



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

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sogc.org

In association with:

Alberta Society of Obstetricians and Gynaecologists (ASOG)
and the Society of Canadian Colposcopists (SCC)



Speaker disclosure

- I do not have an affiliation (financial or otherwise) with a pharmaceutical, medical device or communications organization.
- I do not intend to make therapeutic recommendations for medications that have not received regulatory approval (i.e. “off-label” use of medication).

Presentation disclosure

- No financial or in-kind support was received from a commercial organization to develop this presentation
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Mitigating potential bias

The planning committee of the West/Central CME has reviewed all available presentations to be given at the conference to ensure the scientific validity and objectivity of the content and therefore has deemed there to be little potential for bias or conflict of interest in relation to the speaker(s) declaration(s) and the event content.

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 OBGYN Academy

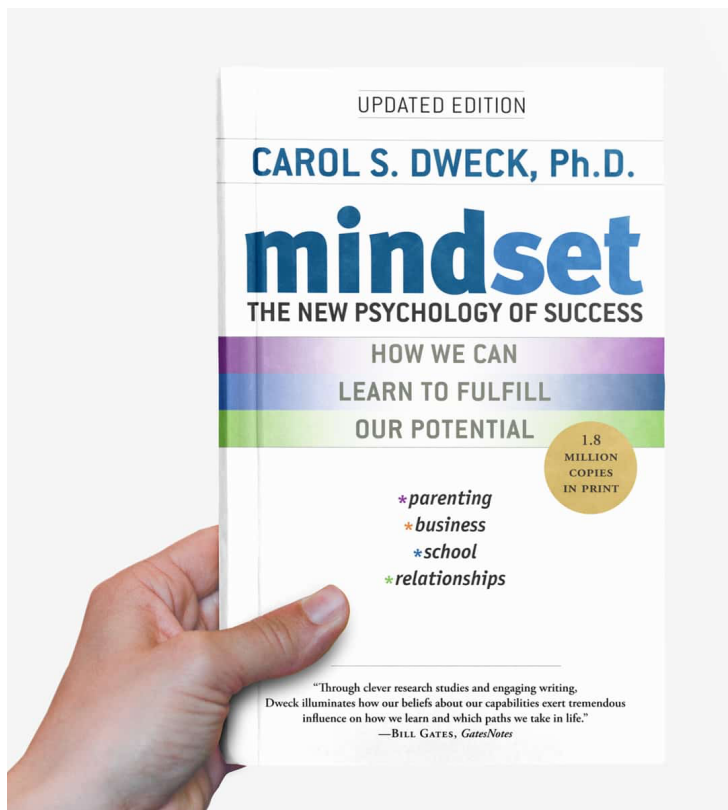
This workshop is also available online:



<https://obgynacademy.com>

SEARCH

The Mindset: New Psychology of Success

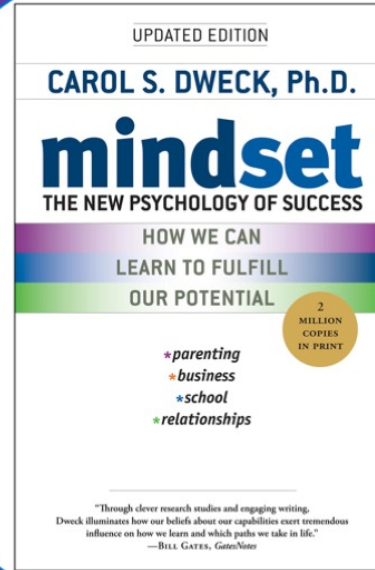
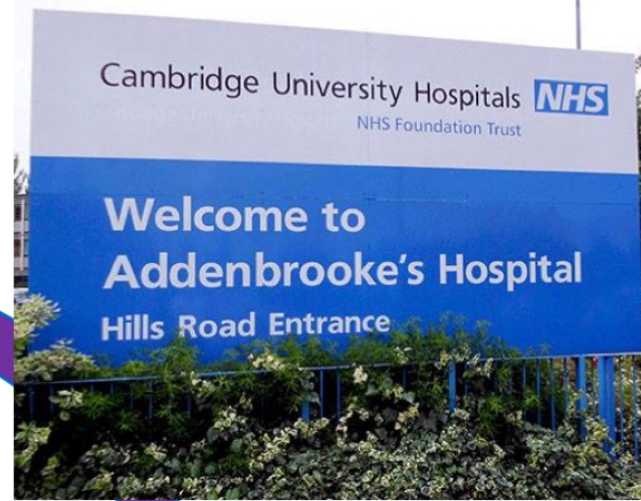


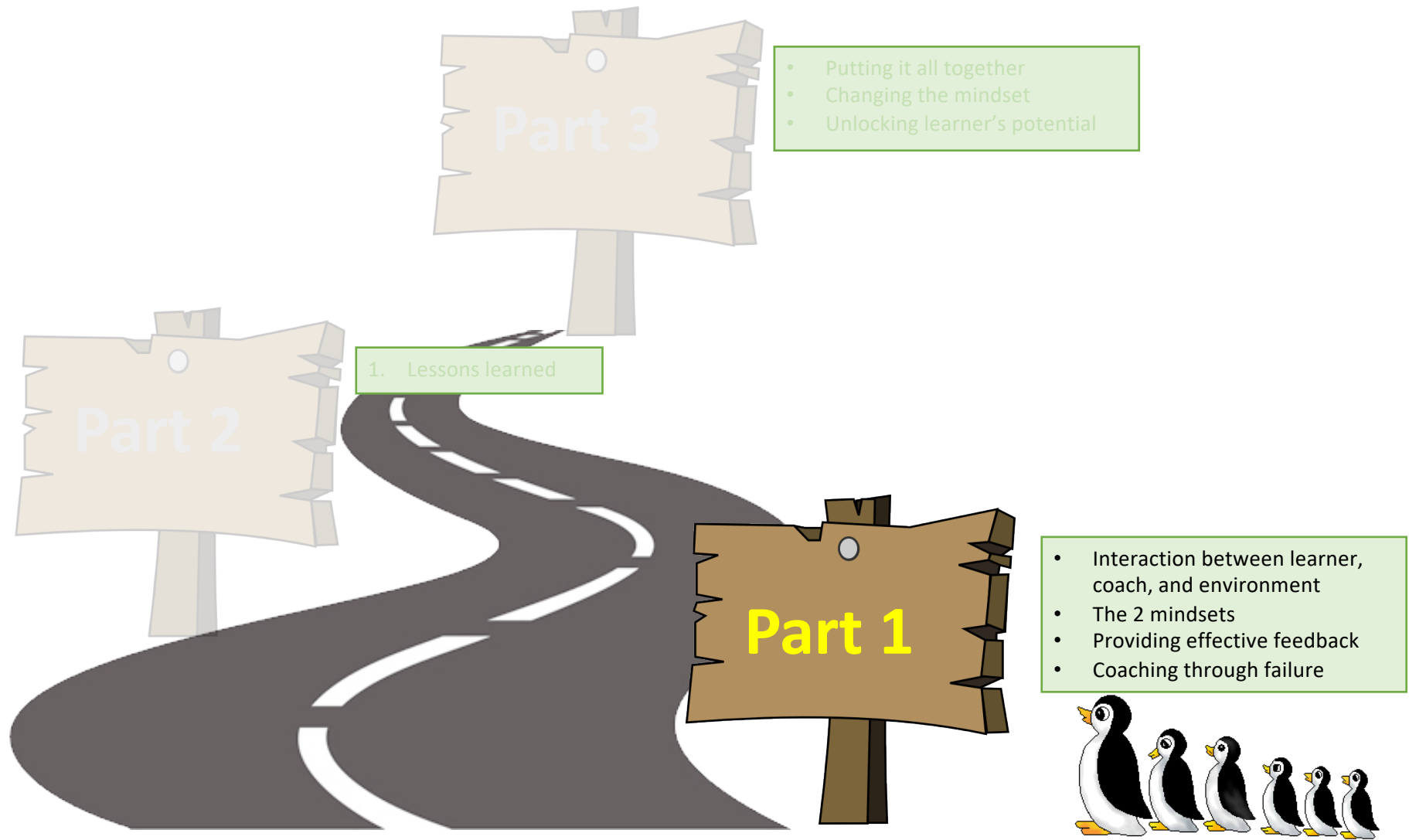
No matter what
your ability is,
effort is what
ignites that ability
and turns it into
accomplishment.

