

Northern Lights 2023: Pan Northern Leadership Forum

Engaging Others Through Personal Influence, Communication, and Collaboration

Territory Acknowledgement

In the spirit of Truth and Reconciliation, NOSM University respectfully acknowledges that our pan-Northern campus is on the homelands of First Nations and Métis Peoples. The university buildings we occupy in Greater Sudbury and Thunder Bay are located on the territory of the Anishinabek Nation, specifically Atikameksheng and Wahnapiatae First Nations and Fort William First Nation.

Beyond a land acknowledgement, we understand that reconciliation is a practice. We gratefully acknowledge the Elders and Knowledge Keepers who share their gifts and teachings with us so that we may better understand and honour their wisdom, and that of all of the traditional keepers of this land. NOSM University will continue to practice reconciliation by listening, learning, and fostering a culture of mutual respect and trust.

Day 1 – March 2, 2023 (Note: All times are EST)

12:30 pm	WebEx Gathering
12:45 pm	Welcome & Reflection James Goertzen MD, MCISc, CCFP, FCFP
1:00 pm	<p>Be the change: The essential transformation of becoming an anti-racist leader Presenter: Kannin Osei-Tutu MD, MSc, CCFP</p> <p>Description: Health professional and medical training has erroneously emphasized race as a biological construct and a risk factor for disease despite race being a marker for racism and other intersecting oppressions that contribute to illness. Black, Indigenous, and other racialized populations face health inequities as an everyday occurrence. Unfortunately, healthcare professionals will continue to perpetuate racism unless we individually and collectively become intentionally antiracist in our clinical and educational work. A reorientation, commitment, and action are required by all health professionals to the pursuit of health equity, improved patient outcomes, and justice for all.</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Discover the first principles of becoming an anti-racist leader. 2. Employ an approach for the leadership journey to become antiracist. 3. Actively challenge oneself and others to recognize our shared humanity. <p>Skills Breakout Group Activity #1 (Groups of 6) Rohanna (4th year student)</p> <ul style="list-style-type: none"> • Define what you think is happening • How will you support the student? • What systemic barriers might Rohanna face if she chooses to make formal complaint? • What can you do to assist her overcome these barriers?

Day 1 - Continued

	Skills Breakout Group Activity #2 (Groups of 6) Dr. Gimon (2nd year resident) <ul style="list-style-type: none"> • Define what you think is happening here? • How will you support the resident? • How will you address the patient? • What is your overall approach to this situation?
2:20 pm	Health Break
2:30 pm	COVID-19 – Uncertainty, disinformation, and the time for advocacy Presenter: Isaac Bogoch MD, SM, FRCPC Description: Characteristics of the evolving COVID -19 Pandemic include rapidly changing knowledge, uncertainty, and disinformation. As a result of the Pandemic, major changes in healthcare approaches at the individual, community, provincial, and national levels have occurred. One of the health advocates thrust into the spotlight throughout the Pandemic has been Dr. Isaac Bogoch, who became known as someone willing to engage the public, colleagues, healthcare organizations, and government in difficult conversations. Leadership considerations including the importance of advocacy skills along with the ability to utilize expertise and influence will be explored along with important leadership lessons learned Learning Objectives: <ol style="list-style-type: none"> 1. Identify leadership advocacy skills for engaging and influencing others. 2. Demonstrate strategies for addressing disinformation. 3. Discover leadership practices relevant to leading in Northern Ontario.
3:25 pm	Health Break/Evaluations

Day 1 - Continued

3:35 pm	<p>Effectively communicating and collaborating with SCARF Presenter: Diane de Camps Meshino BSc(H), MD, FRCPC</p> <p>Description: A key pillar of leadership involves communication – crafting one’s delivery and listening to understand. Effective communication enhances culture, collaboration, and teamwork. These social interactions profoundly shape our emotional, physiological, and neurological reactions, positively or negatively. Through understanding the neuroscience underpinning individuals’ reactions to communication, leaders can optimize their self-awareness, self-regulation, engagement of others, and safety in relationships. Cultivating relationships is foundational to humanizing healthcare, improving patient experience, belonging and inclusivity. SCARF (David Rock) is a user-friendly domain model allowing one to predict and analyse positive or negative neurologically mediated emotional reactions. These domains include status, certainty, autonomy relatedness, and fairness.</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate the five social domains of SCARF – status, certainty, autonomy, relatedness, and fairness. 2. Contrast the reward and threat qualities for the SCARF social domains. 3. Practice applying SCARF when communicating with others. <p>Skills Breakout Group Activity #1 (Groups of 6) Think about a situation when you experienced a threatening or uncomfortable communication.</p> <ol style="list-style-type: none"> 1. Identify several SCARF domains that threatened your sense of self with communication. 2. How could the communication been delivered to decrease threat or create reward? <p>Skills Breakout Group Activity #2 (groups of 6) You have been appointed Lead for your clinic with a priority of implementing a clinic QI program. Next week you will give a five minute presentation to clinic staff, healthcare professionals, and physicians on your planned QI initiative. Uses SCARF Model, identify five key messages to increase engagement with QI program.</p>
4:45 pm	Reflections, Questions, and Evaluations
5:00 pm	Closing

