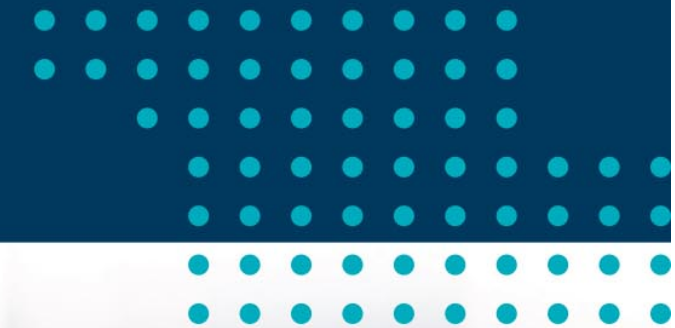


Applying Effective Coaching Strategies in the Era of Competency Based Medical Education (CBME) Workshop



...

Maria Giroux, MD, HBSoc

Rashmi Bhargava, MD, FRCSC

Tatiana Frasc, BSN

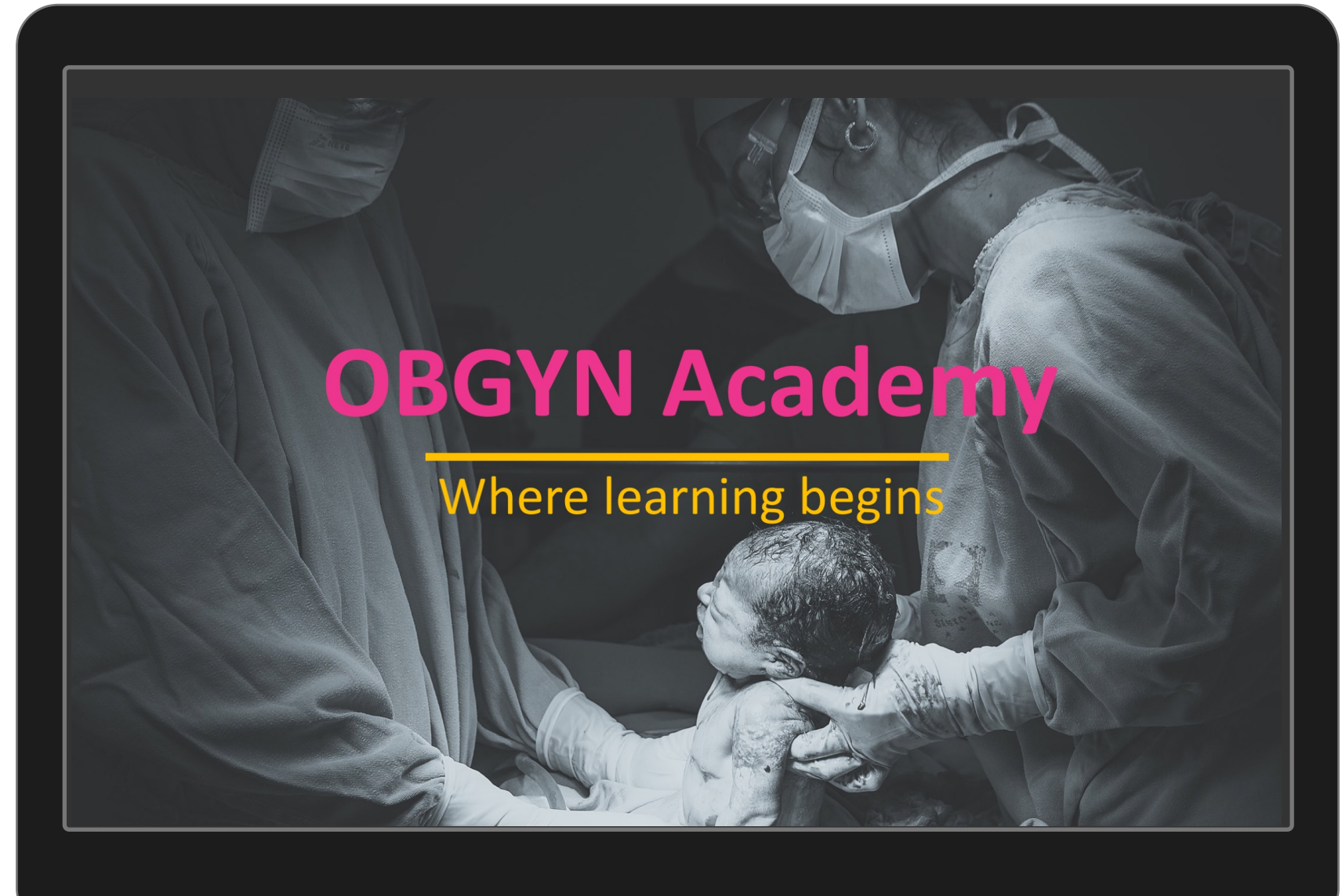
Department of Obstetrics and Gynecology

Regina, Saskatchewan, Canada



The OBGYN Academy

This workshop is also available online:



<https://obgynacademy.com>

SEARCH

We do not have an affiliation (financial or otherwise) with a pharmaceutical, medical device or communications organization.

Je n'ai aucune affiliation (financière ou autre) avec une entreprise pharmaceutique, un fabricant d'appareils médicaux ou un cabinet de communication.

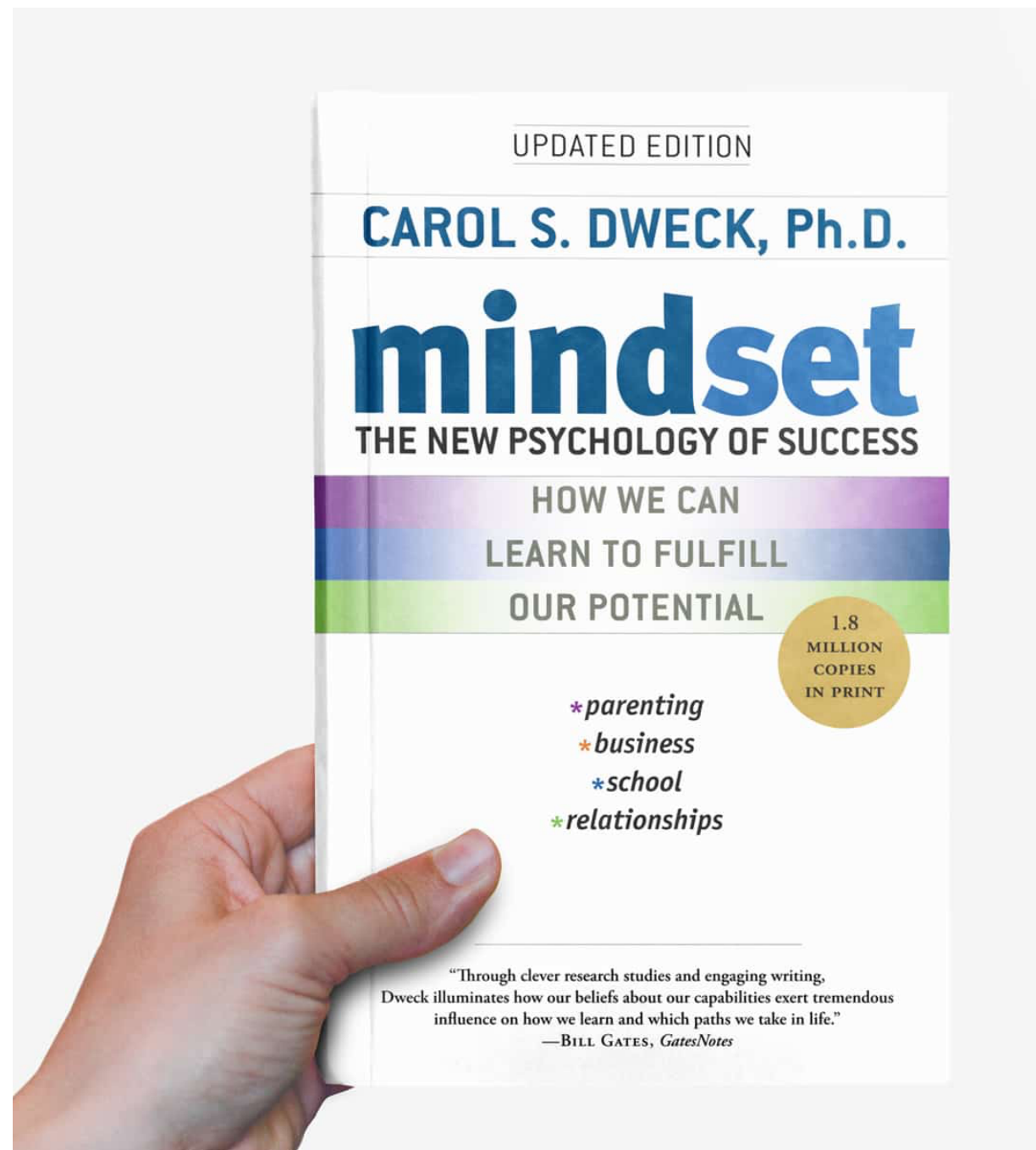


Objectives

Upon completion of this workshop, participants will be able to:

1. Identify growth and fixed mindsets in learners and coaches.
2. Describe an approach for preceptors to provide effective feedback and coach through failure.
3. Analyze coaching skills and create a non-judgmental atmosphere that promotes learning.
4. Recognize the importance of motivation and mentorship in medical education.

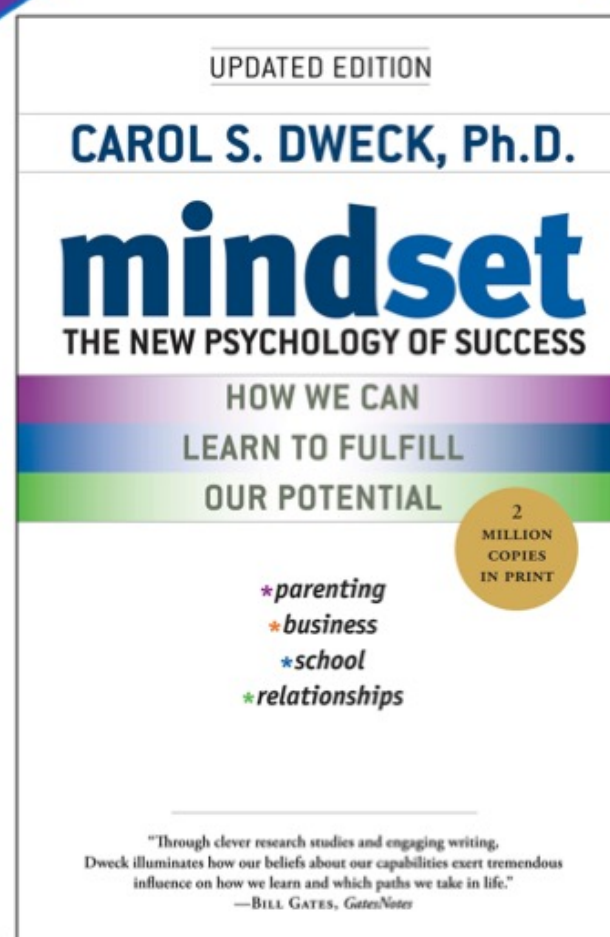
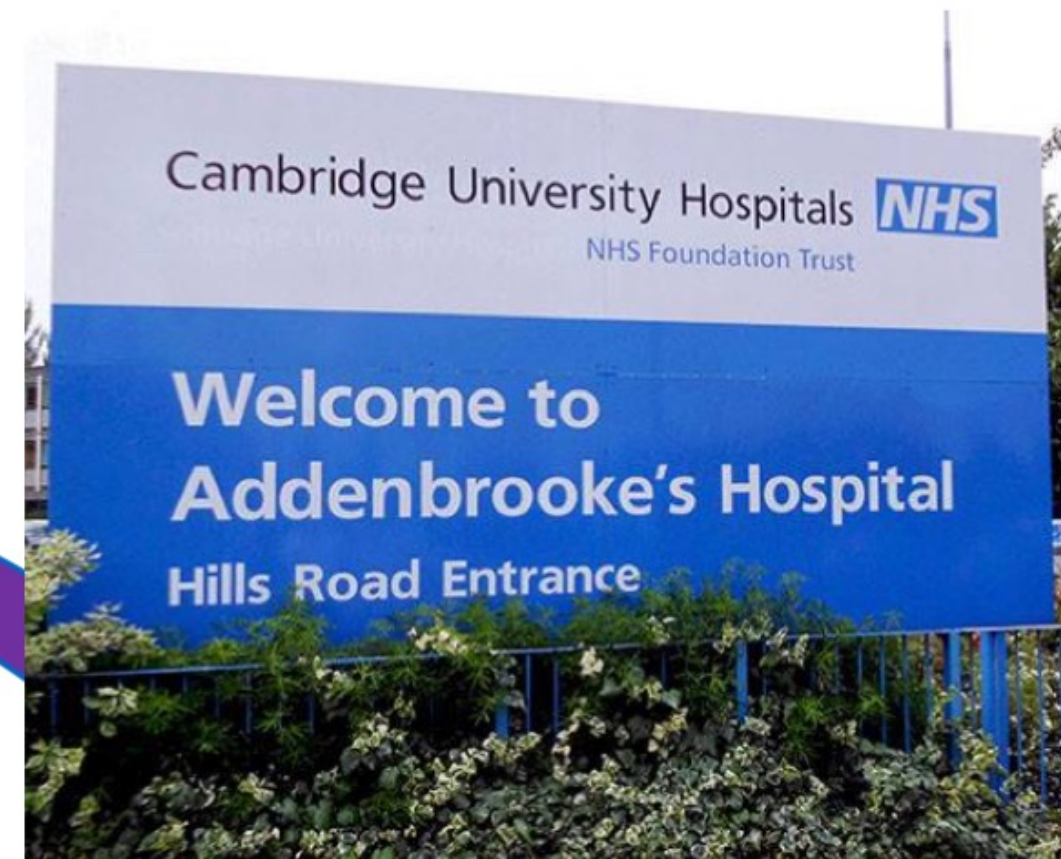
The Mindset: New Psychology of Success

