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Importance of Reflective Writing for Year 1 MBBS Students

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In medical education, reflective writing has become a crucial aspect, particularly for first-year medical students, when it comes to forming one's professional and personal growth. In contrast with the dehumanization likely to be the dominant trait in all preclinical curriculum, reflection comes in to help the first-year MBBS students to navigate the transition into medicine and to cultivate compassion, critical self-thinking, as well as self-awareness, in a more organized manner. This paper examines the significance of reflective writing for first-year MBBS students, along with an in-depth review of the literature and analysis of issues, as well as an assessment of frameworks that encourage reflective practices. Structured methods like guided reflection and the REFLECT rubric, together with models like Gibbs' Reflective Cycle and Kolb's Experiential Learning Theory, provide a clear framework that encourages sincere and more meaningful self-reflection. Research has proven, reflective writing integrated early in the early stages of training has a very positive improvement on communication skills and critical thinking, alongside fostering professional enduring attributes like patient-centered care, resilience as well as ethical awareness. In addition, it has been proven that reflective writing helps to lower burnout rates and increase physician well-being, highlighting its benefit for both students as well as health care systems.

Keywords: Critical thinking, First-year MBBS students, Medical education, Personal and professional development, Reflective writing

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