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

Daniel Ricotta, MD
Donna Luff, PhD
Kathleen Huth MD, MMSc
Matthew Taylor, MEd, RN

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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

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### Judgmental

<table>
<thead>
<tr>
<th>Perceives the learner as having made a mistake</th>
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<tbody>
<tr>
<td>Seeks to get the learner to change</td>
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*This is what was wrong, I will tell you what is right*

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

Feedback and debriefing = learning conversations
Psychological safety is...

A shared belief that it is a safe space for interpersonal risk-taking

- Speaking up
- Saying “I don’t know”
- Saying no
- Navigating uncertainty
- Discussing mistakes
- Asking for clarification
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?

<table>
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<th>Frames</th>
<th>Actual Performance</th>
<th>Desired Performance</th>
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<td>Performance Gap</td>
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The phased structure of the good-judgment feedback model

- Reactions
- Understanding
- Summary
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
- Explore Frames
- Address Gaps
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

Curiosity
My Perspective
Your perspective
Good Judgment Framework
The Advocacy Inquiry Molecule

Curiosity
I saw...
I think...
I wonder...

Observation Point of View Inquiry
Putting the Debriefing Framework Together

Summary Phase

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

Take home messages
Applying the framework
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

dricotta@bidmc.harvard.edu
donna.luff@childrens.harvard.edu
kathleen.huth@childrens.harvard.edu
matthew.taylor@childrens.harvard.edu