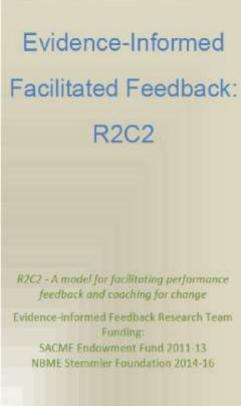
EVIDENCE-INFORMED FACILITATED FEEDBACK R2C2





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;
 - o Data that can lead to improvement.
- Outline the agenda to:
 - o 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?"

<u>Citation</u>: Sargeant J, Lockyer J, Mann K, Holmboe E, Silver I, Armson H, Driessen E, MacLeod T, Yen W, Ross K, Power M. Facilitated reflective performance feedback: Developing an evidence and theory-based model. *Acad Med, In press*.

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