Research Article

EXPLORATION OF TEACHING SKILLS REQUIRED FOR MEDICAL STUDENT

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ABSTRACT

Background: All medical students will be responsible to conduct educational activities, either to their peer or junior. Every medical student will be a resident candidate and future faculty member who has a role as teacher, therefore medical student should be provided with teaching skills. Every student istrained to be an effective communicator, which is a main principle of doctor-patient relationships. Medical students who hasa good understanding about teaching and learning principles are expected to be good learner. Unfortunately, teaching abilities are often ignored by the institution of medical education. This study was aimed to explore which teaching skills are required by the medical students.

Methodology: The study was conducted at the Faculty of Medicine Mulawarman University using a qualitative approach. Data was obtained using the Focus Group Discussion (FGD). FGD was done for students who have experiences in peer teaching. Fifteen students participate in this research, 6 males and 9 females, which were randomly divided into 3 groups. All FGD were audio-taped and transcribed verbatim. The FGD transcripts were analysed thematically.

Results: This study identified two main themes: preparation and implementation. Theme 1 (preparation),we suggested that every student need to be provided with time management skills, content selections, and instructional media preparations. Theme 2 (implementation),we identified that students require presentation skills, self confidence and time management skills during presentation.

Conclusion: Every medical students should be provided with content selections, preparation of instructional media, presentation skills, self confidence and time management skill during presentation.

INTRODUCTION

Every medical student have responsibility for conducting educational activities to their peers and juniors. As a doctor, teaching is one of the main activities in the diagnosis dan case-management. Patient education has a positive impact on treatment outcome (Dandavino, 2007). Law of Medical Education No. 20/2013 states that to guarantee competence of medical graduates, various scientific fields are required, including the science of medical education (RI, 2013). Unfortunately, most of them are not prepared for this abilities (Peluso & Hafler, 2011). Teaching ability is critical, but often ignored. The interns and senior residents have responsibilities to guide their junior residents clinically (Busari & Arnold, 2009).

Medical students should be provided with teaching skills because they are prospective residents and lecturers. Medical students will bean effective communicators if they master the teaching skills. It is well-known that teaching is a critical aspect of the doctor-patient relationships. Also, medical student who havea good understanding about teaching and learningprinciples will be a better scholar (Dandavino, 2007).

As mentions above, medical institutions must be committed to prepare their graduatesfor teaching. In medic, we don't have to be a lecturer to be a teacher.It is a must-have medical capability, professionally.

Traditionally, every medical graduates was considered capable of teaching. But teaching are not genetic. Teaching also involves 'process' and technique in developing an 'art' (Mc Lean *et al*., 2008). To master this ability,adequate time and opportunities are required. This issue must be confirmed for medical students. This research was aimed to explore the required teaching skills in medical students.

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METHODS

This is a qualitative research with phenomenology approach. The research was conducted in Medical Faculty of Mulawarman University. Students that already have teaching experience in both module and practice are included in the study. And students who are not consent toparticipate are excluded.

Data Collection

Medical students in various year was participated in this study. In Group 1, an in-depth and guided interviews was conducted. Data collection for Group 2 was conducted by Focus Group Discussion (FGD), which subdivided into 3 groups. FGD was repeated twice for each group. Data were recorded and changed verbatim as transcripts by an independent transcriber. The interviews and discussions were conducted using the prepared guidelines.

Data Analytics

Data was analyzed in thematic coding. In this research, the interview data was processed in multiple stages. In step one, the interview transcripts from each respondent was processed by an independent transcriber. Next, A researcher played the recorded interviews several times to confirm if the transcript results was in accordance with the respondent's statement. Next, the coding process. This stage were done by a researchers and a qualified coder with medical education degree.

The coding process wasdone in several stages. First, both coder's perceptions was compared before analyzing the interview transcripts. Next, independent open coding was done by both coders, independently. And finally, both coder met to reach a consensus from the open coding results.

RESULTS

A total of 15 students involved in the study, 9 women and 6 men. The average age of the respondents was 19.5 years, with minimum 1 year peer-mentoring experience.

In this study, the identified themes were teaching, preparation, and implementation themes (table 1). The following theme descriptions of was illustrated by selected quotations and translated from Bahasa Indonesia to English.