Carol Dweck



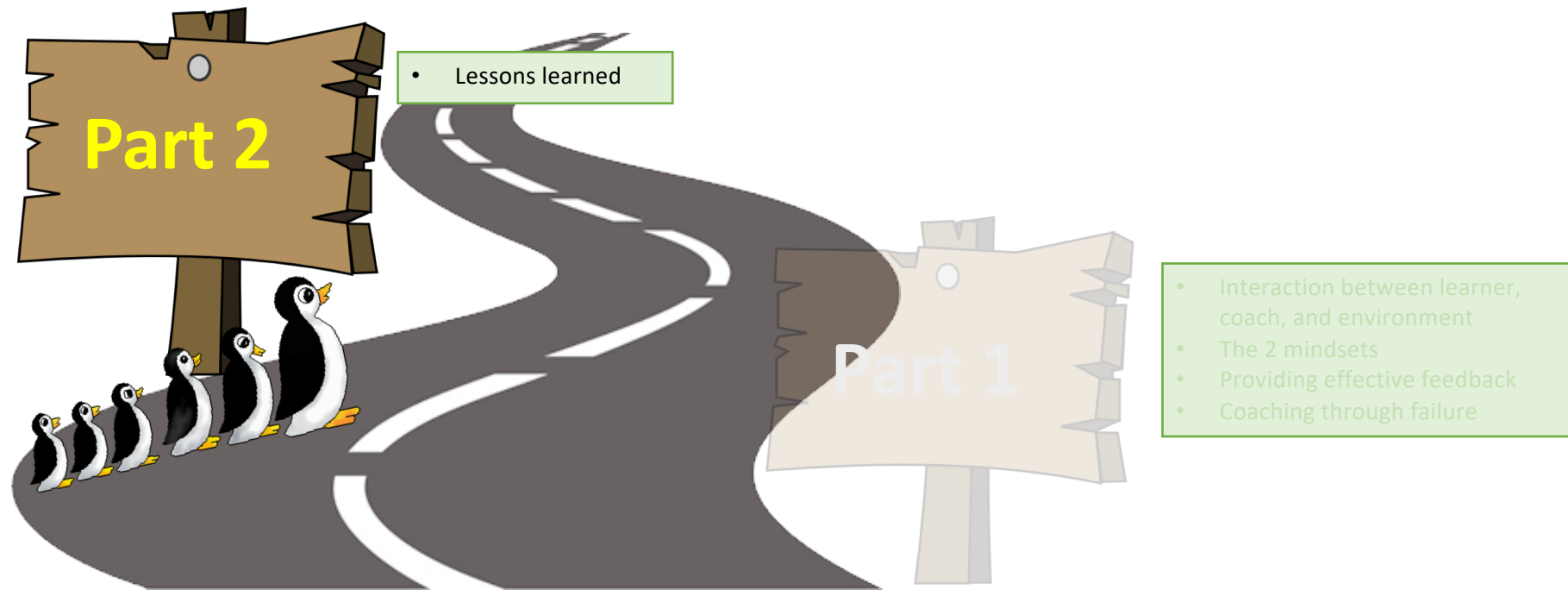
CHEW VALLEY

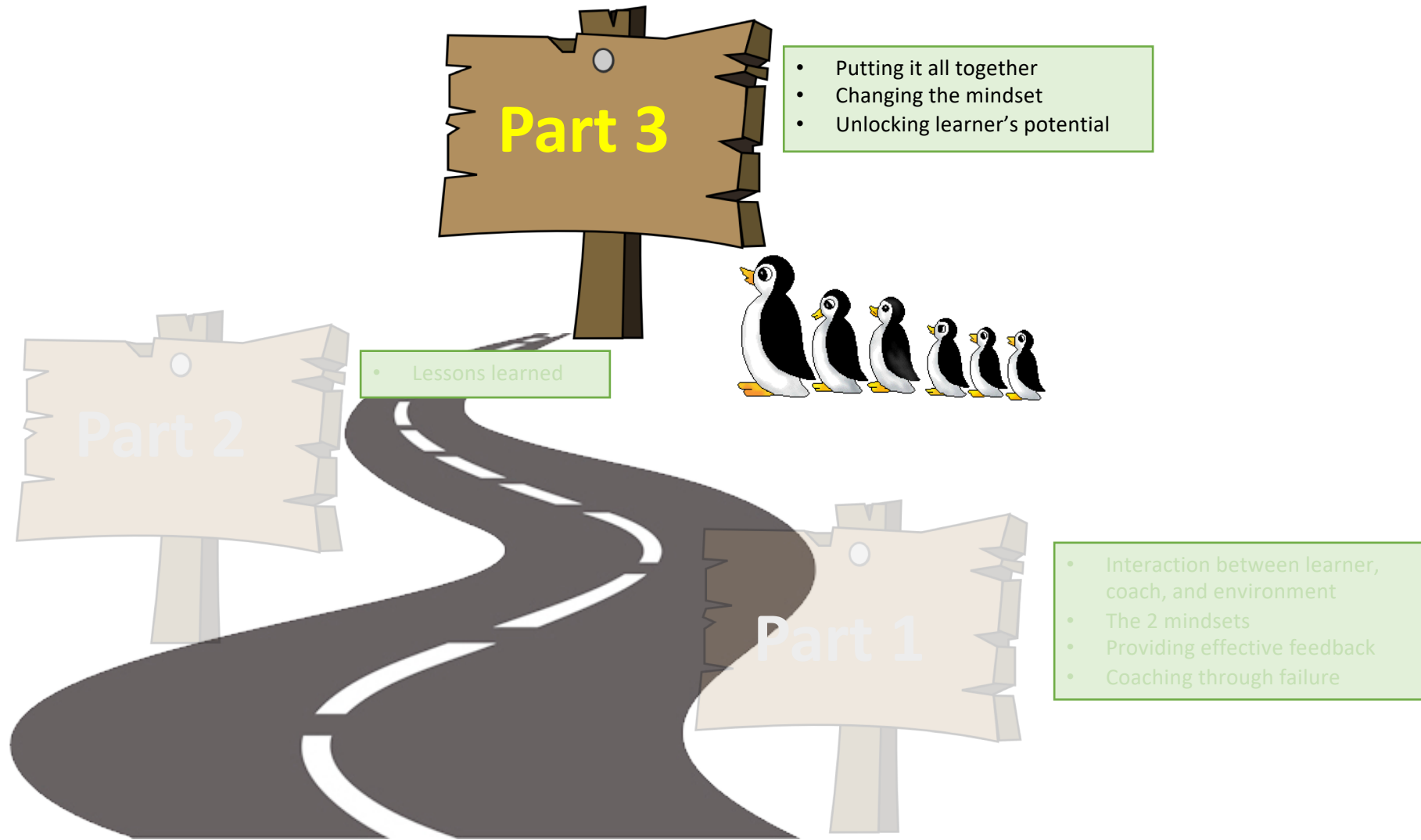




Part 3

- Putting it all together
- Changing the mindset
- Unlocking learner's potential





1
1

Group Activity







Activity #1:

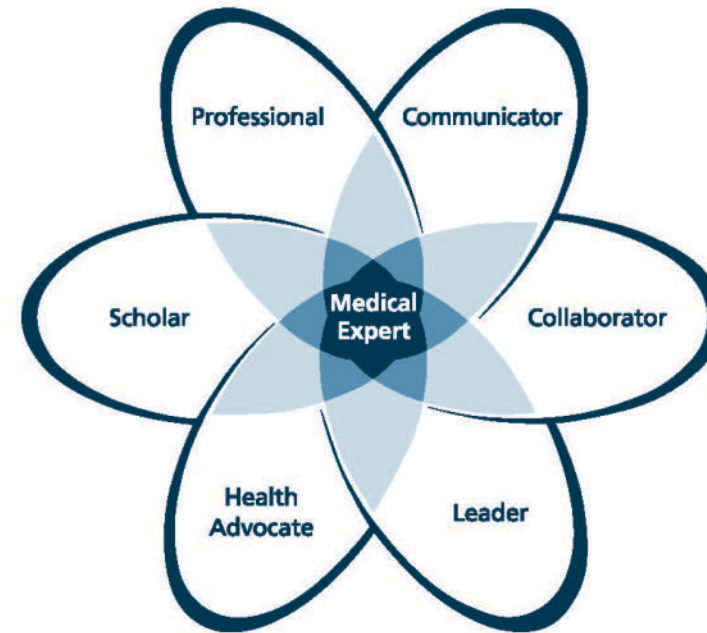
How has medical education changed from traditional teaching to competency based instruction?



5 min to discuss
7 min to present

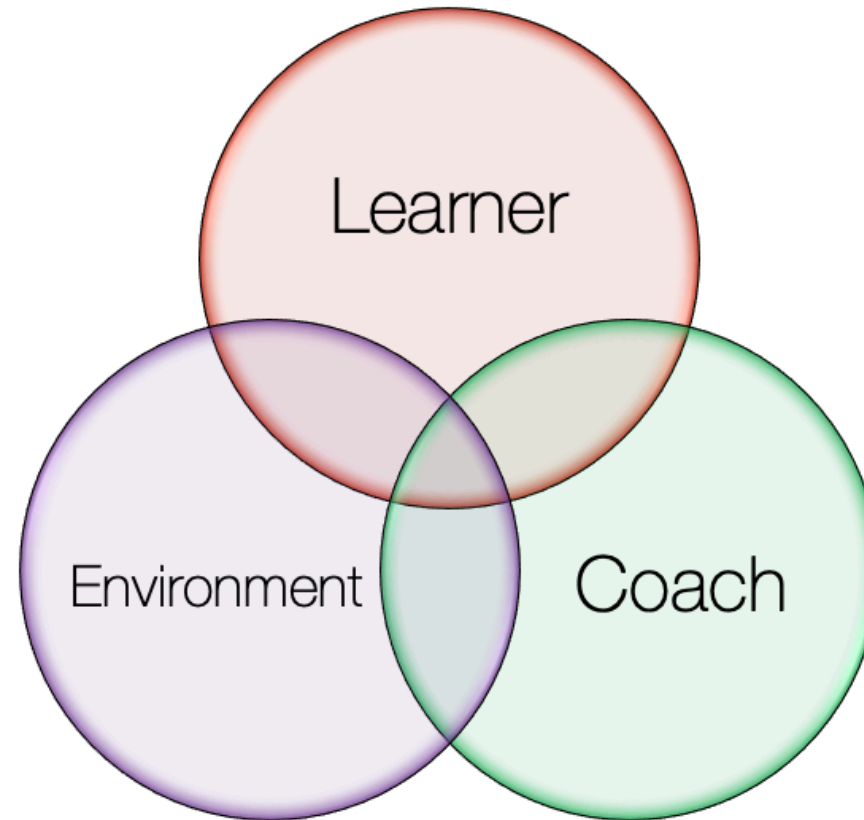
Competence By Design (CBD)

	  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

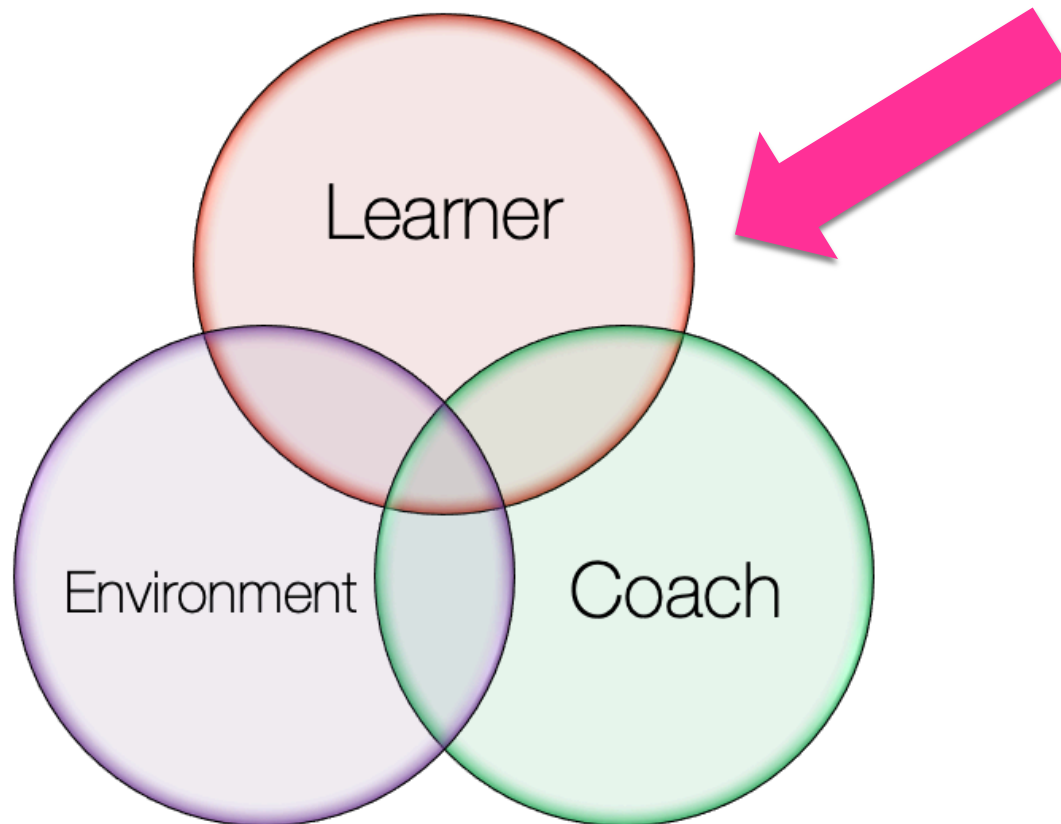


CANMEDS

Learning



Learning



1. The Learner



Lucy



Bob



Eric



Kate



Lucy



Eric

Lucy and Eric:

