Project Title :	Interprofessional team-based learning for health professional students
Leading University :	The University of Hong Kong
Participating UGC-funded University(ies) :	The Hong Kong Polytechnic University
Project Leader(s) :	Dr Lap Ki Chan, Li Ka Shing Faculty of Medicine, The University of Hong Kong

Layman Summary of Proposal

The goal of this three-year, cross-faculty, cross-institution project is to implement interprofessional education (IPE), which helps to break down barriers between professionals by putting students from two or more professions together to learn with, about and from one another. IPE enables effective collaboration among graduates of different professional programmes to improve overall health outcomes. To achieve these aims, we will use team-based learning (TBL) designed for students from the complementary health programmes of the two collaborating universities, The University of Hong Kong (HKU) and The Hong Kong Polytechnic University (PolyU). The structure of TBL enables students from different programmes to actively learn in small groups, even if the combined number of students in the participating programmes is large. The creation of a virtual learning space further helps students to learn and collaborate as teams to tackle complex clinical situations, not only during face-to-face sessions, but also whenever and wherever they have online access. Based on our experience on IPE, mixed mode of learning and active learning methods, this proposed project across multiple faculties within both universities would be the first large scale interprofessional education programme in Hong Kong. The impact on student learning, their reactions and their changes in behavior will be carefully evaluated. The experience from this project will be widely disseminated by conferences, workshops, and publications to promote the use of interprofessional learning through innovative practices.

Layman Summary of Final Report

The goal of this three-year, cross-faculty, cross-institution project is to implement IPE,

which helps to break down barriers between professionals by putting students from several professions together to learn with, about and from one another. IPE enables effective collaboration among graduates of different professional programmes to improve overall health outcomes. To achieve these aims, we used TBL to engage students from the complementary health programmes in the two collaborating universities: HKU and PolyU. The structure of TBL enables students from the 12 participating programmes to actively learn with, about and from one another in small groups, even if the total number of students is large. The resulted interprofessional team-based learning (IPTBL) programme is the first large scale interprofessional education programme in Hong Kong. In the past three years, the interprofessional team of teachers coming from the two universities have developed novel content materials for the six different sessions, each focusing on a clinical area where interprofessional collaboration is frequent and important. We have also developed an electronic platform for facilitating these sessions, which oftentimes have several hundred students learning together, though divided into small teams, in a large open learning space. The programme has been successfully launched in stages since 2016. The impact on student learning has been measured using validated instruments and has been found to be highly significant, i.e. students are better prepared to work collaboratively with students from other disciplines. The experience of successful implementation of interprofessional learning of a large number of students using TBL, with proven impact on student learning, is also useful to other teachers in the academic community who are also considering implementing IPE for their students.