

Sharing Good Judgment: How to Engage in Meaningful Feedback Conversations with Learners Using Advocacy-Inquiry

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Disclosures

The speakers do not have any financial relationships to disclose

Learning objectives

- Discuss the importance of curiosity in a feedback conversation to promote learning
- Describe how and why to explore learner “frames of mind” and address performance gaps
- Identify how the advocacy/inquiry framework can be used to provide effective feedback

Approaches to Feedback		

Judgmental		
<p>Perceives the learner as having made a mistake</p> <p>Seeks to get the learner to change</p> <p><i>This is what was wrong, I will tell you what is right</i></p>		
Adapted from: Rudolph et al. Anesthesiology Clin 2007		

Judgmental	Nonjudgmental	
Perceives the learner as having made a mistake	Perceives the learner as having made a mistake	
Seeks to get the learner to change	Seeks to get the learner to change while avoiding conflict, hurt or defensiveness	
<i>This is what was wrong, I will tell you what is right</i>	<i>What do you think could have gone better?</i>	
Adapted from: Rudolph et al. Anesthesiology Clin 2007		

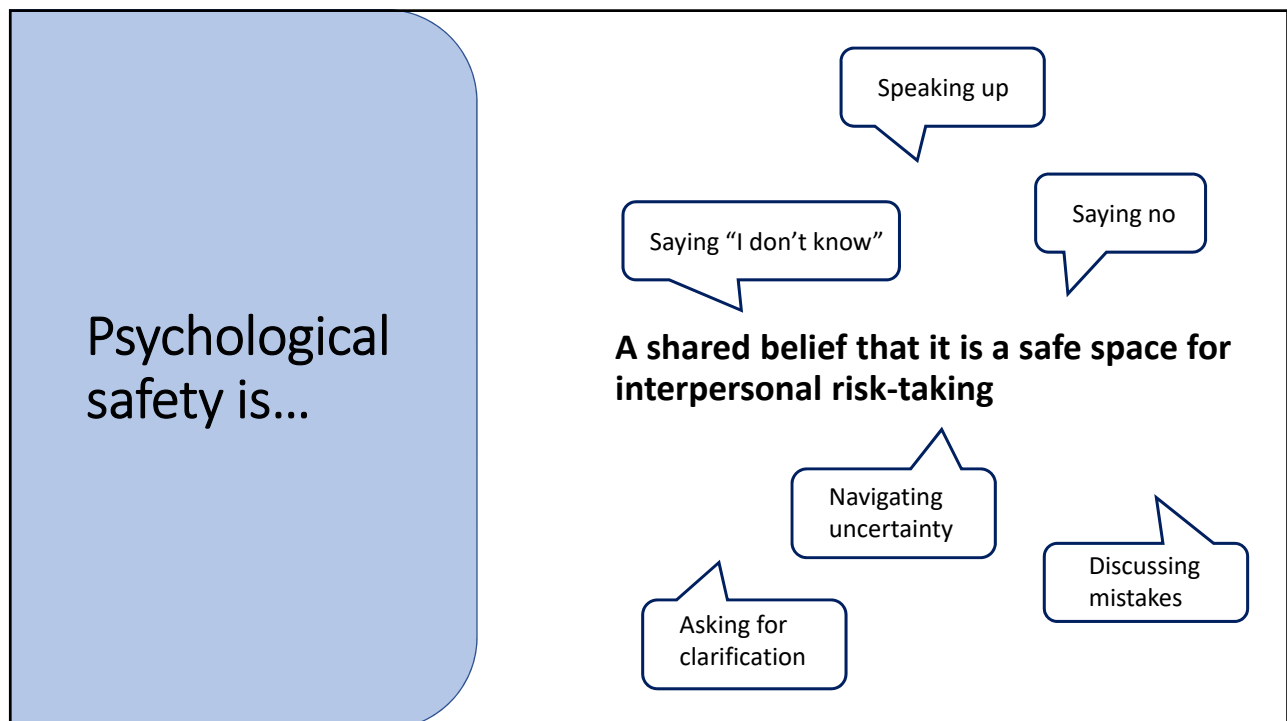
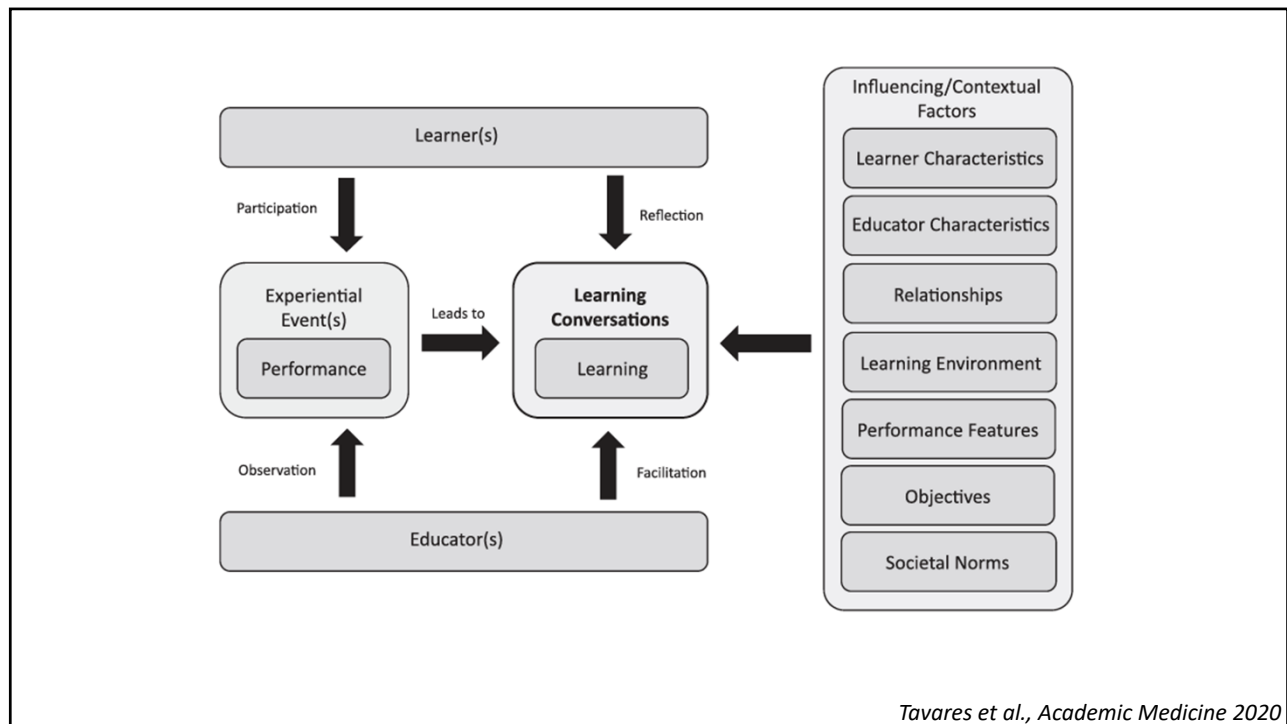
Judgmental	Nonjudgmental	Good Judgment
Perceives the learner as having made a mistake	Perceives the learner as having made a mistake	Creates a safe environment for learning
Seeks to get the learner to change	Seeks to get the learner to change while avoiding conflict, hurt or defensiveness	Seeks to understand assumptions, beliefs, reasoning behind an action
		Recognizes the learner as someone who is well-trained and trying to do the right thing
<i>This is what was wrong, I will tell you what is right</i>	<i>What do you think could have gone better?</i>	<i>I saw... I think... I wonder...</i>
Adapted from: Rudolph et al. Anesthesiology Clin 2007		

Coaching on Action



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Feedback and
debriefing
= learning conversations



The Basic Assumption

*I believe that you are intelligent, capable,
that you care about doing your best and
are here to learn and improve*

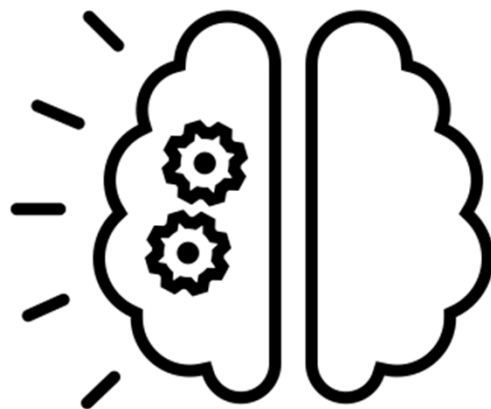
Meaningful feedback is...

