Exploring Medical Students Perspectives on Reflective Writing: A Qualitative Focus Group Study

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ABSTRACT

Reflective writing (RW) is an analytical reflective practice method implemented in academic settings to encourage personal and professional growth. This qualitative study aimed to explore the perception of medical students on reflection, the process of RW and its associated challenges. A total of 30 students were invited to participate in focus group discussions (FGD). Five FGDs were conducted while facilitated by a moderator based on an unvarying set of 9 questions determined by researchers preceding data collection. Recordings of the FGD were transcribed and analysed thematically. A total of 39 codes were identified and classified into 11 themes. The themes are time spent, language barrier, impact of reflection, feedback, purpose of reflection, themes, frequency of assignments, word count, and suggested improvements. Results have shown assessment and grading reflective assignments should be re-evaluated or made obsolete to achieve its purpose as reflection is highly subjective. Ensuring consistent feedback from supervisors allow students to feel acknowledged and promote genuine reflections. Students also prefer verbal or discussion-based reflections compared to written form. The perception of students was found to be varying. While some students were doubtful of RW, the general concession was that it is a useful tool in reflective learning. It is important for institutions to review the enhancements suggested by students to further improve reflective practice in medical education.

Keywords

Reflective writing, Medical student perception, Focus group.

INTRODUCTION

Reflective writing (RW) is an essential component for the assessment of courses in modern medical education as reflection promotes critical thinking of the students[1,2]. Reflection, generally means the review or interpretation or deeper understanding of experiences to guide present and future behavior[3]. It is defined as "a mental process that incorporates critical thought about an experience and demonstrates learning that can be taken"[4]. Reflection is also defined as "a metacognitive process that occurs before, during, and after situations with the purpose of developing greater understanding of both the self and the situation so that future encounters with the situation are informed from previous encounters"[5]. The RW is a method of self-analysis where an individual writes an experience, event, interaction, thought,

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or memory with a personal opinion. It connects past actions to future decisions and enhances the personal growth and deeper understanding in the individual[6,7]. Reflection practice creates the critical and analytical thinking ability in an individual that helps to familiarize with a new situation[8]. It promotes life-long learning and self-reflection within medical education[3,8]. Reflective-skill and self-awareness are important for personal and professional development of medical students. Reflective skill is the ability to identify personal errors and make evidence-based decisions. Self-awareness is the awareness of one's own feelings and ability to identify and manage these feelings in a way, which one feels that one can control[9].

Educators affirm reflective practice is an integral part of learning throughout their courses of study where it helps students to learn from their past experience which could be either successful or unsuccessful and thus turn surface learning to deep learning. It helps them to act and to think professionally, integrating theory and practice from the outset[10,11]. In medical education, RW has been introduced in many medical schools[12]. Reflection is considered as an essential skill required for healthcare professionals[10,13]. Inclusion of reflective practices in health professional curriculum leads learners to make better informed judgments and it improves the clinical decision-making skills and academic performance of the students[3,14]. The RW is a requirement of licensing and revalidation processes in medical schools across Canada and the United States by the Accreditation Council for Graduate Medical Education (ACGME) and Can-Meds competencies[15].

The undergraduate medical programme in Universiti Kebangsaan Malaysia (UKM) comprises a preclinical phase of two years and a clinical phase of three years. During the programme, problem solving skills, critical thinking skills and independent learning strategies are applied. The personal and professional advancement (PPA) modules across the duration of the 5 years' programme prepares learners with important soft skills, awareness of medical ethics and a sense of social responsibility[16]. The RW assignments are assigned under the PPA module implemented in UKM medical faculty since 2005 which is mandatory for all UKM medical students. The current format of RW utilized in UKM medical faculty is inspired by the Gibbs's reflective learning cycle which is built on Kolb's theory describing knowledge generated from modifying

experience[17]. The RW format consists of around 500 to 2000 words long reflective writing which is assigned to all students at the end of each module in preclinical and clinical posting. The number of RW assignments vary according to the year of study as there are different modules and clinical postings in each year. The format remained consistent for each assignment regardless of year of study. The facilitators mark the RW following a scoring system comprised of brief description of the event /incident, feelings during the incident, evaluation of the event, analysis and conclusion. To the best of our knowledge, it is noted that there is insufficient study conducted to find out the effectiveness of RW at UKM medical faculty since its implementation. The objective of this study is to explore the perception of medical students towards RW at UKM medical faculty which can help to advance the strategies of reflective practice assignments.

