Title: Evaluation of an eLearning teaching innovation to assist clinical radiation therapy educators in the provision of student feedback

Background
Clinical placement is an integral part of the Radiation Therapy undergraduate programme. Feedback and formative assessment during clinical placement are regarded as key to developing clinical skills and competencies. Students regularly report dissatisfaction with the feedback process while clinical educators report heavy clinical workloads and a lack of guidance on feedback mechanisms as barriers to providing meaningful student feedback.

Purpose
The purpose of this eLearning intervention was to instruct and support clinical educators involved in giving feedback in the clinical learning environment and to evaluate the impact of the intervention on promoting a culture of feedback in teaching and learning among clinical educators.

Methods
An eLearning teaching intervention was developed to support radiation therapists in the provision of student feedback in the clinic. Thematic analysis was used to report attitudes to feedback and feedback practices collected in a pre and a post intervention evaluation.

Results
30 radiation therapists completed the module and pre and post intervention evaluations. Prior to taking the module just over half...
of respondents stated that they offered regular and on-going feedback throughout the student’s placement. Positive attitudes to feedback were reported. There was no association found between years of experience supervising students and confidence in providing student feedback. Following completion of the eLearning tool respondents reported a higher level of confidence in the provision of student feedback and almost 70% said the module had changed how they would approach the feedback process by using feedback models in the future.

Discussion
Radiation therapists appreciate the structure that using a model in the feedback process offers in the provision of consistent feedback to all students. Good and timely feedback is essential and allows a student opportunity to implement recommended changes to practice and thus improve prior to the end of the placement. It also teaches students how to self-assess and self-reflect - skills that they can use in continuous professional development after they graduate.

Conclusion
This eLearning teaching intervention was received favourably by radiation therapists who are key to creating a culture of feedback in the clinical environment that will facilitate students in becoming competent healthcare professionals.

Organised and well written (0-2)

Funding Details (if appropriate)
Has this project received any funding? Yes ✓ No ☐
If Yes provide details
In 2016/17 the School of Dental Science were awarded the Trinity College Dean’s Award for Innovation in teaching to develop an e-learning tool to support the provision of student feedback in the clinical environment.

State profession/s to which the abstract is related to
Radiation Therapists
The innovation has been adapted for Speech and Language therapists with plans to adapt for Occupational Therapists and Physiotherapists also

Ethics Approval (if appropriate)
Was ethical approval given for this project? Yes ✓ /No ☐
If Yes please provide details

Submission Format
Please indicate which format you are submitting under by marking a cross next to your preferred option

Format – please see attached Appendix 1 for details on how to pre-record the poster/presentations

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**Presentation**
Requires production of a 7-minute PowerPoint presentation to be followed by a live online 5-minute Q&A session.

**Personal Information**

Please indicate below all the authors of this work (to be included in the abstract), including the lead presenter. Name and Job title/profession/affiliation

<table>
<thead>
<tr>
<th>Name of lead presenter</th>
<th>Maeve Kearney</th>
</tr>
</thead>
<tbody>
<tr>
<td>Profession</td>
<td>Assistant Professor Discipline of Radiation Therapy, Trinity College Dublin</td>
</tr>
<tr>
<td>Affiliation/work address</td>
<td>Discipline of Radiation Therapy, Trinity Centre for Health Sciences, St James' Hospital Campus, Dublin 8</td>
</tr>
<tr>
<td>Contact Telephone</td>
<td>01 896 3926/ 0830531166</td>
</tr>
<tr>
<td>Contact email address</td>
<td><a href="mailto:mkearne@tcd.ie">mkearne@tcd.ie</a></td>
</tr>
</tbody>
</table>

**Other authors Names and titles**
Dr Michelle Leech, Associate Professor Discipline of Radiation Therapy, Trinity College Dublin
Dr Siobhan Davis, Assistant Professor in Restorative Dentistry, School of Dental Science, Trinity College Dublin

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