



MANAGEMENT INTERPROFESSIONAL EDUCATION OF ETHICS COURSE ON HANDLING NONCOMMUNICABLE DISEASES

Rr. Sri Endang Pujiastuti¹, Sri Widiyati¹, Sherly Metasari¹, Titin Suheri¹, Mugi Hartoyo¹, Agussalim²

¹Keperawatan, Poltekkes Kemenkes Semarang, Semarang, Indonesia

²Keperawatan, Poltekkes Kemenkes Makassar, Makassar, Indonesia

Corresponding author: Email: ainun2108@gmail.com

ABSTRACT	Keywords
<p>Interprofessional education has been defined as a process learning program which includes learning outcomes, lecturers, material topics and skills enabling a synergistic influence of grouped student competence, so that interprofessional education becomes one of the initial stages for introducing collaboration and teamwork to students so that they can be applied of work. The explore the appropriateness and meaningfulness of Ethics and Health Law Course-based learning for nursing students. The research is a research and development design whose stages were carried out for 6 months with a research sample of 40 respondents, namely first semester students of the postgraduate nursing program. The results of this study showed that the significant for the materials of ethics, curriculum, learning outcomes (P=0.000). The students showed active participation, communication and good collaboration regarding health problem solving on handling non-communicable diseases. Management of interprofessional education (pretest = 54.32 and posttest mean 67.48) is needed in health education, as an approach to the learning process, includes the flexibility to respond to the specific (P=0.002), self-identified learning needs of students (P= 0.000). The results of the focus group discussion showed that knowing how to learn, having high expectations in problem solving, applying competencies to case tasks, collaborating with others, and being creative are all signs of a capable practitioner. There are important characteristics that determine the effectiveness of interprofessional education ethics courses, including faculty and students who consider their roles important to the team, open communication, autonomy, and equality of resources so that interprofessional education has a positive impact on the development of holistic care to improve the quality of patient care.</p>	<p>Management, interprofessional education, ethics course, noncommunicable diseases</p>

INTRODUCTION

The complexity of patient problems and service management involving many health workers can cause fragmentation of services that have an impact on patient health problems, thus requiring interprofessional collaboration for collaborative and mutually beneficial patient services so that patients get complete and comprehensive services (Gaghauna, 2021). In interprofessional collaboration requires various fields of education so that it requires interprofessional education in the world of education.

Interprofessional education has been defined as a learning process program that includes learning outcomes, lecturers, material topics and skills that allow the synergistic influence of grouped student competencies, so that interprofessional education is one of the initial stages to introduce collaboration and teamwork to students. Interprofessional education minimizes the occurrence of differences in status between professions, feelings of superiority and inferiority, and the number of actions that are instructional from other professions still dominate the practice of collaboration so that the need for the application and training of interprofessional collaboration in the world of education (Fitri et al., 2021). Educators are required to be able to teach and train students to collaborate with other professions to carry out comprehensive care to improve the quality of life of patients.

The stages of implementation of interprofessional education are carried out in the form of clinical learning and community learning using various levels of real health services that meet the requirements as a place of practice (Fathya et al., 2021). The implementation of interprofessional education can result in the availability of health workers who are able to carry out their roles optimally, both in one profession

(intraprofessional) and between health professions (interprofessional) (Cuff, 2013). Interprofessional education can change the professional attitude of individuals into professionals in teamwork so that it requires coordination, communication, mutual respect and acceptance of opinions, and decision making carried out together (IPEC, 2023; Orchard et al., 2018).

Research conducted by (Endah et al., 2024) shows that interprofessional collaboration and interprofessional education that focus on collaboration between professions related to the handling of non-communicable diseases by applying a systematic approach to address local health problems, encouraging community empowerment through strengthening health services; this approach can increasing health awareness, improving health services and facilities, and developing effective collaboration between students, lecturers, and the community so as to effectively address health issues at the village level and improve the quality of life of residents. Another study that discusses interprofessional education for the management of non-communicable diseases was conducted by (Dalimunthe & Astuti, 2022) which shows that the implementation of interprofessional education on non-communicable diseases, namely hypertension and diabetes mellitus by conducting health checks, health consultations, prolanis exercises, and disease counseling shows that there is an increase in understanding of hypertension and diabetes mellitus, as well as changes in people's behavior by implementing balanced nutrition by limiting sugar, salt, fat, consuming more vegetables and fruits, and limiting preservatives.

The learning process in collaboration in interprofessional education is carried out in several stages of learning starting from problem identification , then

formulating priority problems based on the impact and urgent needs of the community, identifying key health problems, then planning problem solving which is then carried out the implementation of problem solving and evaluation to assess the success of solving health problems (Endah et al., 2024). The learning process of interprofessional education teaches collaborative competencies that do not conflict with ethics so that they can be applied in the real world of work so that professional education is the first step to train students to collaborate with various fields of health science to improve patient health. This research utilizes ethics courses to explore suitability and meaningful learning for nursing students in an educational setting to inform the curriculum in Health Ethics and Law.

