



Vignette Activity Sheet

Participating in the following activities will help you get the most from the vignette.

Some activities can be completed individually 

Some activities rely on group discussion 

If completing the training package individually consider how you may link with other therapists within your community/network to work through the vignettes collaboratively e.g. during staff meetings/professional development days, etc. If this is not possible, working through the individual activities  will still help you consider key issues and skills raised in the vignette.



Division of Occupational Therapy, School of Health and Rehabilitation Sciences, The University of Queensland.

Student Practice Evaluation Form
Revised Edition Package

VIGNETTE: Feedback strategies-educator, peer and self evaluation

Activity a

When watching the video vignette, use the table below to indicate the different types of applications you observed in relation to stages of the Feedback Cycle (described in Module Two).

Feedback cycle	SPEF-R© Application	(please tick) Examples observed
<i>Explicit criteria and standards</i>	<ul style="list-style-type: none"> Clarifying own understanding of the SPEF-R© criteria and standards. 	<input type="checkbox"/>
<i>Student engagement with criteria and standards</i>	<ul style="list-style-type: none"> Supporting student understanding of the SPEF-R© criteria and standards 	<input type="checkbox"/>
<i>Provision of self and supervisor assessment and feedback</i>	<ul style="list-style-type: none"> Encouraging student self-assessment 	<input type="checkbox"/>
	<ul style="list-style-type: none"> Making ratings decisions 	<input type="checkbox"/>
	<ul style="list-style-type: none"> Providing formative feedback 	<input type="checkbox"/>
<i>Student engagement with feedback</i>	<ul style="list-style-type: none"> Encouraging student clarification of feedback and goal setting for enhancement of performance 	<input type="checkbox"/>

Activity b

Now discuss your notes with your group.
Did you all agree? If not, how did you differ?
Explain your selections.

Activity c

Now watch the vignette a second time.

This time think about and note:

- How the practice educator encouraged student self-assessment? Peer-assessment?
- Ways in which the practice educator provided feedback e.g. physical cues, verbal feedback
- How the practice educator engaged the students in goal-setting and future planning
- How the practice educator expressed empathy with the students and worked towards the establishment of a positive and supportive tone throughout the discussion
- At which stage of the practice placement this meeting would be most appropriate
- Ways in which the practice educator could have improved the outcomes of the meeting

Activity d

Now discuss your notes with your group.
In what ways was the meeting likely to be effective in supporting student learning? Share any further examples from your own practice.

Activity e and/or

Reflection.

Think about the behaviours illustrated in this vignette.

What are your personal strengths?

- in providing feedback
- in encouraging student self/peer assessment and goal-setting?

In what ways would you like to enhance your practice in this area? What ideas can you take from the vignette?