

37. Interprofessional education module in achieving ethics

by Ismi Rajiani

Submission date: 13-Apr-2022 11:17PM (UTC-0700)

Submission ID: 1810414371

File name: 37. Interprofessional education module in achieving ethics.pdf (360.21K)

Word count: 1740

Character count: 10399

Interprofessional Education Module in Achieving Ethics/ Values, Roles, Responsibilities, Professional Communication Competencies, and Team Collaboration among the College of Health Students

Neny Triana¹, Ismi Rajjani²

¹College of Health, Karya Husada Kediri, Indonesia; ²College of Business Administration and Port Management Barunawati Surabaya, Indonesia

ABSTRACT

Background: In learning, a module is crucial to provide the same knowledge and understanding between lecturers and students in the application of theory and practice in the implementation. This research aims at analyzing the effectiveness of interprofessional education module in the achievement of ethical/value competencies, roles, responsibilities, professional communication, and team collaboration between College of Health Karya Husada students located in Kediri, Indonesia.

Method: The approach of this research is action research. Samples are taken by purposive sampling. The sample size was 16 participants from nursing (8 students), midwifery (4 students), nutrition (4 students). With observation and interviews, the data were analyzed by the Constant Comparative Method.

Results: In cycle 1 consisting of module development, the trial of the module, evaluation of the trial of the module, the mastery achieve 99.37%. Further in cycle 2 after attending the lectures in a specific topic, the assessment the students understand the module correctly. **Conclusion:** From the results of this study it can be concluded that the module *Interprofessional Education* (IPE) can improve the value/ethics competency, roles, responsibilities, interprofessional communication and teamwork in collaboration among nursing, midwifery and nutrition students.

Keywords: Module Development, Trial, Evaluation, Interprofessional Education

INTRODUCTION

The learning approach is a path taken by the teacher and students in achieving the objectives of learning outcome. Modules are needed for the lecturers and students to learn before the lecture begins. The module will provide the same knowledge and understanding between lecturers and students in the application of theory and practice ⁽¹⁾. The Module of Interprofessional Education is one of the main modules used by health care professionals ⁽²⁾. In the developed country, the adoption of interprofessional education (IPE) in health sciences has increased dramatically over the past decade ⁽³⁾; however,

is not the case in developing country like Indonesia ⁽⁴⁾. With a view of the emerging primary health care system in Indonesia, it is essential to consider how best to prepare healthcare graduates for employment in what will be an increasingly multidisciplinary work environment.

This research aims at developing, testing and evaluating the module of *Interprofessional Education* (IPE) in achieving ethics/values competencies, roles, responsibilities, professional communication, and team cooperation on malnutrition handling collaboration among students of nursing, midwifery and nutrition program in College of Health Karya Husada located in Kediri, Indonesia.

Corresponding Author:

Neny Triana
College of Health, Karya Husada Kediri, Indonesia
Email: nenytriana979797@gmail.com

METHODOLOGY

This research applied action approaches extending the models of Kemmis and Mc Taggart ⁽⁵⁾ selected

purposely where the sample size is determined by considering the adequacy of information until the data is saturated and the sample does not provide new information. Participants were 16 students: study program of nursing = 8 students, midwifery = 4 students, and nutrition = 4 students. Data were collected by observation and interview, then processed by analysis of constant comparative method. The constant comparative method (CCM) together with theoretical sampling constitute the core of qualitative analysis in the grounded theory approach and other types of qualitative research⁽⁶⁾.

RESULT

Initially, in planning, the making of modules, in collaboration with health community center has determined the malnutrition cases which are *Marasmus*, *Lower Red Line* and *obesity*. The module was reviewed by peers producing the value of 8.95 out of 10. The module of Interprofessional Education was tested through lectures and question and answer 2 times then upon understood is continued with role-playing. Evaluation of the trial of the Module Interprofessional Education; with the questionnaire after the question and answer lecture produced the result of 99.37%, the tutorial lecture, 88.6% indicating the level of satisfactory supported with the competency of participant reached 100% when role-playing. Finally reflecting was interviewing with 6 participants confirming the module is suitable for use. In Cycle 2 to reinforce the mastery, the steps include :1) Module development where the module has been used by students while attending the 3-course, 2) Trial of the Interprofessional Education Module where the module was tested in giving lectures followed with question and answer sessions, 3) Evaluation of module where interview was conducted with the result that 100% of questionnaire items have been understood on what the Interprofessional Education module is. Further, observing is again performed indicating that 100% of students understand modules. Finally, in reflecting, where interviewing is conducted with participants indicate the sustainability of the module of Interprofessional Education.

