Interdisciplinary Educational Model that Incorporates Technology for Health Professions’ Students. Rubén García, Ph.D.; Jennifer Guzmán, Pharm.D.; Gloria Ortiz, ED.D; Mirna Pacheco, MA, Title V Project, Chancellor Office, Medical Sciences Campus, University of Puerto Rico, Puerto Rico

In view of the reduction of the clinical workshops and the necessity that the health professionals can orientate and educate the population for health decision making the Educational Component of the Title V Project has as a main objective that the students acquire the educational skills required in its curricula for the promotion, and health maintenance; and the prevention of illnesses. In estimating the students needs 76.4% is included in the health education component curriculum and 70% has done an educational activity. In the 25% this is not included. Approx. 50% presented difficulty in the preparation of the same. The most frequent health problems found are: diabetes, cardiovascular illnesses and hypertension, mental health and depression, cancer, and asthma. The Educational Component committed with the students and its community, promotes the interdisciplinary work, facilitates the learning of programs and technological skills and identifies the strength and areas to improve their speaking in public, illustrates the importance of a detailed planning for the achievement of the objectives of an educational activity and requests an electronic portfolio to each participating student from nursing, pharmacy and health professions programs. They were train in: the planning and implementation of educational activities (Planning of an Educational Discussion, Educational Strategies, Speaking in Public) and in the incorporation of the technology in the education: (The Creation of an Electronic Portfolio, Creation of a Poster Presentation in "Power Point" and Carrying your message through Publications. In addition they also prepared educational activities health related issues. Results: the training of approximately one hundred (100) students; the active participation of them in seven (7) Health Fairs; the preparation of one hundred (100) Portfolios, thirty-three (33) of them Electronic Portfolios as evidence of their continuous educational process and development. This portfolio will present a significant learning that permits interdisciplinary work in the construction of knowledge and works presented, showing competences and attitudes. It also collects experiences of reflexive learning favoring the expression and communication of the participant. In conclusion we have created an educational interdisciplinary model, innovative and creative. This model integrates students, professors and health professionals. Developing the learning as a social phenomenon where the students acquire the necessary elements to appropriate the knowledge through interaction with their peers, professors and the material. The above has been evaluated in an excellent way, because it provides an ideal setting for the acquisition of these educational skills providing these professionals the tools to offer the orientation and education to the population for its health decisions making. It is support by the program Title V of the Department of Federal Education through the "Grant" PO31SO10027PO.