

Coaching for Growth and Well-Being

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Medical Center



HARVARD MEDICAL SCHOOL
TEACHING HOSPITAL

Learning Objectives

By the end of this session, participants will be able to...

- Describe the fundamental principles of positive-psychology based coaching and how it relates to mentorship
- Learn skills in active listening and asking powerful questions that can be used in everyday conversations with learners
- Explain different models of coaching for GME trainees

Roadmap

What is coaching?

Why should we use coaching skills?

How can we implement coaching?

What is Coaching?

Coaching is a **coachee-centered, longitudinal relationship based in positive psychology and self-determination theory**

Coachee sets goals and vision in line with their values

Coach supports coachee: clarifies goals and values, emphasizes strengths and positivity, provides accountability and structure

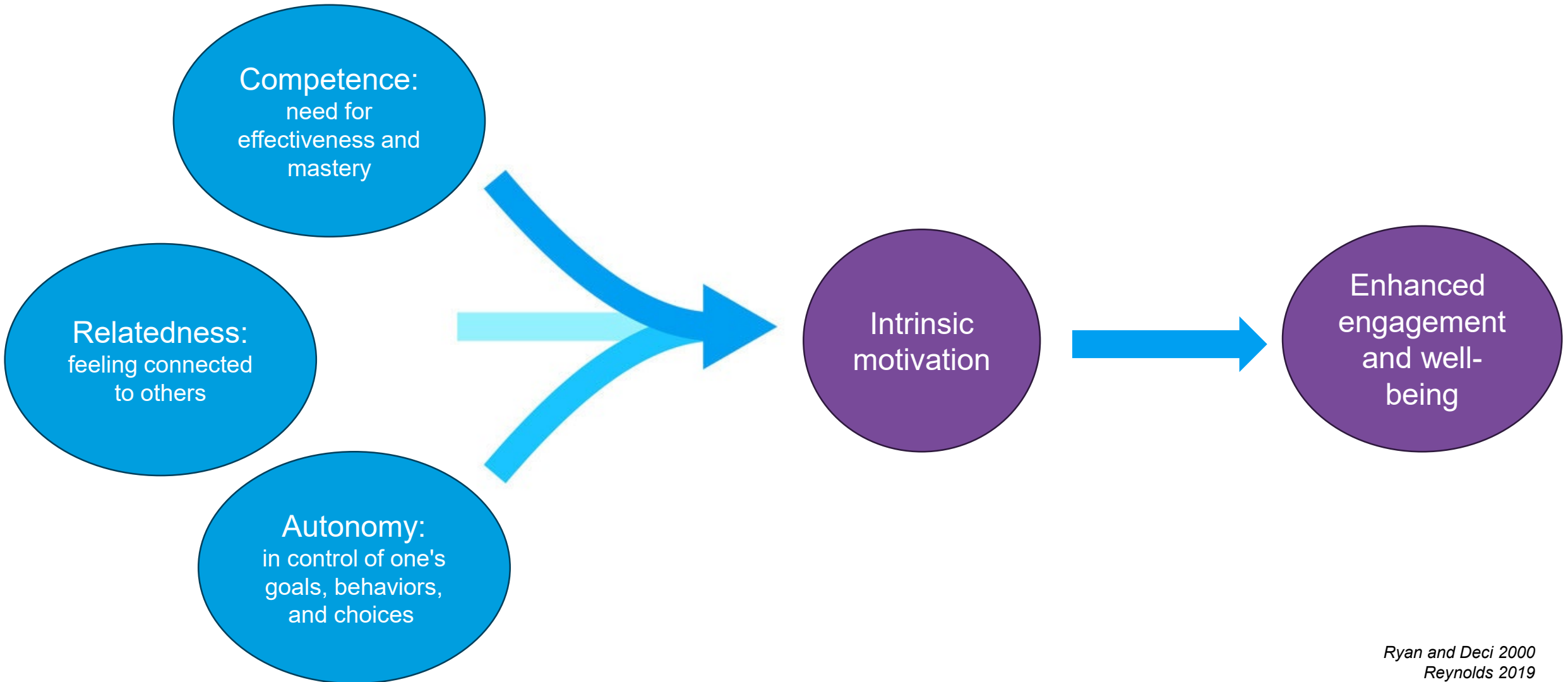
Coachee creates path to goals



VS

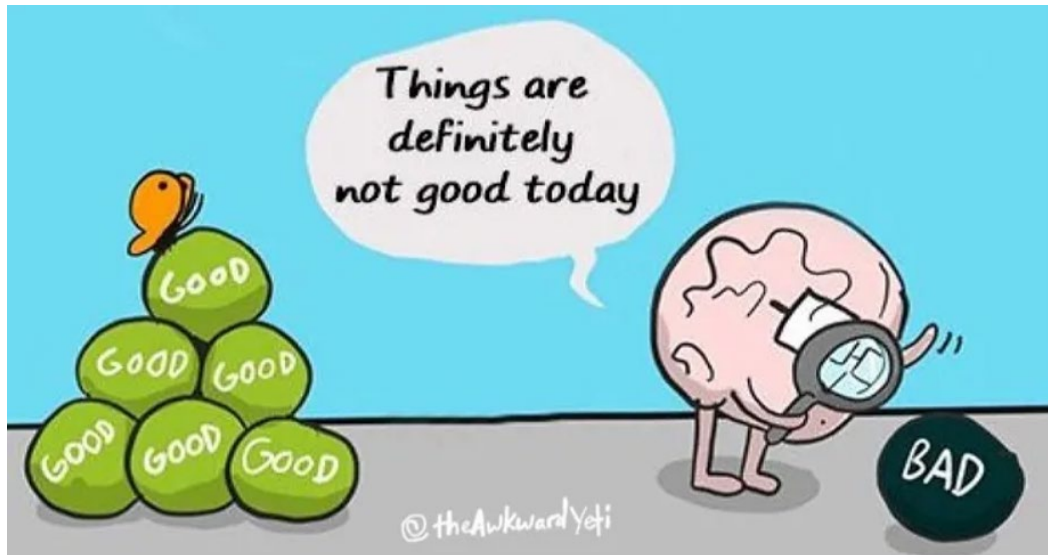


Coaching in based in Self-Determination Theory

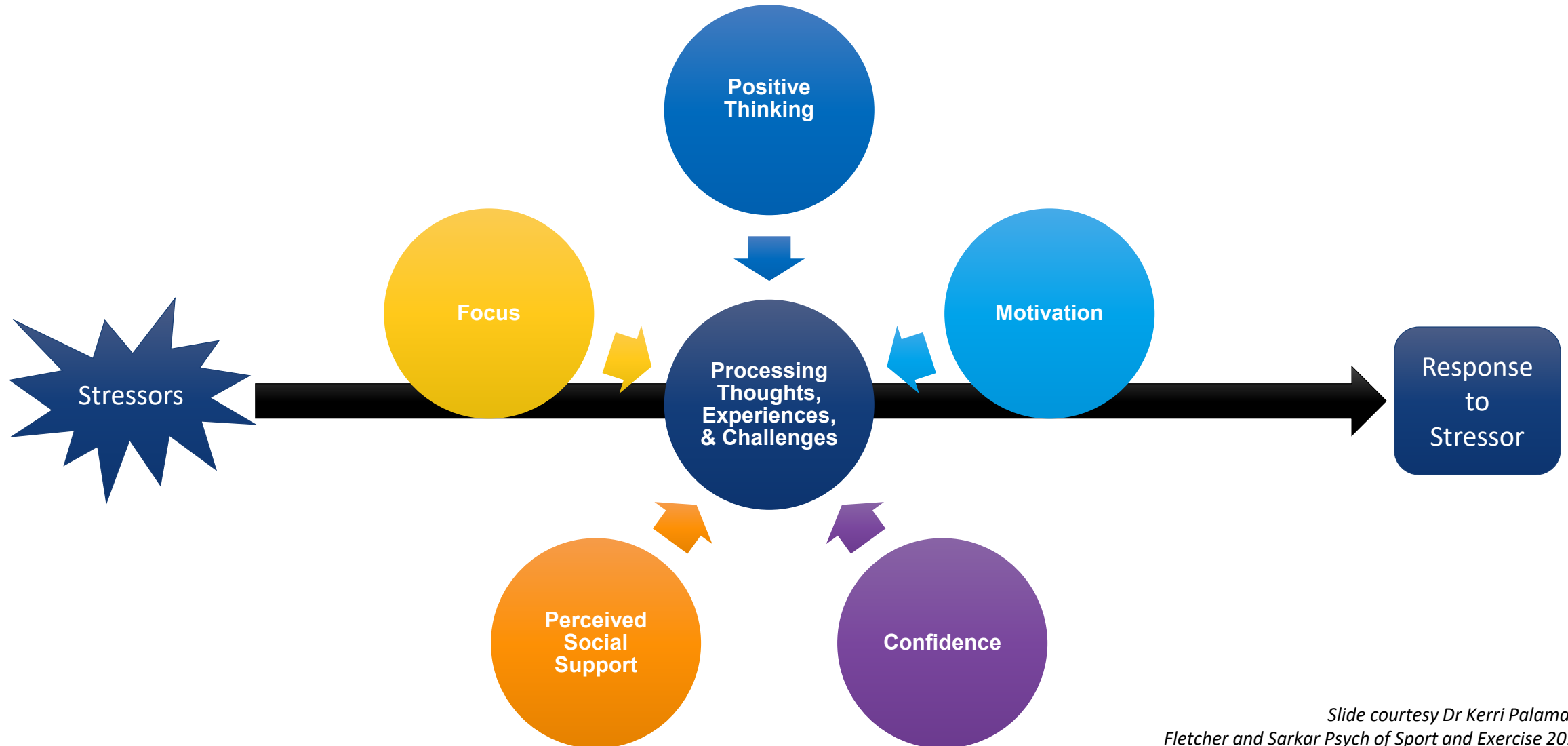


*Ryan and Deci 2000
Reynolds 2019*

Positive Psychology and Flipping the Negativity Bias



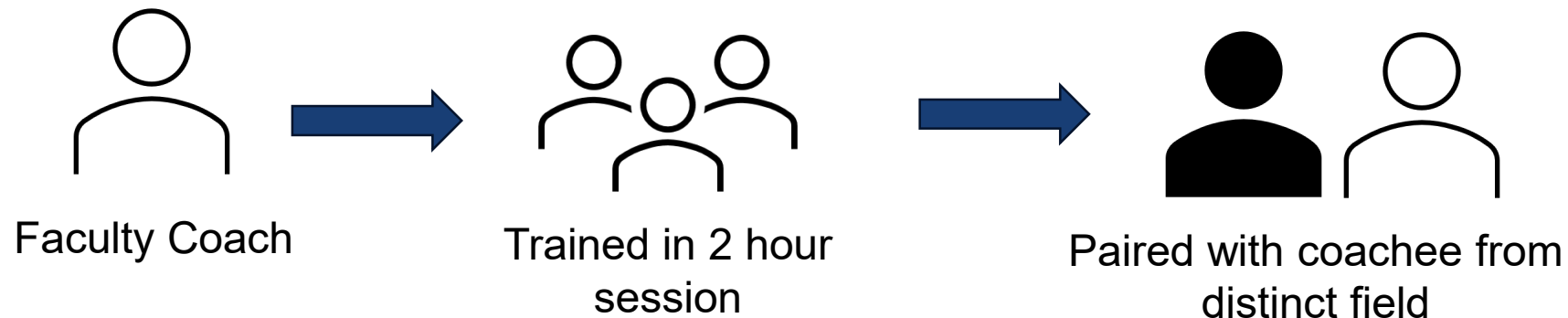
Coaching Supports a Growth Mindset



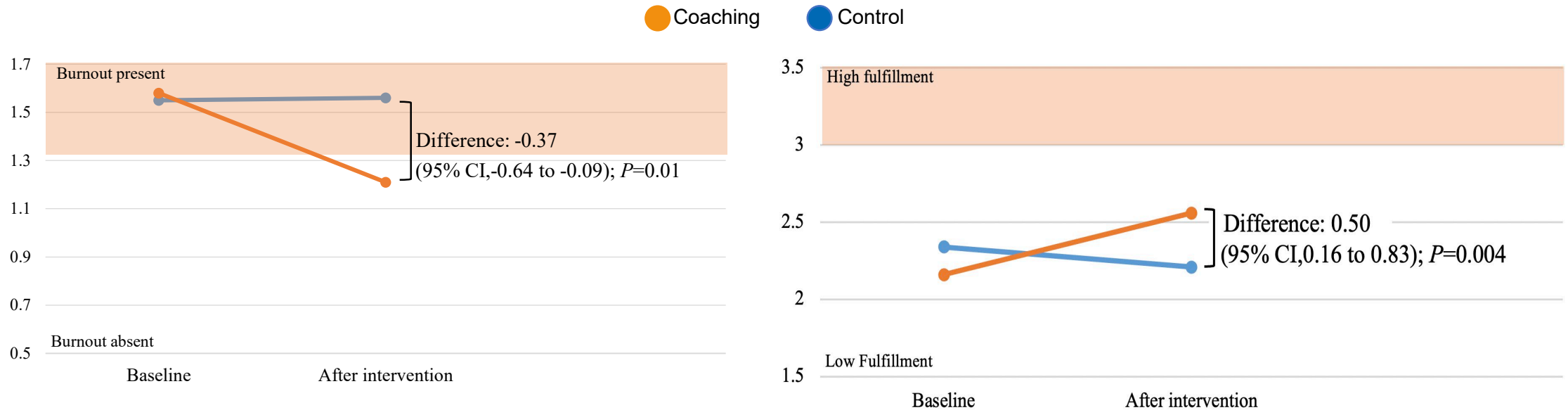
Slide courtesy Dr Kerri Palamara
Fletcher and Sarkar Psych of Sport and Exercise 2012

Experiences from a GME-wide Coaching Program at BIDMC

- Opt-in interdepartmental RCT at BIDMC
- Faculty and residents randomized to coaching vs ongoing standard mentorship

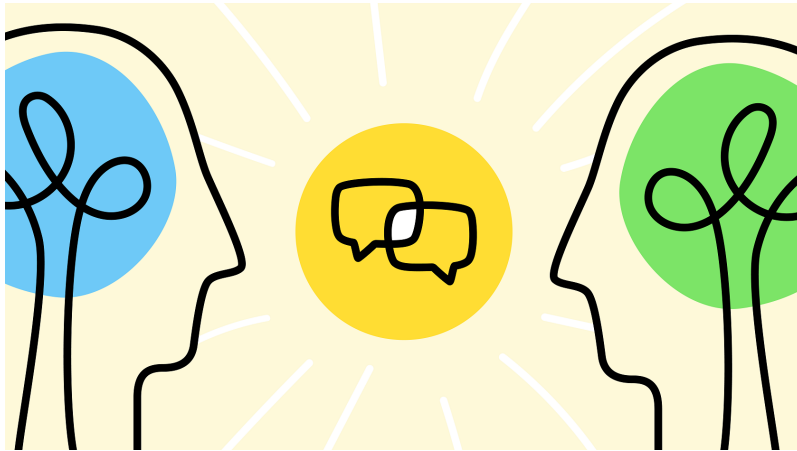


Burnout and fulfillment are improved by coaching



- Coaching was associated with **improved coping confidence**, ability to have **emotionally balanced** thoughts in negative times, and more frequent **reflections on learning opportunities**

