HKU Med
LKS Faculty of Medicine
The University of Hong Kong
香港大學李嘉誠醫學院

Interprofessional Education
The University of Hong Kong

INTERPROFESSIONAL EDUCATION AND COLLABORATIVE PRACTICE

Providing better care through the transformative power of collaboration

www.ipe.hku.hk

ABOUT IPE

> *Inter-professional education occurs when two or more professions learn with, from and about each other to improve collaboration and the quality of care.*

Centre of the Advancement of Interprofessional Education (CAIPE) 2002

Dr George Tipoe:
INTRODUCTION TO IPE

Collaborative practice is critical to the optimal functioning of healthcare. As medicine becomes increasingly more specialized, inter-professional collaboration becomes more important. Effective inter-professional collaboration promotes the active participation of various disciplines in the management of patients. It fosters the culture of respect for the disciplinary contribution of healthcare team in providing optimal patient care to patients.

Collaborative practice is linked to prevention of medical errors, improved service efficiency, patient safety and satisfaction, and improved health outcomes. In light of this, at the LKS Faculty of Medicine of The University of Hong Kong, the integration of inter-professional education and collaborative practice (or IPECP) into curriculum serves as a means towards achieving the goal of preparing healthcare professions to become collaborative-practice ready. The IPECP is a cross-programme and cross-faculty initiative participated in by content experts and undergraduate students from Chinese Medicine, Medicine, Nursing, Pharmacy, Psychology, Education (Speech and Hearing) and Social Work.

In the real hospital setting, our healthcare profession is always faced with complex and novel situations such as the recent COVID 19 pandemic that has ravaged the world and put our healthcare system almost at the brink of collapse. It is imperative that we design our curriculum that promotes collaborative work amongst healthcare profession and breaking down silos in healthcare education, which in the end benefits our patients.

We hope that you will find this material informative which captures the richness of IPECP programme in The University of Hong Kong.

DR. GEORGE L. TIPOE
BIMHSE Director
BA, MD (U of the East); PhD (HKU)
Associate Professor
Assistant Dean (Enrichment Year)
LKS Faculty of Medicine, HKU
3917 9185 tgeorge @ hku.hk

Dr Fred Ganotice:
The IPECP Model

IPE aims to nurture a new breed of professionals who have high regard to inter-professional management of patients and are able to collaborate and synthesize their professional expertise to achieve the best outcomes for patients.

The implementation of comprehensive, evidence-based, and measurable three-tier IPECP model enables us to monitor the developmental trajectory of students' inter-professional competencies across time.

We want to see important inter-professional competencies developed among our students upon graduation: values/ethics for inter-professional practice, roles and responsibilities as member of healthcare team, respectful inter-professional communication, and valuing teams and teamwork in providing patient-centered care.

DR. FRED A. GANOTICE
Program Coordinator, IPECP
PhD in Educational Psychology
Senior Lecturer
BIMHSE
LKS Faculty of Medicine, HKU
3917 9814 ganotc75 @ hku.hk

COLLABORATING PROGRAMMES

HKU Med — LKS Faculty of Medicine, The University of Hong Kong 香港大學李嘉誠醫學院

HKU Med — LKS Faculty of Medicine, School of Public Health 香港大學公共衛生學院

HKU Med — LKS Faculty of Medicine, School of Nursing 香港大學護理學院

HKU Med — LKS Faculty of Medicine, School of Chinese Medicine 香港大學中醫藥學院

HKU Med — LKS Faculty of Medicine, Bau Institute of Medical & Health Sciences Education 香港大學鮑氏醫學及衛生教育研究所

HKU Med — LKS Faculty of Medicine, Department of Pharmacology & Pharmacy 香港大學藥理及藥劑學系

Faculty of Education, The University of Hong Kong

HKU SWSA — Department of Social Work and Social Administration, The University of Hong Kong 香港大學社會工作及社會行政學系

Department of Psychology, The University of Hong Kong 香港大學心理學系

Interprofessional Education
The University of Hong Kong

IPECP

The IPECP catalyzes the transformative shift in healthcare by breaking down silos in education and promoting inter-professional collaboration in providing patient-centered care. Through well-designed IPECP activities, students learn how to work together effectively by recognizing the expertise of other disciplines to complement their own expertise to deliver the highest quality of care.