- NOT hierarchical → characterized by psychological safety
- NOT unidirectional → a learning conversation
- NOT judgmental, or no judgment → sharing good judgment

Sharing good judgment

A framework

The Good
Judgment
Model



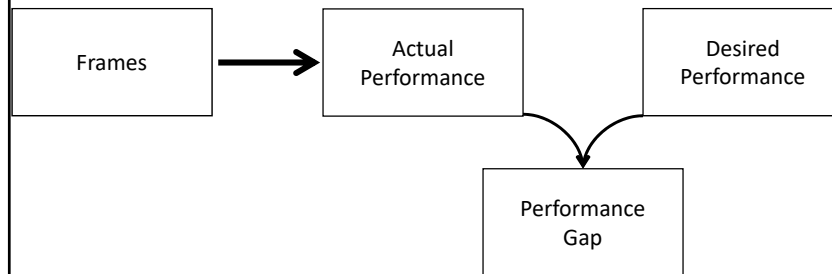
Respectful Candor

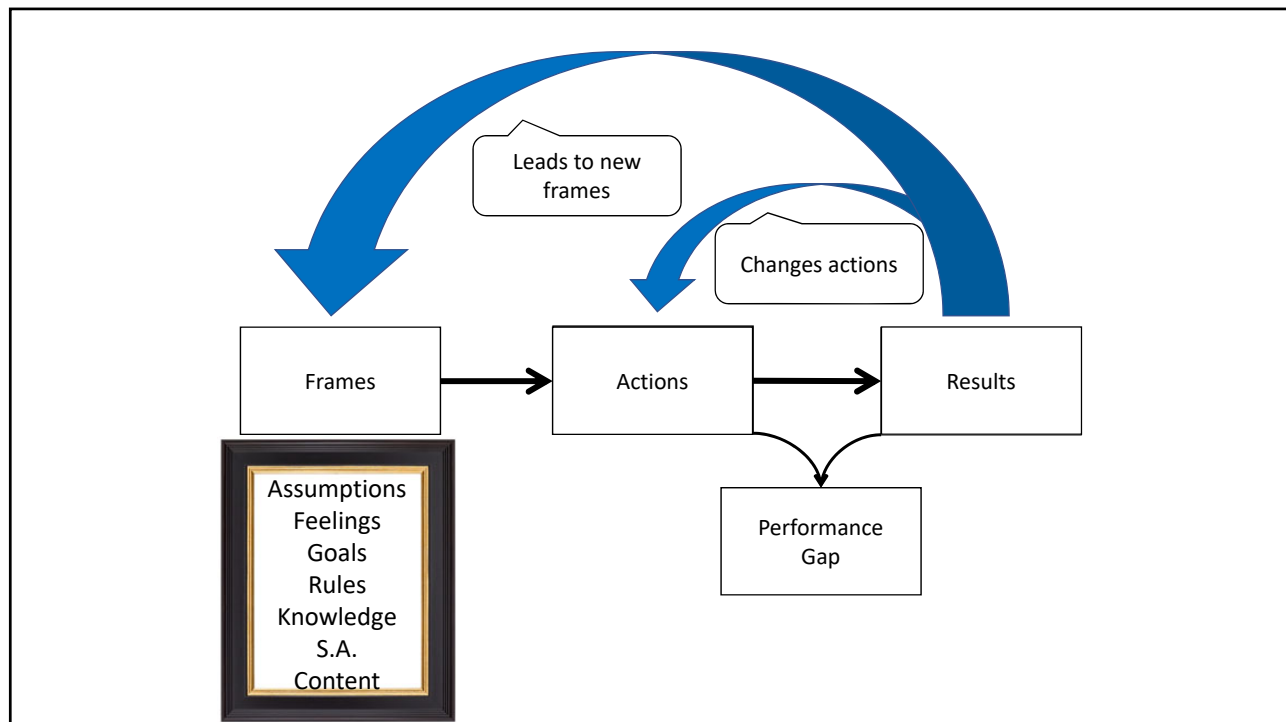


In the good judgment model...