The *Experience* of Coaching: What matters?



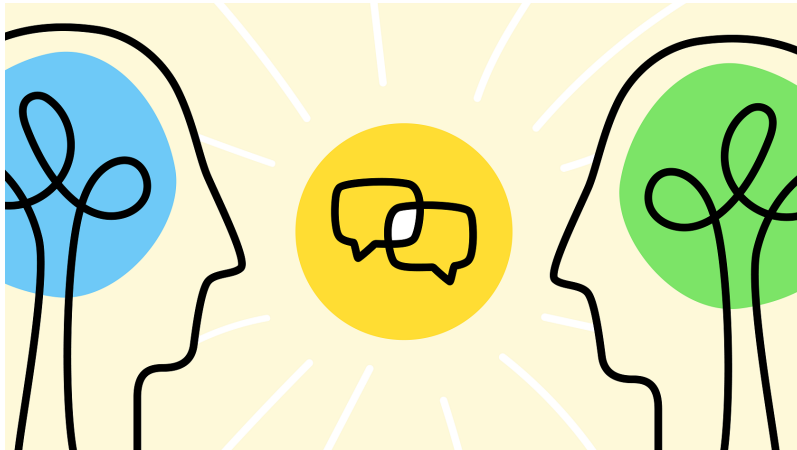
Unique cross-departmental
relationship

- Psychological Safety
- New perspectives

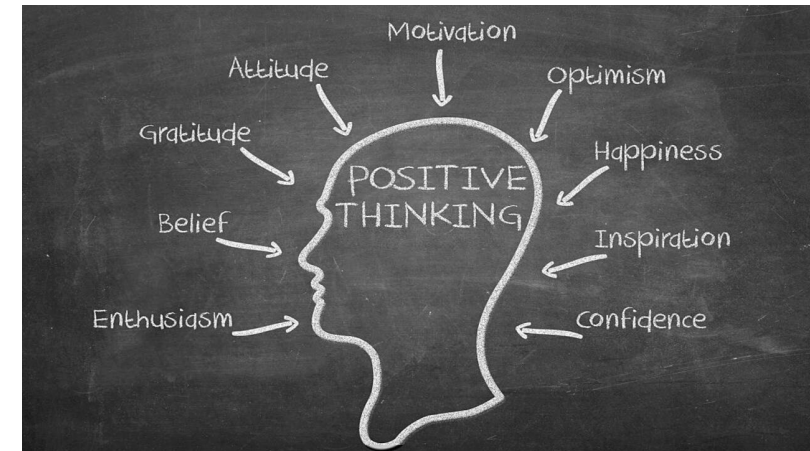
*“There are a lot of **things that I felt really vulnerable about that I wanted to talk to someone** about that I couldn’t—I didn’t feel comfortable talking [about] to someone within my department.” - Coachee*

*“[The specialty mismatch] made it liberating for me; it made me less pressure to fix it or to make things better. It was just like saying, “You’ve gone through your medical training. You know what you’re doing. Just stop doubting yourself.....**I think if you can change it for somebody and have them see it from a different place, it’s pretty powerful.**” - Coach*

The *Experience* of Coaching: What matters?