- Strong clinical training
- Plenty of hands-on experience





Kate

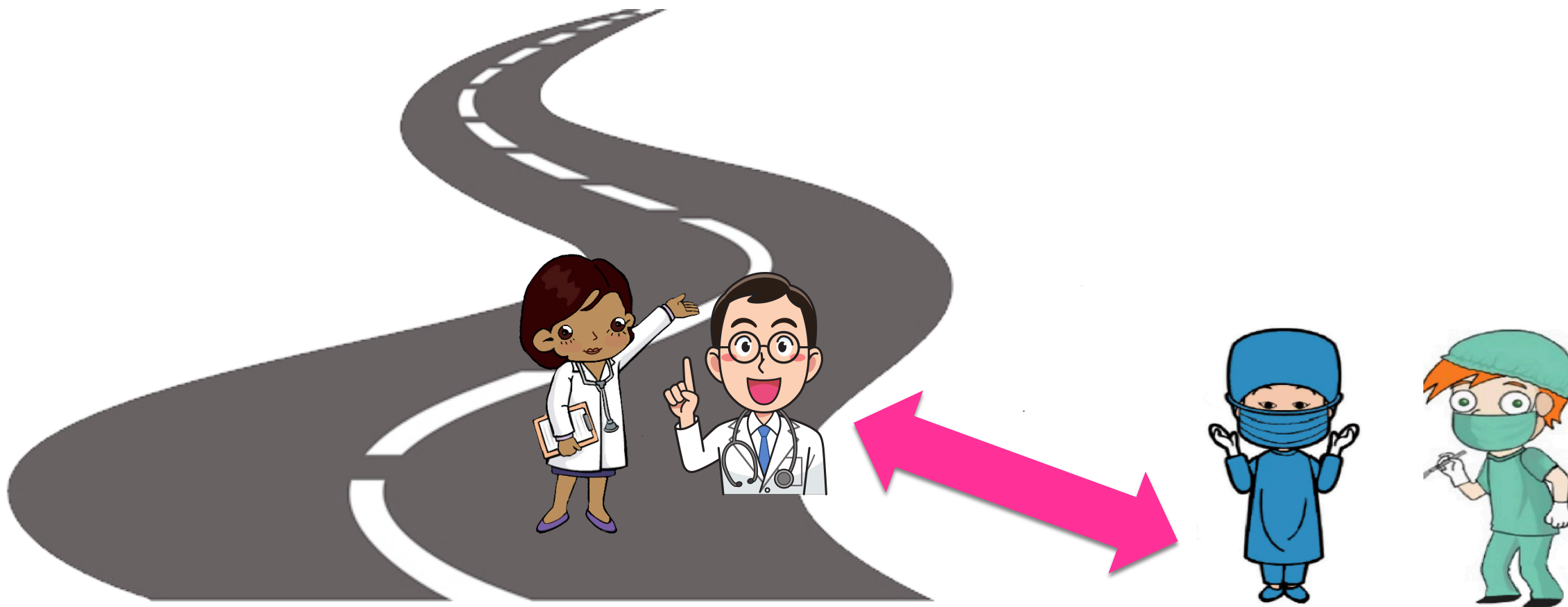


Bob

Bob and Kate:

- Less clinical training
- Limited hands-on experience

Royal College Certified



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

22

MINDSET IS IMPORTANT



23

1. The Learner



Lucy



Bob

FIXED MINDSET



Eric



Kate

GROWTH MINDSET

1. The Learner



Lucy



Eric



Kate



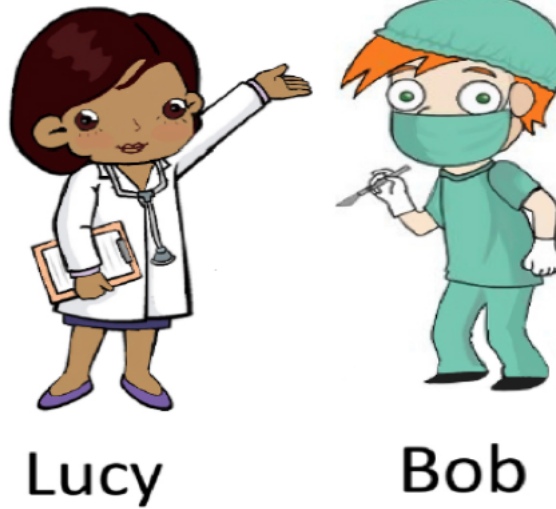
Bob

Activity #3: Role Play



15 min to role play and discuss

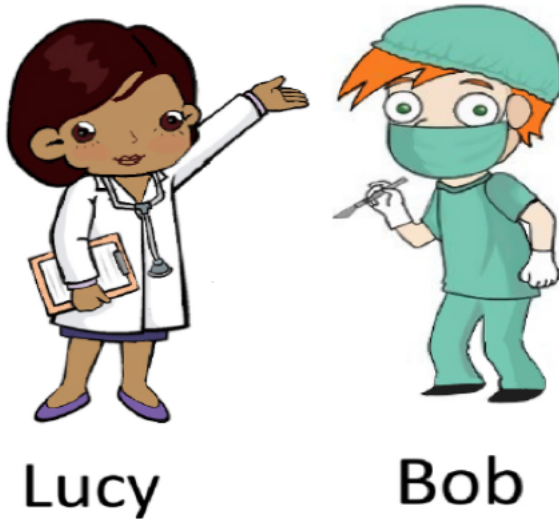
Fixed Mindset



“What will they think of me?”

“Will I succeed or fail?”

Fixed Mindset



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



Fixed Mindset



Lucy



Bob

“I am a failure”
“I am incompetent”



Growth Mindset



Eric



Kate



Growth Mindset



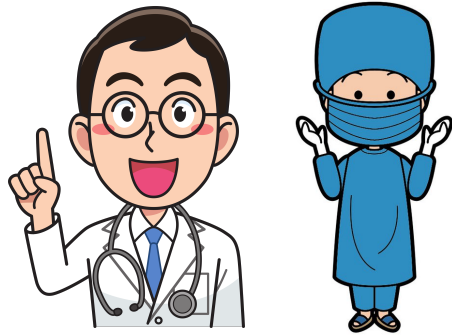
Eric



Kate



Growth Mindset



Eric

Kate

“What can I learn from this?”

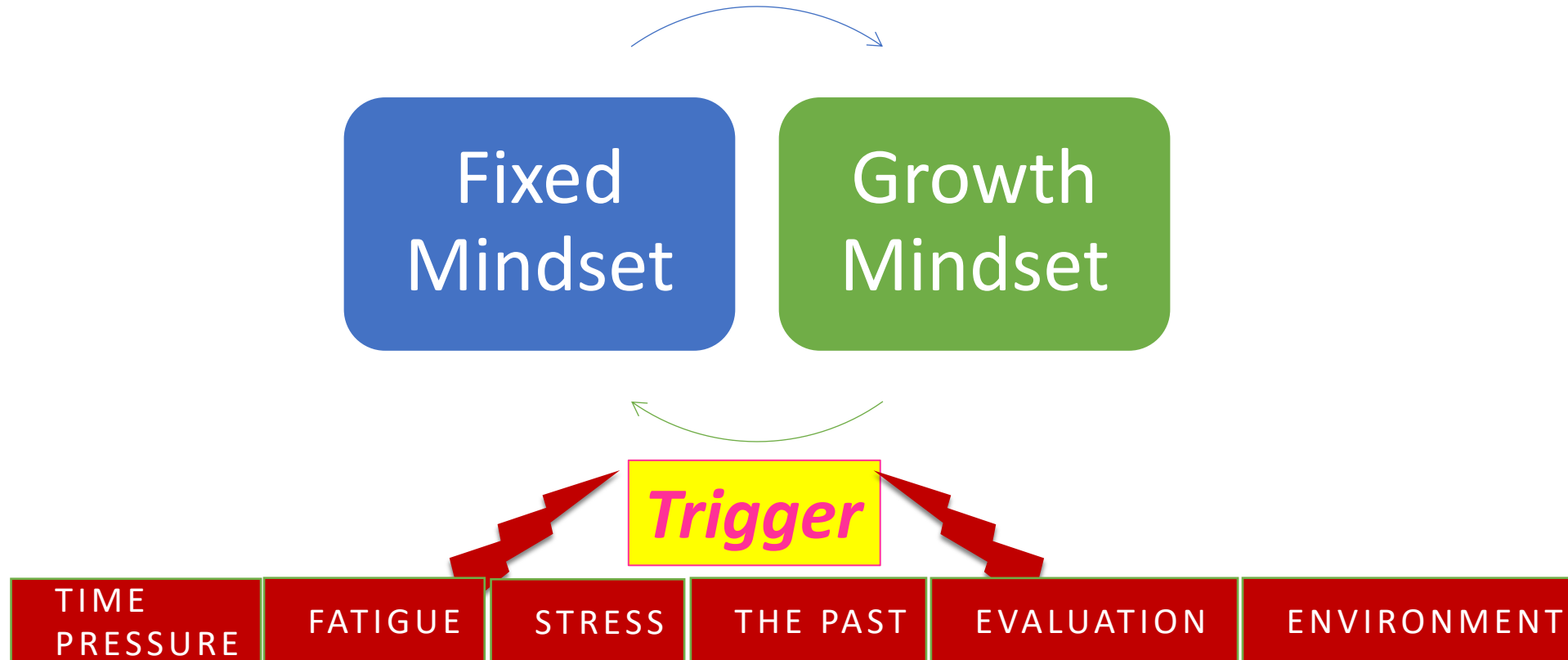
“What do I need to do differently next time?”

