

# opción

Revista de Antropología, Ciencias de la Comunicación y de la Información, Filosofía,  
Lingüística y Semiótica, Problemas del Desarrollo, la Ciencia y la Tecnología

Año 34, 2018, Especial N°

# 15

Revista de Ciencias Humanas y Sociales  
ISSN 1012-1587/ ISSN: 2477-9385  
Depósito Legal pp 198402ZU45



Universidad del Zulia  
Facultad Experimental de Ciencias  
Departamento de Ciencias Humanas  
Maracaibo - Venezuela

# **Improvement of interprofessional communication competence through collaborative communication learning media**

**Sri Sundari<sup>1</sup>**

<sup>1</sup>Faculty of Medicine and Health Science, University of Muhammadiyah Yogyakarta, Indonesia  
[sundari\\_purbo@yahoo.com.sg](mailto:sundari_purbo@yahoo.com.sg)

## **Abstract**

The paper provides the effect of interactive learning media that improves communication skill. It compares the differences of the student that has effective communication skill and not. Therefore, this study evaluates the effectiveness of interprofessional communication learning through the learning module and video. The differences in students collaborative communication skill of the two groups was measured using one-way ANOVA. As a result, the Control group showed significant differences in collaborative communication capability ( $p < 0,05$ ). As a conclusion, interprofessional collaborative communication allows the student to process information in the material easily.

**Keywords:** Collaborative, communication, interprofessional, education, learning.

## Mejora de la competencia de comunicación interprofesional a través de medios de comunicación de aprendizaje colaborativo

### Resumen

El documento proporciona el efecto de los medios de aprendizaje interactivo que mejora la habilidad de comunicación. Se comparan las diferencias del alumno con tener habilidades comunicativas efectivas y no. Por lo tanto, este estudio evalúa la efectividad del aprendizaje de la comunicación interprofesional a través del módulo de aprendizaje y el video. Las diferencias en la capacidad de comunicación colaborativa de los estudiantes de los dos grupos se midieron utilizando ANOVA de una vía. Como resultado, el grupo de control mostró diferencias significativas en la capacidad de comunicación colaborativa ( $p < 0,05$ ). Como conclusión, la comunicación colaborativa interprofesional permite al estudiante procesar información en el material fácilmente.

**Palabras clave:** colaboración, comunicación, interprofesional, educación, aprendizaje

### 1. INTRODUCTION

Interprofessional Education (IPE) as the interprofessional learning has been developed in Indonesia since 2010, which is started by Europe and the other countries in the 1960s. It is now being a concern in Indonesia, such as an international conference in Bali that IPE was the theme. This learning has commonly defined as a method to improve health care professional level through collaboration between healthcare team. Western countries have considered a fact that learn and work together in healthcare service are not easy and simple. These difficulties are related to several factors, such as

misunderstanding, negative stereotype, overlapping roles, and lack of trust and communication (Siegler & Whitney, 2000). Therefore, IPE has been considered as a suitable approach to overcome those problems.

The purpose of IPE is to create a positive environment, trusts, mutual respect, understanding, communications, and openness. Collaboration is considered as important to be built among them, which is referred to take responsibility together in the management process. One of the important factors in collaboration implementation communication skill. The communication should not be dominated by one individual, but it should be two-way communication among all service providers based on their respective duties and responsibilities. In fact, collaborative communication learning is not implemented yet in the Indonesia education program. Thus, it is considered as necessary to develop an educational method of collaborative communication among healthcare professionals. This study investigated the relationship between collaborative communication learning module and communication skill in professionals, which interactive learning media is expected may help to improve it.

## **2. METHODOLOGY**

This experimental study was conducted to twelve students of Faculty of Medicine, University of Muhammadiyah Yogyakarta fourth year that were divided into control and treatment groups. They were

expected to have effective communication skill due to their experience in their three previous years. The subjects were picked randomly. There are goals in the learning module to be achieved, including theories and scenarios in collaborative communication performance. The small booklet module was distributed to students at five days prior to the learning process started. Additionally, learning media or video was developed by a content specialist and media expert, which was played two hours before collaborative communication practice in the treatment group. The practice happened at the same time. Their collaborative communication capability was assessed at the end of the practice session. The independent variables in this research were the collaborative communication modules and collaborative communications learning video, while the dependent variable was the student interprofessional collaborative communication skill. The assessment was carried out according to Likert scale. Each group was assessed by 2 instructors. The differences in students collaborative communication skill of the two groups was measured using one-way ANOVA.

### **3. RESULTS**

Control group played their role in the practice was based on the instructor's explanation. They were also given the explanation on how to do interprofessional collaborative communication and its purposes. On the other hand, treatment group was given a module five days before treatment and was shown a collaborative communications video

two hours before practice. The collaborative communication skill of students in the two groups is shown in table 1 ( $p < 0.05$ ).

