

# **SHAPING THE FUTURE GENERATION OF OT PRACTITIONERS: HOW TO GIVE FEEDBACK TO STUDENTS DURING FIELDWORK**

Whitney Ennis, OTD, OTR/L  
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**Jefferson**

Philadelphia University +  
Thomas Jefferson University

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HOME OF SIDNEY KIMMEL MEDICAL COLLEGE

EMORY & HENRY  
COLLEGE



**A LITTLE BIT ABOUT ME**

# Objectives

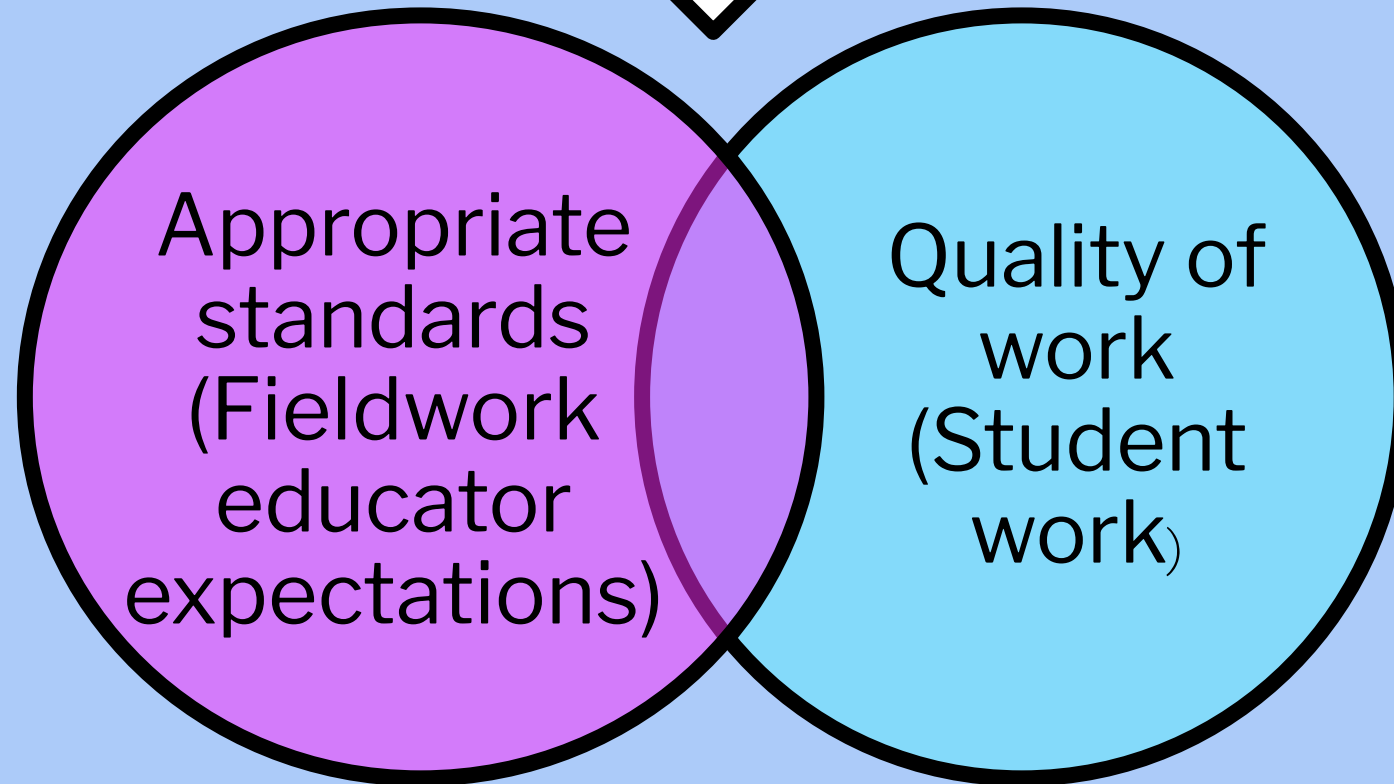
At the end of this course, you will be able to:

- To define feedback
- To recognize why feedback is important to student success during fieldwork
- To summarize the steps for creating a manual on the topic of feedback during fieldwork
- To implement strategies and tips for giving feedback with fieldwork students.



