

# Clinical Teachers and Students Perception About Six Step Clinical Reflection Learning Model

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## BACKGROUND

Reflection skill is essential skills for a medical doctor. Unfortunately, a structured reflection learning model was not well developed, especially at clinical stage. Hence, we developed six step clinical reflection learning model in the year 2012. The model consists of (1) case selection, (2) case presentation, (3) self-evaluation, (4) peers' feedback, (5) teachers' feedback and (6) reflection writing. This study aimed to explore clinical teacher and students perception about benefit and obstacles of six step clinical reflection learning model.

## SUMMARY OF WORK

This study was a qualitative study with phenomenology approach, located at Moewardi Hospital as teaching hospital for Universitas Sebelas Maret - Surakarta Indonesia in 2013. The informants were 41 students and eight clinical teachers. The students at least have through nine months of clinical rotation. The clinical teachers at least have five years experience of being a clinical teacher. Data collected with in-depth interview for clinical teacher and focus group discussion for clinical students. Data validity was checked by triangulation. We used thematic analysis for data analysis.

## SUMMARY OF RESULTS

Table 1. Thematic analysis: clinical students' and clinical teachers' perceptions about benefits and obstacles of six step clinical learning model

THEME	CODE
Benefits	<ul style="list-style-type: none"><li>• Facilitate share of knowledge</li><li>• Increase students understanding</li><li>• Facilitate active learning</li><li>• Increase students motivation</li><li>• Increase self-directed learning</li><li>• Provide structured guidelines for reflection teaching-learning</li><li>• Assist clinical teachers in facilitating teaching learning and identification of students' knowledge level</li></ul>
Obstacles	<ul style="list-style-type: none"><li>• Clinical teachers' limitation of time</li><li>• Unfamiliarity with this model</li></ul>

Six step clinical reflection learning model have important benefit helping clinical teachers facilitating teaching-learning. Clinical teacher is one of important aspects that influence clinical teaching-learning process, clinical teacher must have skills on facilitating teaching learning (Al-Haqwi et al., 2010; Okoronkwo et al. 2013; D'Costa and Swardanas, 2016).

"It's mean.. self-evaluation I always emphasize.. this model helping me.. students otomatically will evaluate themselves" (Clinical Teacher 7). The other benefit is this model could increase students motivation.

"... This reflection model could motivate us in teaching learning process and found our learning style" (Clinical Student 12)

Previous research stated that medical students' motivation influence teaching-learning process (Brisette and Howes, 2010; Kusurkar et al., 2011; de Jong et al., 2017).

Six step reflection learning model need sufficient time in the implementation, unfortunately teachers still found difficulty to spend enough time. Time constraint remain a common barrier in effective clinical teaching learning (Da Rosa et al., 2011).

## CONCLUSION

Six step clinical reflection learning model has some benefits and obstacles to its implementation.

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