Unique cross-departmental
relationship



Specific positive
psychology-based skills

- Positive reframing
- Normalization
- Awareness of multifaceted aspects to well-being

Unpublished data

Feedback from Faculty and Trainees

Faculty:

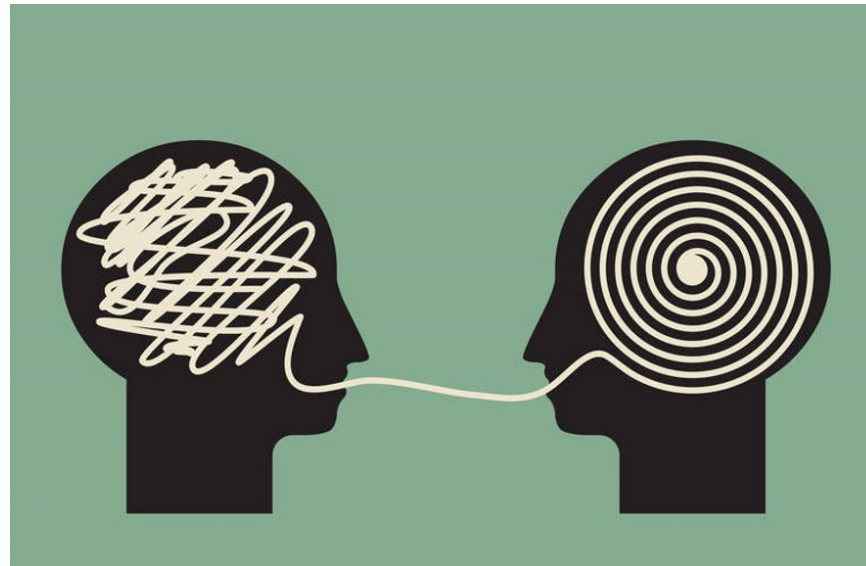
- *“It has been one of the more **impactful** projects I have participated in!”*
- *“I wondered what I could offer a surgical resident...but I absolutely **loved the chance** to get to know and support her... She has also been a huge should of **inspiration** to me...I was also struck by the positive aspects of **interdisciplinary partnerships** created through this program which can also **improve our care** of patients”*
- *“**Accomplished!** I feel ready to mentor in my academic career with the **skills** I have learned”*
- *“What a **joy** to practice the invaluable skill of listening without judgement and creating time and space for people to become their best selves harnessing their strongest assets. Would **love to have more of these interactions** with peers and trainees.”*

Trainees:

- *“This has been the **most effective, most valuable work relationship** of my entire year”*
- *“This gave me a **space** to talk about things that I normally don’t get to think or talk about.*

