

<b>Study program:</b> Integrated academic studies in pharmacy			
<b>Type and level of the study program:</b> integrated academic studies			
<b>Title:</b> Interprofessional education (PhV-IPROF)			
<b>Teaching staff:</b> Gordana V. Jovanovic, Zoran S. Komazec, Biljana Draskovic, Budimka Novakovic, DraganaT. Milutinovic, Dragana P.Simin, Nebojsa Stilinovic, Milena Mitrovic, Sanja Vujov, Tanja Veljovic, Ivana Gusic, Goran Rakic, Snezana Stanisavljevic.			
<b>Course status:</b> elective			
<b>ECTS credits:</b> 3			
<b>Condition:</b> -			
<b>Course aim</b> Interprofessional education involves educators and learners from two or more health professions and their foundational disciplines who jointly create and foster a collaborative learning environment. The aim of these efforts is to develop knowledge, skills and attitudes that result in interprofessional team behaviors and competence.			
<b>Expected outcome of the course:</b> Student needs to be able <ul style="list-style-type: none"> <li>- To state the goals of interprofessional and collaborative practice</li> <li>- To learn how to function in an interprofessional team and carry this knowledge, skill, and value into their future practice,</li> <li>- To provide professional patient care as part of a collaborative team and focused on improving patient outcomes.</li> <li>- To provide patient-centered care in a collaborative manner.</li> <li>- To make joint team decision about patient treatment</li> <li>- To communicate effectively with other team members, relatives and community members.</li> <li>- To define priorities in patient treatment</li> <li>- To manage conflict situations</li> <li>- To demonstrate respect to other team members and patients</li> <li>- To demonstrate insight in personal role and responsibilities in patient treatment</li> </ul>			
<b>Course description</b> <i>Theoretical education</i> <i>General:</i> <ol style="list-style-type: none"> <li>1. Definition and Појам и значај интерпрофесионалног образовања.</li> <li>2. Worldwide experiences in teaching interprofessional education</li> <li>3. Collaborative practice</li> <li>4. Team- work</li> <li>5. Team – work competencies</li> <li>6. Interprofessional and collaborative practice competencies</li> </ol> <i>Special:</i> <ol style="list-style-type: none"> <li>1. Acute coronary syndrom</li> <li>2. Intitial treatment of the trauma patient</li> <li>3. Initial treatment of the poisoning</li> <li>4. Diabetes mellitus</li> <li>5. Primary prevention in somatology</li> <li>6. Gariatry- characteristics in the primary healt care and pharmacotherapy.</li> <li>7. Geriatry functional chaanges in the old people</li> <li>8. Small child in primary health care; pharmacotherapy in small child</li> </ol> <i>Practical education: exercises, other forms of education, research related activities</i> <ol style="list-style-type: none"> <li>1. General uniprofessional workshops</li> <li>2. Special interprofessional workshops</li> </ol> Interprofessional simulated education - IPSE			
<b>Literature</b> 1. World Healt Organisation:Framework for Action on Interprofessional Education and Collaborative Practice. Allied Health 2010; 39(3 pt 2):196–197.			
<b>Number of active classes</b>			Other classes
Lectures: 30	Practice: 15	Other types of teaching:	
<b>Teaching methods:</b> <ol style="list-style-type: none"> <li>1. Uniprofessional, multiprofessional and interprofessional teachingand learning methods.</li> <li>2. Distance learning</li> <li>3. Active learning</li> <li>4. Teaching by simulation</li> </ol>			
<b>Student activity assessment points</b> (maximum 100 points)			
<b>Pre-exam activity</b>	<b>ponts</b>	<b>Final exam</b>	<b>points</b>
Lectures	10	Written exam	60
Paretical classes	30	<i>Oral exam</i>	
Colloquium		Projects	
Seminars			