




## 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: Utilising the rating scale

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

- Benefits of checking your understanding/ratings with a colleague
- Ways of supporting the ratings you assign
- The type of suggestions you can make when consulted by colleagues
- At which stage of the placement this discussion would be most appropriate
- Ways in which the practice educators could have improved the outcomes of this process

## Activity d

**Now discuss your notes with your group.**  
In what ways was this process 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 clarifying your own understanding of the rating scale
- In substantiating the ratings you assign

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