

**Implementation of Interprofessional Education (IPE)
in Phytotherapy Class by Students of University of Surabaya**

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ABSTRACT

Introduction: Many developed countries have been teaching interprofessional education (IPE) for more than 53 years. Those countries including Canada, UK, US, and Australia. The use of IPE in the healthcare education curriculum has been shown to improve communication and teamwork skills of healthcare professional. Aim of this study is to see how IPE approach can be implemented at the Faculty of Pharmacy and Medicine, particularly in the Phytotherapy class.

Method: This was a preliminary study for the development of Model IPE, specifically for Competency Domain Ethics and Shared Values and Interprofessional Communication. The research was carried out at the University of Surabaya and involved two study programs, namely Pharmacy and Medicine. Observational research method applied on 108 students from both faculties who took Phytotherapy class for two weeks. The survey method was used to conduct the assessment, which was based on the Interdisciplinary Education Perception Scale and the Communication Rubric.

Results: This study found that the application of IPE at Phytotherapy class could help students to get insight into the characteristics and values of various healthcare professions. This approach also helped student to practice and improve soft-skills on communication and teamwork as a first step toward collaborative practice among healthcare practitioners.

Conclusions: IPE teaching methods can be used in pharmacy and medicine curriculum and can be developed into another courses and extracurricular activities.

Keywords: collaborative learning, health professions education, interprofessional education, phytotherapy

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