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Background: Medical schools are increasingly utilizing learning communities and coaching to facilitate medical student personal and professional development. The Medical College of Wisconsin's Kern Institute for the Transformation of Medical Education was established in 2017 to nurture authentic expressions of good character in medicine that enable caring and competence in the service of patients.

The **purpose** of this study is to incorporate character development into a faculty coaching program for medical students.

Methods:

Developed pilot program of longitudinal coaching consisting of:

- 1 faculty + 3-4 medical students
- Voluntary participation

Group meetings

- Every month
- Sharing experiences
- Discussing the meaning, importance, and cultivation of character in their professional lives

Individual meetings

- Every other month
- Review academic/clinical performance
- Develop/revise individual learning plans
- Character building exercises:
 - Transitions worksheet
 - VIA character survey
 - Character moment reflections

Faculty development

- Every month

Program evaluation

- Annual surveys of students/faculty
- Interpersonal Reactivity Index and coping skills
- Student academic performance
- Maslach Burnout Inventory scores
- Professional Identify Essay results

Student Results

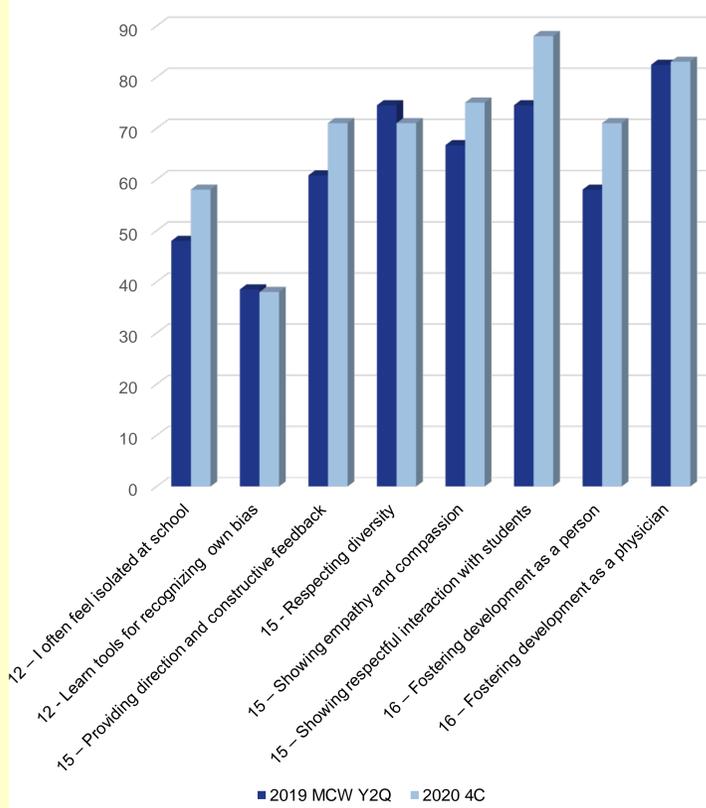
Responses from 60% of participants

Character Traits Students Reported as Enhanced

Honesty (86%)	Teamwork (79%)
Perspective, Wisdom (82%)	Self-regulation (72%)
Gratitude (82%)	Social intelligence (71%)
Curiosity (79%)	

Impact on Med School Metrics

"Top Box" Percentages on Y2Q Questions

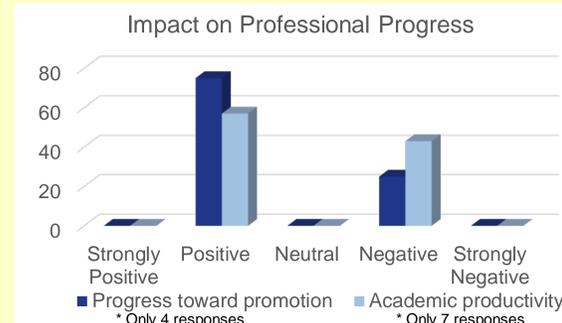
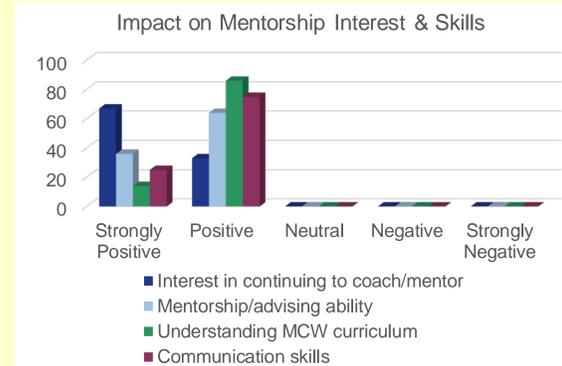
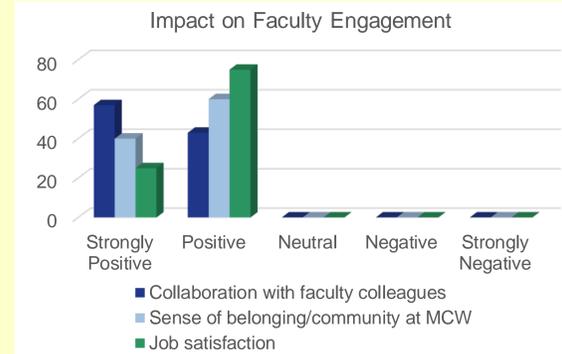


Growth Mindset Development



Faculty Results

Responses from 12 of 13 participants



Discussion: The increasing use of coaching and learning community programs allows a focus on identify formation and professional development. Incorporating activities and exercises specific to character development allow for a unique approach to guide students through their training. This pilot program shows great promise for longitudinal medical student coaching as a means to explicitly incorporate character and professional identify development into undergraduate medical education.

Significance: This pilot program tests the hypothesis that longitudinal coaching programs are an effective means of achieving medical student character and professional development. Initial feedback has been very positive.