

Available online at [www.sciencedirect.com](http://www.sciencedirect.com)

ScienceDirect

Health Professions Education ■■■■ ■■■■

[www.elsevier.com/locate/hpe](http://www.elsevier.com/locate/hpe)

# The Perceptions and Attitudes of Undergraduate Healthcare Sciences Students of Feedback: A Qualitative Study

Lama S. Alfahaid<sup>a,\*</sup>, Amenah Qotineh<sup>a</sup>, Nada Alsuhebany<sup>a</sup>, Shmylan Alharbi<sup>a,b</sup>,  
Hind Almodaimegh<sup>a,b</sup>

<sup>a</sup>College of Pharmacy, King Saud Bin Abdulaziz University for Health Sciences, Riyadh, Saudi Arabia.

<sup>b</sup>King Abdulaziz Medical City, Riyadh, Saudi Arabia

Received 17 August 2017; received in revised form 10 February 2018; accepted 14 March 2018

## Abstract

**Purpose:** Regardless of the importance of feedback, many students are dissatisfied with the feedback they receive. This study was conducted to evaluate undergraduate healthcare sciences students' perceptions and attitudes toward, and their lived experiences of feedback

**Methods:** To evaluate undergraduate healthcare sciences students' perceptions and attitudes toward feedback using a descriptive approach. A Phenomenological qualitative study. Healthcare sciences students were invited to participate in semi-structured focus groups interviews; open-ended questions were developed per the study objectives and the knowledge deficit to guide the discussion.

**Results:** Five major themes were apparent during the discussion regarding the perceptions and attitudes of healthcare sciences students towards feedback. Students highly regard honest and continuous feedback before grading or final assessment. Students preferred receiving feedback as a private dialogue that contains balanced positive comments and points for improvements. Comparing student performance with others or providing subjective and unspecific feedback were the most common reasons for students to disregard feedback. The value of the level of faculty or years of experience was controversial among students. Limited time, poor communication skills and unavailability of a faculty member were perceived as major barriers for constructive feedback. Students recommended both peer feedback and mutual feedback between students and faculty members to be applied continuously.

**Conclusion:** This study demonstrates that healthcare sciences students need continuous constructive feedback. Providing mutual and peer feedback as a dialogue considering balanced positive comments and points for improvement should be implemented during the educational process. Training for both faculty members and students is highly recommended.

© 2018 King Saud bin Abdulaziz University for Health Sciences. Production and Hosting by Elsevier B.V. This is an open access article under the CC BY-NC-ND license (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).

**Keywords:** Qualitative study; Feedback; Health-care students; Focus groups

**Abbreviations:** AMS, applied medical sciences; D, dentistry; KAIMRC, King Abdulla International Medical Research Centre; M, medicine; n, Number; N, Nursing; P, pharmacy; UK, United Kingdom; USA, United States of America

\*Corresponding author. Fax: +9661801111x12557.

E-mail address: [fehaidl@ksau-hs.edu.sa](mailto:fehaidl@ksau-hs.edu.sa) (L.S. Alfahaid).

Peer review under responsibility of AMEEMR: the Association for Medical Education in the Eastern Mediterranean Region

<https://doi.org/10.1016/j.hpe.2018.03.002>

2452-3011/© 2018 King Saud bin Abdulaziz University for Health Sciences. Production and Hosting by Elsevier B.V. This is an open access article under the CC BY-NC-ND license (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).

## 1. Introduction

The early concept of feedback was developed as information that a system requires making modifications in reaching a goal, which was valued by rocket engineers in the 1940s and used in several other fields.<sup>1</sup> In healthcare-related programs, students require continuous feedback, as the education process is diverse, including practical laboratory work, clinical practice and direct contact with patients that require immediate effective feedback. Effective feedback in medical education occurs when students are provided with insight into their performance and the subsequent consequences.<sup>2</sup> Feedback is to provide students with information to reduce the deficit between their current and desired performance. An environment that lacks constructive feedback results in poor performance, since the approach to development is not recognized.<sup>3</sup>

Providing and receiving feedback requires skill of both students and faculty members. The techniques and processes in which individuals understand feedback is basic to ensure effective learning.<sup>4</sup> Several educational institutions apply feedback in their program, however, a good feedback practice should be implemented to ensure the effectiveness of feedback. Nicol and MacFarlane-Dick<sup>5</sup> have formed The Seven Principles of good feedback practice which address a large scope of feedback self-regulation and help to improve feedback practices.

Regardless of the importance of feedback, many students are frequently dissatisfied with the feedback they receive.<sup>6,7</sup> A cross-sectional survey was conducted in the United Kingdom (UK) to assess pharmacy students' opinion and satisfaction with feedback related to their performance. Of 343 retrieved surveys, 98% of the students supported the importance of feedback with 65% being dissatisfied with the feedback they received. More than 85% of the students indicated that, at the completion of every component of the work, they should receive feedback and most students (90%) indicated that feedback was beneficial when their performance was low. It should be noted that 70% of the students indicated that feedback was only helpful when received promptly.<sup>7</sup> A randomized controlled trial was conducted in the United States of America (USA) in 2006 with 33 participants to assess the learning effects and students' perceptions about feedback versus general compliments. The average performance of the group who were provided with tailored feedback improved significantly (21.98 compared to 15.87,  $p$ -value < 0.001) while there was no significant improvement in the performance of the students who

were provided with compliments only.<sup>8</sup> In Saudi Arabia, a quantitative cross-sectional study was conducted targeting undergraduate medical students between April to June 2010. From 186 respondents, almost half (45%) indicated the existence of obstacles that may affect the process of feedback in their institution. On a positive note, most students (86%) would use feedback if it were provided consistently.<sup>9</sup>

In more recent prospective descriptive cohort study, that studied the perception of Interprofessional peer feedback of students from multiple healthcare disciplines, students positively perceived the feedback as helpful tool among themselves for improvement of performance sake. Furthermore, physical therapy students rated the feedback significantly more positive than medicine, nursing, and dentistry students. Dental students rated the feedback as significantly less positive than other disciplines.<sup>10</sup>

The purpose of the current study was to evaluate undergraduate healthcare sciences students' perceptions and attitudes toward, and their lived experiences of feedback using a descriptive approach with semi-structured focus group interviews to achieve a deep understanding of the topic. Also, to improve the quality of feedback by identifying the difficulties students experience when receiving or providing feedback and to develop a tailored feedback system supported by students.

## 2. Methods

This study followed a phenomenological qualitative approach. Researchers select this method when they desire to describe the perceptions and attitudes people involved with the issue being studied. This design was followed in this study to capture the undergraduate healthcare sciences students' experiences and reaction to feedback received from faculty members. Semi-structured focus groups interviews were used to provide a deep understanding of the topic and to facilitate each participant to share their ideas. After a comprehensive literature review, a set of open-ended questions was developed according to the study objectives and knowledge deficit to guide the discussion. A pilot test with four participants was conducted to ensure the usefulness of the method as well as comprehensiveness and consistence of the developed questions. Ethical approval was obtained from the King Abdullah International Medical Research Center (KAIMRC) in October 2016. The study was conducted between October 2016 and April 2017. All participants signed a consent form, which declared student freedom to

Download English Version:

<https://daneshyari.com/en/article/8582791>

Download Persian Version:

<https://daneshyari.com/article/8582791>

[Daneshyari.com](https://daneshyari.com)