

Making it OK to Say You Can Do Better: Using Educational Alliances to Improve Feedback Relationships

Daniel Kamin, M.D.
Lauren Mednick, PhD



Disclosures

The speakers do not have any financial relationships to disclose.



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World Clouds



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'We need to create a culture in which it is safe to give and receive feedback, in which corrective feedback is viewed positively as an opportunity to improve, rather than negatively as painful criticism. ' Jack Ende 1983.



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So, Why do we need another session
on feedback??



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Claim: learning how and making it a habit to establish and maintain educational alliances may make it easier to give constructive feedback.



Our Agenda

1. Giving Feedback- a bit of context
2. Deriving the Educational Alliance from the Therapeutic Alliance
3. Using a simple model to practice giving feedback





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What have we learned about giving feedback?

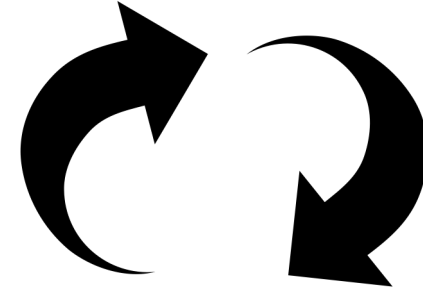
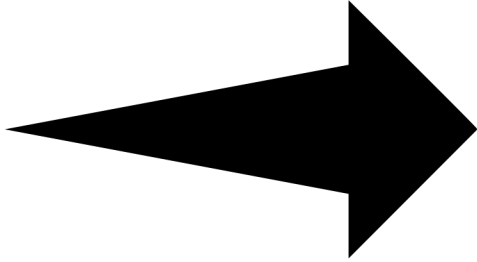


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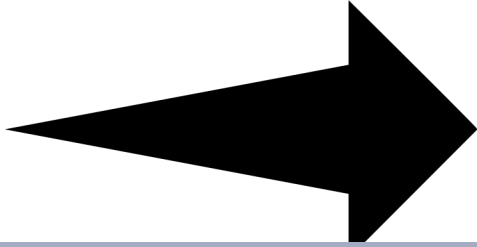
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What is Feedback?



What is Feedback?



‘A dynamic and co-constructive interaction in the context of a safe and mutually respectful relationship for the purpose of challenging a learner’s (and educator’s) ways of thinking, acting, or being to support growth’ (Ajjawi and Regehr 2018)



Feedback is Fundamental to Training



Giving Clinical Feedback has Been Fraught



The Feedback Gap



Cross disciplinary findings



Resistance to Giving Corrective Feedback



Feedback Can be Harmful



Traits in Educators Associated with More Effective Feedback

TABLE 1. FACULTY BEHAVIORS OR SKILLS
THAT IMPROVE THE EFFICACY OF FEEDBACK

1. Establishing an appropriate interpersonal climate
2. Using an appropriate location
3. Establishing mutually agreed upon goals
4. Eliciting the learner's thoughts and feelings
5. Reflecting on observed behaviors
6. Being non-judgmental
7. Relating feedback to specific behaviors
8. Offering the right amount of feedback
9. Offering suggestions for improvement
10. Handling conflict proficiently
11. Having written or reviewed professional goals
in the previous year
12. Allowing learners to figure things out for
themselves, even if they struggle

KEY ELEMENTS

Mutual goals
Elicit learner's feelings
Direct observation
Practical suggestions
Non-judgmental



Models and Scripts have Helped Improve Feedback

ADAPT



Developed at the University of Washington, UW Medicine, by Susan S. Johnston, EdD; Judith Pauwels, MD; Kristen Patton, MD; Tyra Fainstad, MD; Adelaide McClintock, MD.

R2C2



Set up	Know the standards for learners at this stage. Consider the setting/timing
Perception	Ask for learner reflection
Invitation	Be sure feedback is expected and its purpose is clear
Knowledge	Give specific, non-evaluative comments that relate directly to the situation
Emotions	Attend to emotions evoked by the situation or by the feedback given
Strategize	Develop an action plan addressing the learning goals and providing follow-up to ensure progress is monitored

Feedback – Pendleton’s rules

- **Clarify** any points of information/**fact**;
- **Ask the learner what s/he did well** – ensure that they identify the strengths of the performance and do not stray into weaknesses;
- **Discuss what went well**, adding your own observations, re-enforce positives, keep to the strengths.
- **Ask the learner to say what went less well** and what they would do differently next time.
- **Discuss what went less well**, re-enforce what you agree with adding your own observations and recommendations of something you would like them to do differently
- **Agree an action plan**- get commitment from trainee and make sure they understood the points made

ECO Model Bruce and Sargeant 2008





Discomfort Giving Constructive Feedback May Still Be Widespread

Ramani et al. Acad Med. 2018;93:1348–1358.



