

Supplemental digital content for Sargeant J, Lockyer JM, Mann K, et al. The R2C2 Model in residency education: How does it foster coaching and promote feedback use? Acad Med.

Supplemental Digital Appendix 1
R2C2 Tri-fold Brochure

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Stage 4. Coach for performance change

Goal: for the resident to identify areas for change and develop an achievable learning/change plans.

Stage 4 Strategies and sample phrases

Before developing a learning/ change plan, residents need to understand and accept the content of their assessment.

Consider coaching as:

- guiding the development of goals and activities to achieve them
- supporting self-directed learning
- the “skill of offering solutions.”
- ensuring a concrete plan is developed

- “What do you see as 1-2 priorities for your improvement?”
- “What would you like to achieve for your next rotation?”
- “What 1-2 things would you target for immediate action?”
- “What would be your goal for this?”
- “What actions will you have to take?”
- “Who/what might help you with this change?”
- “What might get in the way?”
- “What else might you do to progress to the next level?”
- “Do you think you can achieve it?”

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Or find the model on MedEdPORTAL:
Sargeant J, Armson H, Driessen E, et al.
Evidence-informed facilitated feedback:
The R2C2 feedback model.

MedEdPORTAL Publications. 2016;12:
10387.

<http://bit.ly/2bETFqr>



Evidence-Informed Facilitated Feedback: R2C2

*(Working draft for use in
residency education)*

*R2C2 - A model for facilitating performance
feedback and coaching for change*

Evidence-informed Feedback Research Team
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Stage 1. Build rapport and relationship

Goal: to engage the resident, build the relationship, and build mutual respect and trust

- Explain the purpose of assessment report and interview; i.e.; to provide:
 - A sense of how they're performing and a conversation about this;
 - A chance to describe their training and experiences;
 - Data that can lead to improvement.
- Outline the agenda to:
 - Review assessment data and gaps;
 - Discuss their reactions to the data and what it means to them;
 - Develop an action plan from the data.

Stage 1 Strategies and sample phrases

- *"How has the rotation gone for you? What did you enjoy, what challenged you about it?"*
- *"Tell me about your assessment and feedback experiences to date. What's been helpful and what hasn't?"*
- *How do you think you're doing? What are your strengths and opportunities to improve?*
- *"What would you hope to get out of this feedback discussion?"*

Confirm what you're hearing; show respect; build trust; validate.

Relationship-building is central and needs attention throughout the interview.

Stage 2. Explore reactions to and perceptions of the assessment data

Goal: for resident to feel understood and that their views are heard and respected.

Stage 2 Strategies and sample phrases

- *"What were your initial reactions? Anything particularly striking?"*
- *"Did anything in the report surprise you? Tell me more about that..."*
- *"How do these data compare with how you think you were doing? Any surprises?"*

Negative reactions/surprises tend to be more frequently elicited by:

- Subjective data such as multisource feedback or assessment scores not supported by objective data
- Data identifying one is not doing as well as they thought.
- Comparative data, when one's scores are lower than the mean.

Be prepared for expression of negative reactions in these cases. Phrases to validate negative reactions & support:

- *"You're not the first one to identify that as a stumbling block"*
- *"It's difficult to hear feedback that disconfirms how we see ourselves"*
- *"We're all trying to do our best and it's tough to hear when we're not hitting the mark"*
- *"We're going to work together"*

Stage 3. Explore resident understanding of the content of the data/report

Goal: for the resident to be clear about what the assessment data mean and the opportunities suggested for change.

Stage 3 Strategies and sample phrases

- *"Is there anything in the assessment report that doesn't make sense to you?"*
- *"Anything you're unclear about?"*
- *"Let's go through section by section."*
- *"Anything in section X that you'd like to explore further or comment on?"*
- *"Anything that struck you as something to focus on?"*
- *"Do you recognize a pattern?"*

A careful review of the assessment data and identification of performance gaps will guide Stage 4, Coaching.