

# **KBIM Academic Coaching Policy**

This policy is designed to ensure a supportive and structured approach to Academic Coaching, fostering a culture of continuous learning and professional growth within the Kuwait Board of Internal Medicine (KBIM) Residency Program.

## **A.GENERAL RULES**

- 1.0 The Academic Coaching Program has been primarily designed to aid the final year residents (R5 residents) to ensure a better pass rate in their final Board Exams.
- 2.0 This Program may be applied to other levels, specifically those with difficulties i.e. under Remediation or Probation in future years.

## **B.ROLE OF THE ACADEMIC COACH**

- 3.0 Provide continuous guidance and support to residents in their academic and professional development during their final year in the Board.
  - 3.1 Frequency of Meetings:
    - 3.1.1 Have an initial meeting at the beginning of the academic year, ideally a physical initial encounter to establish rapport with the resident.
    - 3.1.2 Have regular meetings thereafter, ideally monthly encounters: physical OR ZOOM/virtual meetings.
      - 3.1.2.1 Meetings or encounters must last between 15-30 minutes.
    - 3.1.3 Make sure to regularly check in with your resident at least every 1-2 weeks via email, SMS or a quick phone call just to make sure they are on the right track.
  - 3.2 Set clear learning objectives and goals with residents to enhance their learning experience.
  - 3.3 Conduct regular meetings with residents to review progress, provide feedback and address any challenges.
  - 3.4 Facilitate reflective practice and self-assessment to promote continuous improvement.
  - 3.5 Collaborate with other faculty members to ensure a comprehensive and personalized learning experience for residents.
  - 3.6 If there are any issues with the resident that cannot be solved personally by the coach, to inform the assigned site coordinator or Dr Hawra Al-Matrouk.
  - 3.7 If the coach believes the resident is struggling with any personal issues that are interfering with the studying plan, to be referred to the resident wellness lead, Dr Nawal Al-Otaibi.

## **C.TASKS OF THE ACADEMIC COACH**

- 4.0 Help residents identify their learning needs and develop tailored learning plans.
- 6.0 Assist residents in acquiring and applying knowledge, skills and competencies relevant to internal medicine practice.
- 7.0 Monitor residents' progress and provide timely feedback on their performance.

8.0 Encourage residents to engage in research, scholarly activities and continuous professional development.

8.1 INITIAL ENCOUNTER CHECKLIST:

- 8.1.1 Check in with the resident and whether they have started studying.
- 8.1.2 Review their current study plan and guide the resident on potential studying resources:
  - 8.1.2.1 UpToDate
  - 8.1.2.2 MKSAP
  - 8.1.2.3 Toronto Review Course
  - 8.1.2.4 Past exam questions
  - 8.1.2.5 Clinical guidelines
  - 8.1.2.6 Regular Attendance of Academic Days
  - 8.1.2.7 Weekly hospital sessions
- 8.1.3 Check their ACP/ITE exam result.
- 8.1.4 Check the resident UpToDate credit and document their baseline.
- 8.1.5 Check if the resident is studying alone or in a study group.

8.2 FOLLOW-UP ENCOUNTER CHECKLIST:

- 8.2.1 Check in with the resident and if there are any barriers to studying.
- 8.2.2 Reinforce the importance of attending bedside teaching and monthly Academic Days.
- 8.2.3 Ensure the resident is doing MKSAP questions (check their account).
- 8.2.4 Ensure gain of 40-50 UpToDate points per month (minimum).
- 8.2.5 Follow up on their Academic Day MCQ performance and if they have addressed their deficiencies.

9.0 Advocate for residents' well-being and work-life balance.

## **D.EXPECTATIONS FROM THE RESIDENT**

- 10.0 Actively participate in academic coaching sessions and take ownership of their learning.
- 11.0 Demonstrate professionalism, integrity and ethical behavior in all academic and clinical activities.
- 12.0 Seek feedback and act upon it to improve their knowledge and skills.
- 13.0 Engage in self-directed learning and seek opportunities for growth and development.
- 14.0 If there are any issues with the coach that cannot be solved personally, to inform the assigned site coordinator or Dr Hawra Al-Matrouk.

