

# Clinical supervisors find that specific, timely, and action-oriented feedback improves students' learning and clinical skills, highlighting the need for structured feedback processes to enhance clinical education.

## Introduction

Feedback is important for students learning and attaining clinical skills in clinical education settings. A lack of standardization may lead to inconsistent feedback, increasing students' stress and uncertainty.

Understanding what clinical supervisors prioritize in their feedback practices is important for standardization and is key to improving learning in clinical education.

## Purpose

To explore clinical supervisors' understanding of constructive and quality feedback practices in a clinical hospital department.

## Methods

A qualitative thematic analysis was applied to data collected via open-ended questions from 17 clinical supervisors.

## Questions asked

1. In your opinion, what makes constructive and quality feedback?
- 2: Describe how you provide feedback.
- 3: Are there ways you would like to give feedback that are not currently possible for you? If yes, which ways, and why?

## Results

Supervisors highlight five themes that are important to provide constructive and quality feedback.

### *Specificity*

importance of targeted feedback with clear learning objectives.

### *Timeliness*

feedback is more effective when given immediately after the performance.

### *Constructiveness*

the need for a balance between positive reinforcement and criticism.

### *Individualized*

feedback should be tailored to individual needs to promote learning.

### *Time Constraints*

time challenges are a prominent issue.

## Theory integration

The themes identified in clinical supervisors' feedback practices align with Hattie and Timberly's theory, which emphasizes specific, timely, and actionable feedback.

This supports the theory's focus on clear learning goals, timeliness, and personalization to optimize feedback and adjust teaching to individual needs.