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The Primacy of Psychological Safety – Discussed in May 2022



*The belief that individuals can engage in interpersonally risky behaviors, such as disagreeing, asking questions, and reporting mistakes, without negative consequences. **A. Edmondson***

<https://blog.jostle.me/blog/psychological-safety-at-work>

18



So how can we provide constructive feedback while maintaining psychological safety so that the feedback is heard, accepted, and leads to change?

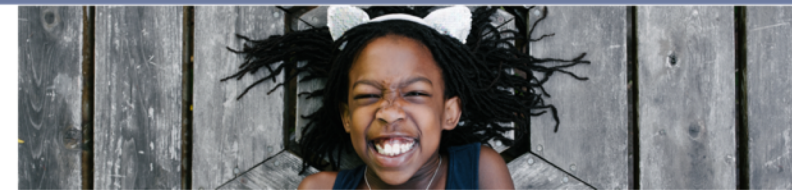


Reframe the feedback process:

Focus more on the context and relationship and not just on
how to give the feedback



Building an Educational Alliance



Who are We Most Likely to Listen to: Best Friend or Stranger at the Park?



We are Most Likely to Listen to:

- Someone we trust
- Someone who knows us
- Someone who we perceive to have good intentions and our best interests in mind

Someone we have an alliance with!



What is a Therapeutic Alliance?

- Measure of collaboration/partnership between therapist and patient
- The quality of a therapeutic alliance is the most robust predictor of therapy outcome, above impact of specific therapeutic techniques
- Challenge in the context of an alliance can occur without resulting in feeling threatened and lead to growth and change



The Educational Alliance: A Professional Partnership

- Like in a therapeutic relationship, a primary goal of the relationship between learner and teacher is the provision of feedback aimed at affecting change in thinking and/or behavior in the learner
- Key components of a strong education alliance should include:
 - Human connection/relationship building
 - Mutual understanding of goal of the relationship (to help learner grow!)
 - Shared task of giving and receiving feedback to meet this goal

25



But I Can't do this in a Brief Interaction!



You already do this with families and patients all the time!



Tips and Strategies



Start with a Mindshift!







The Model Incorporates Key Elements of an Educational Alliance

1. Caring
2. Goals- growth!
3. Tasks- giving and receiving feedback



Take 5 Minutes

- Get to know the learner and demonstrate interest in their broader identity
 - How was your weekend?
 - What is your story? How have you gotten here? Where do you see yourself going?
 - How do you learn best?
 - How do you like to receive feedback?
- Make explicit to the learner that the goal is to help them grow!
 - Set expectation for mistakes
- Agree on plan to meet this goal (and check in throughout work together)



Demonstrate Benevolence, Authenticity, and Self-Awareness

- Be aware of your your state of mind: Are you giving a gift or an arrow?
- Come back to things the learner told you
- Share information about yourself when appropriate
- Show vulnerability by sharing your own challenges and mistakes
- Be aware of your feelings about the learner and unconscious bias



Feedback Exercise



Exercise to Animate Educational Alliance Frame Setting

- A. Practice using an educational alliance frame to give some simple feedback.
- B. We will divide you into break out rooms- groups of 4.
- C. You will count off 1-4. Say hello to each other – **use first names only.**
- D. Persons 1 and 2 will do first - **without** establishing Ed Alliance frame.
- E. Persons 3 and 4 will do second- **using** Ed Alliance frame beforehand.
- F. The scenario, Ed Alliance tool, and guiding questions will be in a document, link provided in the chat.



Daniel and Lauren do Example Exercise



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Time for your Groups!- 15 minutes



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Debrief



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Wrap up



- 1. Feedback is and ought to be baked into health professionals' education.**
- 2. Our culture may still support conceptual model of the arrow.**
- 3. We offer the conceptual model of gift giving (and receiving) for creating and maintaining Educational Alliances for feedback relationships.**



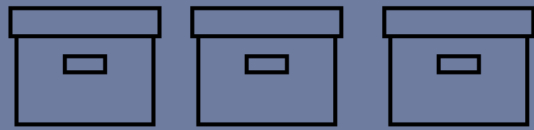
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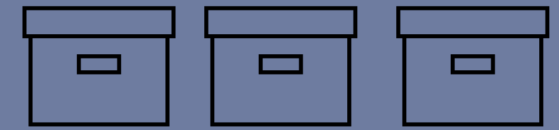
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