



An Introductory Interprofessional Education (IPE) Training for Preclinical Medical and Dentals Students Employing A Personal and Professional Development (PPD) Module

Jegathambigai RN^{1*}, Ciraj AM², Ganesh K¹ and Soumendra S^{1,3}

¹International Medical school, Malaysia

²Department of Medical Education, Oman

³Manipal University College, Malaysia

***Corresponding author:** Jegathambigai Rameshwar Naidu, 1International Medical school, Management and science university, University Drive, Off Persiaran Olaraga, 40100, Shah Alam, Malaysia, Email: Jegathambigai.naidu@manipal.edu.my

Received Date: June 11, 2024; **Published Date:** July 08, 2024

Abstract

The present study we used the PPD module for the IPE training for the preclinical health care students. An interprofessional education training was conducted for preclinical MBBS and BDS students employing a validated PPD module. Evaluation of the IPE training session was done by Pre and post-test questionnaires, reflective summary and course feedback. Participants who attended the IPE training gained knowledge in IPE, teamwork and communication skills.

Keywords: PPD Module; IPE Training; Preclinical Health; Teamwork and Communication Skills

Abbreviations

IPE: Interprofessional Education; PPD: Personal and Professional Development; IPL: Interprofessional Learning.

Introduction

Interprofessional education (IPE) is an essential educational approach for training medical graduates to work in a collaborative team. IPE 'occurs when two or more professions learn about, from and with each other to improve collaboration and the quality of care' [1]. Studies on interprofessional learning reported positive outcomes of teaching pre-clinical students from medicine and other health care professions [2]. Recent studies have indicated the readiness of preclinical medical students for

interprofessional education with similar attitude as clinical students [3,4]. Simulation and scenario based approach has been used by a recent study done in a Malaysian University have proven benefits of Interprofessional Learning (IPL) package [5]. Studies also have reported that IPE has been implemented in co-curricular modules in the preclinical phase of healthcare students in some Malaysian medical university [6]. Employment of an Interprofessional Education approach for Personal and professional development (PPD) curriculum, at the early preclinical phase ideally would foster specific competencies in the students including teamwork, leadership, consensus building, good communication skills which enable them to achieve common patient care in clinical years [7]. The present study attempted to use the PPD module for the IPE training for the preclinical health care students.

Aim

The main objective of the study was to implement and evaluate the effectiveness of an introductory Interprofessional education (IPE) training employing a PPD module for Preclinical Medical and Dental students.

Design

Development and validation of IPE- based PPD Nodule:

The IPE PPD module was developed by the IPE team which included members from Health care management, Nursing, Business Management, community medicine, medical and dental, and foundation studies. The module included the topics, learning outcome and learning activities. Delphi method was used for the validation of the module.

Implementation of IPE- based PPD module in preclinical years of MBBS & BDS students.

The implementation of the module was done by organizing an IPE PPD training workshop to deliver for the MBBS/ BDS students. 70 students participated in this training. Additionally, 10 nursing students were also included in the groups to create the IPE effect. The IPE PPD workshop was conducted for 2 days. The participants were divided into 7 groups with 10 members in each group. Each group included equal number MBBS, BDS students and 1 nursing student. They were asked to fill in a pretest questionnaire. The training included teaching activities like interactive lecture, small group discussions, case presentations, team-based learning, Games, reflections etc.

Assessment

Evaluation: Evaluation of the IPE training module was done by utilizing the Pre & post-test questionnaire. Reflective summaries were collected from the participants by using a structured reflective summary questionnaire. Thematic analysis was done for the reflective summaries obtained from the participants.

Results

The percentage scores of the participants for pretest and post-test conducted before and after the IPE PPD training indicated a significant difference ($P < 0.01$). Reflective summaries from the participants who attended the training indicated the benefits gained in acquiring the IPE knowledge, teamwork, communication skills, leadership skills, ethics, and professionalism. Gained knowledge IPE, Teamwork communication skills, leadership skills, ethics, and

professionalism (27%) < can work with others from different professions more easily (14%) Can apply the knowledge in future (29%), Can create collaborative environment (16%) Apply the knowledge for efficient patient care (11%).

Conclusion

IPE can be implemented through a PPD module for MBBS/ BDS preclinical students. The IPE session aided in the effective introduction of IPE to preclinical students. Participants who attended the IPE training gained knowledge in IPE, teamwork, and communication skills. To facilitate more interaction, other health professional students can also be included in the IPE team for more interaction.

References

1. Freeth D, Hammick M, Reeves S, Koppel I, Barr H (2005) Effective Interprofessional Education: Development, Delivery & Evaluation. Oxford, UK.
2. Vuurberg G, Vos JAM, Christoph LH, Vos R (2019) The effectiveness of interprofessional classroom-based education in medical curricula: A systematic review. *Journal of Interprofessional Education & Practice* 15: 157-167.
3. Kavitha AK, Ashok KJ (2020) Readiness for Interprofessional Education Among Preclinical and Clinical Year Medical Students - Does It Change Over the Years. *Malaysian Journal of Medicine and Health Sciences* 16(S7): 63-66.
4. El-Awaisi A, Elizabeth A, Hugh B, Kyle JW, Kerry W, et al. (2016) Important steps for introducing interprofessional education into health professional education. *Journal of Taibah University Medical Sciences* 11(6): 546-551.
5. Jalina K, Nabishah M, John HVG, Ismail MS, Hamidah H (2017) Developing Interprofessional Learning Package for Undergraduate Students in Faculty of Medicine, Universiti Kebangsaan Malaysia Medical Centre (UKMMC). *Education in Medicine Journal* 9(3): 15-22.
6. Mohamad HNM (2021) Interprofessional Learning Towards Collaborative Practice, Kulliyah of Pharmacy. *International Islamic University Malaysia (IIUM)*.
7. Bridges DR, Davidson RA, Odegard PS, Maki IV, Tomkowiak J (2011) Interprofessional collaboration: three best practice models of Inter-Professional education. *Med Educ Online* 16.