

JOURNAL READING TASK: METHOD FOR MEDICAL STUDENTS TO LEARN HEALTH COMMUNICATION

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ABSTRACT

Background: LCOVID-19 became world health problem because of its rapid transmission among humans. Cause of that, Ministry of Education and Culture in Indonesia negated class at school and changed it to online class at home. But for some courses like communication, the students must communicate directly to the interlocutor. An online-based health communication learning model is required so that health communication learning continues to run optimally. This study aims to evaluate the new ways of learning health communication through reading journals and delivered in various media.

Case study: The communication courses begin with a journal reading task based on predetermined Topics. This task is done in groups, and consists of 5 to 6 peoples. Then, the journal must be submitted in various educational media such as slide presentations, posters, or videos (participants are free to choose the media used) and will be presented via live Instagram or Zoom. Evaluation of this task was conducted to analyze the skills of communication and was assessed by their seniors in medical profession students of Sriwijaya University (peer review). The students was also give feedback (voluntarily) through the questionnaire on this task. Total of 40 presentations and educational media has been evaluated. Most of the students choose poster as their media promotion. The scoring is closed to balance, 55% enough and 45% good (discussion). Connection failure (60.63%) was the main problem that arise when they present the task.

Conclusion: Students skill for making media promotion as they props for present the journal was good. The report and presentation of this task was satisfying. The students feel to have the effect of increasing their ability and personal knowledge on health communication. This task was effective for medical students to learn about health communication.

Keywords: journal, educational media, health communication

PRACTICE POINTS

- Journals reading task can be increase the ability of medical student to learning health communication through delivered in various media Practice points.
- Journal presentations can be displayed through attractive promotional media.

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INTRODUCTION

In December 2019, a series of acute atypical respiratory disease occurred in Wuhan, China. This rapidly spread from Wuhan to other areas, and this caused by the novel coronavirus. The novel coronavirus was named as the severe acute respiratory syndrome coronavirus-2 (SARS-CoV-2, 2019-nCoV) due to its high homology (80%) to SARS-CoV, which caused acute respiratory distress syndrome (ARDS) and high mortality during 2002–2003.¹ The transmission of SARS-CoV-2 from humans to humans became the main transmission source so the spread became more aggressive. SARS-CoV-2 transmission from symptomatic patients occurred through the droplet out when coughing or sneezing.² As 2 March 2020, President of Indonesia announced that 2 people have been confirmed being positif of COVID-19 after contact with Japanese on 14 February 2020.³ COVID-19 was clearly a serious disease of international concern. By some estimates it has a higher reproductive number than SARS, and more people have been reported to have been infected or died from it than SARS.⁴ Health care settings can unfortunately be an important source of viral transmission. As shown in the model for SARS, applying triage, following correct infection control measures, isolating the cases, and contact tracing are key to limit the further spreading of the virus in clinics and hospitals.⁵ Cause of that, Ministry of Education and Culture in Indonesia negated class at school and changed it to online class at home. It was a step in prevent COVID-19 transmission in the education sector.^{6,7}

Variety of online learning methods were developed ranging from elementary school, junior high school, senior high school, and even university. Starting from the resources used, how to deliver, how to assess, and qualify whether this learning is effective or not, all must be considered.⁷ Social media can be one of the learning media. Through social media, students can actively be more creative and independent so the quality of lessons can be improved both in terms of knowledge and quality. Meanwhile, the way to used social media in order to further stimulate the quality of students was to utilize various kinds of ease of communication and information possessed

by related media. Some media that are already widely used and can be one of the triggers for the quality of students in getting information are Facebook, Twitter, YouTube and blogs.⁸

One of the courses in medical students is about communication. The learning communication was a process of delivering a concept or an idea from someone to others in order to achieve the message effectively and efficiently in learning. There are 4 functions as stated by William I. Gordon: (1) Function of social communication, (2) expressive communication, (3) ritual communication and (4) function of instrumental communication. The principle of communication consists of respect, empathy, audible, clarity, and humble. The effective communication in learning incredibly have the impact towards the achievement goal.⁹ To be able to make effective communication, students must be continued to practice communicating and if necessary followed communication training.¹⁰ But in this pandemic, we can't directly communicate so learning about communication is difficult. Therefore, the medical study program at the Sriwijaya University made several modifications in the communication learning method, one of which was by using online learning methods to train students' health communication skills. This method is one of the first methods implemented in the odd semester of the 2019/2020 academic year. This study aims to evaluate the implementation of new ways of learning health communication through reading journals and delivered in various media.

