



## Conference Abstract

# 3rd International Conference on Interprofessional Education, Practice & Care (ICON-IPEPC 2022)



## ARTICLE INFO

### Article history:

Received 10-01-2023

Accepted 18-01-2023

Available online 21-02-2023

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**F2F Venue:** MUCM Campus, Bukit Baru, Melaka 75150, Malaysia

**Virtual:** MS Team

**Date:** 26<sup>th</sup> & 27<sup>th</sup> Nov 2022.

Organised by the Centre for Transformative Learning (CTL) of Manipal University College Malaysia (MUCM), Malaysia.

**Co-organisers:** MAHE-FAIMER institute, Manipal India.

Malaysia Association of Education in Medical and Health Sciences (MAEMHS, Malaysia).

Manipal Alumni Association Malaysia (MAAM).

**Theme of the conference:** Making Interprofessional Collaborative Practice Possible

### Sub Themes:

1. Strengthening equity, diversity & inclusion for IPE/IPP/IPCP.
2. Pandemic innovations in IPE/IPP/IPCP
3. Leadership skills for IPE/IPP/IPCP
4. Teaching interprofessional collaborative practice skills
5. Mitigating collaboration challenges

## 1. FP 1: An introductory interprofessional education (IPE) training for preclinical medical and dentals students employing a personal and professional development (PPD) module

**Author:** Jegathambigai Rameshwar Naidu, Manipal University College Malaysia, Jalan Batu Hampar, 75150 Bukit Baru, Melaka, Malaysia

**Co-authors:** Ciraj Ali Mohammed, Ganesh Kamath and Soumendra Sahoo

### Synopsis:

**Introduction:** Medical students receive professional training in interprofessional education, which enables them with the information, abilities, attitudes, and professionalism necessary to foster interprofessional clinical practice and healthcare.

**Methods:** An interprofessional education training was conducted for preclinical MBBS and BDS students employing a validated PPD module. The training sessions were conducted for 3 hours for 2 days. The participants included, 70 preclinical students both from MBBS and BDS. Teaching activities like interactive lecture, small group discussions, case presentations, team-based learning, games, reflections etc were included in the training. Evaluation of the IPE training session was done by Pre and post-test questionnaires, reflective summary and course feedback.

**Results:** Our study results indicated a significant difference ( $p < 0.01$ ) in the percentage scores of the participants for pretest and post-test which were conducted before and after the training. Thematic analysis of the reflective summaries from the participants who attended the training indicated the benefits gained by the students in acquiring the IPE knowledge, teamwork, communication skills, leadership skills, ethics, and professionalism.

**Discussion and Conclusion:** 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.

## 2. FP 2: Assessment of cultural competency among interns in a medical college from South India

**Author:** Dilara Kamaldeen, Sri Ramachandra Medical College & RI, Sri Ramachandra Institute of Higher Education & Research (SRIHER), India

**Co-authors:** Vijayaraghavan P V

### Synopsis:

**Introduction:** Cultural competency should be inbuilt with core professional domains, during interactions with patients of diverse cultures. Therefore, teaching and evaluation of cultural competency attributes in the medical curriculum needs exploration. This study aims to assess the cultural competency of interns in a South Indian medical college.

**Methods:** 50 interns [24 male & 26 female] participated in this cross-sectional study. Cultural competency was assessed using self-administered Cultural Awareness and Sensitivity Tool (CAST) questionnaire. Data analyzed using R software version 4.0.2.

**Results:** Based on the scores, respondents were divided into group A [exhibiting cultural competency] and group B [lacking cultural competency]. 43% of interns qualified in to group A & 57% in group B. Males [63.7%] appeared to exhibit reduced cultural competency compared to females [50%]. More students from other Indian states [62.5%] scored lesser compared to local residents. [35.7%]

**Discussion and Conclusion:** Results echoed previous studies where students had low baseline knowledge of cultural competency. Female students showing higher cultural competency could be due to greater perceived importance of socio-cultural issues. The regional differences could be attributed to the innate local language proficiency. Hence formal training in cultural competency during under-graduation should form a vital curricular component.

**Take Home Messages or Future Prospective:** Cultural competency is vital during encounters with patients of diverse cultures. The observed limitations of the study are small sample size and adaptation of convenient sampling method. The results of the study can form a needs assessment to design and implement a module on cultural

competency in the MBBS curriculum. In future, the study will be extended to all phases of MBBS to assess cultural competency levels.

