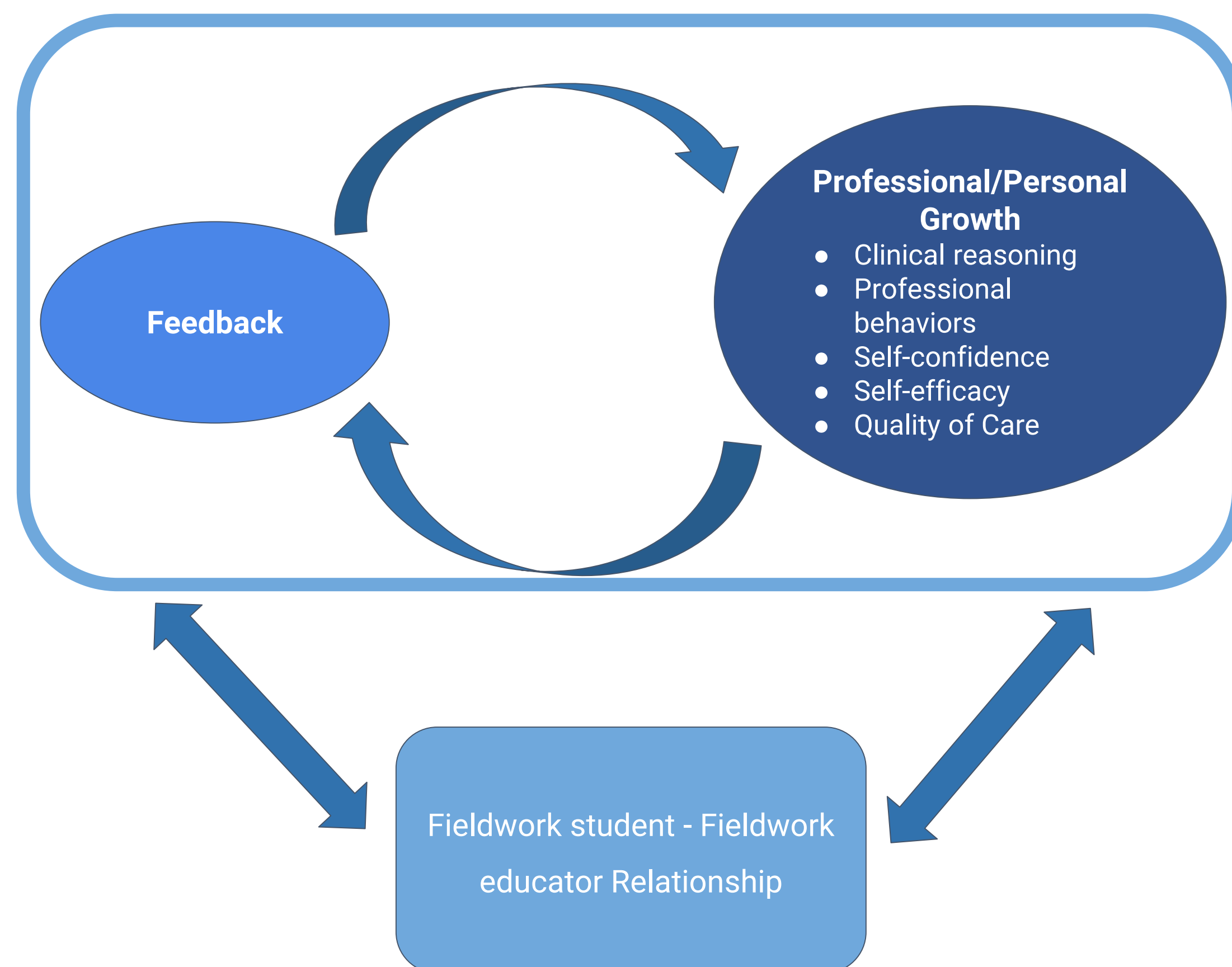


Introduction

Role of Feedback During Fieldwork Experience



Primary aim: Gather data about feedback expectations and communication styles of Tufts fieldwork students and their fieldwork educators, in an effort to inform the Tufts fieldwork department about current on site feedback practices in occupational therapy and support future curriculum advancements regarding fieldwork student and educator communication

