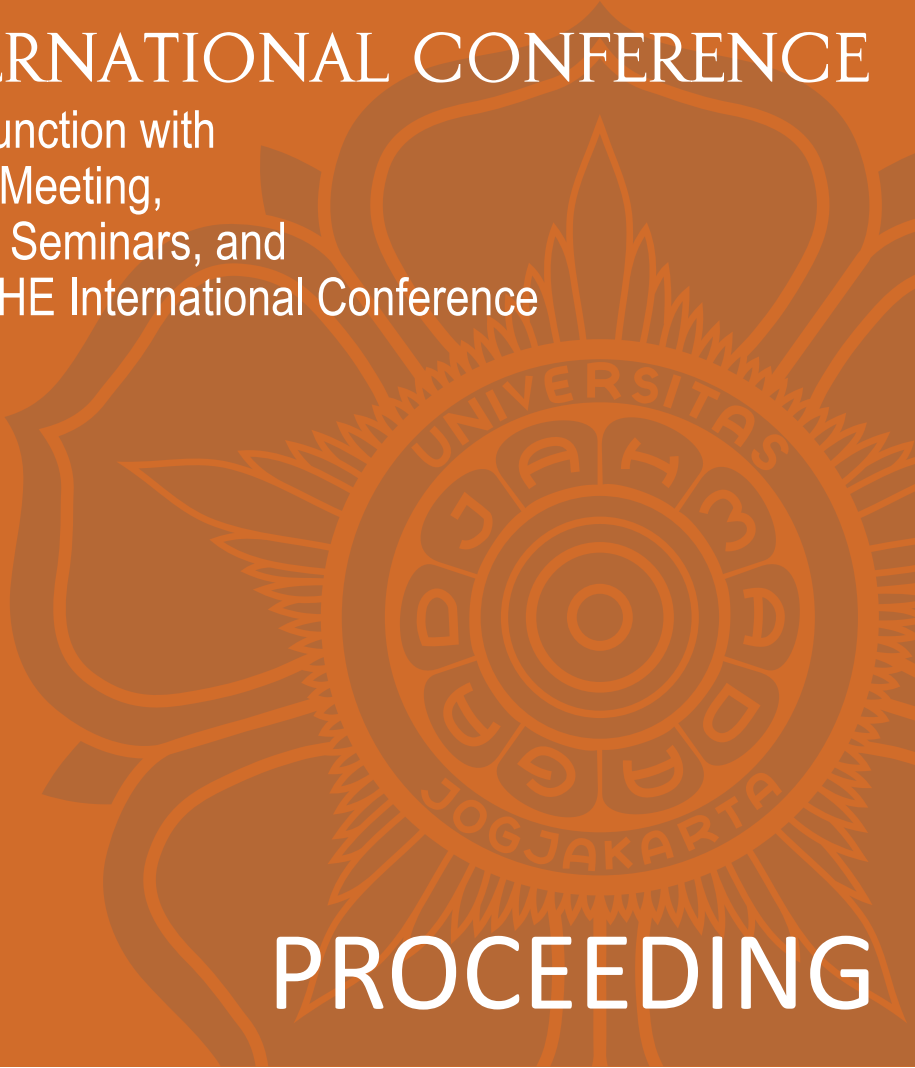




5th SEARAME

INTERNATIONAL CONFERENCE

in Conjunction with
WFME Meeting,
2nd JIT Seminars, and
5th IASHE International Conference



