SURVEY-BASED PROJECT WHOSE GOALS WERE TO ASSESS VARIOUS HEALTHCARE STUDENTS’ READINES FOR IPE
SURVEY-BASED PROJECT WHOSE GOALS WERE TO ASSESS VARIOUS HEALTHCARE STUDENTS’ READINESS FOR IPE

1. Readiness for IPE
2. Readiness to teach other professions
3. Readiness to learn from other professions
4. Optimal time to institute IPE
5. Optimal number of professions per one IPE activity
6. Confounding factors that affect attitudes toward IPE:
   a. Specialty of interest
   b. Current clinical expertise (in-patient and out-patient)
   c. Age
   d. Gender
   e. More than one healthcare degree
   f. Previous IPE experiences
   g. Specialties’ preferences for IPE
LIST OF COLLABORATORS AND CO-AUTHORS OF THIS PRESENTATION:
**LIST OF COLLABORATORS AND CO-AUTHORS OF THIS PRESENTATION:**

<table>
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<th>No.</th>
<th>Name</th>
<th>University/Institution</th>
<th>Location</th>
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<td>Valeriy Kozmenko, MD, CHSE</td>
<td>University of South Dakota, Sanford School of Medicine,</td>
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<td>Cassandra Jackson, MS2,</td>
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<td>Julio Cesar de la Torre-Montero, RN, CNS, MSN, PhD</td>
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<td>Luis Lapao</td>
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PROJECT STATISTICS
### SEVEN COUNTRIES PARTICIPATED
Albania, Bulgaria, Poland, Romania, Spain, UK, and USA.

### PORTUGAL AND CHINA
Survey translated but was not distributed among the students.

### SURVEY TRANSLATIONS
Albanian, Bulgarian, English, French, Polish, Portuguese, Spanish, Chinese

### PARTICIPATING INSTITUTIONS
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IPE CURRICULUM DESIGN

1. Educational needs assessment
2. Target audience baseline assessment
3. Identifying the gap between ideal and current states
4. Formulating teaching goals and learning objectives
5. Identifying pre-requisites
6. Identifying content
7. Identifying teaching method
8. Identifying sequence of activities
9. Identifying assessment tool
10. Measuring outcome
11. Transfer of knowledge and skills
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INTERPROFESSIONAL EDUCATION
1. Countries have common and culture-specific needs in healthcare.

2. Likewise, IPE has common and culture-specific needs to address.

3. Learning objectives in the IPE are determined by the base-line level of the students and educational needs.

4. Teaching methods depend on the type of students, learning objectives, and educational needs.

5. Students’ teaching competency needs to be addressed (UK and Canada are already doing this)
THANK YOU
Q&A