Methods

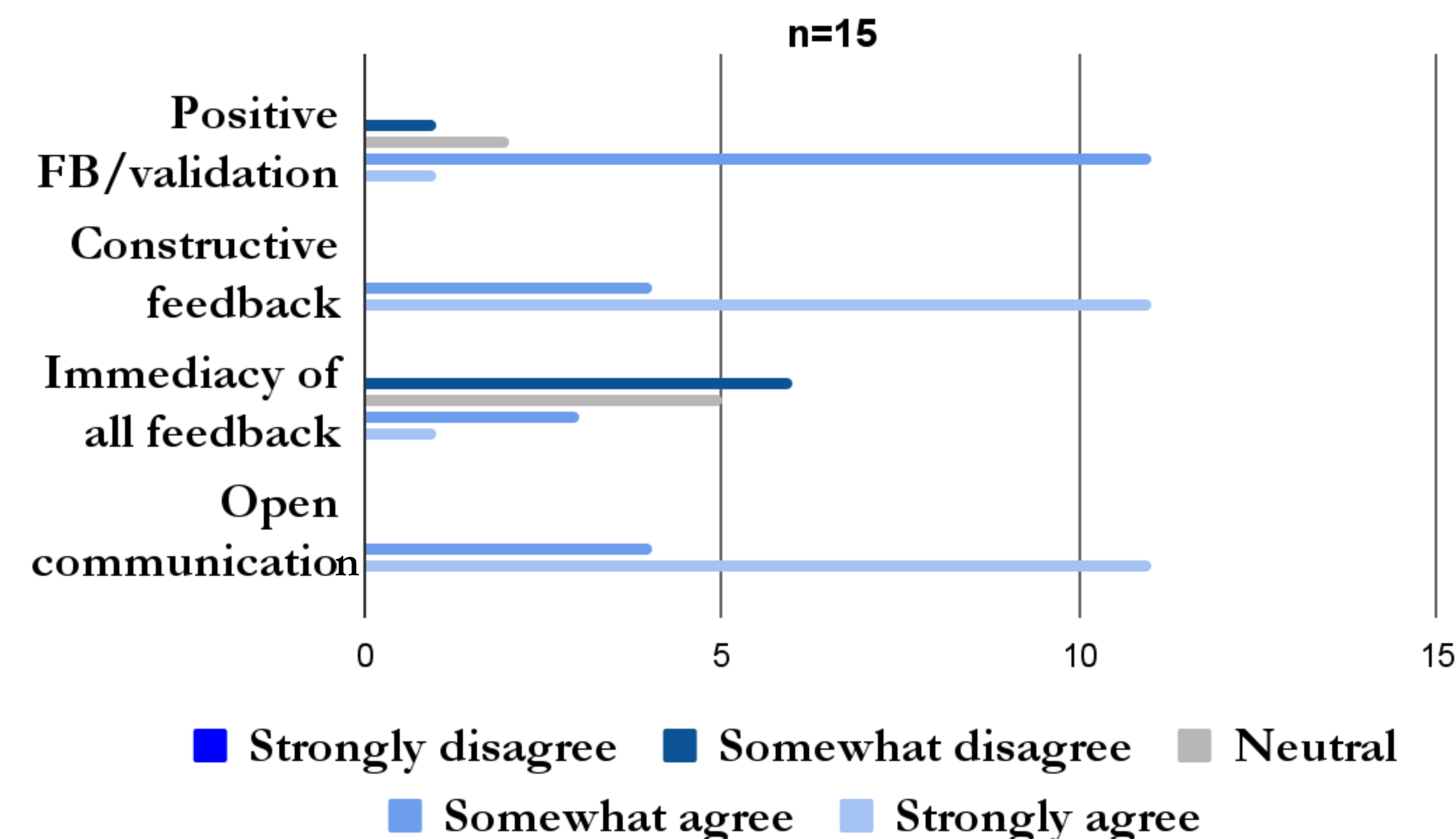
- Qualtrics survey adapted from Whitney et al. (2021)'s previous research
- Twenty-four Likert style questions, a brief demographic questionnaire, and two open response questions

