EVIDENCE-INFORMED FACILITATED FEEDBACK
R2C2

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R2C2 – A model for facilitating performance feedback and coaching for change

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.

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 the prioritie/s 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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Evidence-Informed Feedback Research Team:

Dalhousie University
Joan Sargeant (PI)   Karen Mann
Andrew Warren   Michelle Boudreau
Tanya MacLeod

University of Toronto
Ivan Silver   Sophie Soklaridis

University of Alberta
Heather Armson   Jocelyn Lockyer

Rutgers University Medical School
Marygrace Zetkulic

Maastricht University
Erik Driessen   Karen Konings

American Board of Internal Medicine
Lorna Lynn   Kathryn Ross

Accreditation Council for Graduate Medical Education
Eric Holmboe

College of Physicians and Surgeons Nova Scotia
Mary Power

College of Physicians and Surgeons Ontario
Wendy Yen

For information on the R2C2 model, please contact:
Joan Sargeant PhD
Dalhousie University, Halifax, NS, CA
Joan.sargeant@dal.ca