

What's Their Frame?

- People approach things from a certain perspective or “frame” and act logically based upon that frame.
- All feedback conveys judgment – approaching with good judgment allows you to get at a learner’s frame to provide directed feedback while preserving the relationship and leaving less room for misinterpretation

Strategy to Uncover Frames with Good Judgment

“I saw.....”

State factually what you observed (saw, heard, read, etc)
e.g. “I didn’t see an event note in the chart”

“I think.....because....”

Offer your judgement, not your hypothesis as to why the learner did what s/he did.

e.g. “I think it is important to document responding to a rapid response so that others caring for the patient can know what your thought process was at the time.”

“I’m curious.....”

Express your genuine curiosity as to what the learner was thinking using “curious” or another phrase of your choosing
e.g. “I’m curious about what you were thinking”

From Rudolph *et al* 2006, 2007, 2013
The Center for Medical Simulation

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Listen for the frame—it might sound like:

Rule	Goal
<i>"We are supposed to..."</i> <i>"The protocol says..."</i> <i>"I've always done..."</i>	<i>"I wanted to..."</i> <i>"The most important thing was..."</i>
Assumption	Emotion
<i>"I thought..."</i> <i>"It was my understanding that..."</i>	<i>"I was overwhelmed..."</i> <i>"I felt paralyzed by..."</i> <i>"I was irritated..."</i>
Situational Awareness	Knowledge
<i>"I wasn't aware..."</i> <i>"I didn't see..."</i> <i>"I didn't expect..."</i>	<i>"I never knew..."</i> <i>"I wasn't sure..."</i> <i>"I believed..."</i>

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