Background and Purpose:
By way of this charge document, the Assessment Group Faculty Lead is defining the scope of work and deliverables for the Student Coaches Working Group. This charge document appoints Leslie Zimmerman, MD as the Student Coaches Working Group Lead. In addition, the charge provides guidance on processes and deliverables through November 30, 2014.

The purpose of this group is to design, develop and plan the implementation of the new Student Coaches role in the Bridges Curriculum. The work of the group directly supports the successful completion of Bridges Project Goal 5, Objective 5.1.

**Goal 5:** Design and implement a comprehensive program to support professional development of faculty, students and staff in alignment with the principles of the Bridges Curriculum and our goal of producing the ideal 21st Century Physician.

**Objectives 5.1** Develop and implement a menu of student professional development activities including a revised model of student competency coaching integrated with student wellbeing and career choice/advising.

Please take a minute to review the comprehensive Bridges Curriculum Project Charter in Appendix A prior to your group kickoff meeting and share the charter with group members.

**Assessment Group Faculty Lead:** Karen Hauer
**Working Group Lead:** Leslie Zimmerman
**Members:**

**Deliverables:**
1. An established working group to support the successful completion of the group deliverables – (charging the working group) (**due Sept. 5, 2014 via this charge**)
2. A **Programmatic Plan** for the Student Competency Coaching Element of the Bridges Curriculum (**due Nov. 30, 2014 except where stated otherwise**):
   - The scope of the competency coach position: describe the coach role in supporting students’ development through the required competency milestones across the three phases of the Bridges Curriculum and explicitly identify the limits of the coaches’ responsibilities. (**due Oct. 15, 2014**)
   - A description of the ways in which coaches will teach and engage in formative and summative assessment across the curriculum, beginning with their roles in the clinical microsystems clerkship.
   - A recommendation for a template for reflection and a template for learning planning (**due Oct. 30, 2014**)
   - A recommendation for one or more approaches for integrating the competency coaching responsibilities with strategies for career advising and student well being.
3. An **Implementation Plan** for the Student Coaching element including **(Nov 30, 2014)**:

- A high level proposed blueprint for student-coach interactions, including format and schedule
- A proposal for organizational governance of the coaching program

Quality Criteria:

**Coach Role:**

- No more than 20% time and salary support can be provided to each coach
- Anticipate a ratio of no more than 12 students per coach (for example 6 MS1, 6 MS3 students per coach or 6 MS2 and 6 MS4 students per coach).
- Coach should follow the student longitudinally through 4 years
- Coach must be able to assess and coach in the clinical workplace
- Faculty development time is included in the 20%

**Stakeholders to engage in communication plan:**

- Student Life Committee
- ECCC
- CCOC
- ACMs
- Students
- Educational Evaluations team

**Resources to consider:**

- Prior evaluation reports of coaching program and portfolios
- Report from the Student Life Committee
- Proposal from the CMC working group.
- Other medical schools or residencies that have coaches for competency development; the Student Experience committee collected some of this information