Thank you for joining us! We will begin at 6:30PM

PHILADELPHIA REGION
Occupational Therapy

Fieldwork & Capstone
CONSORTIUM

A Multisource Feedback Approach to Facilitate Student Performance in Fieldwork

SHEILA MOYLE OTD, MOT, OTR/L

DUKE UNIVERSITY

ERICA A. PUGH, OTD, OTR/L, RYT-200

TEMPLE UNIVERSITY

BRIDGET A. TRIVINIA OTD, MS, OTR/L

CHILDREN'S HOSPITAL OF PHILADELPHIA

SEAN O. WEIR MS, OTR, CBIS

UNIVERSITY OF SOUTHERN INDIANA

OBJECTIVES

Participants will be able to identify multiple sources of feedback methodologies to facilitate improved student performance on fieldwork.

Participants will be able to analyze the relationship of effective feedback in the evaluation of student performance on level II fieldwork using outcomes data.

Participants will apply and explain specific feedback methodologies as a multisource approach to facilitate improved student performance on fieldwork.

What has been your experience with giving feedback to students?

WHAT IS FEEDBACK?

- Specific information comparing a standard and a student's observed performance

- Intent to improve performance

Skills, attitudes, behavior, and appearance
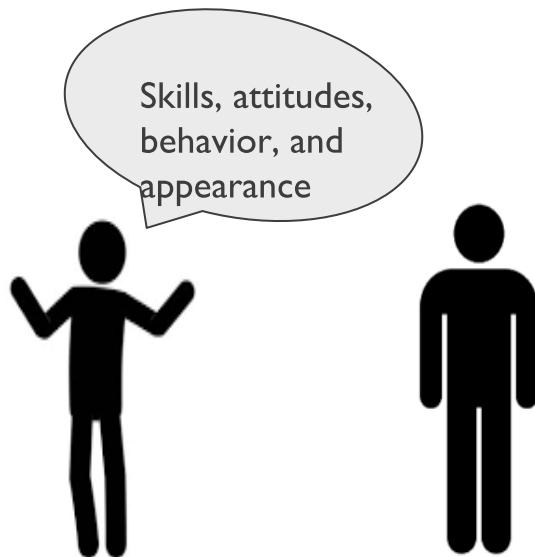
(Burgess et al. 2020; Gnepp et al. 2020; Snyder, 2018; Wisniewski et al., 2020)

WHAT IS FEEDBACK?

- Process of informing students of your perceptions of their performance

- Provides students with guidance or direction on performance
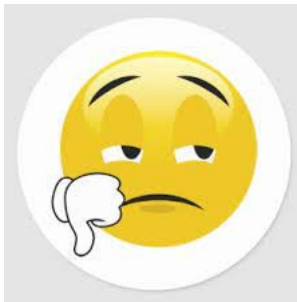
(Burgess et al.. 2020; Snyder, 2018; Weinstein, 2015; Wisniewski et al., 2020)
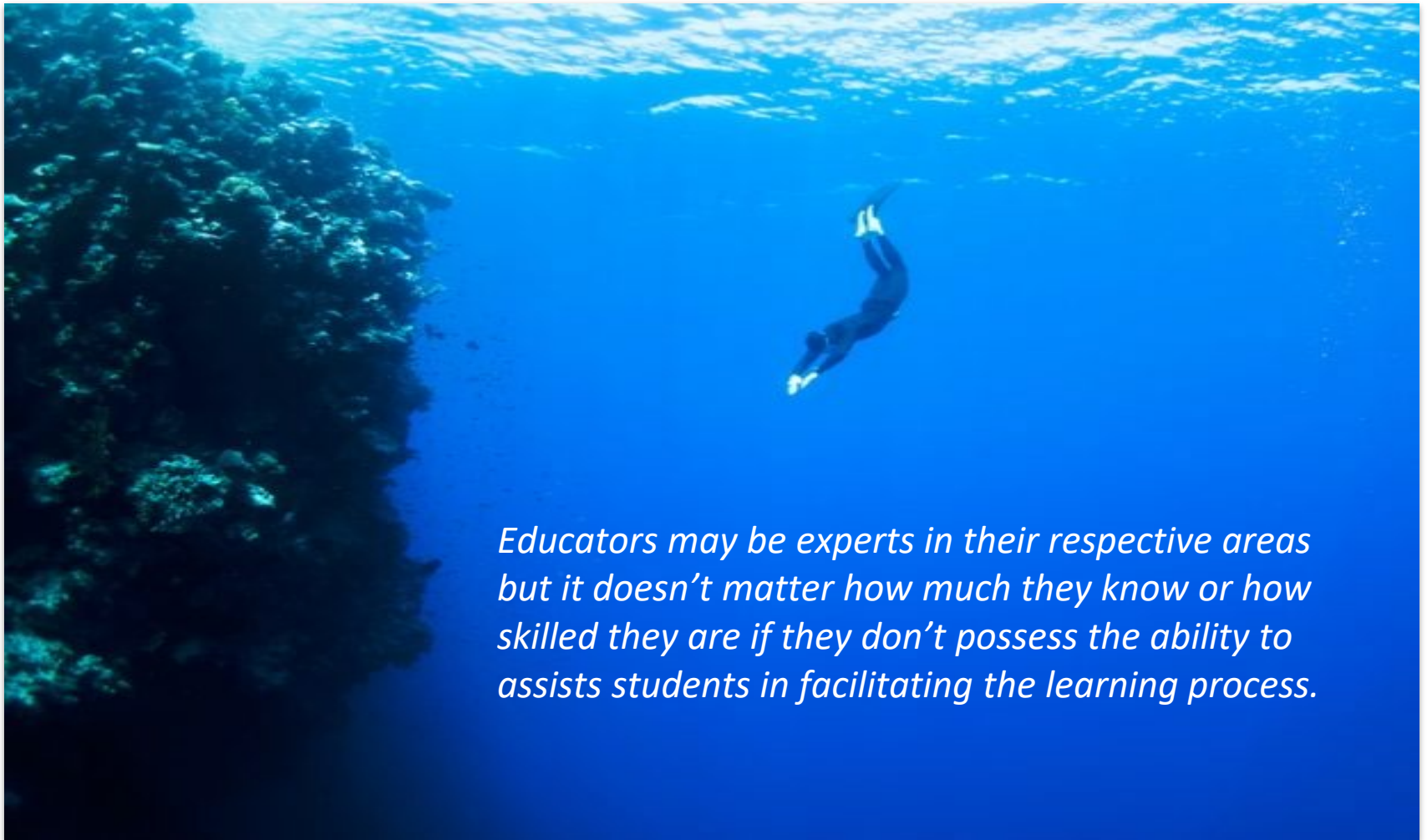
IMPORTANCE OF FEEDBACK