DISCUSSION

Peers have assessed the module of Interprofessional Education in the field of nursing, midwifery and nutrition with an average value of 8.95 from the value maximum of 10. Application of the module to the value/

ethics competency of the learning process module for students must be invested when students are still sitting in college, where the value/ethics is the foundation of students as capital when carrying out clinical practice and as a provision when working later. If students have started early cultivated strong values/ethics,- strong students will be more confident and thoughtful when doing something that is not following operational procedures. The development of value competency is developed from the process used in the Interprofessional Education module⁽⁷⁾. However, when this module is used in practice, there must be a lot of modifications to adjust the situation and condition of the patient. Students can carry out their respective roles by profession, can solve problems collaboratively, clarify respective positions, and provide information to each business. The module is a place to learn inter professionally that becomes a driver for students to be interested in using module of Interprofessional Education as a practicing arena.

The application of the module Interprofessional Education on inter professional communication competencies can be used as a medium to practice communication between different professions. Students can practice their ability to communicate inter professionally according to real situations when practicing and working one day. With the simulation and role play during the trial of the module Interprofessional Education, students are expected to be indeed able to use it as a medium to practice communication, which will later be exercised in the field of practice and work. Communication runs also depend on perception, environment and knowledge factors⁽⁸⁾. In the application of Interprofessional Education (IPE), each profession must have the same perception, enabling the environment for communication, extensive knowledge and insight so that communication can work. With the existence of inter professional communication competencies, there is no significant difference between nursing and medical students as well as between professions feel comfortable learning with other businesses⁽⁹⁾. This way, the reinforcement is needed in Interprofessional Education includes team leader and laboratory personnel.

Inter professional cooperation is an ability that must always be studied and trained through *Interprofessional Education (IPE)*. Good inter professional cooperation ability can be seen from the ability of students to become *team leaders* and capable overcome obstacles in inter professional cooperation. On the application

of the module *Interprofessional Education* (IPE) on teamwork competencies, students are trained to work together in team solving patient problems so that it will become a habit for students besides the *antecedent* (Interpersonal, social, environmental, organizational and institutional), *process* (behavior, attitude, interpersonal and intellectual), *outcomes* (ideas, new programs, institutional changes).

A person must have awareness in socializing to form groups so that they can work effectively and efficiently. Interpersonal basis in human self is an essential component in creating good collaboration. The work environment and closeness when working between team members will increase team ties. With institutional support, policies with the application of *inter* professional education in the curriculum and organization will encourage the creation of collaboration between health professionals. Besides that the awareness to cooperate and need each other must be instilled in each team member so that there is no arrogance or professional egoism.

The module studied is to train students to collaborate in multidisciplinary teams, so that students can practice when they are in the field practice later.

CONCLUSION

The development of the module *Interprofessional Education* can increase achievement of value/ethics competencies, roles, responsibilities, *Interprofessional communication and teamwork* on collaboration among students of nursing, midwifery, and nutrition in College of Health Karya Husada Kediri, Indonesia. The trial of module improves the achievement of competencies ethical/value, roles and responsibilities, *inter professional communication and team collaboration* among the respective students of the schools. Similarly, evaluating the trial of the module with a questionnaire question indicated the satisfactory achievement.

Conflict of Interest: We have no conflicts of interest to the material of this manuscript.

Ethical Clearance: The trial was approved by the Ethics Committee of Health College Karya Husada Kediri, Indonesia.