## 3. FP 3: Parents Perception of Online Teaching during COVID-19

**Author:** Sarala N, Sri Devaraj Urs Medical College, Sri Devaraj Urs Academy of Higher Education and Research, India

**Co-author:** Ashwini K Shetty

### Synopsis:

**Introduction:** The impact of COVID-19 had resulted in closure of over 90% educational institutions. The sudden move towards online teaching had hardly given any time to plan. Home schooling is a jolt to parent's efficiency with impact on student's life, so it is important to look at challenges faced by parents. Our objective was to assess the parents perception of online classes conducted during COVID 19 pandemic.

**Methods:** A cross sectional study involving parents of school children 1<sup>st</sup> to 12<sup>th</sup> and professional programmes (medicine and engineering). 22 validated questions (Cronbach's alpha= 0.7) using Likert scale was used. Questionnaire with the consent form was sent to 300 participants in google forms in different groups.

**Results:** 233/300 (77.6%) responded, parents of engineering students was 62%, school 75% and medical 96%. Male 41% and female 59%. Parents who had 2 children attending online class was 49%, one child 45%, three 4% and 2% four. Parents with school children used 2 devices, engineering 3, medical 1. School and medical students preferred laptop and mobile, but engineering used desktop and laptop. Bandwidth was good for school students, satisfactory for engineering and medical. 50% parents preferred 45 minutes duration. 70% strongly agreed that it was difficult to adopt online mode. 75% expressed apprehension to monitor safety. 75% strongly agreed it was difficult to keep children motivated. 40-57% agreed quality of online modules was satisfactory, 51-58% agreed that reading material was accessible. 70-80% expressed child's understanding was not focused. 90% expressed that interaction was less and challenging. 70% felt it caused anxiety in children.

**Discussion and Conclusion:** Parents expressed difficulties in terms of internet connectivity, devices and safety concerns. Understanding and focus on subject was only in fifty percent students. Less interaction, motivation was challenging and caused anxiety in children. Digital learning is new window.

**Take Home Messages or Future Prospective:** Majority of parents preferred traditional mode of teaching with online as adjunct

References

#### 4. FP 4: What do patients experience? A qualitative approach in finding the effectiveness of interprofessional collaborative practice in haemophilia care

**Author:** Diksha D Shroff, Dept of Pediatrics, Melaka Manipal Medical College, MAHE, India

**Co-authors:** Sreejith G, Dinesh M Nayak

##### Synopsis:

**Introduction:** A hemophilia treatment center provides complete comprehensive care, including multidisciplinary medical services required for diagnosis, treatment, management, in addition to its complications. Use of In-depth interview for exploring the perceptions of such chronic ailment is celebrated by the research community. Hence, we make a modest attempt to use In-depth interviews to explore the hemophilia treatment center experiences of People with Hemophilia (PwH) and primary caregivers.

**Methods:** A qualitative exploratory study was conducted based on a conceptual framework. In-depth interview is used to 30 participants, i.e 15 PwH and 15 primary caregivers. Participants were recruited using purposive sampling. A thematic analysis was performed using MAXQDA 2022 software. Following themes emerged from the thematic analysis of qualitative interview: (a) Patient-centered care, (b) Education (c) Responsiveness from the team. (d) A feeling of own family.

**Discussion and Conclusion:** This study demonstrated that (a) multi-disciplinary approach made them feel like another family that is supportive, (b) Over a time due to access to education provided by multidisciplinary team they were able to prevent and manage their complex symptoms. (c) A sense of shared decision-making existed between the patients and interprofessional team that made patients feel like they are a party of family. However, the limitation of the study is understanding the perception of stakeholders of hemophilia society.

**Take Home Messages or Future Prospective:** Provision of Interprofessional care for chronic diseases foster a long-term relationship with patient and their families which places an emphasis on prevention services in order to help reduce or eliminate complications.

#### 5. FP 5: Self-help material for balance disorders using an interprofessional approach

**Author:** Krishna Yerraguntla, Speech and Hearing department, College of Applied Medical Sciences, King Khalid University, Kingdom of Saudi Arabia

**Co-authors:** Gilbert, John H. V, Panduranga Kundapur, P

##### Synopsis:

**Introduction:** Self-help is one of the services delivered by professionals (Lloyd, 2007) to interface professional and

local help. Balance in humans is a result of multisensory input and coordination. Laing et al., (2011) concluded that an increase in awareness might help engage older adults in fall prevention. The present study was to understand patients' expectations of self-help material and develop the same using the interprofessional team.

