

Research *Rounds*

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FACULTY OF MEDICINE

The Centre for Health Education Scholarship (CHES)
invites you to Research Rounds with:

Dr. Summer Telio

Title – Exploring the “educational
alliance”: The place of relationship in
the negotiation of feedback

Date: May 20, 2015

Time: 12:00pm to 1:30pm
(Lunch will be served at DHCC)

Venue: Diamond Health Care Centre 2267

With videoconference to IRC 305, MSB 107,
RJH PCC 201C, KGH CAC 237, NHSC 9-374,
Surrey Central City (Manning Rm 4109)



Dr. Summer Telio
Clinical Instructor,
Assistant Program Director,
Department of Psychiatry,
University of British Columbia

**Please be aware that this session will be recorded and made
available online to CHES members on a password-protected site.*



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA



ABSTRACT Feedback has long been considered a vital component of training in the health professions. Nonetheless, it remains difficult to enact the feedback process effectively. In part, this may be because, historically, feedback has been framed in the medical education literature as a unidirectional content-delivery process with a focus on ensuring the learner’s acceptance of the content. Thus, proposed solutions have been organized around mechanistic, educator-driven, and behavior-based best practices. Recently, some authors have begun to highlight the role of context and relationship in the feedback process, but no theoretical frameworks have yet been suggested for understanding or exploring this relational construction of feedback in medical education. The psychotherapeutic concept of the “therapeutic alliance” may be valuable in this regard. By reorganizing constructions of feedback around an “educational alliance” framework, medical educators may be able to develop a more meaningful understanding of the context—and, in particular, the relationship—in which feedback functions. Use of this framework may also help to reorient discussions of the feedback process from effective delivery and acceptance to negotiation in the environment of a supportive educational relationship. This session will explore these ideas by reviewing the historical and evolving constructions of feedback in medical education, reviewing the origins of the therapeutic alliance and its demonstrated utility for psychotherapy practice, and describe a study that explored learners’ perceptions of the supervisory relationship as a significant influence on feedback acceptance in medical education settings.

ABOUT Dr. Summer Telio obtained her MD degree from the University of Toronto in 2006. She then began her residency training in Psychiatry at the University of Toronto, but switched to complete her residency training at the University of British Columbia. Throughout her training, she was actively involved in the administration of undergraduate medical education in psychiatry, developing curricula and recruitment programming. Summer joined CHES in 2010, and she completed the CHES Clinical Educator Fellowship and obtained her Masters of Health Professions Education degree from the University of Dundee in 2013. Since that time, she has been a Clinical Instructor and Assistant Program Director in the UBC Department of Psychiatry. Her clinical interests lie primarily in psychotherapy, particularly psychodynamic and group modalities and her clinical research has focused on how the process elements of psychotherapy affect its outcome. Her medical education scholarship has involved translating this line of inquiry to the study of self-assessment and teaching techniques in medical education.

ACCREDITATION: As an organization accredited to sponsor continuing medical education for physicians by the Committee on Accreditation of Continuing Medical Education (CACME), the UBC Division of Continuing Professional Development designates this educational program as meeting the accreditation criteria of the College of Family Physicians of Canada for up to 1.5 Main-pro-M1 credits. This program is an Accredited Group Learning Activity eligible for up to 1.5 Section 1 credits as defined by the Maintenance of Certification program of the Royal College of Physicians and Surgeons of Canada. This program has been reviewed and approved by UBC Division of Continuing Professional Development. Each physician should claim only those credits he/she actually spent in the activity.

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