Multisource Feedback: Effectively Using the Fieldwork Performance Evaluation

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Objectives

- Define feedback

- Describe characteristics of effective feedback

- Understand considerations for providing feedback

- Apply strategies for incorporating feedback

- Analyze the relationship of effective feedback and performance evaluation using the Fieldwork Performance Evaluation (FWPE)

What have been your experiences with giving students feedback?

What is Feedback?

- Defined as:
  - "Information given to indicate the level of competence that has been achieved in performance of a task"
    - Skills, attitudes, behavior, and appearance

(Costa, 2007; Hoffman, Hill, Holmes & Freitas, 2005)

What is Feedback?

▶ Process of informing students of your perceptions of their performance

▶ Provides students with recommendations for improving performance

    ▶ Positive reinforcement for appropriate performance

    ▶ Constructive feedback on less effective performance

(Weinstein, 2015)

Importance of Feedback

▶ Facilitates learning

▶ Students value feedback through problem based learning

▶ Essential to enable students to succeed

  ▶ Encourages positive behavior

▶ Ensures students make accurate assumptions

▶ Regular feedback decreased anxiety

▶ Students identify as an important quality of a good preceptor

(Costa, 2007; Parikh, McReelis, & Hodges, 2001; Sutkin, Wagner, Harris, & Schiffer 2008)

Adults as Learners

▶ Self-directed

▶ Like to set their own learning objectives

▶ Learn best in an environment of mutual trust and respect

▶ Learn from their experiences

▶ Want to acquire knowledge that can be applied

▶ Learn best through active involvement

▶ Want to evaluate their own progress

(Costa, 2007)

Feedback Helps Learners….

▶ Evaluate their own knowledge and skills

▶ Identify strengths and weaknesses

▶ Understand expectations and if they are meeting expectations

▶ Make adjustments to performance

▶ Maintain a focus to improve performance faster

▶ Perform significantly better

(Byerley & de Oliveira, 2004; Costa, 2007; Tiberius, 2000)

Feedback Helps Fieldwork Educators….

- Recognize students' progress

- Build collaborative working & learning relationships with students

- Express interest in and concern for the student

- Evaluate and adjust their teaching style

- Sense of personal satisfaction

(Byerley & de Oliveira, 2004; Clynes & Raftery, 2008)

Setting the Stage for Effective Feedback

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

Setting the Stage for Effective Feedback

▶ Establish a relationship with the student that emphasizes working together with common goals

▶ Create an environment of trust, where students welcome constructive feedback

(Branch & Paranjape, 2002)

Receiving Feedback

▶ Ask yourself the following:

  ▶ 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?

Providing Feedback

▶ Ask yourself the following:

    ▶ 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?

Considerations About Feedback

- Recipient

- Timeliness

- Usefulness

- Routine

- Interactive

- Directed to the individual

- Behaviorally oriented

- Delivered respectfully

- Delivered privately
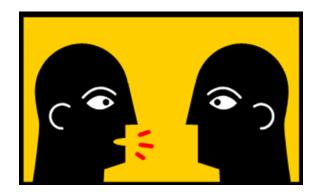
- Supportive of the person

Keys to Effective Feedback

▶ Many methods promoted in relation to giving and receiving effective feedback.

▶ Feedback must be:

   ▶ Timely

   ▶ Clear

   ▶ Descriptive

   ▶ Not laden with emotion

(Adapted with permission from C. Moreno and E. Rosenberg)

Types of Feedback

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

Written Feedback

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

(Costa, 2006; Costa, 2007; 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

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

Self-Reflective Feedback

- Use of journals

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

(National Board for Certification in Occupational Therapy, 2017)

Other Types of Feedback

1:1

- Allows for privacy

- Able to address more sensitive issues

Group

- Facilitates collaborative learning among peers

- Maximizes time efficiency

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

(Gavan, 2012)

Feedback is Clear

- Be clear …
    - Say what you mean

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

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…"

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

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

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

Video Demonstrations of Difficult Conversations: Subtle Behavior Issues
By: Dalhousie University

Coaching Poor Performance

By: Media Partners: Distinctively Human Training Programs

Fieldwork Performance Evaluation (FWPE)

▶ Purpose of Tool

    ▶ To measure 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)

How to Score Student Performance Using the FWPE

- Scoring

  - 4 – **Exceeds Standards:** Performance is highly skilled and self-initiated. This rating is **rarely given** and would represent the _**top 5% of all the students**_ you have supervised

  - 3 – **Meets Standards:** Performance is consistent with **entry-level** practice. This rating is **infrequently given at midterm** and is a **strong rating at final**

  - 2- **Needs Improvement**: Performance **is progressing** but still needs improvement for entry-level practice. This is a **realistic rating of performance at midterm**, and some ratings of 2 may be reasonable at the final

  - 1 - **Unsatisfactory:** Performance is **below standards** and requires development for entry-level practice. This rating is given when there is **a concern about performance**

Fieldwork Performance Evaluation (FWPE)

- Midterm/Final (OTA)
  - Midterm: Satisfactory Performance: 54 points and above
  - Midterm: Unsatisfactory Performance: 53 points and below
  - Final: Pass: 70 points and above
  - Final: No Pass: 69 points and below
- Midterm/Final (OT)
  - Midterm: Satisfactory Performance: 90 points and above
  - Midterm: Unsatisfactory Performance: 89 points and below
  - Final: Pass: 122 points and above
  - Final: No Pass: 121 points and below

Midterm and Final should *NOT* be the first time a student receives feedback

Preparing to Provide Feedback & the FWPE

- Determine/consider learning style of student
- Weekly supervision meetings
- Require student to complete self-assessment at midterm and final
- Determine appropriate methods of feedback
- Objectively assess student performance
  - 12 Week Schedule
  - Site-Specific Learning Objectives
  - Weekly Supervision Meeting Forms
  - Audiovisual of Performance as Appropriate
- Consider amount of time to provide feedback & schedule accordingly

Providing Feedback & the FWPE

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

- Provide supporting statements for each section at Midterm and Final

    - Midterm

    - Final

- Clear and specific feedback increases understanding of behavior in need of change/improvement

Providing Feedback & the FWPE

- ▶ Ask student for consent if recording session
- ▶ Provide student with completed copy of FWPE
- ▶ Ask student for perception of their performance
- ▶ Provide overview of performance
    - ▶ Successes
    - ▶ Acknowledge areas in need of improvement
- ▶ Review FWPE
- ▶ Provide opportunity for student to ask questions
- ▶ Conclude feedback session
    - ▶ "Wrap Up"

Questions?

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