

Implementation interprofessional education in clinical practice (literatur review)

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Abstract

Background: Interprofessional health in the world is a form of health care that involves various health professions. Interprofessional Education (IPE) is an approach to learning that occurs when two or more students of different health joint study that aims to improve cooperation and quality of health services. The objectives of the IPE itself is to improve understanding of the interdisciplinary and sense of cooperation, to foster its partnership competent to make use of the resources effectively and efficiently, and to improve the quality of comprehensive patient treatment.

Method: Literature review of this study is aimed to determine the impact of the application of interprofesional education in health education curriculum in health care quality improvement. Reviewed research articles in international electronic journal search strategy that is Google Scholar, Science Direct, and EBSCO. By using keywords such as interprofessional education, curriculum, health care starting in 2010-2020. A total of seven studies were included in the preparation after a qualified inclusion.

Results: Of the seven studies that were already reviewed shows that the application of interprofesi education in the health education curriculum proven to have a positive impact in improving the knowledge, skills and attitudes of students about teamwork is a core competency in the practice of collaboration among health professions

Conclusion: Interprofessional Education (IPE) proved to have a positive impact in improving the knowledge, skills and attitudes of learners on collaborative teamwork. IPE there are obstacles in the organization, implementation, communication, culture or attitude. Therefore essential required actions in overcoming such obstacles as the preparation of students and practitioners better health profession for a functioning effective collaboration practices to be able to change the health care system.

Keywords: interprofessional education, curriculum, health care

Introduction

The world today is experiencing a crisis of health workers. Distribution of health workers is uneven impact on health services that are fragmented ^[1]. This condition causes the unmet demand for health services in certain regions. If this problem is not addressed, it will be a major barrier to achieving Sustainable Development Goals (SDGs) ^[2]. Likewise Indonesia, which experienced challenges in aspects of quantity, quality, distribution, and the relevance of health personnel. This has led to various health problems in Indonesia such as the infant mortality rate is high (22 per 1,000 live births), mortality rate Maternal high (305 per 100,000 inhabitants), life expectancy is low (69 years), high rates of average the prevalence of malnutrition and infectious diseases ^[3]. Governments around the world are looking for innovative solutions and the transformation of the system that will ensure the supply, distribution and distribution of the health workforce accordingly ^[1]. One promising solution is the adoption of collaboration interprofesi ^[4].

WHO recommends interprofessional Collaboration (IPC) as one solution to the crisis of health workers and global health issues. Interprofessional collaboration formed when two or more health professions to work together with the patient, family, and community to create high-quality health care. Collaborative practice can also reduce the number of complications, length of hospitalization, the conflict between the health team, and mortality. The absence of a good collaboration between health workers will have a

negative impact on patients, waste of resources and a decrease in job satisfaction ^[5, 6, 7].

Communication skills as part of a collaborative practices play an important role to produce quality health care ^[8]. One of the problems of communication that can be found in interprofessional practice is the overlapping of work in interprofessional teams that are caused by ineffective communication among team members subsequently affects patient outcome ^[5]. The combined Commission (JCAHO) reported that two-thirds of the incidence of medical errors caused by poor communication between health professionals ^[9]. These findings show the importance of the implementation of the collaboration among health care providers to improve the quality of health services ^[8].

Efforts are made to face the increasingly complex challenges of needs and health problems, the conference Institute of Medicine (IOM) recommends that all health education providers are required to encourage cooperation among the health professions in the health care team ^[10].

Education is the key to developing and changing the method and quality of health services ^[11]. But in fact, the training and education to prepare health practitioners in implementing team-based care has not been fully implemented. This is stated in the IOM report, that in the practice of health services, health workers are required to work in interdisciplinary teams, but they have not received the appropriate training and education ^[12].

Academics health has a role and responsibility to provide education and training for medical students with

competency-based services [13]. In this process, the government, academia and policy makers must determine a clear vision on education and health programs that meet these standards [14]. To create a collaborative practices and improve health outcomes, one or more different professionals must understand the role and function of the profession as well as understanding the role of other health professionals [11]. Interprofesi education is an effective way to develop the skills of collaboration between health personnel who will be ready to work together to provide comprehensive care in a variety of health services [15].