## **E.COACHING MODEL AIMS**

15.0 The coaching model consists of four key components that work together to support the academic coaching process:

15.1 Assessment and Goal Setting:

- 15.1.1 The coaching process begins with an initial assessment of the resident's current knowledge, skills and learning needs.

15.1.2 The academic coach works collaboratively with the resident to set clear, specific and achievable learning goals.

15.1.3 Goals should be aligned with the resident's personal and professional development objectives as well as the program requirements.

15.2 Learning Strategies and Support:

15.2.1 Once the goals are established, the academic coach helps the resident identify appropriate learning strategies and resources to achieve those goals.

15.2.2 These strategies may include attending Academic Days, participating in bedside teaching or seeking mentorship from clinical tutors available within their site

15.2.2.1 A list of Clinical Tutors that are MRCP/KBIM Examiners at each site will be provided for the residents at the beginning of the academic year.

15.2.3 The academic coach provides ongoing support and guidance to ensure that the resident stays on track and makes progress towards their goals.

15.3 Monitoring and Feedback:

15.3.1 Regular monitoring of the resident's progress is essential to ensure that they are meeting their learning objectives.

15.3.2 The academic coach provides constructive feedback on the resident's performance, highlighting areas of strength and areas for improvement.

15.3.3 Feedback may be given physically or through general assessments depending on the context and preferences of the resident.

15.4 Reflection and Continuous Improvement:

15.4.1 Reflection is a critical component of the coaching model, allowing residents to self-assess their progress, identify areas of growth and set new learning goals.

15.4.2 The academic coach encourages residents to engage in reflective practice, challenging them to think critically about their learning experiences and clinical encounters.

15.4.3 Continuous improvement is emphasized, promoting a mindset of lifelong learning and professional development.

16.0 By incorporating these four components into the academic coaching model, residents can benefit from a structured and supportive learning environment that enhances their knowledge, skills and overall competency in internal medicine practice.

## **F. CRITERIA TO BECOME AN ACADEMIC COACH**

17.0 The Residency Program Committee (RPC) may consider the following criteria to ensure that the coach is qualified and well-suited for the role:

17.1 Expertise and Experience:

17.1.1 Demonstrated expertise in the field of internal medicine/sub-specialty.

17.1.2 Experience working with residents and guiding them in their professional development.

17.1.3 Knowledge of the academic curriculum, competencies and assessment methods relevant to the residency program.

17.2 Communication and Interpersonal Skills:

- 17.2.1 Effective communication skills to establish a supportive and constructive relationship with residents.
- 17.2.2 Ability to provide feedback in a clear, respectful and professional manner.
- 17.2.3 Strong interpersonal skills to build trust, rapport and collaboration with residents and other faculty members.

17.3 Coaching and Mentoring Abilities:

- 17.3.1 Proven coaching and mentoring abilities to support residents in setting goals, developing learning plans and enhancing their skills.
- 17.3.2 Capacity to motivate, inspire, and empower residents to take ownership of their learning and professional growth.
- 17.3.3 Understanding of adult learning principles and the ability to adapt coaching strategies to meet individual resident needs.

17.4 Commitment to Resident Development:

- 17.4.1 Dedication to the academic and professional development of residents, fostering a culture of excellence, inquiry and continuous improvement.
- 17.4.2 Willingness to invest time, effort and resources in supporting residents' learning and success.
- 17.4.3 Advocacy for residents' well-being, work-life balance and overall growth as future internal medicine practitioners.

17.5 Ethical and Professional Conduct:

- 17.5.1 Adherence to ethical standards, integrity and confidentiality in all interactions with residents and colleagues.
- 17.5.2 Commitment to diversity, equity and inclusion, respecting the unique backgrounds and perspectives of residents.
- 17.5.3 Compliance with institutional policies, regulations and guidelines related to academic coaching and residency program requirements.

18.0 By considering these criteria, the RPC can select academic coaches who are well-qualified, dedicated, and capable of providing meaningful support and guidance to residents within KBIM.