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

**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

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“How do you think you did?”
“How 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...”

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Note: these are available electronically for printing at [http://medicine.hofstra.edu/faculty/facdev/facdev_clinical_communitypreceptorsteaching.html](http://medicine.hofstra.edu/faculty/facdev/facdev_clinical_communitypreceptorsteaching.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)