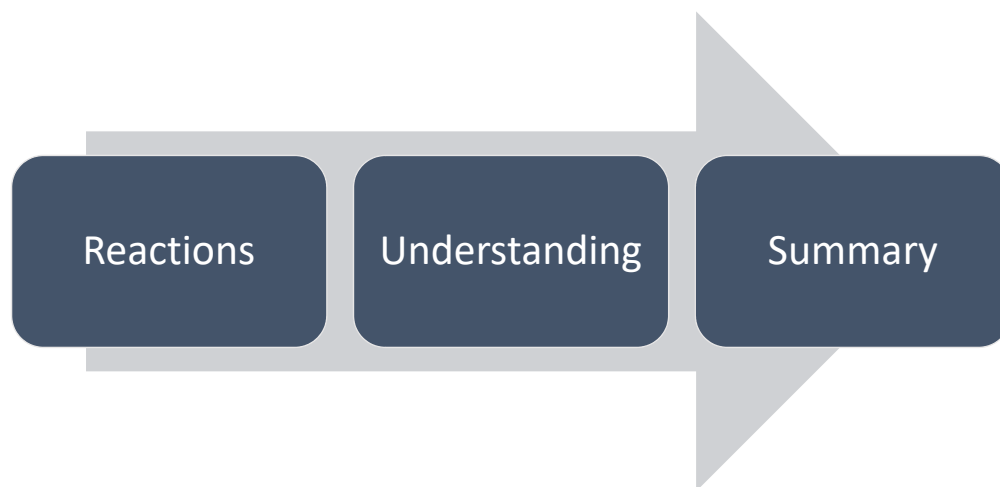
- Instructor truly believes they may also have something to learn
- ..They share observations, opinions, and judgments
- In so doing...establishes environment to be vulnerable

What are we trying to achieve with feedback?





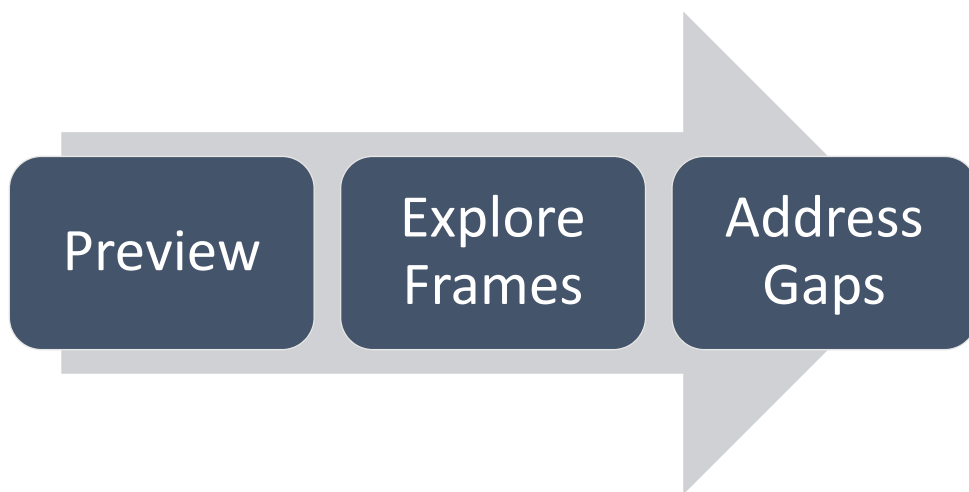
The phased structure of the good-judgment feedback model



The Reactions Phase

- “How are you feeling”
 - Emotion before cognition
 - Needs assessment
 - Find out what is internally motivating to learners

Unpacking the Understanding Phase



Preview

- Make objectives or purpose clear

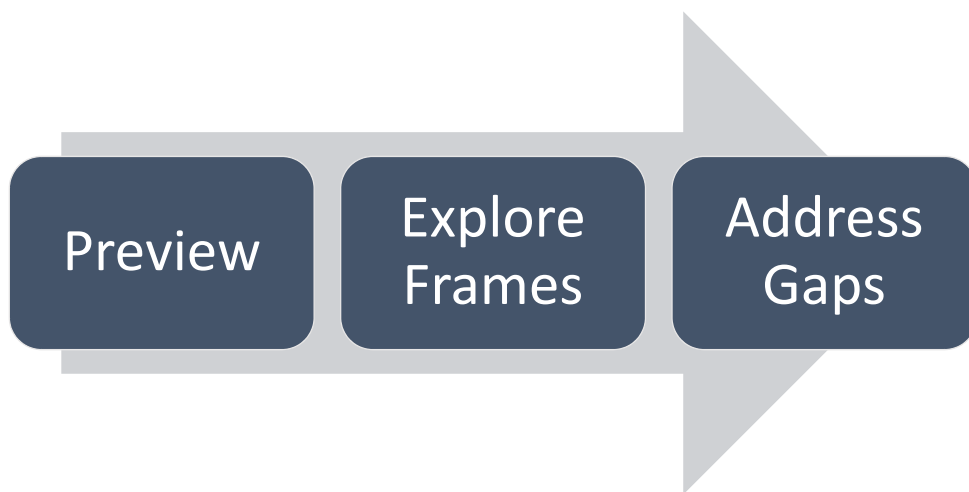
"I'd like to talk about _____. Is this a good time for you?"

