

Feedback and Apology

A practical application through a Drive Lens

DRIVE STATEMENT OF INTENT

We believe that everyone participating in DRIVE activities is committed to learning together, has valuable expertise, welcomes diversity, and is invested in improving teaching and learning across our community.

We strive to maintain confidentiality of personal details while elevating relevant topics for broader discussion.



Our intent is to promote inclusive learning while avoiding bias.

If you identify opportunities for addressing bias or improving representation in this or other course content or instructional delivery, we encourage you to share them with either:



The DRIVE Initiative at DRIVE@umassmed.edu or you can scan the QR code to send feedback anonymously to DRIVE



We commit to apply the DRIVE goals and abide by the 'Statement of Intent'

Objectives

Build on

 Build on morning's feedback session applying a DRIVE lens

Describe

 Describe how providing feedback may change depending on context

Identify

 Identify the key components of successful apology (4 steps)

Practice of Learning

- Learning comes about from the interactions occurring in the learning encounter
- This includes feedback to learners
- How we engage in the delivery of feedback given different social, political and cultural contexts matters



Feedback for Learning

- Essential for growth and learning
- Impacts performance and future behavior
- Opportunity to acknowledge mistakes, practice and revision
- Should be reciprocal partnership
- Emphasize inclusion from antioppression/anti-racist mindset



Inclusive Teaching and Anti-Racist Pedagogy

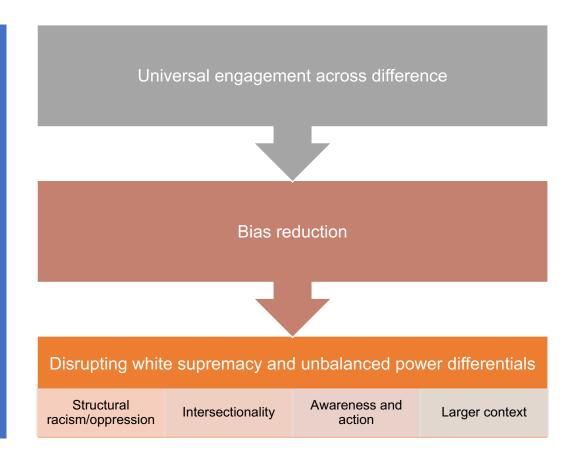
"Inclusive Teaching involves deliberately cultivating a learning environment where all students are treated equitably, have equal access to learning, and feel welcomed, valued, and supported in their learning."

(Kishimoto, 2018)

"Anti-Racist pedagogy recognizes the historical and contemporary role of education in establishing and maintaining inequities and seeks to disrupt and change those patterns and the outcomes they produce."

(Dr. Whitney Peoples, CRLT)

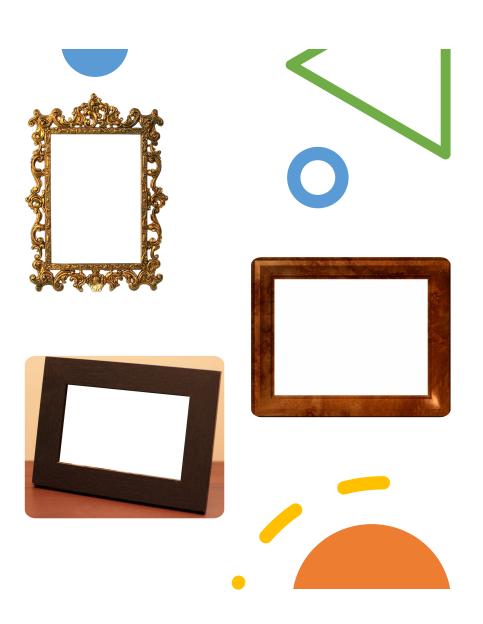
Feedback encounters aligned with inclusion and anti-racist approaches should prioritize...





Feedback through a DRIVE lens considers

- Concordance/discordance between those discussing feedback
- Offers another model (PAAILS)
- Links to our curriculum appraisal tool (CAT)



Concordance/discordance

- not knowing learner's background and/or lived experience
- preparation is essential
 - to begin recognizing the learner's frame

Reciprocal Partnership

- Identity concordance not always possible
- Interactions should value
 - Collaboration
 - Respect
 - Nonjudgement
 - Emanate from awareness of the effects of bias, discrimination and racism that could be present



Important considerations when offering feedback

1

Ask permission

2

Focus on specific behaviors

3

Inquire, support conversation and seek perspective



Plan together

The Preview, Advocacy(x2), Inquiry, Listen (PAAIL) model

next Steps (PAAILS)

Preview: Intro the topic/ask permission

Advocacy¹: I saw – state what was observed, in objective terms

Advocacy²: I think – your perspective and the impact

<u>Inquiry</u>: I wonder – ask the receiver what was on their mind

<u>Listen</u>: To identify and understand the frames behind the observed action

Next <u>Steps</u>: Agree on an action plan

Modified from https://harvardmedsim.org/blog/paail-a-conversational-strategy/



Case studies

- Let's take a few moments to discuss case study one in our small table group
- Using a DRIVE lens for feedback

Case study - Approach

- Collaborative
- Respectful
- All voices are heard
- Please elect a "reporter" for the table

Pair - Discussion (10 min)



Do you detect any potential bias in this framing? What specific language or behavior suggests this?



