

# Optimizing formative assessment on professionalism using feedback – coaching model

Diantha Soemantri<sup>1</sup>

Rita Mustika<sup>1</sup>

<sup>1</sup> Department of Medical Education, Faculty of Medicine Universitas Indonesia

## Abstract

### 1. Background

Professionalism is at the core of health professionals' competencies; however, significant challenges still exist, especially in terms of how best to assess it. Since assessment drives learning, discussion, and studies on how to assess professionalism are still ongoing. Continuous feedback is currently considered as the heart of assessment, aligned with the principle of programmatic assessment. Therefore, the assessment of medical professionalism should also take into account the importance of feedback. Formative assessment is one of the means to provide actionable feedback that students can use to improve their learning, in this case, their professionalism attributes.

Sargeant et al (2015) developed a feedback model called R2C2, which consists of four phases, build relationships, explore reactions, explore content, and coach for performance change. This model facilitates students to reflect on the feedback. In the last phase of the R2C2 model, students will be coached using triggering questions to come up with action plans for continuous improvement. The coaching phase is then essential; hence we propose to combine the R2C2 model with GROW coaching model, which stands for Goal, Reality, Options, and Will. We believe that the GROW model will augment the coaching phase of R2C2, given more thorough, in-depth, and structured ways to coach students to set goals, explore current situations and options for moving forward, and agree on specific action plans (<https://www.performanceconsultants.com/grow-model>). Therefore, the R2C2-GROW model will enhance the feedback delivered within the formative assessment of professionalism.

### 2. Why is the topic important for research and/or practice?

This topic is important for the practice of formative assessment on professionalism. The model R2C2-GROW will help teachers to structure the formative assessment session in order to optimize the feedback provision, the reflection upon the feedback, and the formulation of an action plan based on the feedback. Furthermore, the topic is also important for research. Despite there being many studies on either R2C2 or GROW model, we have yet to see how the combination of both models works best to optimize the feedback-coaching process within the formative assessment of professionalism.

### 3. Workshop format, including participant engagement methods

Activity	Duration
15 minutes	Setting up the stage: ice breaking activity, opening and introduction
30 minutes	Interactive presentation: Principles of professionalism assessment and the function of feedback and coaching in this particular context
15 minutes	Introduction of The R2C2-GROW model
45 minutes	Role play: conducting formative assessment on professionalism using the R2C2-GROW model
45 minutes	Debriefing and discussion of role-play process and results
15 minutes	Presentation of take-home points
15 minutes	Closing the stage: participants reflect and formulate an action/learning plan to better deliver feedback and conduct the coaching process.

#### 4. Who should participate?

Health professions education teachers, especially, but not limited to, those involved in professional development.

#### 5. Level of workshop (beginner/intermediate / advanced)

Intermediate

#### 6. Take-home messages / workshop outcomes / implications for further research or practice

After completing the workshop, the participants will be able to use an R2C2-GROW model as a part of formative assessment sessions within the professionalism course.

#### References (maximum three)

1. Sargeant, J., Lockyer, J., Mann, K., Holmboe, E., Silver, I., Armson, H., Driessen, E., MacLeod, T., Yen, W., Ross, K. and Power, M., 2015. 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*, 90(12), pp.1698-1706.
2. Lockyer, J., Lee-Krueger, R., Armson, H., Hanmore, T., Koltz, E., Könings, K., Mahalik, A., Ramani, S., Roze des Ordon, A., Trier, J. and Zetkolic, M., 2023. Application of the R2C2 model to in-the-moment feedback and coaching. *Academic Medicine: Journal of the Association of American Medical Colleges*.
3. Okorie, C.O., Ogba, F.N., Amujiri, B.A., Nwankwo, F.M., Oforka, T.O., Igu, N.C., Arua, C.C., Nwamuo, B.N., Okolie, C.N., Ogbu, E.O. and Okoro, K.N., 2022. Zoom-based GROW coaching intervention for improving subjective well-being in a sample

of school administrators: A randomized control trial. *Internet Interventions*, 29, p.100549.