

EVOLUTION OF A CHARACTER-FOCUSED LONGITUDINAL MEDICAL STUDENT COACHING PROGRAM

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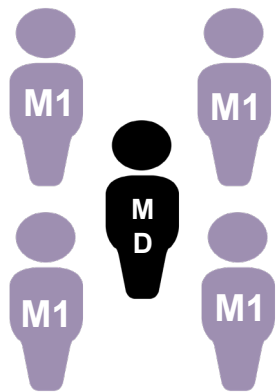
Background

- Learning communities and coaching facilitate medical student personal and professional development
- We developed a pilot examining effectiveness of a faculty coaching program to explicitly incorporate character development
 - **Coaching for Character, Caring, and Competency (4C)**

Program Description – First Year

- 3-4 first-year medical students (M1s) at main campus + faculty coach for 4 years
- All participants were volunteers
- Students recruited during orientation week
- Faculty approached based on reputation for student mentorship

Monthly 1-Hour Group Coaching



Agenda:

- Check-in (15-20 min)
- Group exercise (40-45 min)

Bimonthly 1-Hour Individual Coaching



Agenda:

- Check-in
- Academic progress review
- Follow-up group meeting exercise
- Student agenda (based on ILP)

Program Format/Content

Faculty Development/ Group Meeting Content

Coaching basics

Transitions

Character strengths

Psychological safety

Motivational advising

Emotional intelligence

Professional identity formation

Growth mindset

- Monthly faculty development
 - Coaching skills
 - Content focus for subsequent group and individual meetings

Program Evaluation

Psychometric Tools

DASS21

Interpersonal Reactivity Index

Well-Being Index

Loneliness Scale

Self-Compassion Scale

Multidimensional Scale of Social Support

Clance Imposter Scale

Brief COPE Scale

Professional Identity Essay

Motivates Strategies for Learning Questionnaire (MSLQ)

- Previously validated survey of medical coaching effectiveness
- 5-point Likert scale self-assessments of program's impact on character trait development
- Mirrored several AAMC Y2Q and GQ questions related to mentorship, wellbeing, and personal & professional development