- Be specific – what is the main point?

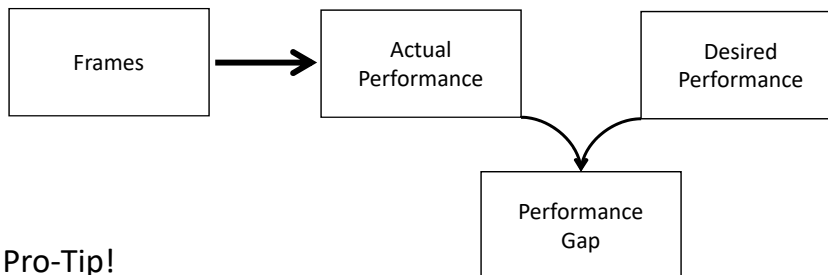
"I'd like to talk to you about communication..."

Rather: *"I'd like to talk with you about how you responded to the patient who was frustrated this morning..."*

Finding the frames...



Understanding

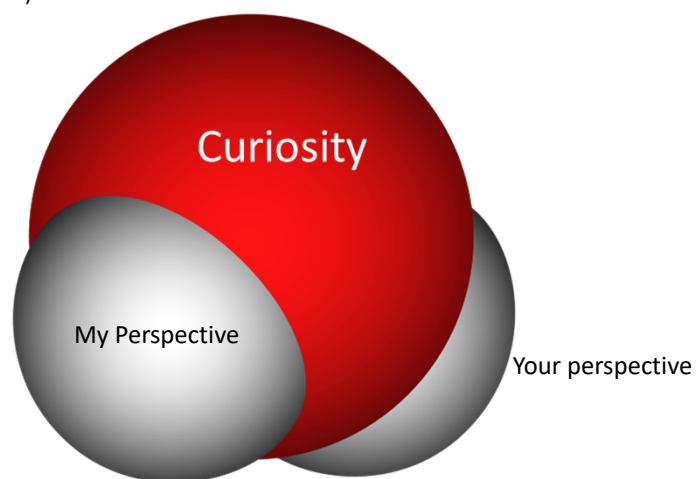


- Pro-Tip!

- Focus on 1 point
- Exploration not coaching
- Understand what drove the action then teach to address
- Generalize to apply to clinical environment

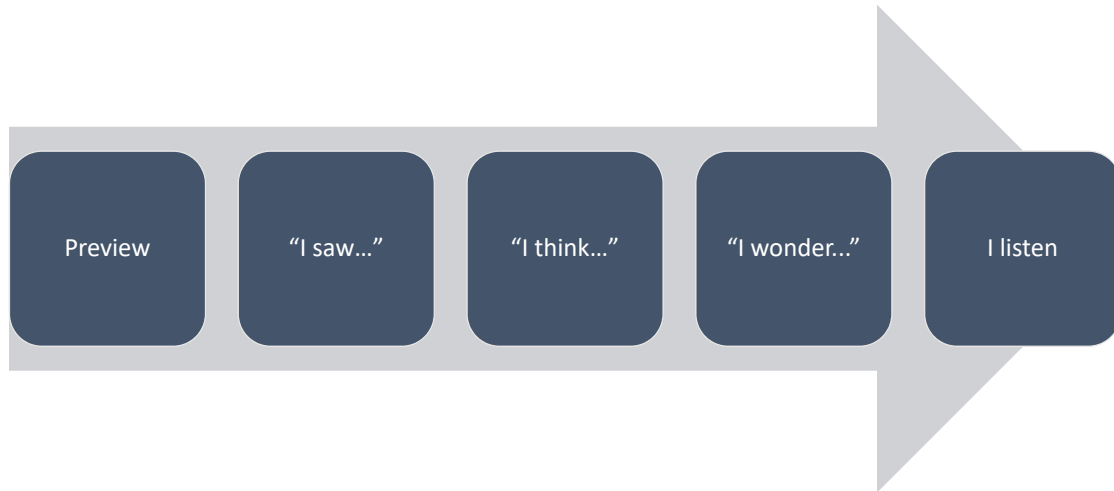
Good Judgment Framework

The Advocacy Inquiry Molecule



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Putting the Debriefing Framework Together