CASE DESCRIPTION

The study was conducted using quantitative observational methods on student reports and implementation of presentation communication courses. The data used in this case study is the value of student reports and student perspectives on the implementation of communication courses.

The journal reading task was an assignment for communication courses, aimed for medical student in their 3rd year. This task is done in groups, and 1 group consists of 5 to 6 people. Topics to choose from are research paper (original article), systematic reviews, or meta-analyzes of doctor-

patient communication in Indonesia (or Southeast Asia), doctor-patient communication guidelines, telemedicine guidelines, and use of telemedicine during the COVID-19 pandemic. Selected journals for at least 5 years backward, from journals indexed by Scopus, with citation of at least 5.

After they find a journal, the journal must be submitted in various educational media such as slide presentations, posters, or videos (participants are free to choose the media used). Then the educational media will be presented via live Instagram or Zoom.

Evaluation of this task was conducted to analyze the skills of undergraduate medical students of Sriwijaya University in delivered health information to public and for making educational media interesting and informative so that it can be more easily understood for public. Their presentation and educational media was assessed by their senior in medical profession students of Sriwijaya University (peer review). And the students who doing this task give feedback (voluntarily) through the questionnaire which consists how this task was done, their difficulties, and suggestion to this task.

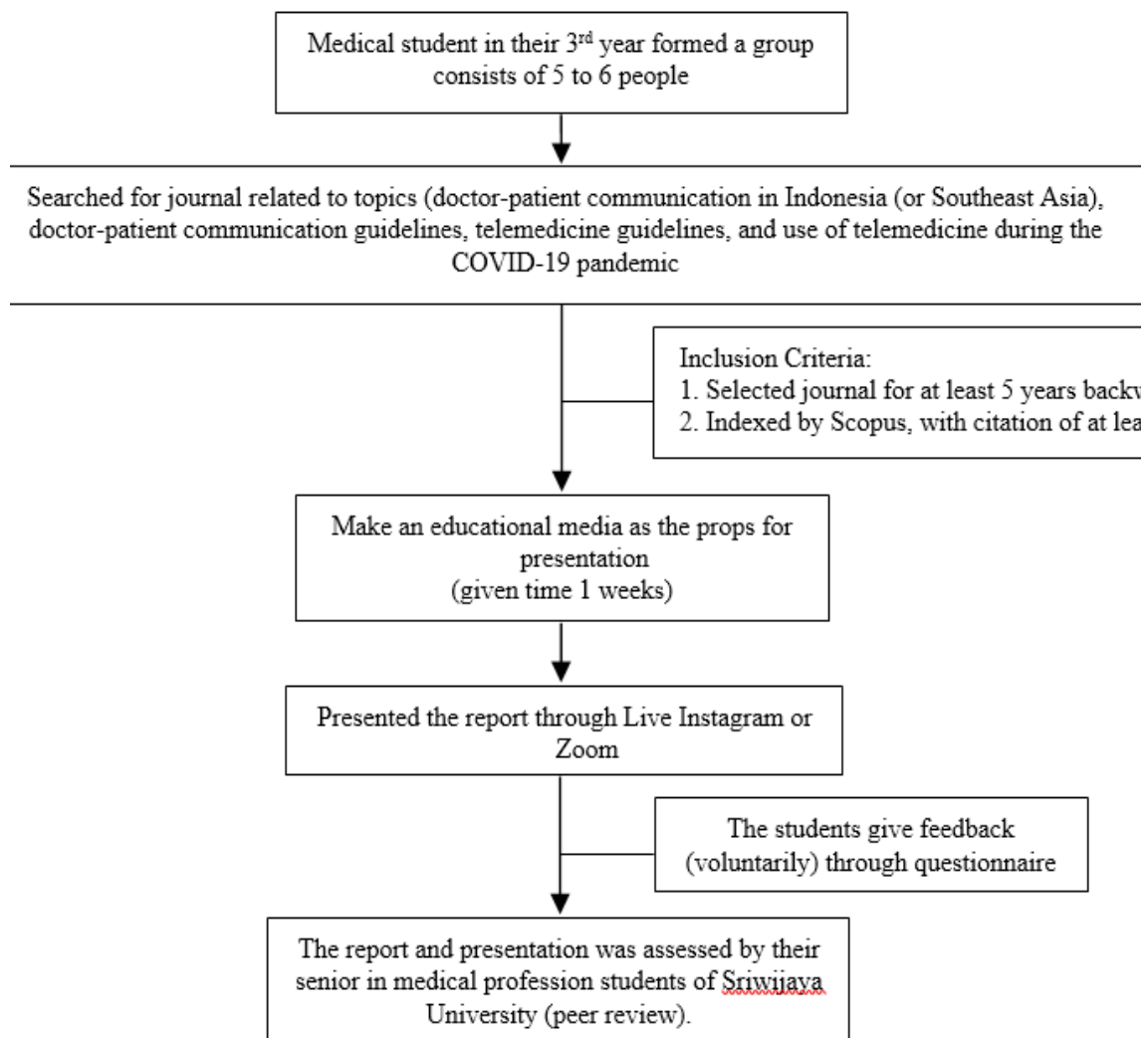


Figure 1. Flow Description of Journal Reading Task to Learn Health Communication

Two hundreds and twenty-seven medical students of Sriwijaya University doing this task. They divided into 40 groups and make an educational media from the journal. Then they present it through instagram live or zoom. Their presentation and educational media were assessed through peer review with scoring ranging 1-5, 1 for really bad, 3 was enough, and 5 for really good. After they doing all of the task, they must give the feedback about this task. The data collected from the assessment will be processed and analyzed using the IBM SPSS Statistics for Windows, Version 22.0, Arkmond, New York. This report use univariate statistics analysis.