**Methods:** A mixed-method design was adapted. A focus group discussion (FGD) was conducted with the professionals involved in balance management to list the interprofessional team (IP team) in the assessment and management of balance disorders. A semi-structured telephonic interview was conducted. Thematic analysis (Braun & Clarke, 2006) was done to assess the need and derive the themes. An FGD with the interprofessional team was conducted to obtain the content for the self-help material. The perceived usefulness scale (Koo-Won, Suh, 2016) was used to understand the perceived usefulness of the website (self-help material). A descriptive analysis was done to analyze the results.

**Results:** A total of 21 professionals were identified for an IP team. A semi-structured telephonic interview was conducted with nine patients who expressed the need for self-help material and were willing to participate. From the thematic analysis three themes evolved. All patients felt the need for the self-help material but needed it in a more accessible format, not in print format.

**Discussion and Conclusion:** The outcome of FGD emphasizes the need for IP approach in balance disorders. Thematic analysis revealed the need for self-help material but not in the print version. The themes they are interested in are management, reasons for recurrence, and monitoring. Limited sample size.

**Take Home Messages or Future Prospective:** Patients are interested in self-help material. It should not be in print form and should contain information on management, recurrence, and monitoring.

#### 6. FP 6: An evaluation of feasibility, acceptance and outcomes of brief stress reduction and suicide prevention program (BSSP) among young persons seeking psychiatric treatment – An interprofessional approach

**Author:** Ansha Patel, Department of Psychiatry & Psychology at RNT Medical College, Shantiraj & Paras hospital, Udaipur, Rajasthan, India

**Co-authors:** YN Shashidhara, Andrew T

##### Synopsis:

**Introduction:** Suicide risk behaviors such as ideation, planning, and attempts increase dramatically in adulthood. Every 40 seconds a person is lost to same. Few studies have examined merits and outcomes of suicide prevention. The objectives were to evaluate the feasibility, acceptance and outcomes of BSSP in reducing perceived stress in young persons using an IP framework.

**Methods:** A single group pre-post interventional study design is used. The consenting participants and their families visiting the outpatient departments of Psychiatry and Psychology at a private hospital setup, in Udaipur, India participated. IP collaboration is made with specialists in other departments and community members. BSSP was devised and validated by pilot study and experts. Outcomes were acceptance rates of BSSP, perceived stress (assessed by perceived stress scale), social readjustment to life change unit (Social Readjustment Rating Scale), suicidal risk behaviors (Columbia-Suicide Severity Rating Scale), attrition rates and qualitative feedbacks. Outcomes were assessed pre-post BSSP and at 1 month follow-up. SPSS 15 is used for data analysis.

**Results:** Promising findings were there on pilot study (n=10). Based on the pilot, the final sample size (N=17) and BSSP contents were determined. In main study acceptance rate of BSSP was 40%, Drop outs were=16%. Data collection in main study is ongoing. Baseline profiles of suicidal patients and families accepting BSSP are described in detailed. Differences based on gender and pre-existing psychiatric disorder are present. Ten patients have completed the study so far. The data collected from these 10 patients reveals clinically significant change in perceived stress (primary outcome) and suicidal risk behaviors.

**Discussion and Conclusion:** BSSP is likely to be an effective IP module to raise awareness, reduce immediate suicide risk, prepare & raise community attitudes for needful psychological help. Community based tele-psychiatric IP collaboration work better models for suicide prevention than one to one outreach initiatives.

**Take Home Messages or Future Prospective:** Preventing suicide and identifying people at risk is a sensitive area of work. Connecting these people to timely help is even tougher, considering the denial and stigma around seeking mental health care. Holistic partnerships of government, private and community networks can make it a less taboo laden area and bring care at footsteps of those who wish to seek it. Community based tele-psychiatric IP collaboration work successfully protects the privacy and secrecy of persons at risk. It appears to be negate stigma, is cost saving, build easy access to care, along with building healthy coping mechanisms to step out of suicidal crisis. Future initiatives aim at extending the work to multi-hospital setups and ventures and training the post graduates to identify and use the BSSP in their setups for immediate reduction of death rates associated with suicide.