Facilitates Learning

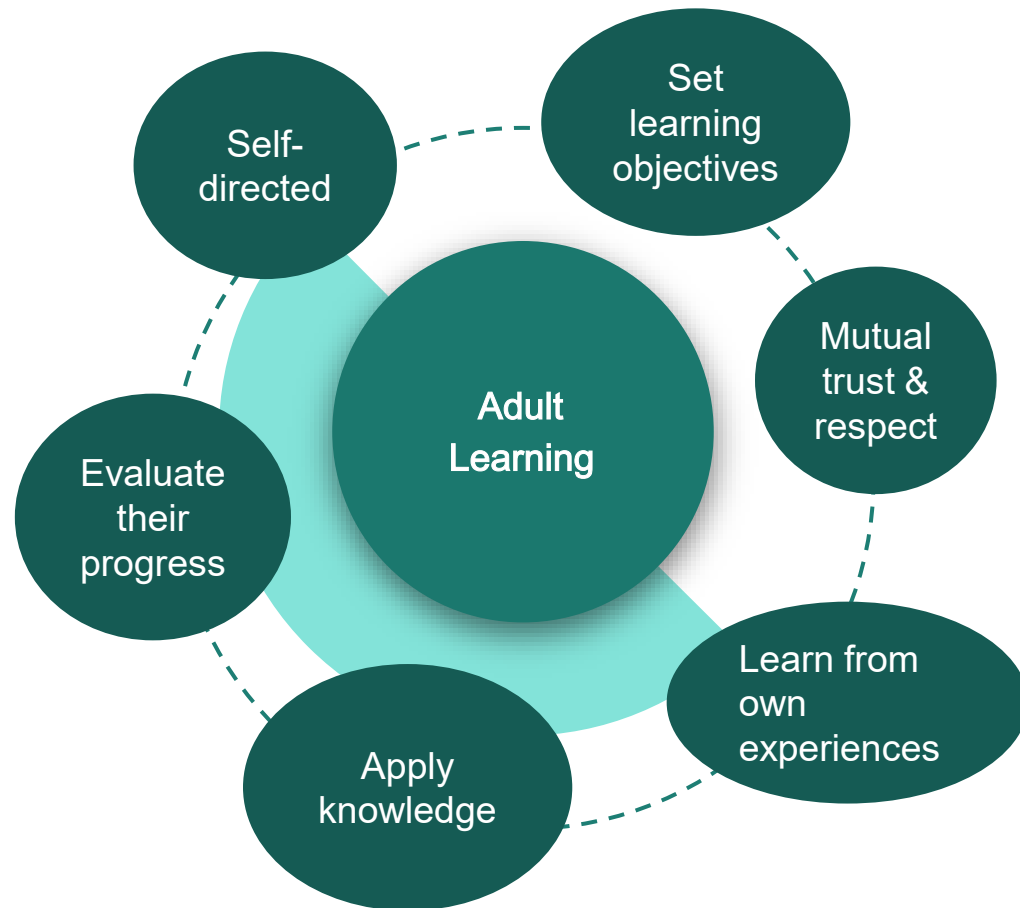Enables students to succeed

Trait of a good preceptor

Students value feedback

(Burgess et al., 2020; Costa, 2015; Hardavella et al., 2017; Snyder, 2018; Wisniewski et al., 2020

Before we take a deeper dive…..

Educators may be experts in their respective areas but it doesn't matter how much they know or how skilled they are if they don't possess the ability to assists students in facilitating the learning process.

