

# Letter from the editors

This handbook was inspired by a need for a repository of best practices and recommendations we lacked when we were creating our own coaching programs. We hope it will prove to be a useful addition to any educator's coaching program toolkit. From envisioning goals for a new program, to planning logistics, preparing faculty and students, and evaluating the program, the authors of the handbook's chapters have used their own coaching program expertise and understanding of the literature to create a practical resource that is generalizable to the broader community. We feel strongly that academic coaching has the power to transform students into self-actualized, adaptive learners and look forward to this handbook stimulating the implementation and improvement of many more programs.

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# Preface

Coaching is emerging as an intriguing framework to provide professional development and assistance to learners in medical education. While long used in the business world, and more recently in physician circles, coaching is relatively new to the medical trainee world. Literature is still emerging regarding the best coaching practices that will lead to the best outcomes for our learners. To fill this gap, we offer this handbook. It is not designed to be an exhaustive literature review or conceptual treatise; rather, this handbook offers a practical framework for educators and administrators who are forming and optimizing coaching programs in their own schools.

Each chapter covers an operational aspect of coaching. References provide future reading. Case vignettes are interspersed in each chapter, and explicit take home points are highlighted. While evidence is cited when available, this handbook also relies on consensus and best practices from the many coaching programs represented in the American Medical Association Accelerating Change in Medical Education Consortium.

This handbook focuses most heavily on undergraduate medical education, though many of the principles discussed span the entire continuum of learners, through graduate medical education (GME) as well as continuing medical education. Specific coaching for faculty and physicians is beyond the scope of this handbook, but a chapter at the end of the book offers distinct advice on coaching GME trainees. GME educators and educators in many health professions will likely also find relevant information throughout the entire handbook.

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