“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...”

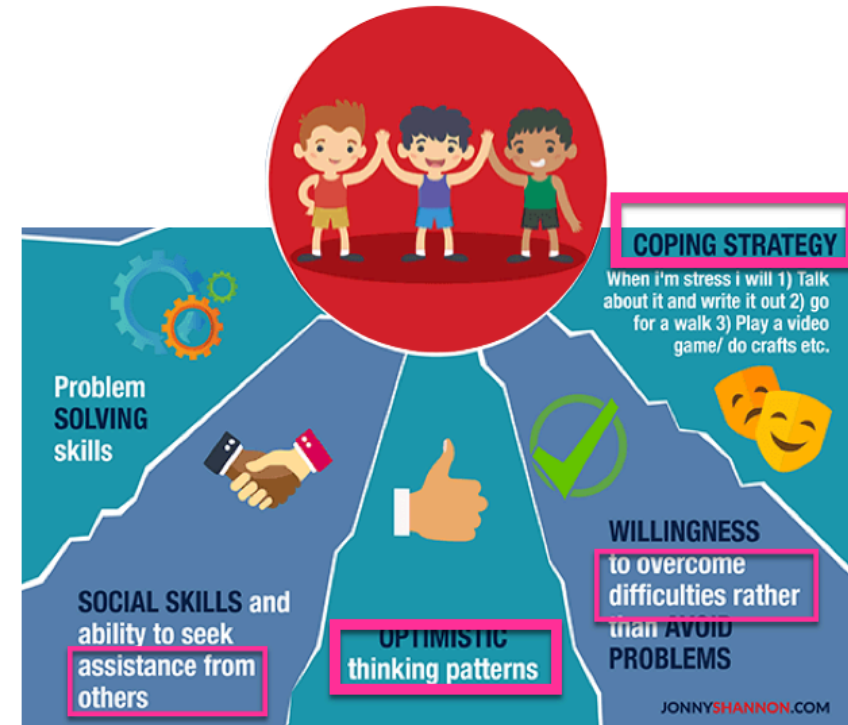
Activity #4: What makes a learner resilient?



5 mins

35

1. The Learner



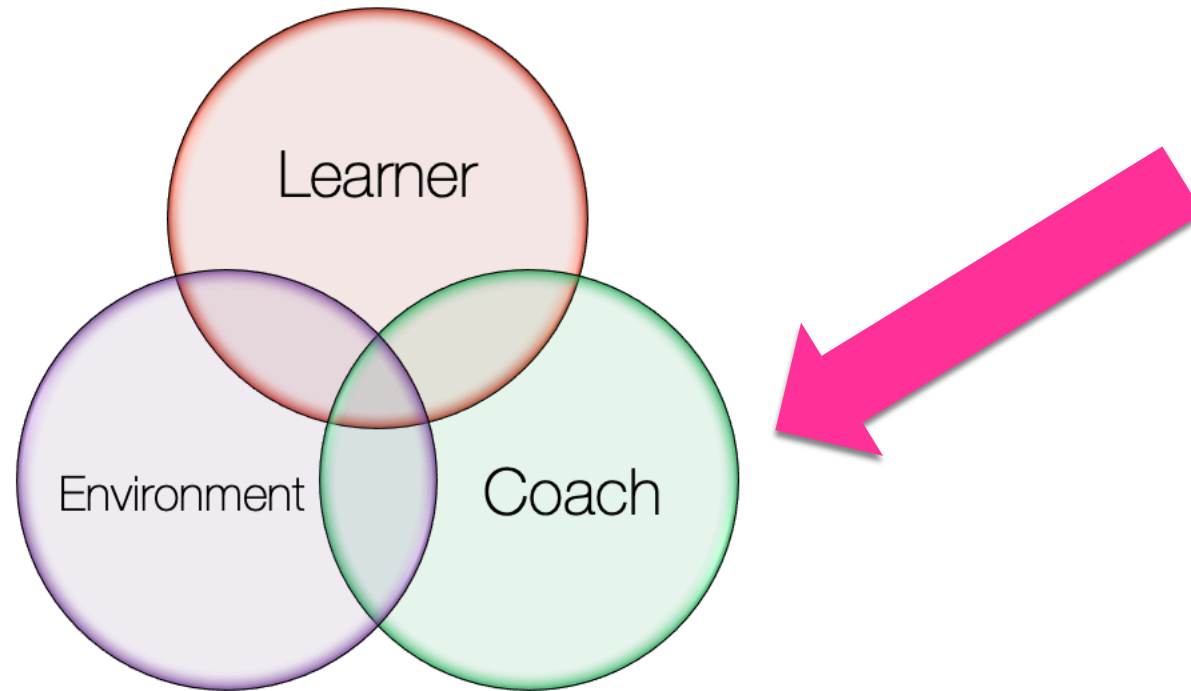
DEVELOPING A **GROWTH MINDSET**



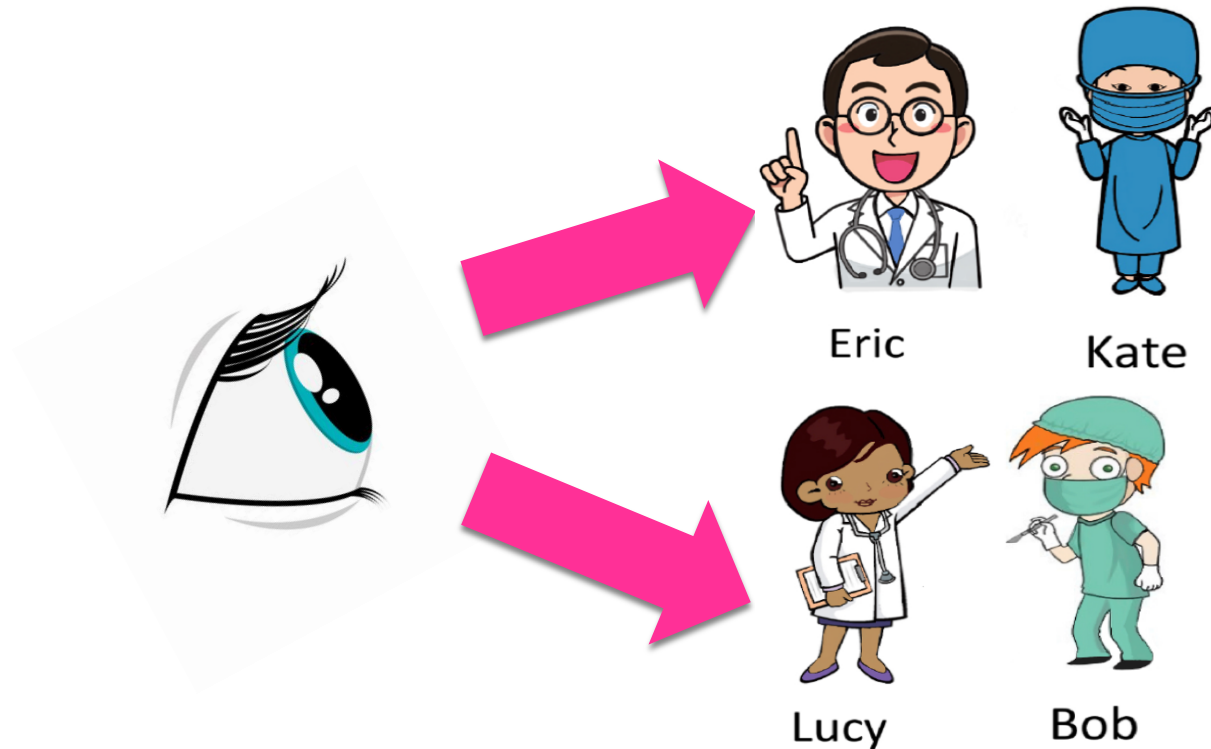
INSTEAD OF.....	TRY THINKING....
I'm not good at this	What am I missing?
I give up	I'll use a different strategy
It's good enough	Is this really my best work?
I can't make this any better	I can always improve
This is too hard	This may take some time
I made a mistake	Mistakes help me to learn
I just can't 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