MATERIALS AND METHODS

This qualitative cross-sectional study was conducted by the year-4 medical students of the Faculty of Medicine, UKM under the supervision of lecturers during their placement at the Medical Education Department for research. The study continues over a period of 12 weeks during their research week in 2022. Students' perception on the RW was explored through five Focus Group Discussion (FGD) sessions via ZOOM meetings among 30 students comprised of six in each group. There were two moderators and three transcribers. Students were encouraged to reflect on reflective writing and their concerns. The questions asked in this FGD includes the students' experience or feeling on RW, its impact on students, teachers' feedback, purpose of reflection, suggestions for improvement etc. Each of five FGD sessions was facilitated by a moderator and clarification and further responses were sought as required until data saturation was reached. The outcomes of the discussions were recorded, transcribed, and analyzed into themes for interpretation. All participant's information was kept confidential and the findings were released anonymously by replacing participants' IDs with codes. The guided questionnaire was prepared following literature review on RW[8], and was verified by the research supervisor. Prior to the session, all participants were assigned and briefed about the session and each participant was required to keep their videos and microphones on throughout the session to simulate a dynamic group discussion. All participants consented

to the session for being recorded and the consent was taken prior to the session.

Data analysis was carried out using thematic analysis. Recordings were transcribed, vetted and proofread. The collected data was read and re-read to identify key ideas and initial codes were then generated based on the identified ideas. Similar data were grouped together into their specific codes. The number of responses for each code was recorded. The codes were defined and grouped into possible themes. Patterns of the data responses were studied thoroughly to cross-check themes that worked in relation to the identified codes. Codes and themes were reviewed and corrections made. A list of refined codes and themes were finalized and then interpreted. Approval for this study was obtained from the Research Ethics Committee of UKM (FF-2022-121).

RESULTS

Descriptive Analysis

The thematic analysis resulted in 39 codes, which were grouped into 11 key themes. The themes are: time spent, language barrier, originality of content, format, themes, frequency of assignments, word count, impact of reflection, feedback, purpose of reflection, future practice and suggested improvements.

Table-1: Thematic analysis of reflective writing

Themes	Category	Coding	Number of responses
Time	Time spent	Time consuming	9
		Interferes with studies	2
		Burdening	5
Language barrier	National language	Malay	7
	Second language	English	21
Impact of reflection	Personal	Positive	10
		Negative	10
	Academic	Positive	5
		Negative	2
Feedback for reflection	Receiving feedback	Verbal feedback	13
		Written feedback	3
		No feedback	12
	Expectation regarding feedback	Positive	10
		Negative	2

Themes	Category	Coding	Number of responses
Purpose of reflection	Assessment	Grading	27
		Marking scheme	6
	Feelings	Dishonesty	7
		Burdening	1
Originality of content		Inauthentic reflection	13
Format of reflection		Positive	1
		Negative	12
Themes of reflection	Positive	Guidance	7
		Interesting	1
	Negative	Restrictive	11
		Irrelevant	1
		Repetitive	4
Frequency of assignments	Number of reflective writings	Reduce	18
Word count		With limitations	9
		No limitations	15
Suggested improvements	Approach to reflection	Verbal reflection	13
		Self-reflection	1
		Discussion based Reflection	7
		Written reflection	1
	Theme	Multiple themes	7
		Theme free	4
	Assessment of reflection		15

Inferential analysis and interpretation

Time spent

It describes the experience of respondents with regards to the amount of time spent on academic RW assignments and its effects on students. 16 responses were identified and classified into 3 codes: time consuming (9 responses), interferes with studies (2 responses) and burdening (5 responses). Most students perceived that RW is time consuming and agreed that the time spent on RW would better be spent on core modules or other tasks.

"... it is indeed time consuming because we usually need to complete our logbooks and finish our case write up, so sometimes we would waste our time doing RW."

"... students can use that time to study or do something

else, but instead they have to pour out their ideas for RW, maybe it can be done only once in a year, but not for every posting."

5/30(17%) of students have commented on the overall burden of RW assignments.

"... we have so many postings that we need to do RW. Even though it's actually just a two weeks of posting, I couldn't think of any incident to write about so it's actually quite burdensome for me."