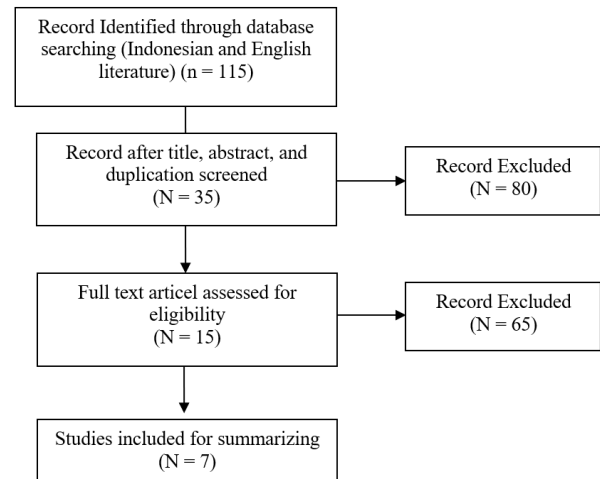
Definition of interprofessional Education (IPE) is often used of the Center on the Advancement of interprofessional Education (CAIPE, 2002) is an effort in learning that occurs when two or more students of different health study together which aims to improve cooperation and quality of health services, The practice of collaboration occurs when health care providers working with people from the profession itself, beyond the profession itself, and with patients or clients and their families [16].

Methods

Literature review of this study is aimed to determine the impact of the application of interprofesi education in health education curriculum in health care quality improvement. The review process begins with identifying the journal articles that are relevant to the research topic. Reviewed research articles in international electronic journal search strategy that is google scholar, science direct, and ebsco. By using keywords such as interprofessional education, curriculum, health care starting in 2010-2020 and published in English. A total of seven studies were included in the preparation after a qualified inclusion.

Results and Discussion

Literature searches through electronic data base that could potentially produce 115 articles for review. After identifying an abstract of 115 articles, elected 35 articles. Identification is then performed with more detail to determine the relevant articles and meets the criteria in this literature review. This identification obtained from 7 article that will be reviewed in this study. The process of identification of the article can be seen in diagram 1.



Based on the results, it was found seven articles that meet the criteria. Five of the seven articles are kualitatif-experimental research design with pre test-post test, while two other articles that use quantitative methodology cohort study and meta-analysis. Summaries of the articles reviewed in this study can be seen in Table 1 below:

Table 1

Author	Title	Methods	Result
Sam White, <i>et al.</i> 2018 [17].	Public Health Education Student stereotypes of Other Health Professions Before and After an interprofessional Education Program	Quantitative-Experimental	Interprofessional education programs that emphasize collaborative interactions and knowledge, especially for public health education students, may Prevent stereotyping attitudes and behaviors that could limit future practice teamwork
Renzo Zanotti, <i>et al.</i> 2015 [18]	Effectiveness of interprofessional education by on-field training for medical students, with a pre-post design	Quantitative-Experimental	Our results indicate that training IPE has a positive influence on students' understanding of collaboration and better attitudes in interprofessional teamwork. More research is needed to explore other factors may influence specific roomates perceptions among medical students.
Brian Marsh, <i>et al.</i> 2010 [19]	Interactive video technology: Enhancing professional learning in initial teacher education	Quantitative-Cohorts	Effect of tutorial learning model that involves nursing and medical students to increase interprofessional education outcomes. The result is an effective learning with tutorials to improve interprofessional communication skills. With good communication can also improve interprofessional collaboration.
Laura Walmsley, <i>et al.</i> 2018 [20]	Experiential interprofessional education for medical students at a regional medical campus	a mixed-methods approach was used to Determine medical students' knowledge, skills, and attitudes towards IPE and IPC	This models for IPE can feasibly be replicated by the distributed sites to provide medical teaching students with hands-on, experiential learning early in training, leading to positive attitudes and Behaviors supporting interprofessional collaboration (IPC).
Costello, Margaret, <i>et al.</i> 2017 [21].	Simulation as an Effective Strategy for interprofessional Education	Quantitative-Experimental	Collaborative Education professionals the simulation there were significant changes in students' attitudes in areas of cultural competence, understanding of roles, interprofessional communication and teamwork. Interprofessional simulation is a teaching strategy that shows great promise for promoting teamwork among the healthcare professions.
Mona F, <i>et al.</i> 2016 [22].	Measuring the attitudes of healthcare faculty members	Quantitative-Experimental	Might significant Reviews These findings indicate that the faculty are very Likely to engage in IPE Whenever it is implemented a, as attitude

