

# Students' Performance and Perceptions of Online Interprofessional Education in Hong Kong

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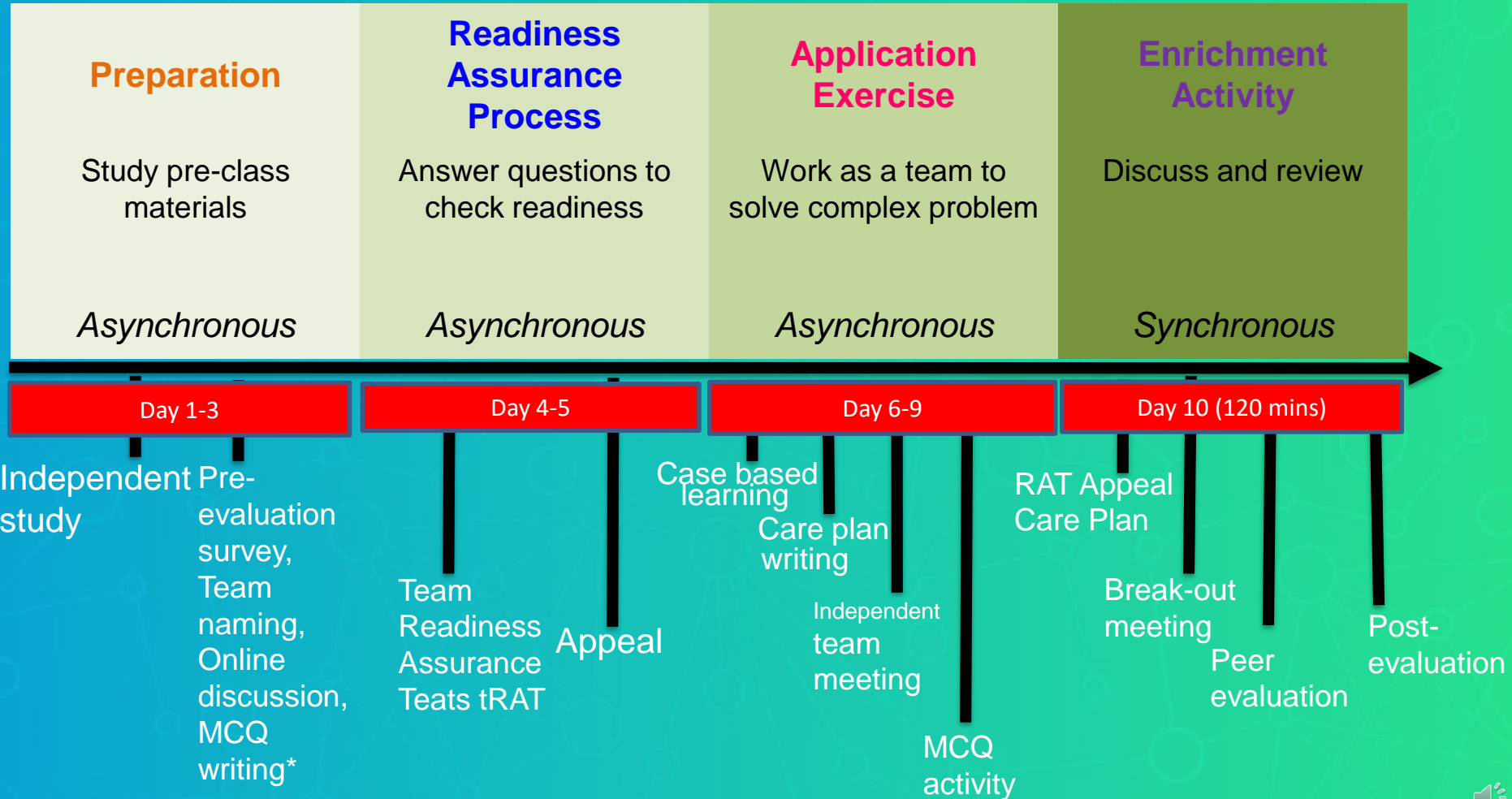


