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

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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.
- One of the most influential factors that determines the effectiveness of a fieldwork educator is the ability to communicate.
- There is no standardized approach to educating fieldwork supervisors.
- 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.

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!
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:
✔ 1st expert review of manual
✔ Make feedback table
✔ Revise manual

Phase 3:
✔ 2nd expert review
✔ Make feedback table
✔ Revise manual

Phase 4:
✔ Revise manual
✔ Distribute to reviewers
✔ Invite to comment
OUTCOME MEASURES MET!
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

- Feedback given
- Feedback received
- Improved quality of work
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
YOU HAVE ANY QUESTIONS?


