

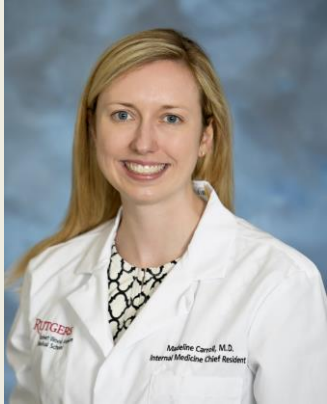


# Self-Reflection:

## An Introduction to Coaching for Lifelong Learning

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Dr Madeline Carroll



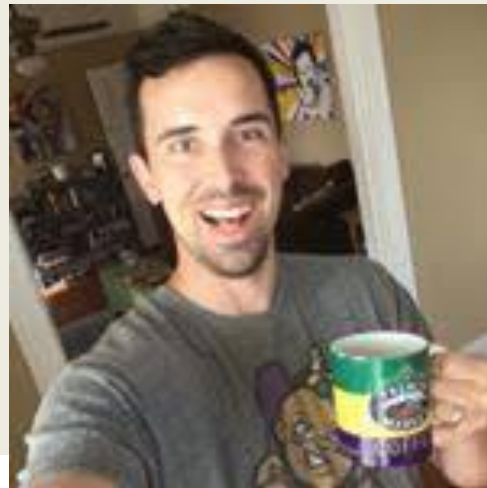
Dr Herman Van Besien



Dr Alyssa Kimble



Dr Sarah Williams



Dr Dakota Jenneman

# Facilitators



# Check-In

How are you feeling?

# Objectives

- Discuss self-reflection as a tool for fostering lifelong learning
- Utilize a self-reflection exercise to
  - Assess your own strengths/limitations
  - Assess your learners
- Apply the GROW coaching model to stimulate self-directed learning

# Agenda:

- Group discussions on self reflection
- Brief didactic on self reflection
- Self-reflection exercises
  - individual
  - Small group breakout rooms on Teams
- Wrap-up

