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Interprofessional Education, Lessons from Indonesia

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Propositions

1. Considering faculty members' and students' perceptions toward IPE and IPC is an important preparatory step for successful and sustainable implementation of IPE. (this dissertation)
2. Faculty members teaching within IPE have an important function as role model of good interprofessional collaboration (this dissertation)
3. Interprofessional problem-based learning can stimulate students from different health professions to engage in the co-construction of knowledge and other collaborative activities to solve patients' problems. (this dissertation)
4. Students improved their 'soft skills' while they learn together as a team in community-based interprofessional education. (this dissertation)
5. Community based interprofessional education promotes equal participation among learner from different health professional background. (This dissertation)
6. Cultural hierarchy and unequal power relations among health professionals influence students' perception toward interprofessional learning and toward their collaboration within IPE (this dissertation).
7. Healthcare team collaboration does not just happen because health professionals come together for the purpose of patients' care as the collaborative process itself involves an initial stage of negotiation, ground rules and sharing and understanding of members' values (Thistlethwaite, et al. 2012)
8. Find a group of people who challenge and inspire you, spend a lot of time with them, and it will change your life (Amy Pohler)
9. "A little knowledge removes a lot of ignorance" (Ali ibn Abi Tholib)
10. "Teacher is a compass that activates a magnet of curiousity, knowledge and wisdom in the pupils" (Ever Garisson)
11. "I think one's feelings waste themselves in words, they ought all to be distilled into actions which bring results" (Florence Nightingale)