### **7. FP 7: Challenges & supportive strategies in Conducting medical students' research projects during COVID-19 pandemic**

**Author:** Mila Nu Nu Htay Department of Community Medicine, Faculty of Medicine, Manipal University College Malaysia, Jalan Batu Hampar, 75150 Bukit Baru, Melaka,

Malaysia

**Co-authors:** Htoo Htoo Kyaw Soe, Lin Phyto Phyto San, Zay Yar Naing, Htay Lwin

#### **Synopsis:**

**Introduction:** In the midst of COVID-19 pandemic, the rapid transition of the situation is challenging for both the learners and educators. However, little is known about the medical students' experiences, challenges, and adaptation while conducting the research projects during COVID-19 pandemic. Therefore, this study aimed to explore the undergraduate medical students' experiences in conducting health research projects during the COVID-19 pandemic in Malaysia.

**Methods:** In the study institution, the undergraduate medical students had a rotation at the community medicine posting and they needed to conduct health research projects. Upon completion of the posting, students were asked to reflect on their project by using Gibb's reflective cycle. The secondary qualitative data from the reflections of 40 students were included and analyzed with thematic analysis. The RQDA software was used for the data analysis.

**Results:** Seven salient themes emerged from the qualitative reflections: (1) Sudden changes due to COVID-19 pandemic, (2) Challenges, (3) Feelings of students, (4) Support, (5) Adaptation to the online learning process, (6) Perceived benefits of online research projects, and (7) Self-reflection and the way forward. Students faced emotional, physical, and technical challenges in conducting health research during COVID-19 pandemic. However, supportive family, guidance from faculty, and team support helped them to overcome the challenges.

**Discussion and Conclusion:** Students revealed that they developed adaptation, well-equipped with research knowledge, getting familiar with online learning, and adjusted with the new normal way of living, learning, and conducting research. From a positive perspective, the pandemic situation created to develop online research projects which could be further continued in the future career.

**Take Home Messages or Future Prospective:** The educational sector should provide support in terms of technology, clear guidance on the project process, and encourage communication and teamwork to overcome the challenges.

### **8. FP 8: Evaluation of theatre of oppressed (to) as a pedagogic approach to foster medical humanities in relation to interprofessional practice (IPP) in health professional students**

**Author:** Sparsha Deep E.M. Shridevi Institute of Medical Sciences & Research Hospital (SIMS & RH), Tumakuru, RGUHS, India

**Co-authors:** Ciraj A M, Gagan Bajaj

#### **Synopsis:**

**Introduction:** “Theatre of oppressed (TO)” is a powerful teaching tool that is new for medical education. Learning in the context of Interprofessional education & collaborative practice (IPECP) is a new approach in medical education. Interprofessional education (IPE) offers an ideal method for exploring medical humanities and ethical issues in medicine. The objectives of current study were to evaluate the effectiveness of “Theatre of oppressed” (TO) and Interprofessional education (IPE) as approaches for teaching medical humanities in the context of IPECP in health professional students.

**Methods:** A quasi-experimental study was carried out in 122 medical students in the second year at Shridevi Institute of Medical Sciences & Research Hospital (SIMS & RH), Tumakuru, India after IEC approval from the institution. IPE team was formed enrolling a physician, social worker, psychologist, nurse and ‘TO’ facilitator from Centre for Community Dialogue & Change (CCDC), Bengaluru. Teaching medical humanities by IPE approach and TO approach by Image Theatre were evaluated. The participants were initially enrolled into IPE teaching approach group; after completion of which the same participants were enrolled into TO teaching approach in groups with a total of 5 groups each of 12-15 participants. Perception towards medico-legal, ethical, socio-cultural, psychological issues in the context of physician, nursing and spiritual care were the outcomes parameters for assessment. Both the teaching approaches were evaluated by applying Wilcoxon matched pairs signed rank test using SPSS v.16, for pre-test & post-test questionnaire responses and thematic analysis of reflections, interview and descriptive statistics of feedback adopted from Dundee Ready Educational Environment Measure (DREEM) questionnaire.