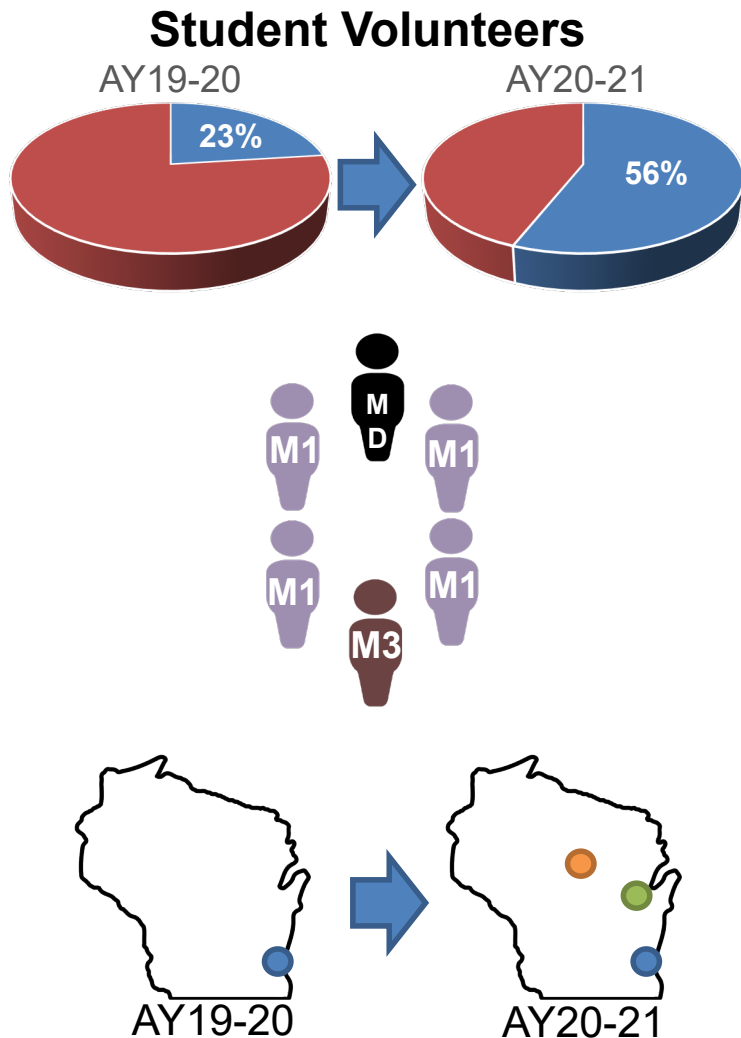
Initial Results

- 48 students volunteered & were enrolled in the first year of program
 - Demographics & academic performance similar to entering class
 - 5 students withdrew – 4 unable to maintain time commitment; 1 withdrew from med school
- 18 faculty members agreed to participate – 13 selected based on resource bandwidth & faculty availability; faculty from a variety of specialties:
 - Pediatrics
 - Anesthesiology
 - Emergency Medicine
 - Critical Care Medicine
 - Gastroenterology
 - Pathology
 - General Internal Medicine
 - General Surgery
 - Neurology

Initial Results (2)

- Students self-reported positive impact on:
 - Augmentation of multiple character strengths
 - Development of growth mindset behaviors
 - Sense of community & reduction in feelings of isolation
- Faculty reported strongly positive impact on:
 - Interest in mentoring & mentorship skills
 - Sense of engagement with the institution
- Some faculty noted a negative impact on their academic progress

Second Year



- Recruited new students and faculty for entering class of AY20-21 → 14 groups of 4 students & 1 faculty
 - 121 student volunteers (>50% of class)
 - 20 faculty volunteers
- Paired with existing well-being curricular program (REACH)
- Incorporated near-peer coaches into each group
- Regional campuses (with 3-year programs) adopted modified version of program

Student Evaluation – Impact on Character Traits

- Students self-reported the impact of the program on the development of character traits
- Positive impact noted for most character traits
- Character traits with strongest impact shown to the right

WISDOM



Perspective

Wisdom, providing wise counsel, taking the big picture view

96% **95%**
2020 2021

JUSTICE



Teamwork

Citizenship, social responsibility, loyalty, contributing to a group effort

79% **82%**
2020 2021

TEMPERANCE



Self-Regulation

Self-control, disciplined, managing impulses, emotions, and vices

83% **79%**
2020 2021

HUMANITY



Social Intelligence

Aware of the motives and feelings of oneself and others, knows what makes others tick