Interprofessional Education and Collaborative Practice (IPECP)

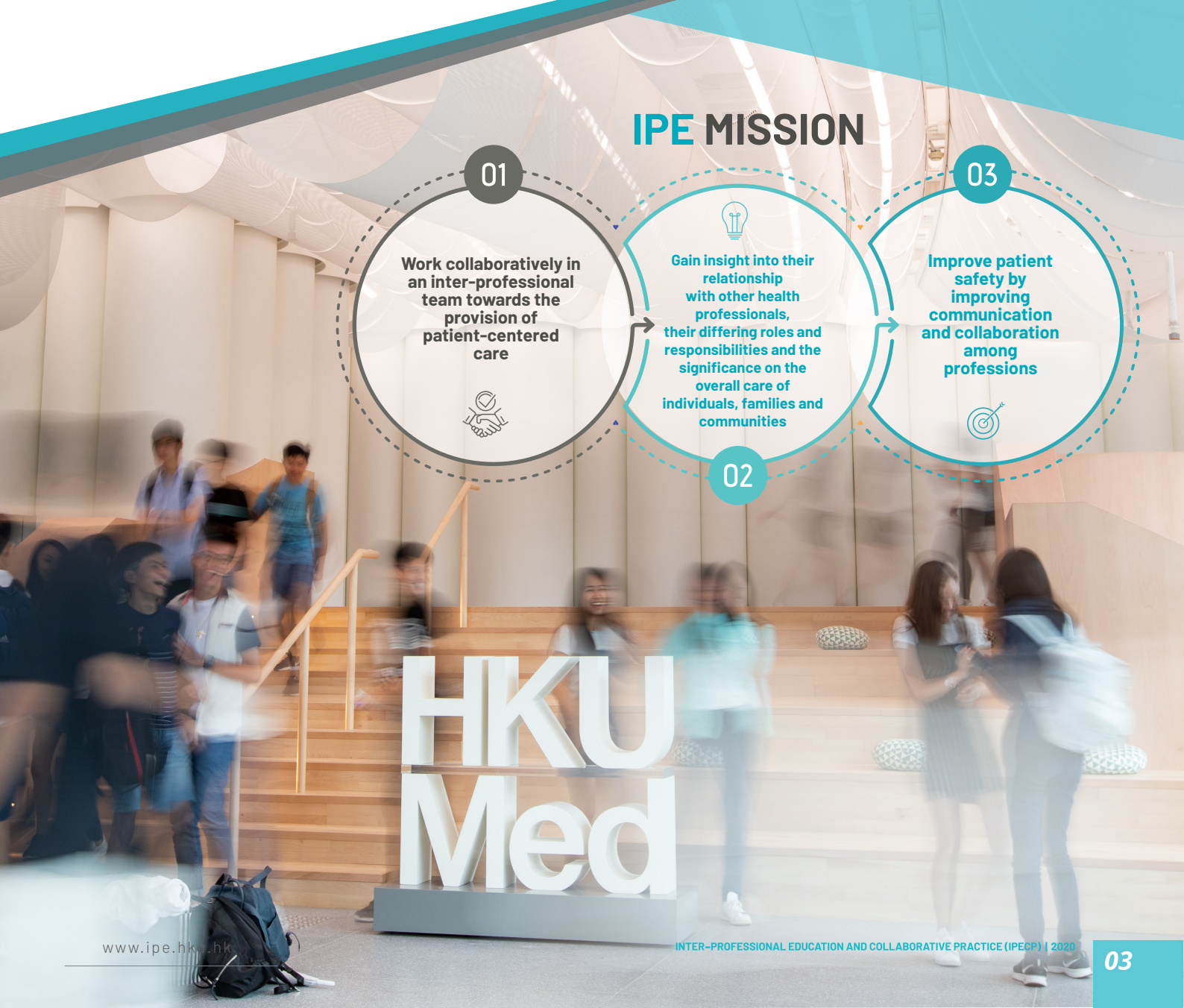
The Inter-professional Education and Collaborative Practice (IPECP) brings together students from health care and social care disciplines from The University of Hong Kong to learn with, about, and from one another for the best interest of their future patients. Inter-professional teamwork and collaboration is an important learning competency to help prepare future health professionals reshape both the process (e.g., from silos to inter-professional team-based care) of health care management and health outcomes. Central to IPE is to break down the traditional silos of health care learning through working together to improve patient health outcomes. It aims to develop communication skills among healthcare professionals and effectiveness of healthcare dispute resolution.