METHOD

This research a research and development design whose stages were carried out for 6 months by utilizing ethics courses to explore the suitability and meaningfulness of Ethics Course-based learning for nursing students in an educational environment to inform the curriculum in Ethics and Health Law. The sample of this study was 40 respondents, namely first-semester students in nursing students in postgraduate programs. The research design uses several steps of development carried out for six months, namely students are able to identify ethical conflicts, identify the values of professional health services, develop ethical principles, and develop resolutions for each contribution of each profession.

RESULTS

The results of this study showed that it was significant for ethical material, curriculum, learning outcomes ($P = 0.000$).

The students showed active participation, communication and showed good collaboration on solving health problems in the management of non-communicable diseases. Interprofessional education management (pretest = 54.32 and posttest = 67.48) is required in health education, as an approach to the learning process, including flexibility to respond to specific learning needs ($P = 0.002$) identified by the student ($P = 0.000$). The results of focus group discussions show that knowing how to learn, having high expectations in problem solving, applying competencies to case assignments, collaborating with others, and being creative are all signs of a capable practitioner.

In the problem-solving process, students are able to apply ethical principles with the results of applying autonomy of the patient as much as 85% with a mean of 4.35; beneficence of 94% with a mean of 4.50; justice as much as 75% with a mean of 4.5; advocacy as much as 80% with a mean of 4.75; and telling the truth as much as 85% with a mean of 4.50. As for ethical conflicts, namely not perfect services as much as 86% with a mean of 3.8; there are some not justice as much as 45% with a mean of 3.5; the are not enough facilitation as much as 40% with a mean of 2.3; not a good services as much as 75% with a mean of 3.7; and not enough information as much as 91% with a mean of 4.5.

DISCUSSION

Interprofessional Education (IPE) is an education for health workers consisting of two or more professions who study together to improve knowledge and / or skills so that they are able to collaborate effectively to achieve physical, mental and social welfare of the community (Barr et al., 2017). The implementation of Inter Professional Education practices in the health sector in Indonesia has been carried out as a learning

process in the field for students in collaborating various disciplines and at the same time as a vehicle for empowering family health in the community so that it is planned and implemented systematically and integratedly based on problems dug from the family, formulated and implemented with the family (Gaghauna, 2021). The application of interprofessional education in the world of education has a very positive impact on students because it will make these students confident and know what roles and what to do when collaborating between health professionals in improving the quality of life of patients (Asriyani, 2019).

Interprofessional Education Collaborative (IPEC, 2023), stated that there are 4 core competencies of IPE, namely values and ethics, roles and responsibilities, communication, and team and teamwork so that IPE runs well and guides curriculum development. IPEC explained that on values and ethics, health workers must be able to maintain the values of togetherness, ethical behavior and mutual respect for others, while for roles and responsibilities, each team member is able to use knowledge according to the scientific field to overcome health problems of patients and their population; As for communication, each team member can communicate in a responsive, respectful, and compassionate manner with team members; And for teams and teamwork, each team can apply the values and principles of teamwork science to adapt one's own role in various team situations.

This research shows that there is an increase in student knowledge about ethical material so that there is an increase in student learning outcomes after using interprofessional education learning. This is in line with research conducted by (Putriana

& Saragih, 2020) that IPE learning can increase understanding which can be seen from changes in health workers' attitudes towards health team collaboration and each health worker understands the role of each health worker. In addition, based on The results of group discussions, this study that knowing how to learn, have high expectations in problem solving, apply Competence for case assignments, collaborating with others, and being creative are signs of a capable practitioner. This is in line with research conducted by (Fitri et al., 2021), that the application of the IPE method can increase the component of the need to cooperate and the perception of real cooperation.

The success of interprofessional application in the world of education cannot be separated from the role of educators or lecturers who teach and motivate students to be able to work together in solving patient cases. Case-based learning makes it easier for students to understand patient problems so that they can still implement ethical principles in addition to solving patient problems. The application of ethical principles in this study has increased significantly, but in the process of learning ethics with case resolution methods there are still ethical conflicts that are difficult to avoid such as not perfect services, there are some not justice, the are not enough facilitation, not a goodservices, and not enough information. This is in line with research conducted by (Fathya et al., 2021), showing that insufficient facilities and infrastructure, insufficient information and knowledge can increase the lack of service delivery so that it can affect understanding and ineffective communication (Rainer et al., 2018; Salehi et al., 2020). Other factors that can be an obstacle in the application of IPE are limited understanding, inferior profession, minimal communication,

constrained coordination, rigid bureaucracy, diversity of student groups, interprofessional tasks that are not integrated (Wulan, 2021). The inhibiting factor of the application of IPE in the world of education is one of the challenges as a lecturer to continue to motivate, increase the knowledge and understanding of students to continue to study and deal with individual and population problems so that they can build holistic care to improve the quality of patient care.