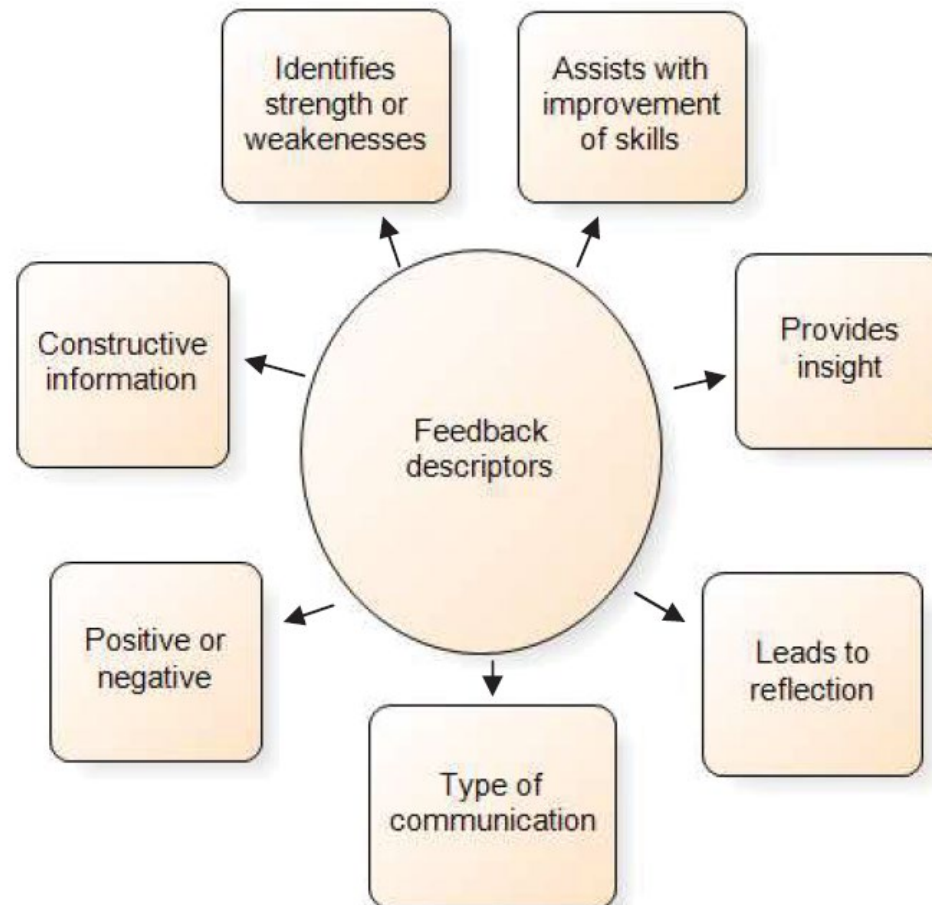# ADULTS AS LEARNERS

(Costa, 2015)

Feedback Helps Learners….

(Burgess et al., 2020; Costa, 2015; Hardavella et al., 2017; Tiberius, 2000; Wisniewski et al., 2020)
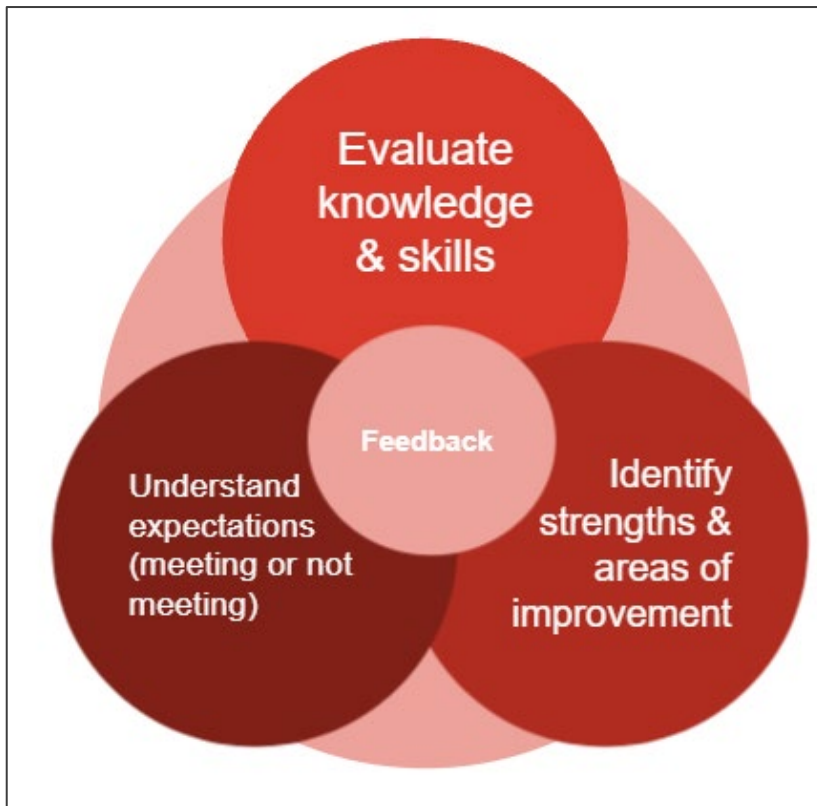
RECEIVING FEEDBACK

- How do I feel when I receive positive feedback?

- If I am doing well, why do I need feedback?

- How do I feel when I receive constructive feedback?

Students' Meaning of Feedback

(Rathgerber, 2014)

PROVIDING FEEDBACK

- How do I feel when I must give positive feedback to someone else?

- How do I feel when I must give constructive feedback to someone else?

Setting the Stage….