IPE MISSION

01 Work collaboratively in an inter-professional team towards the provision of patient-centered care

02 Gain insight into their relationship with other health professionals, their differing roles and responsibilities and the significance on the overall care of individuals, families and communities

03 Improve patient safety by improving communication and collaboration among professions



IPE TEAM

DR. GEORGE L. TIPOE
BIMHSE Director

BA, MD (U of the East); PhD (HKU)
Associate Professor
Assistant Dean (Enrichment Year)
LKS Faculty of Medicine, HKU

3917 9185 tgeorge @ hku.hk

DR. FRED A. GANOTICE
Program Coordinator, IPECP

PhD in Educational Psychology
Senior Lecturer
BIMHSE
LKS Faculty of Medicine, HKU

3917 9814 ganotc75 @ hku.hk

MR. KELVIN FAN
Research Assistant, IPECP

MSc in Psychology
BIMHSE
LKS Faculty of Medicine, HKU

3917 9074 fank @ hku.hk

MS. REBECCA LIU
Research Assistant, IPECP
BIMHSE
LKS Faculty of Medicine, HKU

3917 9904 rkwliu @ hku.hk

MR. FRANCIS TSOI
Senior Technical Officer
BIMHSE
LKS Faculty of Medicine, HKU

3917 9183 francistsoi @ hku.hk

Interprofessional Education
The University of Hong Kong

5/F, William MW Mong Block
21 Sassoon Road, Pokfulam,
Hong Kong

+852 3917 9814

ipecp@hku.hk

IPCP TASK FORCE

DR. LINDA CHAN
Department of Family Medicine and Primary Care
Clinical Assistant Professor

PROF. AMY CHOW
Department of Social Work and Social Administration
Professor

DR. BRIAN CHUNG
Department of Paediatrics and Adolescent Medicine
Clinical Associate Professor

DR. FRED GANOTICE
Bau Institute of Medical and Health Sciences Education
Senior Lecturer

DR. MAY LAM
Department of Pharmacology and Pharmacy
Lecturer

DR. PAMELA LEE
Department of Paediatrics and Adolescent Medicine
Clinical Associate Professor

DR. GEORGE TIPOE
Bau Institute of Medical and Health Sciences Education
Associate Professor

DR. KELVIN TO
Department of Microbiology
Clinical Associate Professor

DR. DANA VACKOVA
School of Public Health
Senior Lecturer

DR. JANET WONG
School of Nursing
Associate Professor

DR. PAULINE YEUNG
Department of Medicine
Clinical Assistant Professor

IPE CONTENT EXPERTS

ANTICOAGULATION THERAPY

MS. JESSICA CHEUK
School of Nursing
Lecturer

DR. JOHN FUNG
School of Nursing
Lecturer

MULTIPLE DRUGS AND COMPLEMENTARY THERAPIES

DR. PATRICK LEUNG
Emergency Medicine Unit
Clinical Associate Professor

MS. ZOE NG
School of Nursing
Lecturer

MS. ELIZA TAM
Department of Pharmacology and Pharmacy
Lecturer

DR. JIANGANG SHEN
School of Chinese Medicine
Professor

DR. GILL SINGH
Department of Medicine
Clinical Assistant Professor

MS. JANET WONG
Department of Pharmacology and Pharmacy
Lecturer

DR. ABRAHAM WAI
Emergency Medicine Unit
Clinical Assistant Professor

DR. ALAN WORSLEY
Department of Pharmacology and Pharmacy
Principal Lecturer

DR. LIN XIANG
School of Chinese Medicine
Assistant Professor

DEPRESSION

DR. CHRISTIAN CHAN
Department of Psychology
Associate Professor

DR. LINDA CHAN
Department of Family Medicine and Primary Care
Clinical Assistant Professor

CANCER

PROF. AMY CHOW
Department of Social Work and Social Administration
Professor

PROF. U.S. KHOO
Department of Pathology
Professor

DR. MAY LAM
Department of Pharmacology and Pharmacy
Lecturer

DR. SARAH CHAN
BAU Institute of Medical and Health Sciences Education
Lecturer

DR. SHERRY CHAN
Department of Psychiatry
Clinical Assistant Professor

MS. ANGIE LAM
School of Nursing
Lecturer

DR. PAULINE LUK
BAU Institute of Medical and Health Sciences Education
Lecturer

DR. ALINA NG
School of Nursing
Research Assistant Professor

MS. FIONA LEUNG
School of Chinese Medicine
Chinese Medicine Practitioner

DR. ABRAHAM WAI
Emergency Medicine Unit
Clinical Assistant Professor

DR. GLORIA WONG
Department of Social Work and Social Administration
Assistant Professor

MS. REBECCA POON
School of Nursing
Lecturer

DR. MICHAEL WANG
School ofChinese Medicine
Assistant Professor

DEMENTIA

DR. KAREN CHAN
Division of Speech and Hearing Sciences
Associate Professor

DR. POLY CHAN
School of Nursing
Senior Lecturer

DEVELOPMENTAL DELAY

DR. ELIZABETH BARRET
Division of Speech and Hearing Sciences
Lecturer

DR. CELIA CHAN
Department of Social Work and Social Administration
Associate Professor