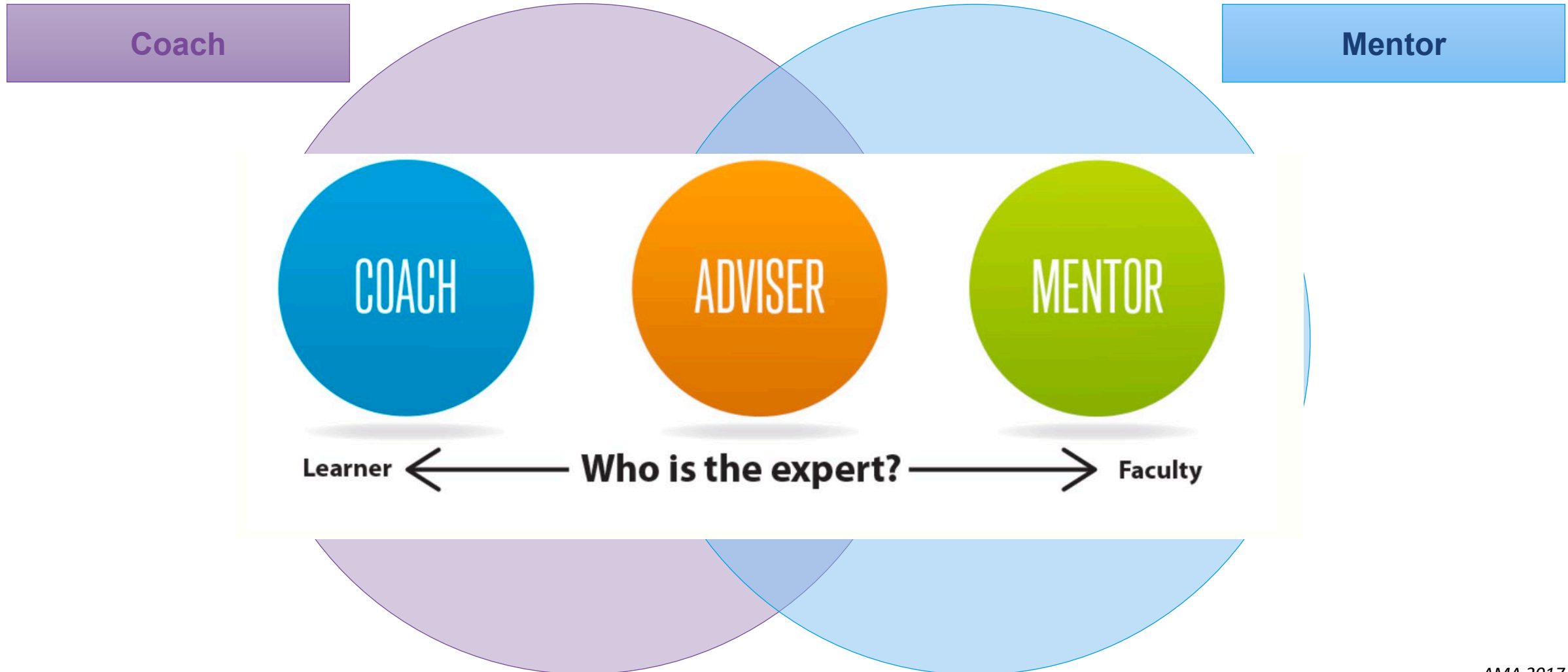
Outcomes of Coaching GME Trainees

- Variety of formats: virtual, in person, group, individual
- Variety of participants: specific departments, female-only
- Improved measures of intolerance of uncertainty, goal-setting, well-being, emotional exhaustion, imposter syndrome, and self-reflection.
- Faculty coaches benefit from deepened professional identity formation with increased sense of purpose and fulfillment



*Palamara 2015
Palamara 2023
Awadallah 2023
Fainstad 2022
Selling 2023*

How is coaching different from really good mentorship?



Core Coaching Skills: Active Listening



“Most people do not listen with the intent to understand; they listen with the intent to reply.” – Stephen Covey

Active Listening Skills

Degree of Speaker Empowerment

Learner:

“I don’t know how I’m going to complete all my work. There is so much for me to do and without additional resources, I can’t get it done.”

React

Silent Listening

Paraphrase

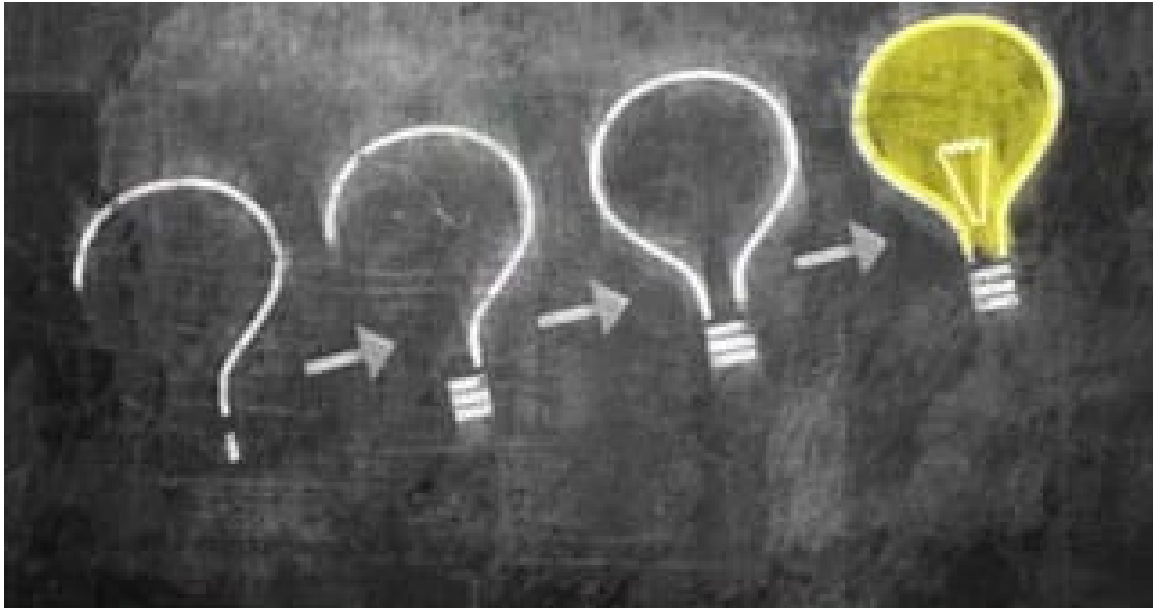
Reflect Feelings

Clarify with Powerful Questions

Confirm & Validate

Quality of Listening

Core Coaching Skills: Asking Powerful Questions



- What and How questions, not why
- Future oriented: envision success
- Point your curiosity outwards
 - *“What would help you succeed?”*
- Draw on strengths
- What has worked in the past when they were faced with hard things?

Coach approach: Position yourself as a learner. **Be Curious.**

Active Listening Skills

Degree of Speaker Empowerment

Learner:

"I don't know how I'm going to complete all my work. There is so much for me to do and without additional resources, I can't get it done."

React

"You're going to have to make some trade-offs as to your priorities since we're not going to get any additional resources."

Silent Listening

with attending non-verbal's

Paraphrase

"So you're saying you have too much work for you alone because of the limited resources?"

Reflect Feelings

"It sounds like you're feeling overwhelmed and exhausted with the amount of work you have and you're paralyzed as to what to do next?"

Clarify with Powerful Questions

"What things are overwhelming for you right now?"
"What is hardest for you to accomplish?"
"What particular hurdle gets you hung up so you end up feeling overwhelmed?"
"What can I do to be helpful to you right now?"