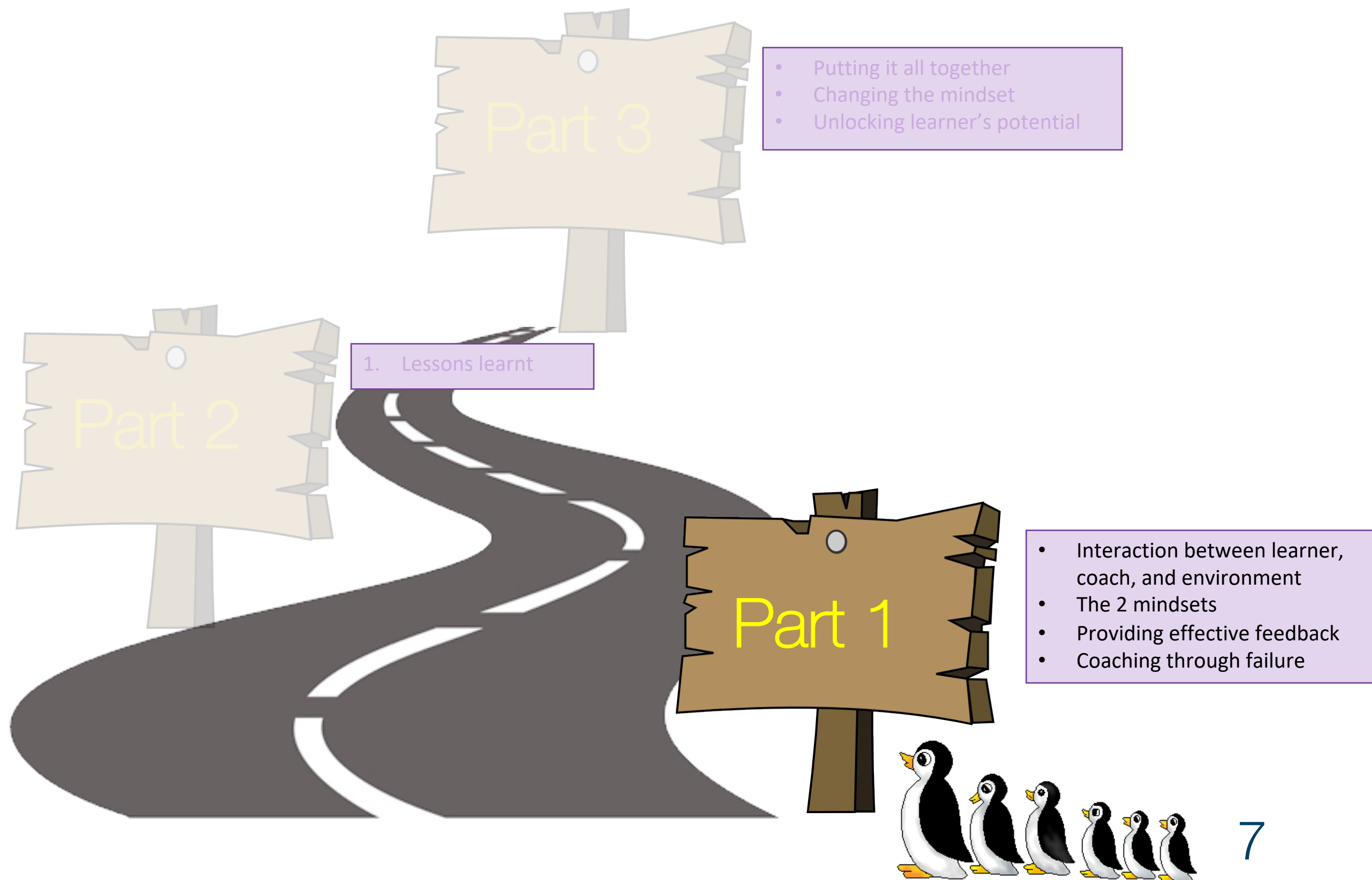


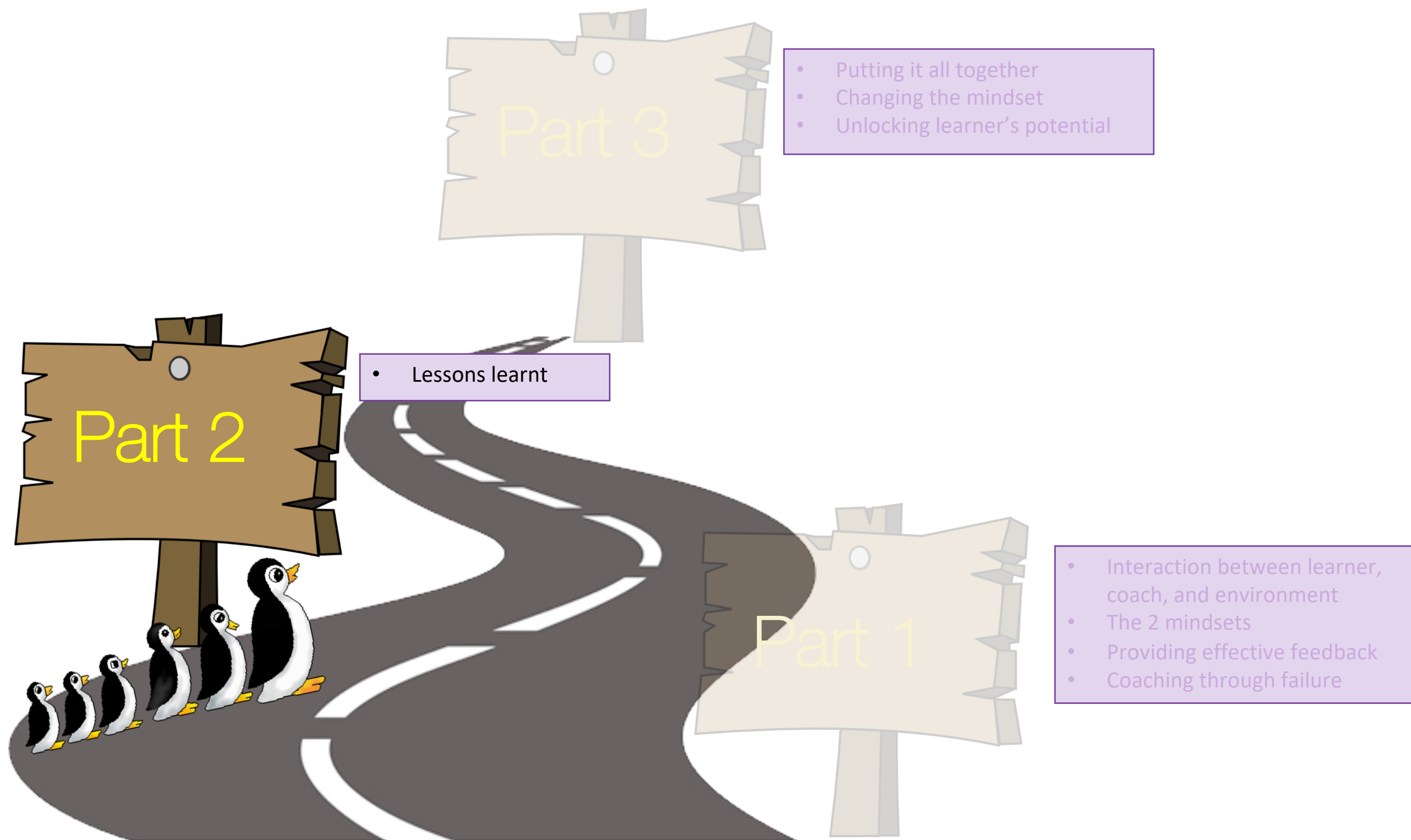
No matter what your ability is, effort is what ignites that ability and turns it into accomplishment.

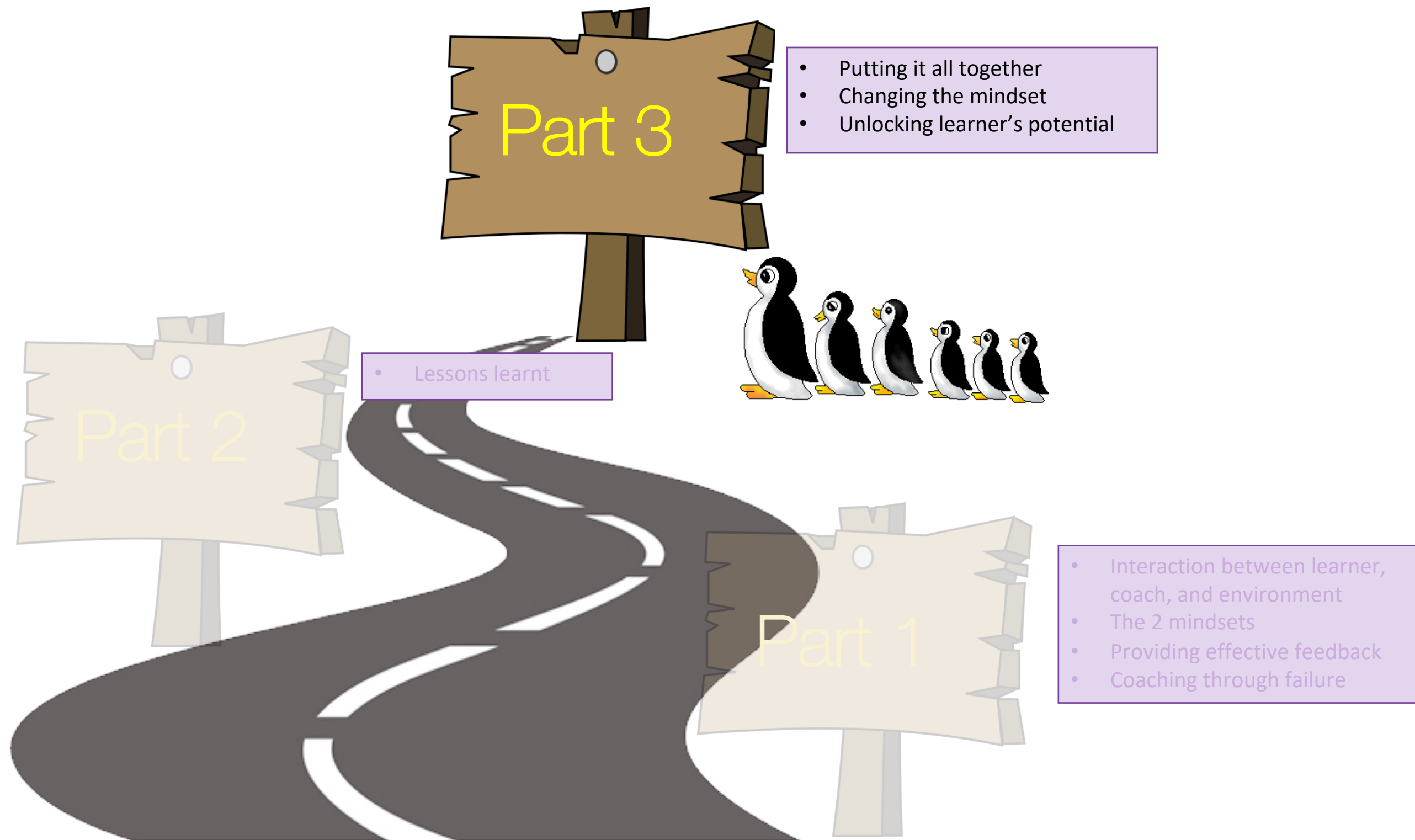
Carol Dweck

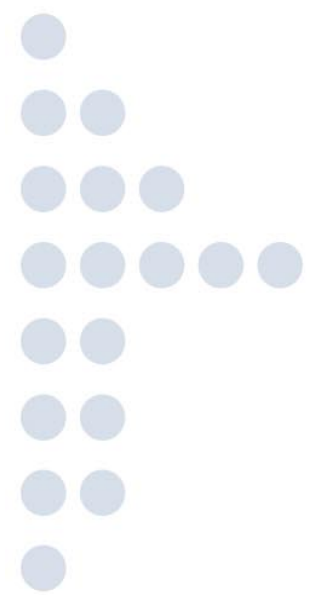












Group Activity







Activity #1:

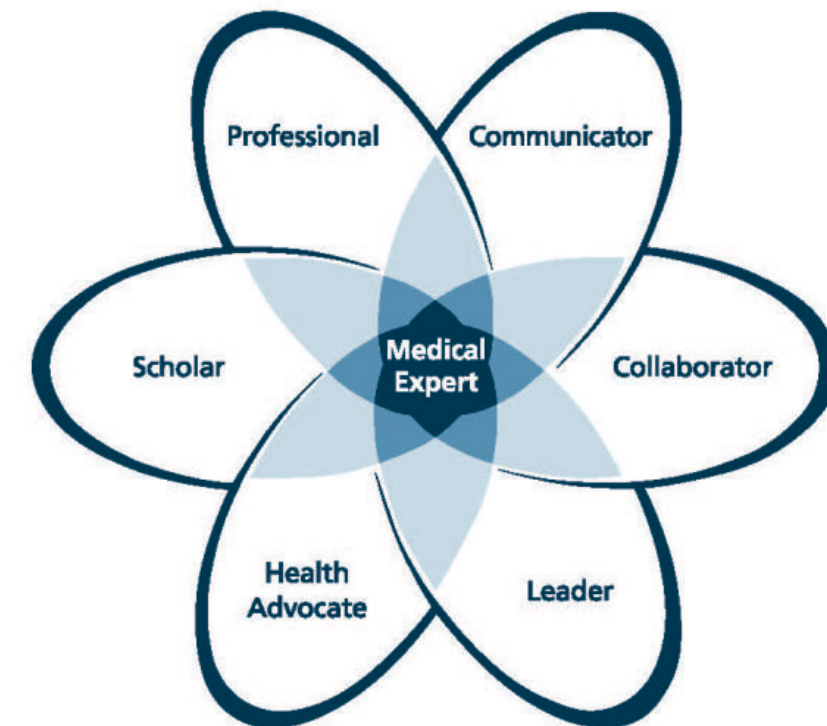
How has medical education changed from traditional teaching to competency based instruction?



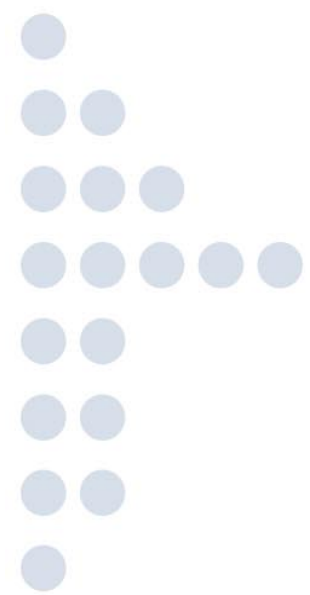
5 min to discuss
7 min to present

Competence By Design (CBD)

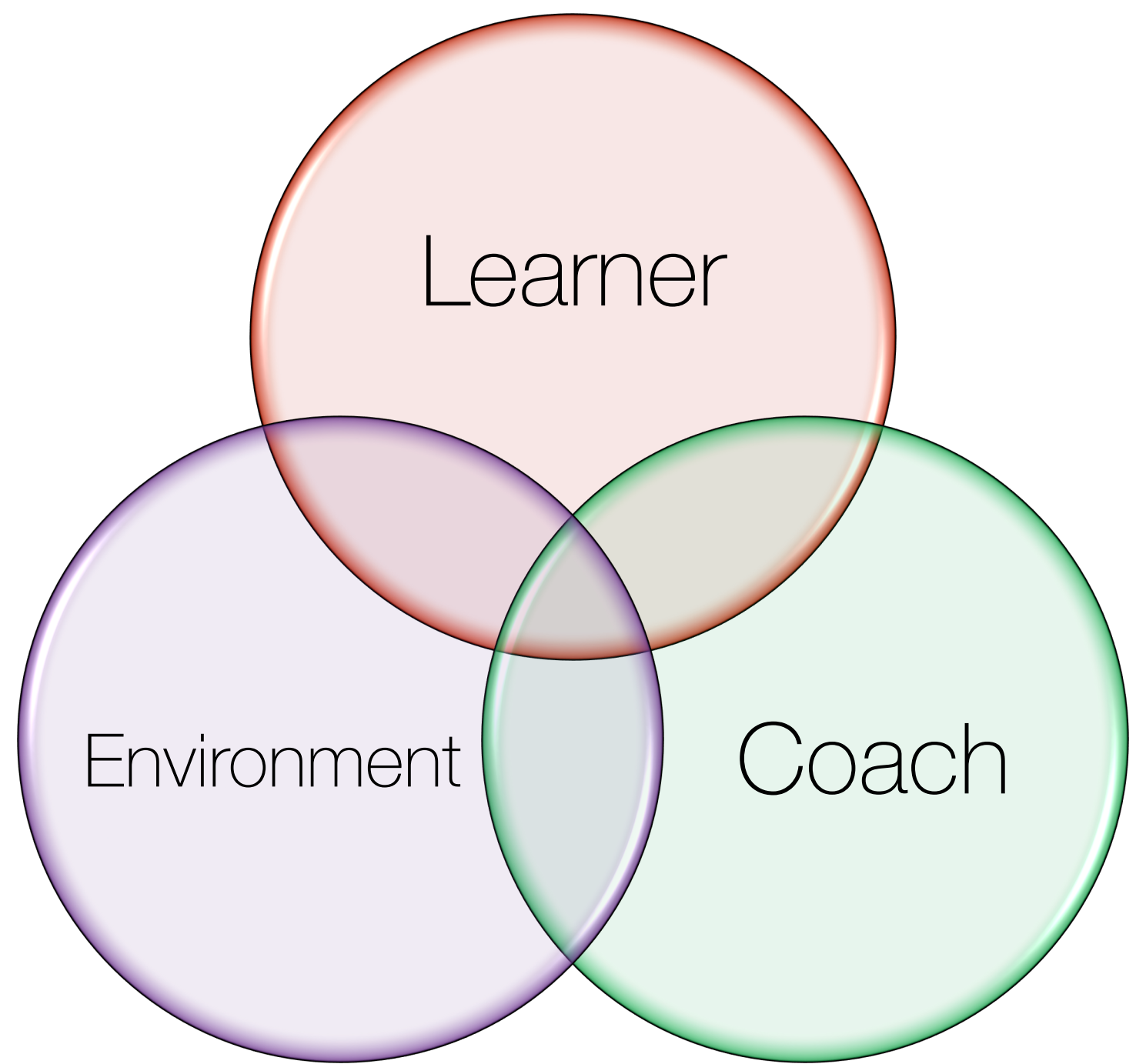
	  TRADITIONAL Instruction	  COMPETENCY-BASED Instruction
Structure	Time-based	Learner-centered
Teaching mode	Group learning	Individualized
Assessment Method	Summative, high stakes	Mastery-learning, performance-based
Pace	Faculty-paced	Self-paced
Program completion	Finish when required courses are passed	Finish when mastery of courses is demonstrated



