



THE NETWORK
TOWARDS UNITY FOR HEALTH



Facultad de Medicina



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VIRTUAL CONFERENCE

**"PRIMARY HEALTH CARE: A PATH
TOWARDS SOCIAL JUSTICE"**

SYSTEMS AND COMMUNITY BASED
RESPONSES TO COVID-19

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TUFH 2020 Abstracts

Title	Feedback within a mentorship educational alliance: providing an opportunity for nurturing the future socially accountable health workforce
Type	Oral Presentation <i>Building the Capacity of Future Leaders in a Socially Accountable World</i>
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Abstract N^o	TUFH3
Content	<p>Mentorship has the potential to enhance student learning and produce socially accountable health workers with the necessary competencies to address community health needs. Feedback between mentors and students is a central activity within the mentorship relationships. Mentors have a role to play in facilitating this feedback process. Activity Theory was applied to develop a framework for feedback delivery within the mentorship educational alliance. The purpose of the study was to develop a framework for feedback delivery during mentorship interactions. Methods: It was a cross-sectional study involving undergraduate medical students and faculty mentors. Data was collected through self-administered questionnaires, focus group discussions and interviews. Results: Most of the students reported negative satisfaction with feedback received during mentorship. Many students (n=60) reported receiving no feedback from mentors. Majority reported that feedback received focused on only weaknesses (n=100), was not timely (n=80) and was mostly a one-way process with limited involvement of the mentees (n=130). The feedback also tended to focus on academics with limited emphasis on psycho-social contextual aspects that may potentially influence student learning. The focus group discussions with students confirmed most of these quantitative findings. The interviews with faculty mentors led to the emergence of two key themes namely; 1) Limited understanding of feedback delivery during mentorship and 2) Need for feedback guidelines for faculty mentors. Conclusion: Whilst students generally reported less satisfaction with feedback received from mentors, faculty suggested the need to have feedback guidelines for mentors to frame their feedback during mentorship interactions.</p>