



Student Led Feedback Tool

SUPERVISORS

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 student through this process. It is suggested that feedback sessions be conducted weekly or as negotiated with your student.

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

The Positive Critique Method

1. "What do I do well?"

Your student will provide examples of what they do well .

Your student will invite you to comment.

2. "What am I finding difficult?"

Your student will provide examples of what they are finding difficult .

Your student will invite you to comment.



WHAT?

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.
- As the supervisor you should open the discussion as with any normal conversation. How are you? How is your day going? You should prompt your student to speak about how they are finding their placement generally and ask if there are any work life balance issues that they 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

- Your student will lead feedback by using the positive critique method for each of the discussion themes or select those most relevant or timely.
- Your student will start with what they have done well and invite you to comment, they will then identify something they find difficult and invite you to comment.
- You should work with your student to identify how to improve those this s/he is finding difficult.
- Wherever possible these strategies should be SMART i.e. Specific, Measurable, Achievable, Relevant and Time based.
- Make sure your student documents the conversation and the strategies for improvement.
- At subsequent feedback sessions 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

- To close the feedback session it is important to review how well the supervision is working for your student. This should be led by you as the supervisor and may include 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 your student gets the most out of the feedback sessions. If your student is not prepared it is suggested that the feedback session be rescheduled until such time that your student is prepared.

Action

- You need to prompt your student regarding how they are feeling generally about the placement. Are there any issues that you should be aware of? These could relate to personal, work-life balance issues or anything else that is affecting learning.
- Together with your student you need to consider and record (using the tool) what they are doing well and what they are finding difficult. If there are opportunities for improvement that your student has not recognized it is your role as their supervisor to open a discussion around this.
- You should ask your student how they find day to day feedback and supervision from you, and be receptive to their response.
- In preparation for follow up feedback sessions, you should consider what your student has done to address priority areas identified in past feedback sessions.



Key themes for discussion

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

Each theme has a range of prompts you may wish to explore with your student. Remember feedback should be pitched at an appropriate level relevant to your student's current year level and specific placement.

The themes that could be discussed 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 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 student's year level)• Performing tasks in reasonable time frame• Prioritisation of demand