PROCEEDING

5 - 8 May 2018

Sheraton Mustika Yogyakarta Resort and Spa
Yogyakarta, Indonesia

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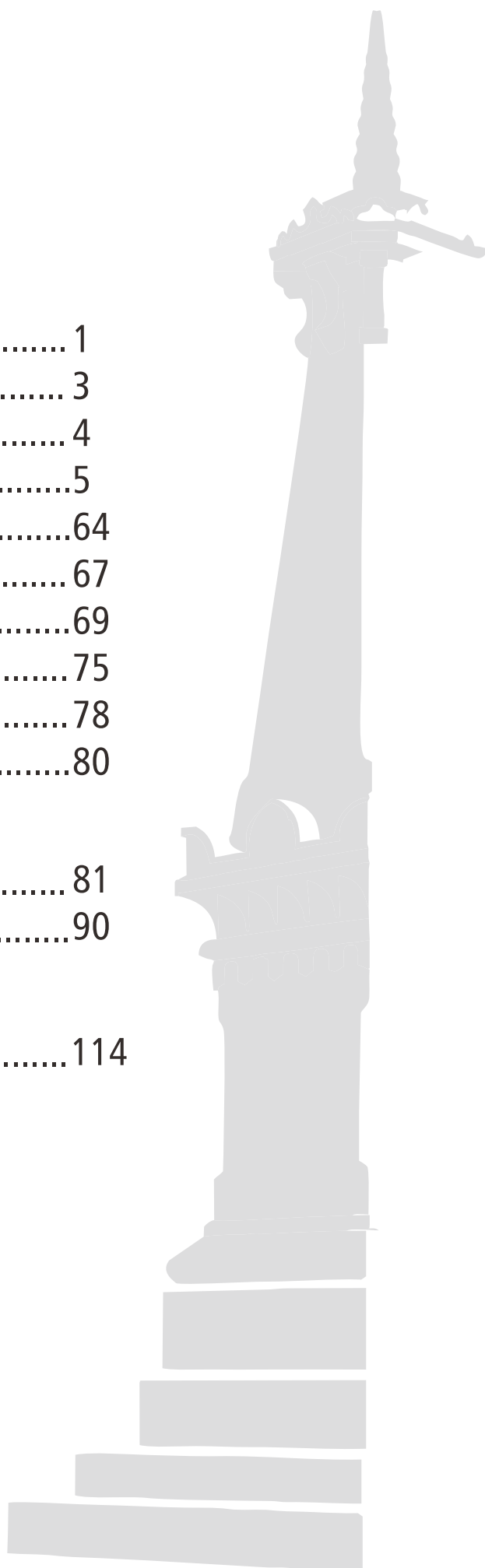
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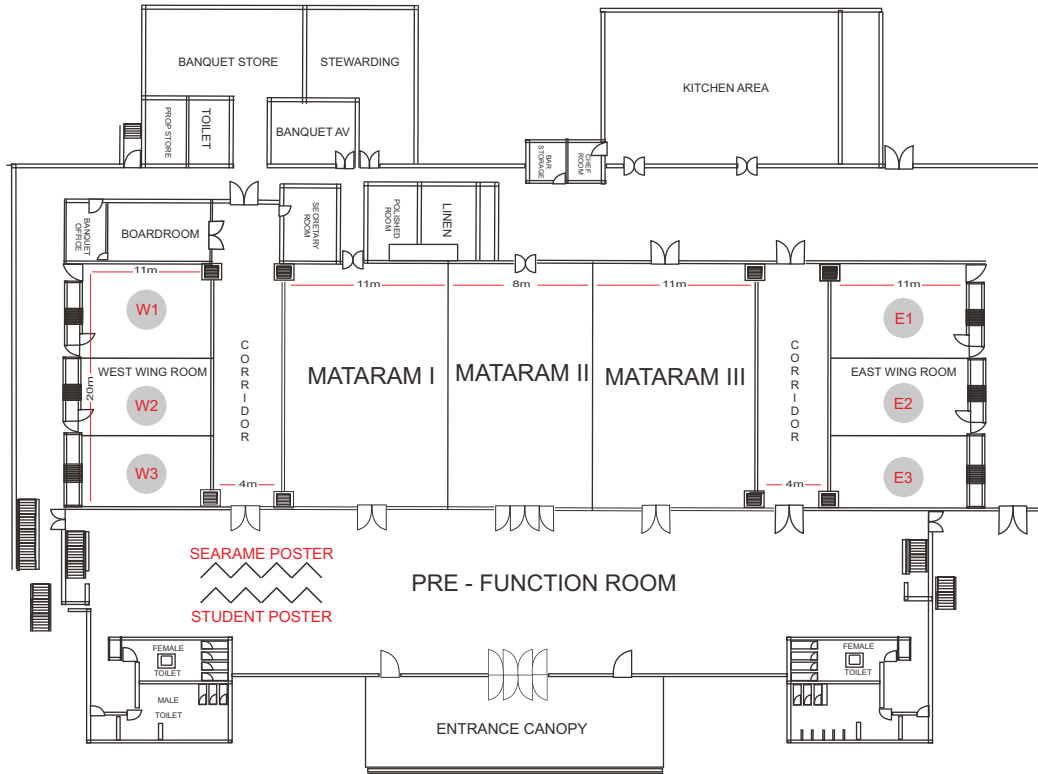
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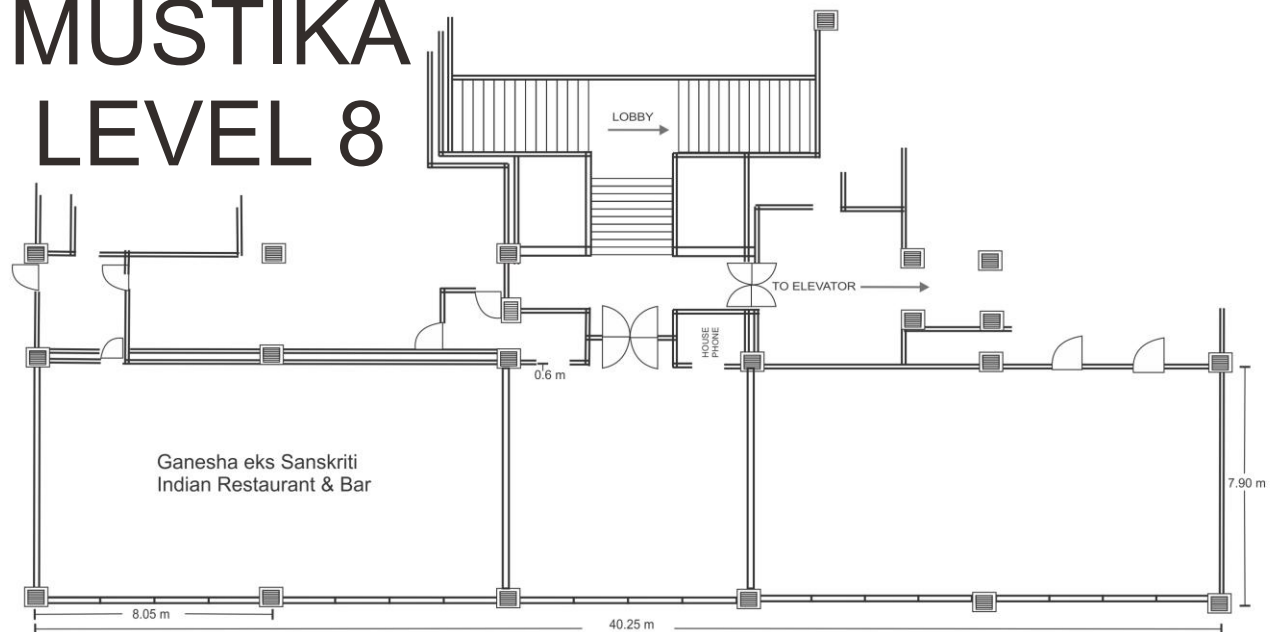