…..FOR EFFECTIVE FEEDBACK

- Interview/Orientation
    - Expectations
        - 8 Week or 12 Week Schedule
        - Site Specific Learning Objectives (SSLOs)
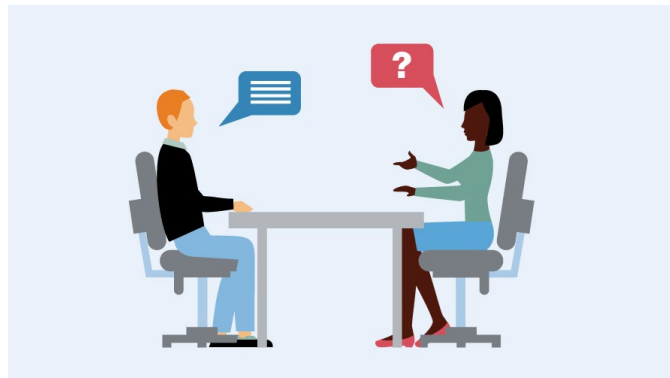   - Student learning style vs. fieldwork educator teaching style
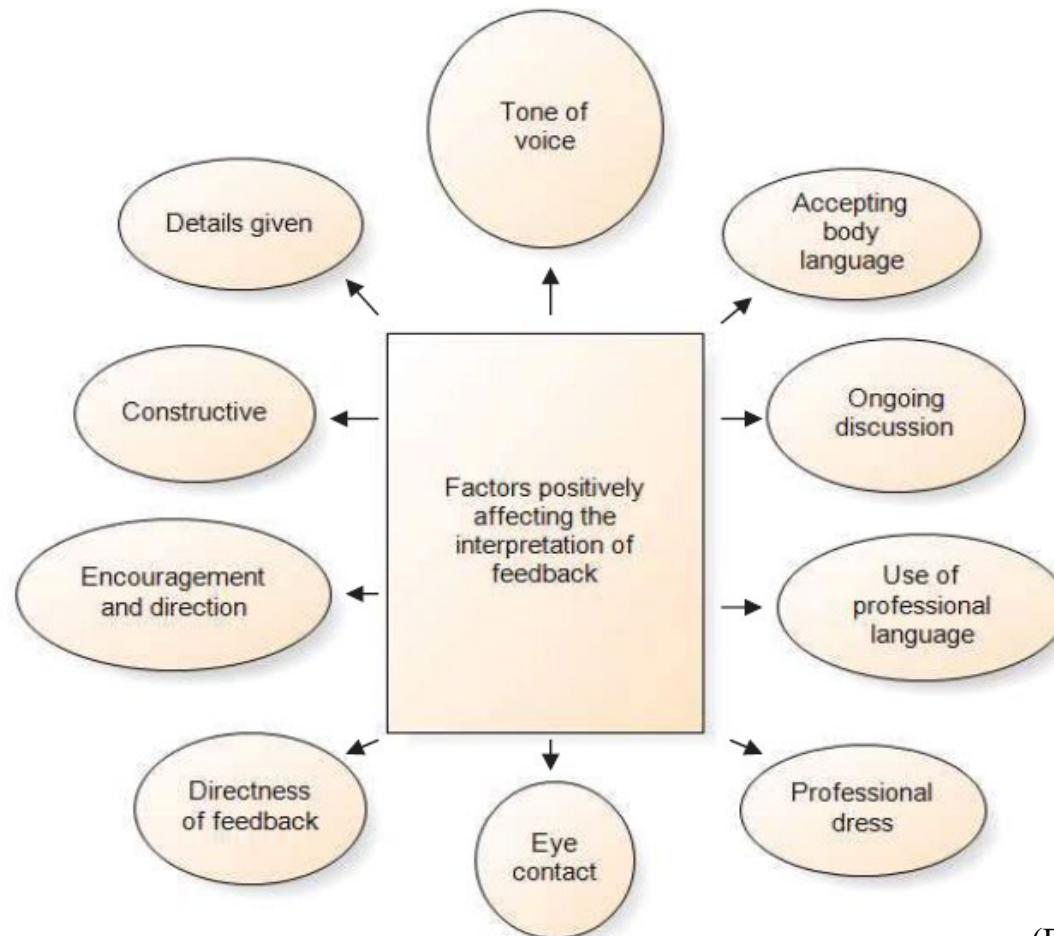   - Good fit
    - Reiterate expectations

Structured Feedback Model

1. Ask the learner what went well
2. Tell the learner what went well
3. Ask the learner what could be improved
4. Tell the learning what could be improved

(Burgess et al., 2020)

Factors positively affecting feedback receptivity

(Rathgerber, 2014)

KEYS TO EFFECTIVE FEEDBACK

- The learning environment should foster feedback
- Effective feedback has potential to improve skills and change behavior
- Using a structured feedback format assist in self-reflection and the provision of clear, and constructive advice
- Learning should be deliberately designed to inspire students to engage in feedback

(Burgess et al., 2020)

TYPES OF FEEDBACK

- Written
- Verbal
- Audiovisual
- 1:1
- Group feedback
- Self reflective
- Virtual

(Costa, 2007a; Hardavella et al., 2017)

WRITTEN FEEDBACK

- Formal and informal
- Permanent
- Understandable
- Selective
- Specific
- Timely
- Nonjudgmental
- Transferable
- Forward-Looking

(Costa, 2007a; Gnepp et al., 2020; Hardavella, et al., 2017; Svinicki & MCKeachie, 2014)

VERBAL FEEDBACK

- More active

- May be time consuming

- Promotes discussion between giver and receiver

- Constructive feedback may be more difficult to deliver face to face

(Costa, 2007a)

AUDIOVISUAL FEEDBACK

- Use of audio or visual recording

- Requires consent

- Videotaping is preferred as audiotaping does not record non-verbal behavior

- May cause anxiety for person being recorded

(Costa, 2007a)

SELF-REFLECTIVE FEEDBACK

- Use of journals

- Allows for self-identification of successes and challenges to facilitate personal growth

OTA 398 eJOURNAL REFLECTION

Student Name:

Fieldwork Site:

Fieldwork Educator: Level of Supervision: ☐ Direct Supervision----------☐ Middle------------ ☐ Line of Sight

Week #: _____   Date of Submission:

DATES	DIAGNOSES/PROBLEMS	TREATMENT ACTIVITIES
List the dates you worked with the client.	Discuss 2 clients you worked with this week. Client #1	Summarize the treatment activities you used with each client.
	Client #2	

