

Do Students at PSOM Need a Coach? Let's Ask Our Team

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Problem

- Academic coaching positively impacts medical students' academic performance, professionalism, and wellbeing^{1,2}
- The American Medical Association (AMA) has identified coaching as a new frontier in medical education, and **recommends that all medical schools have an academic coaching program**³
- Problem: The Pritzker School of Medicine (PSOM) does not have a formal coaching program**

Goal

- We aim to **establish the need for an academic coaching program at PSOM** by surveying the PSOM Class of 2023 at the conclusion of their third-year clerkships

Strategy

- Data Collection:** Administered a **22-item needs assessment** to the PSOM third-year class after the completion of their clerkship rotations
- Survey Development:** The assessment was developed by a team of physicians, medical students, and academic coaches through an iterative process over two months
- Outcome Measures:**
 - the **quantity of academic coaching** received during the clinical year
 - the **quantity of formal feedback received on empathy, humanism, and patient-centeredness** during the clinical year
 - the **prevalence of burnout** as measured by the Maslach Burnout Inventory

See our full instrument:

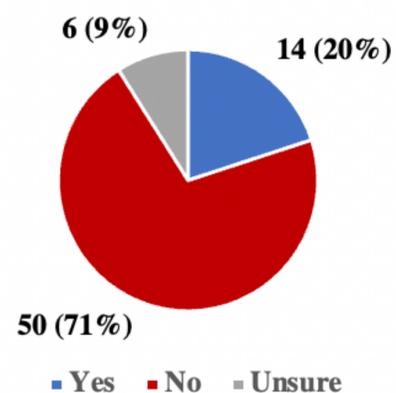


Results

Of the 88 PSOM third-year students, **70** completed the needs assessment (**Response Rate = 80%**)

Figure 1: Prevalence of coaching in the PSOM curriculum (n=70)

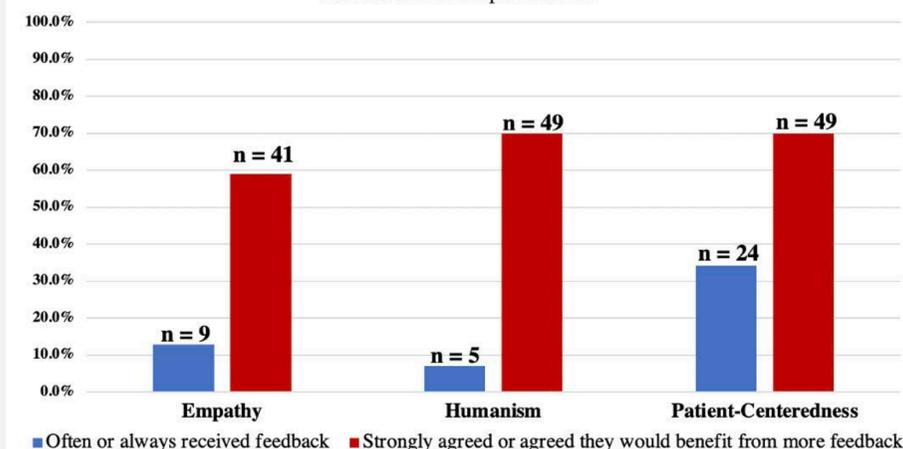
During your third year, did a faculty member identify themselves as your coach?



Only 20% of PSOM students received coaching during their clinical education

Figure 2: Prevalence of PSOM students who (a) regularly received feedback in empathy, humanism, and patient-centeredness, and (b) desired more feedback in these traits (n=70)

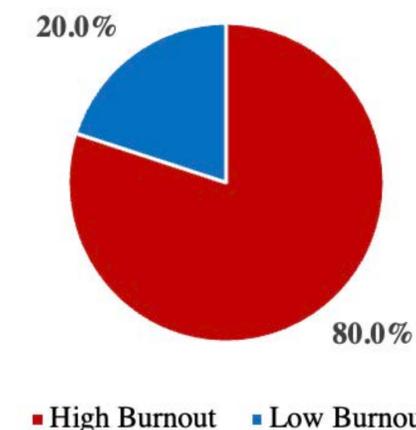
Percentage of PSOM Students who (1) received feedback in and (2) desired more feedback in empathy, humanism, and patient-centeredness
Total Number of Respondents: 70



Small proportions of PSOM students regularly received feedback in empathy, humanism, and patient-centeredness, while the large majority agreed that they would benefit from more

Figure 3: Prevalence of burnout among the PSOM third-year class (n=70)

Burnout



80% of PSOM clinical students met the clinical definition of high burnout

Conclusions and Next Steps

Conclusions:

- Despite AMA recommendations, PSOM does not currently have an academic coaching program
- PSOM clinical students do not receive sufficient feedback in empathy, humanism, and patient-centeredness
- 80% of PSOM clinical students are burnt-out

There is a need at PSOM for a strengths-based coaching program which provides structured feedback in empathy, humanism, and patient-centeredness, while simultaneously mitigating student burnout

Next Steps: Build, implement, and measure the impact of an academic coaching program at PSOM during the 2022-2023 academic year

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References

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