



Coaching From the Ice to the Office

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Administrators Meeting
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1

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

Cathy MacLean is paid as faculty at the USask.

Ross MacLean operates MacLean Hockey, Calgary and is a scout for the ISS and the Calgary Hitman.


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2

Objectives

At the end of this session, participants will be able to:

- ▶ distinguish short and long term coaching strategies that can be useful in teaching in family medicine
- ▶ compare direct and ambiguous feedback and describe why both are necessary and when to use each
- ▶ apply basic coaching practices drawing from appropriate hockey examples



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3

Introductions



4

Agenda

- ▶ Intro into Canadian Hockey coaching streams and what is happening around coaching in medical education
- ▶ Overview of roles and responsibilities of good hockey coaches - what would be good to adopt in medicine?
- ▶ Skills of good hockey coaches/good clinical coaches
- ▶ Feedback types
- ▶ Empowerment, Vulnerability, Inspiration and Motivation
- ▶ Keeping sharp as a coach - coaching coaches



5

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6

Hockey Canada Coach Development and Certification Process

- ▶ Coach 1 - Teach FUNdamentals, safety and build base for teaching
- ▶ Coach 2 - Safety and Teaching, Technical Instruction of basics
- ▶ Development 1 - Individual and Tactical Skills, Skill Development Pyramid, Planning and Program Design, Making Ethical Decisions, Team Building*
- ▶ High Performance 1 - Seasonal Planning, Tactical Development, Athletic Development, Psychological Development, Managing Conflict, Advanced Skill Analysis, Preparation Techniques, Technical and Tactical Coaching Analysis*
- ▶ High Performance 2 - High Performance Leadership Development, Physical Preparation and Adaptation, Skill and Video Analysis, Advanced Technical and Tactical Analysis, Performance on Demand, Pressure of Competition*

* Written and Observational Assessments required

It's what you learn, after you know it all, that counts.
John Wooden



7

Coaching Pathway - National Coaching Certification Program



Used with permission from Hockey Canada

You don't demand respect, you earn it.
Steve Seidler

8

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9

Roles and Responsibilities of Good (Hockey) Coaches

- ▶ Develop athleticism and love for sport
- ▶ Use appropriate feedback
- ▶ Put athletes in purposeful situations that allow growth and learning
- ▶ Reinforce proper habits
- ▶ Develop and adapt training and competition planning and scheduling
- ▶ Cultivate teamwork understanding and principles
- ▶ Oversee and enforce safety standards and decision making
- ▶ Instill confidence and growth mindset
- ▶ Foster emotional control and ability to overcome adversity

What makes a good coach? Complete dedication.
George Halas

10

Seasonal Planning/Periodic Reviews

Using a "Dashboard" that allows everyone to see:

- ▶ Where we are
- ▶ Where we want to go
- ▶ How we are going to get there

Practice doesn't make perfect. Perfect practice makes perfect.
Vince Lombardi

11

Seasonal Plans:

Puts coaches in the position to evaluate what they have, determine what they want and plan out how to achieve these goals by designing a roadmap that ultimately benefits the players at every stage.

Key steps to designing a plan are:

- ▶ Philosophy - What do you believe in?
- ▶ Dates/Cycles - What are the key dates, macrocycles/microcycles?
- ▶ Focus - What will you focus on and when?
- ▶ Coach Requirements - How does the coach facilitate each segment?
- ▶ Goals - What are we aiming for and how do we measure it?
- ▶ Adaptation - When do we evaluate and change course if required?

12

Competency Coaching Model



Facilitating learning and development of a residents' competence

RCPSO

17

R2C2 Facilitated Feedback Model



Sargent, Aronson, Driesman, Holbrook, Koppig, Laskov, Lynn, Mann, Ross, Silver, Salsend, Warren, Bethells, Bradshaw, and Shapiro. Evidence-Informed Facilitated Feedback: The R2C2 Feedback Model. MedSUPPORT Publications. 13 (2018). MedSUPPORT Publications. PDF, 16 p. Web.

18

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19

Types of Feedback

The goal of feedback - to reinforce desired behaviours or discourage undesired behaviours.

- ▶ Ambiguous (most common type of feedback)
- ▶ Direct
- ▶ Positive
- ▶ Negative
- ▶ Constructive Criticism
- ▶ Non-verbal - Tone of Voice



Coaches have to watch for what they don't want to see and listen to what they don't want to hear.

John Madden

20

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21

The Pep Talk

Empower learners to:

- ▶ Face their fears, rise to the challenge
- ▶ Learn from mistakes, find the opportunity in adversity
- ▶ Make decisions using their skills and experience

Vulnerability between coach and student leads to:

- ▶ Trust
- ▶ Disarming even the hardest shells to crack

Inspiration is achieved when:

- ▶ A model is set showing the right outcomes achieved the right way

Motivation is optimized when:

- ▶ Outcomes are tied to higher purposes than self (the team) but the benefits for the self are still recognizable

Be more concerned with your character than your reputation.
John Wooden

22

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23

Certification Maintenance

- ▶ To maintain certification standing, coaches must obtain 5-30 professional development maintenance points every 5 years.
- ▶ These can be achieved through additional Instructional Stream participation with a 3 level skills certification tier as well as member partner coaching clinics, speciality skills clinics or with the program of excellence.

Talent sets the floor, character sets the ceiling.
Bill Belichick

24

Faculty Development on Coaching

1. Should Family Medicine have coach training of our faculty?
2. Should we certify our coaching?
3. Should we require maintenance of coaching skills?

Debate at your tables and then we will do a quick poll.



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25

What will you take back? Do differently?

Take a minute and write it down.



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26

Summary

What we covered:

- ▶ Coaching strategies that can be useful in teaching in family medicine - apply to Rx-OCR and R2C2
- ▶ Comparing types of feedback - what is necessary and when to use
- ▶ Basic coaching practices from hockey examples that can be applied in FM programs including FD - coaching our coaches.



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27



28

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Thanks!



29

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30