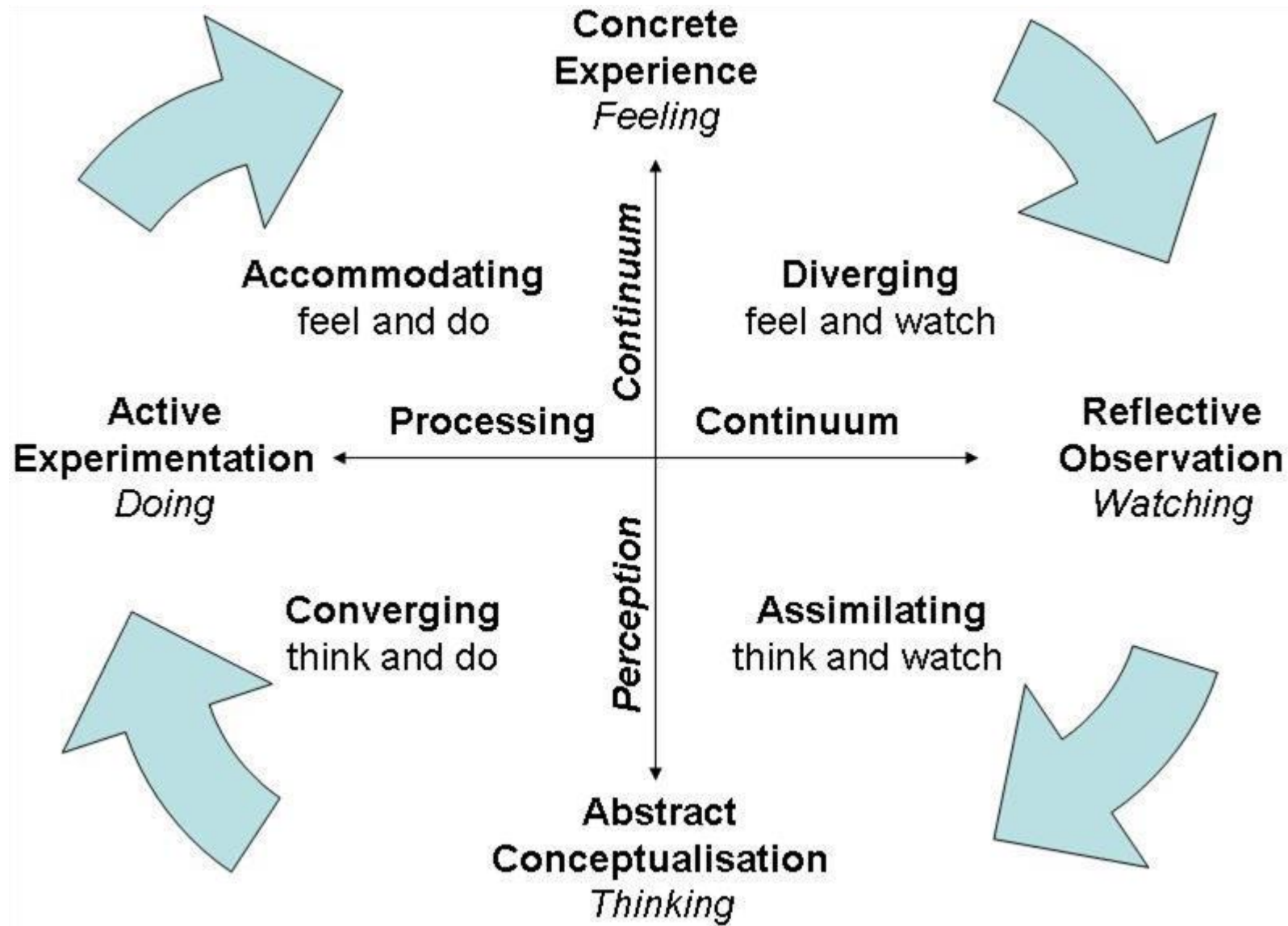
# Group Discussion

- What does self reflection mean to you?
- Tell us about your experiences



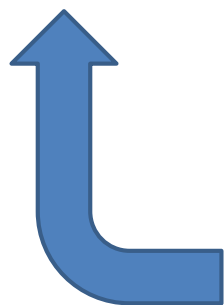
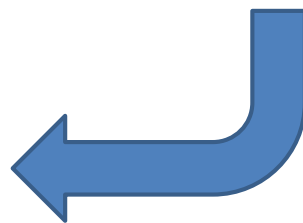
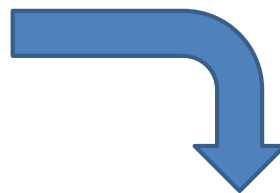
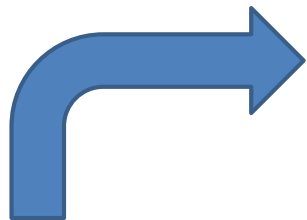
- **The ultimate goal of the educational system is to shift to the individual the burden of pursuing his education.**

John W. Gardner



Kolb, 1984





# Self-Reflection

- ☐ As a way to...
  - ☐ Improve communication
  - ☐ “art of healing” vs “science of cure”
  - ☐ Empathy
  - ☐ Stress
  - ☐ Form a professional identity
  
- ☐ Self-directed learning
  - ☐ Accreditation bodies

# Self-assessment

Using simulation:

- ☐ High-scorers 3x better than low-scorers at accurately assessing performance, both pre- and post-video

# Self-Reflection vs Self-Assessment

| Characteristic | Reflection                                | Self-Assessment                                   |
|----------------|---|---|
| Outcome        | Insights                                  | Strengths and areas for improvement               |
| Control        | Internally motivated                      | Could be externally motivated                     |
| Timing         | Do as soon as possible after experience   | Wait until ramifications of performance are clear |
| Continuity     | Important to have an uninterrupted period | Less important—could stop and start               |
| Focus          | Reactive (response to an experience)      | Proactive (lead to future changes)                |
| Direction      | Backward looking                          | Forward looking                                   |
| Criteria       | No performance criteria                   | Have performance criteria                         |
| Thinking       | Divergent thinking (what if?)             | Convergent thinking                               |
| Audience       | Private                                   | Mentor and others                                 |

# Doctors and Musicians

‘... it’s really important to know when you’re not equipped to do something, like that you’re **not competent** to do something, and be able to **ask for help** or refer it on or whatever.’ (Doctor-musician)

Watling et al 2013

‘Your voice sounds **completely different** in your head than it sounds to everyone else.’ (Music student)



# Self-Reflection Exercise



# Self-Reflection Exercise

- ☐ What do I do well?
- ☐ What can I do better?
- ☐ How can I continue improving my performance in this course?
- ☐ What do I need to do to make this happen?
- ☐ How will I know I have improved?