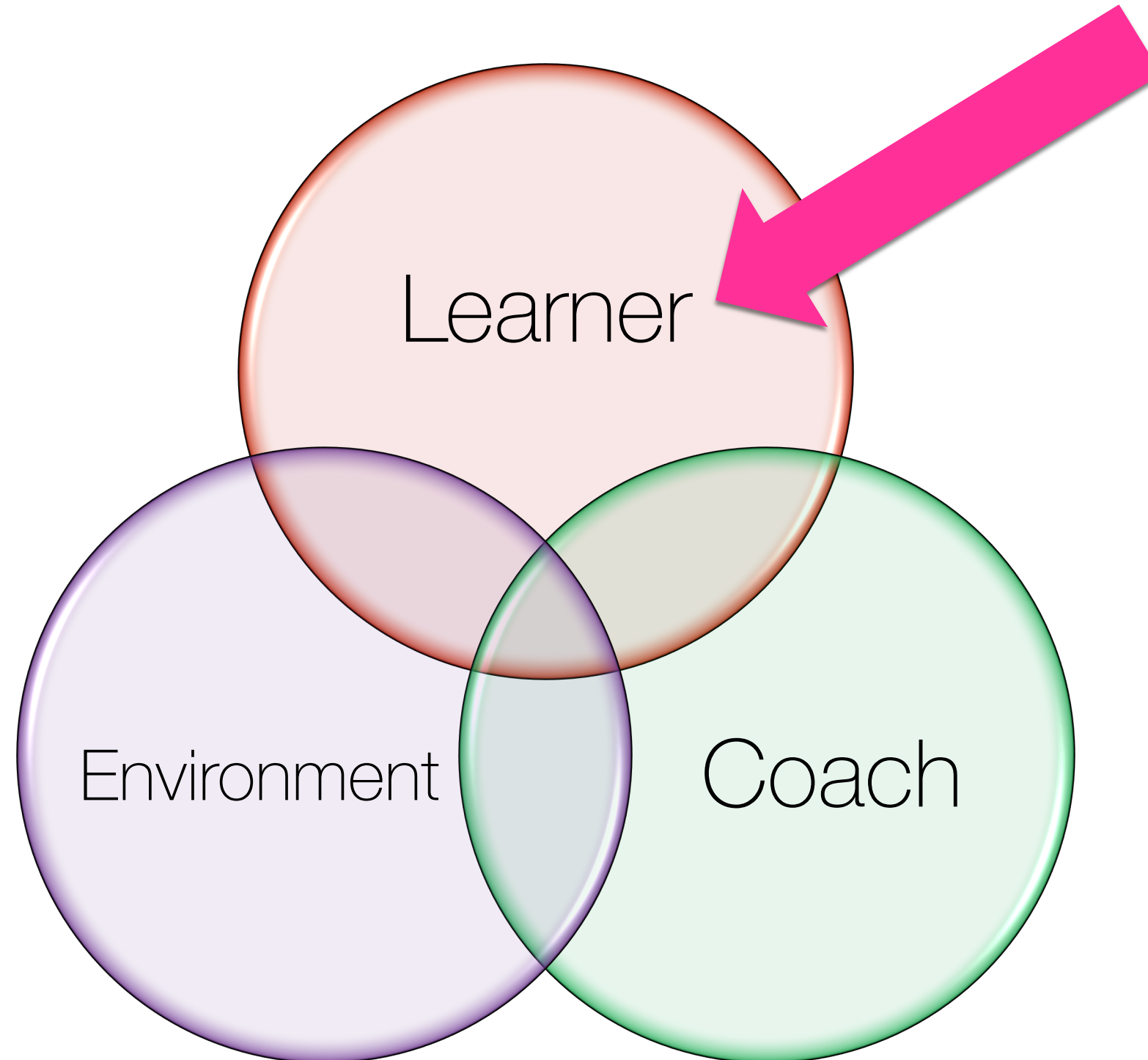
CANMEDS



Learning



Learning





Lucy



Bob



Eric



Kate



Lucy



Eric

Lucy and Eric:

- Strong clinical training
- Plenty of hands-on experience





Bob

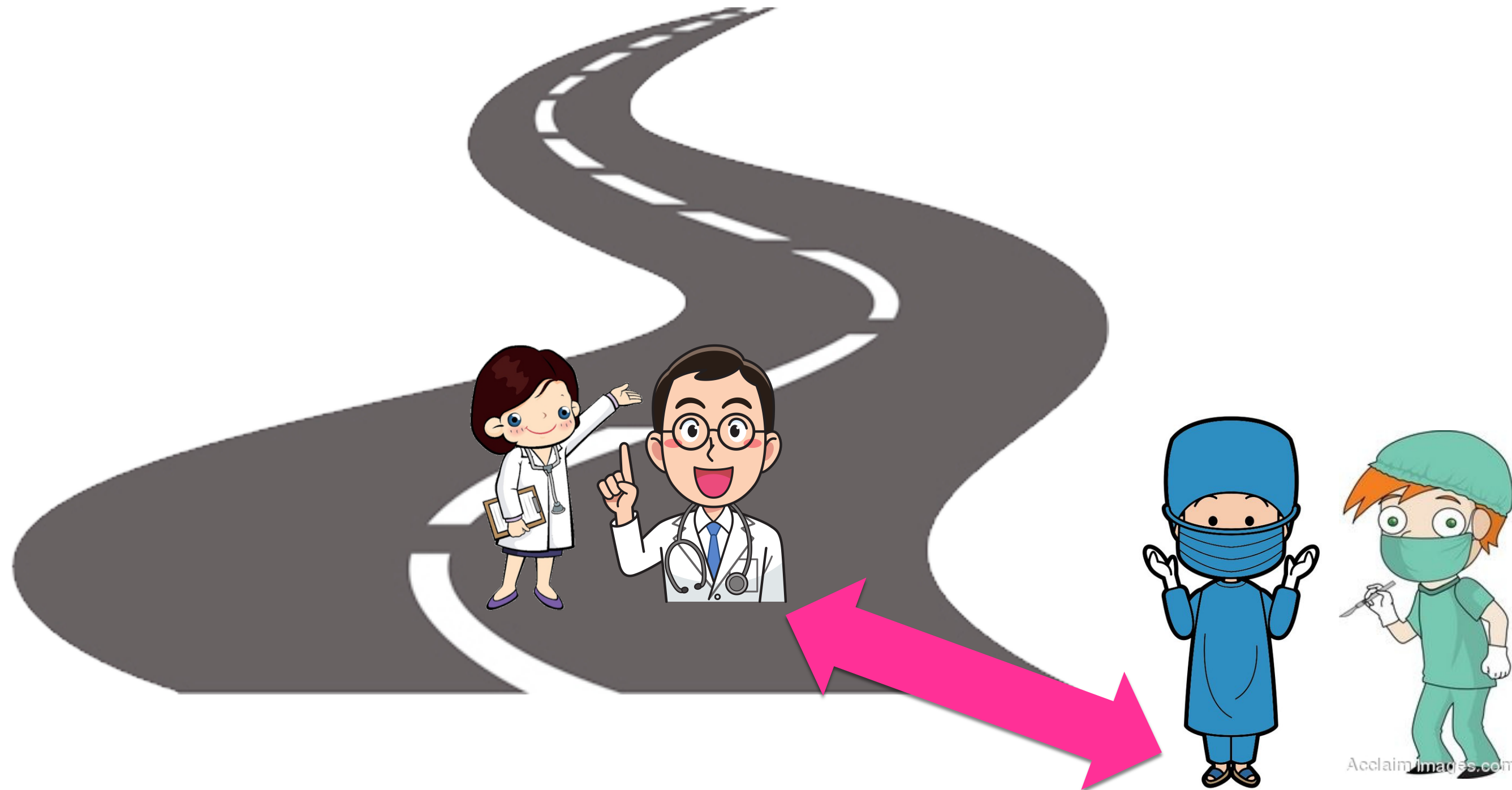


Kate

Bob and Kate:

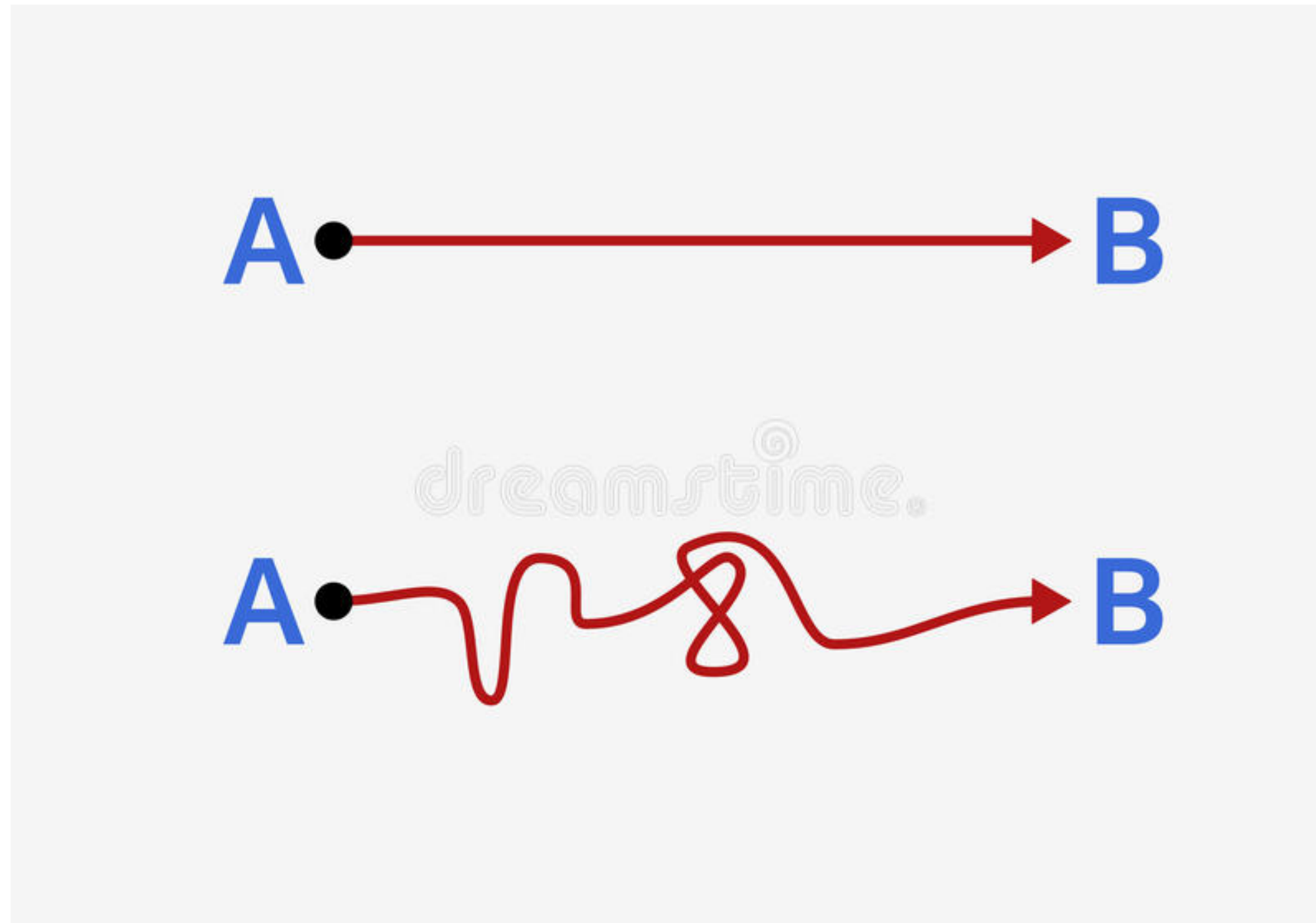
- Less clinical training
- Limited hands-on experience

Royal College Certified

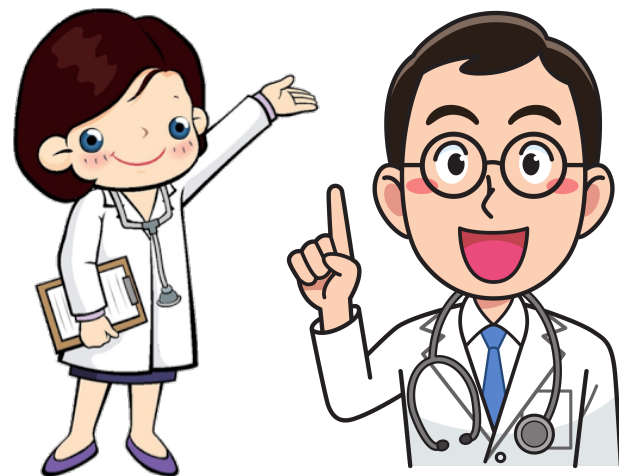


Acclaim Images.com

Learning



Activity #2:
Which of these learners may be more challenging to train and why?



Lucy

Eric



Bob

Kate

5 mins to discuss
2 min to present

Lucy and Eric:

- Strong clinical training
- Plenty of hands-on experience

Bob and Kate:

- Less clinical training
- Limited hands-on experience

MINDSET IS IMPORTANT





Lucy



Bob

FIXED MINDSET

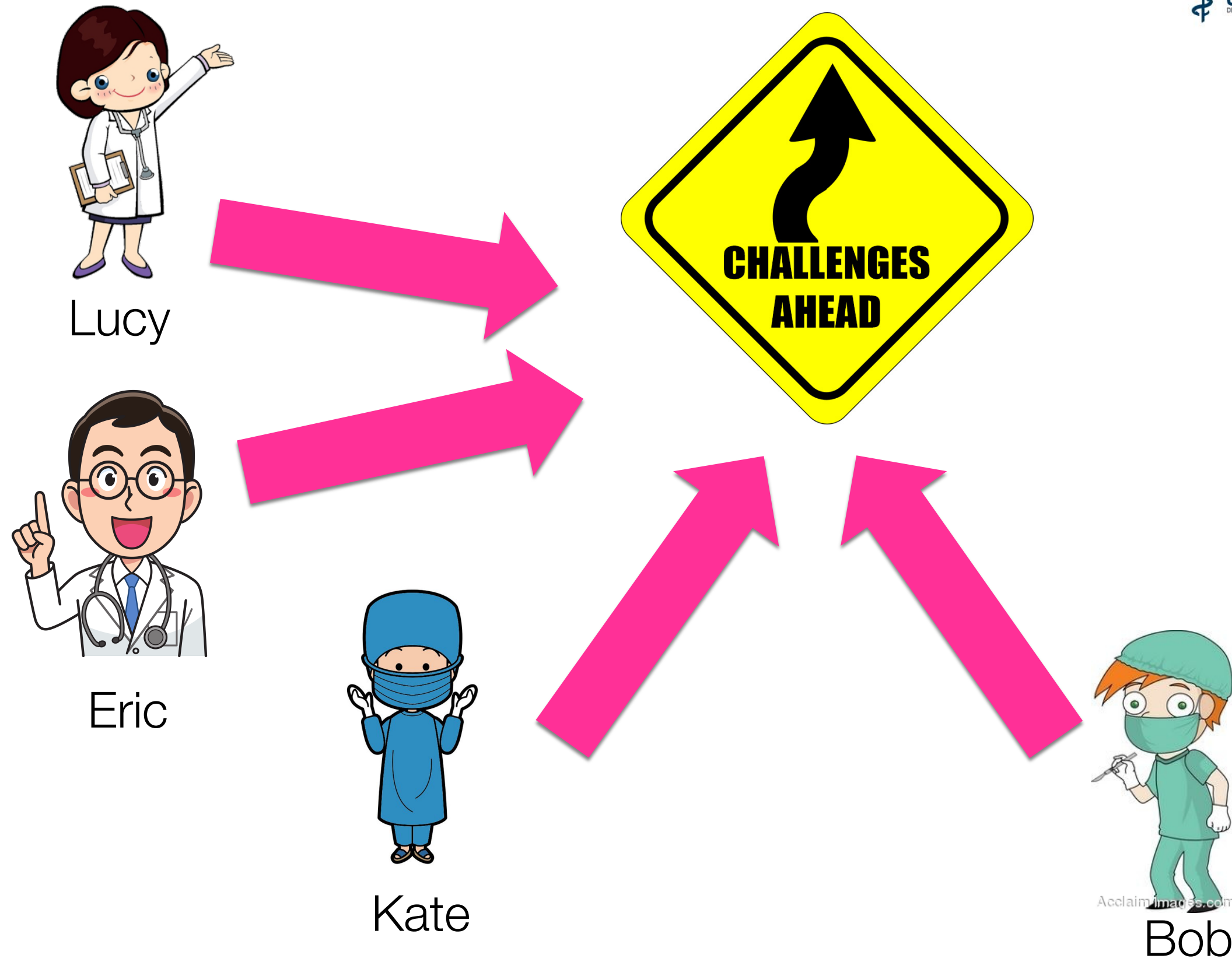


Eric



Kate

GROWTH MINDSET



Acclaim Images.com

Activity #3: Role Play



15min to role play
and discuss

Fixed Mindset



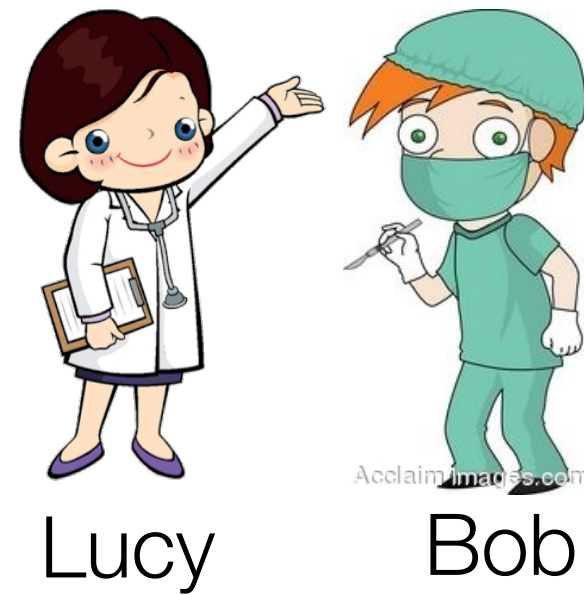
Lucy



Bob

“What will they think of me?”
“Will I succeed or fail?”

Fixed Mindset



Fixed Mindset



Lucy

Bob

“I am a failure”
“I am incompetent”



Growth Mindset



Eric



Kate



Growth Mindset



Eric



Kate



Growth Mindset



Eric



Kate



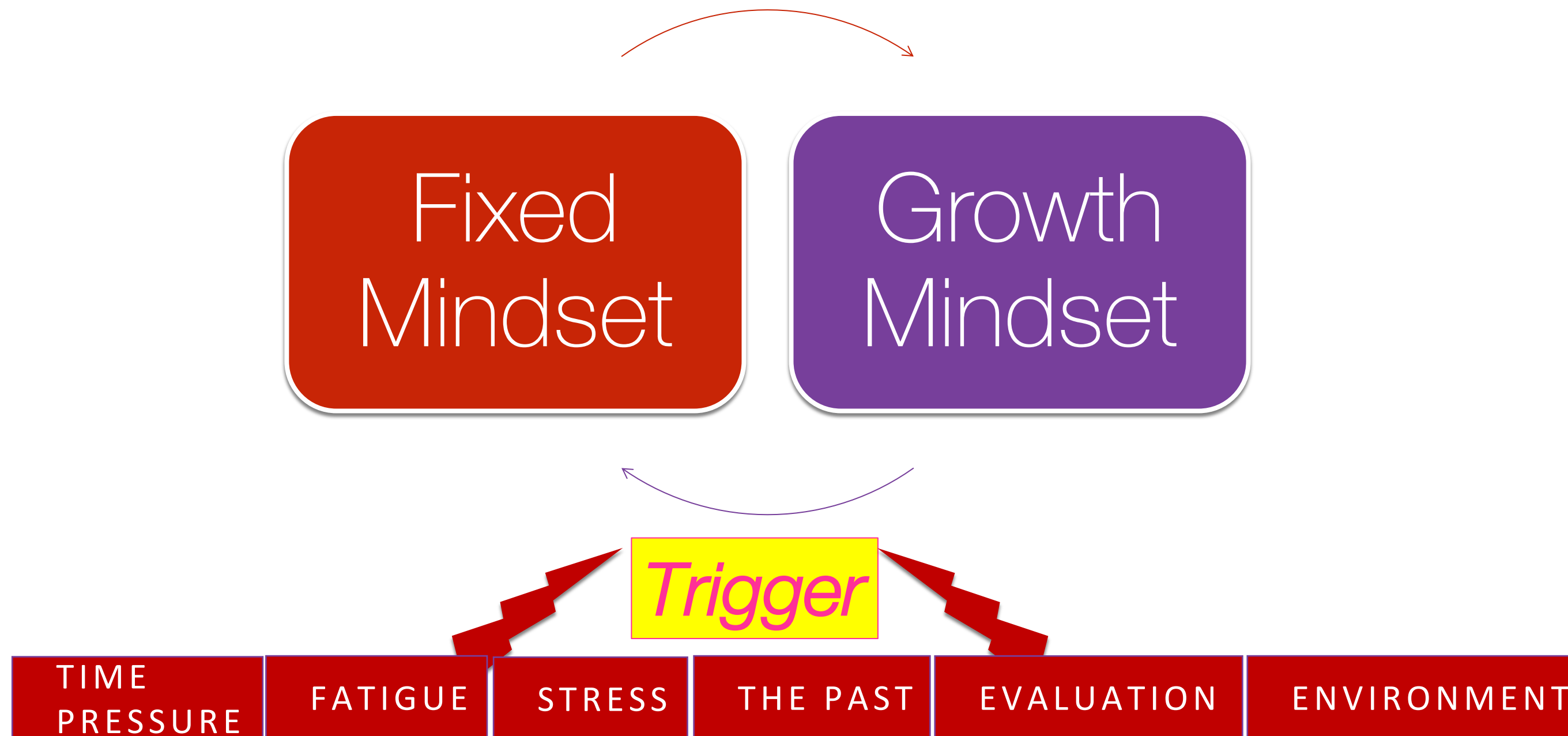
“What can I learn from this?”

“What do I need to do differently next time?”

“I want to work harder and learn from my mistakes”

The Power of the Mindset

- Most people have a mixture of both fixed and growth mindsets



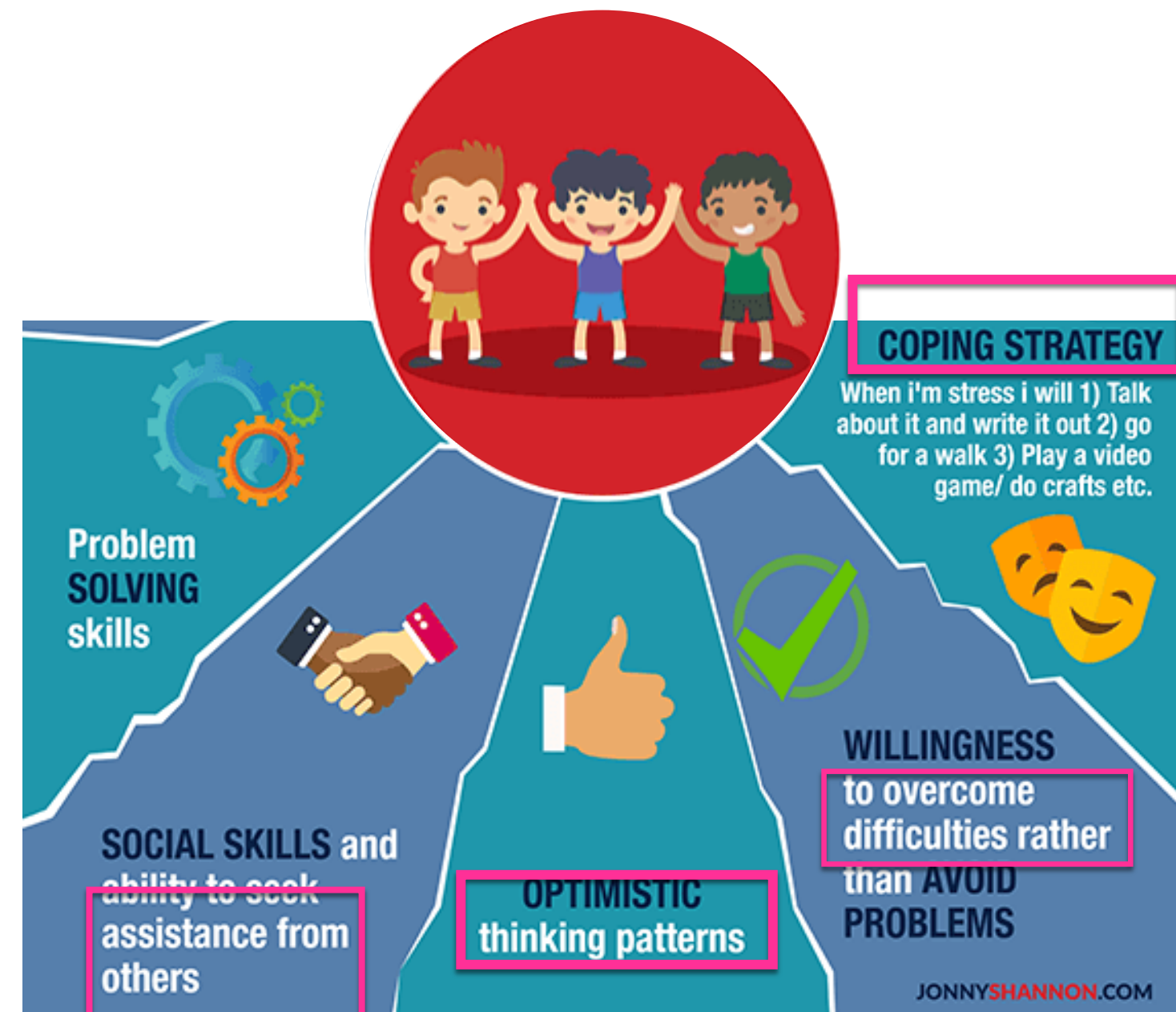


“This too, shall pass...”

Activity #4: What makes a learner resilient?



