

WTF (What's Their Frame)?: *Changing Feedback Culture at Your Institution*

APPD Spring Meeting 2019

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Disclosures

We have no disclosures or conflicts of interest

Acknowledgements

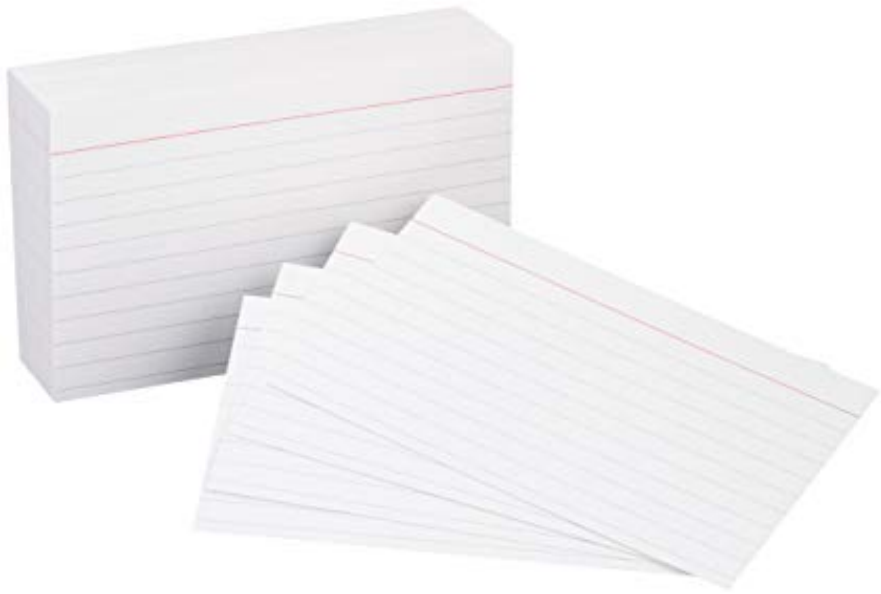
We are indebted to Jenny Rudolph, PhD from the Center for Medical Simulation for her collaboration and Susan Eller, RN who coined the term “WTF”

Objectives

- Define frames and explain how learners' frames drive their actions
- Articulate the pros and cons of different styles of giving feedback
- Use a “good judgment” model for giving feedback
- Outline ways to introduce the “good judgement” model to trainees and faculty at your institution in order to change your local culture of feedback

Agenda

- 20 min Introduction to “frames”
- 15 min Different models of giving feedback
- 15 min Practice using “good judgement”
- 20 min Application to your home institution
- 5 min Wrap up



On an index
card

Please write, in 1-2 sentences,
a tricky feedback situation
that could have gone better

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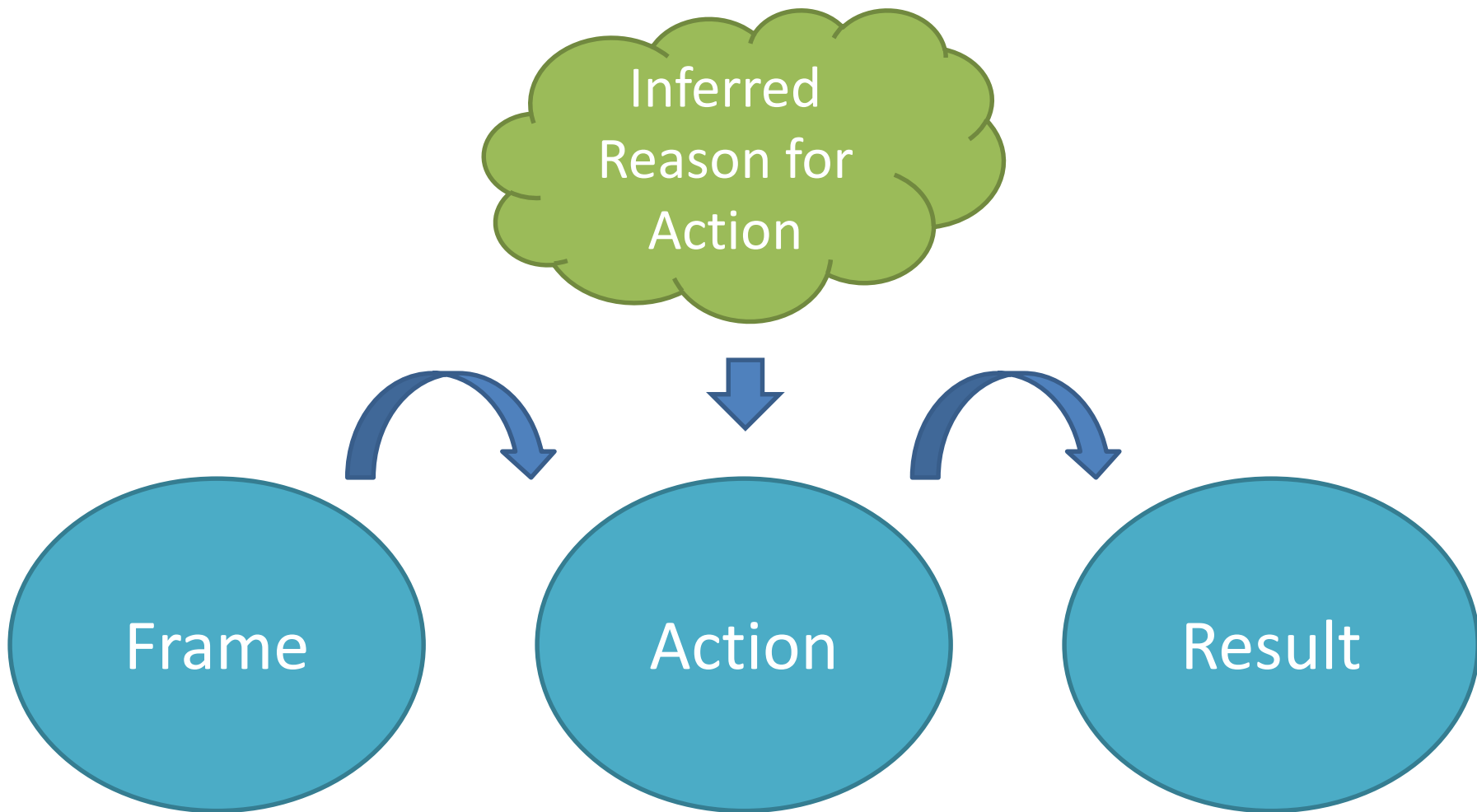
Feedback



