



STOCKHOLM • 11-16 JUNE 2016

92nd  CONGRESS

Minutes of the 11th EUROPEAN ORTHODONTIC TEACHERS FORUM

Sunday June 12, 2016

Time 10.15 -14.00 hrs
Venue EOS Congress Venue Stockholmsmässan (located in Älvsjö)
Room Conference room T1, first floor

Welcome and Introduction

Professor Anne Marie Kuijpers-Jagtman welcomes the delegates and says that the EOTF is a successful meeting with more than 100 participants. Professor Jan Huggare, president of the EOS, welcomes all delegates to the 11th EOTF and talks about the importance of high quality European orthodontic education.

Dr. Julian O'Neill (EFOSA)

Dr. O'Neill addresses the audience and memorizes Professor Charles Bolender, after whom the new EFOSA Award has been named - the founding member and first president of EFOSA. This year the award will be presented for the first time. The 2016 award will be presented to Ben Lommelen (not an orthodontist, but a coach/trainer in people's skills).

Minutes of the last meeting Venice 2015 (AK):

The minutes are approved.

AK takes a short look back at the previous topics of the Teachers' Forums.

- 2006 Strengths and weaknesses of orthodontic education in Europe
- 2007 Development of NEBEOP and collaboration between postgraduate program
- 2008 Self-assessment for quality control
- 2009 The minimum requirements for the undergraduate orthodontic curriculum
- 2010 How do we learn? Adult learning
- 2011 New ways of learning
- 2012 E-learning
- 2013 Competency based postgraduate education
- 2014 Quality assurance in postgraduate education
- 2015 Final examination assessment procedures
- 2016 Workshop Teach the Teacher: Fostering Resident Autonomy by Adopting a Coaching Approach to Teaching

Workshop Teach the Teacher: Fostering Resident Autonomy by Adopting a Coaching Approach to Teaching

The workshop is introduced and Mr. Ben Lommelen (leuven, Belgium) addresses the audience. The workshop consists of a plenary session and break-out group sessions with a coffee break in between.

Mr. Lommelen presents the different theories of coaching. Please see the **attached hand-out** given by Mr. Lommelen to the participants.

Situational leadership

Depending on the characteristics of the situation and the resident, a different teaching style might be more effective. Hersey and Blanchard's theory on situational leadership helps you to choose the most appropriate leadership style.

The importance of supportive teaching

Introducing a formula from the scientific field of small group decision making research, the importance of a people based approach to teaching is emphasized, alongside an equally important task oriented orientation. Implications for practice are discussed, introducing Pendleton's model for feedback in medical education.

Leary's interaction wheel: eight different approaches to teaching

According to Timothy Leary's theory, human behavior can be described most accurately and most parsimoniously according to two axes: dominance and communion. By combining these two axes, a circumplex structure of human behaviour emerges, enabling one to better understand human interaction. Moreover, this theory will help you to influence people to interact in a more agreeable and constructive way, allowing you to tackle challenging resident behaviour and to broaden your spectrum of teaching styles.

Then the audience is divided into 7 groups, with 10-12 persons per group. After the group exercises, the participants return to the main lecture hall and give short reports about the different coaching methods.

Report of each group's activities about teaching styles in a team:

Group 1 (Overhelping):

Without helpers, it becomes difficult to teach. Communicating strengths and weaknesses: what am I good at in helping with, what am I not so good at. Overhelping can also be detrimental.

Group 2 (Helping/supportive):

Education of treatment planning. Preparing treatment plans, some students are autonomous. Discussion about diff types of treatment plans- the arguments should support a decision on the best plan.

Group 3 (The Follower):

A good follower has a great impact on the team. Sometimes there are negative followers, and they influence the group behaviour. The danger here is overdependence.

Group 4 (Withholding type):

Characteristic of a dreamy, apologizing character. Example, a patient who doesn't want to wear his elastics, or the resident who doesn't do what he was asked and continually apologizes. Luckily there are other types that help out the team. Extremes in practice: residents who don't participate in journal clubs, too involved in social media, not interested in the group. If encountered in the first year of training, this behavior can be corrected and he/she can be given responsibility and will see the consequences of the behavior.

Group 5 (Questioning):

This is a good teaching style, everyone uses it and benefits a lot from it. Used more frequently during discussions of treatment plans. Use of feedback is also important; in the extreme form it can lead to intimidation of the student in front of the patient and the parents; can lead to confusion. Inappropriately defensive towards a question- try to get out of the situation and ask the question in a different way.

Group 6 (Criticizing):

A restaurant chef who is never satisfied; clinical example- patient is late, cases are not well finished. A team without critical style would be too complacent; not ambitious. The other side is that there is no trust, resulting in a bad environment. Historical dental teaching: teachers tend to be critical but do not welcome criticism themselves. Criticism is not always negative and should be seen as a positive aspect.

Group 7 (Correcting):

Correcting assumes that something went wrong. Belgium baker: person asks for bread but he tells you there are 4 other types of bread. Another approach is to kindly inform that there are also diff types of bread. Correcting depends on the way it's done: either positive or negative. The method has to be adapted to the student with whom you're interacting.

Conclusions and take home messages (Ben Lommelen)

You always need to adapt your style to the circumstances and to the student(s) with whom you're interacting. To assess growth: assess your own behavior before you assess the student's. A coaching approach is better than a directing approach, in order to achieve autonomy. Dysfunctional student: try to find an approach that will illicit the behavior you wish to see in the student.

Closure of the meeting (SK):

Dr. Stavros Kiliaridis closes the meeting by thanking the participants for their participation and special thank you to Ben Lommelen. He asks everyone to send suggestions for future Teachers' Forum topics.

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