



# SuperSIM

CLINICAL SUPERVISION  
TRAINING USING SIMULATION

## FEEDBACK ON THE RUN



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NEWCASTLE  
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RURAL HEALTH



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Hunter and Coast  
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Interdisciplinary Clinical  
Training Network



une  
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## FEEDBACK ON THE RUN

This learning material is based on **DOMAIN 1** of the [National Clinical Supervision Competency Resource](#) and is inclusive of the following competency elements:

### Facilitated Learning

- **Feedback**
- **Formative Assessment**

## LEARNING OBJECTIVES

While completing this module please reflect on the following learning objectives:

- Identifying and reinforcing effective actions for quality and timely feedback
- Ensuring feedback is constructive, supporting learners to make adjustments
- Assisting the learner to monitor their own progress
- Encouraging and challenging the learner in self-reflection
- Guiding the learner to respond to formative assessment




## SIMULATION VIDEO

To view the **simulation video** simply left click on the link shown in the box on the right.

If it fails to open, right click and '**Open Hyperlink**'.

The video will open in a new window.

Enter the access password and hit the play button .



Access password = SuperSIM15

# REFLECTIVE QUESTION 1

In the first scene, what was done well and what could have been improved about the feedback given to the student by the supervisor?



# REFLECTIVE QUESTION 1

Suggested response:

## Performed Well

- The supervisor was approachable and willing to provide feedback
- The supervisor was generally positive about how student performed

## Needs Improvement

- Feedback could have been constructive and included what things were performed well and what could be improved
- Feedback could have been more specific, giving examples of how to improve performance
- Feedback should have occurred as close as possible to the time of the activity

# REFLECTIVE QUESTION 2

What are the principal criteria on which good quality, effective formative feedback should be based?



# REFLECTIVE QUESTION 2

## Suggested response:

### Specific

- Identify a concern or behaviour, not just a generalisation
- This could include how an assessment was undertaken or the interpretation of a test result
- It is important to clearly identify what was done well and what could be improved

### Timely

- Feedback should ideally occur at the time of the task or assessment
- The learner can then more readily reflect on the specific activity

### Frequent

- Feedback is best given throughout the placement and related to specific tasks
- Students should be given the opportunity to improve their performance based on feedback

### Constructive

- Feedback should be provided about how the performance of specific tasks could be improved
- Feedback may include where the student might find more information
- Provide positives as well as negatives, do not just focus on the negatives

## REFLECTIVE QUESTION 3

In the second scene shown in the simulation video, how might the supervisor been able to make the feedback even more effectively than he did?



# REFLECTIVE QUESTION 3

## Suggested Responses:

- He could have drawn the student more on what their objectives were in performing the clinical examination and how well she achieved those objectives.
- He could have encouraged greater self-reflection on the part of the student with more questions like 'What do you think you could have done better?'
- He could have engaged the patient in giving direct feedback, provided they were willing and able to do so.
- Rather than just sending the student back to do it again, he could have overseen her second attempt and provided more immediate feedback.

## ADDITIONAL RESOURCES

The following resources may be of help in further developing your understanding of **Facilitating Learning by Feedback and Formative Assessment** in Clinical Supervision:

- London Deanery; How to Give Feedback  
<http://www.faculty.londondeanery.ac.uk/e-learning/feedback/>
- JCU Workplace Educators Resource Package, Printable Modules, Module 4 – Optimising Feedback  
<http://www.jcu.edu.au/wiledpack/modules/feedback/index.htm>
- Supporting Health Students in the Workplace, How to Structure Feedback  
<http://www.supportingstudents.org.au/giving-feedback/structuring-feedback.html>

# CONGRATULATIONS

You have now completed the learning material in SuperSIM related to:

## Facilitated Learning

- **Feedback**
- **Formative Assessment**

You may now wish to move onto another unit of learning.