83% **84%**
2020 2021

WISDOM



Curiosity

Interest, novelty-seeking, exploration, openness to experience

92% **77%**
2020 2021

COURAGE



Honesty

Authenticity, being true to oneself, sincerity without pretense, integrity

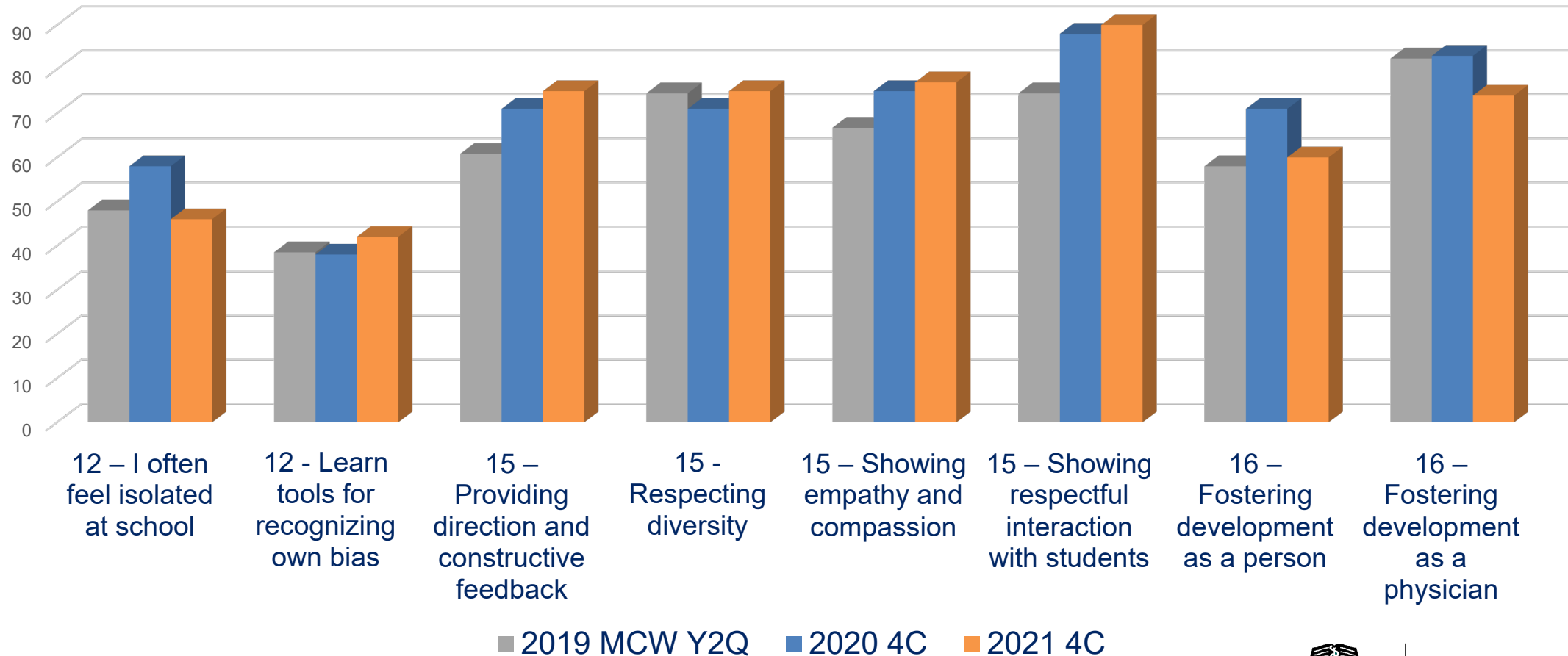