5 mins



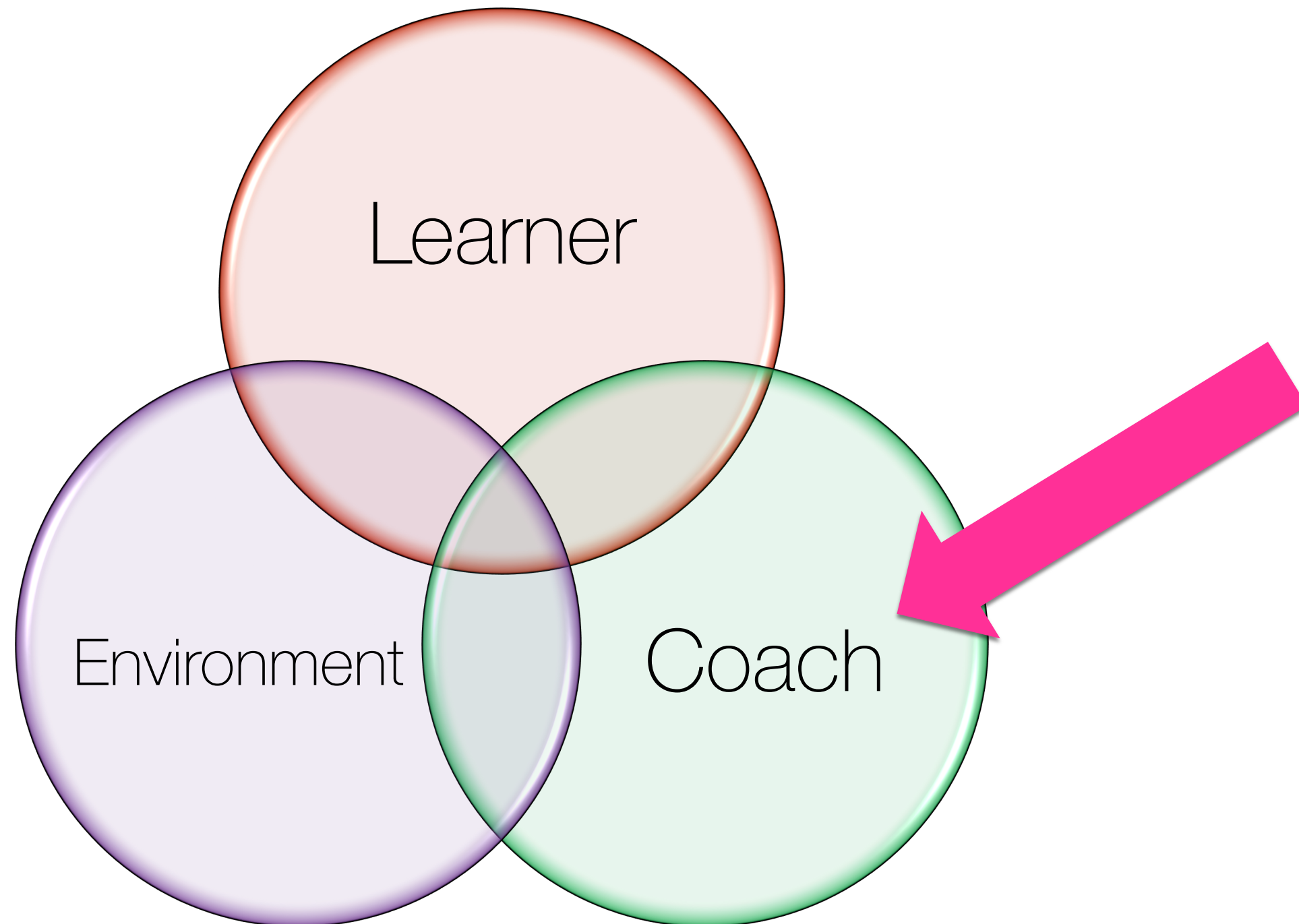
DEVELOPING A **GROWTH MINDSET**



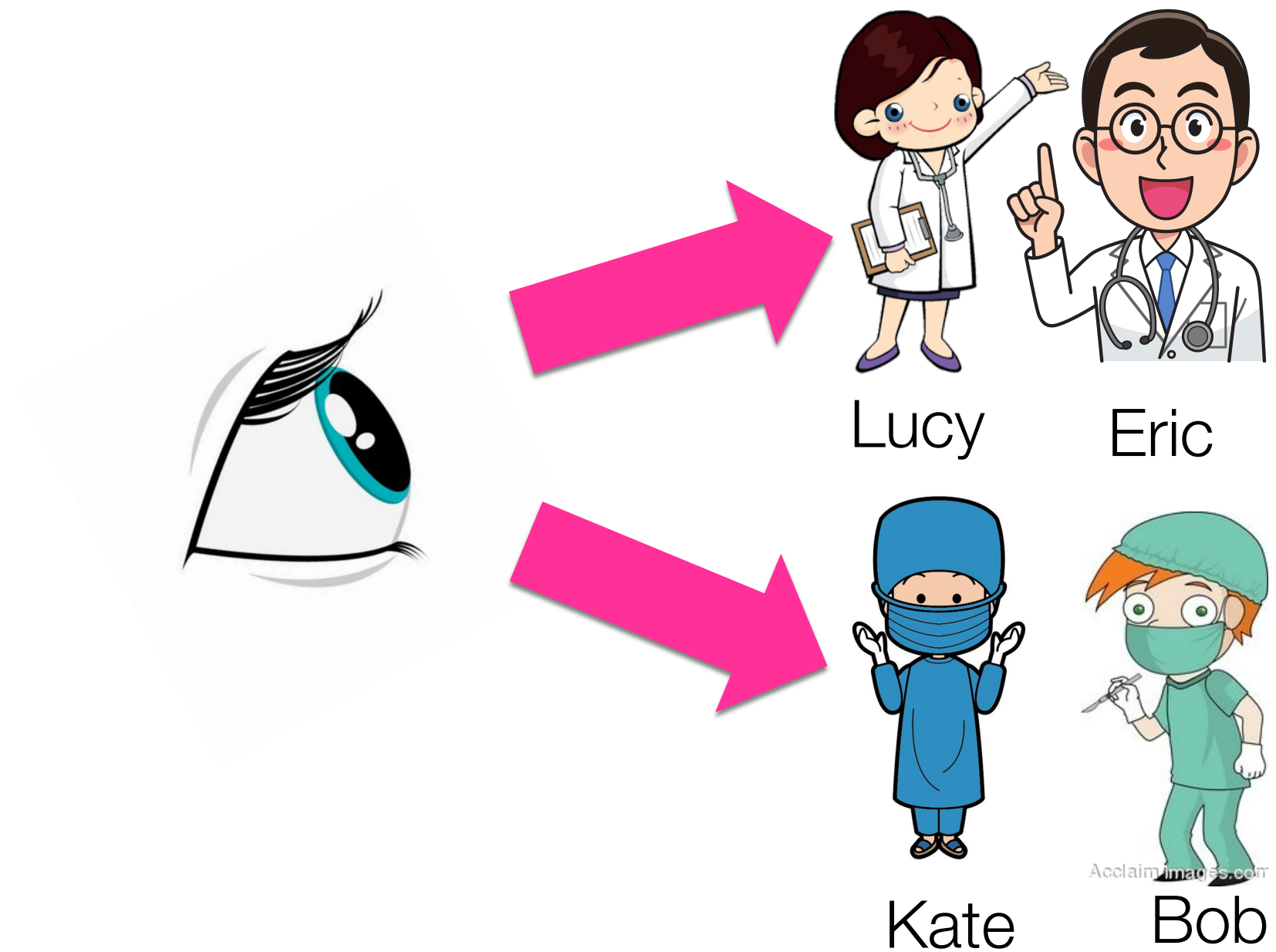
INSTEAD OF.....	TRY THINKING....
I'm not good at this	What am I missing?
I give up	I'll use a different strategy
It's good enough	Is this really my best work?
I can't make this any better	I can always improve
This is too hard	This may take some time
I made a mistake	Mistakes help me to learn
I just can't do this	I am going to train my brain
I'll never be that smart	I will learn how to do this
Plan A didn't work	There's always Plan B
My friend can do it	I will learn from them

The growth mindset is crucial for building resilience!

Learning

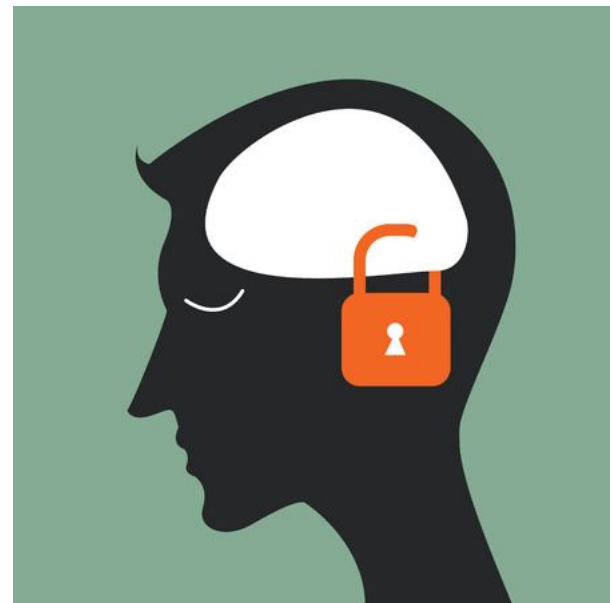


The Coach's Mindset

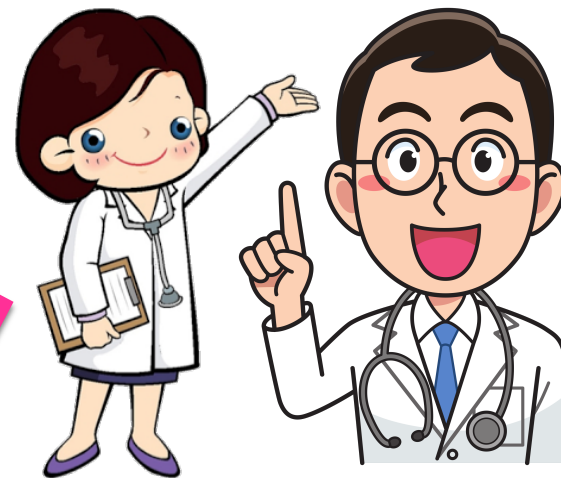
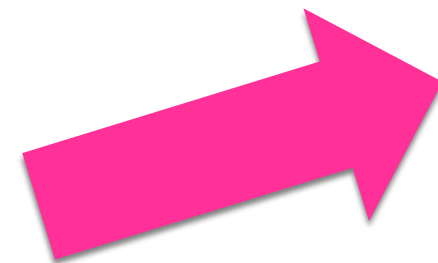




The Coach's Mindset



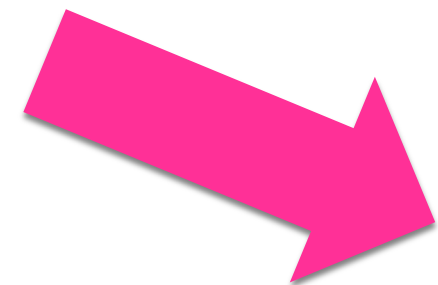
FIXED
Mindset



Lucy

Eric

STRONG
RESIDENTS



Kate



Bob

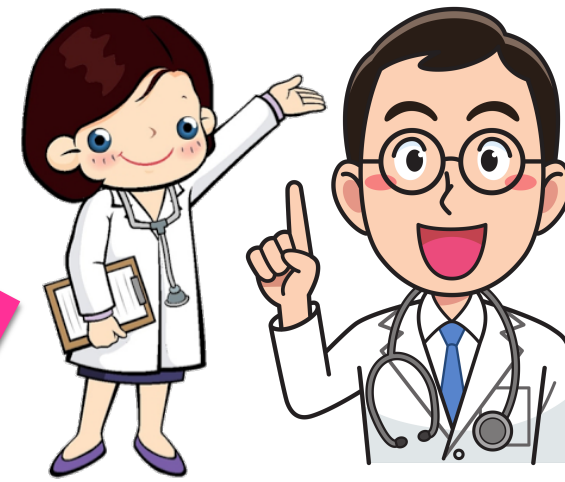
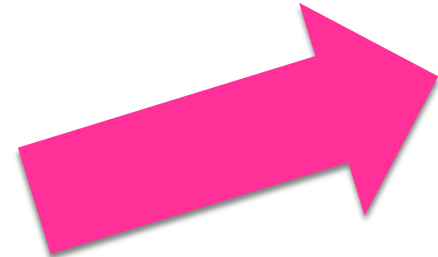
WEAK
RESIDENTS

ABILITY CANNOT
BE DEVELOPED

The Coach's Mindset



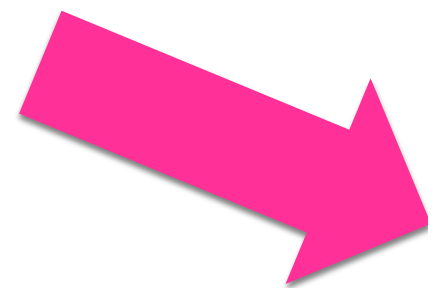
**GROWTH
Mindset**



Lucy

Eric

**MORE
EXPERIENCED**



Kate



Bob

**LESS
EXPERIENCED**

**ABILITY CAN BE
DEVELOPED!!!**

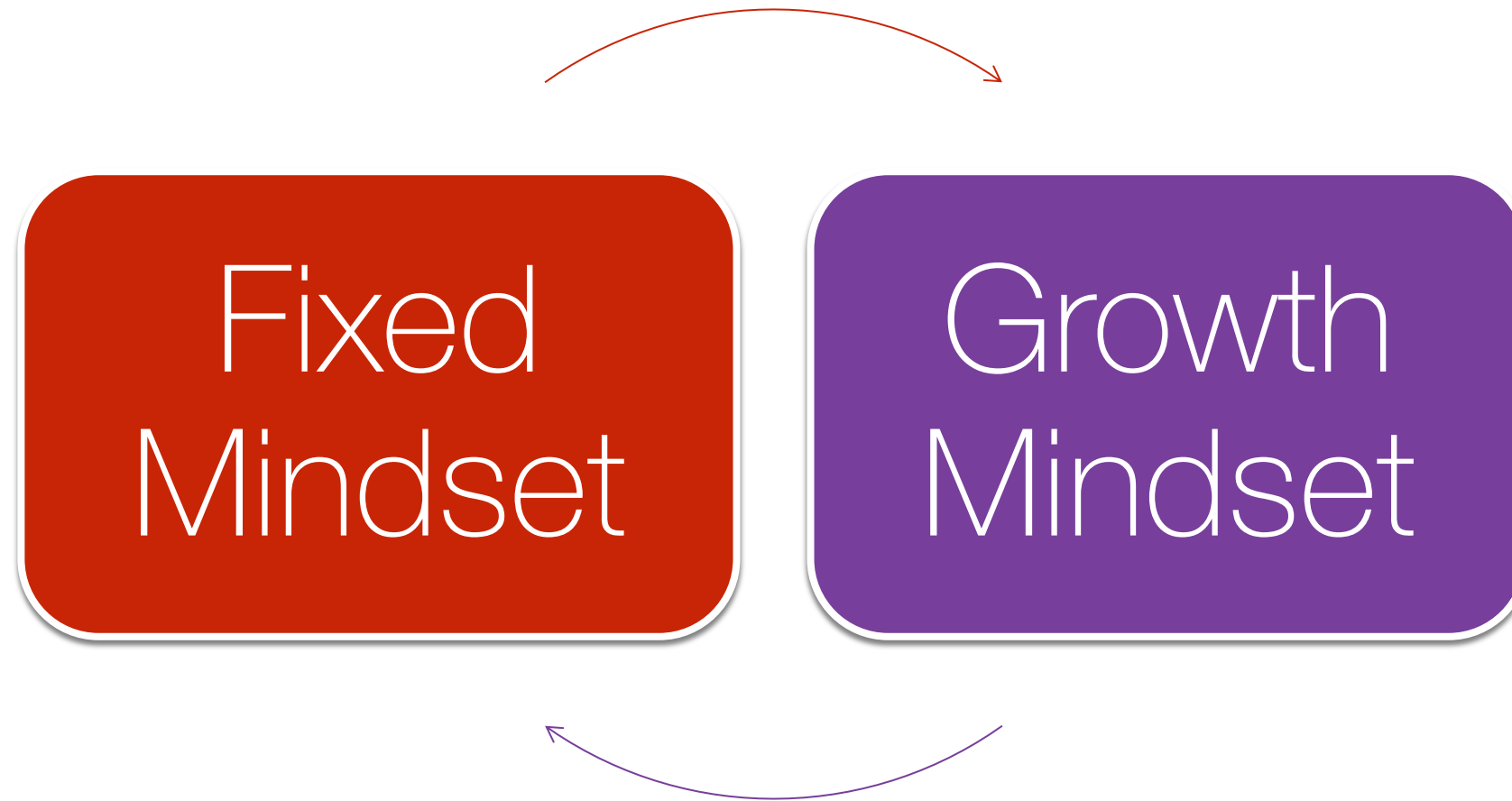
Demonstration



VS



Providing Feedback



Positive Feedback

What do you think is an issue with these statements?

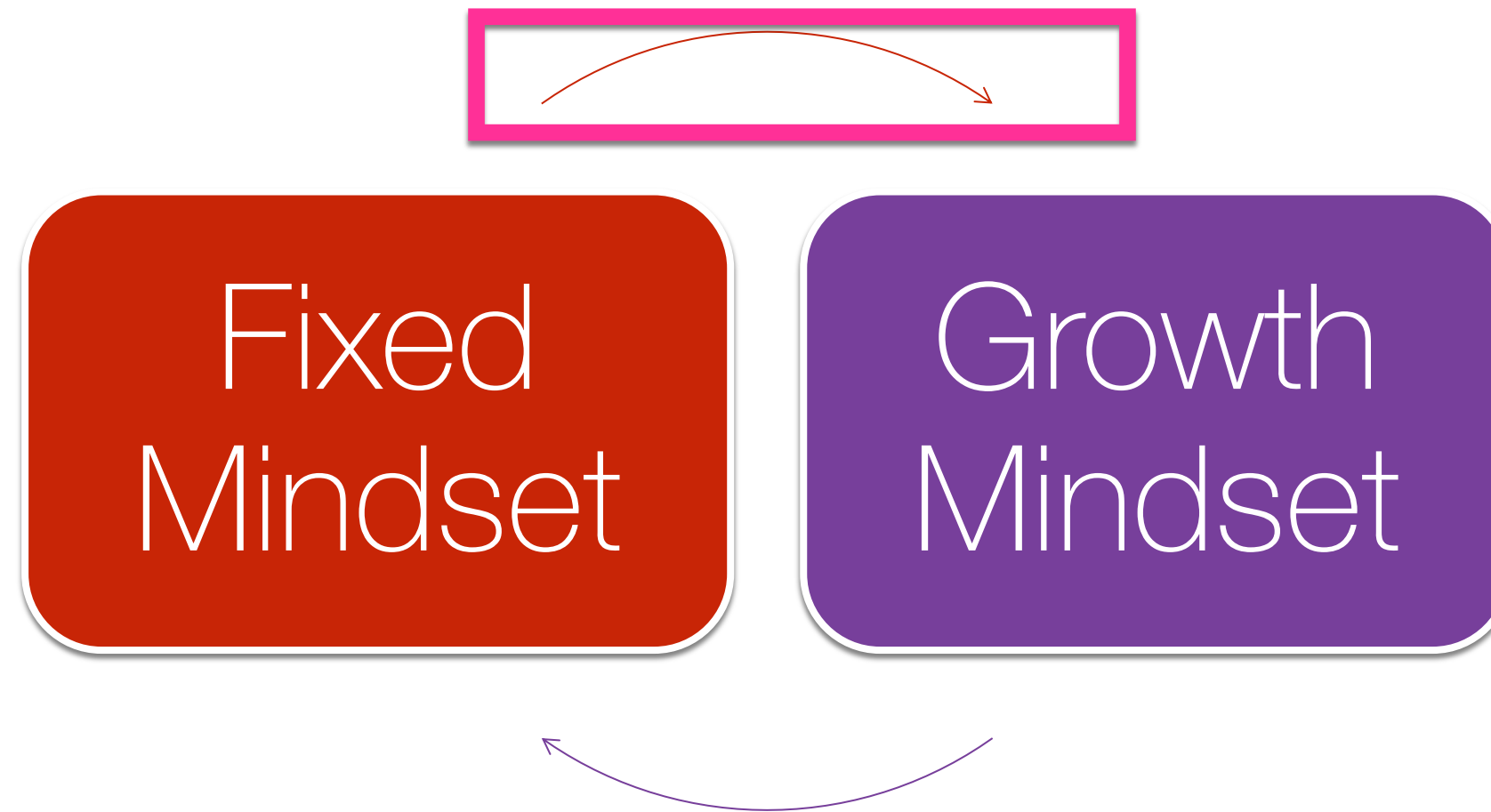


The Issue With Praising Ability

- Praise can put learners into the fixed mindset



The Issue With Praising Ability



Tips for Praising

- Praise learners for process
 - Taking initiative
 - Effort, new strategy, perseverance
 - Struggling and learning something new
 - Seeking input from others
 - Being open to feedback
 - Learning from your feedback and their mistakes



Praising Effort

- Praise their progress, tie it to the outcome
 - Be specific about what they are doing well
 - Show them how much they have grown
- Challenge them with a new experience



