

A Coach Certification Program Proposal for Faculty Development

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Introduction

- The research base for coaching in medicine is expanding rapidly.
- Coaching is being adopted across all levels of medical education as a means of enhancing wellbeing and improving both technical and non-technical skills.¹
- In competency based medical education, faculty are designated as 'coaches' by the CFPC and RCPSC, but there is no standard faculty development or training for these new roles.^{2,3}
- We believe a formal coach certification program would help address the current heterogeneity of coach training and better prepare faculty to take on this new role.
- The National Coach Certification Program (NCCP) used by Hockey Canada may provide a template for training coaches in medicine.

Objectives

Develop a draft proposal of a coach certification program for medical faculty that is evidence-based and informed by best practices.

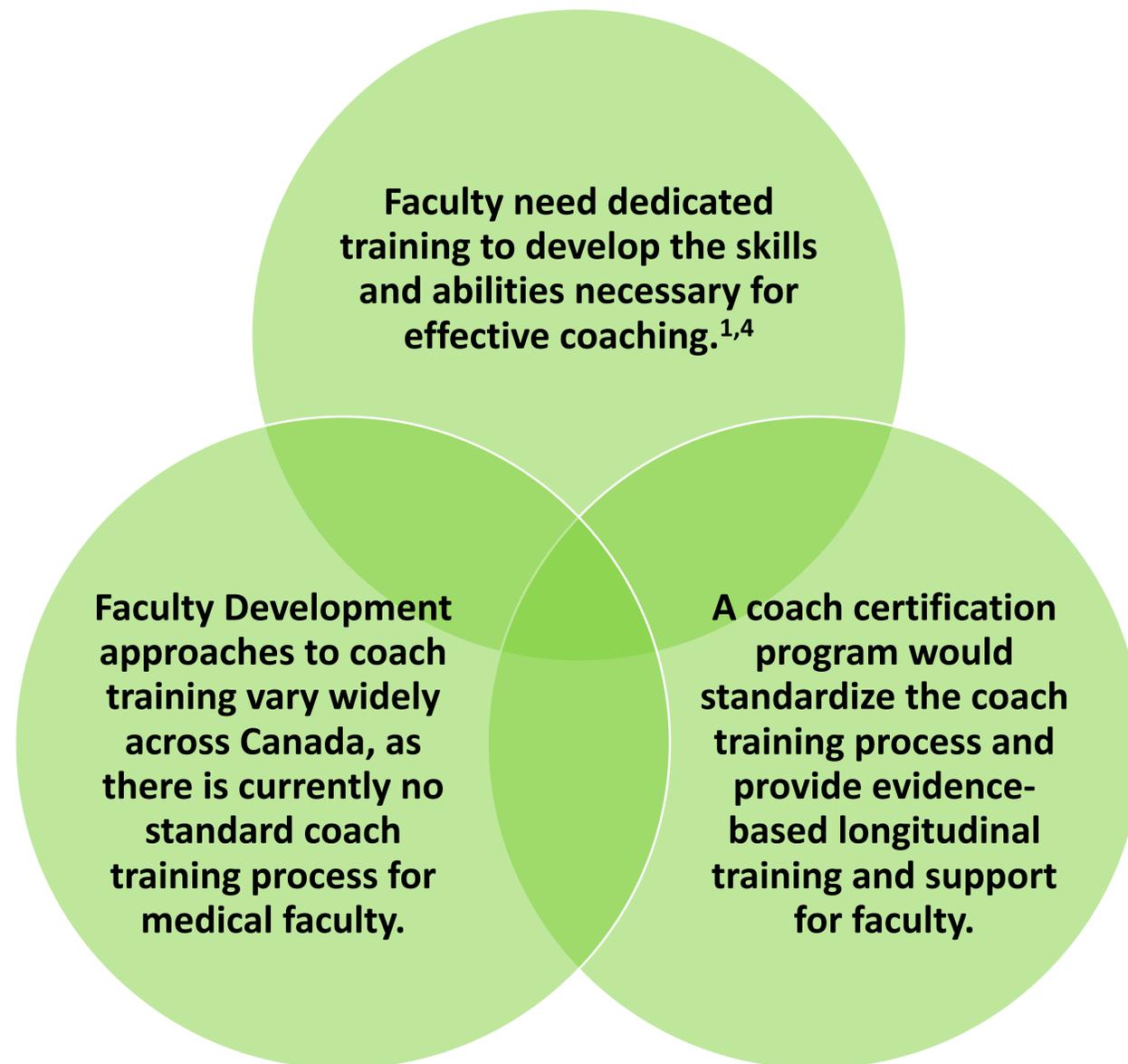
Key questions:

- How do we define coaching in medicine?
- What skills are needed for effective coaching?
- What are Canadian FD offices currently offering for coach training?
- What can we learn from the National Coach Certification Program used by Hockey Canada to certify their coaches?
- How could a certification program help to foster effective coaching in medical education?

Methods

- Literature review of coaching in medicine
- Environmental scan of Faculty Development programs for coach training
- Consultation with RCPSC and AFMC Faculty Development group members

Main Points



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Results & Conclusions

- Many different coaching programs are utilized within different contexts in medicine, and numerous frameworks for coaching and coach training have been developed to suit these contexts, but there is no standard training program specific to coaching in medicine at this time.
- A review of the literature suggests that coaching programs in medical education need coach training that instills a clear understanding of coaching and how it differs from other roles,⁵⁻⁸ targets key coaching skills including active listening,^{3,4,8-10} questioning,^{1,3,4,6,8-11} facilitating reflection,^{7,11} and goal formation,^{1-4,9-12} offers longitudinal support for coaches,⁴ and creates a community of learning among coaches.^{8,13}
- We created a proposal for a coach certification program consisting of three levels that incorporates these and other elements with support from the literature such as diversity training and opportunities for direct observation and feedback on coaching.⁷ The draft of the certification program is a work in progress but will be updated as more research is published and we are able to obtain input from faculty development programs in future research.

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