

**“Enhancing Interprofessional  
Collaboration and Learning for  
Strengthening Primary Health Care”**

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Faculty of Medicine, Public Health and Nursing

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## TUFH 2021 ABSTRACTS

Title	<b>THE DIFFERENCES IN THE LEARNING SYSTEM TOWARDS THE LEARNING OUTPUT OF INTER-PROFESSIONAL EDUCATION ACTIVITIES FOR STUDENTS IN THE FACULTY OF MEDICINE, PUBLIC HEALTH AND NURSING UGM</b>
Type	<b>Oral Presentation</b> <i>Community-Based Education for Health and Social Care Students</i>
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Abstract N <sup>o</sup>	<b>TUFH832</b>
Content	<p>Many countries had to suspend the face-to-face classes and shift them to online classes in order to ensure the safety of students and lecturers during the Covid-19 pandemic. This study aims to collect and examine observations of experiences and perceptions from students regarding the impact of the pandemic in assisting families, delivering health educations, and discussing with peers and supervisors. We obtain the data from observations, interviews, and FGDs with student representatives from batch 2019. The sample of the study includes 24 students from medical, nursing, and nutrition study programs who were interviewed about the challenges and obstacles from online learning, particularly in discussing health problems of assisted families and determining which interventions would be given from the perspective of each student professional background. There are two common themes that have been defined as challenges in the online delivery method of interprofessional-learning at Universitas Gadjah Mada. First, lack of time was experienced by students, target family, and supervisors. Online health education and progress report meetings required more time than face-to-face communication because of the difficulty in planning the meeting schedule. Second, online communication depends on the network and the user's ability to operate online video conference platforms such as Zoom and Google Meet. Target families are located in rural areas, therefore are affected by such conditions. Changing the method from face-to-face to online requires adjustments in terms of scheduling and the choosing of a communication platform for students, target families, and supervisors.</p>