

# Clinical educator tip sheet: Providing feedback

Occupational Therapy Clinical  
Education Program

## What are clinical educator tip sheets?

The contribution of clinical educators to a student's learning and development while on placement is fundamental to the success of the placement and the overall outcomes for the student. This series of tip sheets aim to equip clinical educators with knowledge, information, processes and tools on key topics related to placement organisation and student learning.

## Why is this topic relevant?

Feedback is a key factor underpinning successful learning. Through effective feedback students are able to develop their self-esteem and confidence to help them believe they can achieve intended learning outcomes (Race, 2006). The feedback process tells students how others see them and helps them to identify strengths and areas for growth in professional competencies (JCU Workplace Educators Resource Package). This Tip Sheet aims to provide clinical educators with a range of strategies to support the provision of effective feedback to students on clinical placement.

## Why should feedback be given?

The purpose of feedback is to assist students to evaluate their progress in relation to their stated learning goals and assessment criteria (SPEF-R).

## When should feedback be provided?

In order for feedback to be effective it should be timely to enable the student to make changes as a result which will improve their performance. Regular timely feedback is most helpful as it

relates to practices which are still fresh in the students mind. Ongoing feedback means that there are no surprises when it comes to the half way assessment. While feedback should be regular throughout the placement, formal opportunities should be structured throughout the placement during weekly supervision sessions, at halfway and at end of placement.

(JCU workshop 2015 Enhancing Supervision skills)

## What are the characteristics of constructive feedback?

- Collaborative: Invite student involvement and self-evaluation
  - eg. "What do you think you could improve next time..?"
    - "How do you think you went with...?"
- Positive and encouraging
  - eg "I noted that you greeted the family warmly and made appropriate introductions."
- Addresses the work and not the person
  - eg. "The information you presented..."
- Specific and factual – give evidence based examples of performance
  - eg. "I observed that you chose appropriate positioning of the client.."
- Include concrete strategies for improvement that are achievable or problem solve together
  - eg. "During the interview spend time reflecting on the concerns expressed by the family"
- Digestible - avoid giving too much feedback at one time. Students integrate less when they are under stress.
- Verifies perceptions- ask student to rephrase the feedback received and voice any concerns.

- eg. "How do you see things?" or "What feedback do you take away from the things we've discussed today?"
- Documented- document observations and suggestions for improvements.
- Followed up on at a later date- set a date to review how the student has acted upon feedback given.
  - eg "Let's meet again on....to review how you've gone with ..."
- Individualised and relevant- link feedback to student's learning goals and assessment criteria.

## Where is further information available?

For further advice on providing student feedback, watch a video developed by the Occupational Therapy Practice Education Collaborative Queensland available at the following link:

<https://otpecq.group.uq.edu.au/education-placements/essential-supervision-skills-techniques-and-suggestions/feedback>

## Further resources:

Clinical Education Preparation and Support (CEPS) Program consists of a series of online modules with content relating to teaching and learning in clinical settings including: Module 8: [Giving Feedback](#)

The Occupational Therapy Practice Education Collaborative- Queensland have produced a series of videos to support clinical educators, including: [Providing feedback](#)

The Allied Health Professions Office Queensland inter-professional clinical educator videoconference series includes a range of presentations which are recorded including: [Providing effective feedback to students.](#)

## References

Queensland Health (2012) Clinical Educator Preparation and Support Program Module Eight- Giving Feedback  
<https://ilearn.health.qld.gov.au/login/index.php>

James Cook University (2015) Providing Constructive Feedback: Essential Elements. In "Enhancing Supervision Skills" Workshop Queensland Occupational Therapy Fieldwork Collaborative (2007) Fact sheet 4.1

Occupational Therapy Practice Education Collaborative - Queensland (2007) [Clinical Educator's Resource Kit](#)

Race, P. (2006). Making Learning Happen: A Guide to post compulsory education. London: Sage Publications.

University of Queensland, (2008). A Feedback Formula. In *Student Practice Evaluation Form (SPEF)-Revised Edition Package*. Brisbane: The University of Queensland.

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