- Alignment to achieve common goal
- Timely/expected
- Based on first-hand observations
- Focused
- Based on directly observed, modifiable behaviors
- Avoids judgmental language
- Focuses on what, not why

Feedback Models

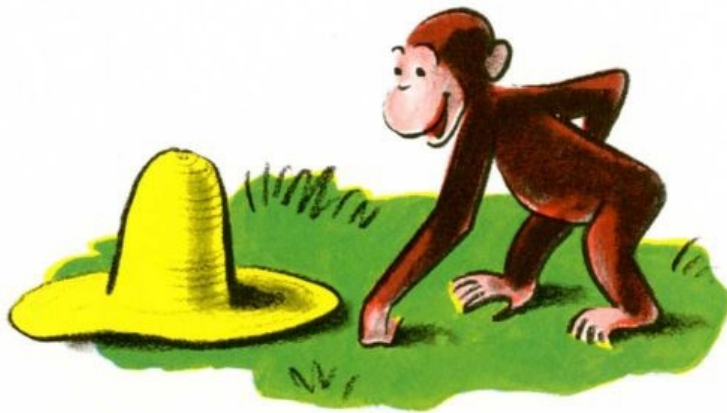
Feedback Sandwich	Starts and ends with positive feedback with more “critical” feedback sandwiched between
Ask-Tell-Ask	<i>Ask</i> learner to assess own performance <i>Tell</i> what you observed <i>Ask</i> about learner’s understanding and strategies for improvement
R2C2	Rapport/relationship building Reactions Content Coach
Pendleton's Rule	Positive Aspects Areas for improvement Action plan for improvement Summary
PEARLS	Partnership for joint problem solving Empathic understanding, Apology for barriers to the learner’s success, Respect for the learner’s values and choices Legitimation of feelings and intentions Support for efforts at correction







Uncovering the Frame



Example Inquiry Questions

- What's up?
- How was it for you?
- Tell me how you see it.
- I'm curious how you see it.
- What's your take on that?
- What are your thoughts? (on that?)
- What was going on for you then?
- Can you talk about that?
- Your thoughts?
- Can you explain that more?
- What were you trying to accomplish?
- What were you thinking?
- Comments
- Tell me more about that.



Feedback on rounds



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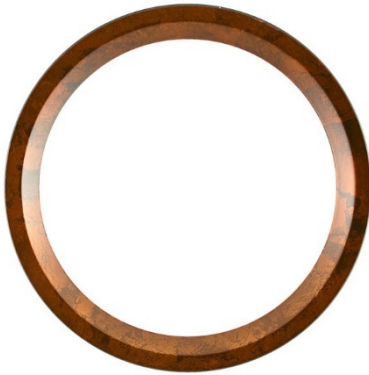


INTERN



PARENT

What's Their Frame?



What's Their Frame?



