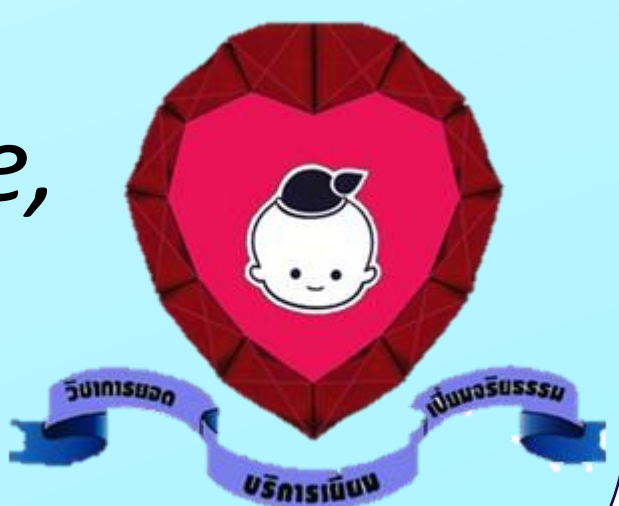


PHRAMONGKUTKLAO MEDICAL SCHOOL STUDENT’S PERCEPTION ON THE EFFECTIVENESS OF MENTOR’S FEEDBACK ON THEIR REFLECTIVE WRITING

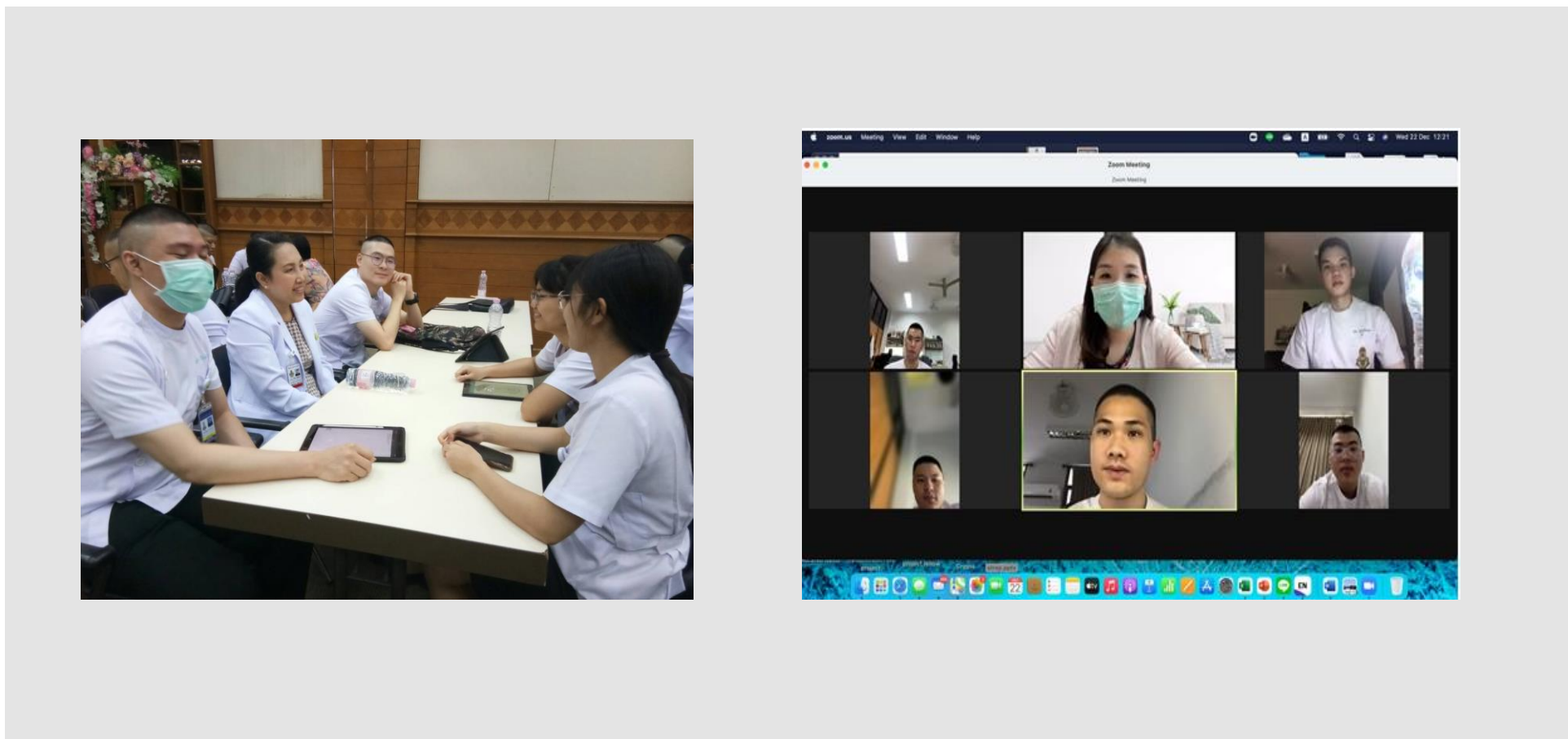


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Background

Reflection and feedback are integral process for effective learning from experience. In practice, quality of the feedback varies. This study focuses on current quality of mentors’ feedback in learners’ perspective at Phramongkutklao College of medicine where feedback for reflection has been arranged once yearly.



Summary of work

A qualitative study has been conducted using a focus group interview. Verbatim transcription was performed, and data was analyzed using a thematic analysis.

Result

There were 15 participants, 7 in year 5 group and 8 in year 6 group. There were five themes emerged

- 1 Impact of relationships
- 2. Time elapsed before reflective writing
- 3. Domain of feedback
- 4. Mentor’s positive approach
- 5. Mentor’s feedback strategies

Discussion and Conclusion

Effective feedback in medical students’ perspective was highlighted on the importance of mentor-learners relationship as it opens the opportunity to write a reflection openly and allow specific feedback from mentors.

Timing of feedback at the current situation was not support effective feedback as it was difficult to build a strong relationship and resulted in a delay of feedback which was less effective to stimulate deep learning.

‘Domain of feedback’ currently was emphasized on medical knowledge and learners viewed as effective feedback while there was rarely feedback regarding reflective skill. Feedback on professionalism domain was viewed as important domain, however, seem to be limited.

Feedback on writing skills was seen negative. Mentor’s positive approach and good feedback techniques included sharing experience within group was preferable and seen as effective strategies.

Take Home Message

The fundamental for feedback effectiveness on reflection is student-mentor relationship.