100% **82%**
2020 2021

→ Including 2 responses indicating negative impact

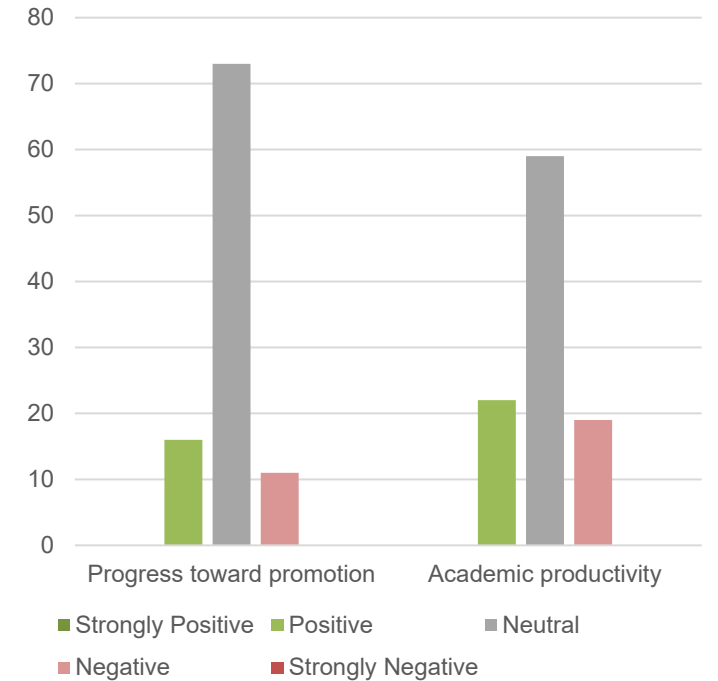
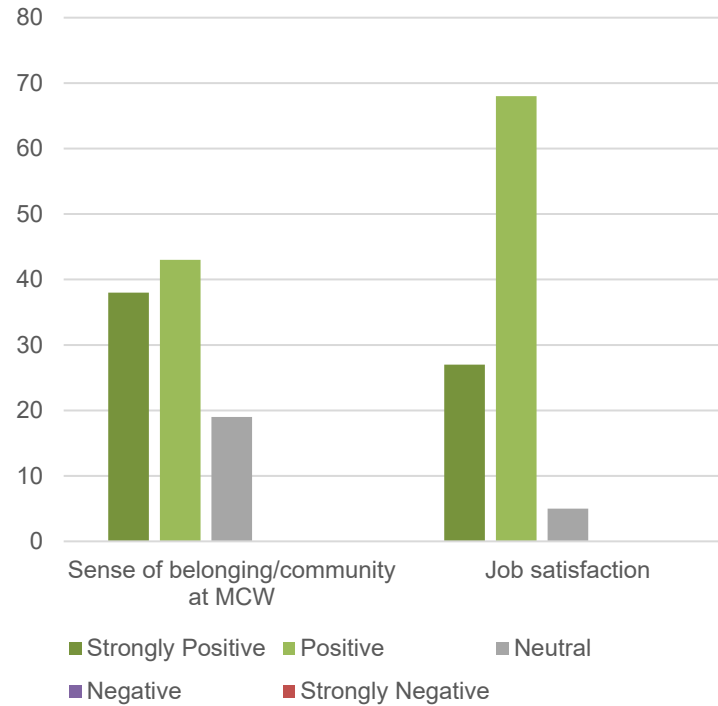
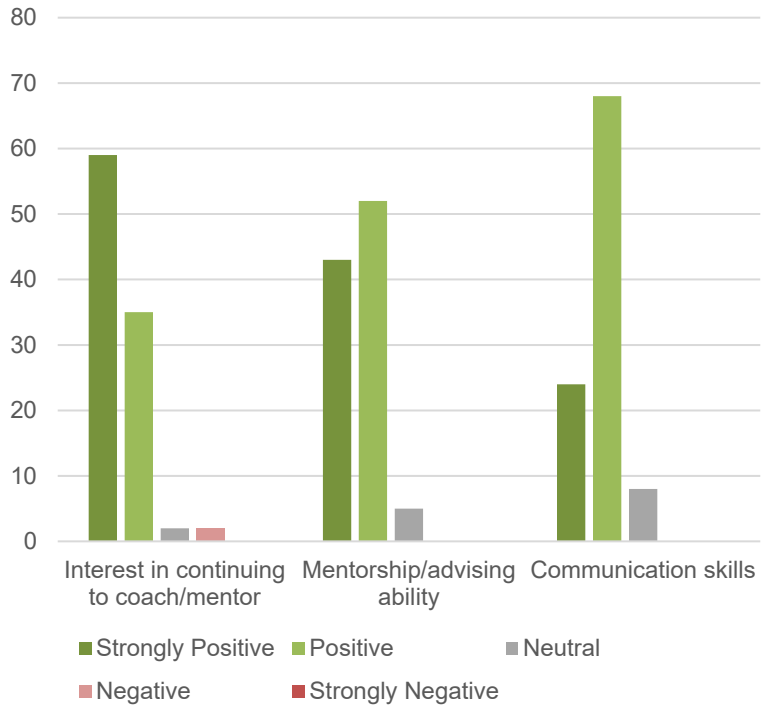
Student Evaluation – Coaching Value/Growth Mindset