“A process whereby learners obtain information about their work in order to appreciate the similarities and differences between the appropriate standards for any given work and the quality of the work itself in order to **generate improved work.**”

Optimal Point of  
Performance



Appropriate  
standards  
(Fieldwork  
educator  
expectations)

Quality of  
work  
(Student  
work)

# The Evidence

Students want feedback, they value it, and they appreciate it.

There is no standardized approach to educating fieldwork supervisors

One of the most influential factors that determines the effectiveness of a fieldwork educator is the ability to communicate

Student performance is positively influenced by positive reinforcement and constructive feedback

**So why would we need a  
manual to teach occupational  
therapy fieldwork supervisors  
how to give feedback?**

**Research supports that  
fieldwork educators feel they  
would benefit from additional  
training prior to becoming a  
fieldwork educator.**

(Allen & Molloy, 2017; AOTA, 2013; Boud & Molloy, 2013; Costa, 2014; deBeer & Martensson, 2015; deLabrusse, et al., 2016; Grenier, 2015; Kautzman, 1990; Scheerer, 2003).



# Significance

Communication, problem solving, and critical thinking skills



**If fieldwork educators possess these skills...**

- Increase preparedness of fieldwork supervisors to take students
- Increase the number of placements for fieldwork students



**If fieldwork educators teach these skills to students...**

- Increase the competence level of entry level occupational therapists





Metaphorical me!

# PUBLIC SERVICE ANNOUNCEMENT



# Guiding Theory: Heutagogy

Learner centered approach

Self determined learning

Instructor provides the  
knowledge that the learner  
puts into action

# Procedures for the Project

## Phase 1:

- ✓ Develop the manual
- ✓ Send it to various reviewers, including the writing center
- ✓ Create the surveys to assess outcomes
- ✓ Recruit content experts (thank you Caryn Johnson)

## Phase 2:

- ✓ 1<sup>st</sup> expert review of manual
- ✓ Make feedback table
- ✓ Revise manual

## Phase 3:

- ✓ 2<sup>nd</sup> expert review
- ✓ Make feedback table
- ✓ Revise manual

## Phase 4:

- ✓ Revise manual
- ✓ Distribute to reviewers
- ✓ Invite to comment



OUTCOME MEASURES MET!



