of 45)
- Two groups held

Six Themes Emerged

- Empowerment through SELECT and Coaching
- Impact of Group Coaching
- Vulnerability through SELECT and Coaching
- Specific Roles: Coaching vs. Mentoring vs. Career Advising
- Importance of Structure and Consistency of Coaching
- Current and Future Utilization of Coaching

Discussion

Implications
- Individual coaching has greatest impact
- Improve group and peer coaching
- Clear coaching roles
- Prepare for future utilization

Limitations
- Sample size
- Broad statements
- Unique to academic year

SELECT
- Coaching as leadership
- Professional development in health systems
- Growing emotional intelligence

Conclusions

Greatly Positive Impact:
- SELECT curriculum
- Longitudinal nature
- Individual coaching
- Desire to continue utilization

Focus Attention for Change:
- Group coaching structure
- Peer coaching framework
- Mentor and advisors
- Coach accountability

REFERENCES

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