

Study program: Integrated academic studies in medicine			
Type and level of the study program: integrated academic studies			
Title: Interprofessional education (M5-IPROF)			
Teaching staff: 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. Vujov, Tanja Z. Veljović, Ivana Ž. Gušić, Goran S. Rakić, Snežana D. Stanisavljević			
Course status: elective			
ECTS credits: 3			
Condition: -			
Course aim 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.			
Expected outcome of the course: Student needs to be able <ul style="list-style-type: none"> - To state the goals of interprofessional and collaborative practice - To learn how to function in an interprofessional team and carry this knowledge, skill, and value into their future practice, - To provide professional patient care as part of a collaborative team and focused on improving patient outcomes. - To provide patient-centered care in a collaborative manner. - To make joint team decision about patient treatment - To communicate effectively with other team members, relatives and community members. - To define priorities in patient treatment - To manage conflict situations - To demonstrate respect to other team members and patients - To demonstrate insight in personal role and responsibilities in patient treatment 			
Course description <i>Theoretical education</i> <i>General:</i> <ol style="list-style-type: none"> 1. Definition and significance of interprofessional education. 2. Worldwide experiences in teaching interprofessional education 3. Collaborative practice 4. Team- work 5. Team – work competencies 6. Interprofessional and collaborative practice competencies <i>Special:</i> <ol style="list-style-type: none"> 1. Acute coronary syndrom 2. Initial treatment of the trauma patient 3. Initial treatment of the poisoning 4. Diabetes mellitus 5. Primary prevention in somatology 6. Geriatrics- characteristics in the primary health care and pharmacotherapy. 7. Geriatrics functional changes in the old people 8. Small child in primary health care; pharmacotherapy in small child <i>Practical education: exercises, other forms of education, research related activities</i> <ol style="list-style-type: none"> 1. General uniprofessional workshops 2. Special interprofessional workshops Interprofessional simulated education - IPSE			
Literature 1. World Health Organisation: Framework for Action on Interprofessional Education and Collaborative Practice. Allied Health 2010; 39(3 pt 2):196–197.			
Number of active classes			Other classes
Lectures: 15	Practice: 30	Other types of teaching: Research related activities:	
Teaching methods: <ol style="list-style-type: none"> 1. Uniprofessional, multiprofessional and interprofessional teaching and learning methods. 2. Distance learning 3. Active learning 4. Teaching by simulation 			
Student activity assessment points (maximum 100 points)			
Pre-exam activity	points	Final exam	points
Lectures	10	Written exam	60
Practical classes	30	Oral exam	
Colloquium		Projects	
Seminars			