**UQ Winter Research Project Description**

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| **Project title:** | **Feedback Literacy in Clinical Simulation (FLICS)** |
| **Hours of engagement & delivery mode** | Number of students: 1-2Duration of the project: 4 weeks during 30 June – 25 July 2025Hours of engagement: ~ 30 hours per weekEngagement/Delivery Mode: The successful applicants will be able to work in a hybrid model of working including remote and on-site activities. |
| **Description:** | Simulation-based learning (SBL) is an interactive teaching and learning method that allows learners to practise and apply their knowledge in scenarios that would be experienced in the real world. SBL also ensures exposure to specific patient types and clinical scenarios and prioritises time to reflect on performance and engage in feedback processes. Many universities have invested heavily in SBL infrastructure, faculty and resources to help meet the demand for healthcare professional clinical education into the future. Despite these large investments, little is known about the mechanisms of learning through feedback in SBL. Furthermore, best practice guidelines for effective feedback processes and strategies to develop and optimise stakeholders’ feedback capabilities within SBL experiences are not available. Feedback is critical to learning and important for reflective, lifelong learners in health professions. Learners require effective feedback for learning to develop skills as future health professionals, yet they are often dissatisfied with their feedback experiences. Effective feedback in SBL needs to involve all stakeholders. Learners benefit from engaging in feedback with multiple stakeholders in SBL (i.e., peers, simulated patients, educators). Opportunities for feedback and discussion may take place within- and post-simulation and are viewed as the most important aspect of SBL for supporting student’ learning. The ways in which feedback is delivered and received within SBL is inconsistent and poorly understood. Best practice guidelines for facilitating effective and well-received feedback within SBL experiences are urgently required to maximise health professional students’ clinical learning outcomes. This project aims to (1) explore the perspectives of learners, simulated patients, and educators on feedback processes within SBL experiences across health care professions and international institutions, and (2) develop best practice guidelines for feedback processes in SBL. |
| **Expected learning outcomes and deliverables:** | The winter scholar/s will gain skills in qualitative data analysis and will be provided with access to research networks and connections with other academic staff and students. They will also be involved in reviewing current literature to assist in the development of a research paper for publication. |
| **Suitable for:** | This project is open to applications from UQ students with a background in occupational therapy, physiotherapy or speech pathology.We are seeking a motivated applicant/s with excellent organisational and written communication skills. Applicants should have an interest in learning processes, simulation and qualitative research methodologies. |
| **Primary Supervisor:** | Dr Adriana Penman and Assoc. Prof. Roma Forbes |
| **Further info:** | If you would like further information about the project, please contactDr Adriana Penman (adriana.penman@uq.edu.au) and/or Assoc. Prof. Roma Forbes (r.forbes2@uq.edu.au)  |