



Abstract

Purpose: Exploring coach training methods in competency based medical education, will inform the approach used in the Coaching and Mentoring Program to be offered through CME. Our faculty development (FD) goal is to create, implement and deliver the coach training and to evaluate its effectiveness.

Approach: In 2021, a review of the literature on coaching physicians was completed as well as an environmental scan of FD coaching programs across Canada. The CAMP (Coaching and Mentorship Program) at UBC is recognized as a potential model. The research base for coaching in medicine is expanding rapidly and will inform the development and implementation of a coach training program in Saskatchewan in fall, 2022.

Impact: Coaching has been integrated in medical education with the introduction of competency based medical education. Although faculty are designated as coaches, there is no standard faculty development or training for these new roles.^{2,3} 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 amongst coaches.^{8,13} The goal of COMPAS is to enhance recruitment and retention in the province through formal coach/mentor support using a new FD Coach training program based on this literature.

THE KIRKPATRICK MODEL

Level 4: Results

The degree to which targeted program outcomes occur and contribute to the organization's highest-level result

Level 3: Behavior

The degree to which participants apply what they learned during training when they are back on the job

Level 2: Learning

The degree to which participants acquire the intended knowledge, skills, attitude, confidence and commitment based on their participation in the training

Level 1: Reaction

The degree to which participants find the training favorable, engaging and relevant to their jobs

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Coaching and Mentoring ProgrAm for Saskatchewan physicians

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Conclusion: An evaluation framework such as the Kirkpatrick model will need to be an integral part of the development, implementation and delivery of a Faculty Development training program for the Coaching and Mentoring Program for SK Physicians and will be integrated with the evaluation of the overall program. Opportunities for scholarship exist regarding coach training especially given the current lack of a national certification process for coaching in medicine.

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