# Background:

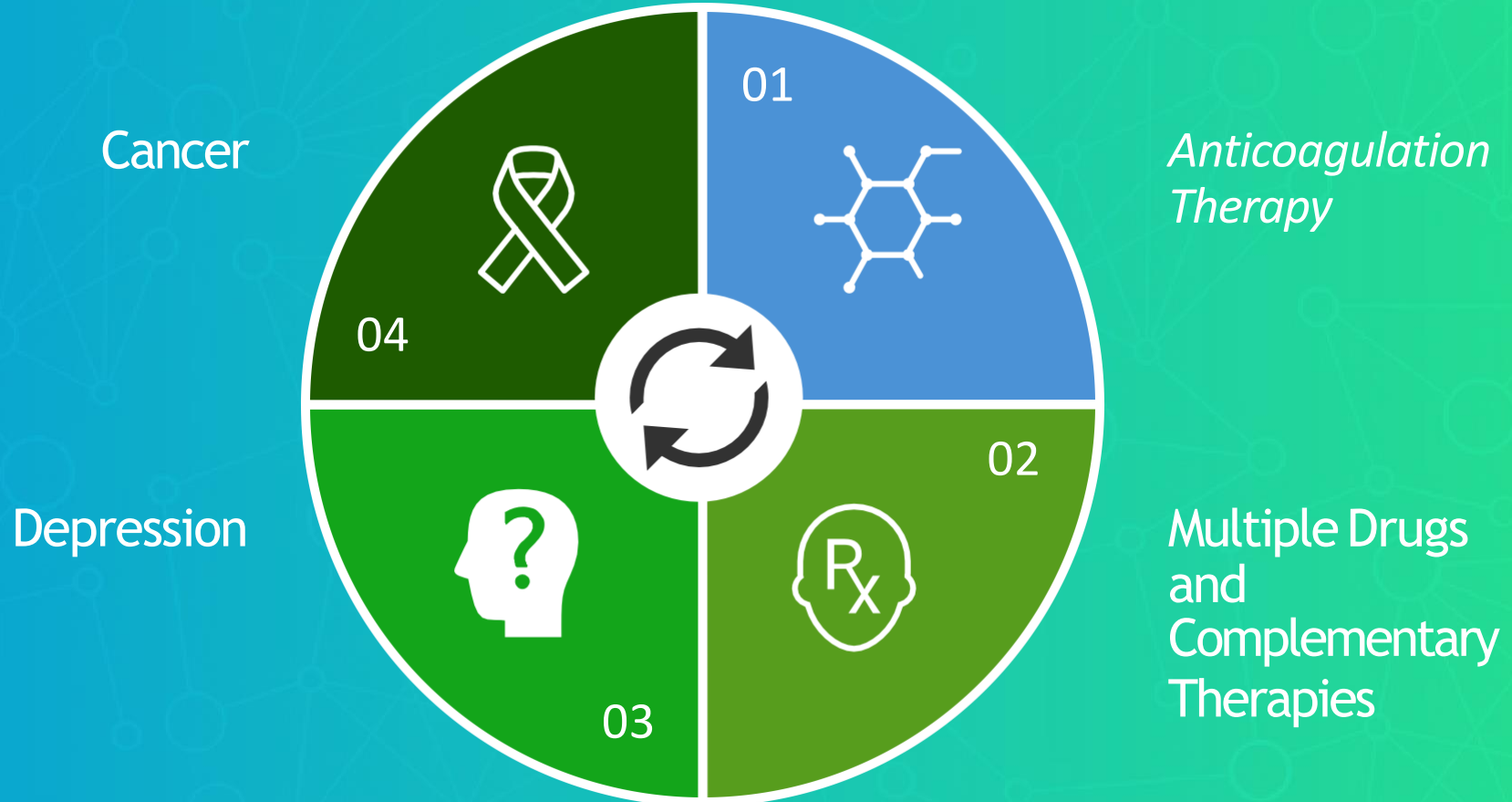
- Interprofessional education (IPE) represents a *transformative shift* in medical education
- IPE Aim: to train future healthcare workers to be **better collaborators**
- IPE Outcome: improved health outcomes for patients



# O-IPE design



# IPE Modules in 2020:





collaborate with students  
in other professions to  
identify and solve the  
clinical problems



compare the roles,  
responsibilities, and  
limitations of different  
disciplines in providing  
healthcare to patients



communicate my  
opinions to other  
disciplines and listen  
respectfully to their  
opinions regarding the  
care of patients



recognize the need  
to work  
collaboratively in the  
best interest of  
patients,



recognize that views held  
by other professionals  
are equally valid and  
important when providing  
care to patients



recognize the  
stereotypical views of  
other professionals held  
by themselves and  
others when caring for  
patients

