Proposal for a longitudinal coaching/mentoring group

“Coaching allows for a consistent, longitudinal, and open relationship that is neither supervisory nor evaluative, but offers structured opportunities for students to discuss personalized, actionable goals and action plans as they progress through different phases of medical school.”

Within the current IPiB curriculum, students develop relationships with professors primarily through the formation of an academic committee made up of mentors meant to support a student’s professional well-being. However, each of these mentoring moments are behind closed doors and part of an evaluation process that determines a student’s progress towards their degree. Simultaneously, many students feel unsupported by faculty (add data here) and the IPiB community is (add data here). To address this issue within our community, I am proposing a group that includes a space for students and faculty to interact and build relationships. This mentoring space brings students from each part of the community together to share experiences and tackle issues within their graduate lives.

Medical schools around the United States have begun implementing a voluntary Coaching group for it’s students. The goal for these groups is to facilitate a safe and supportive environment for students to reflect on both academic and personal goals. These groups are structured opportunities that allow students to discuss personal and actionable goals at different points in graduate learning. Each medical school tailors their coaching curricula with program focused goals in mind, and the data from the IPiB Climate Survey suggests that the IPiB program is lacking in the following:

The similarities between medical and graduate schools should allow for a development of curricula to accomplish similar goals. A specific example coaching example that may fit the needs of the IPiB program is already implemented at the Medical College of Wisconsin. They have implemented a longitudinal coaching program, where these groups are comprised of 1-2 students from each medical cohort and a faculty member that meets 3-4 times a year to discuss goal setting and reflect on topics such as medical school rotations and residency. By developing a space like this, …increase the camaraderie in the IPiB community (and address x concerns).

Problem: “[Our students, faculty, and staff form a tight and inclusive multinational community.](https://ipib.wisc.edu/why-ipib/)”

… if there’s any interesting data against this, add it here…

…lack of faculty support answers…

Inspiration: Medical Coaching links

[American Medical Association Coaching Overview](https://www.ama-assn.org/education/changemeded-initiative/academic-coaching-medical-education#:~:text=An%20academic%20coach%20is%20a%20person%20assigned%20to,achieve%20these%2C%20and%20helping%20the%20student%20be%20accountable.)

[American Medical Association Handbook](https://www.bing.com/ck/a?!&&p=aeea5cc15498e371JmltdHM9MTY4NTQwNDgwMCZpZ3VpZD0xNjJkODkwMC1iZmFjLTYzZDMtMTQyMy05YjhlYmUwNDYyMTQmaW5zaWQ9NTE3NA&ptn=3&hsh=3&fclid=162d8900-bfac-63d3-1423-9b8ebe046214&u=a1aHR0cHM6Ly93d3cuYW1hLWFzc24ub3JnL3N5c3RlbS9maWxlcy8yMDE5LTA5L2NvYWNoaW5nLW1lZGljYWwtZWR1Y2F0aW9uLWZhY3VsdHktaGFuZGJvb2sucGRm&ntb=1)

Goals:

* Provide a safe space for student/faculty supported reflection on academic, personal, and professional goals
* Assist students in developing goals for their personal satisfaction and professional future
* Encourage reflection and shared perspectives between students and faculty within IPiB to enhance the camaraderie within our “tight and inclusive multinational community”

Plan: Create a curriculum based on goal oriented discussion, similar to medical coaching examples. Implement a 1 year trial run with any students and faculty interested. Take feedback to determine if this was helpful for the people involved in terms of personal and professional development, and with strengthening the IPiB community.

Idea outline:

1. Poll students for a voluntary trial run for coaching
2. Determine curricula for each meeting, modified from the AMA coaching handbook and other medical coaching resources
3. Create small groups of 1-2 students from each cohort
4. Find 1-2 faculty members to facilitate and lead each coaching group
5. Meet 3-4 times a year
6. Evaluate the coaching experience (similar to x paper)

Citations

<https://www.tandfonline.com/doi/abs/10.1080/0142159X.2019.1670341?journalCode=imte20>