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Development of a Coaching Program within a Medical School Leadership Curriculum

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Development of a Coaching Program within a Medical School Leadership Curriculum

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- Helps individuals grow within their leadership roles¹
- Is task focused with a set agenda²
- Has reduced burnout and encouraged wellness³

SELECT Coaching:



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.

Statement	Agree	Neutral	Disagree
The SELECT program contributed to my professional development	29	2	1
	(90.6%)	(6.3%)	(3.1%)
Individual coaching contributed to my professional development	28	4	0
	(87.5%)	(12.5%)	(0%)
Group coaching contributed to my professional development	20	9	3
	(62.5%)	(28.1%)	(9.4%)
Peer coaching contributed to my professional development	12	7	13
	(37.5%)	(21.9%)	(40.6%)
I enjoyed the longitudinal nature of the coaching relationship	30	2	0
	(93.8%)	(6.3%)	(0%)
Coaching positively impacted my wellness during medical school	27	5	0
	(84.4%)	(15.6%)	(0%)
Coaching sessions became more challenging to attend each year of medical school	16 (50.0%)	8 (25.0%)	8 (25.0%)
I sought coaching encounters outside of mandatory coaching sessions	12 (37.5%)	6 (18.8%)	14 (43.8%)
I feel confident implementing	29	2	1
coaching skills in my future work	(90.6%)	(6.3%)	(3.1%)
I am likely to implement coaching skills in my future work	28	4	0
	(87.5%)	(12.5%)	(0%)
I am likely to seek opportunities to	29	3	0
be coached in my future	(90.6%)	(9.4%)	(0%)

-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

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 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		
$\mathbf{\hat{c}}$	ECT like has kind of unulated in this hept that like before I he to med schoolI just	"In coaching we knew the ground rules, my coach Was like I're		

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

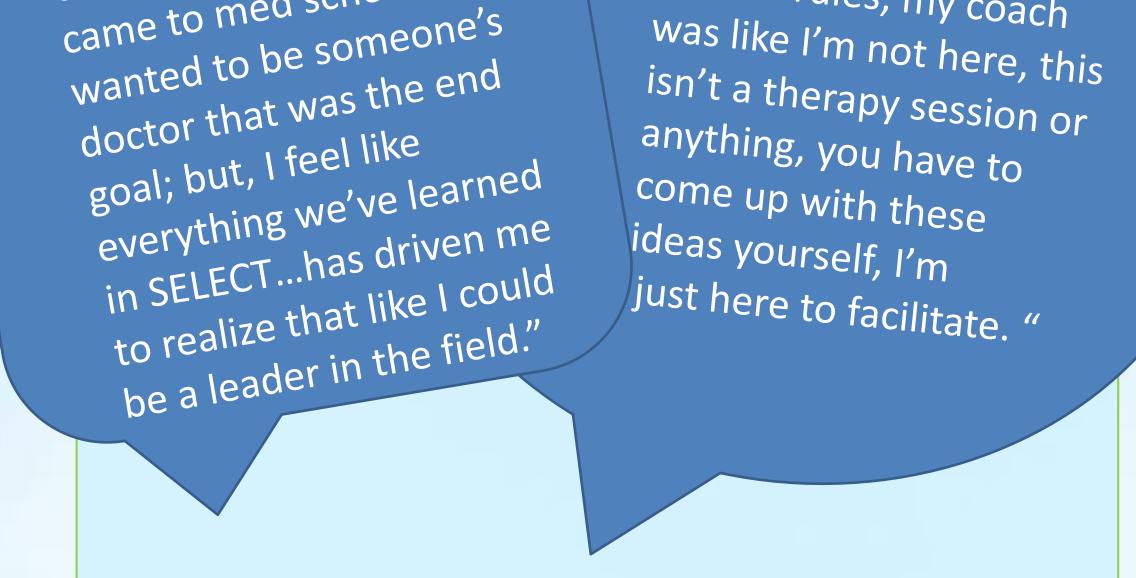
REFERENCES

1. Cappella, Elise, et al. "Teacher consultation and coaching within mental health practice: Classroom and child effects in urban elementary schools." Journal of consulting and clinical psychology 80.4 (2012): 597.

Focus Groups:

-Script created and third-party facilitator recruited to lead

-Recorded, transcribed, and analyzed with micro-interlocutor analysis⁴



- Garvey, Robert, Paul Strokes, and David Megginson. "Coaching and mentoring: Theory and practice." (2010): 79-81.
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