	towards interprofessional education in KSA		towards IPE is Believed to be the best predictor of intent to engage in IPE. Furthermore, the positive attitude of faculty towards IPE Might encourage decision-makers in developing and embedding the educational strategy of IPE into the core curriculum.
Lapkin, S., <i>et al.</i> , 2013 ^[23] .	A systematic review of the effectiveness of interprofessional education in health professional programs	Quantitative meta-analysis	Attitudes and perceptions of students about interprofessional collaboration and clinical decision making can be improved through the IPE.

According to WHO (2010), the IPE is a process that is done by involving a group of students or healthcare professionals who have different professional backgrounds and conduct joint learning within a certain period, their interaction as the primary goal in IPE's collaborate with the type of service include promotive, preventive, curative, rehabilitative ^[6]. IPE is a potential as a medium for collaboration among health professionals to impart knowledge and skills base in the period of education.

The objectives of the IPE is to increase understanding of the interdisciplinary and sense of cooperation, to foster its partnership competent to make use of the resources effectively and efficiently, and to improve the quality of comprehensive patient treatment ^[24].

The implementation of IPE in the health education curriculum has three focuses. First, improving students' knowledge, skills and attitudes in the practice of collaboration between health professions. Second, it focuses on learning about how to create effective collaboration in a team. Third, creating effective collaboration to improve the quality of service for patients ^[23]. Based on research Lapkin, *et al.* (2013), the application of IPE must begin in the early stages of academic students, before they become a health professional. This is reinforced by the research results of Thibault (2013), that IPE must be implemented both at the academic stage and clinical practice with the aim of linking the theory obtained by students during learning on campus and the practice undertaken in the field, this has proven to provide many benefits for students ^[23, 25].

Many research results prove that Interprofessional Education (IPE) has a positive impact on health education. The positive impact obtained not only in terms of education, but also in terms of health services. In academic matters, IPE helps students improve specific knowledge and skills, such as team problem solving, health counseling, and clinical skills. This has the potential to increase understanding, trust, and mutual respect between health professions, thus enabling students to achieve collaborative competence (Hall and Zierler, 2015) ^[15].

Several studies have proven the positive impact of applying Interprofessional Education in health education. One of them, is a study conducted by Sam White, *et al.* (2018) proved that Interprofessional education programs that emphasize collaborative interactions and knowledge, especially for public health education students, may prevent stereotyping attitudes and behaviors that could limit future teamwork practice. The results of the study were supported by research conducted by Renzo Zanotti, *et al.* (2015) IPE training has a positive influence on students' understanding of collaboration and better attitudes in interprofessional teamwork. More research is needed to explore other factors which may influence specific perceptions among medical students.

The positive impact of the application of IPE in health services comes from achieving better collaboration between health practitioners.²¹ IPE is one way to integrate the

expertise of health workers from various fields by encouraging health professionals to share knowledge and work in teams ^[26]. With collaboration between health professionals, can reduce occupational overlapping, accelerate service delivery, and provide more comprehensive information for patients ^[27].

Conclusion

Interprofessional Education has a positive impact in creating professional health workers, able to collaborate and collaborate with other health professions, respect and understand other health professions, has been proven from many related studies. In health services, the ability to collaborate and collaborate among health workers is needed to produce quality services so as to produce good outcomes for patients. To that end, the application of IPE in health education in Indonesia is highly recommended in order to realize higher quality health services.

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