**Results:** Results of analysis by Wilcoxon matched pairs signed rank test indicated that there was significant difference [(Z=-1.99, p=0.046), (post-test > pre-test)] between the median scores of pre-test [35 (31.8 - 42.3)] and post-test [39 (36.8 - 43)] in the Image theatre in TO teaching approach and the same (post-test > pre-test) as well in IPE teaching approach for medico-legal & ethical (Z=-4.99, p=0.01), socio-cultural (Z=-6.09, p=0.01), psychological issues (Z=-4.81, p=0.01), physician (Z=-2.74, p=0.01), nursing (Z=-4.29, p=0.01) & spiritual care (Z=-4.61, p=0.01). The thematic analysis of reflections and interview indicated students’ exploration, perception and understanding of issues of medical humanities with emergence of themes like ethical sensitivity to patient, society and family perceptions, end-of-life situations, role modelling, role of nurse, doctor patient relation, and others. The feedback evaluation showed highly satisfactory student perception of learning and teaching by two approaches.

**Discussion and Conclusion:** Image theatre in the Theatre of Oppressed (TO) is an effective approach in teaching medical humanities for exploration of one’s

perception; and IPE approach in teaching medical humanities is effective in improving the knowledge, skills and perception of the health professional students towards medico-legal, ethical, socio-cultural, psychological issues in the context of physician, nursing & spiritual care of the patient in medicine. A comparison study is necessary to validate the effectiveness of new teaching methods and a multicentric study on a large scale is needed to generalize the study results.

**Take Home Messages or Future Prospective:** The new teaching method “Theatre of Oppressed” (TO) in the context of Interprofessional Education and Collaborative Practice (IPECP) has a potential to improve knowledge, skills and perception of medical students towards issues in medical humanities. This would lead to better addressing of medical issues pertaining to medical humanities in future practice which in turn would lead to improved patient satisfaction and doctor-patient relationship; thus, ultimately fostering a betterment in health care.

## 9. FP 9: Is there a need for an interprofessional education intervention for the working single mothers? A qualitative study

**Author:** Andrade L.S. Department of Anatomy, KMC, Manipal, Manipal Academy of Higher Education, Manipal, India

**Co-authors:** Anand M, Cherian SB

### Synopsis:

**Introduction:** A global survey has shown that there has been a rise in the percentage of working single mothers. A working single mother takes the load of responsibilities upon herself, which could lead to mental stress. Therefore, the present study was undertaken to know the issues related to mental stress and to understand the need for an InterProfessional educational intervention.

**Methods:** The study cohort included working single mothers between the age of 30-45 years working in schools around Manipal and Udupi region. Twenty-one participants voluntarily consented to be a part of the study. Two separate questionnaires, addressing the issues related to mental stress, and the need for InterProfessional educational intervention, were administered to the participants. The questionnaires included questions related to financial, legal, gynecological, children’s career, nutrition, yoga, psychiatric-related issues. Individual interviews were also conducted to understand the need for an educational intervention by the InterProfessional collaborative team.

**Results:** The results showed that the primary causes for mental stress were issues related to legal, financial and children’s career. The participants expressed that they specially require educational intervention by the experts from these three aspects.

**Discussion and Conclusion:** The study concluded that there is a need for educational intervention which can

decrease the stress level in the working single mothers. Certain areas such as legal issues, financial issues are higher among this study population.

**Take Home Messages or Future Prospective:** There is a dire need to educate the working single mothers on certain aspects, which could eventually lead to decrease/self-management of stress, to bring about better citizens in the society. The results of this study could pave way for policy-making for this group of individuals.

#### **10. FP 10: Evaluation of an educational approach with IP role plays and patient narratives for addressing psychosocial issues in breast cancer management.**

**Author:** Carren D'Souza Department of General Surgery, K S Hegde Medical Academy, Mangalore, India

**Co-authors:** Jain A, Mondal T.

##### **Synopsis:**

**Introduction:** Role plays and Patient Narratives have both been used as effective tools in medical education for enhancing communication skills and doctor patient relationship and help by incorporating the understanding of the patients perspective of the disease and their psychosocial and emotional needs along with the standardized treatment in the teaching process thereby helping the students be more empathetic doctors and have a better doctor patient communication.

**Methods:** Design of the study: Mixed study (Qualitative and Quantitative).

**Interventions:** Narratives were collected from 10 breast cancer survivors across different age groups and socioeconomic statuses through a 40 min interview. A Role play was performed showing the IPE teamwork and communication skills in managing a carcinoma breast patient. Seventy seven MBBS final year students were included in the study. Role plays showing IPE teamwork and patients narratives were used as an intervention. A pre -post test questionnaire was collected as a part of the quantitative data. Session feedback and interviews of participants were collected as qualitative data. As a part of assessment, OSCE station was set in which the students were given a case scenario and were asked to break the diagnosis of breast cancer to the simulated patient.