Table 1: The comparison of interprofessional collaborative communication skills between two groups

No	Activity	Control group (average)	Treatment group (average)
1	Show respect and awareness of other professions	1	3
2	Understanding roles, responsibility, and knowledge about the authority	1	3
3	Assertive behavior towards the imbalance of power and responsibilities among the team members	0	2
4	Awareness to the differences between team members of different professions	1	3
5	Ensuring their contribution will be understood by the other professions and try to understand the information that is delivered by other contributors	1	3
6	Establish good communication with the other professions including using paper, telephone or electronic system	1	3
7	Open and responsive	0	3
8	Able to provide information about the benefits and risks of medical treatment to the patient collaboratively	0	2
9	Able to provide feedback information about the approval or rejection of the actions correctly and accurately.	0	3

#### 4. DISCUSSION

There are significant differences in the interprofessional collaborative skill of each group. It is probably because almost all of the students did not know about the collaborative communication. There were only 5% of the students aware of collaboration practice in general. Carpenter and Kroth (1976) stated that by playing

representative video, the nurses had shown a significant impact on their performance compared with nurses who did not watch the video (Pavio, 1986). This is related to Kluge et al. (2007) which described that interactive video is an effective and efficient way to develop and give an example of therapeutic communication practice. In a relatively short time (5 weeks), the interactive video learning has outperformed the traditional method communication skill practice (Carpenter & Kroth, 1976).

In accordance with He and Sandra (2011), most of the students showed an improvement in their communication skills after interactive learning using recording video (Kluge et al., 2007). The video is a media that can be used to present audio-visual messages. It can provide information, describe the process, explain complicated concepts, including teaching skills at short or extend the time that affects attitudes. This is suitable to deliver cognitive and behavioral field materials such as a communication skill. The video describes the real examples a process, phenomenon or event so as to enrich the presentation.

Multimedia learning involves vision and hearing at the same time, which is will be easier for the brain to process information (He & Sandra, 2011). In the working memory, information that is received through visual and auditory will be processed separately but simultaneously (Clack & Mayer, 2008). Images and verbal sounds that are processed in the brain will stimulate the formation of a connection between brain channels. In addition, everyday situations video will

make students easier to understand the learning material. This is related to the two principles by Mayer (2001) on Fostering Generative Processing which consists of multimedia and personalized principles (Baddeley, 1986).

## **5. CONCLUSION**

The results of Focus Group Discussion (FGD) with students suggest that this interprofessional collaborative communication learning should be given to students since the early stage of Tier 1 level in the professional education. The collaboration practice is considerably important due to the need for multidisciplinary collaborations inpatient treatment, which is in accordance with their respective responsibilities and authority. It is expected that patient safety is more assured because each profession will also be able to evaluate and give suggestion according to their authority. Overall, learning media has benefits in interprofessional collaborative communication improvement, so it can be embedded in the learning module since the module is considerably good. In spite of this, the module should be summarized to reduce repetition of several descriptions.

Moreover, interprofessional collaborative communication is important and good to be introduced to all students of health sciences who will collaborate in dealing with patients. This learning method can be done at undergraduate education program and can be continued



when they enroll professional education. This collaborative communication learning will be followed up with a lesson plan that will be given to health science study program in the Faculty of Medicine and Health Science, University of Muhammadiyah Yogyakarta. Hence, it needs good planning about the method, time allocation and learning model that will be given to the student because of obstacles in the learning method that are varied. Beside of that, blocks that support IPE learning are not the same for each study program. In summary, interactive learning using video in interprofessional collaborative communication has outperformed traditional learning method that uses course module as the only learning media. It allows the student to process information in the material easily.

## **ACKNOWLEDGEMENTS**

This work was supported by Director for Academic Affairs / Project Director of Health Profession Education Quality (HPEQ) Project of the Ministry of National Education Republic of Indonesia. Funding year 2012.

## **REFERENCE**

Baddeley, A. 1986. **Working Memory**. Oxford University Press. UK.

- Carpenter, K., & Kroth, J. 1976. **Effects of videotaped role playing on nurses therapeutic communication skills.** The Journal of Continuing Education in Nursing. Vol. 7 N<sup>o</sup> 2: 47-53. USA.
- Clack, R., & Mayer, R. 2008. **Applying the science of learning: Evidence-based principles for the design of multimedia instruction.** American Psychologist. Vol. 63 N<sup>o</sup> 8: 760-769. USA.
- He, H., & Sandra, M. 2011. **The Use of Video Role Play for Teaching Therapeutic Communication Skills.** International Journal of Caring Sciences. Vol. 4 N<sup>o</sup> 3: 154-161. Greece.
- Kluge, M., Glick, L., & Englemen, L. 2007. **Teaching nursing and allied Health care students how to communicate care to older adult.** Educational Gerontology. Vol. 33: 187-207. UK.
- Mayer, R. 2001. **Multimedia Learning.** Cambridge University Press. New York, USA.
- Pavio, A. 1986. **Mental representations: A dual coding approach.** Oxford University Press. New York, USA.
- Siegler, E., & Whitney, F. 2000. **Kolaborasi Perawat – Dokter, Perawatan Orang Dewasa dan Lansia (Nurse Collaboration - Doctor, Adult and Elderly Care).** EGC. [In Indonesian]. Jakarta. Indonesia.



**UNIVERSIDAD  
DEL ZULIA**

---

## **opción**

Revista de Ciencias Humanas y Sociales

Año 34, Especial N° 15, 2018

Esta revista fue editada en formato digital por el personal de la Oficina de Publicaciones Científicas de la Facultad Experimental de Ciencias, Universidad del Zulia.

Maracaibo - Venezuela

[www.luz.edu.ve](http://www.luz.edu.ve)

[www.serbi.luz.edu.ve](http://www.serbi.luz.edu.ve)

[produccioncientifica.luz.edu.ve](http://produccioncientifica.luz.edu.ve)