Source of Funding: Nil

REFERENCES

1. Wye L, McClenahan J. Getting better with evidence. Experience of Putting Evidence into Practice. Kings Fund, London. 2000.
2. Apkin S, Levett-Jones T, Gilligan C. A systematic review of the effectiveness of interprofessional education in health professional programs. *Nurse education today*. 2013 Feb 1;33(2):90-102.
3. Cusack T, O'Donoghue G. The introduction of an interprofessional education module: students' perceptions. *Quality in primary care*. 2012 Jun 1;20(3).
4. Lestari E, Stalmeijer RE, Widyandana D, Therpbier A. Understanding students' readiness for interprofessional learning in an Asian context: a mixed-methods study. *BMC medical education*. 2016 Dec;16(1):179.
5. Kemmis S, McTaggart R, Nixon R. *The action research planner: Doing critical participatory action research*. Springer Science & Business Media; 2013 Nov 12.
6. Boeije H. A purposeful approach to the constant comparative method in the analysis of qualitative interviews. *Quality and quantity*. 2002 Nov 1;36(4):391-409.
7. Reeves S, Perrier L, Goldman J, Freeth D, Aronstein M. *Interprofessional education: Effects on professional practice and healthcare outcomes*. Cochrane Database of systematic reviews. 2013(3).
8. Han BC. *The Expulsion of the Other: Society, Perception and Communication Today*. John Wiley & Sons; 2018 Jan 8.
9. Pukouvalas EA, El-Den S, Chen TF, Moles R, Mini B, Bell A, O'Reilly CL. Confidence and attitudes of pharmacy students towards suicidal crises: patient simulation using people with a lived experience. *Social psychiatry and psychiatric epidemiology*. 2018 Aug 28:1-1.

37. Interprofessional education module in achieving ethics

ORIGINALITY REPORT

18%

SIMILARITY INDEX

12%

INTERNET SOURCES

11%

PUBLICATIONS

10%

STUDENT PAPERS

PRIMARY SOURCES

1	doc-pak.undip.ac.id Internet Source	4%
2	Submitted to University of Lincoln Student Paper	3%
3	link.springer.com Internet Source	2%
4	www.scribd.com Internet Source	1%
5	Malin Bogren, Anna Alesö, Milena Teklemariam, Helen Sjöblom, Linda Hammarbäck, Kerstin Erlandsson. "Facilitators of and barriers to providing high-quality midwifery education in South-East Asia—An integrative review", Women and Birth, 2021 Publication	1%
6	journals.lww.com Internet Source	1%
7	Pınar Kara, Seda Karaçay Yıkar, Zehra Çerçer, İpek Köse Tosunöz, Sevban Arslan, Evşen Nazik. "Perception and readiness for inter-	1%

professional education of health discipline students: A cross-sectional study", Nurse Education Today, 2022

Publication

8	Karla Seaman, Rosemary Saunders, Helen Dugmore, Claire Tobin, Rachel Singer, Fiona Lake. "Shifts in nursing and medical students' attitudes, beliefs and behaviours about interprofessional work: An interprofessional placement in ambulatory care", Journal of Clinical Nursing, 2018	1 %
<hr/>		
9	bmcmededuc.biomedcentral.com Internet Source	1 %
<hr/>		
10	du.diva-portal.org Internet Source	1 %
<hr/>		
11	ebcj.mums.ac.ir Internet Source	1 %
<hr/>		
12	repository.unair.ac.id Internet Source	1 %
<hr/>		
13	www.mtsac.edu Internet Source	1 %
<hr/>		
14	Freddi Segal-Gidan, Anne Walsh, Désirée Lie, Cha Chi Fung, Kevin Loheny. "Knowledge and Attitude Change in Physician Assistant Students After an Interprofessional Geriatric	<1 %

Care Experience: A Mixed Methods Study",
The Journal of Physician Assistant Education,
2014

Publication

15

portal.arid.my

Internet Source

<1 %

16

www.ncbi.nlm.nih.gov

Internet Source

<1 %

17

Curtis, Elizabeth, Drennan, Jonathan. "EBOOK:
Quantitative Health Research: Issues and
Methods", EBOOK: Quantitative Health
Research: Issues and Methods, 2013

Publication

<1 %

Exclude quotes Off

Exclude matches Off

Exclude bibliography Off