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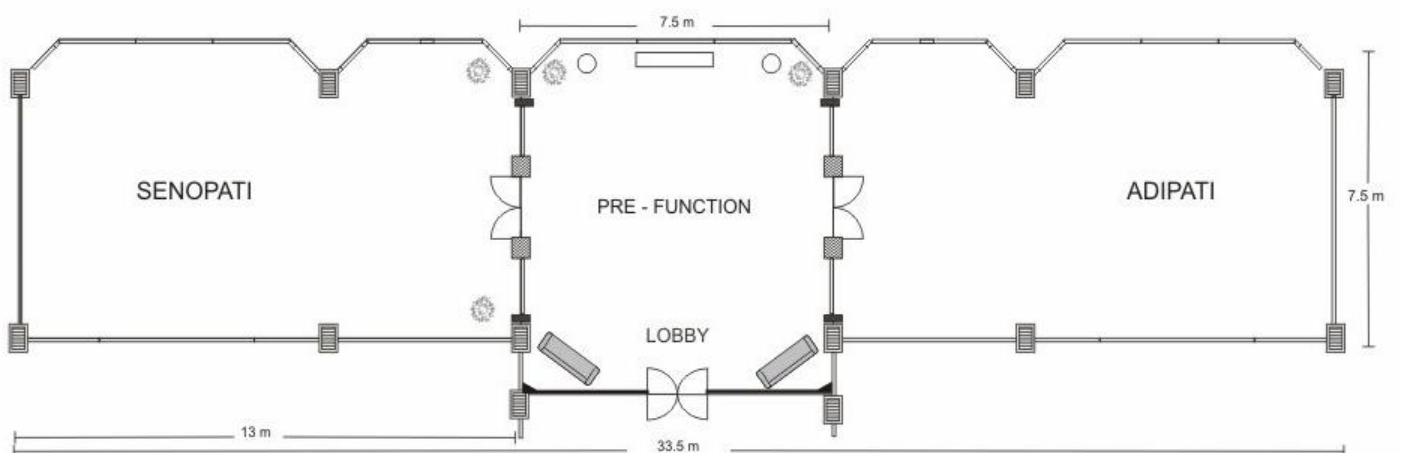




MUSTIKA LEVEL 8



ADIPATI & SENOPATI LEVEL 5



Impact of reflective writing on medical student attitude

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ABSTRACT

Background : Reflective writing has been described as an effective mechanism for promotion of self-reflection and self-directed learning within medical education. Reflective writing within medical education to foster development of reflective capacity, extend empathy, and promote practitioner well-being. This research aimed to determine the impact of reflective writing on medical student Attitude

Methods : This research uses quantitative research design with cross sectional approach. Respondents consist of students who have done reflective writing. We use reflective writing for student who have misconduct behavior. A total of 55 students filled out questionnaires about the impact of reflective writing. Questionnaires using lickert scale with the terms 1 strongly disagree, 2 disagree, 3 neither, 4 agree and 5 strongly agree.

