

Occupational Therapy Clinical Education Program

Clinical Educator Tip Sheet

“Receiving Feedback as a Clinical Educator”

Feedback is a fundamental component of the education process. Often our focus is on the Clinical Educator (CE) providing feedback and education to the student. CE's can become more effective in their role through reflecting on their clinical teaching experience, interpreting and acting on feedback. CE's also demonstrate their commitment to lifelong learning through seeking feedback about their teaching and supervision style (QHealth Clinical Educator Preparation and Support Program), promoting their own growth and development.

Feedback may be received via:

1. Student Evaluations
2. Self-Review / Reflection
3. Peer Observation / Review

Student Evaluations

Students will only feel comfortable to provide feedback if a safe learning environment has been fostered. They are unlikely to provide honest feedback if they feel it will affect their assessment or work opportunities in the future.

The half-way evaluation is a good time to seek feedback from the students about whether:

- There has been adequate time for supervision
- Expectations were clear and realistic
- Workload needs adjustment
- There are additional experiences the student feels may be beneficial
- The student is satisfied with the level of independence expected of him/her
- Learning styles have been assessed by both the CE and student and have been discussed (University of Queensland 2008)

The Student Review of Professional Practice Placement tool (part of the SPEF-R), is also a useful tool for facilitating feedback at the conclusion of clinical placement.

Students may find it helpful to have a third party such as the Clinical Education Support Officer (CESO), who they can discuss any issues they don't feel comfortable talking to their CE about. Students find this is a supportive arrangement as they have someone to go to, who isn't going to be "assessing" them. This is also a way to gain honest feedback, particularly at the end of a placement.

Self-Review

As the initial step in the feedback process, take the opportunity to reflect on your own skills as a CE such as:

- Have I ensured the student is welcomed?
- Have I provided clear expectations? Were they referred to throughout placement?
- Have I ensured there is time for the student to plan, do and reflect?
- Have I provided time to discuss and analyse performance daily?

Improving Quality In Practice Placements (iQIPP-AH) is a tool that can be used by practice educators to guide your reflection in relation to placement quality, practice education processes and student learning experiences. Talk to your local CESO if you are interested in accessing this tool. This is available on the OTCEP Shared Drive: [OTCEP\1.0 CESOs\1.4 CESO Resources\1.4.2 Best Practice Quality Framework & iQIPP- AH\iQIPP-AH](#)

Peer Observation / Review

Is a method of evaluating teaching and can offer formative feedback. Three models to peer observation have been proposed (QHealth Clinical Educator Preparation and Support Program):

- Evaluation – usually a senior staff member observes others
- Developmental – observer is an education developer, expert or teaching practitioner
- Peer Review – supervisors observe each other in a reciprocal process.

The process of receiving feedback can be confronting. It is important for the CE to be willing to receive feedback, after providing so much of it to the student. Below are some tips about receiving feedback (Aligiraigri 2014):

1: Promote a positive learning relationship: Creating a positive and healthy working relationship with your student is integral to the feedback process. Effective communication throughout placement is key to fostering a positive learning environment.

2: We all benefit from feedback

Regardless of where we are in our careers, all of us have blind spots about our abilities that prevent us from reaching the next stage of growth and development.

3: Control your emotions: The feedback process can be emotionally challenging, particularly when negative or unconstructive feedback is given. Try to think about the feedback objectively and as an opportunity for growth and development. Do not take feedback personally; the focus is not about you. If you are upset, give yourself an opportunity to take some time out and think about the feedback objectively before engaging further.

4: Ask for specific feedback

Seeking honest feedback is a key element for developing skills as a clinical educator. Use this feedback to develop a plan of what you need to change or skills you would like to develop. Overly general feedback is not always helpful (e.g “It was good”). However, this does not mean you should dismiss it. Instead, try to probe deeper and find out the actual details of the feedback by asking specific questions.

5: Consider Venue & Allocate Sufficient Time for Formal Feedback

Find and book a room which has sufficient space and privacy for the comfort of both parties, particularly for formal feedback. Allow sufficient time to ensure all communication can be completed thoroughly and to the satisfaction of both parties.

6: Make an action plan: Whether feedback is negative or positive, we immediately try to defend ourselves or rationalize our actions. Once you have clearly understood the issues, it may be helpful to discuss these with your supervisor or CESO. If necessary, develop an action plan to change and correct the identified issues (see Appendix 1 as an example).

7: Acknowledge the generations: The Occupational therapy profession is filled with people from many different generations, and every generation is raised with different ideas and values, and responds differently to (Kaye, Scheef & Thielfoldt, 2003).

8: Be ready! Feedback can come in a variety of ways and can be given at any time

Typically, feedback is viewed as a formal process at a specific time (e.g half-way or final assessment). But it can occur in different formats. The key is to put yourself in a position to reflect and act on the feedback afterwards.

Appendix 1 – Feedback Action Plan

Feedback Provided:

Review / Reflection on Feedback:

Action Plan Based on Feedback:

Feedback Provided:

Review / Reflection on Feedback:

Action Plan Based on Feedback:

Feedback Provided:

Review / Reflection on Feedback:

Action Plan Based on Feedback:

Feedback Provided:

Review / Reflection on Feedback:

Action Plan Based on Feedback:

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