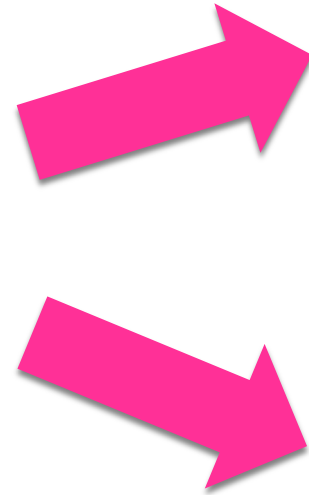
1. The Learner



The Coach's Mindset



**FIXED
Mindset**



Lucy



Eric



Kate



Bob

**STRONG
RESIDENTS**

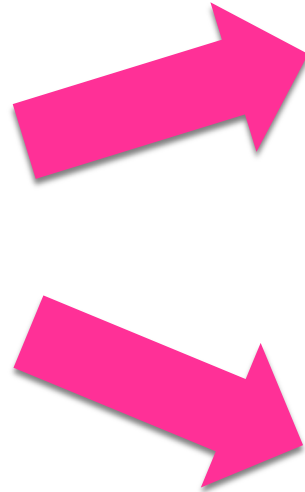
**WEAK
RESIDENTS**

**ABILITY CANNOT
BE DEVELOPED**

The Coach's Mindset



**GROWTH
Mindset**



Lucy



Eric



Kate



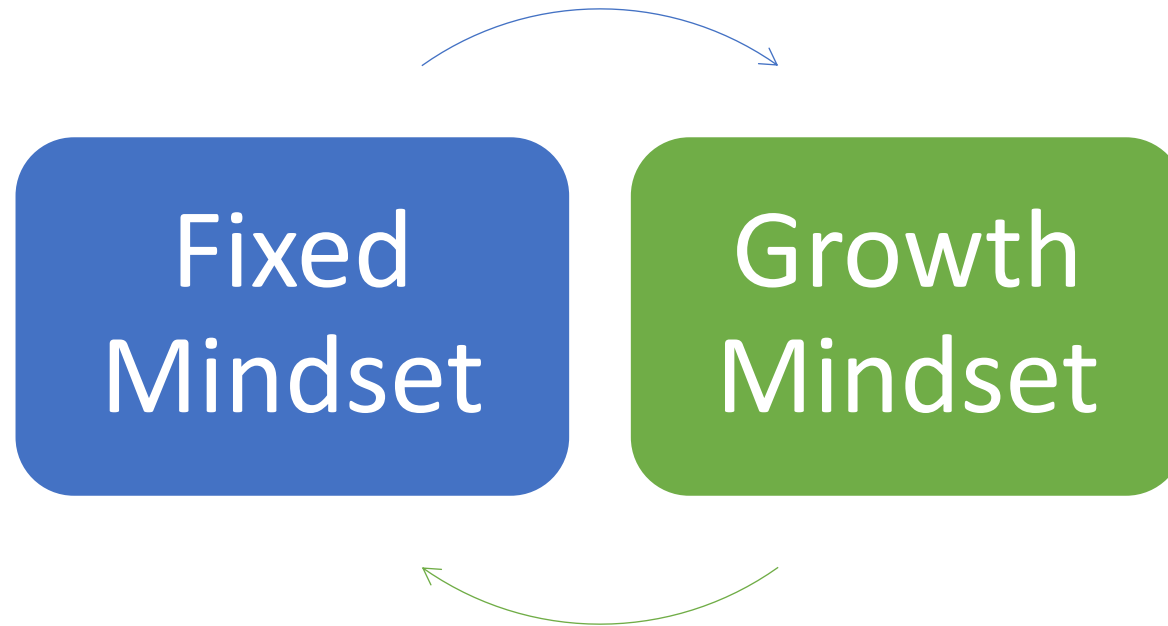
Bob

**MORE
EXPERIENCED**

**LESS
EXPERIENCED**

**ABILITY CAN BE
DEVELOPED!!!**

Providing Feedback



Demonstration



VS



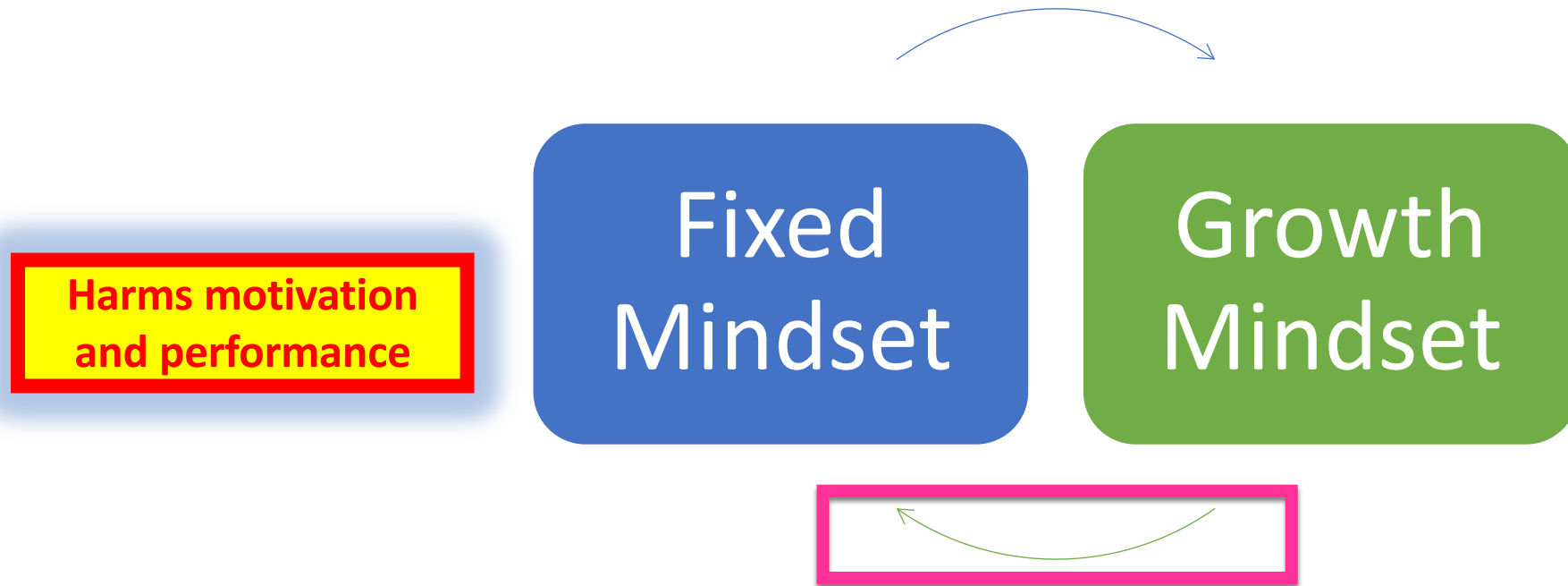
Positive Feedback

What do you think is an issue with these statements?

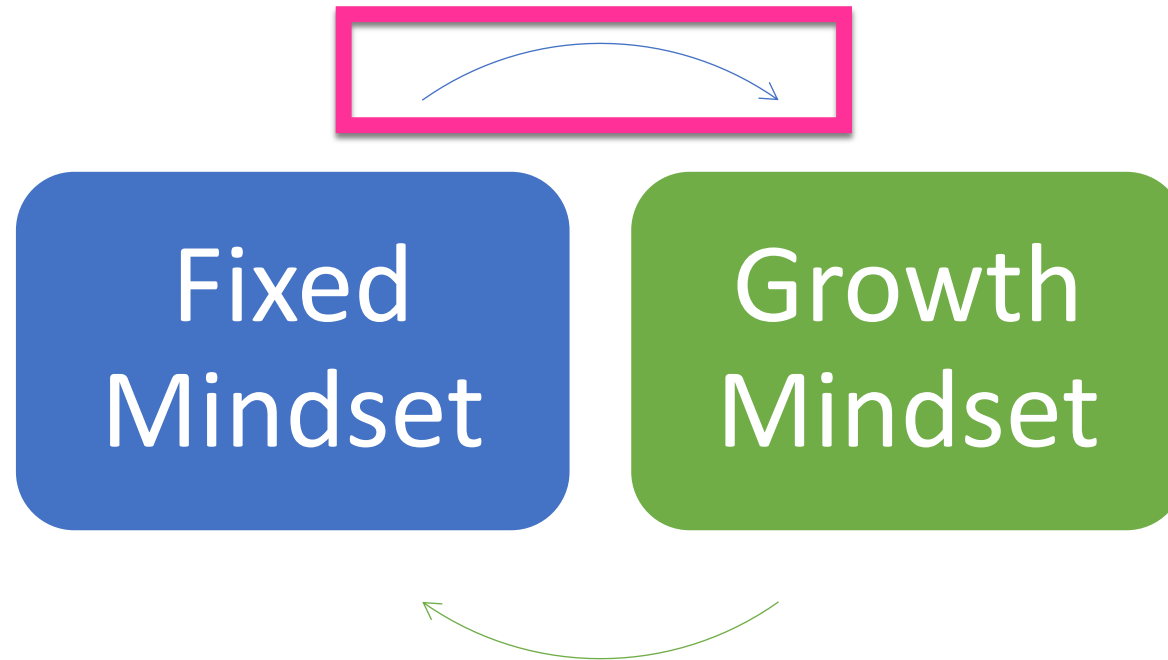


The Issue With Praising Ability

- 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



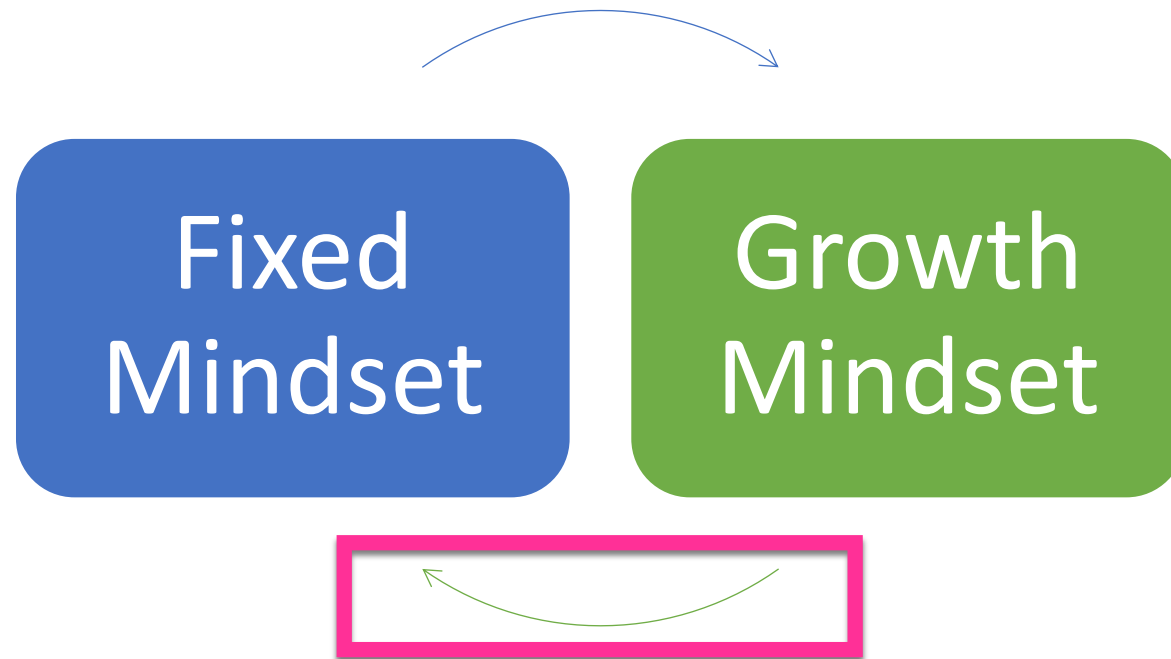
Constructive Criticism

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

- Threat, insult, attack of their character
- Reject feedback
- Blame others
- "The teacher is mean and does not like me"