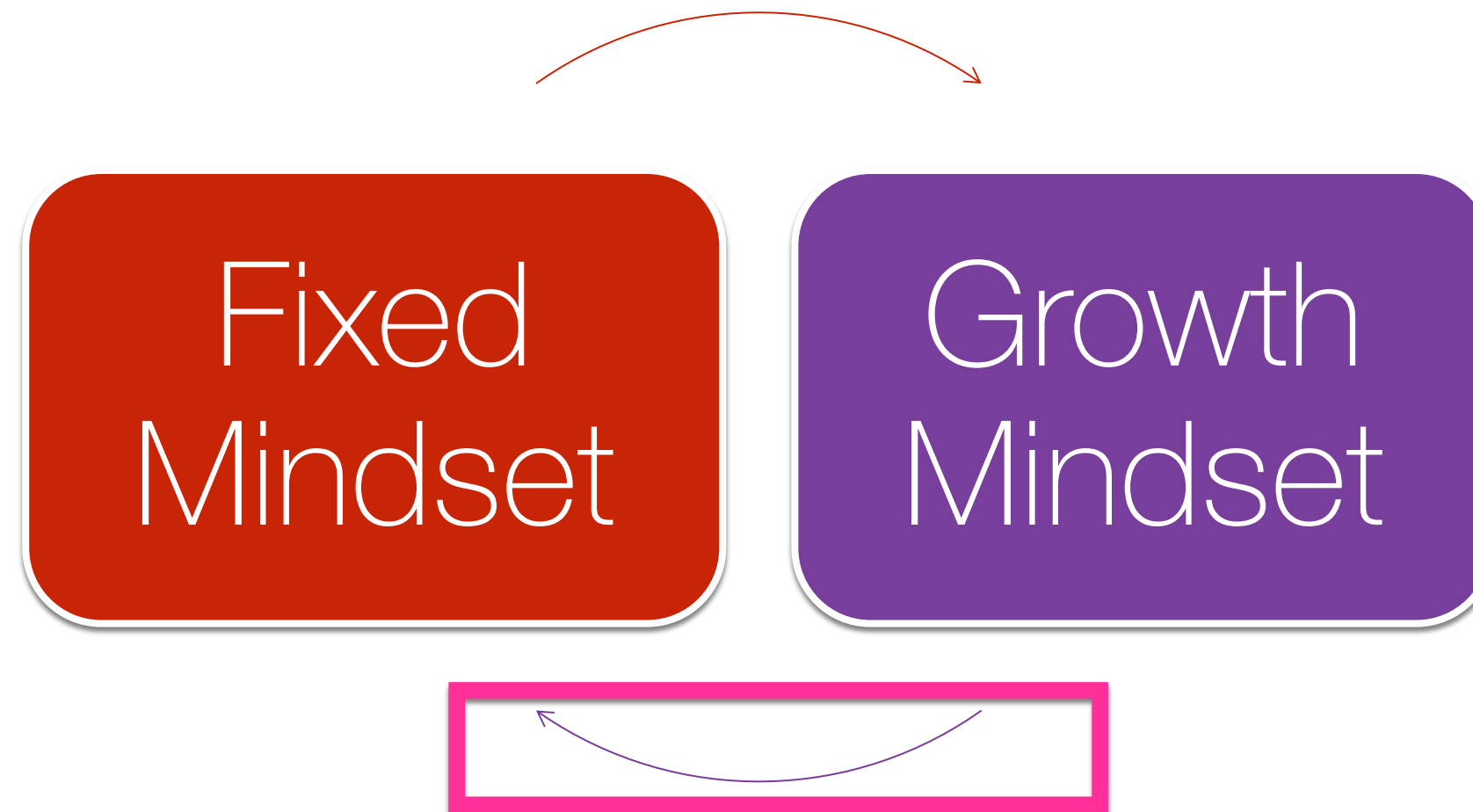
Constructive Criticism

What do you think is an issue with these statements?



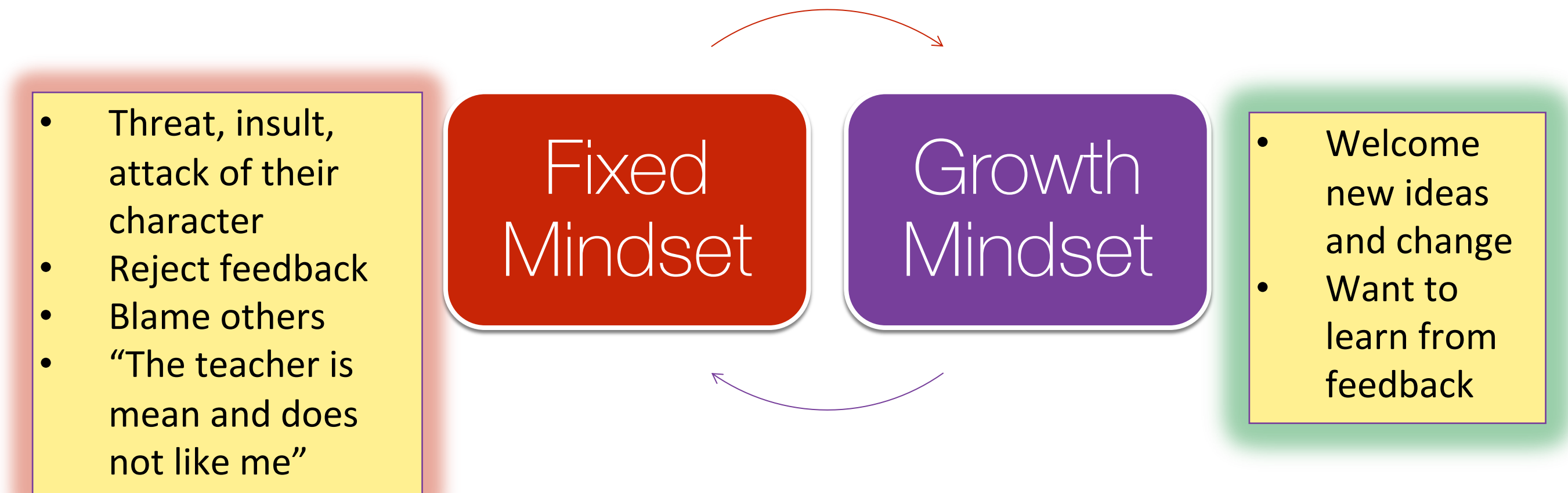
Issues with Criticism

- Avoid negative labels!



Reaction to Feedback

- Learner's mindset affects their reaction to your feedback



Providing Constructive Criticism

- Identifying a weakness is not enough
- Be specific
- Provide strategies and tools of how to improve



Coaching Through Failure

- Use empathy
- Encourage reflection
- Offer support

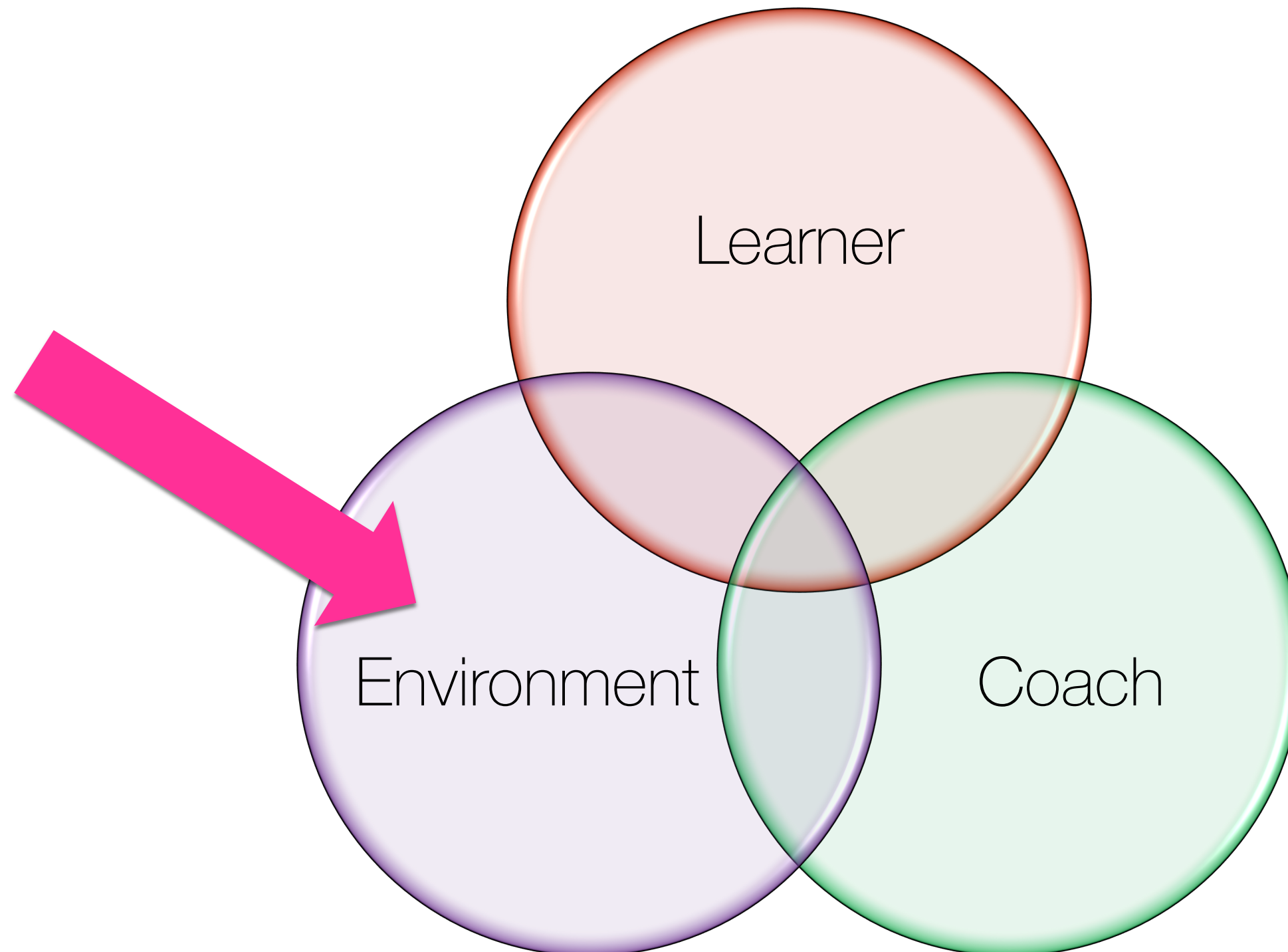
**If at first you
don't succeed,
try, try, try again**
- William Edward Hickson