Personal Assessment:

My Strengths as a FW Student	My Weaknesses as a FW Student	Specific Plan to Improve Performance

Comments:

OTHER TYPES OF FEEDBACK

1:1

- Allows for privacy

- Able to address more sensitive issues

Group

- Facilitates collaborative learning among peers

- Maximizes time efficiency

(Costa, 2007a)

VIRTUAL FEEDBACK

zoom

Google Classroom

Microsoft Teams

Skype

Blackboard

FEEDBACK IS EFFECTIVE WHEN

- Credible

- Considers the stage of professional development

- Includes both positive and constructive information

- "I" versus "You" statements are used

- Verbal and non verbal communication match

- Received from multiple sources

- Comprehension of receiver is ensured

- Delivered using different methods

"CORBS"

- Clear
- Owned
- Regular
- Balanced
- Specific

(Hawkins & Smith, 2007)

FEEDBACK IS CLEAR

- Be clear …
    - Say what you mean

- Being vague and faltering will increase anxiety in the receiver and may not be understood

(Hawkins & Smith, 2007)

FEEDBACK IS OWNED

- The feedback you give is your own perception and not an ultimate truth

- It says as much about you as it does about the person who receives it

- Use "I" statements
  - "I found that …" rather than "It's obvious that…"

(Hawkins & Smith, 2007)

FEEDBACK IS REGULAR

- Feedback given regularly is more likely to be useful

- Try to give the feedback as close to the event as possible and early enough for the person to do something about it

(Hawkins & Smith, 2007)

FEEDBACK IS BALANCED

- Balance positive and constructive feedback

- If feedback to an individual is always either positive or negative, your view is likely distorted in some way

- Critical feedback does not always need to be accompanied by something positive but rather a balance should be created over time

(Hawkins & Smith, 2007)

FEEDBACK IS SPECIFIC

- Generalized feedback is hard to learn from

  - "You talk too much," can only lead to hurt and anger.

- Be specific

  - "You talk too much to the client while you are administering an assessment," gives the receiver some information which he or she can choose to use or ignore
- The behavior should also be observable.

(Hawkins & Smith, 2007)

Using the Fieldwork Performance Evaluation (FWPE) & Site Specific Learning Objectives (SSLO) to Guide Student Feedback

FIELDWORK PERFORMANCE EVALUATION (FWPE)

- Measures entry-level competence

- The purpose of evaluating the student is to give feedback on whether the student is at entry-level or not rather than evaluating the degrees of performance above entry-level

(AOTA, 2003; AOTA 2020))

- Rated on a 4 point scale: **Exemplary, Proficient, Emerging and Unsatisfactory Performance**

FEEDBACK & THE FWPE

- Objectively assess student performance

  - 8 or 12 Week Schedule

  - Site-Specific Learning Objectives

  - Weekly Supervision Meeting Forms

- Use specific examples to objectify performance and support feedback previously provided

(Costa 2015)

Occupational Therapy Program
Level II OTAS Fieldwork Weekly Supervision Form

Philadelphia Region Fieldwork Consortium

Student information:

Student name:	Date:
Fieldwork Educator #1:	Week #: _____ of
Fieldwork Educator #2:	Week #: _____ of
Fieldwork Site:	

Fundamentals/Basic Tenets of Practice	
Areas of Strength	Areas of Need

Evaluation and Screening	
Areas of Strength	Areas of Need

Intervention	
Areas of Strength	Areas of Need

Communication/Professional Behaviors	
Areas of Strength	Areas of Need

University of North Dakota Occupational Therapy Student Weekly Review Form adapted by Sheila Moyle, OTD, OTR/L and Bridget Trivinia, OTD, MS, OTR/L

Using Outcomes Data to Examine Effectiveness of Feedback Strategies

PIO Question:
Are specific feedback strategies more effective in facilitating behavior change in level II fieldwork students?

Setting & Participants: Erica

- Level II Fieldwork Students enrolled in a Masters of Occupational Therapy Program in an large metropolitan, Research I Institution, n= 40

- Student participants were enrolled in their second Level II Fieldwork Experience

Inpatient Rehab, *n=1*	Community-based, *n*= 10
Adult Outpatient, *n=3*	School Based, *n*= 2
Acute Care*, n=6*	Pediatric Outpatient, *n=8*
SNF/SAR/LTC*, n=7*	Mental Health, *n=3*

Methodology

- Exempt from Institutional Review Board

- Study built off a 14-question multiphase pilot study

- Participants completed the survey at week 6 of the Level II Fieldwork course

- Survey was modified to include additional questions examining:

  - Types and frequency of various feedback methodologies utilized

  - Students' perceptions of the effectiveness of these methodologies

Quantitative Outcomes

Methods of Feedback bar chart showing: Verbal 35, Written Site Form 14, Informal Written 8, Audiovisual 0, Self-reflective 22, Multiple Methods 26.