Fixed
Mindset

Growth
Mindset

- Welcome new ideas and change
- Want to learn from feedback

Providing Constructive Criticism

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



Coaching Through Failure

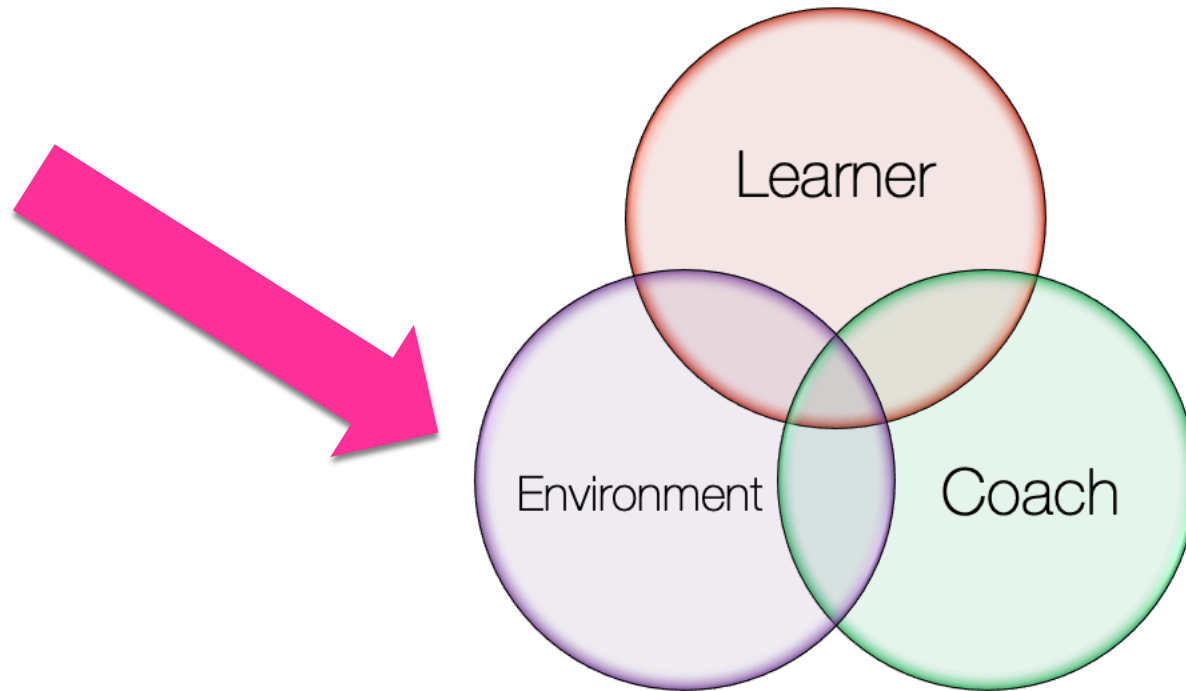
- Use empathy
- Encourage reflection
- Offer support