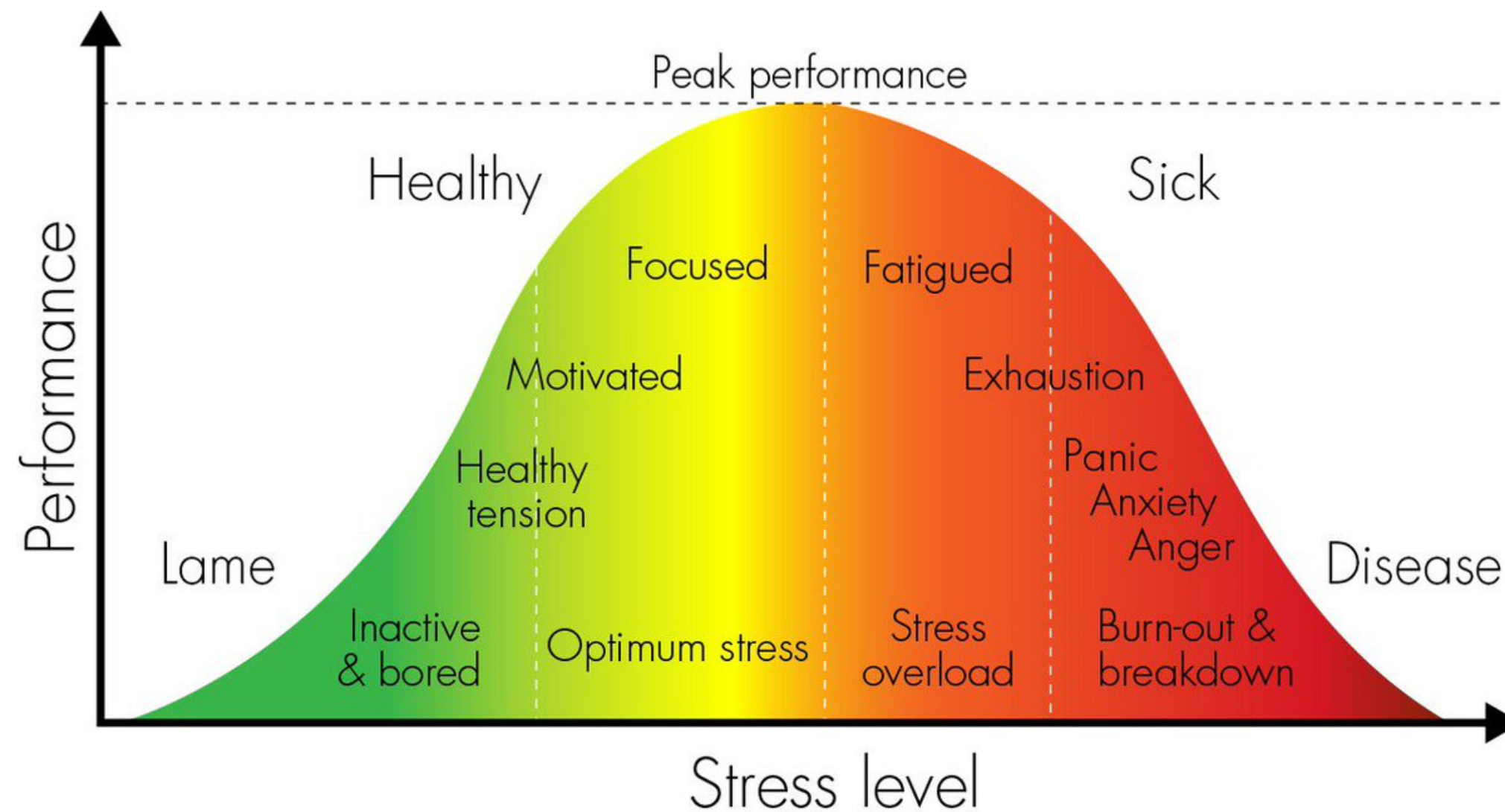
Coaching Through Failure

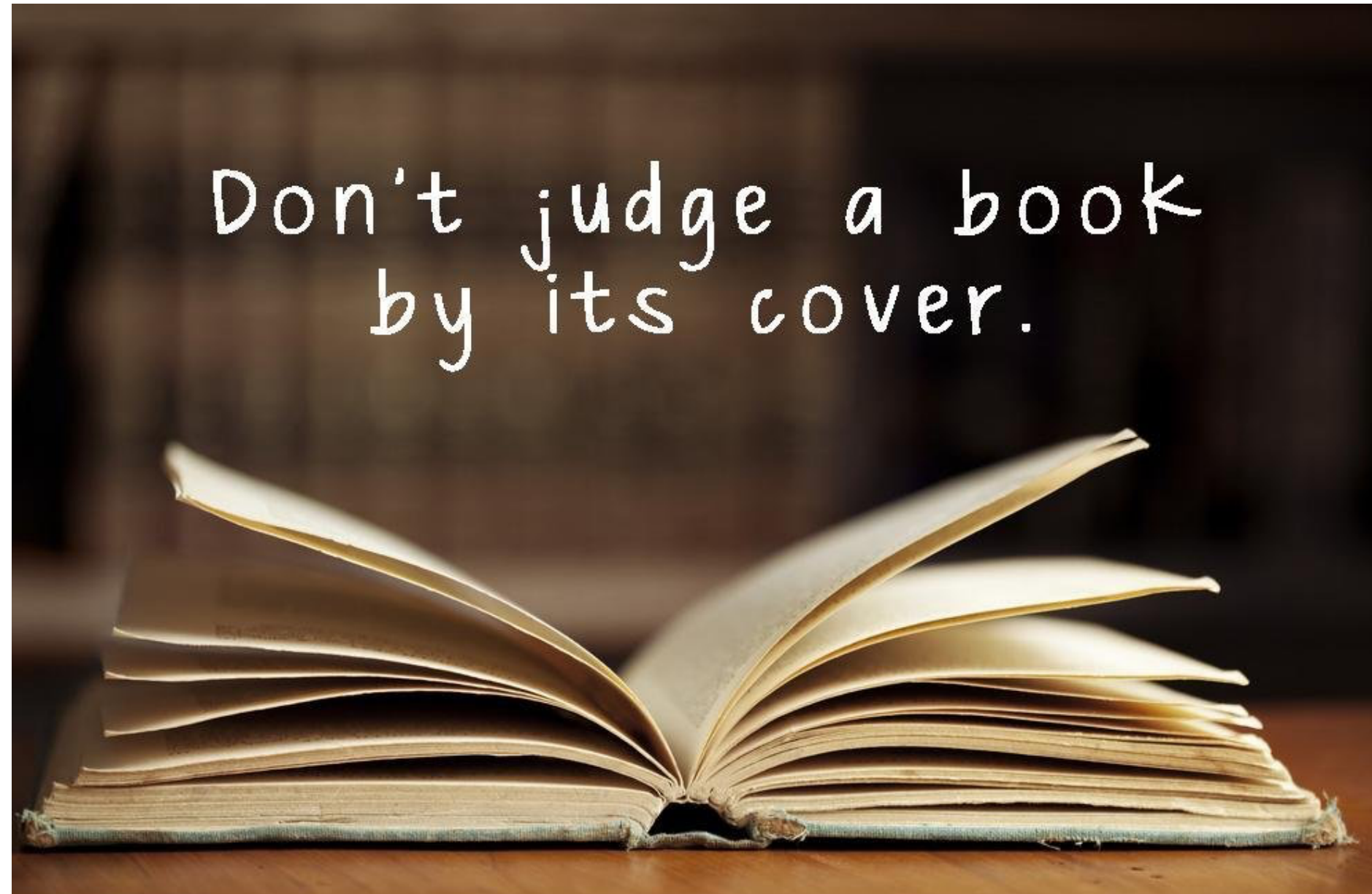


Learning



ENVIRONMENT CAN AFFECT PERFORMANCE





2 mins



2 mins 57

CREATE AN ATMOSPHERE THAT PROMOTES LEARNING

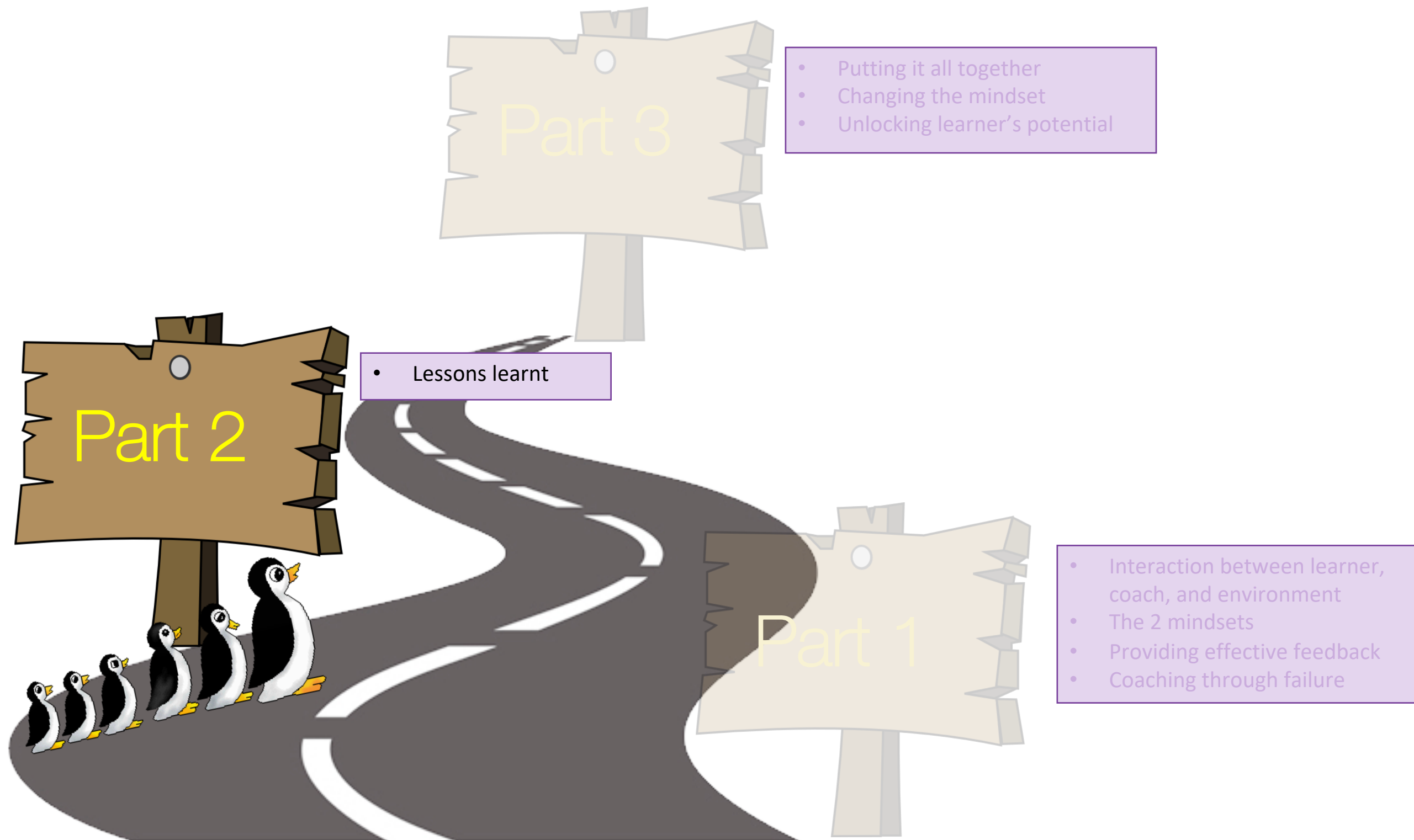


Learners want to know that you care about them!

The Power of the Mindset

- Every learner has an enormous potential
- Adopt a growth mindset
- Create a supportive environment that promotes growth





LESSONS LEARNT



Dr. B's



- Teach using all methods

The Learning Pyramid



Average Learning Retention Rates

"Tell me, and I will forget. Teach me, and I will remember. Involve me, and I will learn."

Dr. G's



"What are your learning objectives today?"
"What do you want to learn about today?"
"What did you read about last night?"



Tatiana's



Dr. B's



- Do not lower your expectations

"Exemplary performance
is rarely the result of
low expectations."
-Dr. Fawaz Al-Malood



Dr. B's

- Make time to teach
- Pre-brief at the scrub sink



"Which part of the procedure do you want to do?"
"Do you have any questions about the technique?"
"How do we adjust the technique for this patient?"
"Which intraoperative complications do we need to think about for this patient?"
"How do we manage these complications?"
"In which case do we need to switch sides?"

"Do you have any questions?"

Dr. G's



- Allow room for learners to grow
- Provide immediate feedback



Dr. B's



- Debrief at the end of the procedure
- Foster reflection



“What did you learn from this?”

“What went well?”

“What could have been done differently?”

“How do we manage this patient post-op?”

“How do we counsel this patient?”

“Do you have any questions?”

Tatiana's



- Never stop questioning and asking “why”

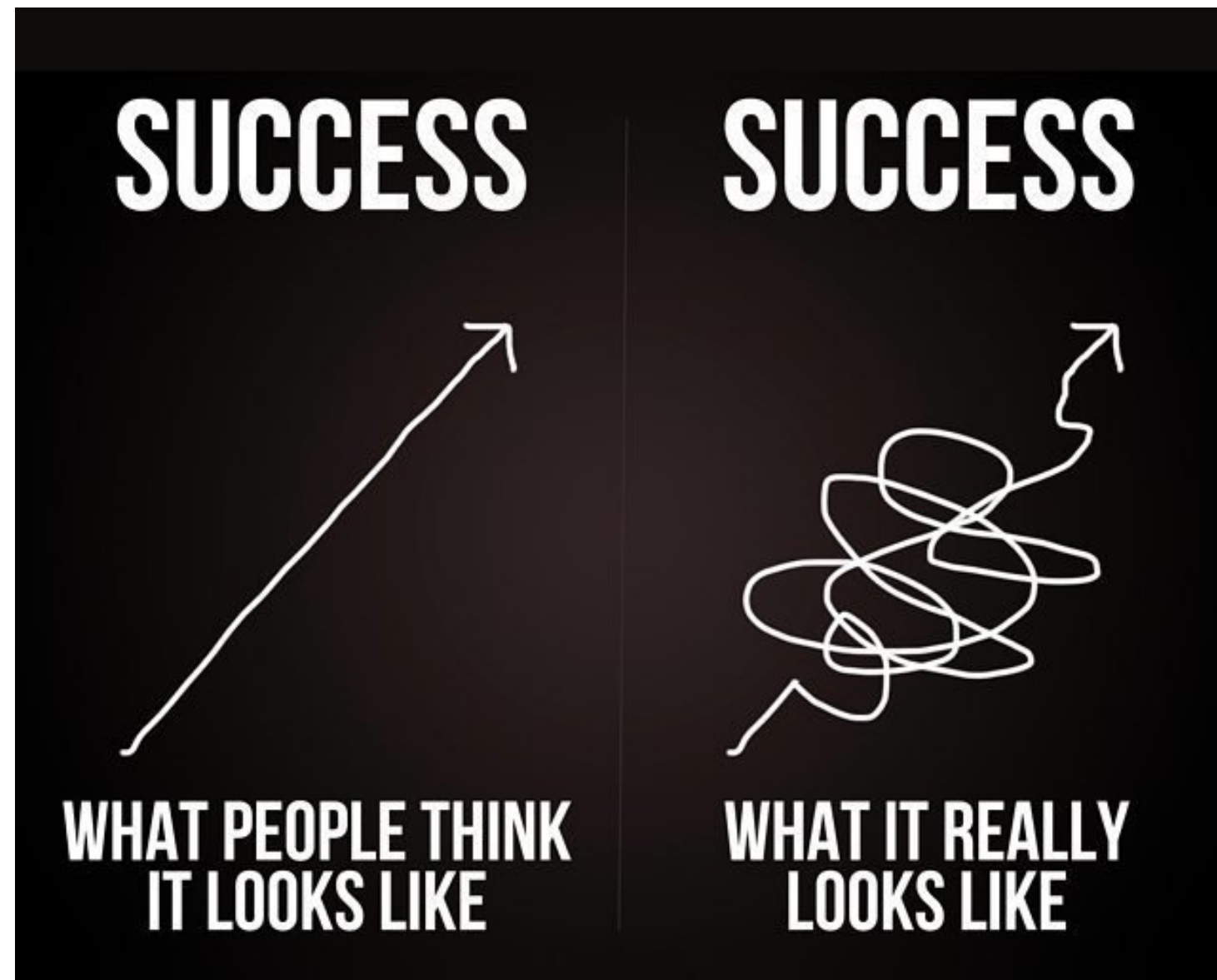
“Why are we doing this?”



Dr. B's



- Practice, practice, and practice!



Dr. G's



- Teamwork
- Reward the entire team for their hard work



Tatiana's



- Learn from your students

“What can I do differently?”