Confirm & Validate

Quality of Listening

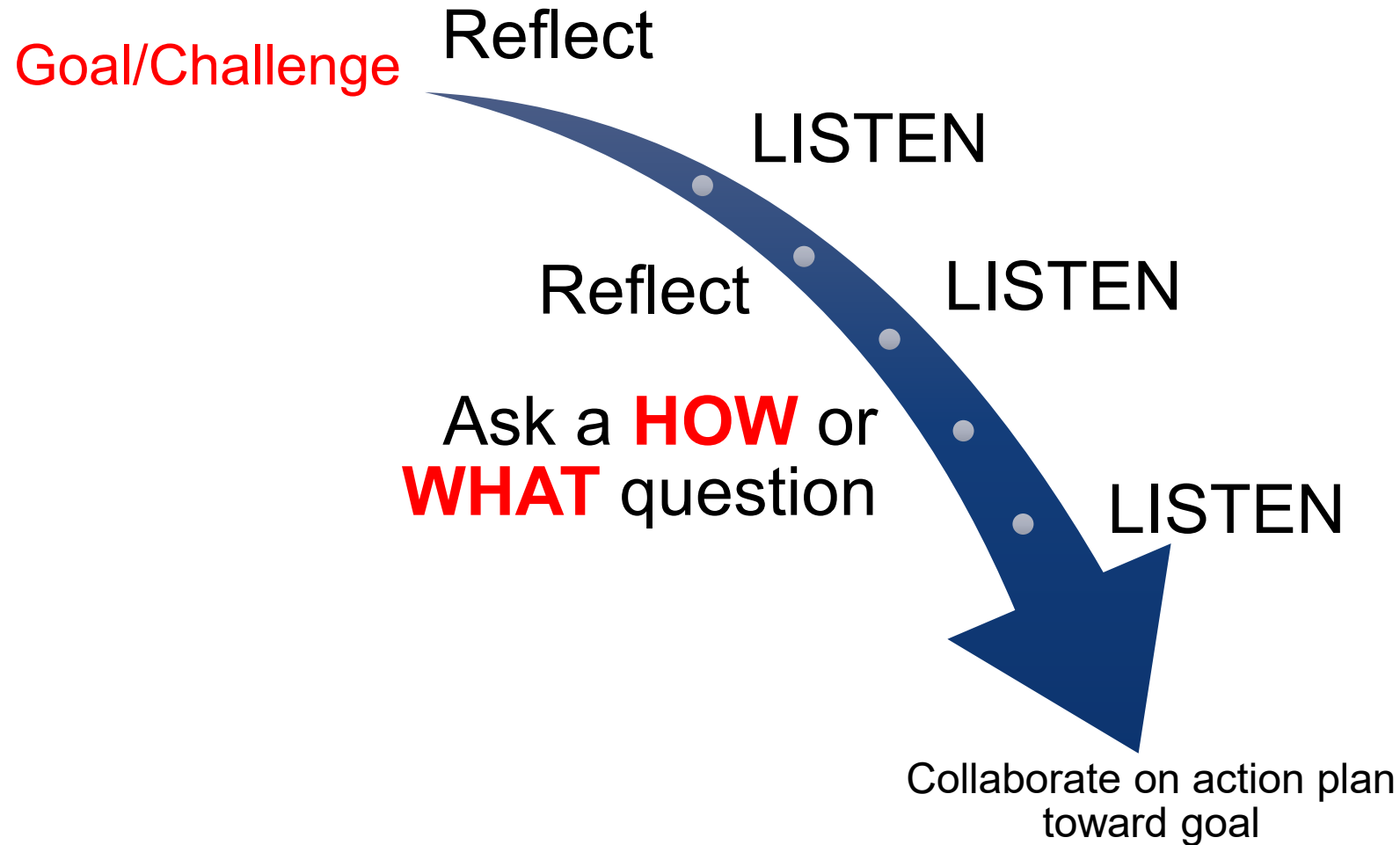


Exercise #1: Active Listening

- Coaches, ASK for a current challenge your learner is experiencing.
- LISTEN until they stop talking.
- THEN, offer a reflection on what you just heard – 30s max!
- Keep listening and reflecting – see how long you can go!
- When they stop, offer another reflection or ask a powerful question and listen.
- Practice your listening to understand!



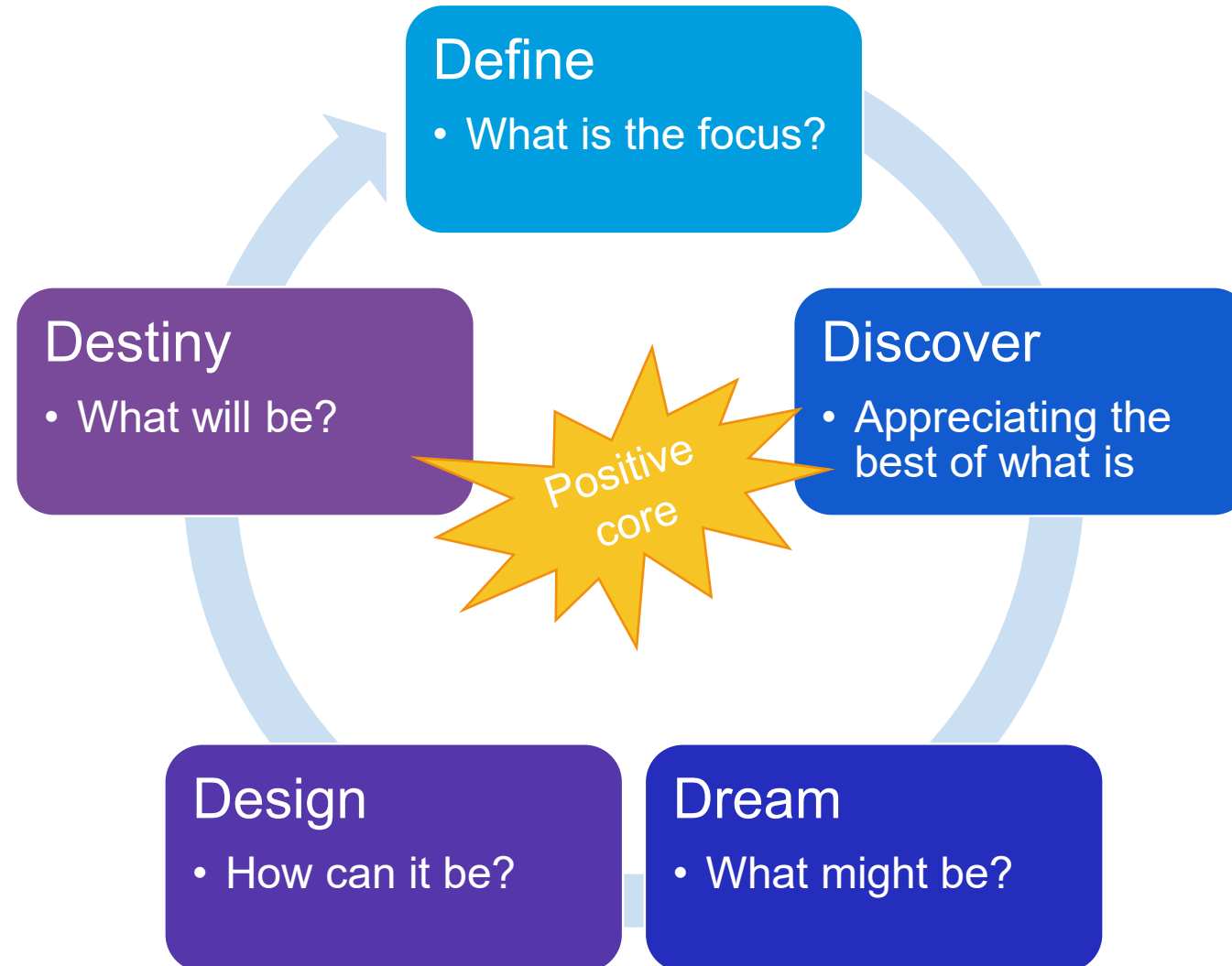
Coach Approach: Listening and Reflection → Intervention



