CBD COACHING MODEL

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The best health for all. The best care for all.
Contributors

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Objectives

• Describe the components of the CBD Coaching Model

• Distinguish ‘Coaching in the Moment ‘and ‘Coaching over Time’

• Explain how coaching feedback is integral to learning
CBD Coaching Model

Facilitating learning and development of a residents’ competence
Competence by Design

• Improve patient care by assuring our residency programs facilitate the developmental acquisition of competencies
• Competency Focused Instruction
• Workplace-Based Assessment (WBA)
Workplace-Based Assessment in CBD

EPA’s AND MILESTONES
Provide clear learning direction and explicit teaching assessment goals

WORKPLACE-BASED ASSESSMENT
Multiple observations
Verbal feedback
Quality documentation in WBA tools

ePORTFOLIO

DECISIONS
Progression or remediation

Practice Expectancies Defined

Practice Environment

Competence Committee
Coaching

“... can help learners reflect on where their performance stands and how to improve.”
- Deiorio, N., 2016
Coaching

A coach’s priority is to promote **improvement**
### Growth Mindset

**Growth Mindset:** Aligns with coaching as a *teaching and learning method* to promote development.

<table>
<thead>
<tr>
<th>Fixed Mindset</th>
<th>Growth Mindset</th>
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<tbody>
<tr>
<td>Believes that level of achievement is predetermined, and that effort dedicated toward learning will <em>not</em> promote greater achievement.</td>
<td>Believes there is potential for an individual’s <em>growth and improvement</em>.</td>
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<tr>
<td>Desires to <em>prove</em> and avoid looking unintelligent.</td>
<td>Desires to <em>learn</em>, and looks for opportunities to challenge current status.</td>
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<tr>
<td>Asks: Will I succeed or fail? Look smart or not?</td>
<td>Asks: Will I grow? Will I overcome challenges?</td>
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<td>Questions the effort of bothering.</td>
<td>Believes that growth and learning require effort.</td>
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<td>Ignores constructive criticism.</td>
<td>Learns from feedback and uses it to improve.</td>
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*Click to review full table (English only)*

Dweck, 2006
Paradigm Shift of Thinking

- "Summative assessment"
  - High stakes
  - Happens at the end of the learning process
  - Goal: judge/evaluate learning at that particular instant in time

Assessment OF Learning

- "Formative assessment"
  - Low stakes, safe environment
  - Embedded in the learning process (frequent and ongoing)
  - Goal: monitor learning/progress and provide immediate feedback that can be used to improve teaching/learning (feedback loop)

Assessment FOR Learning (Observations)
CBD Coaching Model

Facilitating learning and development of a residents’ competence
Coaching in the Moment is...

- workplace-based, occurs in a clinical environment
- a key component of Workplace-Based Learning
- part of normal learning activities
- low stakes and frequent
- timely and efficient

- Guidance for improvement
Coaching in the Moment: A Process

1) RAPPORT
2) EXPECTATIONS
3) OBSERVE
4) CONVERSATION
5) DOCUMENT

RX-OCD
Initial Conversation: Rapport

• Employ techniques to create a safe learning environment
• Form an educational partnership – Growth mindset
• Being explicit about the part of the clinician’s role as a learning coach
Factors affecting the Educational Partnership

MUTUAL UNDERSTANDING of learner’s goals and how to attain them
Telio, S et al. 2015, Bing-You, R et al. 2017

PERCEIVED COMMITMENT/ENGAGEMENT of the educator to learner “improvement”

“Recipient’s” perception of the relationship is the key determinant of the alliance’s success
Initial Conversation: Expectations

• Discuss specific learning goals and objectives, related to milestones, competencies and EPAs
Observation of Work*

Workplace-Based Observation

* Key ingredient in Assessment FOR Learning
Observation

Direct Observation
• a clinician watching a resident doing work
  • in real time or asynchronously (i.e. videotaped)

Indirect Observation
• review of products of the resident’s work
  • clinical notes, presentations, or written reflections
• observations from secondary sources
Engage in a Conversation

• Between the clinician and the resident

• Related to the task that was observed

• To ensure the resident understands how improvements could be made (growth mindset)
Coaching

• “a one-to-one conversation focused on the enhancement of learning and development through increasing self-awareness and a sense of personal responsibility, where the coach facilitates the self-directed learning of the [learner] through questioning, active listening, and appropriate challenge in a supportive and encouraging climate.”

Van Niewerburgh C, 2012
Coaching Feedback

Feedback = information about what was observed compared to an expected standard

Observation of Work

Feedback

Coaching Feedback = feedback + actionable suggestions for improvement

Observer makes determination of quality of observed task
Documenting a Summary

• Recording a summary of feedback and actionable suggestions for improvement that were given is essential

• Every Coaching interaction might not be documented but a representative sample during that clinical time is needed

• It is important to document outlier performances because they could be rare but important
CBD Coaching Model

Facilitating learning and development of a residents’ competence
Coaching Over Time

• Another educational partnership/alliance

• A longitudinal relationship between clinician and learner

• Learners: greater responsibility for reviewing observation data & setting learning goals
Coaching Over Time: Two Goals

1. To guide residents in their clinical performance progress:
   a. Help to synthesize the multiple types of observation data received

2. To facilitate the learner’s development of skills in self-regulated learning by engaging the learner in the process of guided self-assessment. Help the learner to:
   a. Set learning goals
   b. Process feedback and observation data related to goals
   c. Establish or revise new learning goals in response to their progress or other data
Portfolio Data

Caverzagie and Lobst
Coaching and competence committees:

- Competence Committees - decide
- Coaches – develop
Summary

- Resident Learning & Development
- Educational Partnerships
- Assessment FOR Learning (observations)
- Coaching Feedback for Improvement
- Coaching in the Moment
  - Multiple low stakes observations
  - RX-OCD
- Coaching over Time
  - Guiding resident progression over time
  - Facilitating lifelong learning skills
References


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