Language barrier

Language barrier is a theme that discusses the effects of the use of English language, which is the language of choice for RW in this institution. The study participants are of Malaysian nationality for whom English is the second language. The possible benefit of offering the choice of using Malay language, the national language of Malaysia, is also discussed.

Most of the students 21/28 (75%) accommodate the fact that they would still choose to write in English as most elements of their medical degree is taught in English. This shows that language barrier is not a challenge for most students. However, several students find it challenging to translate certain aspects of their experiences to English when these experiences occur in a different language.

"... in certain clinical postings such as psychiatry, you have to reflect based on a patient's personal experience ... when we talk to patient, we tend to use Bahasa Malaysia. So to translate their experience into a reflection in English is a bi t of a struggle sometimes."

Impact of reflection

This theme is identified as the experiential perception and impact felt by respondents through their years of experience with RW assignments. It consists of two categories, personal and academic impact, and then further classified into four codes, positive and negative for each respective category. Perceptions on impact have been varied with more students expressing an impact on a personal level as opposed to academically. Students who have found the personal impact to be positive have described RW as a tool that helped them reflect on past experiences through appreciating moments or learning from mistakes.

"... RW mainly impacts me personally instead of academically because RW helped me to learn and appreciate those moments in the posting. In our daily life, we are too busy so we won't really reflect and look back on what we have gone through. When RW needs to be done, I will think of what is the interesting event that I can appreciate and reflect on."

RW has also helped them in developing critical thinking and organizing thought. Putting experiences and thoughts into writing allows students to arrange their thoughts in a concise and objective manner.

"I think when I write reflective essays, I actually arrange my thoughts accordingly so when I speak to people ... I will speak in an organized way."

However, 50% of responses on personal impact are negative or neutral. Several respondents have not felt a significant impact from RW. The idea of RW being at the bottom of their priorities affects how they view its impact. As to some, the efforts put on RW are bare minimum, so no everlasting impact from it was experienced.

Academically, a greater number of students viewed it positively. Some students have expressed that RW has helped them with communication skills.

"Since the topic is repetitively communication skills, maybe we all tend to realize how important communication skills are in a medical personnel."

Feedback for reflection

This theme discusses the feedback received for their reflections as well as their general expectations of receiving feedback. The feedback received has been classified into 3 codes: verbal feedback (13 responses), written feedback (3 responses) and no feedback (12 responses). Expectations towards feedback are classified into positive and negative responses.

12/30(40%) of students have not received any feedback for RW assignments from their respective supervisors and mentors.

"I have not received any feedback from my lecturer. ... when I received marks I don't actually know where and what part that I actually need to improve on."

16/30(53%) of students that have received verbal or written feedback from supervisors have found it rewarding.

"I feel appreciated. Sometimes I view things in a different way so receiving feedback from lecturers helps to correct my point of view... it is very helpful to have someone who has more experience to correct what we

thought is wrong and what not. ... receiving feedback actually helps to motivate us to write more genuinely."

Similar responses were noted in which they feel that their feelings were validated and that they have more motivation to be more genuine with their reflections.

"I think I only received feedback twice, the first one ... I don't like it, because the lecturer read my RW in front of my group members and the topic was about something like teamwork and ... I think it is supposed to be a bit personal."

Reflective practice is a very personal process and it is important that confidentiality is maintained and respected as it will lead to a more honest reflection.

40% of respondents have never received any feedback. When asked about general expectations, 10/30 (33%) responded positively towards the idea of receiving feedback.

"Giving feedback means that you read the writing so it makes the students feel appreciated."

A two-way communication allows students to feel acknowledged.

Purpose of reflections

This theme discusses whether the current marking scheme and grading of RW set by the institution has been able to achieve the set goals from the perspective of students. This is classified into two categories, assessments (Grading (27 responses; Marking scheme (6 responses) and feelings towards achieving the goals of reflection.

Students feel that grading is unfair as they reflect on personal experiences with thoughts and hope. The quality of reflection is very subjective to their experience and the point in time on their journey of growth. While disagreeing with the idea of grading, a student said *"Because you are telling your personal feelings, and then for someone (the lecturers) to grade it in a certain way just because the feelings (we feel) don't really meet the criteria, so it doesn't really serve the purpose..."*.

Feelings describe the students' emotions towards achieving the goals of reflection. The students have described feelings of dishonesty and burden.

"I don't agree that the RW should be assessed and graded because we will feel pressured and we tend to fake our own reflection."