**DISSEMINATION**



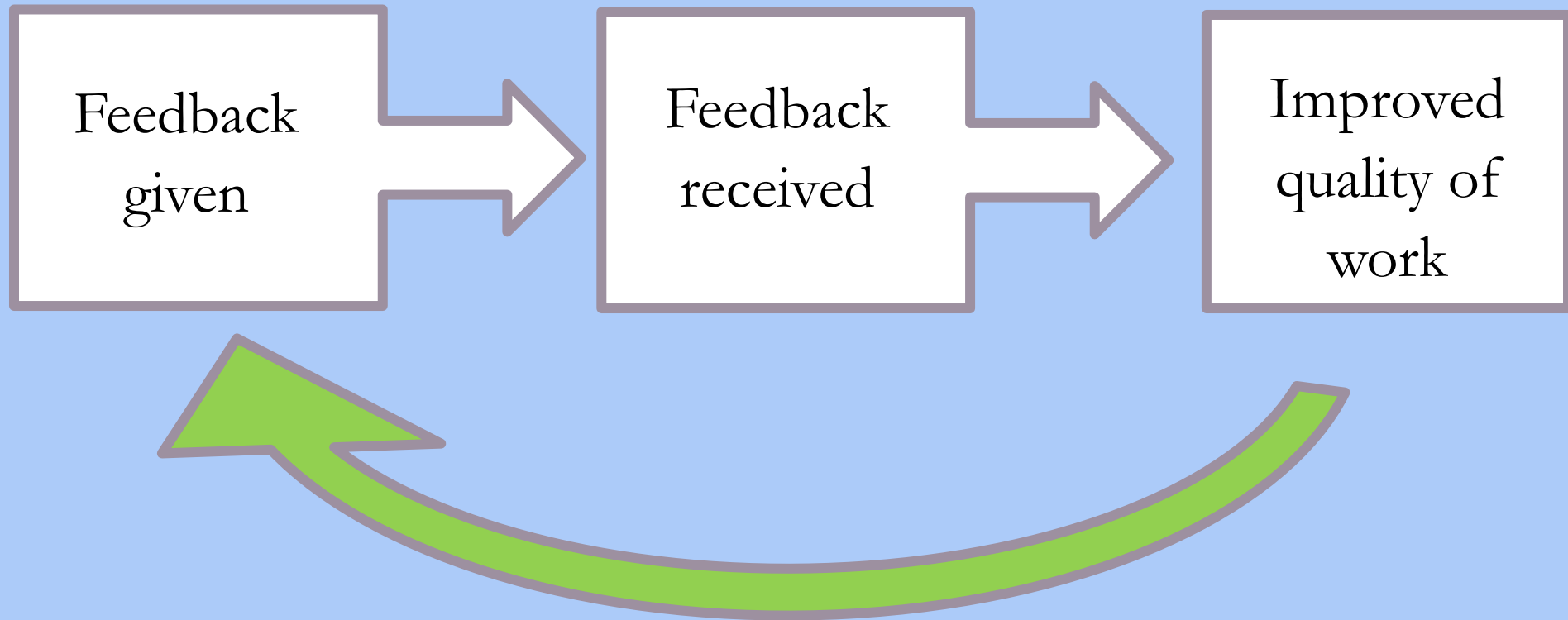
**SHOW  
ME THE  
MONEY!**

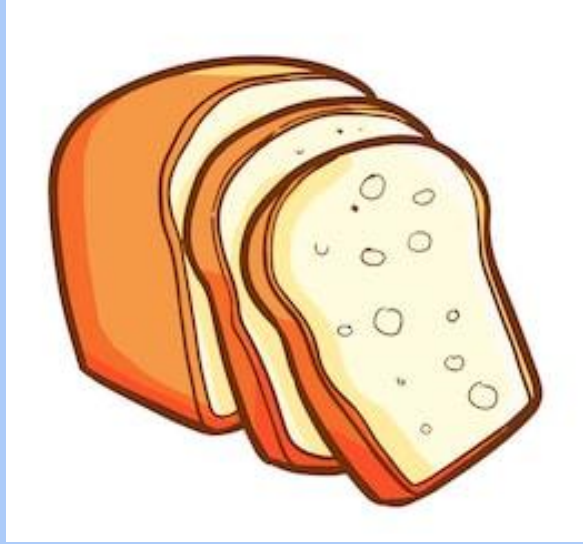


# The Manual

- 9 sections discussing the role of feedback during occupational therapy fieldwork education
  - *Common misconceptions and myths about feedback*
  - *Reflective knowledge building*
  - *Student self-reflection*
  - *Managing emotions and sociocultural factors*
  - *Written feedback*
  - *Feedback during patient interactions*
  - *Weekly feedback forms*
  - *Case studies*
- Integrated activities and examples in each section as well as a bullet-point list of salient points at the end of each section

# Common Myths about Feedback





REFLECTIVE  
KNOWLEDGE  
BUILDING



**Think of an instance where you were given feedback, either from the environment or another individual. What was or wasn't helpful about the feedback you received? How can you apply this to a fieldwork supervisor situation?**

# Other activities

Teach  
back  
method

Rewriting  
the  
assignment

Feedback  
chart

Sequence  
assignments

Self  
reflection  
journal



FEEDBACK

**YOU HAVE ANY  
QUESTIONS?**



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