

# SFED Model of Feedback

## Self-Assessment

- Allow learner time for reflection
- Allow learner to speak first
- Prompt for positives initially
- Balance positives and negatives

## Feedback/Facts

- Performance specific
- Descriptive
- Non-judgmental
- Timely
- Balance positive and negative comments
- Quiet Setting

## Encouragement

- Show confidence in the learner
- Should be given in a supportive tone
- Empathetic and understanding

## Direction

- Ask learner what they want to do to improve
- Give specific suggestions for improvement
- Challenge the learner to reach their potential
- Create an interactive partnership

“How do you think you did?”  
 “What do you think went well?”  
 “What do you think needs improvement?”

“This is what I saw that went well...”  
 “This is what I saw that needs improvement...”  
 “How would you try to improve...?”

“How can I support you in these efforts?”  
 “I have great confidence that you will be successful.”

“Which of these would you like to try first?”  
 “Here are some suggestions you might try...”

## Steps for Providing Feedback

### Step 1:

Establish a partnership for learning in a private and confidential space

### Step 2:

Open-ended higher-order questions; facilitated listening

### Step 3:

Acknowledge challenges to the learners' success

### Step 4:

Reflect, clarify, summarize; Promote self-directed learning



Note: these are available electronically for printing at

[http://medicine.hofstra.edu/faculty/facdev/facdev\\_clinical\\_communitypreceptorteaching.html](http://medicine.hofstra.edu/faculty/facdev/facdev_clinical_communitypreceptorteaching.html)

Adapted from: Bell, Hershey – Encouragement: Giving “Heart” to Our Learners in a Competency-Based Education Model (Fam Med 2007;39(1):13-5). Supported by HRSA Grant. Contact Ellen Tattelman (etattelm@montefiore.org)