Originality of content

Here discusses the transparency displayed by students in RW assignments with regards to their actual experiences. Factors contributing to the inauthenticity in reflection are grading, format, theme provided, lack of trust or rapport with supervisors and students fearing possible repercussions from honest reflections. A majority of students have stated that they have had to alter their experiences in writing to complete their assignments at least once.

"... you don't learn anything if you fabricate stories just for the sake of writing. ... you're not reflecting anything; you're creating a story. It is as if you're just writing an essay for marks."

Students have defended the notion strongly as they feel that the RW assignments allow them little room for honesty and most of their reflections are inauthentic.

Format of reflection

This theme discusses the perception of students towards the currently used RW format. Out of the 13 recorded responses, only 1 finds the format positive in which it helps gain marks for exam purposes.

"If it serves the purpose for the exam, then it should have a format because it's easier for the lecturers to mark our RW..."

The majority of students find the format negative. Students believe that it makes them narrow-minded and unable to express freely.

"... we need to follow the format that the RW requires, so sometimes we cannot really express our own feelings. ... So I don't think it's a very good way for us to reflect ourselves."

Themes of reflection

In the current implementation of RW in UKM, students are instructed to reflect based on a theme offered to them in the form of a statement or question. Examples of these themes are communication, leadership skills, teamwork or challenges. Every student goes through different experiences despite being in the same clinical postings and there is no universal experience. A majority of responses described that themes are restrictive and often repetitive.

Contrarily, several students felt that having a theme guides them on the topic of writing.

"... If we're talking about RW in terms of assignments that are being assessed, then specific formats and

assigned themes will help the student to have a guide on what to write about."

Several clinical postings may last as long as 12 weeks allowing students to experience a myriad of things. Assigning themes may help guide students to reflect on a specific aspect of their experience.

"Because sometimes we don't know what to reflect on, so having themes is good, but they could suggest to us multiple themes instead of fixing a specific theme to write about."

The curriculum may benefit from having options of themes for students to choose from.

Frequency of assignments

This theme discusses students' perspective on the number of RW assignments that students are tasked with annually and if it is optimal for students' learning. All responses advocated for a reduction of the frequency of RW assignments. The widely agreed suggestion was to keep it to two RW assignments a year, one for each semester.

Respondents prefer to reflect on their semesters as a whole instead of upon completion of each clinical posting or module, so as to prevent redundancy and reduce its impact. It also helps students to be more motivated to reflect.

"... If you have short postings and you do RW for two weeks, I feel you're just going to rush it and not reflect on anything, ... it will be better if it's once or twice a year."

Word count

Word count in each RW assignment ranges from 500 to 2000 words. This theme was classified into two codes: with and without limitations. A portion of the students believe in limitations of 2 to 4 pages or 300 to 500 words because without it, students may just submit a complete blank essay for the assignment.

"... if there is no limitation, some will just write a sentence and then submit the assessment. If there is a limitation, then it actually can really force them to complete a full length RW. It's better to have a word limit, however it should be less."

The majority of responses believe in no word limits.

"... If you have overflow of ideas ... it will restrict our ideas. ... If we do not really have ideas, we will tend to make up stories just to fit the word requirement.

So I think that it is unnecessary to have a limit on the words."

Suggested improvements

Respondents' suggestions were classified as: approach to reflective practice (verbal, written, self and discussion-based reflections), themes (theme-free and multiple themes) and assessment of reflection.

Approach to reflective practice

Students feel that by expressing themselves to a mentor that they are comfortable with, they could reflect on their actions better.

"... I would rather have a session, where everyone talks about the experience, feeling without any judgements than having to write an essay."

Many are keen on discussion-based reflection as they believe that in this way lecturers can directly help them.

"... I want to change it to a discussion where we discuss and reflect at the same time, one to one with our lecturer so that our lecturer can face-to-face directly help us at that time, and we also can really reflect on ourselves."

A student suggested allowing free reflection without format. *"... we should be allowed to freely reflect ourselves ... when there is a specific format given, they may be guiding us to write a RW, but it's not allowing us to fully freely reflect ourselves ..."*

Another student is keen on written reflection, but in a different format such as small notes on problems they encountered.

"*We can just write short notes on our phones, like a short note where we reflect on ourselves. Like for today, what is the problem that happened today, or what we can do to improve, just for a short note, so that we can take note for the future event."*

It may help if the pressure of someone reading a student's reflections is lifted by giving them the option of whether to share their reflections to others.