Participants

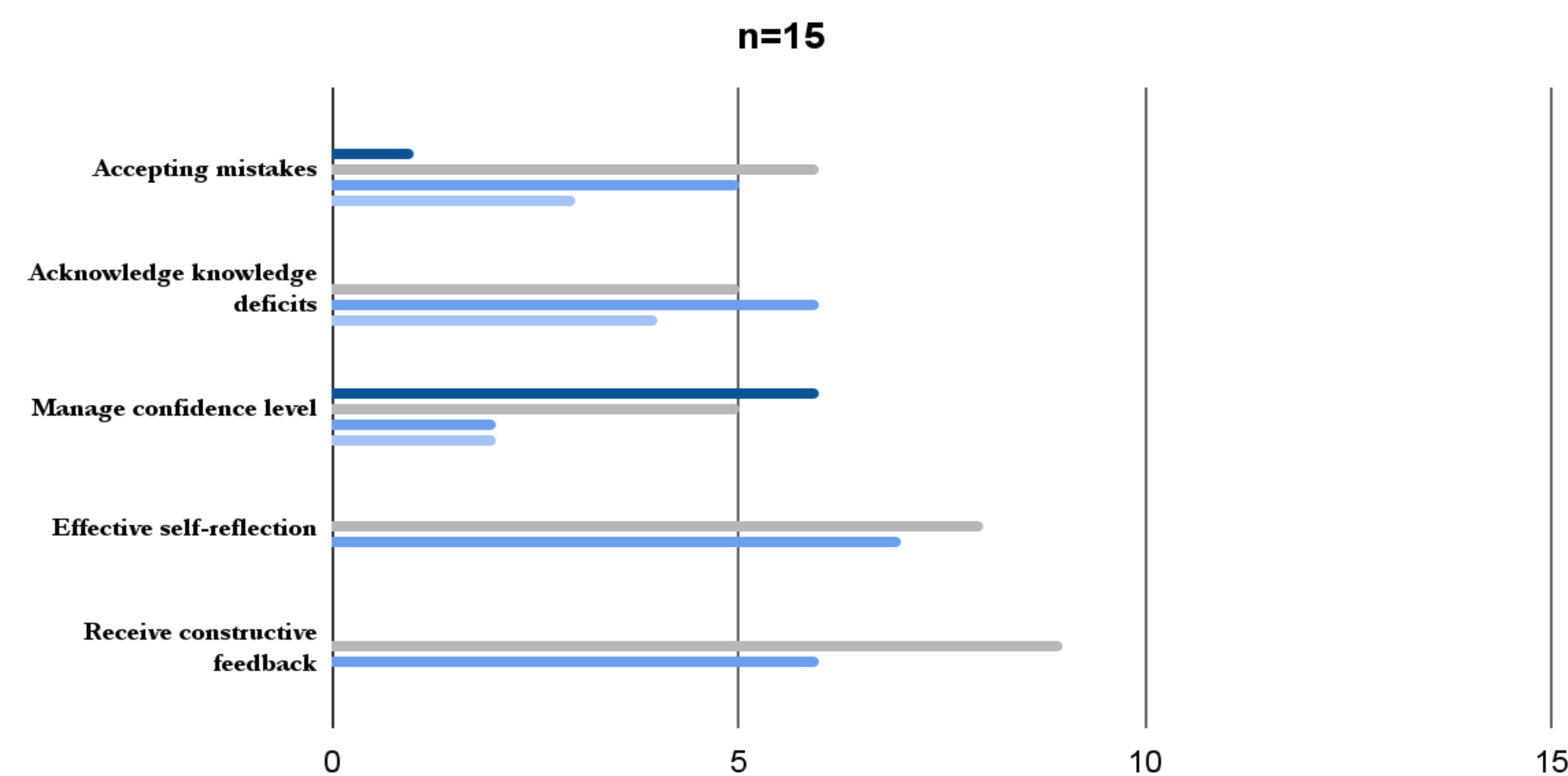
- Tufts students in their third year of the entry-level occupational therapy doctorate (EL-OTD) program, during their first of two 12-week fieldwork placements in a variety of practice settings across multiple states
- Fieldwork educators for these students
- Total sample size: 15 students; 4 educators
- All students were born after 1982

Results

Student Feedback Expectations



Student Professional Skills



93%

of students *somewhat agree or strongly agree* that they “prefer **face-to-face communication** for professional dialogue with potential for uncertainty or emotion

67%

of students *somewhat agree or strongly agree* that they “prefer **electronic communication** (email, text message, instant message) for **concrete explanations and requests**

Discussion

Some support for stereotypical millennial feedback expectations

- Positive and validating feedback for jobs well done
- Face-to-face preferred over electronic for conversations involving uncertain emotions
- Expect constructive feedback

Professional Skills

- Unsure about ability to receive constructive feedback
- Most agreement with ability to use written professional language as compared to verbal/non-verbal communication
- Mixed abilities to manage confidence level and engage in effective self-reflection

Limitations

- Lack of power
- Beginning of fieldwork experience
- Homogeneity of the sample's educational background

Conclusion

- **Further research-** follow-up studies at conclusion of first and during second placements
 - Do findings represent stereotypes or reflect need for professional growth occurring during the fieldwork experience?
- Encouraging didactic curriculums to focus on increasing feedback literacy could improve student reception of and engagement with feedback
 - Feedback literacy- the ability to understand and apply feedback in order to enhance work performance

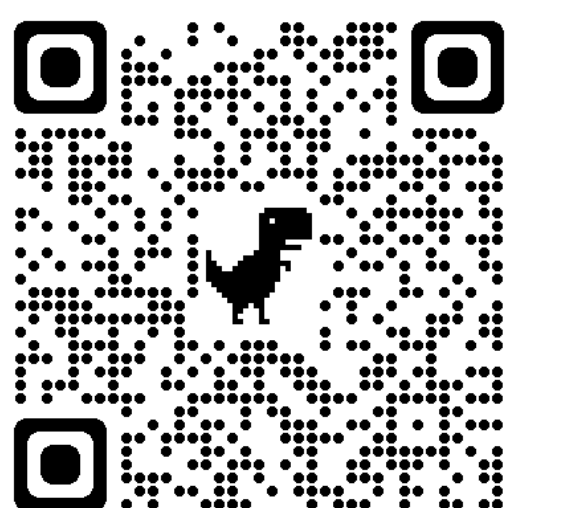
Elements of Feedback Literacy

Appreciating Feedback

Making Judgments

Managing Affect

References



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