



Capstone Preceptors – Feedback Tips and Suggestions

Giving regular feedback to your Capstone student is important for their professional and educational growth. Feedback should be ongoing and can help form behavior.

Try to give some type of feedback each time you work with the student. Feedback may be as simple as "Good job today!" or much more detailed if you are coaching the student through a new procedure. Feedback is crucial throughout the clinical practicum.

Instances that may warrant feedback

- Communication with patients, families, and/or other team members
- Time management/Prioritization skills
- A new skill or procedure
- Application of knowledge to clinical situations
- Interpretation of patient assessment and other data

Feedback Guidelines

- Be specific, not general, in your comments
- Be descriptive about what would improve the student's performance
- Focus on modifiable behaviors, not on personality quirks
- Give the feedback as soon as possible after the performance
- Give feedback in a private place
- Give both positive and negative feedback
- Focus on student growth
- Give feedback every time you work with the student
- Include the "why" in feedback
- Ensure that the student has heard and understood the feedback by asking the student to develop one goal related to the feedback given which includes actionable steps.

Teaching/Learning Styles

Think about your teaching style. It is based on your own preferences and comfort zone. You will teach from your strengths. The way you teach may not always connect with students. You may have to adapt at times by listening and understanding the student's learning style. When in doubt, ask what is working and what is not.

- Maintain a calm and positive attitude
- Divide new experiences into manageable components
- Start with terms and procedures the student already knows and proceed to new skills and experiences
- Demonstrate new skills and give the student time to practice before using the skills required for a clinical encounter
- Limit observers during clinical teaching
- Decide ahead of time if the student needs coached or observed when performing a procedure
- Work with the student to identify a phrase or a signal you can use when a mistake is made so the student will know to stop immediately. The student may use the same signal to signify that they need you to step in. This safe communication method ensures intervention when necessary.