

Situation-Behavior-Impact (SBI) Feedback - *Handout*

Scenarios

1. Scenario 1 - Developmental Feedback to a Resident

- You are supervising a new resident who is very knowledgeable but tends to dominate discussions. At today's morning briefing, she focused on one challenging patient and posed a lengthy series of questions and comments that did not allow for input from others. This also limited the amount of time that was able to be spent on other patient discussions and issues.

What kind of developmental feedback can you provide?

- SBI Statement: _____

2. Scenario 2 - Developmental Feedback to a Colleague

- You've recently started in a new position as a Core Faculty member. The department you've joined has received developmental feedback from residents and medical students regarding unsupportive teaching practices. In your time at the practice, you've observed Dr. Smith providing only developmental feedback, often in a harsh, demeaning manner. This morning you witnessed an encounter between Dr. Smith and a 2nd-year resident, which ended with the resident asking a question and Dr. Smith stating dismissively, "Figure it out."

What kind of developmental feedback can you provide?

- SBI Statement: _____

3. Scenario 3 - Positive Feedback to a Medical School Student

- As a preceptor, you've worked with a medical student named Allison. Earlier in the rotation, you gave Allison feedback that her HPI reports needed to be more concise. While Allison struggled at first, she has made progress. She just provided you with an HPI that, while not perfect, is a significant improvement over where she started.

What kind of positive feedback can you provide?

- SBI Statement: _____

Resources

Session Learning Objectives

Upon completion of this session, attendees will be able to:

1. Describe the qualities of effective feedback.
2. Explain how to utilize the Situation-Behavior-Impact (SBI) feedback framework in various settings.
3. Apply the SBI feedback framework

Books

- Stone, D., Heen, S., & Patton, B. (2010). [Difficult conversations: How to discuss what matters most.](#) Penguin.
- Stone, D., & Heen, S. (2015). [Thanks for the feedback: The science and art of receiving feedback well.](#) Penguin

Articles/Websites/Guidebooks

- ACGME - [Milestone Guidebook for Residents and Fellows](#)
- Harvard Macy #MedEdPearls
[Receiving Feedback – What Do We Really Hear?](#)
- Mindtools - [The Situation-Behavior-Impact™ Feedback Tool](#)

Videos

- Rowan-Virtua SOM: [Effective Feedback: Situation-Behavior-Impact \(SBI\)](#) (5:56)
- Real Training Right Now: [SBI Feedback Model](#) (3:09)
- The Annie E. Casey Foundation - [Give Feedback with Situation-Behavior-Impact \(SBI\)](#) (4:40)
- Harvard Business Review - [Get Better at Receiving Feedback](#) (6:17)
- Primeast US: [Constructive Feedback for Managers: Giving Feedback Effectively](#) (5:06)