

# Evaluating impact of a resident coaching program for medical students



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## INTRODUCTION

Fourth year medical students interested in pursuing a residency in emergency medicine are paired with resident mentors when rotating at local sites. We seek to evaluate the impact of coaching on their rotation experience, interest in the field, and its duration beyond the rotation.

## BACKGROUND

Coaching is increasingly recognized as a valuable part of medical education. When compared to similar roles of mentor and advisor, coaches are seen as focused on providing specific and actionable feedback on performance and promoting self reflection.

Particularly in the field of emergency medicine where students are often working with different residents and attendings each day, the ability to have a longer term relationship can provide more valuable assessment on areas of skills and weakness. In addition, this more longitudinal relationship is particularly helpful in recognizing improvement in performance and ability to incorporate feedback.

### Week one

Introductions, getting to know you, provide some clinical pearls/survival tips on how to be a good student

### Week Two

Have the student present cases that they saw in the ED. Just like if they were presenting during a shift. You then provide feedback and coaching on how to improve

### Week Three

Midpoint meeting. Ask them how it's going, see if they have any questions, or if they want to discuss some interesting cases

### Week Four

Wrap up, provide any feedback you may have for the month

Figure 1: Suggested weekly meeting structure

## METHODS

### Setting and participants:

Fourth year medical students who planned to apply into Emergency Medicine were offered to be paired with residents at their rotating site. The sites include Detroit Receiving, Sinai Grace, St. John's, and Henry Ford hospitals.

These students include both Wayne State medical students as well as visiting students from a variety of programs around the country. Mentors were selected on a first-come volunteer basis monthly. They were then paired at random with students rotating at their program.

### Coaching Methods:

No formal education on coaching was provided to residents. They were encouraged to have weekly meetings with students, either in person or virtually. Figure one shows the suggested weekly structure given to coaches prior to the start of the rotation.

### Measures:

After the end of the rotation and after residency application process has begun surveys will be sent to both student and resident participants. Data collected includes: rotation site, frequency of meetings and contact between student and resident during and after the rotation, and general comments on the program.

Students will be asked about the degree to which they found the meetings and program helpful for improving their experience and performance on the rotation, the impact it had on their interest in pursuing emergency medicine, and influence of coaching on post-rotation experiences including residency applications and performance during future rotations.

Coaches will be asked about the benefit of guidance provided prior to participation, areas that they feel comfortable providing advice on, and their interest in participating again. For those who served as coaches more than once, we will also collect data about their experience with subsequent students.

## Results

Results are pending at this time

## CONCLUSIONS

Connecting students with residents who served as coaches during the rotation was evaluated for its impact. Residents have the benefit of recently going through the rotation and application process. By serving as coaches during the rotation they may help students receive applicable and actionable guidance to improve their performance during the rotation. In particular, longitudinal assessment allows for better recognition of student growth.

One area for future evaluation is impact of coaching on sense of wellbeing and prevention of burnout of both students and residents. Continuing development of residents as educators through more formalized training of coaching skills will likely increase perceived benefits to learners as well as comfort with the role for coaches.

Results from this study will provide evidence on the value and impact of resident coaching. It will also likely identify areas of weakness in the program for future improvement.