Quantitative Outcomes

Effects of Feedback Methods: Student Understanding of Performance
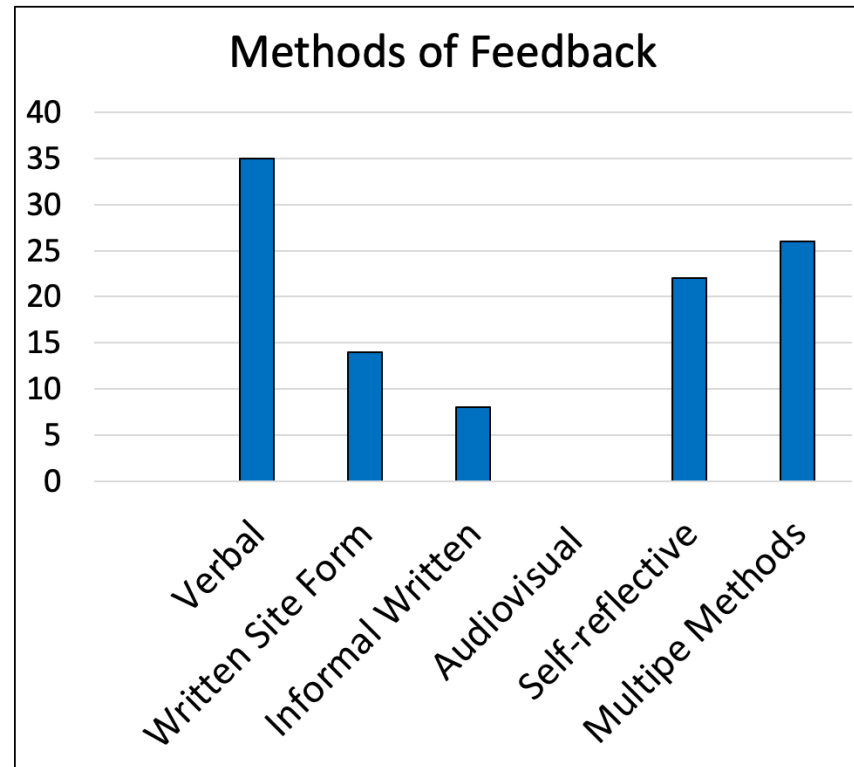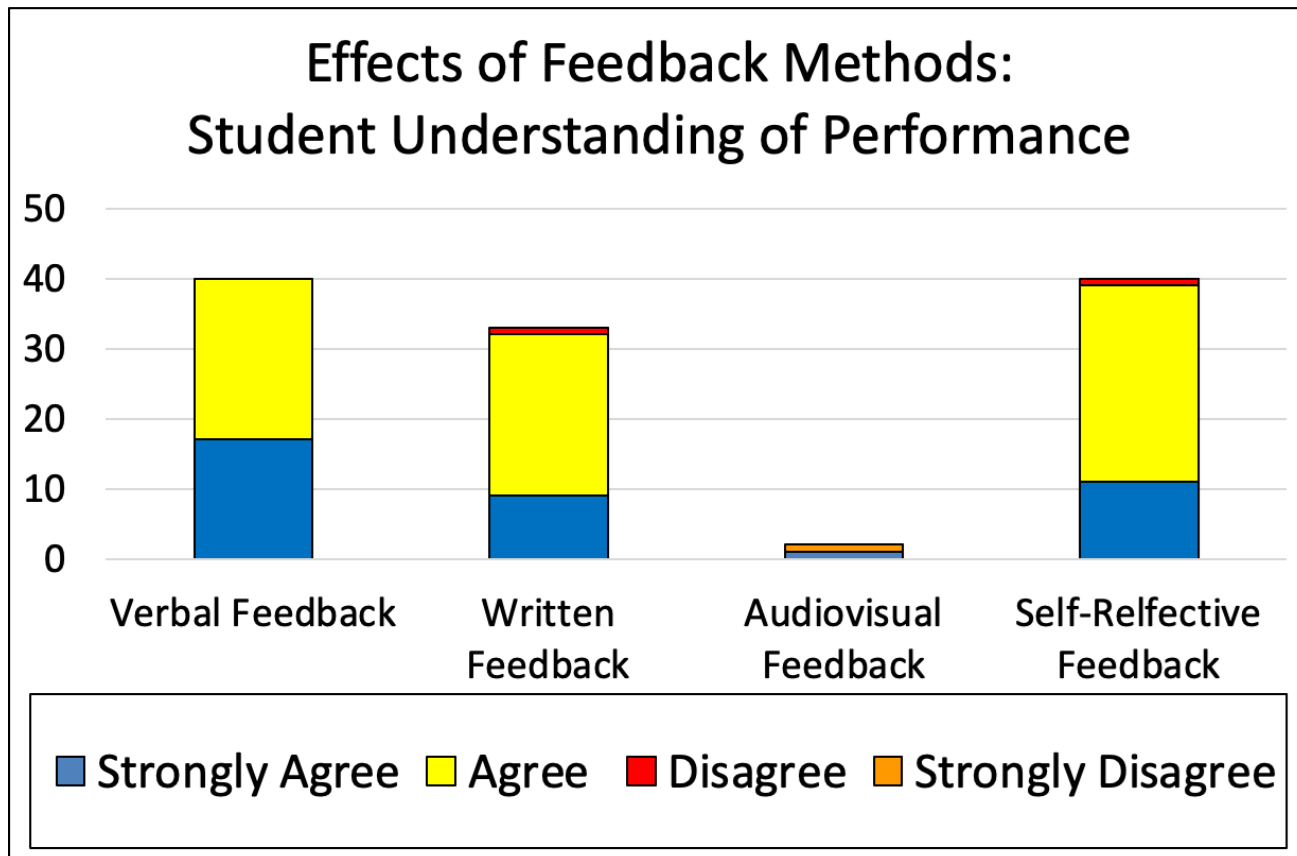
Quantitative Outcomes

