

<b>Study program:</b> Integrated academic studies in medicine				
<b>Type and level of the study program:</b> integrated academic studies				
<b>Title: Interprofessional education (M5-IPROF)</b>				
<b>Teaching staff:</b> Gordana V. Jovanović, Zoran S. Komazec, Biljana G. Drašković, Budimka D. Novaković, Dragana T. Milutinović, Dragana P. Simin, Nebojša P. Stilinović, Milena M. Mitrović, Sanja B. Vujkov, Tanja Z. Veljović, Ivana Ž. Gušić, Goran S. Rakić				
<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: 15	Practice: 30	Other types of teaching:	Research related activities:	
<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>points</b>	<b>Final exam</b>	<b>points</b>
Lectures	10	Written exam	60
Parctical classes	30	<i>Oral exam</i>	
Colloquium		Projects	
Seminars			