

## Occupational Therapy Clinical Education Program

### Clinical Educator Tip Sheet

#### “Feedback”

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 (CEs) with a range of strategies to support the provision of effective feedback to students on clinical placement.

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 to provide feedback

- Feedback needs to be timely and effective to improve performance.
- Offer regular feedback after performance- when the behaviour is still fresh in the student’s memory
- Don’t wait until halfway assessment before giving feedback.
- Formal feedback should be provided during weekly supervision sessions, at halfway and at end of placement.

(JCU workshop 2015 Enhancing Supervision Skills)

#### 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.”
- Address the work and not the person
  - eg. “The information you presented...”
- Be specific and factual – give evidence based examples of performance
  - eg. “I observed that you chose appropriate positioning of the client..”
- Offer concrete strategies for improvement that are achievable (novice learner) or problem solve together (intermediate learner)
  - 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.

## 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 Characteristics of Constructive Feedback. In *Clinical Educator’s Resource Kit*, p 15.
- 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.

© State of Queensland (Queensland Health) 2015



<http://creativecommons.org/licenses/by-nc/3.0/au/deed.en>

For further information contact Program Manager, OT Clinical Education Program, email [OTCEP@health.qld.gov.au](mailto:OTCEP@health.qld.gov.au).  
For permissions beyond the scope of this licence contact: Intellectual Property Officer, email [ip\\_officer@health.qld.gov.au](mailto:ip_officer@health.qld.gov.au),  
phone (07) 3328 9862.