CONCLUSIONS

There are important characteristics that determine the effectiveness of interprofessional education courses, including lecturers and student members seeing their role as important for teams, open communication, the existence of autonomy, and equality of resources. It is important to note that interprofessional education can have a positive impact in establishing holistic care to improve the quality of patient care

REFERENCES

- Asriyani, A. (2019). Evaluasi Pelaksanaan Interprofessional Education (IPE) Pada Kuliah Kerja Nyata Profesi Kesehatan (KKN-PK) Universitas Hasanuddin. In *Universitas hasanuddin* (Vol. 224, Issue 11). Universitas hasanuddin.
- Barr, H., Ford, J., Gray, R., Helme, M., Hutchings, M., Low, H., Machin, A., & Reeves, S. (2017). *Interprofessional Education Guidelines 2017*. CAIPE. <http://www.abeffarmacia.com.br/wp-content/uploads/sites/777/2017/12/CAIPE-2017-Interprofessional-Education-Guidelines-2.pdf%0Awww.caipe.org.uk>
- Cuff, P. A. (2013). Establishing Transdisciplinary Professionalism for Improving Health Outcomes: Workshop Summary. In *National Academy Press*. The National Academies Press.
- Dalimunthe, N. K., & Astuti, D. W. (2022). Implementasi Interprofesional Education Terhadap Penyakit Hipertensi dan Diabetes Melitus di Kabupaten Pesawaran, Lampung. *Jurnal Mandala Pengabdian Masyarakat*, 3(2), 64–71. <https://doi.org/10.35311/jmpm.v3i2.69>
- Endah, R., Arsyah, A. S., Pavita, S. R., Alfin Nur Faradis, Hasanah, A. M., Ninggar, K. A. D., Dewi, T. B., Triningsih, E., Irfan, M., Pramitha, B. W., Zahra, R. T. A. –, Azzahrah, N. H., Sugiarto, A., & Hanafi, M. (2024). Pengabdian Kepada Masyarakat dengan Pendekatan Interprofessional Collaboration. *Seminar Nasional LPPM UMMAT*, 3, 258–263. <https://journal.ummat.ac.id/index.php/semnaslppm/article/view/23657>
- Fathya, N. A., Effendy, C., & Prabandari, Y. S. (2021). Implementation of Interprofessional Collaborative Practice in Type B Teaching General Hospitals: a Mixed Methods Study. *Jurnal Pendidikan Kedokteran Indonesia: The Indonesian Journal of Medical Education*, 10(2), 162. <https://doi.org/10.22146/jpki.60093>
- Fitri, N. L., Budiono, D. I., & Hardiyanto, G. (2021). Persepsi Mahasiswa Terhadap Interprofesional Education. *Indonesian Midwifery and Health Sciences Journal*, 3(3), 249–257. <https://doi.org/10.20473/imhsj.v3i3.2019.249-257>
- Gaghauna, E. E. M. (2021). Narrative Review: Peran Fungsi Interprofesional Education (IPE) dan pelaksanaan Interprofesional Collaboration (IPC) Dalam Pendidikan Kesehatan melalui

- perspektif Keperawatan Kritis. *Journal of Nursing Invention*, 2(1), 21–28.
- IPEC. (2023). *IPEC CORE COMPETENCIES FOR INTERPROFESSIONAL COLLABORATIVE PRACTICE : V E R S I O N 3* (3rd ed.). Interprofessional Education Collaborative (IPEC).
- Orchard, C., Pederson, L. L., Read, E., Mahler, C., & Laschinger, H. (2018). Assessment of Inter professional Team Collaboration Scale (AITCS): Further testing and instrument revision. *Journal of Continuing Education in the Health Professions*, 38(1), 11–18. <https://doi.org/10.1097/CEH.0000000000000193>
- Putriana, N. A., & Saragih, Y. B. (2020). Pendidikan Interprofessional dan Kolaborasi Interprofesional. *Majalah Farmasetika*, 5(1), 18–22. <https://doi.org/10.24198/mfarmasetika.v5i1.25626>
- Rainer, J., Schneider, J. K., & Lorenz, R. A. (2018). Ethical dilemmas in nursing: An integrative review. *Journal of Clinical Nursing*, 27(19–20), 3446–3461. <https://doi.org/10.1111/jocn.14542>
- Salehi, Z., Najafi Ghezalje, T., Hajibabae, F., & Joolae, S. (2020). Factors behind ethical dilemmas regarding physical restraint for critical care nurses. *Nursing Ethics*, 27(2), 598–608. <https://doi.org/10.1177/0969733019858711>
- Wulan, P. D. I. (2021). *Implementasi Model IPE (Interprofessional Education) Dalam Upaya Meningkatkan Kompetensi Pembelajaran Mahasiswa Pada Fakultas Ilmu Kesehatan*. Universitas Pendidikan Indonesia.