Utilizing coaching and motivational interviewing skills within teaching, mentoring, and peer relationships

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2016 AACH Research Forum Workshop Submission

Title: Utilizing coaching and motivational interviewing skills within teaching, mentoring, and peer relationships

Background/Purpose: “Top athletes and singers have coaches. Should you?” Surgeon, researcher, and author Atul Gawande began his 2011 New Yorker article titled ‘Personal Best’ with this question. Most clinicians, teachers, and researchers in the area of healthcare communication know of the significance and value of coaching and motivational interviewing (MI) in patient care, but far fewer have considered the applicability of such skills to other types of interactions and relationships. Coaching can help clinicians and researchers identify and work towards their professional goals to achieve their own “personal best,” and clinicians and researchers can also serve as coaches to their own trainees and peers. The purpose of this workshop is help participants reflect on coaching and MI – approaches and skills that they know to be useful in clinical encounters – and begin to think outside the box about how these skills can be useful in other ways, as well as how they might benefit from being the recipient of such approaches as they continue to strive for their own professional goals.

Learning Objectives: By the end of the workshop participants will be able to: 1) define and describe the utility of coaching and MI in healthcare; 2) discuss ways in which coaching and MI can be applied to teaching, mentoring, and/or peer relationships; 3) identify specific coaching and MI skills that are most applicable to participants’ own roles and institutions; 4) demonstrate ability to use specific skills during role plays/simulations; 5) plan for implementation in their work, both how to serve as a coach as well as how to enlist a peer to serve as their own coach.

Teaching Methods:
5min 1) Group brainstorm and discussion about characteristics of their own “worst” and “best” teachers/mentors
5min 2) Brief overview of definition, uses, and evidence for coaching and MI in healthcare
10min 3) Brief overview of key coaching and MI skills
15min 4) Group reflection and discussion of characteristics identified during brainstorms, overlap between those characteristics and coaching/MI skills, and how those characteristics and skills might effect change
10min 5) Demonstration of skills in teaching (i.e., precepting)
15min 6) Large group practice of skills in mentoring (i.e., feedback on a trainee’s presentation)
15min 7) Small group practice of skills in coaching (i.e., help peer identify and plan for a goal)
15min 8) Completion and discussion of personal plans for implementation and workshop evaluations

Teaching Materials:
Flip chart/easel
Markers
PowerPoint slides
Blank paper and pencils for notes
Implementation plan worksheets
Workshop evaluation forms

Evaluation Description: Each participant will complete an implementation plan worksheet to help them think about how they might be able to integrate information discussed into their work and plan for implementation, whether as the provider or recipient of coaching. Participants will also complete evaluation forms to provide feedback to presenters on importance and relevance of the topic, teaching methods and materials, workshop facilitation, and satisfaction.