**Results:** The students preferred such interactive methods of teaching over the didactic lectures. Most of them felt such sessions were needed where they played a role of a doctor before facing the real patient in their life. While reading the narratives they felt the narrators' emotions were genuine and they felt involved. 96.1% of the students could relate to the social and emotional aspects of the patient and 93.4% completely understood the IPE teamwork in the treatment of a breast cancer patient. 93.4% of the participants felt they gained the competence in managing difficult communication situations with patients. The participants felt such methods helped

them understand the patient better and helped them become better communicators.

**Discussion and Conclusion:** This study evaluated an implementation of an interactive method of teaching the medical students the communication skills and the importance of interprofessional teamwork in breast cancer patients using patient narratives and role plays. We demonstrated that students connected with the patient better while reading their stories. Practical teaching methods like role plays and videos further reinforced their communication skills and prepared the students to be better doctors by training them in safe simulated environment before facing the real patient. They understand what it is to be a patient and what it is to be a doctor thereby bridging the gap between medicine's general knowledge and the world of the patient.

**Take Home Messages or Future Prospective:** Interactive teaching methods using Patients Narratives and Role plays help the students understand the doctor patient relationship and communication skills and can be easily implemented along side the regular curriculum.

#### **11. FP 11: Implementation of simulated learning in obstetrical practice and its evaluation (SLOPE) among undergraduate students studying in selected institutions of MAHE, Manipal**

**Author:** Karkada S, Dept of OBG Nursing, Manipal College of Nursing, MAHE Manipal, India

**Co-authors:** Rai S

##### **Synopsis:**

**Introduction:** Simulation based learning, is one of the most efficient active learning technique used to train diverse professionals. This involves the transfer of knowledge and skills from the training setup to the actual clinical environment. Also encourages the application of learned knowledge and skills in actual scenarios and thus allows mastery of skill sets which results in improved patient outcomes. Objectives: 1. develop an inter professional simulated learning module on selected obstetrical skills, 2. assess the impact of SLOPE on knowledge, and procedural skills of selected obstetrical skills among undergraduate medicine and nursing graduates.(primary objective), 3. evaluate teamwork & communication skills among undergraduate medicine and nursing students.

**Methods:** An Interprofessional learning module on normal labour & immediate newborn care using simulation was developed by IP team including midwives, obstetricians, neonatologist. Followed by which interprofessional students from medical and nursing discipline were selected based on stratified sampling. IP training workshop was conducted on February 16 & 25, 2022. Descriptive statistics was used to compare the pre-test and post test scores.

**Results:** A total of 30 students participated in the interprofessional project. Majority of the nursing 14 (95%) and medicine students 15 (100%) had previous experience with simulation sessions during the course of their study. None of them had previous or current experience of Interprofessional education and practice. Almost 90% of the IP students perceived gain in knowledge, 80% in procedural skill. Subscale scores (Pre/post assessment of Interprofessional Team Simulation Training) for learning and performance, learning environment, skills, leadership, situation monitoring and communication were higher on the post-workshop survey compared to the pre-workshop survey. Also, majority of the IP students felt that collaboration, working together, improving quality of care and asking for assistance are essential to interprofessional practice.

**Discussion and Conclusion:** The COVID-19 pandemic has highlighted ways in which simulation-based techniques may improve organizational readiness and resilience, by meeting the rapid changes in clinical training needs, helping to shape the develop learning modules, thus providing a safe platform for learning.

**Take Home Messages or Future Prospective:** This study helps the researcher to understand the extent of inter professional student and faculty engagement in learning activities which would in turn benefit the students, patients and society as whole.

## 12. FP 12: Obstetrial outcome in elective labour induction by single daily dose of dinoprostrone vaginal tablet in limbang hospital: Study protocol for secondary data analysis

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**Co-authors:** Barauk ML, Htay MNN, Moe S.