**GOOD TEACHERS ARE
ALWAYS LEARNING
FROM THEIR
STUDENTS.**



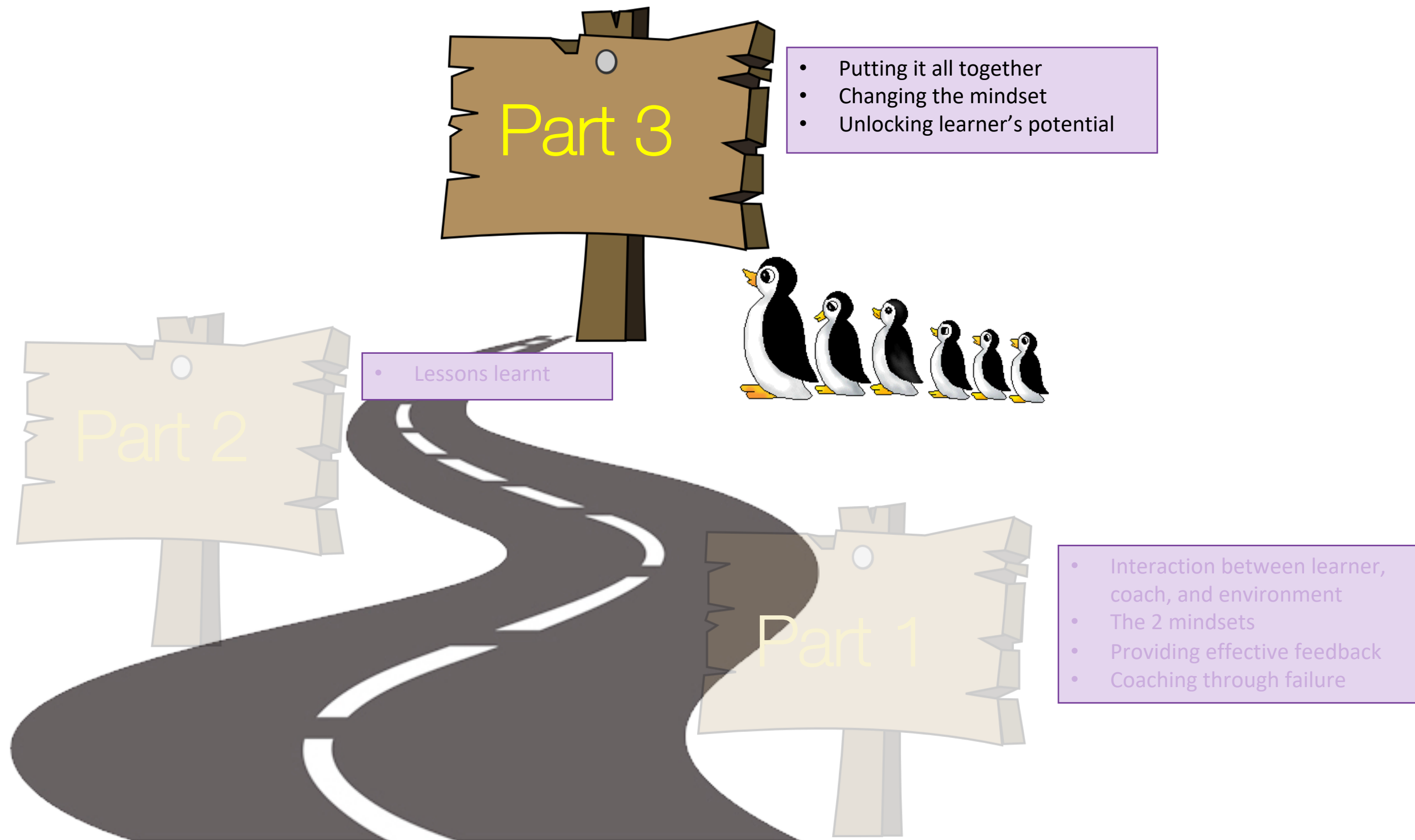
Dr. G's



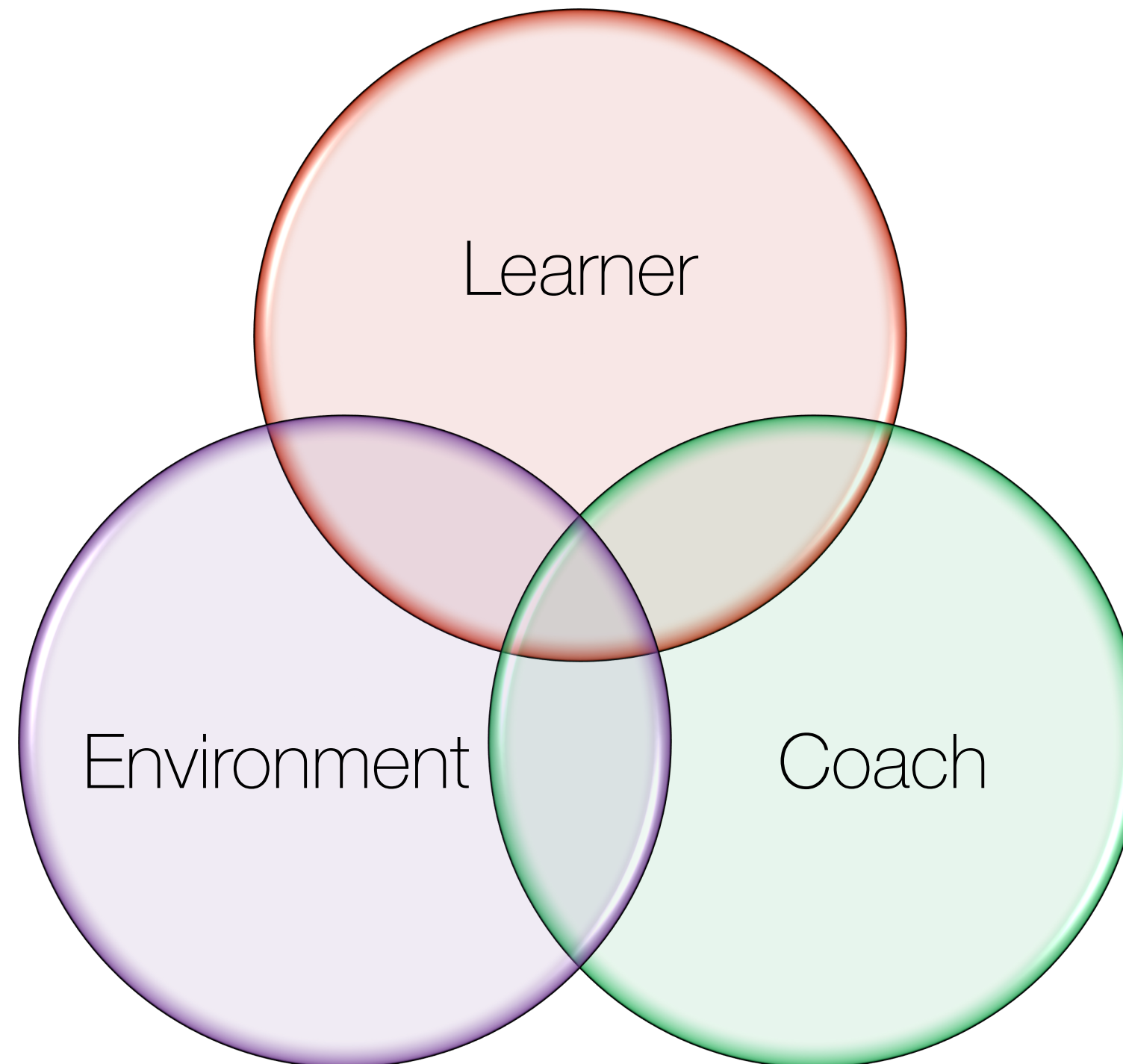
- Emphasize wellness

“Did you have lunch?”
“Are you doing anything for yourself this weekend?”





Putting in All Together





FIXED
Mindset

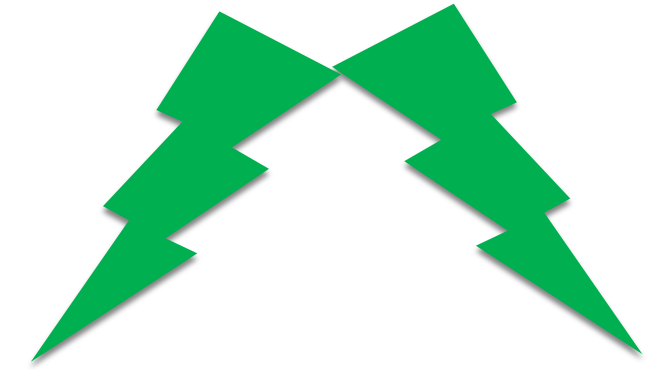


Worried about being judged:
"I am a failure"
"What will people think of me?"
"I am afraid to try this again"

**RECIPE FOR
DISASTER**

**STRUGGLING, POOR SELF-ESTEEM
ANXIETY, DEPRESSION**





**GROWTH
Mindset**



Using the experience to grow:

- “What can I learn from this?”*
- “What can I do better next time?”*
- “Whom can I ask for help?”*

**STRONG RELATIONSHIP,
CONFIDENCE, GROWTH**



Changing The Mindset

Fixed
Mindset



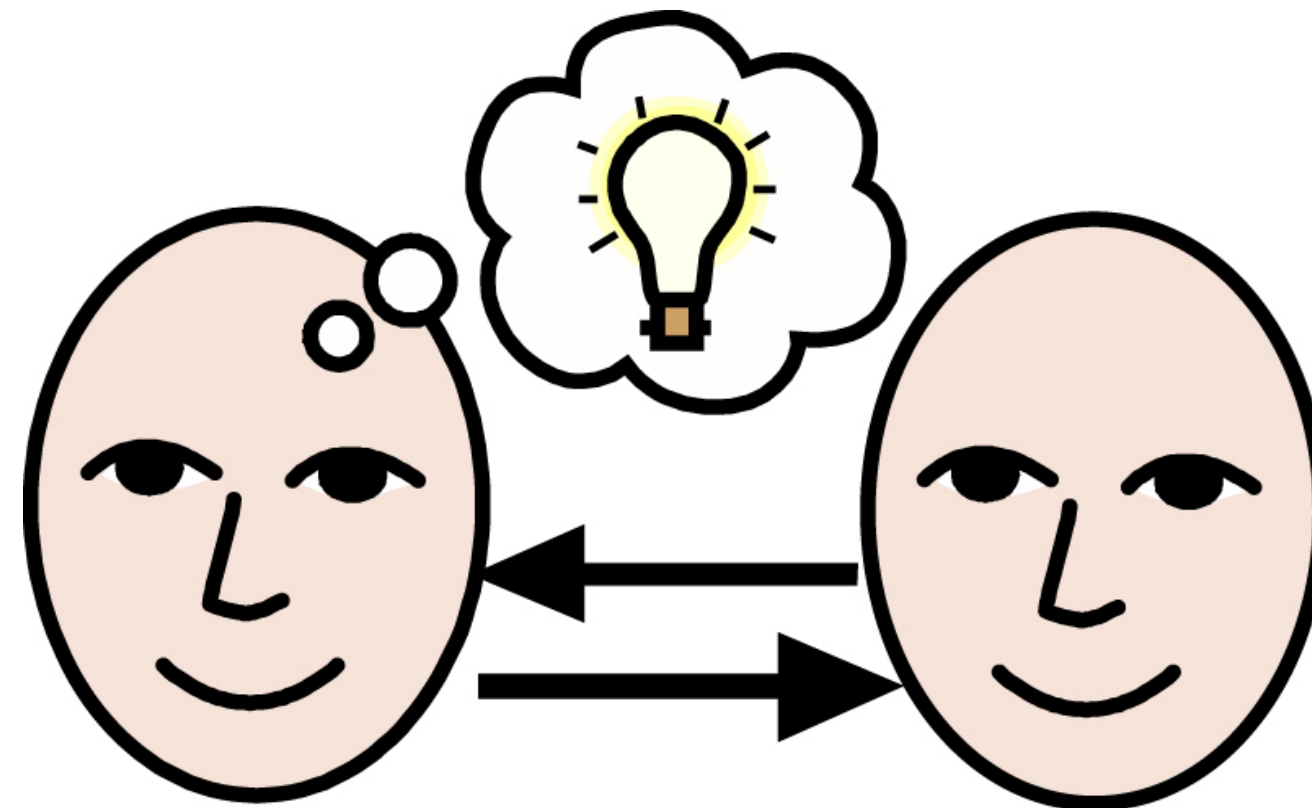
Growth
Mindset



Changing The Mindset

- Communication is key!

“What has been going on?”



Changing The Mindset

- Show empathy
- Offer support
- Show that you are committed to their development



EMPATHY IS SIMPLY LISTENING, HOLDING SPACE, WITHHOLDING JUDGMENT, EMOTIONALLY CONNECTING, AND COMMUNICATING THAT INCREDIBLY HEALING MESSAGE OF "YOU'RE NOT ALONE."

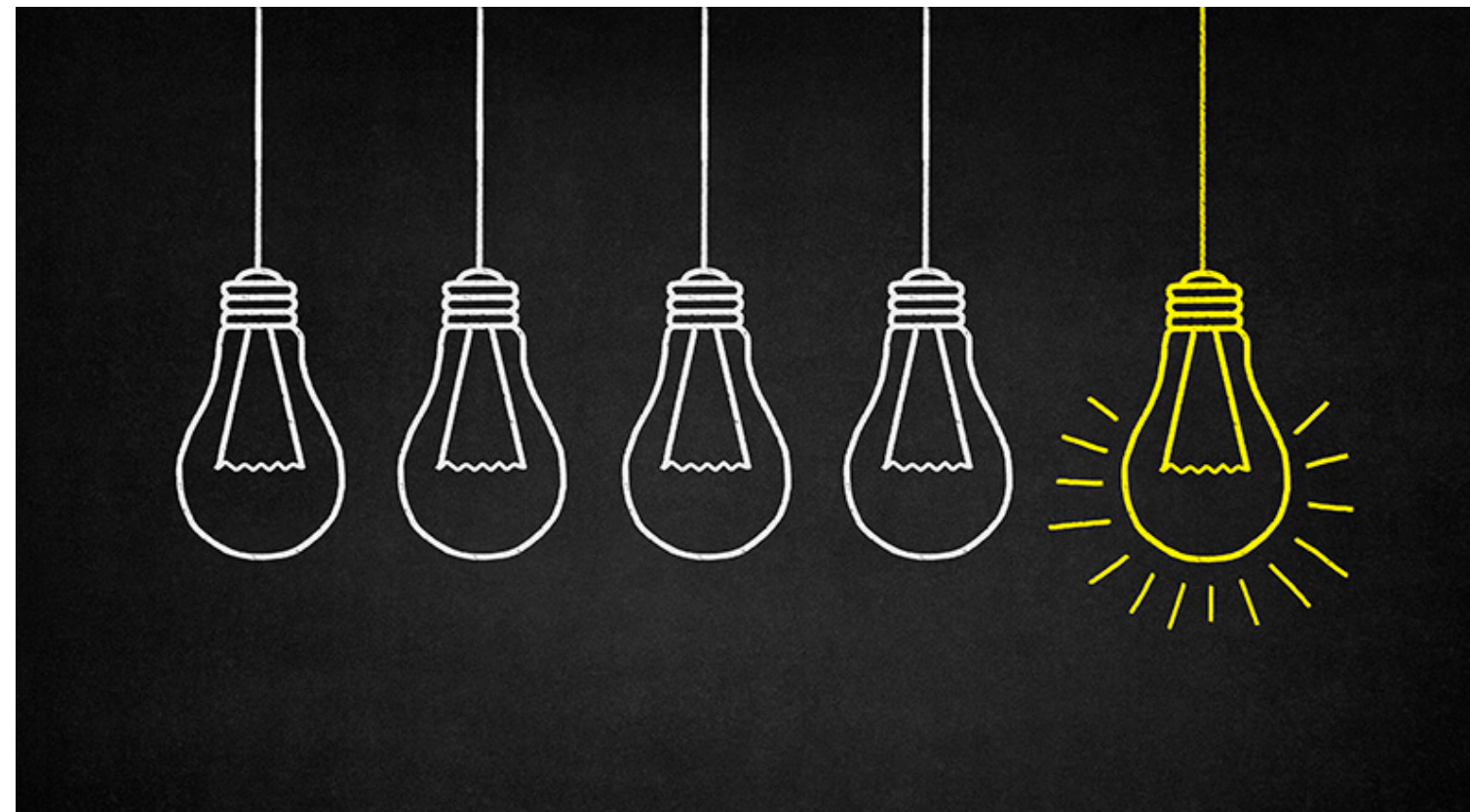
Create something at LiveLuvCreate.com

Changing The Mindset

- Set goals and develop an action plan

“What is your goal?”

“What steps do you need to take?”



Resistance to Change

- Figure out what they need help with
- Offer support
- Try a new strategy or coping mechanism



Change Needs To Be Maintained

- Be aware of triggers
- Continue praising the efforts for using the strategies that are working

“What do you need to do to continue growing?”

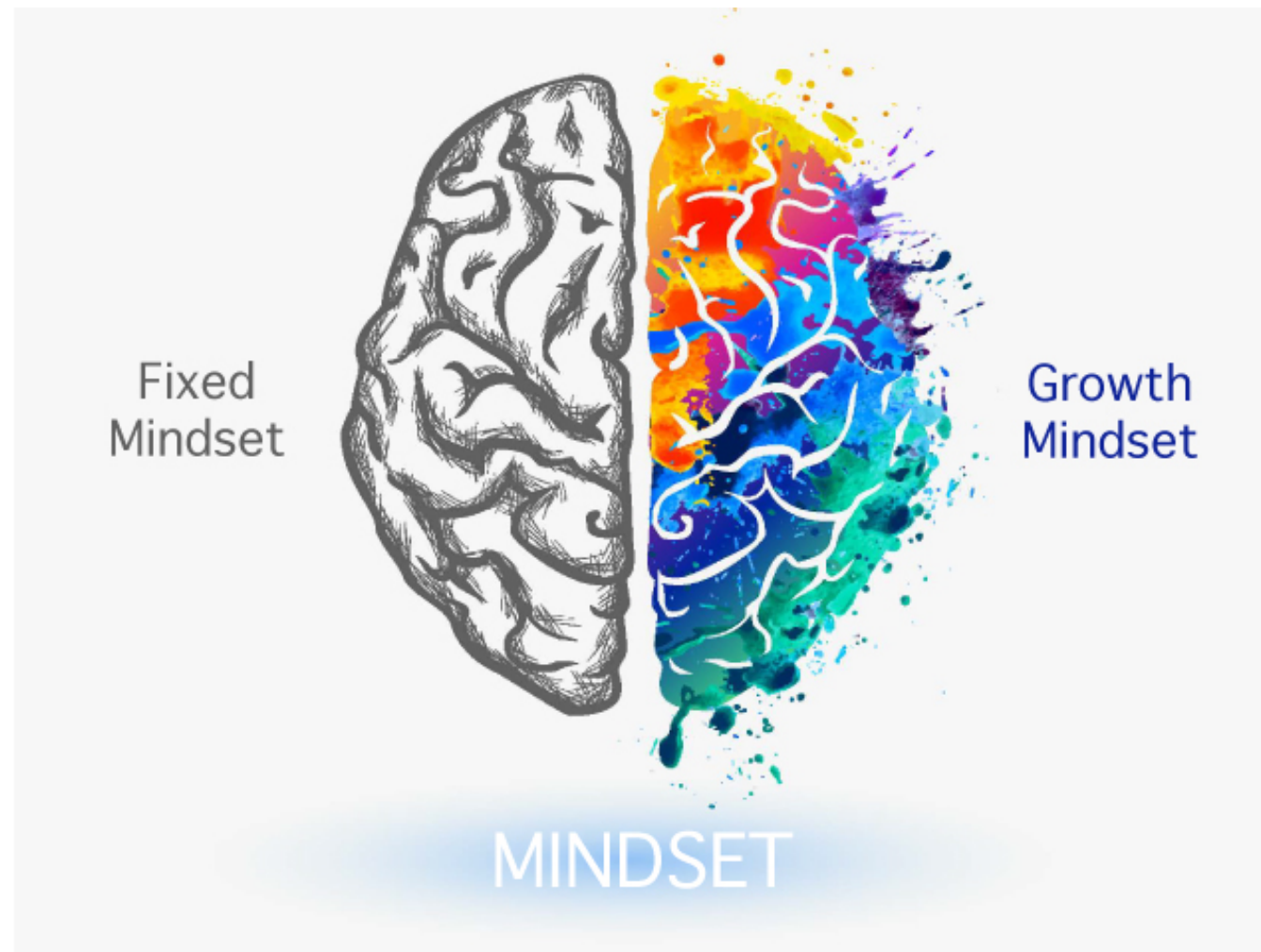


Maximizing Our Learners' Potential

- Inspire learners to adapt a growth mindset
- Provide growth-oriented coaching
- Create a non-judgmental atmosphere that promotes learning



What is your take home message?



mentor

ADVISER | FRIEND | TUTOR | TEACHER | COACH | GUIDE



Thank you

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