Result : For statement that reflective writing helps students in raising awareness of misconduct behaviors that have been done, as many as 54,6% respondents strongly agree, 43,6% agree and 1,8% neither. For statement that reflective writing helps students to think about plan of action as many as 56,4% agree respondents and 43,6 strongly agree. For statement that the process of reflection while reflective writing has been used independently in other condition as many as 47,3% respondents agree, 27,3% strongly agree and 25,4 neither.

Discussion and Conclusion : Learners must then be encouraged to reflect often upon these experiences in a safe environment so that the process of reflection becomes habitual. Reflective writing can be used to increase student awereness about their mistake and plan of action. It can be concluded that reflective writing is useful to encourage student reflection and to plan next action.

Take home Message : Everyone, student included, can't avoid making mistakes. But the important is how to make student recognize the mistake and make the mistake as a lesson to become a better individual and one to do that is through reflective writing.

Keywords : *reflective writing, medical student attitude, medical education*

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INTRODUCTION

Branch and Parajepe¹ define reflection in medicine to include consideration of the larger context, the meaning, and the implications of an experience or action, while reflective writing, defined as "writing with the goal of finding significance in personal experience".²

Literature suggests that narrative writing can have an impact on medical student professional and humanistic attributes.³ Reflective writing has emerged as a solution to declining empathy during clinical training.²

Creative writing as a process for reflection on patient care and socialization into medicine

("reflective writing") has important potential uses in educating medical students and residents. Reflective writing might be one way of promoting these aspects of medical professionalism. By its nature, writing is a solitary act. Even when part of a group exercise, each individual must retreat into herself, contemplate events, and give free rein to imagine their various meanings.⁴

Through writing, students may be able to explore preferred professional identities by embracing their own values and emotions while challenging what strikes them as problematic or untrustworthy about the normative world of medicine.⁴ This research aimed to determine the impact of reflective writing on medical student attitude.

METHODS

This research uses descriptive quantitative design. Respondents in this study are students who perform misconduct behavior and do reflective writing about the misconduct behavior that has been done and the reasons underlying the behavior. Students are also required to write a plan of action to

improve their behavior. The reflective writing activities on students with misconduct is done from December 2016 until March 2018. A total of 63 students do reflective writing and 55 people who fill the questionnaire. Data collection using questionnaires about the impact of reflective writing. Questionnaires using likert scale with the terms 1 strongly disagree, 2 disagree, 3 neither, 4 agree and 5 strongly agree.

RESULT

Table 1. Respodent characteristic

Gender	
Male	15
Female	40
Age (yr)	
Mean	20,6
Max	23
Min	18

Table 2. Impact of student in reflective writing

No	Item Questionaire	Strongly disagree	Disagree	Neither	Agree	Strongly agree
1	Writing reflections helps me realize the mistakes that I have made	0	0	1,8	43,6	54,6
2	Writing reflection helps me think about the improvement plan that I need to do	0	0	0	56,4	43,6
3	The reflection process I do when reflective writing has been used independently in other circumstances	0	0	25,4	47,3	27,3

DISCUSSION

Results show that for the items “Writing reflections helps me realize the mistakes that I have made “ and item “Writing reflection helps me think about the improvement plan that I need to do”, many students choose agree and strongly agree. This result support the result of Wong and Trollope-Kumar⁵ that illustrates the power of reflective writing for students and tutors in the professional identity formation process. The enhanced self-awareness developed through reflective writing can improve the ability of students to integrate concepts learned in the formal curriculum into clinical environments. In this research reflective writing succeeds in making the student realize the mistake they have made. The process of realizing this error is important because without realizing the mistake the student cannot correct their mistake.

For item “The reflection process I do when reflective writing has been used independently in other circumstances” as 47,3% student choose

agree dan 27,3% choose strongly agree. By encouraging reflective writing after they do misconduct we aim to develop students’ attitudes to reflective practice so that they will continue to use it in encounters with other condition, not only while they are studying, but throughout their professional lives. The results of this study indicate that although the reflection ability at the time of reflection has been used by students, but there are still 25.4% of students who answered neither. This should be of concern to policymakers that the ability of reflection has not been fully facilitated by reflective writing.

CONCLUSION

Reflective writing can be used to increase student awerensess about their mistake and plan of action.

TAKE HOME MESSAGE

Everyone, student included, can't avoid making mistakes. But the important is how to make student recognize the mistake and make the mistake as a lesson to become a better individual and one to do that is through reflective writing.

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