




Vignette Activity Sheet

Participating in the following activities will help you get the most from the vignette.

Some activities can be completed individually 

Some activities rely on group discussion 

If completing the training package individually consider how you may link with other therapists within your community/network to work through the vignettes collaboratively e.g. during staff meetings/professional development days, etc. If this is not possible, working through the individual activities  will still help you consider key issues and skills raised in the vignette.



Division of Occupational Therapy, School of Health and Rehabilitation Sciences, The University of Queensland.

Student Practice Evaluation Form
Revised Edition Package

VIGNETTE: Customising item examples and using SPEF-R[©] during orientation

Activity a

When watching the video vignette, use the table below to indicate the different types of applications you observed in relation to stages of the Feedback Cycle (described in Module Two).

Feedback cycle	SPEF-R [©] Application	Examples observed (please tick)
<i>Explicit criteria and standards</i>	<ul style="list-style-type: none"> Clarifying own understanding of the SPEF-R[©] criteria and standards. 	<input type="checkbox"/>
<i>Student engagement with criteria and standards</i>	<ul style="list-style-type: none"> Supporting student understanding of the SPEF-R[©] criteria and standards 	<input type="checkbox"/>
<i>Provision of self and supervisor assessment and feedback</i>	<ul style="list-style-type: none"> Encouraging student self-assessment 	<input type="checkbox"/>
	<ul style="list-style-type: none"> Making ratings decisions 	<input type="checkbox"/>
	<ul style="list-style-type: none"> Providing formative feedback 	<input type="checkbox"/>
<i>Student engagement with feedback</i>	<ul style="list-style-type: none"> Encouraging student clarification of feedback and goal setting for enhancement of performance 	<input type="checkbox"/>

Activity b

Now discuss your notes with your group.
Did you all agree? If not, how did you differ?
Explain your selections.

Activity c

Now watch the vignette a second time.

This time think about and note:

- Factors that determined how the SPEF-R[©] could be customised to this workplace
- Benefits of checking your understanding with a colleague
- Prompts the practice educator used to engage the student in conversation about the SPEF-R[©] examples
- How the practice educator checked for student understanding and invited her to seek clarification
- How the practice educator clarified her expectations of what the student was to do during the practice placement
- How the practice educator expressed empathy with the student and worked towards the establishment of a positive and supportive tone throughout the discussion
- At which stage/s of the practice placement these meetings would be most appropriate
- Ways in which the practice educator could have improved the outcomes of both meetings

Activity d

Now discuss your notes with your group.
In what ways were the meetings likely to be effective in supporting student learning? Share any further examples from your own practice.

Activity e and/or

Reflection.

Think about the behaviours illustrated in this vignette.

What are your personal strengths?

- In clarifying your own understanding of what you will be looking for during the practice placement
- In communicating and negotiating with students

How would you like to enhance your practice in these areas?
What ideas can you take from the vignette?