

# A Primer for Portfolio Academy Scholars: Facilitated Feedback

**R2C2 – An evidence-informed model for facilitating performance feedback and coaching for change**

(Adapted, with permission, for use with medical students)

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## Stage 1. Build rapport and relationship

**Goal: to engage the medical student, build relationship, mutual respect and trust**

Explain the purpose of the Progress Review session and the meeting i.e.; to provide:

- A sense of how they're performing and a conversation about this;
- A chance to describe their learning 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 / personal learning plan from the data.

### Stage 1 Strategies and sample phrases

✓	"How have the last few months of medical school 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 Progress Review Meeting?"
Confirm what you're hearing; show respect; build trust; validate. Relationship-building is central and needs attention throughout the meeting.	

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

**Goal: for the medical student 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 Learner Chart surprise you? Tell me more about that..."
	"How do these data compare with how you think you were doing? Any surprises?"
<p>Negative reactions/surprises tend to be more frequently elicited by:</p> <ul style="list-style-type: none"> <li>• Subjective data such as multisource feedback or assessment scores not supported by objective data</li> <li>• Data identifying one is not doing as well as they thought.</li> <li>• Comparative data, when one's scores are lower than the mean.</li> </ul> <p>Be prepared for expression of negative reactions in these cases. Phrases to validate negative reactions &amp; support:</p> <ul style="list-style-type: none"> <li>• "You're not the first one to identify that as a stumbling block"</li> <li>• "It's difficult to hear feedback that disconfirms how we see ourselves"</li> <li>• "We're all trying to do our best and it's tough to hear when we're not hitting the mark"</li> </ul>	

To view a short presentation on R2C2 Feedback and the Coaching Model, go to:

<https://vimeo.com/349659942>

For information on the R2C2 model, please contact:

Joan Sargeant PhD  
Dalhousie University, Halifax, NS, CA  
Joan.sargeant@dal.ca

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#### Evidence-Informed Feedback Research Team:

Dalhousie University: Joan Sargeant (PI), Karen Mann, Andrew Warren, Michelle Boudreau, Cindy Shearer  
University of Toronto: Ivan Silver, Sophie Soklaridis  
University of Calgary: Heather Armson, Jocelyn Lockyer  
Seton Hall University: Marygrace Zetkalic  
Maastricht University: Erik Driessen, Karen Könings  
American Board of Internal Medicine: Lorna Lynn, Kathryn Ross  
Accreditation Council for Graduate Medical Education: Eric Holmboe

## Stage 3. Explore the student's understanding of the content of their Learner Chart data

*Goal: for the student 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 your assessment data 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 student to identify areas for change and develop an achievable learning plan with goals for change.*

### Stage 4 Strategies and sample phrases

Before developing a learning/ change plan, students need to understand and accept the content of their assessment.	
<ul style="list-style-type: none"> <li>Consider coaching as:</li> <li>guiding the development of goals and activities to achieve them</li> <li>supporting self-directed learning</li> <li>the "skill of offering solutions."</li> <li>ensuring a concrete plan is developed</li> </ul>	
✓	"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?"