Applications for the 2021 Academic Coaching Implementation workshop are now closed.

This workshop will help equip leaders and educators, who have (or anticipate having) significant responsibility for developing and implementing coaching programs in undergraduate or graduate medical education, with the knowledge and skills needed to implement, refine and evaluate a successful program. Participants will join a community of academic faculty with similar interests from across the country to learn, network and share information. To encourage the development of coaching programs at their institutions, the AMA covers the costs of the workshop for participants.

View a directory (PDF) of 2021 participants.

Coaching/coachee handbooks for educators and students

As literature begins to emerge on the coaching practices that lead to the best outcomes for learners, the AMA provides resources to make coaching an integral part of your physician training, whether you are a coach or being coached:

- "Coaching in Medical Education: A Faculty Handbook" offers necessary guidance for educators and administrators to navigate this new area. Undergraduate medical education is the focus, but graduate medical education faculty and educators in many health professions will likely also find relevant information throughout the entire handbook.
- “It Takes Two: A Guide to Being a Good Coachee” provides guidance on how get the most out of a coaching relationship, including how your coach can develop you as a master adaptive learner, how to use coaching throughout training and how coaching can help you build successful personal learning networks.

Access the AMA’s coaching in medical education toolkit to learn more and get the most out of the coaching process.

What is academic coaching?

While long used in the business world, and more recently in physician circles, coaching is relatively

new to the medical trainee world. An academic coach is a person assigned to facilitate learners achieving their fullest potential.

Coaches evaluate the performance of medical students via review of objective assessments, assisting the student to identify needs and create a plan to achieve these, and helping the student be accountable. Coaches help students improve their own self-monitoring, while fostering the idea that coaching will benefit them throughout their medical careers.

**How does a learner benefit from coaching in medicine?**

Coaching is a unique relationship, and it is vital to acknowledge responsibilities as students/residents in maximizing a coaching relationship. Coaching is a coachee-driven, problem-solving, performance-based relationship focused on the development of the coachee.

The goals of coaching are to reflect on successes and challenges, create goals, problem-solve barriers, identify resources and develop and execute a plan.

**Additional resource**

Accelerating Change in Medical Education Consortium