Transition to a successful career

pharmacy students reflecting on placement feedback

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Background

Difference in the understanding of expectations between practicum supervisors and students when it comes to feedback

Reflection as a key strategy for effective learning

Promoting growth mindset is essential in order to create resilient students that can learn to persevere through numerous challenges\(^1,2\)

The aim of this project is to explore the impact of a post-practicum workshop, on how students recognise, seek and respond to feedback.
Methods

Pharmacy Students
2nd and 4th year
Professional experience
Heading to placement

Workshop
Identifying feedback
Growth mindset video
Pair-Share – experiences

Pre-workshop
Define feedback
Resilience
Mindset

Post Workshop
Redefine feedback
Evaluate workshop
Reflect on mindset
Results

85% found that the workshop provided them with opportunities to think about feedback and tools to learn from and act on feedback.

Pre-workshop survey n = 54
Post-workshop survey n = 27

- It is hard for me to snap back when something bad happens. 29%
- I have a hard time making it through stressful events. 40%
- I find it difficult to receive negative feedback. 39%
- Workshop provides ways to deal with negative feedback. 90%
- Workshop helped me to think about opportunities for feedback. 100%
Discussion

How students receive and respond to feedback is related to their resilience, and if they have a closed or open mindset.

Facilitating student participation in meaningful reflection about their learning experience, without actually calling it “reflection”.

Next phase to include a resilience scale in the study in order to recognise the role that resilience plays in feedback seeking and application.

Build student resilience through helping them to recognise, seek, and respond to feedback
Thanks for Listening


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