How could this bias impact the care of this patient today? How might it have impacted their care in the past?



What feedback would you give this preceptor?

Table Discussion (10 min)

At the table discuss how your feedback might change depending on context for example:

- If you were in a supervising role i.e. the lead physician, nurse manager etc.
- If you were the learner
- If you had different lived experience and background

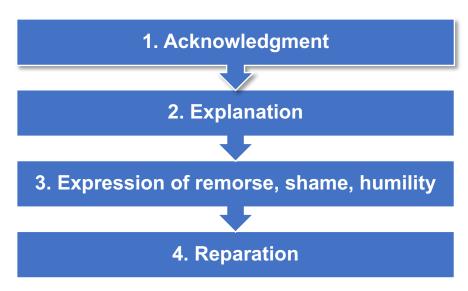
Report to Room (10 min)



4 Components of a Good Apology

This framework for apologizing is based off the extensive work of <u>Dr. Aaron Lazare</u>, a psychiatrist, research professor, author, lecturer, and humanitarian who was notably the Chancellor and Dean of UMass Chan Medical School.

Interestingly, despite the extensive work that has been done in this realm it mostly reflects the work of Dr. Lazare and has largely **not** been implemented.



^{*}Every apology does not need to contain every component (e.g., explanation), however if your apology falls short it was likely missing a component

A note before we start...

Any response the target has to the apology is valid

- No or little response
- Walking away
- Expressing they no longer wish to engage with the offender
- Forgiveness/acceptance

An apology does **not** grant the offender automatic forgiveness

The target does **not** owe the offender anything

Component 1: Acknowledgment

- This where most make a mistake—it is the most extensive component of the four
- If you can only focus your energy on one place, this is likely to have the greatest effect
- Make clear who is the offender
- Do say "I made a mistake", "I realized that I made an error"
- Avoid "Someone has made an error"
- Acknowledge the correct offending behavior in adequate detail without a passive voice or conditionality
- Do say "I made the mistake of X", "I realized that I made the error of X"
- Avoid "Mistakes were made" (passive), "If mistakes have been made" (conditionality)
- Acknowledge the impact on the victim(s) is recognized and not minimized
- Do say "I recognize that my [words/actions] have hurt you"
- Avoid "To whatever extent you were hurt", "However much you were upset by X"
- Confirmation the grievance was a violation of the social or moral contract between the parties
- Do say "I realize that my [words/actions] were not appropriate"
- Avoid "I know that you feel my [words/actions] were not appropriate"

2

3

4

Component 2: Explanation

Use your judgement and if it is appropriate, offer a brief explanation.

Otherwise, make it clear that what was done is unacceptable.

Avoid offering a justification or excuse for your actions.

- Do say "There is no excuse" or "What I did was wrong"
- Avoid "I wasn't myself" or "I just snapped"

Component 3: Expression of remorse, shame, humility

Demonstrates that the offender recognizes the suffering of the target

It is **not** about you/your intent; focus on the **impact** of your actions

- Do say "I regret that my [words/actions] caused you harm" or "I know how difficult this has been and I am sorry"
 - These statements focus on impact, not intent
- Avoid "I feel bad that I upset you, but I didn't mean to" or "I am sorry, but I didn't mean for this to happen"
 - These statements focus on intent, not impact

Component 4: Reparation

 This can be in the form of a tangible or symbolic reparation for the offender's transgression.

Tangible: less likely to be utilized in the learning environment

Leader may remove group member (offender) from their position or institute punishment for actions

Offense causes damage or loss of a tangible object > replacement or restoration of the object

Financial compensation

Symbolic: most likely in learning environment

Commitment to change one's ways

Commitment to education oneself and do better next times

An apology is invalidated with recurrence of the harm or without behavior change

Case 1 - Example

1. Acknowledgment

 I talked about "drug seeking behavior" in our discussion on safe prescribing practices. I now recognize that this was inappropriate terminology, and the concept perpetuates certain stereotypes of an already highly vulnerable population.

2. Explanation

I now recognize that I hold some bias in this area.

3. Expression of remorse

I regret that my biases caused harm, and I am sorry.

4. Reparation

 I will work to address these biases, and I welcome continued feedback.



Case 2

- Understanding the 4 steps of an apology
- Let's apply these steps to case 2

Pair - Discussion (10 min)

Using the 4 components of a good apology discuss how would you apologize.

Write down specific language you would use.

Table Discussion (5 min)

At the table share your language and challenges you identified

Report to Room (10 min)



Final

- Thoughts
- Observations
- Feedback