Themes

Most students prefer multiple themes being provided as options for RW. Students can choose to write on any theme they prefer especially on themes they can relate better to due to differing experiences.

" ... they can actually suggest a few themes that we can choose by ourselves ... because not all students will have the exact same experience you get in the posting."

Some believe that RW assignments should be theme free as students may not have the experience to relate to a theme.

"Like sometimes there's certain things that I did not experience, ... So it should be more general and open."

Assessment

Some opt for no grading. One argued that the assessment pushes students to create stories to get higher marks.

"I think it shouldn't be an assessment. ... it will be better if it is done by our mentors who are not part of our posting or not our posting supervisor, so that you are free to express your reflection whether it's positive or negative, because now ... you are kind of forced to write positive things because you're worried about who is going to mark and how bias they may be to your opinions. ... lecturers might not be too free to mark or give us feedback ..."

Students are cautious in mentioning negative experiences involving staff members or lecturers, fearing repercussions, when they should have an unbiased, safe space to express their reflections.

DISCUSSION

This study explores the perception of medical students towards RW in UKM medical faculty. A thematic analysis of the reflections showed positive and negative experiences perceived by the students.

Time spent is found to be a key factor that has not been received as positively when weighed against their current workload. Students have described RW to be 'time consuming' as it takes a significant amount of time to assess their experiences and explore their emotions and hopes surrounding the topics of the assignment. They found RW is burdening in nature, often interfering with their studies. Students felt that the burdensome nature of RW assignments demotivates them causing lack of passion and commitment with RW and the assignments to be not taken seriously. Studies showed that time is a major barrier that discouraged students from active participation in reflective practice[18,19]. Findings from a local public university revealed the findings of lack of enthusiasm among the students towards RW[8].

A positive response was found regarding the use of English language used in RW although it was not the first language of the students. Some express that it increases their writing skills. While, a number of students' expresses that it's difficult to express their feelings in a different language rather than their own language. RW is challenging which is dissimilar from academic writing as it requires a refined linguistic skill to express the emotion and feeling[20]. Linguistic barriers are reported in other studies as well[21,22]. So, it may be best to offer language options as to not hinder reflective process and limit expression due to linguistic challenges.

In terms of the impact of RW, students perceived both positive and negative feelings. A number of students agreed that on a personal level, RW has been a good tool to build critical thinking, to help them learn from mistakes. Academically, it has helped them with their communication skills and clinical reasoning. It is documented that reflectors through their critical thinking are able to relate their past experience and make decisions for future[23]. As reflection encourages deeper learning through the previous experience, this is very helpful for medical practitioners. By using reflection, they can reframe the problems, and their critical thinking which allows them to make decisions therapeutically and clinically[24]. As effective communication is an essential element in good medical practice, a practice of reflection may help students to promote it[25]. This study showed medical students' positive response towards its impact on them. However, at the same time, an equal number of students perceived that there is no or minimum impact of RW on them on a personal and academic level due to the many challenges that they face as discussed earlier. The educators need to look into the challenges which the students' faces to reduce the negative perception.

Feedback for reflection is defined as the feedback that students receive from evaluating mentors or supervisors. Reflective practice can be a daunting task without guidance. It encourages students to be objective in assessing their experiences and evaluate their progress[26]. In this study, students perceived a mixed reaction both positive and negative on the issue of feedback. Students feel more motivated to complete reflections when they are given feedback as they feel validated and acknowledged. However, a number of students perceived that they have not received any feedback which they do not expect. Students described feeling demotivated when supervisors fail to

offer feedback making them feel a lack of purpose in reflecting as it is likely that it isn't being read at all. On top of the time-consuming nature of these assignments, the lack of feedback may cement the reason for apathy towards reflection displayed by students. Feedback from supervisors or mentors have proven to be very important as students have found that receiving written or verbal feedback is rewarding and motivating them to reflect genuinely. Feedback can be helpful in enhancing reflexivity if students feel encouraged to continue experimenting with reflection and realize that their input is valued and acknowledged[27]. Therefore, it's imperative to encourage supervisors and mentors to be consistent and thorough with reflective feedback.