Table 1 Teaching requirements for medical student, FGD-based

Themes	Codes
Preparation	Time-management skills, content selection, instructional media preparation
Implementation	presentation skills, self confidence, Time-management during presentation

Preparation

Teaching skills that need to be prepared by students, i.e the schedule-management skill, content selections, and preparation of instructional media.

Schedule-management skills

Schedule-organizingas students and peer-teaching are required.

"In my opinion, we need training especially for time management, because we had busy schedule, other than teaching our peers, we also need to attend the lectures" (No 6, female, focus group 2)

Content selections

The students are provided with topic choices that they will taught in class.

"... we are voting about the most difficult or interesting Learning objectives and we will presents one Learning objective with the most votes"(No 6, female, focus group 2)

Preparation of instructional media

Students need to be taught on how to create a powerpoint to attract interested readers.

"Skill to make power point presentations are needed because not all presentation are easy in the eyes. I've learned that making a presentation needed some special tricks" (No 8, female, focus group 2)

Implementation

In the peer-teaching implementations,every studentmust retain a self confidence, presentation, and time-management skill during the presentation.

Presentation skills

Every students should be provided with an interesting presentation method to attract peer tutee *"Not everybody perform a good presentation. There are great presentations and everybody enjoy it, but there are also boring presentations. In peer-teaching, every tutors need to be taught about how to perform a good presentation"* (No 1, male, focus group 1)

Self confidence

Student should have aself-confidence in public speaking *"A confidence are needed to teach juniors, a mentally soft individual will not have the courage to teach juniors"*(No 1, male, focus group 1)

Time management skill during presentation

Time-management skill during presentation are required to maintain the time given effectively.

"Time management during presentation. There are individuals who present a slide for 5 or 10 minutes despite the short time they are given"(No 10, female, focus group 2)

DISCUSSION

In this study, we found that the students should be provided with two most significant teaching skills, the preparation and implementation skills. The first category consisted of time-management skill, content selections, and teaching media preparations. The last category includes presentation skills, self-confidence, and time-management skill during presentation.

Medical students are busy and still, they have to manage to be a peer-tutor that is not a mandatory norincluded in the curriculum. Therefore, they need to effectively manage the timebetween compulsory learning schedules and peer-tutor activities. The selected content also needs to be prepared. Most peer-tutors was struggled choosing the right topic forthe peer-

tutee. They must choose a topic due to the time limitation, so not all topics can be presented. Teaching media,such as instructional media or slide (PPT) of the topics should be prepared. In this stage, every student must consider about how to attract tutee's attention with the teaching media they have prepared. Also, it is expected to gain a better understanding about the topic.

In the implementation stage, every student must retain a presentation skill, confidence, and time-management during the presentation. This presentation skill requirement are supported by Bene and Bergus (2014), and Dandavino (2007). Both studies emphasized the importance of presentation skills during peer-teaching.

We found that every student needsa self-confidence. Dandavino (2007) and Bene, and Bergus (2014) stated that students should be trained on self-confidence. This confidence is important for peer tutors to overcome the anxiety.

Another required skills for peer-tutors are presentation time management skill. This was supported by Bene and Bergus (2014) who said that students who will be peer tutors need to be taught about control teaching season.Busari said that medical residents should know of the theory of didactic proficiency as this can help them in consciously exploiting the basic tenets of education and improving their teaching and professional competencies.[5] Peluso states that the peer tutor's is limited by the confines of a pre-existing curriculum and minimal control over the timing, format, and content of the teaching activities. Peer-teaching provides the student with the opportunity to practice educational skills in actual setting. One of the most useful skills that a medical student can develop during his training is the ability to identify a "teachable moment" - the type of situation in which an educational interaction can be valuable to a student. Once this has occurred, the above skills can be used to develop and execute an educational activity within its context.[4]

CONCLUSION

Teaching skill required for the students are skill in preparation and implementation. Preparatory teaching skills include time-management skills, content selection, and instructional media (PPT) preparations. The skills required in the teaching implementation includes presentation skills, self-confidence, and time-management during presentation. Faculty of medicine who are implementing peer-tutors should develop a system to prepare the required teaching skills.

Conflict of Interest

There is no conflict of interest.

Reference

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