FACULTY



INTERN



PARENT

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Approaches for Giving Feedback

- Feedback, when successful, reinforces “desirable” behavior and changes “undesirable” behavior
- To create change in learners, as educators we need to understand the underlying frames

Judgmental Feedback Approach

[https://www.youtube.com/watch?
v=Ba2ioGqewdw](https://www.youtube.com/watch?v=Ba2ioGqewdw)

Judgmental Feedback Approach

“Shame and blame” approach to feedback

“The judgement approach, whether laced with harsh criticism or more gently applied, places truth solely in the possession of the instructor, error in the hands of the trainee, and presumes that there is an essential failure in the thinking or actions of the trainee.”

Judgmental Feedback Approach

Pros:

Cons:

Nonjudgmental Feedback Approach

<https://www.nbc.com/saturday-night-live/video/passive-aggressive-pam/n11442>

Nonjudgmental Feedback Approach

“Psychological safety wins” approach to feedback

“The central dilemma facing instructors who want to move away from this judgmental approach is how to deliver a critical message while avoiding negative emotions and defensiveness, preserving social face, and maintaining trust and psychological safety.”

Nonjudgmental Feedback Approach

Pros:

Cons:

Good Judgment Feedback Approach

Developed by Jenny Rudolph, PhD and colleagues at the Center for Medical Simulation

“...Values the expert opinion of the instructors, while at the same time valuing the unique perspective of each trainee.”

Good Judgment Feedback Approach

- Advocacy – Inquiry
 - Importance of genuine **CURIOSITY**

Good Judgment Feedback Approach

- Consistent with adult learning theory
- Allows learners to make mistakes
- Preserves psychological safety
- Utilizes instructor and learner clinical and behavioral expertise
- Fosters deep learning among trainees and instructors

Good Judgment Feedback Approach

- Start with a **STATEMENT OF FACT**
 - ‘I saw...’
- Then **GIVE YOUR JUDGEMENT**
 - “I think...because...”
- Then express **CUROSITY**
 - “I wonder...”

Good Judgment Feedback Approach

(Audience participation with examples)

Good Judgment Feedback Approach

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With a partner, using an example
(your index card or colored cards)
practice giving feedback using the
“good judgement” model.

Feedback Model Using Good Judgment

- Start with a **STATEMENT OF FACT**
 - ‘I saw...’
- Then **GIVE YOUR JUDGEMENT**
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What Do We Know About Behavior Change?

- There is a lag between development and implementation of best practice
- Theories of behavior change → implementation science
- Lots of work on this in clinical medicine, much less in medical education

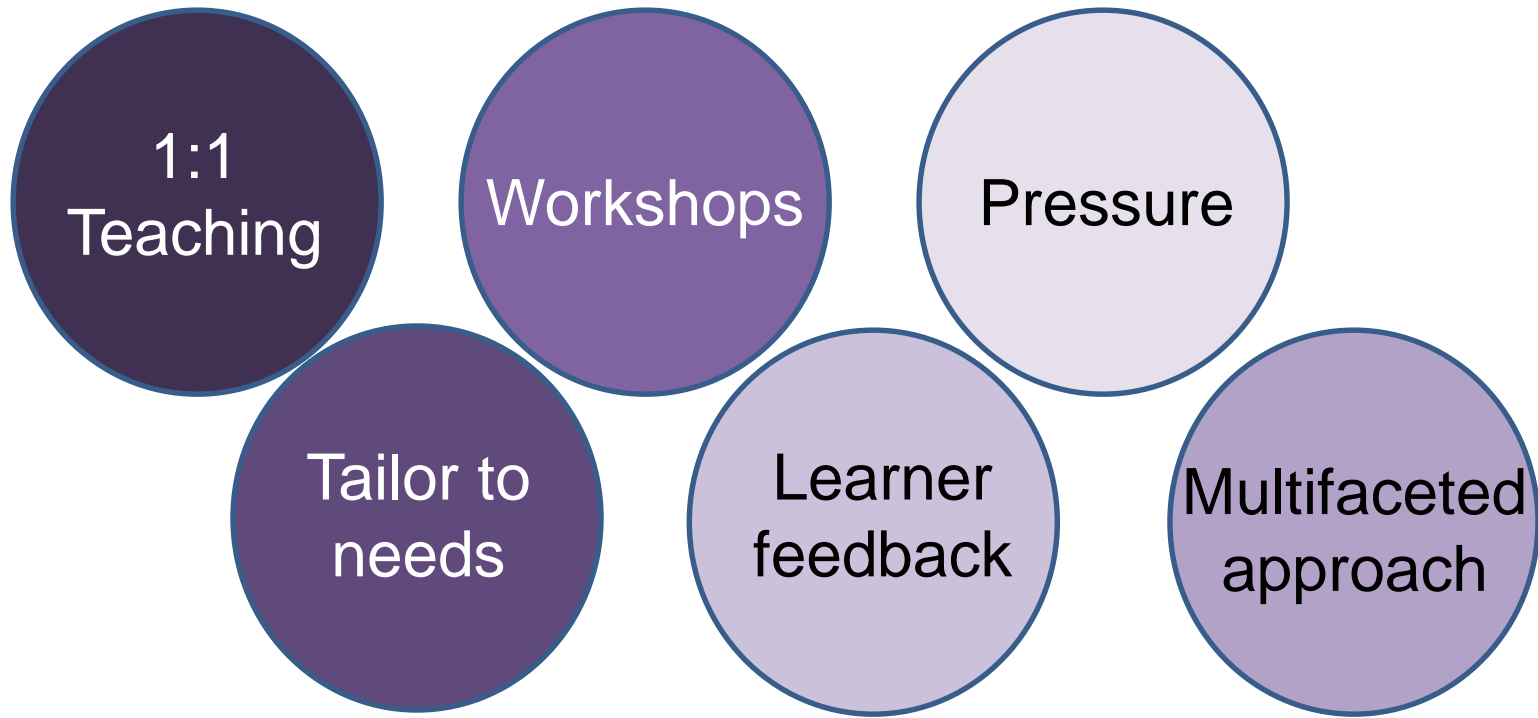
What Drives Physician Behavior?