As shown in Table 1, nearly three-quarters (70.00%) group choose to make poster as their media to inform the public about the journal. Just small amount choose video (5.00%) and presentation slide (7.50%) as their media. But, some groups make a combination between poster and video (12.50%) then poster and presentation slide (5.00%). 23 groups need 11-20 minutes to present the journal using media promotion at live Instagram. 9 groups need 20-30 minutes, 6 groups need less than 10 minutes, and just 2 groups need more than half an hour. More than half of groups have less than 100 viewers. But, 9 groups have more than 200 viewers when they present the journal.

Table 1. The Various Media Used to Deliver the Journal Reading Task to Learn Health Communication

Indicator		N (%) N=40
Educational Media	Poster	28 (70.00)
	Video	2 (5.00)
	Presentation slide	3 (7.50)
	Poster and Video	5 (12.50)
	Poster and Presentation slide	2 (5.00)
Time for Presentation (minutes)	<10	6 (15.00)
	11-20	23 (57.50)
	21-30	9 (22.50)
	>30	2 (5.00)
Viewers at Live Instagram	<100	24 (60.00)
	101-200	7 (17.50)
	200-300	5 (12.50)
	>300	4 (10.00)

Table 2 shows the medical students' perspective who working on this task. On average, every student was participated actively in the group. More than half of students (59.11%), said it was difficult to present the task through Live Instagram. Connection failure (60.63%) is the main problem that arise when they present the task. Two-third of students (67.29%) willing to work on this assignment in the form of online presentations in the future. 117 of 169 students feel this task have an educational effect on public. Almost every student (95.59%) felt this assignment increase their ability and knowledge on health communication. All of students watch another groups presentation on Live Instagram. Nearly all of students (96.22%) feel benefited after watching another group presentation. In Table 3, the scoring of the task by peer review is closed to balance, 55% enough and 45% good. And no groups score bad or really bad.

Table 2. Medical Students Perspective who do the Journal Reading Task to Learn Health Communication

Indicator		N (%)*
Are there group members who do not participate in the task?	Yes	14 (8.80)
	No	145 (91.20)
Are there any difficulties in using Live Instagram as the preferred media for presentations?	Yes	94 (59.11)
	No	65 (40.89)
Write down the difficulties that arise in using IGTV as the preffered media for presentations	Connection failure	57 (60.63)
	Limitation on the device that be used to present their media	32 (34.04)
	Others	5 (5.33)
Are you willing to work on assignments in the form of online presentations in the future?	Yes	107 (67.29)
	No	52 (32.71)
Is your presentation assignment felt to have effect of education on public?	Yes	117 (73.58)
	Not sure	42 (26.42)

