Incubator 4 Innovators

Chat Highlights

100%

The PGME team at Schulich is 100% dedicated to facilitating the successful launch of CBME for all residency programs. Presenters at the Incubator showcased their dedication as Program Directors and Medical Educators to provide second-to-none learning experiences for Schulich's residents.

> We encourage coaches to be reflective about their coaching activities, for example, and if they do that well they may be more critical of how things are going - which might explain the reluctance of your coaches to say "it's going great".
>
> –Dr. Chris Watling

> One thing we are going to be doing in Gen Peds is creating a community of practice for faculty coaches, so they will be able to share with each other some of their successes and challenges
>
> -Dr. Marta Wilejto

coach
- UNDERSTAND LEARNER'S CONTEXT
- DEVELOP RAPPORT & OUTLINE EXPECTATIONS

feedback
- IN THE MOMENT
- ACTIONABLE & SPECIFIC
- FOCUSED ON PERFORMANCE, NOT ON PERSON

assess
- FERTILE GROUND FOR MEANINGFUL LEARNING

> I have one on one meetings with each coach to encourage them to be reflective about how they think coaching is going and how they can grow as a coach
>
> -Dr Anita Cheng

> It begins with GROUND RULES and RAPPORT. Without rapport, there is little chance of positive teamwork and impactful coaching

Rapport starts with showing that you care, showing that you've been there, and showing them that you support their journey, Creating educational plans together sets the journey up for SUCCESS from the getgo.

In essence, we have two forms of assessment happening. The real world dialogue and the formal documented ones and they may not match up
bit of body text

INDEED. There is no substitute for real world, in-the-moment feedback

Reminder: EPAs represent only one type of feedback which is formal, standardized assessment.

CBME IS BASED ON EPAS AS WELL AS MULTI-SOURCE FEEDBACK SUCH AS ITERS AND "IN THE MOMENT" COACHING.

Assessment practices should empower Faculty to do what they feel is in the best interest of education and safety.

Innovators' Chat

THE CC

How do we ensure that Competency Committee is serving our residents' needs?

Transparency Accountability Standardization

Competency Committees should receive robust quantitative & qualitative data. Their decision-making should be written as a policy and made known to residents and faculty at the beginning of each academic year and as changes are made.. Documentation of decision process provides transpareccy and accountability.

Residents should be given realistic expectations of progress such that CC decisions are predictable for the most part.

Residents should be fostered so that they gave a GROWTH MINDSET--allowing them to take risks, accept constructive feedback, and show resiliency to perceived setbacks..

Helping residents create their own goals within the resident curriculum map is an effective way to keep residents motivated and on track. Providing residents with timely feedback with actionable goals with DEADLINES helps residents feel structured and supported by the program.

GROWTH MINDSET

Specific

GIVING SPECIFIC FEEDBACK ON WHAT WAS DONE WELL, WHAT CAN BE IMPOVED, AND WHAT NEXT STEPS ARE

Behaviour

FOCUS ON THE TASK PERFORMANCE NOT ON THE PERSON

Action

GIVE ACTIONABLE ITEMS WITH NEXT STEPS WITH DEADLINES

One thing we are going to be doing in Gen Peds is creating a community of practice for faculty coaches, so they will be able to share with each other some of their successes and challenges
-Dr Marta Wilejto

Coaching is about supporting future learning--using assessment for improvement and success

Competency committees are there to promote, not fail residents

Learn more at https://www.royalcollege.ca/rcsite/cbd/assessment/compe tence-committees-e