Design a Clinical-Based Educational Program in Forum and study its Self-Reflection Consequences in two groups of medical and nursing students

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ABSTRACT

Background: Nowadays paying attention to the development and expansion of skills such as problem solving, critical thinking, and interpersonal, creative and critical skills are important. Choosing the appropriate teaching method is one of the effective factors in students’ progress and acquisition of professional skills. Aim: To design a clinical-based educational program in forum and study its self-reflection consequences in two medical ethics and mental health courses. Methods: This is a quasi-experimental study that was conducted on two groups of medical students (44 people) with a medical ethics course and nursing students with a mental illness course (35 people). The method of teaching was designed in such a way that the main contents of the lesson were taught by the professors and then, as a supplement to the clinical lessons, divergent questions as a case based learning were asked in the forum. The total questions was evaluated and the score was considered for students’ quiz. Each student answered questions individually and then it was possible to view the comments of others for self-reflection in last two specified days. The number of clinical cases was 6-8 cases for 6 to 8 weeks. The Self-Reflection and Insight Scale (SRIS) standard questionnaire was used for studying self-reflection in two steps (before and after self-reflection) with three sub-domains (encourage self-reflection, requiring self-reflection and insight). Data were analyzed by SPSS software and using paired t-test. Results: Results showed that interactive virtual case based learning was effect to students’ self reflection subdomains. The mean of encouragement for self-reflection (21.29 ± 3.21) vs (22.47 ± 2.78), p=0.01, need for self-reflection was (19.93 +3.08 ) vs (21.61±3.27), p=0.0001. Also insight mean (24.46±3) vs (25.55 ± 3.55 ), p=0.01 . all subdomains were statistically significant. Conclusion: Using new methods of student-based teaching and applying problem-based methods with interactions can provide a basis for self-reflection and developing self-regulation and self-management in students

Key words: Self-reflection, Forum, Problem-solving learning, team-based learning