### Synopsis:

**Introduction:** Induction of labour has proven to reduce risk in some pregnancies such as caesarean delivery, development of preeclampsia, and macrosomia. Dinoprostrone (prostaglandin E2) vaginal table is the preferred method in induction of labour and applied in clinical settings. The effect of Dinoprostrone progresses cervical ripening, contraction of uterine smooth muscles and results in successful vaginal delivery. Therefore, it is crucial to evaluate the time to labour and neonatal outcome after using Dinoprostrone for the induction of labour. This study aims to evaluate delivery interval after induction with Dinoprostrone, the outcome on the mode of delivery, and neonatal outcome after delivery including 1 minute, 5 minutes, and 9 minutes Apgar score.

**Methods:** The secondary data of the women underwent induction of labour with Dinoprostrone in Hospital Limbang will be reviewed and analyzed in this study. The estimated sample size is 109, with expected frequency of 76.3%

successful vaginal delivery after induction of labour, with 95% CI. Data on demographic characteristics, parity index, mode of delivery after induction, time to successful vaginal delivery, neonatal outcomes after delivery will be extracted from the medical records. The ethical approval will be applied to the study hospital and National Medical Research Resister.

**Discussion and Conclusion:** It is important to investigate the obstetric outcomes after induction of labour by using Dinoprostrone in the local Malaysia setting.

**Take Home Messages or Future Prospective:** The clinical evidence of Dinoprostrone effect on delivery interval among different parity will be beneficial to apply in future clinical practice.

## 13. FP 13: Design & validation of an inter-professional education module to train healthcare professionals in disability competencies

**Author:** Kavana G Venkatappa, Dept. of Physiology, SIMS & RH, Tumkur, Karnataka

**Co-authors:** Hariharan Prakash, Satendra Singh, Murali.

### Synopsis:

**Introduction:** Present study intends to train a greater number of IP Healthcare professionals & to initiate certification course in disability competencies in future. Later students who get trained by IP team will acquire the knowledge & attitudinal skills of providing quality care to people with disabilities. Institutions can be recognized as a center for training healthcare professionals in disability competencies and create policies based on this.

People with disabilities must be acknowledged and accepted by every stream that deals with human existence. Inter-professional education (IPE) appears particularly appropriate for learning about disability, given that people with disabilities often engage with a multiplicity of different professions. Given evidence of discomfort, negative attitudes and lack of knowledge on the part of health professionals, there is a need to ensure better training and education about disability. Considering the diversified needs of PwDs (people with disabilities), to create an inclusive environment and to address their needs, involvement of multiple professionals are essential & hence the present study was conducted to design & to validate Inter-professional Education Module to train Healthcare professions (HCP) in disability competencies.

**Methods:** Study was carried out in 3 phases. Pre-test and post-test conducted to assess the knowledge & attitude of HCP towards disability competencies with IP involvement using the validated IPE module. Participants (no. 23) recruited were faculty of HCP from Medical:11; Nursing: 10; socio-medical:1 and Physiotherapy:1

**Results:** Participants & Facilitators strongly agreed for Readiness towards IP learning, team work & collaboration & showed positive professional identity as per RIPLS

questionnaire.

Validation of IPE module of disability competencies was done by subject experts.

FGD analysis focussed on need for training HCP with IP involvement. The need was felt by participants because of lack of awareness towards disability & its competencies.

Pre-test (10.95+2.03) & Post-test (13.52+2.19) scores done to assess the knowledge & attitude of HCP towards disability competencies with IP involvement showed significant statistical difference (student's t test,  $p=0.000$ ,  $t=-4.51$ ,  $df=22$ ).

**Discussion and Conclusion:** Present study exhibited readiness of IP participants towards teamwork & collaboration. FGD analysis concluded that training HCP in disability competencies is essential and IP approach will enhance the patient care. Validated IPE module in disability competencies showed improvement in knowledge & attitude of IP participants.

Study by Gitlow's found that medical educators, particularly tutors who are responsible for leading clinical training, may need to evaluate their own attitudes and understandings.

The designed & validated IPE module is expected to enhance the knowledge & attitude of IP healthcare team towards disability competencies. Hence, this module can be used to train more number of IP healthcare professions who will be the trainers to train Indian Medical Graduates (IMG).

Limitation of the study was all sessions were online and small sample size.

**Take Home Messages or Future Prospective:** Inter-professional team members who got involved in training health professionals in disability competencies could gain transfer of learning with, from and about each other. Trained HCP are competent in training their students.

<p><b>Cite this article:</b> 3rd International Conference on Interprofessional Education, Practice &amp; Care (ICON-IPEPC 2022). <i>J Educ Technol Health Sci</i> 2022;9(3):79-86.</p>
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