Create an environment for feedback

- Help to put students at ease on Day 1 by providing an orientation to their surroundings.
- Start Day 1 with introductions: CE first, CALD students last. This allows the students to see a ‘model’ from other students and CE.
- Reinforce that everyone brings useful learning to the clinic, no matter what background or experience (e.g. mature age vs. school leaver).
- Assist students to feel ‘safe’ in general (being a student in Australia), and on clinic, ensure they feel ‘comfortable’ and ‘understood’.
- Ask what their experience has been (in relation to the placement setting), e.g. if the placement is with children, ask the student what experience they have with children.
- Ask students what skills they would like to gain on this placement.
- Ask students what their learning style is (this will help you understand them and also get them to reflect on their own learning).
- Get to know students’ cultural background, experience, and expectations to develop an idea of their needs. Ask the students about themselves. If you have an office you may have an item on the wall to signify some connection with other cultures e.g. an Aboriginal postcard of a dot painting, International flags etc.
- Encourage other students (and staff) on roster to get to know CALD students. CE can encourage this by directing conversations towards CALD students, i.e. asking about the health care system in their home country, how placements work, what language(s) they speak etc.
- Use the strengths of CALD students – e.g. they may be able to speak directly to clients from their own language group.
- Make sure students know who to approach if there are any issues on placement and what the usual procedure is for this.

Create a ‘culture’ of feedback

- Explain what ‘feedback’ is (e.g. occurs through conversation, modelling and is given both in feedback sessions and throughout the day).
- Establish that feedback will be given from Day 1.
- Explain that students are expected to take feedback on and act on it.
- Explain what students should do if they are given feedback and don’t understand it, or aren’t sure what to do.
- Share with the students that sometimes you don’t explain things clearly, and it’s helpful for you if they can ask follow-up questions that help them understand.
- Give feedback early in placement and continuously.
When giving feedback

1. Reflect on your response to their behaviour/skills – try to be clear in your own mind about why their behaviour/skills need to change.
2. Select a time and place appropriate to the feedback being delivered.
3. Create a ‘dialogic’ (2-way) interaction so the student is involved and you can check they understand.
4. Explain the behaviour/skills that need to be addressed: be DIRECT and be LITERAL.
   - If possible, identify a concrete example that you can discuss together.
5. Try to find out from the student’s perspective WHY the issues are occurring.
   - Is it clinical knowledge, skills, cultural differences, language, nerves, something else?
   
   “I noticed when you gave the injection to Mr Pearce earlier, you didn’t introduce yourself to him or talk through the procedure. Why was that?”
6. Think back to your reflections at number 1. Try to help the student understand the values, attitudes and beliefs that underpin the behaviour/skill you want them to demonstrate by linking the learning to professional standards or guidelines, and explaining their importance.

   “A vital part of caring for patients is communicating clearly with them about their care. This is in the RN standards. Through communicating clearly, you respect their dignity and rights, and obtain consent.”
7. Be specific about HOW the student can achieve this by explaining, modelling and writing things down as needed. Demonstrate using ‘think aloud’ protocol or simulation if required.

   “Before you begin the procedure, say hello, introduce yourself and your role and try to relax while maintaining eye contact. You’re trying to help the patient feel at ease. Then, explain what you are about to do, why you need to do it, and what the patient might expect to feel.”
8. Think carefully about how to construct your feedback so it’s SMART (or SMARTER)

Specific – clear descriptions about what to change and how to change it
Measureable – so student and CE can each observe changes and discuss further
Agreed – based on a shared understanding of what’s needed
Realistic – changes that the student can reasonably achieve on placement
Timetabled – opportunities allocated for practice, check-in, follow-up, milestones etc.
Evaluated/evidenced – documented, detailed, linked to criteria (e.g. standards)
Rewarded/recognised – efforts and improvements documented and acknowledged