As regards to assessment, students feel that personal reflections are too subjective to their individual experience and grading is unfair which can be demotivating. Most students are in agreement that making reflective practices a graded element in academics, defeats the purpose of reflection itself. Grading discourages honest reflections as students naturally want higher grades. Due to the prospect of being graded, students are not completely transparent in their reflection as it may affect their grade. As a result, they feel the need to keep their reflections pristine to secure higher marks. Students have described that the dishonesty in RW hinders them from benefiting from it. Holmes (1997) discussed how grading imposes constraints on the free expression of ideas and feelings that are requisite to reflection, and students' anxiety over covering course objectives inhibits attention to their inner self[28]. A recent study concluded that it may be beneficial to change the grade to complete/incomplete instead of grading the written component[29].

Students have expressed needing to alter their experiences when writing due to various factors: restrictive format and themes, to achieve a higher grade, needing to fulfill format requirements and even lack of trust and rapport with supervisors or lecturers. The combination of these factors made the RW stressful and burdening for them and contributed to students being less likely to commit to RW. Regarding the format of RW, the majority have negative perceptions. Students also believe that the format makes them create stories to fulfill its requirements. Regarding the theme of RW, students suggested that themes do help prompt ideas for writing. Nonetheless, most students feel negatively that setting a theme can be restrictive. In many occurrences,

students are unable to relate to the given themes as it is not significant to their experience. This leads them to alter or fabricate their experiences to fit the theme, defeating the purpose of reflective practice. Some themes they mentioned are repetitive. Students suggest that offering a number of themes to be chosen may be helpful for them, so that they can choose the one matching with their experience. Students also suggest reducing the frequency of RW as some modules or postings are not adequately long enough that they have the same experience as asked in the theme. They suggest reducing the numbers of RW assignments will provide more time and opportunity to write meaningful pieces when tasked. Students believe that word limits restrict their capability to express themselves and each student should have the freedom to write anything they want in their RW.

The suggestions in terms of approach to reflection includes, many are in favour of verbal reflection with a person they are comfortable with, without the pretext of being judged. A good rapport between mentor and student is required. Respondents believe that it will be less burdening to both students and lecturers when verbal reflection is kept short. Many are keen on discussion-based reflection as they believe that in this way lecturers can directly help them. In terms of themes, most students prefer multiple themes, so that they can choose. With more themes available, incidences of fabrication may be reduced. Students prefer no grading for the assessment. The idea of RW assignments being graded remains unpopular as they subject students into thinking that their reflections, an evidence of their growth, can be viewed as something receiving either high or low marks. They suggest, it may be helpful if students can be assigned 'reflection groups' in the first year, consisting of a group of selected students and a mentor, that remains the same throughout their undergraduate programme. This allows the building of rapport and maintains confidentiality as well as encourages group discussions in reflections with feedback or opinions from mentors as well as peers who may better understand them.

Limitation

Respondents were students from a single faculty of a university in the same year of study. So, the perception of the selected students may not display the majority of medical students. It may be useful to include the viewpoints of students from varying programmes. In

addition, a flaw in FGD is that one student often influences the viewpoint of the whole group in respective sessions. It may be helpful to explore if students provide starkly different answers if they are interviewed one-on-one. It is important to note that despite being classified into codes, the responses given by students are of different intensities on a spectrum. The qualitative nature of the data proves difficult to classify as it is subjective on different aspects and context of response. This has also contributed to the nature of the result of study being subjective and varying based on the discussed theme. There is no total calculated measure of the perception of students. It may help to provide statements with scales to allow a quantitative measure of perception. A more efficient method could also be used to discuss themes.

CONCLUSION

The present study explores the critical areas in the reflective practice process from the standpoint of undergraduate medical students. The collective impression of students has been found to be variable. On one hand, students are skeptical of the application of RW and its relevance to their education. However, many have expressed its usefulness in reflective learning by developing communication skill, critical thinking ability that can help them in better understanding of things to do. The challenges they face are time constraints, increased number of assignments making RW burdensome and obstructing studies. They also mentioned lack of proper feedback. They suggest grading and marking schemes to be excluded or re-evaluated. Majority suggest an approach to reflection to be verbal reflection, and multiple themes to be offered to select. It is important for institutions to consider suggestions offered by students to further improve reflective practice in medical education. Reflective learning must continually evolve to meet student's ever changing learning styles.

Conflict of Interest

The authors declare no conflicts of interest.

Authors' Contribution

All authors participated well in the preparation of this paper and approved the final version

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