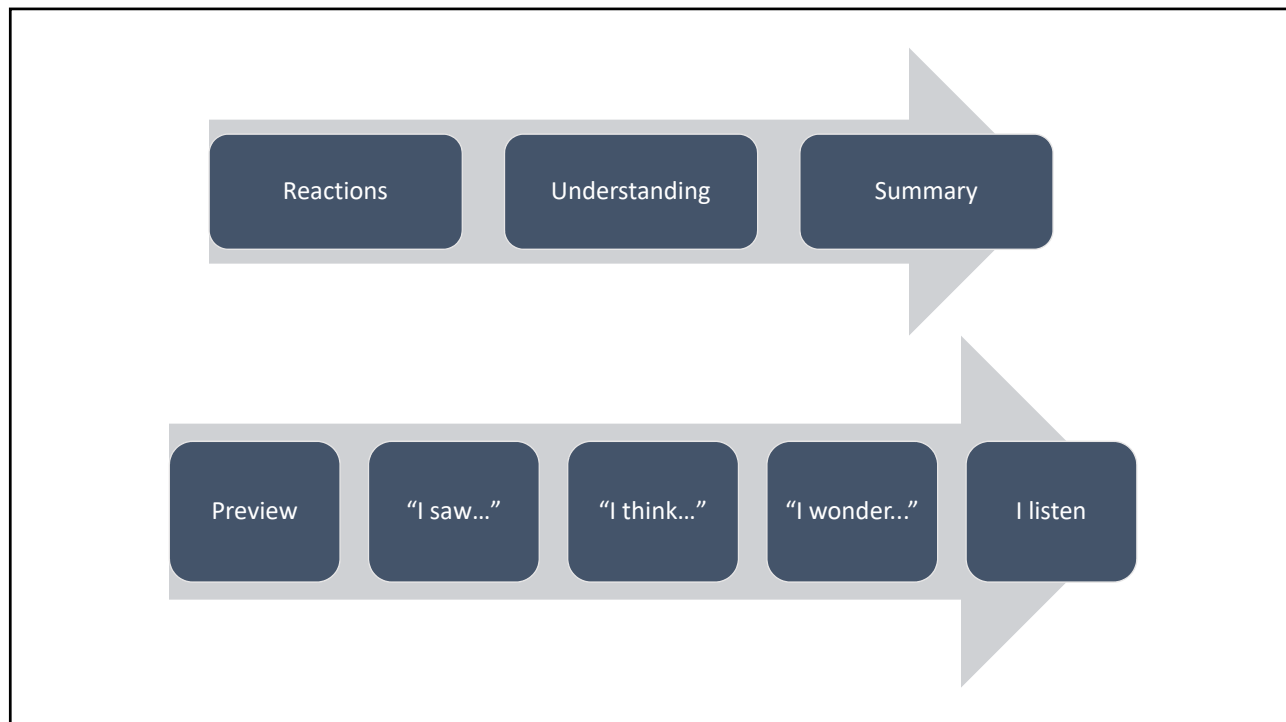
Summary Phase



Distill lessons for future use-
invite learners to summarize or
reflect



Take home messages



Breakout Room Exercise

Vignette

Learners are attending a workshop and are listening to the didactic portion of the activity. While the instructor is delivering the didactic, two learners are whispering to each other and start laughing. Other attendees are distracted by the behavior and the instructor becomes frustrated, losing their train of thought and ends the didactic abruptly. The instructor asks the two learners if they would like to share their conversation with the group. The learners look embarrassed and walk out without saying anything.

Option 1: You are a mentor to the instructor and observed the session. Provide feedback to the instructor.

Option 2: You are a fellow learner who was attending the workshop. Provide peer feedback to the learners who were having the conversation.



Tips, tricks, and avoiding potential pitfalls

Thank you

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