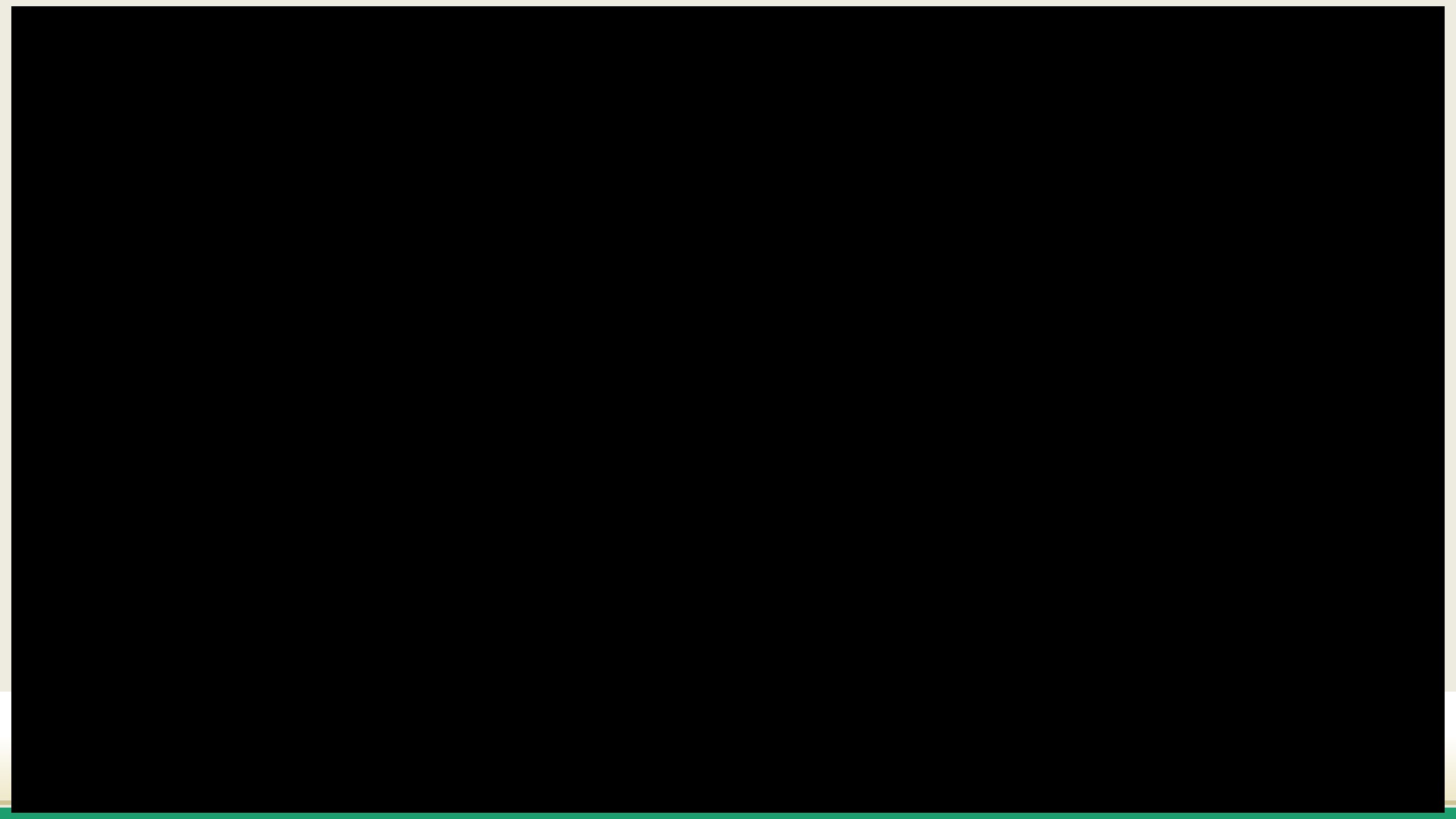
# Your Turn...

- ☐ Rate yourself on the Self-Assessment Wheel
- ☐ Think about how you may improve



**But did we really get it?**

How do we guide our  
learners to “get it”?



# Coaching is...

an active conversation between two or more people

...founded on confidentiality and trust...

...aimed at identifying problems and solutions

...guided by the coachee's values and priorities.



# Coaching is not:

- ☐ Counselling or therapy
- ☐ Instructing or teaching
- ☐ Solving the problem for the coachee

## The GROW method:

|   |   |
|---|---|
| <b>G</b> oal                              | <b>What do you want?</b><br><i>What are you looking to get out of this?</i><br><i>Describe your idea of a successful ...</i><br><i>How do you want to feel after you leave?</i> |
| Current <b>R</b> eality                   | <b>Where are you now?</b><br><i>How do you feel today?</i><br><i>What steps have you already taken?</i><br><i>What effect did that have?</i>                                    |
| <b>O</b> ptions (or<br><b>O</b> bstacles) | <b>What could you do?</b><br><i>What's in your way and why?</i><br><i>What is your gut telling you?</i><br><i>What will you definitely NOT do?</i>                              |
| <b>W</b> ay forward                       | <b>What will you do?</b><br><i>When will you do it?</i><br><i>How will you feel after you've done it?</i>   |

# Small Group Exercise

- ☐ Work in threes to discuss your plan
  - ☐ Faculty 1: Describe your area for improvement
  - ☐ Faculty 2: Coach your colleague
  - ☐ Faculty 3: Observe and provide feedback to coach

# Large Group Discussion

- ☐ What was your experience with this exercise?
- ☐ Were you surprised?
- ☐ What did you learn from this exercise?

# Caveats

- Reflection vs Assessment



# Now what?

- ☐ How might you use what you have learned today with your learners?
- ☐ What are some ways you can use this exercise with your learners?
- ☐ How could you use this to help you assess your learners?

# Doctors and Musicians

‘...in medicine I was most concerned about **competency**, so I really wanted to be able to do everything right... [but in music] it's sort of more than competency... you want to be **good**.’

‘If you're hired at an opera company, you're not going to be learning the score by yourself and just performing it, you're going to be working with coaches, directors... You're always in that process of learning from other people and having that **community of a team** to help you to that performance. **That will never go away.**’

Watling et al 2013



Questions?  
Comments?



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