

Learning Science

# Coaching Models

A short overview of three effective models used in medical education



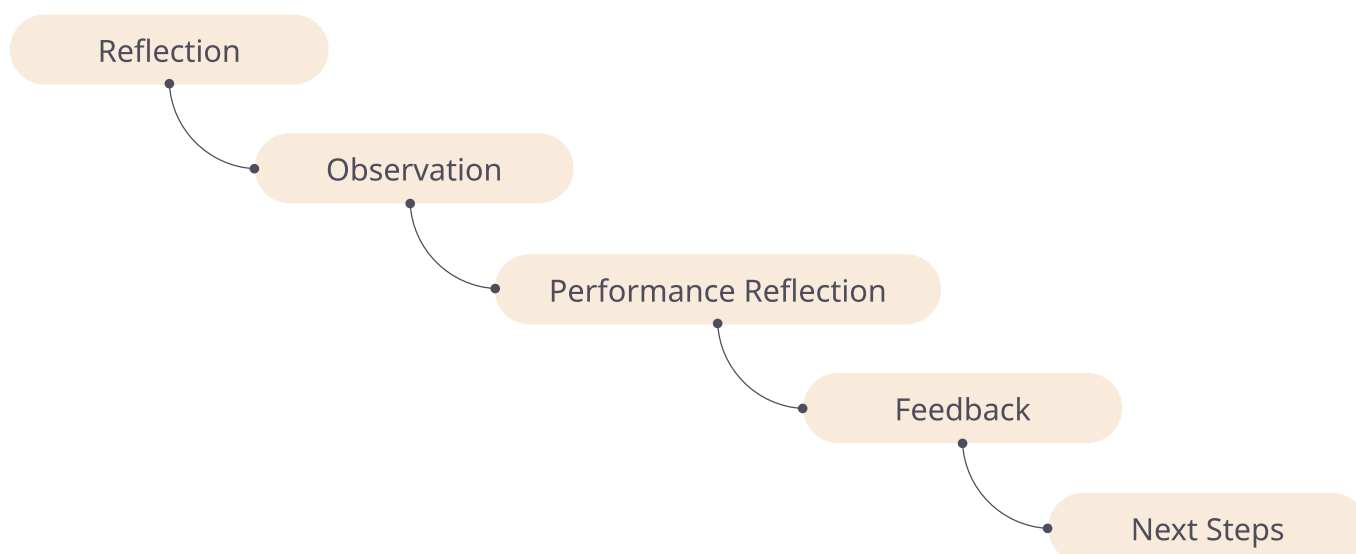
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## Coaching in Medicine Model

The process for the Coaching in Medicine model starts with the student **reflecting** on their strengths, weaknesses, and goals with their trusted coach. Then, the coach **observes** the student's performance in a task that reflects their goal. Often this is in a clinical setting but it can also be done asynchronously, observing study habits,

knowledge mastery results, or other displays of skill. After the performance, the student **reflects on their performance**. The coach then provides **feedback** on the student performance based on the student's performance and reflections. Finally, the coach and student work together to determine the **next steps** to promote improvement.



# R2C2 Model: Relationships, Reactions, Content, Coaching

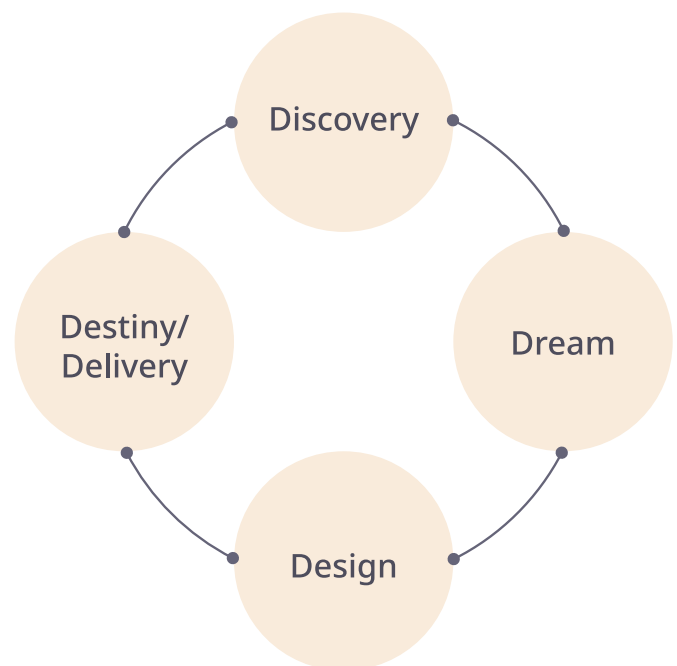
- 1 Building **relationships** and rapport
- 2 Explore **reactions**
- 3 Explore the **content**
- 4 **Coach** for performance change

This acronym helps define the steps taken during the R2C2 process. First, the coach works on building a **relationship** and rapport with their coachee. The coach wants to be sure they are showing empathy and respect to build trust. This helps

establish credibility of the feedback that will be given. Second, feedback is given and the coach and student explore **reactions** to the feedback. The coach should be prepared for negative responses, especially if the student does not perform as well as they had hoped. Coaches provide support, even for negative reactions, and explore the reasons for these reactions. Third, coach and coachee **explore the content** of the feedback together to determine if any information is surprising or unclear and look for potential patterns. Finally, the student might need time to digest the feedback given before they can accept change. **Coaching** for change allows the feedback to help determine what goals and change will be needed.

## Appreciative Inquiry

Appreciative inquiry and the 4D cycle begins with **Discovery**, which is the identification of processes and experiences that have gone well. The coach may ask the student, "What is working well?" or "What is good about what you are currently doing?" Next is the **Dream** phase: imagining what the situation could be like ideally. The coach may ask the student, "What could this situation be like in the future?" Third is the **Design** phase, or planning for the changes needed to make the new scenario happen. The coach may ask, "What do we need to do?" or "What resources will be needed?" Lastly, the **Destiny or Delivery** phase looks at the implementation and sustainability of the new situation with questions such as "How will we sustain this change?"



## Resources

### Seminars

- [Online seminar library for health professions educators](#) ▶

### Articles

- [Coaching in Healthcare Education](#) ▶



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