

# WHAT WERE YOU THINKING?

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Advocacy Inquiry: a formative feedback tool

# History of Advocacy Inquiry

- Is a facilitation debriefing technique
- Adapted from a 35 year research program
- Promotes mutual learning and a deeper understanding

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graph TD; Feedback[Feedback] --- Judgmental[Judgmental]; Feedback --- Nonjudgmental[Nonjudgmental]; Feedback --- GoodJudgment[Good Judgment];
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Feedback

Judgmental

Nonjudgmental

Good  
Judgment

# Judgmental

“Why didn’t you double check?”

“Did it occur to you to call for help?”

“That’s what it says in the manual. It’s policy, just do as it says.”

# Consequences of **Judgmental** feedback

- Assumptions on students prior knowledge and intent  
behind actions
- Met with opposition/defense from the learner
- Fixes the task not the critical thinking

# Nonjudgmental

“That’s ok...just do it this way next time.”

“That was really great for your first time.”

# Consequences of Nonjudgmental feedback

- Student's unclear of actual performance level
- Increased possibility of error
- Preventing learning from taking place
- Ethical responsibility to patient safety

# Good Judgment - Advocacy Inquiry Feedback

## 1. Advocacy phase:

- The facilitator advocates for their own perspective. Observations

## 2. Inquiry phase:

- The facilitator asks the student about their perception of the action or the rationale behind their action.



# When to use A.I.?

- There are events in which Advocacy Inquiry is more appropriate:
  1. **Directive feedback:** for novices, who just don't know. (technical skills – just tell them the answer)
  2. **Plus Delta:** for learner self assessment of what went well, what went wrong, and encourage self reflection.
  3. **Advocacy Inquiry:** facilitated debriefing, for asking question to encourage learner to uncover their perceptions that are driving their performance. Promotes reflection and understanding of why. Behaviour can not change if you don't know what is forming the behaviour.

# Formative Feedback

## Advocacy Inquiry Stages

Preceptor	Student
Comments on observation	Thinks about comments & actions
Inquires why	Discovers and evaluates why
Identifies gaps in performance	Reflects on performance
Closes gaps in performance	Integrates knowledge and deeper understanding

# Formative Feedback

## Advocacy Inquiry Stages

Preceptor	Student
<p>Comments on observation “I noticed that you did not ask the patient their birthdate...”</p>	<p>Thinks about comments &amp; actions</p>
<p>Inquires why &amp; Identifies gaps in performance “... I know you are aware of the policy for identifying patients. Can you tell me what you were thinking about when you chose not to check the birthdate?”</p>	<p>Discovers and evaluates why Reflects on performance “Because the patient is a friend from my gym so I know who she is.”</p>
<p>Closes gaps in performance “Although you know her it is important to form the habit of best practice to ensure that we report on the correct patient, regardless of our relation to them. Can you tell what could have been a consequence of not confirming the identification?”</p>	<p>Integrates knowledge and deeper understanding “Oh yeah, because her information may have not been entered correctly in admitting.”</p>

# Scenarios

- [Video 2](#)

# Feedback

## Non A.I. Examples

- “Why did you take that verbal order. Do you even know who the patient is?”
- “Don’t you know that protocol states that we need an order?”
- “Why didn’t you ask an further questions?”
- “Why did you collect without a requisition? We just don’t do that.”

## A.I. Examples

- “Can you tell me what you were thinking about while the nurse was requesting the order?”
- “I noticed that you seemed concerned and confused. Can you walk me through your thinking when you made this decision to take the order.”
- “What do you think stopped you from asking more questions?”
- “Can you tell me the steps you will take the next time you receive a verbal order?”

# Scenarios

- [Video 1](#)

# Feedback

## Non A.I. Examples

- “Why did you let them walk all over you.”
- “You should have stood up for yourself if you knew this was wrong.”
- “Why didn’t you come and get me? This is now a big problem. ”
- “You should have not agreed to do that without the order.”

## A.I. Examples

- “I was concerned when you decided to go against policy. Could you explain why you changed your stance?”
- “You had a difficult role here. How do you feel you handled this situation?”
- “Can you tell me how you would handle this next time?”

# Tips & Tricks

- Use exploration questions
- Correct errors or misguided thinking
- Reflect on experience and avoid placing blame
- Use positive comments throughout the discussion
- Allow the learner to come to conclusions by themselves
- If the learner cannot identify the error, continue to inquire about their action



# Practice

- Read your cases
- Think of the feedback you would give
  - Reflect: Is it Advocacy Inquiry?
- Record your feedback responses on the Post-its
- Place your responses on the scenario posters around the room
- Group discussion

# Scenario 1

As the preceptor you have witnessed the following scene:

*A patient is having a pelvic ultrasound. After voiding the patient returns to the room for the endovaginal component of the exam. The student asks the patient if she has ever had an endovaginal ultrasound before, and the patient replies that she has. The student begins to quickly explain the process with her body turned away from the patient, and avoiding eye contact. The student mumbles, “Just take everything off from the waist down and lay down on the bed. I’ll be back in a couple minutes.”*

# Scenario 1 – A.I. statements

- “I noticed that you did not make any eye contact with the patient, how will this affect your ability to gauge the patient’s understanding of the procedure?”
- “I noticed that you went through those instructions quickly, do you think the patient fully understood what is required-how can you ensure the patient understood the instructions prior to the exam?”
- I did not hear you provide an opportunity for the patient to ask questions, can you tell me what you were thinking when you chose to not give the patient a chance to ask questions?

# Scenario 2

As the preceptor you have witnessed the following scene:

A mother brings her toddler into the ultrasound department for an abdominal ultrasound. Once in the room, the child begins to cry and clings to the mother's leg, won't get on the bed. The student lets out a loud huff, crosses his arms in front of his chest and says, "Great, this is going to take forever..."

## Scenario 2 – A.I. statements

- “I was really concerned when I heard you sigh loudly, what do you think that communicates to the patient and the patient’s mother?”
- “I saw you cross your arms over your chest, how do you think that body language sets the tone for the exam?”
- “How do you think you could have changed your demeanor to put the patient more at ease?”
- Can you tell me what you were thinking when you made that comment in front of the patient?”
- “How do you feel you could have changed your behavior to accommodate the patient?”
- “How do you feel your reaction will impact future exams for this family?”

# Scenario 3

As the preceptor you have witnessed the following scene:

A patient comes into the department for an MRI scan of the brain. As the student is advancing the patient into the bore of the scanner the patient yells "Stop, get me out! I can't do this". After a few minutes of allowing the patient to relax and decide if they can proceed with the exam, the student gets frustrated and responds in a condescending tone saying "You'll be ok, you just have to suck it up for 15 minutes".

# Scenario 3 - A.I. Statements

- “I was very concerned when I heard you tell the patient to suck it up. How do you think you could have changed your statement to put the patient more at ease?””
- “I noticed your tone of voice changed and you appeared to be frustrated after the patient had some time to relax. Do you feel that this was an effective way of easing their fear or anxiety?”
  - How would you feel if you were this patient?
- “When you told the patient to suck it up, how do you think that made the patient feel?”
  - How might this experience effect the patient’s attitude for future MRI exams?

# Levels of Advocacy Inquiry

- **↑ advocacy & ↑ inquiry** = collaborating and learning
- **↑ advocacy & ↓ inquiry** = forcing and pushing
- **↓ advocacy & ↑ inquiry** = easing and accommodating
- **↓ advocacy & ↓ inquiry** = withdrawing and withholding



# References:

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