Reynolds 2019
Adapted from K Palamara

Exercise #2: Appreciative Inquiry

Core change process in coaching



Exercise #3: Envisioning Success with a Coaching Ruler

Pick a challenge, stressor or problem to solve

If time or money were no object, what would this look like if it were a 10 out of 10?

Where would you rate yourself now?

What are you doing right that you aren't something lower?

What is a hurdle getting in the way of a higher rating, right now?

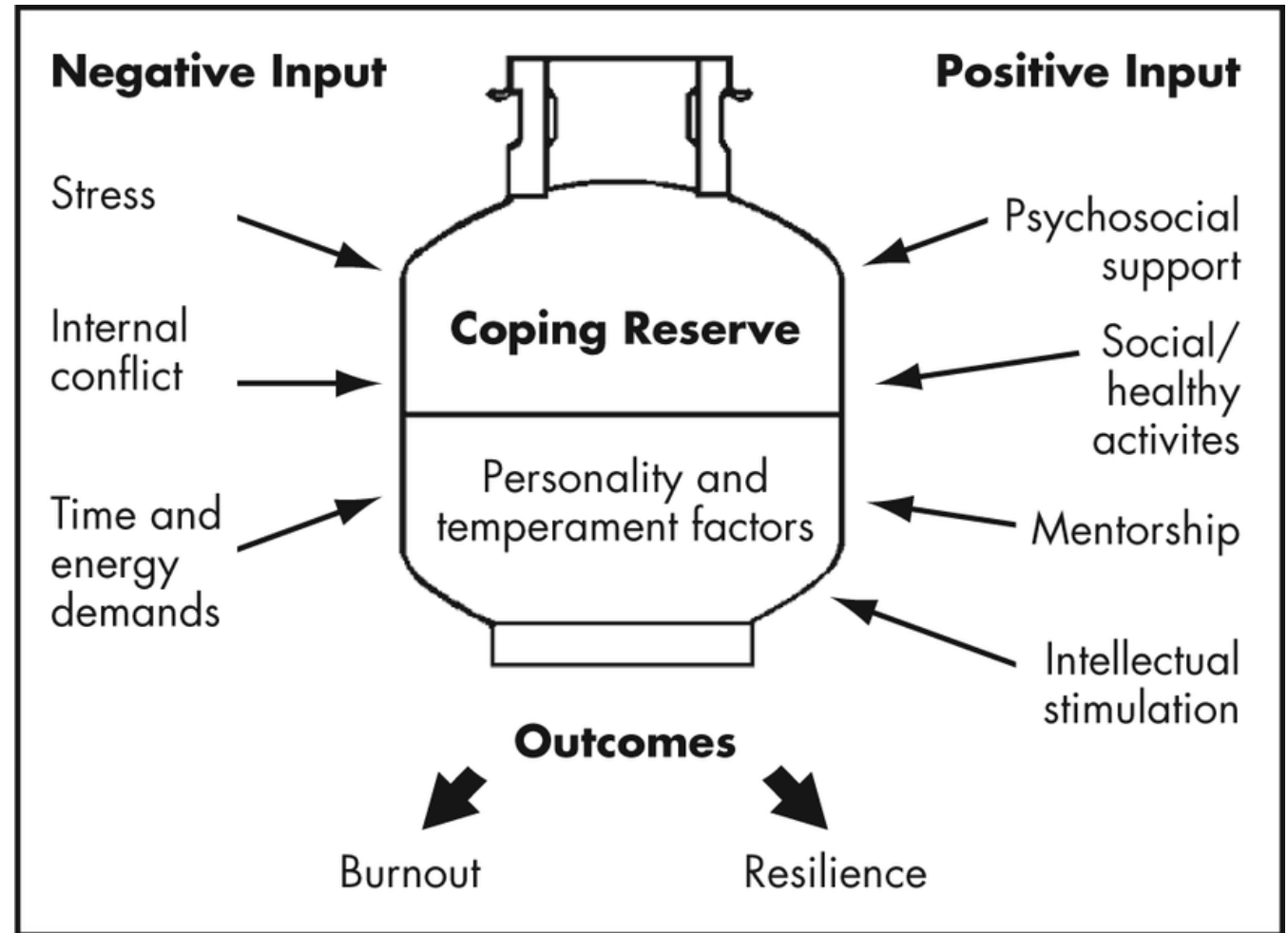
What can you do in the next 6 weeks to raise yourself up one half of a point (e.g. from a 6 to a 6.5)

How would you know if you did it?



Exercise #4: Identifying Supports and Stressors

- **What fills your tank?** What about these lift you up, give you energy, bring you joy and purpose?
- **What drains your tank?** What about these factors are draining, and detract from your well-being?
- **How can you tell when you are getting low?** What is the feeling? Or manifestation of that feeling? What helps you connect with the factors that fill you back up?
- **How do you maintain** an adequate fuel level/coping reserve so that you are not too drained at any time, and so that you aren't pushing yourself in too many directions to stay full?