Student Perception: Improved Performance Using More Than One Feedback Method
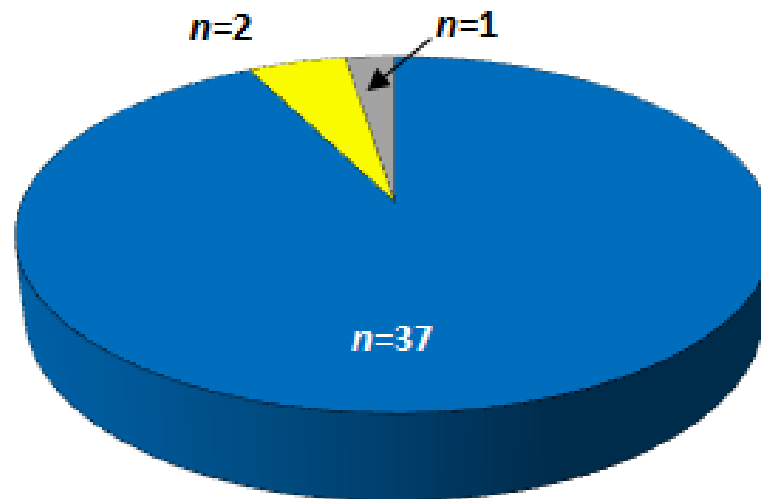
- n=2
- n=1
- n=37
- Yes
- No
- No Answer

Qualitative Outcomes: Advantages

MSF Advantages	
Written allows reflection/reference later	28%
Increases understanding	22%
Verbal promotes discussion/collaboration	19%
Increase self-reflection	19%
Creates target areas of focus for improvement	16%
Emphasizes important ideas	11%

Qualitative Outcomes: Disadvantages

MSF Disadvantages	
Overwhelmed	11%
Not a disadvantage	39%
Depends on student/learning/context	5%
Inconsistency	8%
Received one type of feedback	5%

Conclusions

- MSF increased students' awareness of areas in need of growth
- MSF can be perceived as confusing & overwhelming to the student if not implemented in a structured and systematic method

Verbal

Self Reflective

Written
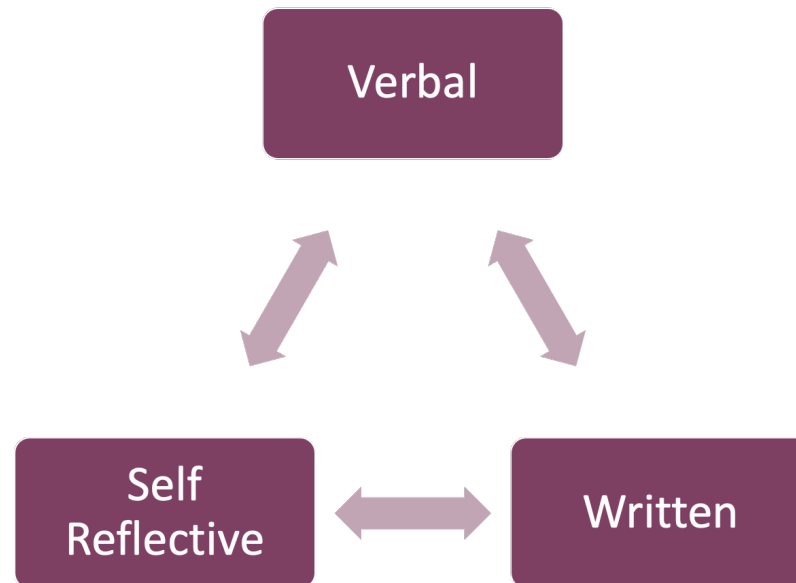
Next Steps

- Increase the number of participants

- Diversify sampling to include OTA and OT programs in varied geographic areas

- Examine similarities and differences in providing feedback in face-to-face versus virtual context

- Continue to train fieldwork educators & students in the effective use of MSF:
  - Use of various methodologies
  - Skillful and intentional approach to implementation

Case Scenario #1: Professionalism

Joe is an OT student completing his Level IIB fieldwork at Shady Lane Elementary School. As a "mature" student, he prides himself with his level of professionalism as he has a background in pharmaceutical sales. Despite his life experience and strong academic performance, Joe is challenged in the school setting. His FW Ed has provided feedback on several occasions regarding his performance. However, the FW Ed states no change in performance has occurred and that Joe appears defensive and as if he "could care less" when the concerns are discussed.

- How would you provide feedback constructively?
- What type of feedback would you try next?

Case Scenario #2 Modifying Therapeutic Approach

Stella is currently completing her Level IIA fieldwork at Sunny Hill Rehabilitation Hospital on the CVA unit. Stella is approaching week 4/8 during the rotation and consistently needs assistance upgrading/downgrading activities and relating intervention to the client's goals. Stella continues to utilize the same intervention approach repetitively even after her FWEd has suggested that she needs to attempt something more client-centered for each specific patient. Her fieldwork educator has attempted to educate Stella with verbal feedback, but Stella shuts down and becomes tearful when the educator corrects her.

- How would you provide feedback constructively?
- What type of feedback would you try next?

Case Scenario #3: Clinical Practice Skill

Marcy is currently in week 5 of a Level II FW placement at Friendship Subacute Rehabilitation Center. The FW Ed has instructed Marcy on proper patient guarding techniques during dynamic standing balance tasks. On two occasions, the FW Ed has had to speak to Marcy about being either too far away from the patient or too busy talking with the patient to notice the safety concerns. Despite addressing these safety concerns, Marcy has not modified her performance.

- How would you provide feedback constructively?
- What type of feedback would you try next?

Questions

Please feel free to email us!