- Guideline implementation
- Characteristics of medical practice
- Laws and incentives
- Patient characteristics/problems
- Social norms
- Knowledge and skills

How Does This Relate to an Educational Intervention?

Clinical Intervention	Educational intervention
Guideline implementation	Introduction of intervention
Characteristics of medical practice	Educational environment in your setting and competing priorities
Laws and incentives	Oversight and incentives related to education
Social norms	Social norms
Knowledge and skills	Knowledge and skills
Patient characteristics/problems	Learner characteristics/challenges

What Works?



SWOT Analysis: Tool for Strategic Planning

- Strengths
- Weaknesses / Areas for improvement
- Opportunities
- Threats

Try It Out!

- Individually, fill out your own SWOT analysis
- Share with your partner and brainstorm solutions together
- Come up with first steps of an action plan to implement the intervention

MGH Example

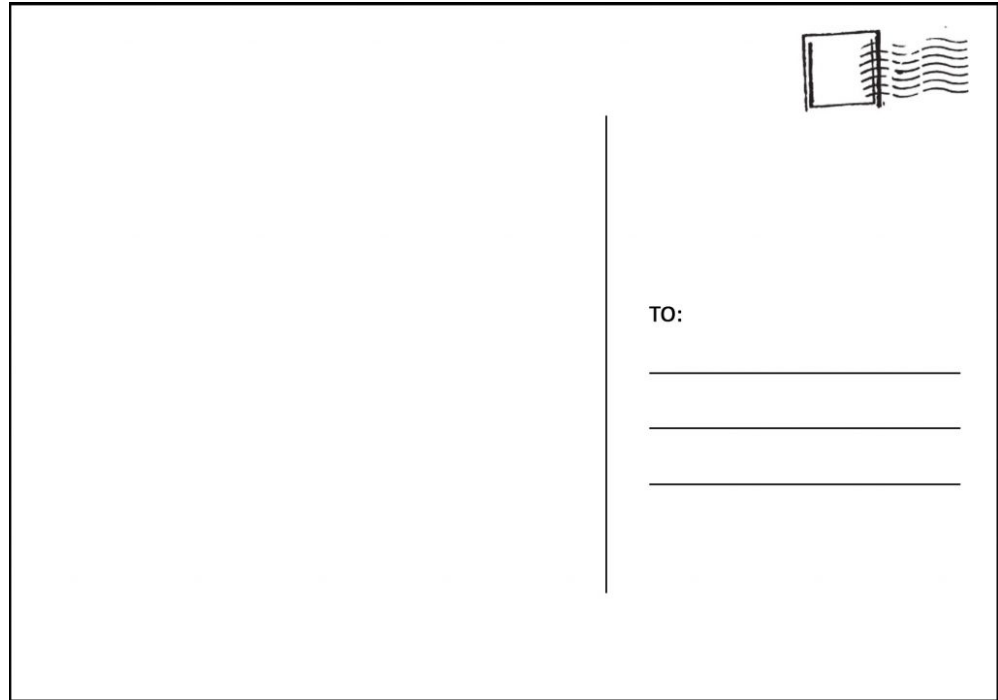
- Strengths: A/PDs trained in model, enthusiastic
- Weaknesses: faculty giving feedback not trained, many competing priorities
- Opportunities: changing evaluations simultaneously allows for faculty developing, educational time at retreats for resident development
- Threats: overload of new information and demands on faculty

MGH Example

- Workshops with residents during retreats
- Meetings with groups of key faculty to discuss written and verbal feedback
- Role modeling in simulation
 - residents have asked for more training of themselves and faculty!

Take Home Points

Try it at Home



Comments / Questions?

Thank You!

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Read More

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