Example steps to a coaching meeting



Examples:

- Tank exercise
- 5D cycle
- Building self-compassion
- Positive review (PERMA)

Coaching Models



Train local leaders



Group coaching



Expert coaches

CALL FOR FACULTY COACHES

The Office of GME and researchers at Beth Israel Deaconess Medical Center are recruiting faculty to be coaches for a GME-wide coaching program, as part of a research study to **improve well-being and clinical reasoning in trainees**. Prior experience is not necessary!

WHAT IS COACHING?

Coaching is a process of helping a learner develop in a longitudinal, non-evaluative relationship that emphasizes self-reflection and positivity. It provides a space to align personal and professional goals and values with well-being and performance.

OUR COACHING PROGRAM

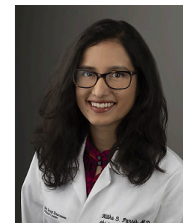
While standard mentorship traditionally focuses on career-related guidance, our novel coaching program provides space for self-reflection (both personally and professionally).

Through a systematic yet individualized approach, the ultimate goal of our coaching program is to decrease medical errors in both trainees and faculty physicians by promoting resiliency and use of debiasing strategies.

ABOUT THE RESEARCH TEAM

The Principal Investigator is: Ritika Parris, MD (see below)

Coach Trainers



Ritika Parris, MD (BIDMC)
Director of Wellness, GME &
Study Principal Investigator



Kerri Palamara, MD (MGH)
Director of the Center for Physician Well-Being for the
Department of Medicine, MGH &
Leader of the American College of Physicians' "Physician
Coach Training Program"

Research Study Team

Alicia Clark, MD	Christine Beltran, EdM
Molly Hayes, MD	Britt Simson, EdM
Carrie Tibbles, MD	Amy Sullivan, EdD

ABOUT BEING A COACH

Being a coach may be a good for you if:

- You are an HMFP faculty member interested in coaching trainees and promoting reflection, resiliency, and critical thinking practices in your own life.

If you decide to take part in this study, you will:

- Be randomized to either being a coach or to the control arm. Participation is voluntary and you may choose to stop participating at any time.
- Be invited to participate in surveys and focus groups, as part of research efforts to study the impact of this program. Participation in this research is voluntary and any data collected is confidential.
- Those randomized to coaching will receive a 2-hour training on the principles and techniques of positive psychology in the Fall 2021 led by the coach trainers. Dates for sessions are 9/13, 10/12, and 11/10. *In the control arm?* You'll have a chance to obtain coaching training at the end of the study.
- Be assigned **2 trainee coachees** and will be required to meet with them **4 times** (for 60-min) throughout the 2021-2022 academic year. Discussion guides for coaching sessions will be provided.

Benefits may include:

- Coaching can decrease burnout in residents AND faculty coaches and offers translatable leadership skills.
- All coaches will receive an honorarium for their attendance for the training session and contribution to resident development.
- Other perks include BIDMC Academy credit and CME credit.

INTERESTED IN BEING A COACH?

SIGN UP HERE!

Scan this QR on your phone to sign up on an interest form. A member of the study leadership will reach out to you with more information about the study and our coaching program.



Coaching Models



Train local leaders



Group coaching



Expert coaches

Coaching for Growth and Development at BIDMC Graduate Medical Education

Do you have a trainee who....

- Is having difficulty navigating the workplace, such as communication and problem solving?
- Would benefit from working with a coach for goal-setting, time management, or work flow?
- Has a specific concern regarding work/life balance that you share?
- AND would like to work with a coach on these concerns and goals?

What is coaching?

Coaching is a client - centered relationship. The client identifies their goals and develops a path to achieving these. Coaches partner in this growth promoting process and honors the client as the expert in their lives. **A coach is not a therapist.** Coaches provide structure, help you to use your personal skills, are an accountability partner, and encourage and support clients. Coaches focus on the present and the future. Coaches do not give advice, but rather help the client find the path that best works for them. Sessions are confidential.

Coaches can support your trainees to:

- Establish and take action towards achieving goals
- Contribute more effectively to the team
- Be accountable for actions and commitments
- Communicate more effectively
- Gain work/life satisfaction

Who are the coaches?

Ritika Parris and Elise Phillips are experienced health and well-being coaches, certified through Wellcoaches. Ritika is also the Director of Wellness for GME and has developed and implemented a study evaluating the effects of coaching on residents and faculty at BIDMC. Elise is the founder and CEO of Navigate Health and Wellness Coaching and Consulting and has a wealth of experience working with learners in her prior roles.

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Expert coaches

Lessons Learned

- **Local champions** are key – who can support you?
- **Logistical support** is important to keep things running - who can help you with marketing, scheduling, check-ins?
- **Coaches need support** – how can you recognize their commitment? How do you keep them engaged? How do you support them the limits of their roles?
- **Learners need to be invested** – coaching requires a lot of work and motivation on the part of the coachee
- **Psychological safety** of learners is critical
- Are you looking for **breadth or depth**?
 - 1-2 sessions for all? (opt out)
 - 4 sessions for those interested? (opt in)
 - Intensive expertise as part of professional development plans?

Resources

- AMA ChangeMedEd Coaching Implementation Website: videos, handbooks
- Meg Wolff, Nicole M. Deiorio, Amy Miller Juve, Judee Richardson, Gail Gazelle, Margaret Moore, Sally A. Santen & Maya M. Hammoud (2021): **Beyond advising and mentoring: Competencies for coaching in medical education, Medical Teacher**
- Wellcoaches: Online and in-person coaching certification
- “The Coaching Habit: Say Less, Ask More & Change the Way You Lead Forever” by Michael Bungay Stanier

Conclusions

- Coaches can augment the professional development and well-being of learners by providing psychological safety, positive reframing, and holistic support
- Coaching strategies are anchored in self-determination theory and the understanding of learner as expert
- Active listening and powerful questions can help better define growth opportunities for learner
- Consider your goals, resources, and target audience for a coaching program

Thank you! Questions?

Thank you for contributing to my growth and development!



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