Outcomes

- After completing this activity, participants will be able to...
  - State rationale for the importance of effective feedback
  - Identify 8 characteristics of effective feedback
  - Describe how to apply effective feedback across settings of clinical practice

Introductions & Disclosures

- Louise Pinkerton, M.M., M.A., CCC-SLP
  - Specialize in voice and upper airway disorders
  - Former positions in acute inpatient, rehab hospital, outpatient settings
  - Faculty at the University of Iowa
  - Continuing Education Administrator, Pan American Vocology Association
- Stacy Robinson, M.S., CCC-SLP
  - Specialize in pediatric speech and language
  - Former positions in outpatient and school settings
  - Faculty at the University of Iowa
  - Member of the Iowa Board of Speech Pathology and Audiology

The Importance of Feedback

- Guides supervisees towards competence and independence (Anderson's continuum)
- Provides a way to monitor supervisee performance (Lara, Mogensen, & Markuns, 2016)
- Considered a top factor in judging the effectiveness of clinical education (Heckman-Stone, 2003)

Value of Feedback

- Anderson's Continuum of Supervision

Providing Feedback

Evidence-based practices for providing effective feedback

Lara, Mogensen, & Markuns (2016)
**Create an Accepting Environment**

- Discuss feedback up front
  - Ask for input from the student (e.g., verbal vs written; immediate vs. delayed)
- Normalize mistakes and information gathering as part of the learning process
- Use a nonjudgmental speaking tone

**Focus on Behaviors (Not the Individual)**

- Describe what you observed the learner do, focusing on actions that can be continued or changed
- Use "I" statements when providing corrective/negative feedback
  - Less likely to be received by the learner as a value judgment or statement about a learner's worth

**Be Specific**

- Extension of focusing on behaviors rather than the individual
- Allows for clear communication between supervisor and supervisee
- Includes rationale and examples
- Aligns with supervisee preferences (Nottingham & Henning, 2014)

**Be Specific - Tips**

- Take notes in the moment
- Outline comments by activity/task to give supervisees a frame of reference
- Use track changes and comments when editing paperwork
- Use goals and standards to help frame your thinking

**Compare to a Standard**

- Review standards at start of supervisory relationship
- Set up regular meetings dedicated to reviewing standards
- Reference standards in daily/weekly feedback as appropriate

**Resources for SLP-Specific Standards**


2020 CF Skills Summary: https://www.asha.org/siteassets/uploadedFiles/2020-Clinical-Fellowship-Skills-Inventory.pdf
Compare to a Standard

May also consider writing individual goals
- Specific to the supervisee or population/setting
- Created at any point in the supervisory process
- Updated or changed based on supervisee progress

Be Timely

- "Timely" is dependent on the content of the feedback
  - In the moment
  - Immediately after
  - During weekly/biweekly meetings
  - Mid- and end-placement evaluations
- Limitations of setting and space
- Supervisee’s learning style, preference, and readiness

Appropriate Amount

- Consider cognitive load
  - Too much is overwhelming
- Choose a couple of learning targets
  - Essential behaviors
- Small amounts
  - Provided frequently

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- Supervisee’s learning style, preference, and readiness

Appropriate Amount

- Learning targets
  - Choose 1-3 items to address
  - Connect to standards and learning objectives
  - Meta-cognition
    - Conscious attention on strategies for thinking, learning, problem solving (Walden & Gordon-Pershey, 2013)

Self-directed Learning

- Student ownership
  - Essential to learning
- Complete self-reflection first
  - Then, supervisor feedback
- Student goals
  - Align with learning objectives

Self-directed Learning

- Self-reflection email
  - At the end of the day:
    - Describe three things you did well and why they are important.
    - Identify three things you would change and how you would alter them.
    - Describe where your focus was during the session and things you did to stay focused on the client.
- How will I focus on the client’s goals in the next session?
- Supervisor provides feedback on self-evaluation
Request Feedback

- Improving your skills
  - Never ending project
- Open and honest environment
  - Built across interactions
- Model receiving feedback
  - Accepting and listening without defensiveness

Case Studies

What would you do?

Case Study #1

- Clinical Fellow, Second segment review
- Self-evaluation
  - CF and supervisor both complete the skills inventory prior to review meeting
  - CF rated self as all 3's (3=exceeds expectations)
  - Supervisor rated with both 2's (2=meets expectations) and 1's (1=does not meet expectations)
  - CF required to have all 2's at end of fellowship
- How would you guide the discussion to help the CF modify their perspective and make a plan for growth while maintaining a positive rapport?

Case Study #2

- Outplacement in school setting
  - Second year, fall semester student
  - First time running group session
- Student demonstrates difficulty across multiple skills
  - Behavior and attention management
  - Differentiating client goals
  - Prompting for specific targets
  - No way to intervene effectively in the moment (other than taking over)
- How does the supervisor debrief with the student and move forward?

Resources

- Virtual ASHA Presentation
  - Application of Anderson's Continuum in Supporting Mental Health Needs of Students, 3041V
- U Iowa Webinar Series
  - Evidence-based Feedback in Clinical Supervision
- SLP Nerdcast Podcast
  - Mental Health and Supervision: Perspectives on Supervision of Graduate Students
- CAPCSD Feedback Course and ASHA Practice Portal on Supervision
- Presentation Slides and Feedback Handouts

Links available on iPoster
Thank you for your interest in our presentation. Please reach out to speech-path-aud@uiowa.edu with questions!