

Strategies to improve feedback in disciplinary workshops of Health Sciences careers

González-Fernández, D.
Gambetta-Tessini, K.

Abstract

Introduction: Effective feedback guides the future performance and improves the learning process in health students. The main aim of the present study is to describe the perceptions of received/delivered feedback in the Health Science Faculty of the Autonomous University of Chile. **Methods:** The present study used a survey to diagnose how student and teachers perceived their received/delivered feedback. These data were analysed descriptively and comparatively between health careers. Then, further training was delivered to teachers and an informative poster and booklet were designed. **Results:** A total of 513 student and 20 teachers answered the survey. The majority of students perceived that never or sometimes they received effective feedback. These results were statistically different compared to teachers' perceptions ($P < .05$). Medicine students were significantly different compared to other careers ($P = .001$). Finally, poster and booklets were distributed amongst university deans and departments. **Conclusion:** Deferent perceptions regarding received/delivered feedback were found between different health students and teachers. There is a need to stablish a feedback culture in the learning environment of health careers, transforming the student in an active element of the learning/teaching experience.

Author keywords

Feedback

Health Sciences education

Medical education