# IPE

## Generic Learning Outcomes



# Distinguished how the online IPE developed the following skills among students after the intervention:

- 1 Collaborative decision making and problem solving
- 2 Teamwork and collaboration (e.g., team skills)
- 3 Open communication (e.g., ability to listen and express)
- 4 Negotiation and respect for the opinion of other disciplines (e.g., accommodate/reconcile differences in perspectives)
- 5 Interprofessional skills (e.g., being comfortable in team)



# Methodology:

- Six hundred and eighty-seven students
- Predominantly Chinese
- Three modules: multiple-drugs and complementary therapies, depression, and cancer.
- Using a pretest-posttest experimental design and qualitative responses
- this work aims to examine effects of the program to students in terms of achievement of generic interprofessional learning outcomes.

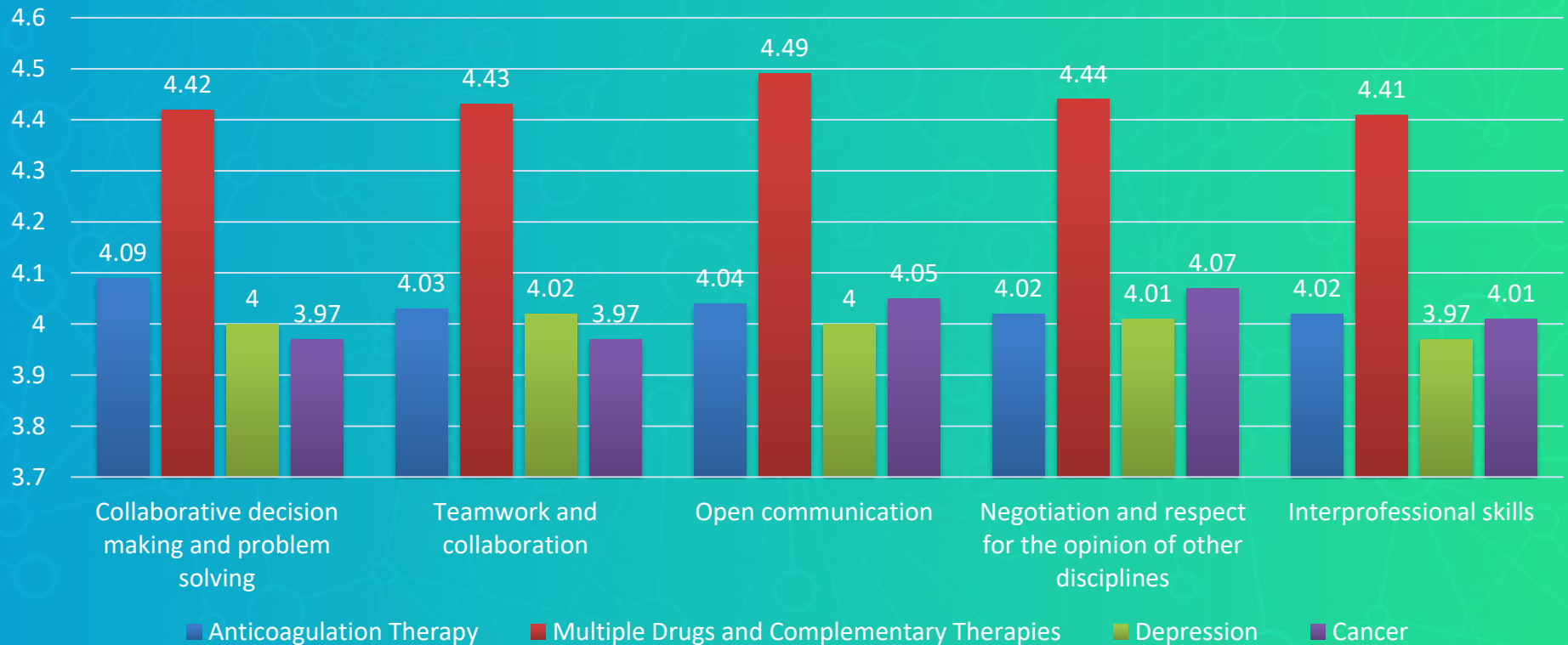
Participating Disciplines	Multiple Drugs and Complementary Therapies	Depression	Cancer
Chinese Medicine	6	20	15
MBBS	103	96	114
Nursing	95	90	93
Pharmacy	21		30
Social Work (Bachelor)		21	21
Social Work (Masters)		58	50
Total	225	285	323