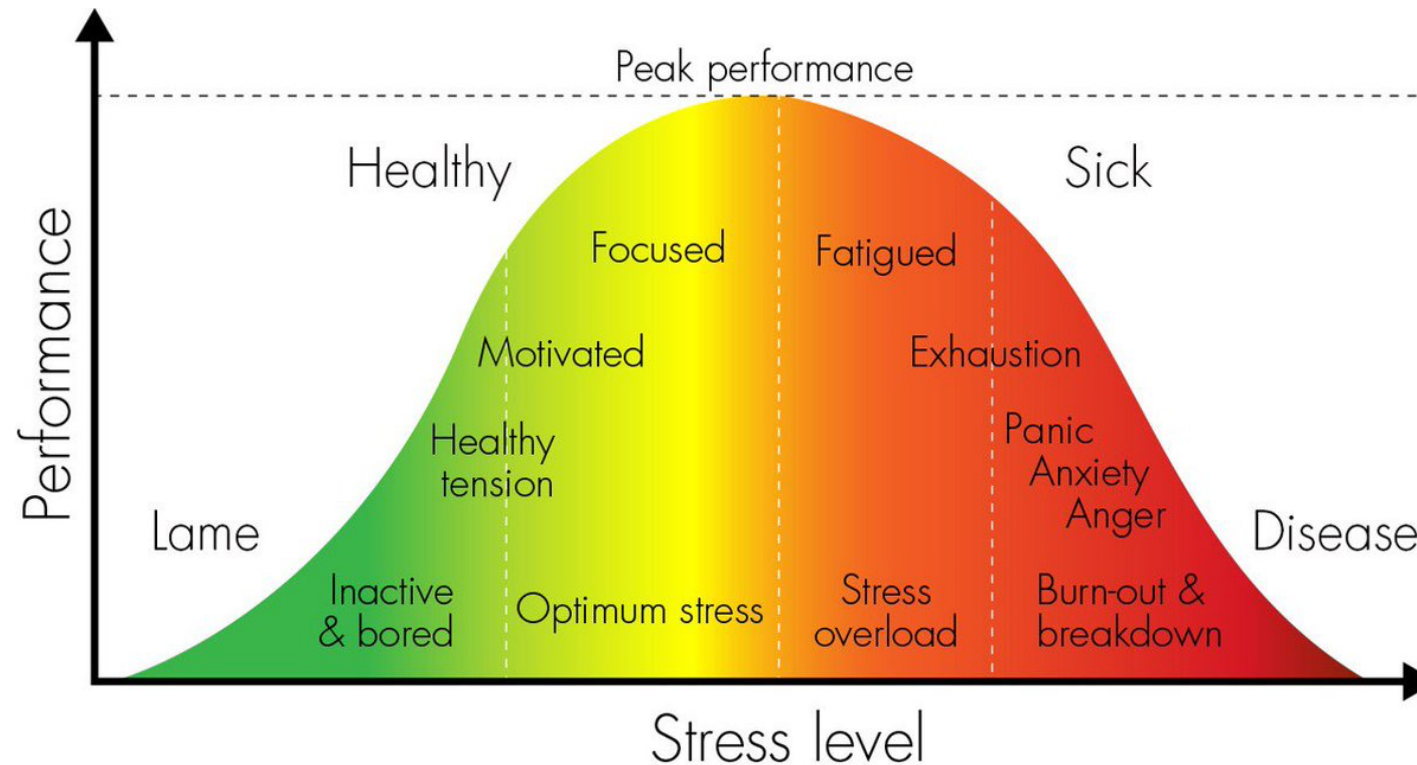
Coaching Through Failure

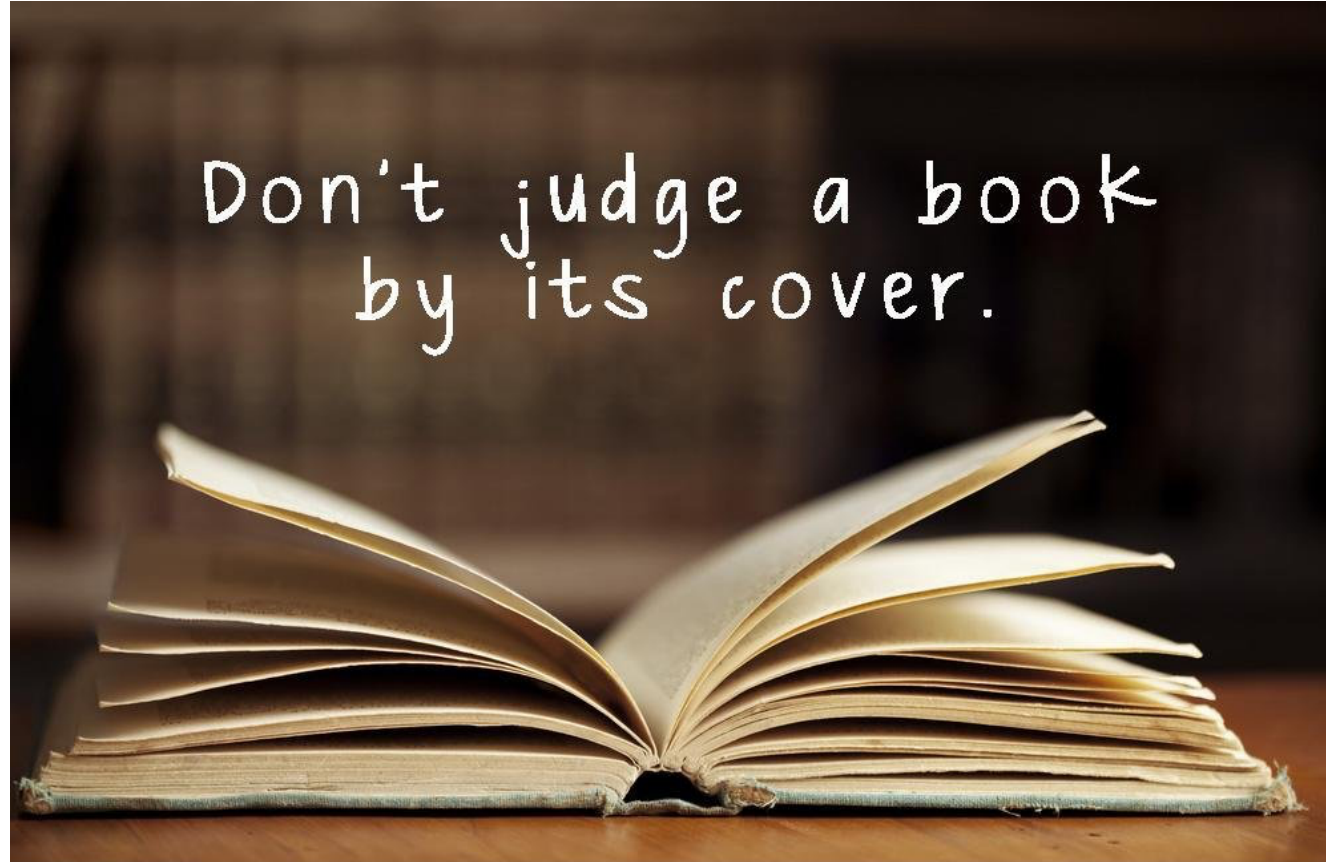


Learning



ENVIRONMENT CAN AFFECT PERFORMANCE





2 mins



2 mins

CREATE AN ATMOSPHERE THAT PROMOTES LEARNING

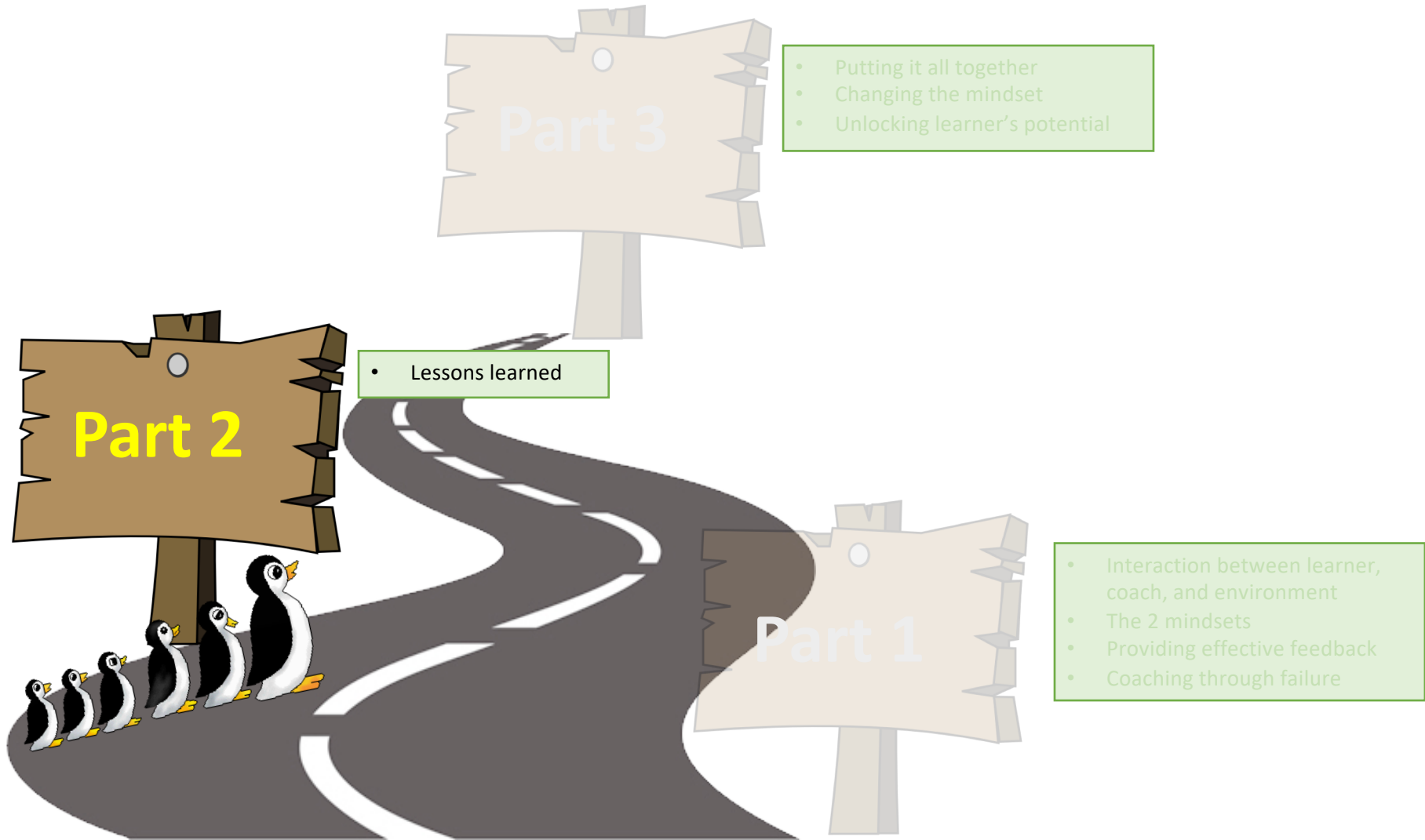


Learners want to know that you care about them!

The Power of the Mindset

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





LESSONS LEARNED

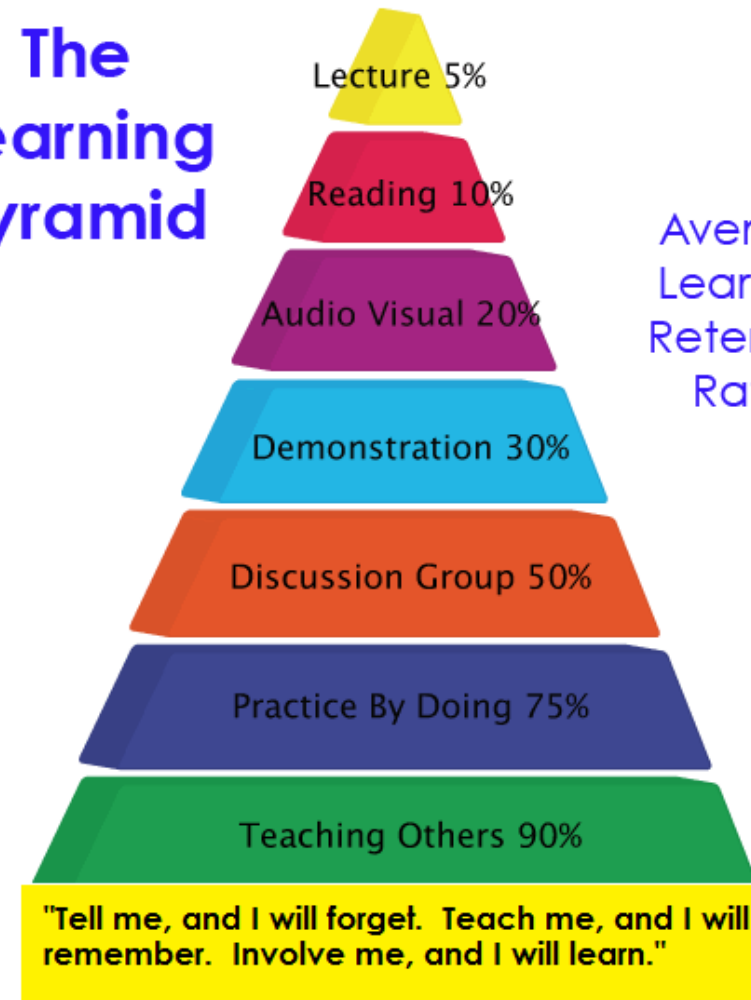


Dr. B's



- Teach using all methods

The Learning Pyramid



Average Learning Retention Rates

Dr. Giroux'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. Giroux'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



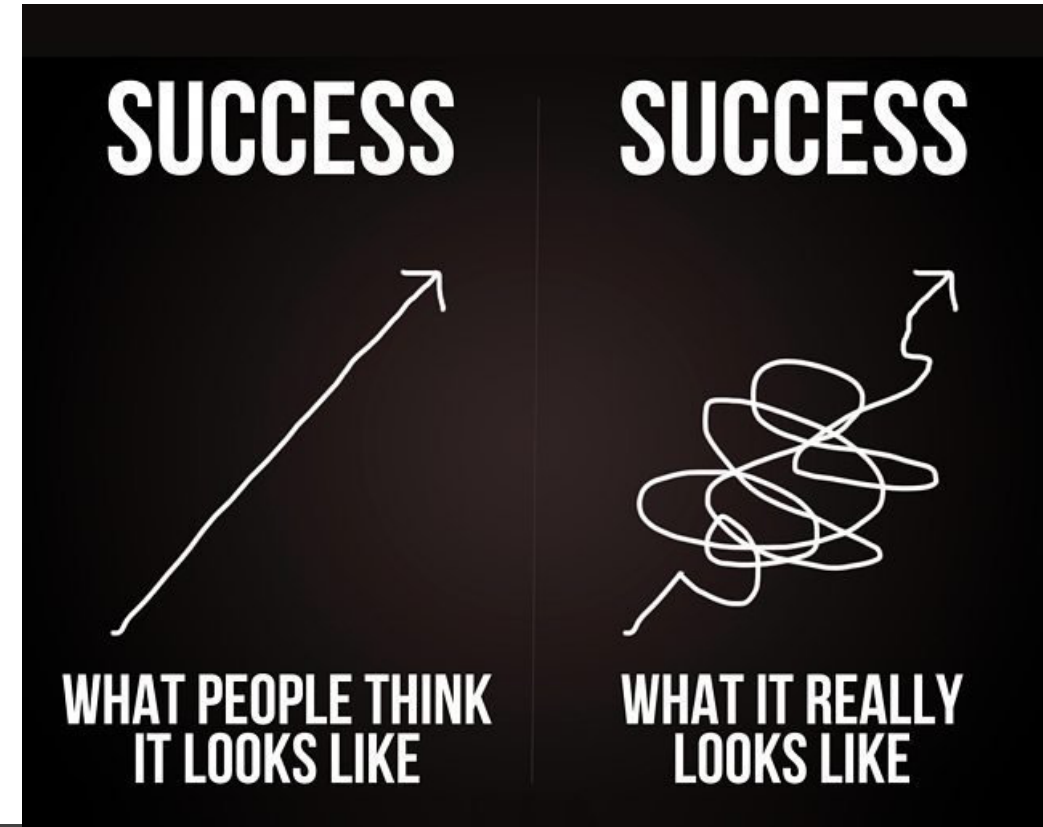
- Never stop questioning and asking “why”
“Why are we doing this?”



Dr. B's



- Practice, practice, and practice!