Indicator		N (%)*
Is your presentation assignment felt to have the effect of increasing your ability and personal knowledge as medical student on communication?	Yes	152 (95.59)
	Not sure	7 (4.41)
Do you watch presentations from other groups?	Yes	159 (100)
	No	0 (0)
Do you feel any benefit for watching other group presentations?	Yes	153 (96.22)
	No	6 (3.78)

*169 medical students voluntarily give the feedback

Table 3. Assessment Using Peer Review

Categories	N (%)
Really bad (1-1.99)	0 (0)
Bad (2-2.99)	0 (0)
Enough (3-3.99)	22 (55.00)
Good (4-4.99)	18 (45.00)
Excellent (5)	0 (0)

The objectives and purpose of the study, and things that are necessary regarding data respondents are notified in advance by informed consent. This study was approved by Faculty of Medicine Sriwijaya University (No.183/kepkrsmhfkunsri/2010).

DISCUSSION

Health communication is all types of human communication related to health. The main focus of health communication is how individuals deal with health issues and how they attempt to maintain their health. Health communication utilizes communication services to positively influence the health behaviour of individuals, families and communities. Health communication includes information on disease prevention, health promotion, and health care policy and to increase individual awareness about health issues, health problems, health risks and health solutions. Media advocacy, media, entertainment and internet media are various forms

of health communication with the aim to improve and maintain health.¹¹ Health communication is an important-courses for medical student. During this pandemic, it is necessary to develop new ways of learning health communication, one through reading journals and delivered in various media.

Media promotion such as video, brochure, cartoon, or poster can help people to learn easily about health promotion. People's formal education affects their way to understand, so it is important to choose properly the media that is going to be used.¹² Media promotion that are mostly chosen by students to deliver the journal are posters. Poster have many advantages compared to others. Poster can simplify and accelerate public to understand the message presented, can be equipped with colors so they are more interesting to public, the form is simple without the need for special equipment, and poster is easy to be made for students.¹³

Although the students report and presentation was satisfying, they admit to have some difficulties in presenting this task through Live Instagram. Connection failure are the main problem of students. The OECD in 2020 stated that Indonesia is a country that does not have adequate places to study with a percentage of 63 percent. Then the availability of access for computers and internet networks also ranks lowest with a percentage of 48 percent.¹⁴ Beside that, there are some limitation on the device that be used to present their media. Android user can't share their screen on Live Instagram so it impedes their presentation.

The main objective of this assignment is students can learn about health communication by using educational media as a promotional tool. From the feedback, they felt to have effect of education on public through this assignment and felt to have the effect of increasing their ability and personal knowledge on health communication.

Many factors affect the report and presentation of the students. The main factors are lecturer's teaching method and student's motivation. The good method that lecturers use could affect their student to accept the topics. Every teacher have a responsibility to presents, explains, responsible for

the contents of the materials in the learning process in college.¹⁵ Therefore, studying must be known as active, constructive, and self regulated process, so the students will get academic achievement.¹⁶ Motivation to study affects the student's achievement. Motivation is an encouragement that pushes student to study. Motivation can be form of verbal, physic, or psychosocial response. It is important for every student to have motivation to gain a good achievement in education.¹⁷ The teacher must be able to put forward the quality of education supported by the value of achievement and giving motivation for students to keep trying to add insight and improve proficiency within learning.¹⁸

There are limitations to this assignment. First, this is group assignment so we can't really know who participate actively in the group when making this task, because of that we can't objectively assess the student ability on communication. Second, the media for presentation are limited to some device so some of students can't take part in the presentation.

CONCLUSION

The Students have capable skills for making media promotion as they props for presenting the journal. Their reports and presentation of this task were satisfying, and they feel to have the effect of increasing ability and personal knowledge on health communication.

RECOMMENDATION

The communication courses, with a journal reading task can implement in the learning of medical students. Technical support and well-preparation are necessary for continues effectively.

COMPETING INTEREST

The authors declare that there is no competing interest related to the study and publication.

LIST OF ABBREVIATIONS

SARS-CoV-2: Severe Acute Respiratory Syndrome Coronavirus-2

ARDS: Acute Respiratory Distress Syndrome

AUTHORS' CONTRIBUTION

Violantina Linardi – drafted the conceptual framework, planned the research, carried out data collection and analysis, wrote the draft manuscript, and approved the final version of the research paper.

Rizma Adlia Syakurah – drafted the conceptual framework, edited the research paper, and approved the final version.

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