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Day 2 – March 3, 2023 (Note: All times are EST)

12:30 pm	WebEx Gathering
12:45 pm	Welcome & Reflection James Goertzen MD, MCISc, CCFP, FCFP
1:00 pm	<p>Difficult conversations and the Drama Triangle Presenter: Amanda Bjorn BA, , BSc(OT), RCC™, BCACC™</p> <p>Description: Difficult conversations challenge us all. Most of our interactions involving conflict (real or perceived), play out using the roles of the Drama Triangle (Stephen Karpman). The Drama Triangle maps destructive interactions that occur between people in conflict. These interactions inhibit problem-solving, create confusion, and distress along with detracting one from finding real solutions. Being caught in the Drama Triangle pushes everyone to act upon their own needs rather than focusing on the common good. Although we get stuck in these roles for many reasons, we can learn to step out of the Drama Triangle.</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate the three roles and characteristic behaviors in the Drama Triangle (victim, rescuer, and persecutor). 2. Recognize when we are caught in the Drama Triangle. 3. Discover the role we commonly play in the Drama Triangle and the impact of the role on others. <p>Skills Breakout Group Activity #1 (Groups of 6) Following Drama Triangle Video</p> <ul style="list-style-type: none"> • What did you learn about yourself? • What did you learn about patterns of interaction between people?

Day 2 – Continued

	Skills Breakout Group Activity #2 (Groups of 6) <ul style="list-style-type: none"> What's your favourite role to play in the Drama Triangle? What role that others play is the most likely to pull you into the Drama Triangle?
2:10 pm	Health Break/Networking (Groups of 6 – Different composition from skills groups) What is your leadership Super Power? What is your leadership proudest moment?
2:40 pm	Coaching skills for difficult conversation Presenter: Amanda Bjorn BA, , BSc(OT), RCC™, BCACC™ Description: Relevant to effective leadership is the ability to lead yourself and others out of the Drama Triangle. First: recognize when one is trapped in this dysfunctional communication pattern. Second: shift one's mindset from a problem focus to one of attaining the best outcome. Third: employ a leadership coaching approach to support one-self and others to step out of the Drama Triangle with a solution-orientation and enable the best performance by all. Learning Objectives: <ol style="list-style-type: none"> Discover coaching skills and strategies supporting one-self and others to step outside of the Drama Triangle. Identify approaches which transform a problem focus to a solution orientation. Practice coaching skills and strategies to enable effective communication through difficult conversations. Skills Breakout Group Activity #3A (Groups of 6) Scenario #1 NOSM U Leader – stuck in the Drama Triangle Skills Breakout Group Activity #3B (Groups of 6) Scenario #2 Patient – stuck in the Drama Triangle Skills Breakout Group Activity #4 (Groups of 6) <ul style="list-style-type: none"> How can you personally get yourself out of the Drama Triangle? How do you see yourself helping others out of the Drama Triangle?
3:50 pm	Health Break/Evaluations

Day 2 – Continued

4:05 pm	<p>Preparing for a difficult conversation Presenter: James Goertzen MD, MCISc, CCFP</p> <p>Description: Difficult conversations with a colleague, direct report or staff member are rarely about getting the facts right. These conversations are often about clarifying differing values, perceptions, or interpretations. Although managing a difficult conversation is an important leadership skill, many conversations are held on the fly without any preparation. Important conversations can be divided into the stages of before, during, and after. Preparing with a curious mindset will assist one to remain calm and improve conversation outcomes.</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Describe a curious mindset approach when preparing for a difficult conversation. 2. Identify preparation strategies for each phase (before, during, and after) of a difficult conversation.
4:40 pm	Reflections, Questions, and Evaluations
5:00 pm	Closing

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