SFED MODEL OF FEEDBACK

HOW TO USE THE SFED MODEL OF FEEDBACK WITH YOUR LEARNERS

**Feedback/Facts**

"TELL"

Provide NON-JUDGEMENTAL, TIMELY feedback on SPECIFIC behaviors and Skills

**Self Assessment**

"ASK"

ASK the Learner...

“How do you think that went?”

What was effective?

“What do you think you would like to do differently?”

Allow Learner to Speak First

Reflection

Encourage a “deeper dive”

Balance Positive and areas to improve

**Encouragement**

"SHARE"

Convey Confidence in the learner

Use a Supportive tone

Use Empathy Skills

**Direction**

"ASK"

ASK Learner to Self Identify strategies for improvement

“What am I?”

“Where do I need to be?”

Challenge the learner to reach their potential

Collaborate on next steps

“How do I get there?”

---

Find a quiet, private space for feedback

Name what you are doing

“I’d like to give you some feedback. Is now a good time?”
**BEDSIDE TEACHING**
Capture a teachable moment

**PRE-ROUNDS OUTSIDE THE ROOM**
Orient the team for bedside teaching with patients

- Today, rounds will run as follows...
- Prior to entering the room, give the team specific tasks
- Is there anything someone would like to focus on today?

**BEDSIDE ROUNDS WITH PATIENT**
Introduction, Interaction, Observation, Instruction

- I am Dr. xx and this is my team (identify roles)
- Today xx will perform the exam or ask you questions or discuss the plan of care
- Observe, ask questions, connect as needed with learner and team
- Challenge the learners’ minds, gentle correction when necessary
- Ask the patient if they have any questions or comments for the team

**POST-ROUNDS OUTSIDE OF THE ROOM**
Debriefing, Feedback/Coaching
Reflection with Learners

- How did that patient encounter go for you? ...This is what I observed...For the next patient...
- End of rounds: Inquire on questions, clarifications and self-directed learning from cases
- We can discuss what you find...(later, case conference, next day)
SETTING EXPECTATIONS AND GOALS

How to Set Expectations and Goals with your Learners

1. INTRODUCTIONS
   - Introduce yourself and orient your learner to the environment (clerical staff, workflow, facilities)
   - Learn something about your learner and ask your learner about prior experiences

2. EXPECTATIONS & GOAL SETTING
   - Help the learner identify expectations particular for this unit
   - Help the learner set goals that are specific, realistic expectations

3. WRAP UP
   - Address any questions and concerns

4. FOLLOW-UP
   - Exchange preferred contact information
   - Check in each week to assess progress toward goals
DIRECTED TEACHING THROUGH OBSERVATION
A Teachable Moment in Busy Environments

PRE-OBSERVATION
Conversation with the learner to identify a learning point specific to patient

DISCUSS WITH THE LEARNER WHAT THEY WOULD LIKE TO LEARN FROM AN OBSERVATION
Based on what learner identifies & your knowledge of the patient, identify a directed observation learning point
Prime the learner by focusing on signs and symptoms relevant to the chief complaint

DEMONSTRATION BY FACULTY
Provide Care to the patient

INTRODUCE YOURSELF AND THE LEARNER TO THE PATIENT: CLARIFY TO THE PATIENT THE LEARNER WILL BE OBSERVING THE ENCOUNTER
Conduct the encounter and demonstrate what was agreed upon
Think out loud, instruct learner to pay attention to your communication with the patient

POST-OBSERVATION
Debrief observation & clarify learning point

ASK THE LEARNER WHAT THEY OBSERVED
Discuss the outcome of the encounter and reiterate learning points
Leave time for questions, clarifications, identify a learner focused follow up
TEACHING WITH LIMITED TIME

FIVE MINUTE PRECEPTOR:
MICROSKILLS OF CLINICAL TEACHING

1. GET A COMMITMENT
   - What do you think is going on?
   - What would you like to accomplish?
   - What other information do you need?
   - What would you like to do next?

2. PROBE FOR SUPPORTING EVIDENCE
   - Why do you think this?
   - What else did you consider?
   - What questions do you have?

3. PRECEPTOR TEACHES IMPORTANT CONCISE LEARNING POINTS 2 - 3

4. REINFORCE WHAT WAS DONE WELL
   - Learner self-assesses
   - Tell them what they did well
   - BE SPECIFIC!

5. CORRECT MISTAKES AND PROVIDE FEEDBACK
   - Discuss concerns followed by strategies and a plan to approach differently
USING "QUESTIONING" AS AN EFFECTIVE TOOL FOR TEACHING

LEARNERS AND PRECEPTORS ALIGN

RECALL/REMEMBER
Identify and define the facts

UNDERSTAND MEANING OF FACTS
Discuss/explain ideas or concepts

APPLY
Differentiate/compare and contrast information

EVALUATE FACTS
- Justify thought processors and assess next steps
- Create new knowledge
- Hypothesize "WHAT IF" alternatives

3 TIPS FOR USING QUESTIONING STRATEGY
1. Use open-ended questions predominately
2. Allow time for response
3. Follow a poor answer with a clarifying question and not a correction