Dr. Giroux'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. B's

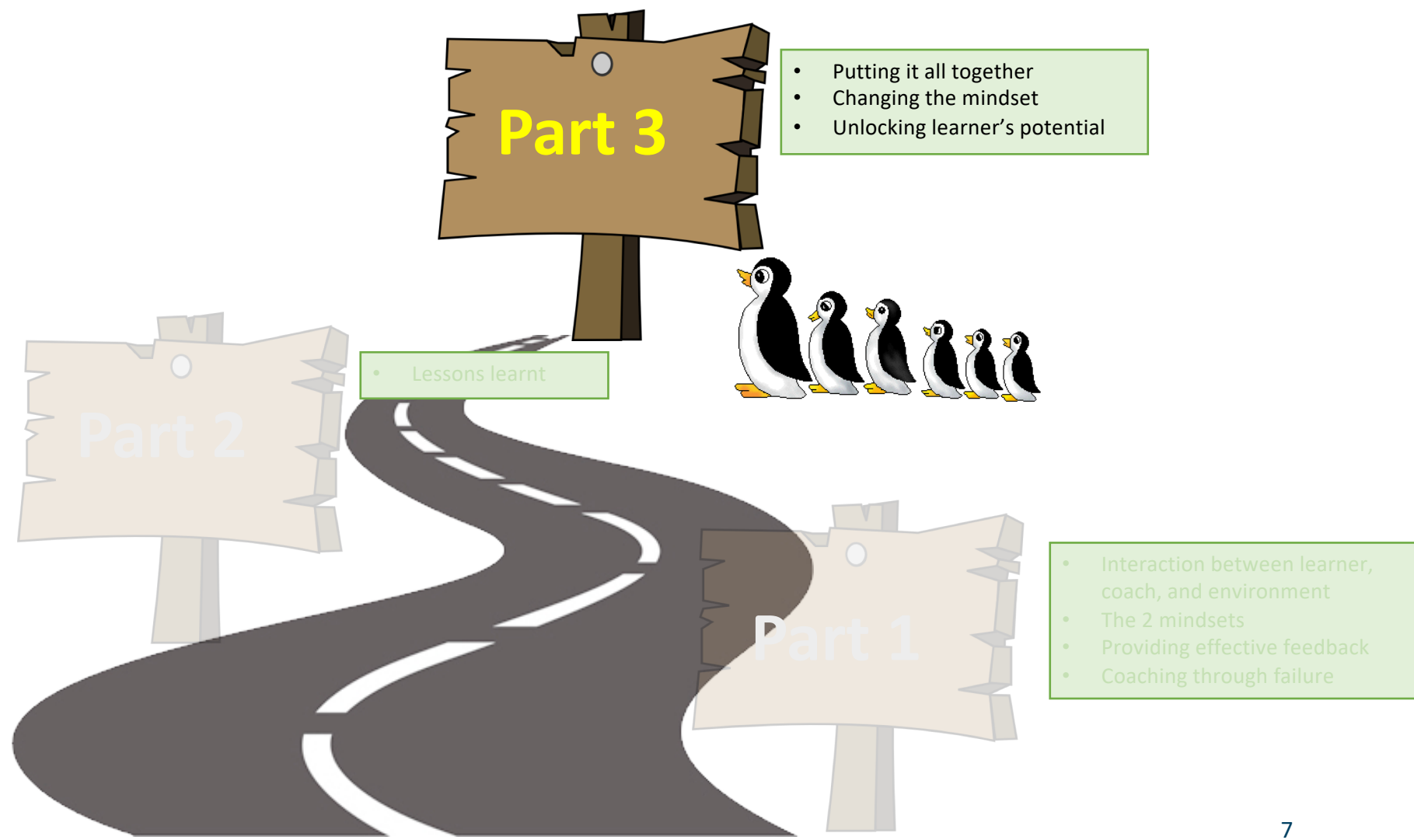


- Emphasize wellness

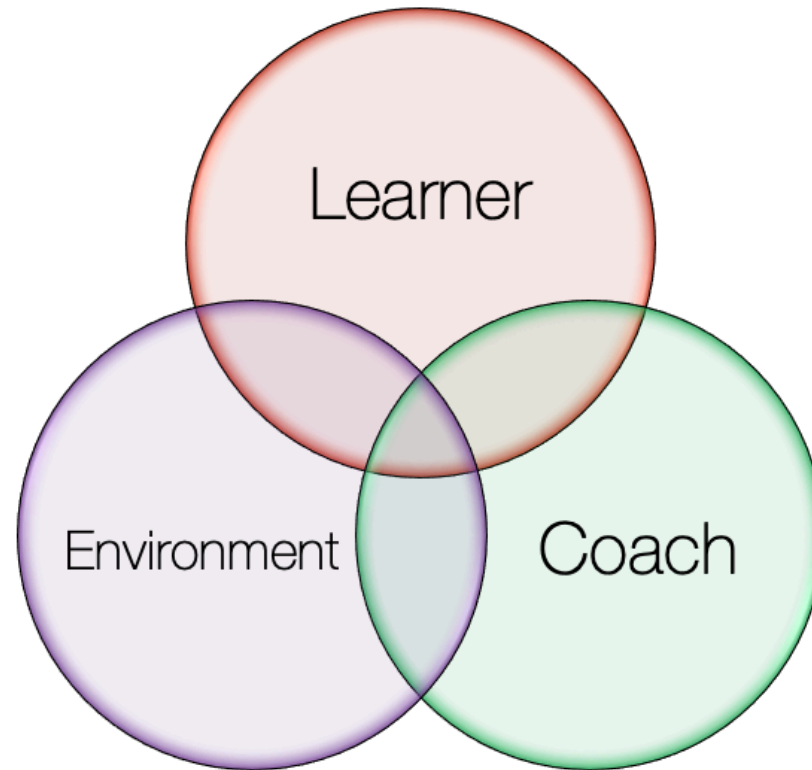
“Did you have lunch?”

“Are you doing anything for yourself this weekend?”





Putting in All Together



TIME PRESSURE FATIGUE STRESS THE PAST EVALUATION ENVIRONMENT



FIXED
Mindset



**RECIPE FOR
DISASTER**

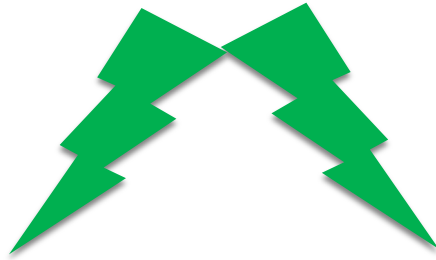


Worried about being judged:
"I am a failure"
"What will people think of me?"
"I am afraid to try this again"



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





**GROWTH
Mindset**



GROWTH



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



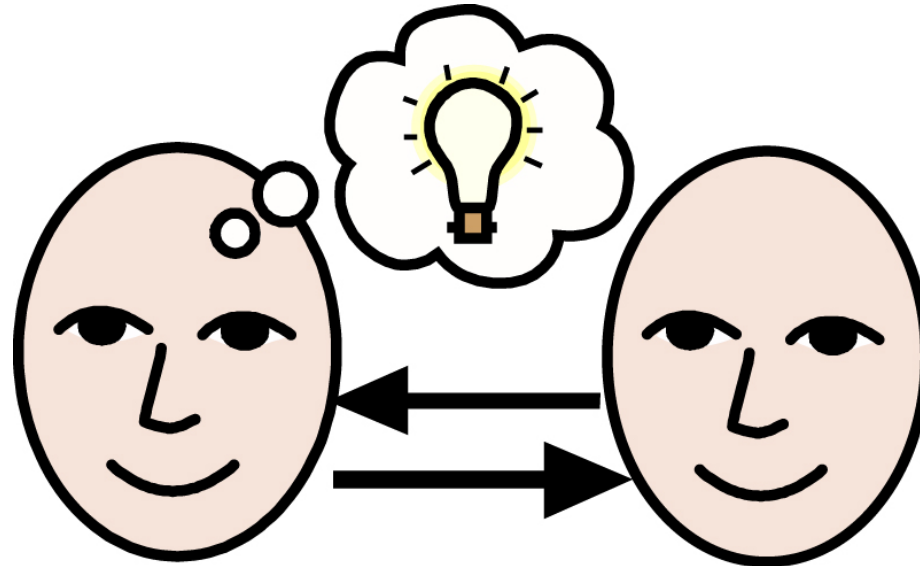
Growth
Mindset



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."

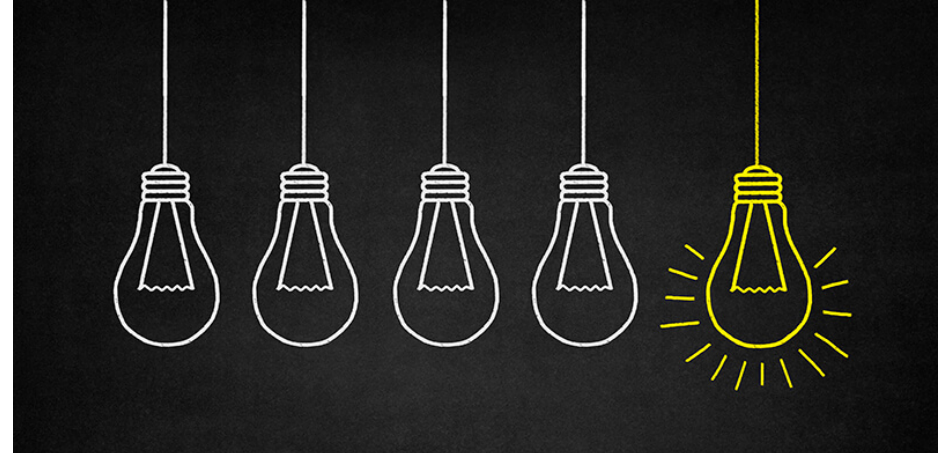
Create something at [LiveLuvCreate.com](https://www.LiveLuvCreate.com)

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?”

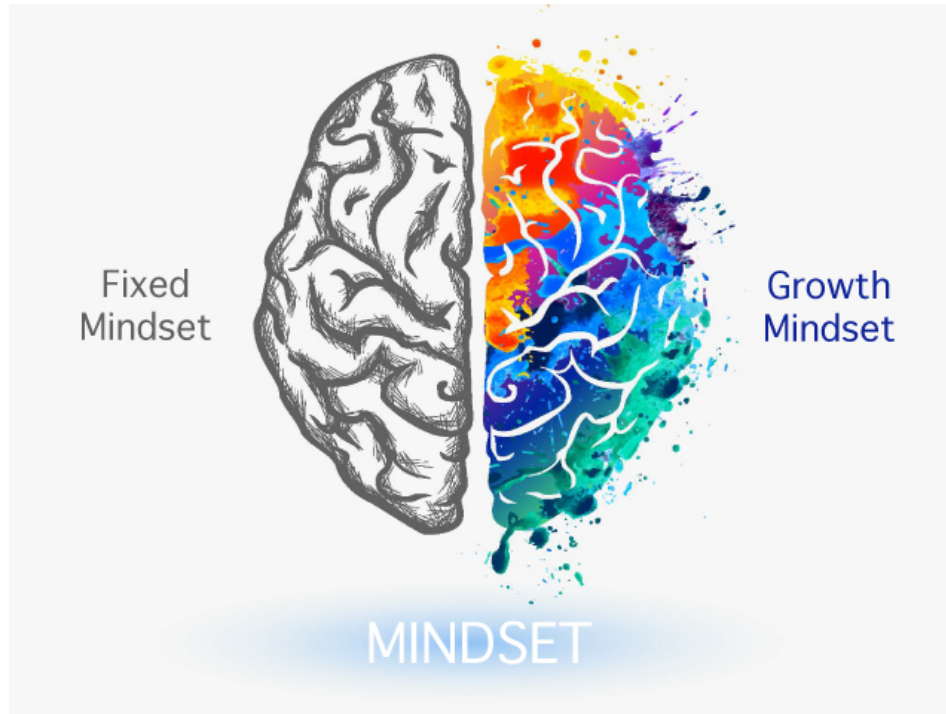


Maximizing Our Learners' Potential

- 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

Evaluation

An evaluation for this session will be sent to delegates at the end of the day by email.

Thank you!

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