

## The R2C2 Model: Coaching for Change

### The R2C2 Model<sup>1</sup>

#### **R1: RAPPORT/RELATIONSHIP-BUILDING** – every time, not just in a first meeting

1. Recognize and celebrate successes
  - *First of all, congratulations on completing (x)! What's been going well for you in school/residency? Out of school/residency?*
2. Invite learner's **perspective**
  - *I'm interested in hearing more about **your** experience. What do **you** hope to get out of this meeting?*
3. Confirm, empathize, show respect, **build trust**, validate their experience/feelings

#### **R2: REACTIONS\***

*\*Negative reactions/ surprises tend to be more common with: Subjective data (multisource feedback); Comparative data (scores are lower than group mean); Dissonant data (learner is not doing as well as s/he thought)*

1. Ask for and appreciate the **learner's reaction**, support the expression of negative reactions\*
  - *What were your initial reactions? What surprised you about this evaluation?*
  - *I can see that this would be surprising/upsetting; other learners/I have felt the same way*
2. **Explore the reasons** for these reactions
  - *How does this evaluation compare with others you have received/how you think you were doing?*
  - *After reflecting on this, did you discover anything new?*
3. **Validate their experience**, but not necessarily the legitimacy/quality of the feedback

#### **C1: CONTENT**

1. Clarify objective **facts and details**
  - *Let's look at exactly what was said. Was there anything in the report that didn't make sense to you? Anything you're unclear about? Anything that rings true for you?*
  - *Do you remember these examples? What do you remember about them?*
2. Identify **patterns/areas of focus**
  - *Anything you think is something to focus on? Anything here you have heard before?*

#### **C2: COACH**

1. General principles:
  - **Define the goal(s) together**
    - *If there were just one thing that you would like to target for immediate action, what would it be?*
    - *What action might you have to take? By the end of the next clerkship—what you would like to see changed?*
  - Share **accountability**
    - *Who/what might help you with this change? What might get in the way? How can I help?*
  - Explicit **plan** for re-evaluation/monitoring over time/next steps
    - *How will you know if things are going well? When should we check in again?*

<sup>1</sup>Adapted from: Sargeant J, et al. Facilitated reflective performance feedback: developing an evidence-and theory-based model that builds relationship, explores reactions and content, and coaches for performance change (R2C2). Academic Medicine. 2015;90(12):1698-706.

## **Part 1**

### **Coach**

One of your coaching students, Sarah, is meeting with you for a scheduled check-in. She is doing well academically; her MCAT scores were high and her medical school exam scores are all above the mean. Her clinical skills so far are a little below the class average with comments from standardized patients and a preceptorship that she is serious and sometimes abrupt or rushed. You notice that she missed 3 small group sessions (2 in foundational science sessions, 1 with you) in the weeks before exams. She has seemed to you to be quiet and focused, and gets along well with her peers.

### **Learner**

You are a first year medical student midway through the second year. You and your coach are meeting for a scheduled check-in. As you think about what you may discuss with your coach, you are happy that you've been doing well on the exams in medical school. Your priority in medical school is to do well academically and 'keep your options open' regarding specialty choice, although you do not have a particular specialty in mind. You feel you have received positive feedback on your clinical skills from standardized patients and in a preceptorship for being focused. While you have missed a couple of small group sessions this quarter, you feel OK about that because you had exams upcoming during those weeks.

## **Part 2**

### **Coach**

Your student Sarah has shown some insight, but is still contemplative about next steps. Clerkships are coming up, so you want to make sure that she leaves with a sense of what is already going well, and an understanding of where there may be an area of growth and a concrete action step. You are thinking about how to help her recognize and translate areas for growth into learning goals.

### **Learner**

You've always thought of yourself as academically strong, and feedback from your coach about things to change is hard to hear. You do trust your coach because you've had such a good experience so far with this coach in medical school. You had been planning to set learning goals around continuing to achieve high exam scores and how to study for exams during clerkships. However, now you are beginning to question the way you have been approaching your work. You don't want to compromise your successes academically, which you feel have been a strength, but want to have good experiences and relationships in clerkships and don't know what you might need to change to accomplish that.