Student Evaluation - "Top Box" Percentages on Y2Q Questions Completed

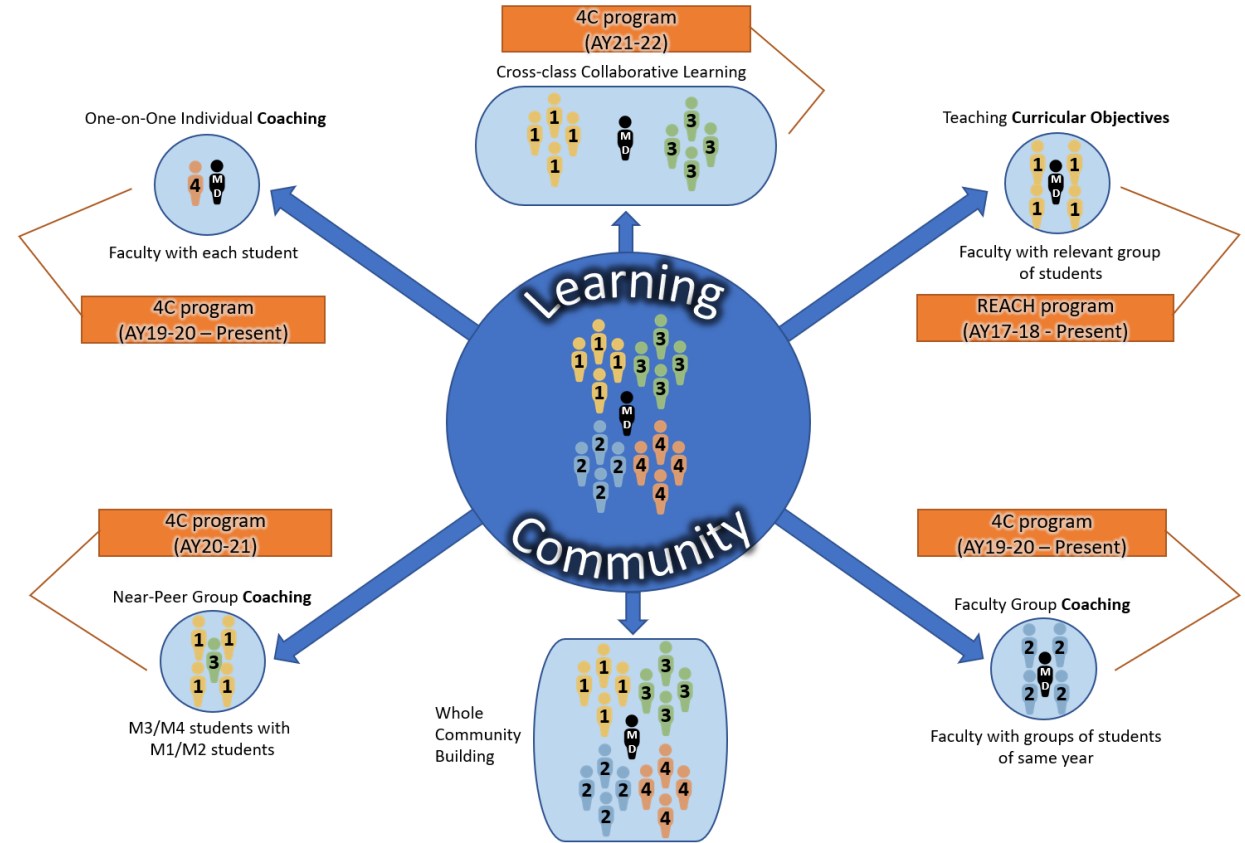


Faculty Evaluation



Third Year

- Main campus:
 - >50% of incoming AY21-22 class volunteered; another 18 faculty volunteers → 14 new groups of 4 students and 1 faculty
 - Conducting some group meetings with 1st and 3rd year groups combined – covering topics of importance to both & promoting near-peer mentorship
- Regional campuses:
 - Mandatory participation during allotted time on one campus
 - Voluntary participation (>75%) at other campus



Discussion

- Faculty development sessions supported incorporation of character discussions
- Students reported the program strengthened development of character traits
- Ongoing longitudinal monitoring of psychometric tests will provide objective data of impact
- Faculty evaluation data (and subjective faculty & student feedback) highlights challenges
 - Optimally would have dedicated time in curriculum & protected faculty time
 - Investigate ways to enhance academic goal achievement

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