- Sheila Moyle OTD, OTR/L
  Duke University
  sheila.moyle@duke.edu

- Erica A. Pugh, OTD, OTR/L, RYT-200
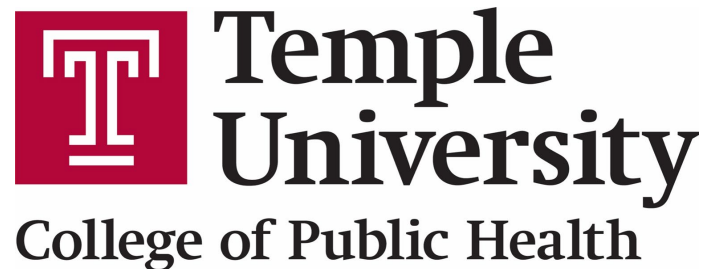 Temple University
  erica.pugh@temple.edu

- Sean Weir, MS, OTR, CBIS
  University of Southern Indiana
  sweir@usi.edu

- Bridget A. Trivinia OTD, MS, OTR/L
  Children's Hospital of Philadelphia
  triviniab@chop.edu

Institutional Collaborations

REFERENCES

American Occupational Therapy Association. (2003). An introduction to understanding the OT and OTA fieldwork performance evaluations (FWPEs). Retrieved from http://www.aota.org/Education-Careers/Fieldwork/Supervisor/Inservice.aspx

American Occupational Therapy Association. (2020). Fieldwork Performance Evaluation Rating Score Guide. Retrieved from https://www.aota.org/-/media/Corporate/Files/EducationCareers/Fieldwork/Fieldwork-Performance-Evaluation-Rating-Scoring-Guide.pdf

Branch, W.T., Paranjape, A. (2002). Feedback and reflection: Teaching methods for clinical settings. *Academic Medicine, 77*(12), 1185-1188.

Burgess, A., van Diggele, C., Roberts, C. & Mellis, C. (2020). Feedback in the clinical setting. BMC Medical Education, 20(Suppl 2). https://doi.org/10.1186/s12909-020-02280-5

Byerley, J. & de Oliveira, S. P. (2004). Giving Effective Feedback to Learners.

Costa, D.M. (2015). Sample Weekly Supervision Student Feedback Forms. In D.M. Costa (Ed.), *The essential guide to occupational therapy fieldwork education: Resources for educators and practitioners* (pp. 100-104). Bethesda, MD: AOTA Press.

Costa, D.M. (2007a). Feedback in clinical supervision. In D.M. Costa (Ed.), *Clinical supervision in occupational therapy: A guide for fieldwork and practice* (pp. 121-132). Bethesda, MD: AOTA.

REFERENCES

Costa, D.M. (2007b). Theories about learning. In D.M. Costa (Ed.), *Clinical supervision in occupational therapy: A guide for fieldwork and practice* (pp. 57-78). Bethesda, MD: AOTA.

Clynes, M.P. & Raftery, S. (2008). Feedback: An essential element of student learning in clinical practice. Nurse Education in Practice, *8*, 405-411.

Gnepp, J., Klayman, J., Williamson, I.O., & Barlas, S. (2020). The future of feedback: Motivating performance improvement through future-focused feedback. *PLoS ONE 15* (5) e0234444. https://doi.org/10.1371/journal.pone.0234444

Hardavella. G., Aamli-Gaagnat, A., Saad, N., Rousalova, I., & Sreter, K.B. (2017). How to give and receive feedback effectively. *Breathe, 13*, 327–333.

Hoffman, M.A., Hill, C.E., Holmes, S.E., & Freitas, G.F.(2005). Supervisor perspective on the process and outcome of giving easy, difficult, or no feedback to supervisees. *Journal of Counseling Psychology 52*(1), 3-13.

Hawkins, P & Smith, N. (2007). How to give effective feedback (CORBS). *Health Sciences Education and Research Commons*. McGraw-Hill Companies, Inc. https://www.ualberta.ca/health-sciences-education-research/standardized-patients/become-a-sp/standardized-patient-tools/give-feedback-corbs.ht

Parikh,A., McReelis, K., & Hodges, B. (2001). Student feedback in problem based learning: A survey of 103 final year students across five ontario medical schools. *Medical Education,* 35, 632-636.

REFERENCES

Rathgeber, K. L. (2014). *Exploring occupational therapy students' meaning of feedback during fieldwork experiences* (Doctoral dissertation, Walden University).

Turkovich, M. & Marshall, C. (n.d.), Millennium Leadership Capsules for the 21st Century [training facilitation and self-study guide]. Quality Media Resources, Inc. Bellevue, Washington.

Snyder, K. (2018). Exploring Students' use of feedback during occupational therapy level II fieldwork experiences. *Journal of Occupational Therapy Education, 2*(2), 1-18.

Sutkin, G., Wagner, E., Harris, I., & Schiffer, R. (2008). What makes a good clinical teacher in medicine? A review of the literature. *Academic Medicine, 83*(5), 452-466.

Svinicki, M. & Svinicki, M.D. (2014). *McKeachie's teaching tips: Strategies, research, and theory for college and university teachers (14th ed.)* Belmont, CA: Cengage Learning.

Tiberius, R.G. (2000). Collaborative clinical education: The foundation of effective health care. *Education for Health*, 13(1), 128-130.

Weinstein, D. F. (2015). Feedback in clinical education: Untying the gordian knot. *Academic Medicine, 90*(5), 559-561.

Wisniewski, B., Zierer, K. and Hattie, J. (2020). *The power of feedback revisited: A meta-analysis of educational feedback research. Frontiers in Psychology, 10*(3087). doi: 10.3389/fpsyg.2019.03087

RESOURCES

QR Code to request
resources