The development and evaluation of a longitudinal Academic Coaching Program for Competency-Based Medical Education residents in anesthesiology

Coaching for Performance Change:

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I do not have an affiliation (financial or otherwise) with a pharmaceutical, medical device or communications organization.

Je n’ai aucune affiliation (financière ou autre) avec une entreprise pharmaceutique, un fabricant d’appareils médicaux ou un cabinet de communication.

This research was completed under a Quality Improvement lens and so no formal research ethics approval process was required.
Objectives

- Briefly introduce two different models of coaching in medical education
- Describe UofT Anesthesia’s example of an Academic Coaching Program
- Review results of QI assessment of our ACP
How has coaching affected you?
Coaching in Medical Education

In the Moment
- Direct observation combined with constructive, actionable feedback

Over Time
- Examination of past performances with creation of goals and action plans
Coaching Over Time in CBME

- Increased LEARNER OWNERSHIP with more OBSERVATIONS and FEEDBACK interactions

- OPPORTUNITY for CREATION of programs for faculty involvement with helping residents navigate their assessment data
Anesthesiology Residency, University of Toronto

- First CBD cohort (2022) started July 2017
- Debuted our Academic Coaching program spring 2018
  - Now 3 cohorts involved (50+ residents)
  - 32 volunteer Faculty coaches
- R2C2\(^1\) model chosen as framework
- Participants introduced to R2C2 with in-person sessions and supporting documents

Quality Improvement Project

- Survey of ACP participants at one year
- Anonymous and voluntary, via email link March 2019
- Data collection included
  - Basic demographics
  - Frequency and topics of meetings
  - Satisfaction with and opinions about the program to date
Survey Results

DEMOGRAPHICS:

Coaches

PGY1

PGY2

Responded   No Response
NUMBER OF MEETINGS:

1 2 3 4+

TOPICS DISCUSSED:

- Rotation Goals
- Longterm Goals
- Competency Committee Report
- Daily Evaluation
- Learning Plans
- Follow-up
- Career
- Mentoring
- Social Connection
- EPAs
COMMENTS ON PROGRAM:

- We get along really well… very easy communication about my goals and priorities.
- Found the resident to be well prepared and receptive to feedback.
- More guidance and more access to resident [performance data].
- Difficult to find time to meet … dedicated academic time to meet would be helpful.
ACTions Moving Forward

Continue to foster enthusiasm as program grows

Provide protected time for residents and clear expectations for pairs

Pilot of a tool to guide resident pre-meeting reflection and make explicit post-meeting goal setting

Creation of comprehensive Resident Dashboard for timely review of assessment data
Help us improve. Your input matters.

- Download the ICRE App, or
- Go to: [www.royalcollege.ca/icre-evaluations](http://www.royalcollege.ca/icre-evaluations) to complete the session evaluation.

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Aidez-nous à nous améliorer. Votre opinion compte!

- Téléchargez l’application de la CIFR
- Visitez le [www.collegeroyal.ca/evaluationscifr](http://www.collegeroyal.ca/evaluationscifr) afin de remplir une évaluation de la séance.

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