

Multi-center Study for Interprofessional Education in Community Settings to Develop Online Peer Assessment System

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Abstract— Interprofessional Education (IPE) is becoming a worldwide trend to be applied to the education of health workers. IPE is believed to be able to prepare students to be more ready to collaborate with various health professions in the world of work later. However, the challenge of implementing an ideal education and assessment system is still being debated. Evaluate the education system and IPE assessment of multicenter (3 universities) in achieving 4 domains of IPE competency. Furthermore, the results are used as a base for recommendations to improve the education system and student assessment. Cross sectional study to evaluate education process and IPE assessment take part into three health institute centers. The institutions are a part of JOGLOSEMAR (Jogjakarta, Solo and Semarang City). Research intended to evaluate competence achievement on 4 IPE domains following IPEC 2016. A multicenter survey involved students (n= 500), focused group discussion with academic lecturer (n=10 and focused group discussion with student representatives (n=10) established to evaluate the education system and IPE assessment. A qualitative descriptive data analysis performed by 2 independent researchers. Multicenter survey indicate that students have receiving positive impact from the IPE program to achieve 4 designated competence. FGD shows that challenge for the program occurred from activity scheduling as it necessary to accommodate the whole professions participation. Besides, challenge also coming from the ability of academic lecturer to provide sufficient supervision, availability of learning resources e.g. guide book and assignments, transparent and reliable evaluation items and last distinct guideline of student activity and any kind of violation. IPE Program from 3 academic center shows similar result, indicating that the program provides positive result to achieve student competencies. Challenges among the students and academic lecturer require appropriate management in order to organize a responsible study activity.

Keywords— IPE, multi center, benefit and challenges, 4 domain competencies

I. INTRODUCTION

In a context of global education curriculum, interprofessional education emerging to be current trends [1]. Recently, demographical changes in the disease population followed by epidemiological transition demand excellent healthcare services. As well, effective and efficient chronic diseases management essential to minimalize resources expenditure on this aspect. Challenges in healthcare delivery occurred and pose threat to the people wellbeing.

Healthcare service expected to fully meet patient's need and also family or community. Patient centered care, popular term the disease and health management promisingly answer existing problems[2]. This novel model of healthcare developed to achieve higher quality of service accordingly to fewer technical errors. As it delivered on a team work basis, interpersonal skills, communication and understanding tend to be determinant factor on the healthcare system.

Last few decades, Indonesia working in solving problem related to gap between healthcare professionals. This problem leads to disintegration of the healthcare services on each professional[3]. Drawback to the education system, current curriculum emphasizes on the student ability to master specific skills related to own professionalism. This resulting fragmentation among healthcare professionals during the healthcare service delivery.

Interprofessional education (IPE) recognized as one alternative strategy to enhance healthcare professional collaboration in the service delivery[4]. It defined as learning process done by a group of students from different education background in a certain period of time [5]. This kind of education encourage professionalism relationship, promoting care effectiveness and efficiency also coordination and collaboration toward patient outcomes. Students enabled to learn their own roles, responsibility and personal function and preventing from negative stereotype.

Another aspect of development through interprofessional education are reassuring clear communication, increasing care quality and adapt to patient safety [6]. Student as participant in the learning process gain several benefits. Learner increase their role awareness, thus continuing education resulting enhanced skills and behavior in a working environment. Students benefit from enhanced capacity and effective learning experience in the healthcare delivery, contribute to motivate them in a collaborative practice[2].

There are four core competencies featuring interprofessional collaboration. These competencies featured following desired principles: patient and family centered care, community and population oriented, relationship focused and linked to learning activities also educational strategies. Headings of the competencies are values and ethics, roles/ responsibilities, interprofessional communication then teams and teamwork [7].

First core competency elaborate student's ability to work with individuals of other profession in a way to maintain climate of mutual respect and shared values. Roles/responsibilities correlated with knowledge implementation of one's own role and other profession to appropriately assess and address patients/ family health care needs and promoting also advancing population's health [8]. Interprofessional communication enhance student's ability to communicate with patients, families, communities and professionals in a responsive and responsible manner that supports a team approach to the promotion and maintenance of health. It is also correlated with prevention and treatment of particular disease. Last but not least, teams and teamwork refer to application a relationship building values and the principles of team dynamics to perform effectively in different team roles to plan, deliver and evaluate patient/ family centered care, community health program and policies in a safe, timely, efficient, effective and equitable manner.

In the past few decades, interprofessional education widely developed by higher education institution [9]. Particular to health education, medical and nursing identified has been applying this for quite long time. The advantages of the program also have been recognized. However, challenge of implementing an ideal education and assessment system in interprofessional education remain debatable. This study intended to evaluate the education system and IPE assessment 3 universities in achieving 4 domains of IPE core competencies. The universities are center of medical studies in a regional administrative. Results of this study purposed as a base for recommendations to improve education system and student assessment in an interprofessional education context.

II. METHOD

A cross sectional research took place to evaluate learning process and assess the interprofessional education from three health institutional centers. Three health institutions are members of JOGLOSEMAR Region (Yogyakarta, Solo and Semarang). This study assess the competencies achievement of four Interprofessional domains as follows: values and ethics, roles/ responsibilities, interprofessional communication then teams and teamwork. Total of 500 students involved in the assessment, followed by focused group discussion with 10 academic lecturers and focused group discussion with student representatives (n=10). Those activities aimed to investigate current learning system and interprofessional education process. Data analysis in this study completed by two independent researchers in a qualitative approach.

III. RESULT

Students from three academic centers in JOGLOSEMAR reflect their positive experience related to interprofessional education. The study shown that interprofessional education enhance student capacity in mastering four core competencies. It is confirmed that interprofessional enable students to develop their knowledge, skills and attitude [10].

Major problem identified in the program was scheduling. This happen since students from different study program working in a group to practice the collaborative activities. Program coordinator should create fair and flexible activity schedule for the students [11]. By doing that, issue regarding

to abstinence of particular profession can be minimalized as all of the profession promoted to work in a group.

Besides, challenges found and pose a threat to competencies achievement including: lack of academic supervision, limited learning resources availability and demand for grading transparency. Technical issue emerged on this subject were necessity to develop fair assessment system and clear guideline for student activity. Technical handbook during activity program, blueprint of the student assessment and communication system between students-academic supervisor and field supervisor need to be prepared [12].

Particular to student performance, punishment to any kind of ethical or professional violation should be properly given. Reward system to appreciate excellent performance balance the punishment method [13]. Students performance with this system should be maintained in a good score or average.

IV. CONCLUSION

Interprofessional education program from three academic centers show similar result. This study indicated that IPE program benefits to student competencies achievement. Challenges and obstacles during program arrangement need to be addressed appropriately in promoting responsible learning activity.

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