# Results

## Extent of attainment of important interprofessional learning skills after the intervention



Notes:

Likert scale used: 1- to a very small extent, 2 – to a small extent, 3 – undecided, 4 – to a large extent, 5 – to a very large extent

Data collected at posttest

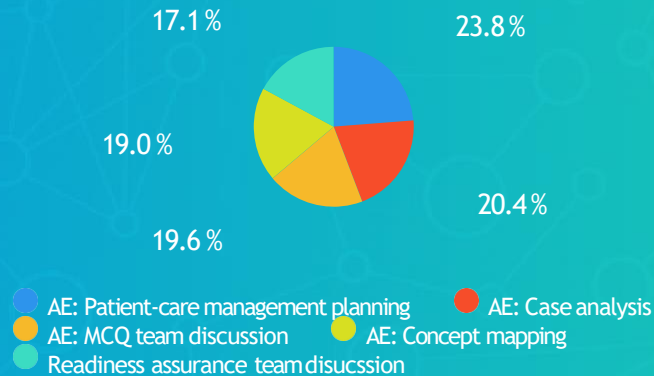




# Results

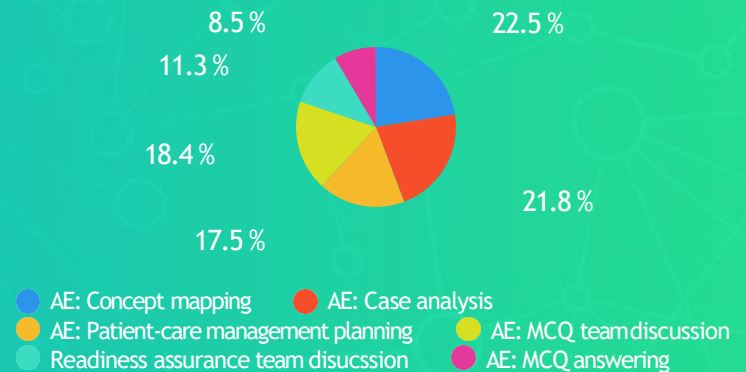
## IPE Depression

Specific team activities considered by the students as beneficial in achieving the goals of IPE (n=198)



## IPE Cancer

Specific team activities considered by the students as beneficial in achieving the goals of IPE (n=219)



# Results

- Significant increase of perceived attainment of IPE generic learning outcomes
- After the intervention. One IPE module was conducted in face-to-face implementation. Three IPE modules were implemented online: each around a clinical area which could engage students from complementary health and social care disciplines. Synchronous sessions were conducted at the end of each 2 weeks implementation period. Feedback was given to students reflecting the learning outcomes of the IPE programme.



# Conclusion

Despite some challenges in developing and implementing the IPE programme, our data and experiences showed that the online asynchronous and synchronous O-IPE model is acceptable. The significant increase of students' perceived attainment of IPE generic learning outcomes after the intervention showed the effects of the online IPE program in preparing students for collaborative practice. Factors that contributed to the success of transitioning to the online interprofessional education program for IPE are discussed.



# Acknowledgement

Dr. Linda Chan	BIMHSE, Department of Family Medicine & Primary Care
Prof. Amy Yin Man Chow	Department of Social Work & Social Administration
Dr. John Tai Chun Fung	School of Nursing
Dr. Fraide A. Ganotice	BIMHSE
Ms. Zoe Lai Han Ng	School of Nursing
Prof. Ui Soon Khoo	Department of Pathology
Ms. Angie Ho Yan Lam	School of Nursing
Dr. May Pui San Lam	Department of Pharmacology and Pharmacy
Ms. Rebecca Po Wah Poon	School of Nursing
Dr. Gill Harinder Harry Singh	Department of Medicine
Dr. George L. Tipoe	BIMHSE, School of Biomedical Sciences
Dr. Michael Ning Wang	School of Chinese Medicine
Dr. Abraham Wai	Emergency Medicine Unit
Dr. Gloria Hoi Yan Wong	Department of Social Work & Social Administration
Ms. Janet Kit Ting Wong	Department of Pharmacology and Pharmacy
Dr. Alan James Worsley	Department of Pharmacology and Pharmacy
Dr. Lin Xiang	School of Chinese Medicine

