

Name

Placement

Date



Student Led Feedback Tool

STUDENTS

Instructions for use

The most effective development outcomes arise where students and supervisors establish an equal partnership in the feedback process (Rudland et al 2013). This Student Led Feedback Model will help guide you and your supervisor through this process. It is suggested that feedback sessions be conducted weekly or as negotiated with your supervisor.

The Student Led Feedback Tool will support you and your supervisor to use a positive critique method of giving and receiving feedback.

The Positive Critique Method

1. "What do I do well?"

Provide examples of what you do well.

Invite your supervisor to comment.

2. "What am I finding difficult?"

Provide examples of what you are finding difficult.

Invite your supervisor to comment.



If you have any questions or comments regarding this feedback model please contact:
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Rudland, J., Wilkinson, T., Wearn, A., Nicol, P., Tunny, T., Owen, C. and O'Keefe, M. (2013),
A student-centred feedback model for educators. *The Clinical Teacher*, 10: 99–102

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GENERAL DISCUSSION

- It is important to break the ice first and then settle into a structured conversation carefully. You should not try to tackle issues that have arisen straight up. You will build up to this.
- Your supervisor will open the discussion as with any normal conversation. How are you? How is your day going? At this early stage your supervisor will prompt you about how you are finding your placement generally. Then your supervisor will ask if there are any work life balance issues that you are finding difficult to navigate. It is important to understand these issues as they relate to performance.

PLACEMENT SCOPE

- Review the placement objectives as required - you'll only need to do this the first time.
- Consider any special projects, procedures or competencies that you are expected to complete by the end of this placement

DISCUSSION THEMES

- Use the positive critique method for each of the discussion themes or select those most relevant or timely.
- Remember to start with what you have done well and invite your supervisor to comment, then identify something you find difficult and invite your supervisor to comment.
- You should work with your supervisor to identify what you can do to improve those things you are finding difficult.
- Wherever possible these strategies should be SMART i.e. Specific, Measurable, Achievable, Relevant and Time based.
- Make sure you document the conversation and the strategies for improvement.
- At subsequent feedback session it is important to discuss the strategies that were planned and whether they impacted on performance. This may be done at the start of the session or alternatively incorporated into the discussion under the key themes.

SUPERVISION

- This will again be led by your supervisor and will cover topics such as;
 - Accessibility of supervisors to students
 - Learning styles
 - Opportunities for practice and observation
 - Acceptability of feedback delivered by supervisor to the student
 - Acceptability of level of support

Don't forget to book your next feedback session at the end of each meeting.

Preparation required

The Student Led Feedback Model requires students to reflect on their practice and come prepared to lead the discussion with their supervisor. Adequate preparation is required to ensure you get the most out of this feedback session.

Action

- Consider how you are feeling generally about the placement. Are there any issues your supervisor should be aware of? These could relate to personal, work-life balance issues or anything else that is affecting learning.
- Consider and record (using the tool) what you believe you do well and what you are finding difficult in the sections provided for you.
- Consider how you find the day to day feedback and supervision you are being given by your supervisor? Is there something that s/he could do (or not do) that would assist your personal learning style?
- You should bring a record of past meetings to each feedback session.
- If you are preparing for a follow- up feedback session you should consider and record what actions you have taken to address the opportunities for improvement identified in the last feedback session. How have they gone? Are you still finding the same things difficult? Why, why not?



Key themes for discussion

The following key themes for discussion have been provided to prompt and guide the discussion with your supervisor. You may wish to discuss your progress against each theme or choose to focus on particular themes that are most applicable to your placement at this point in time.

Each theme has a range of prompts you may wish to explore for feedback as they relate to your current year level and specific placement.

The themes that you could discuss are:

Clinical Competence	<ul style="list-style-type: none">• Knowledge of client conditions, procedures and treatment• Clinical reasoning (ability to plan, prepare, assess and evaluate clinical care)• Ability to perform clinical skills• Consideration for client, family and staff
Communication	<ul style="list-style-type: none">• Demonstrate professional and collegial communications towards staff (including your supervisor) and therapeutic relationship towards clients.• Documentation (patient notes, referral letters, hand over)• Tone, body language, listening and responding
Professionalism	<ul style="list-style-type: none">• Maintaining confidentiality• Punctuality• Professional presentation• Maintaining a positive attitude towards placement
Reflection on practice	<ul style="list-style-type: none">• Consider how your reflection has influenced your practice
Team work	<ul style="list-style-type: none">• Working with other students (where applicable)• Working within your discipline• Working as part of the inter-professional team (where applicable)
Time management	<ul style="list-style-type: none">• Managing client load (appropriate for your year level)• Performing tasks in reasonable time frame• Prioritisation of demand

CLINICAL COMPETENCE

	Date	What do I do well?	What am I finding difficult?	What will I do differently next time?
Student Comments				
Supervisor Comments				

COMMUNICATION

	Date	What do I do well?	What am I finding difficult?	What will I do differently next time?
Student Comments				
Supervisor Comments				

PROFESSIONALISM

	Date	What do I do well?	What am I finding difficult?	What will I do differently next time?
Student Comments				
Supervisor Comments				

REFLECTION ON PRACTICE

	Date	What do I do well?	What am I finding difficult?	What will I do differently next time?
Student Comments				
Supervisor Comments				

TIME MANAGEMENT

	Date	What do I do well?	What am I finding difficult?	What will I do differently next time?
Student Comments				
Supervisor Comments				