DR. GLORIA WONG
Department of Social Work and Social Administration
Associate Professor

DR. GRACE YUEN
School of Nursing
Lecturer

DR. JACQUELINE YUEN
Department of Medicine
Clinical Assistant Professor

DR. VERONICA LAM
School of Nursing
Senior Lecturer

DR. WINNIE TSO
Department of Paediatrics and Adolescent Medicine
Clinical Assistant Professor

DR. ANITA WONG
Division of Speech and Hearing Sciences
Associate Professor

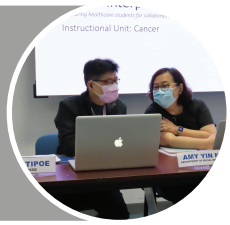
IPE MODULES

IPE on **Anticoagulation Therapy** underscores the importance of providing integrated and cohesive inter-professional collaboration in the management of patients receiving anticoagulation therapy in the primary care setting. This lesson utilizes the combined pedagogical strengths of team-based and case-based learning in preparing students to be collaborative-practice ready. The participants include students from Chinese Medicine, Medicine, Nursing and Pharmacy who are formed into inter-professional teams of five to seven members. A team of content experts facilitates the implementation of the learning activities.

IPE on **Multiple Drugs and Complementary Therapies** introduces the importance of inter-professional team approach in the management of patients to minimize the risk of drug interactions or adverse effects and promote medication safety.This lesson utilizes the combined pedagogical strengths of team-based and case-based learning in preparing students to be collaborative-practice ready. The participants include students from Chinese Medicine, Medicine, Nursing, and Pharmacy who are formed into inter-professional teams of five to seven members. A team of content experts facilitates the implementation of the learning activities.

IPE on **Depression** introduces to students the importance of inter-professional team approach to deliver holistic care for patients suffering from depression. Through authentic clinical case analysis, teams are guided on the importance of understanding the interface of various factors in managing patients suffering from depression.Using the combined pedagogical strengths of team-based and case-based learning, students are trained to be collaborative-practice ready. The participants include students from Chinese Medicine, Medicine, Nursing, and Social Work who are formed into inter-professional teams of five to seven members. A team of content experts facilitates the implementation of the learning activities.

IPE on **Cancer** provides training to students about collaborative management of cancer patients. Given the complexity of medical care of cancer patients, this lesson emphasizes the coordination of different healthcare professionals in the holistic management of cancer. This lesson utilizes the combined pedagogical strengths of team-based and case-based earning in preparing students to be collaborative-practice ready. The participants students from include Chinese Medicine, Medicine, Nursing, and Pharmacy who are formed into inter-professional teams of five to seven members. A team of content experts facilitates the implementation of the learning activities.



IPE on **Developmental Delay** underscores the importance of inter-professional team approach in the management of patients suffering from developmental delay. This lesson utilizes the combined pedagogical strengths of team-based and case-based learning in preparing students to be collaborative-practice ready. The participants include students from Chinese Medicine, Medicine, Nursing, and Pharmacy who are formed into inter-professional teams of five to seven members. A team of content experts facilitates the implementation of learning activities.

IPE on **Dementia** introduces to students the importance of inter-professional team approach to deliver holistic care for patients suffering from dementia. Through authentic clinical case analysis, teams are guided on the importance of understanding the interface of various factors in managing patients suffering from dementia. Using the combined pedagogical strengths of team-based and case-based learning, students are trained to be collaborative-practice ready. The participants include students from Medicine, Nursing, Social Work, and Speech & Hearing who are formed into inter-professional teams of five to seven members. A team of content experts facilitates the implementation of learning activities.

STEP 01

PRE-CLASS ACTIVITY

Allows students' engagement in IPE learning using a game-based learning approach, Kahoot, to understand the foundations of IPE.

STEP 02

APPLICATION EXERCISE

Use a mock clinical case to facilitate team-based processes and discussion. Students learn how to respect the opinions and values of others.

STEP 03

READINESS ASSURANCE TEST

Promotes interteam discussion and development of teamwork and collaboration among students.

STEP 04

ONLINE INTERACTIVE SESSION

Students obtain holistic feedback and interact with content experts (teachers) alongside other team members to facilitate IPE learning.

IPECP FRAMEWORK

Interprofessional Education
The University of Hong Kong

	TIER 1 GETTING TOGETHER IPE LITERACY	TIER 2 LEARNING TOGETHER IPE PRE-CLINICAL SIMULATION	TIER 3 WORKING TOGETHER IPE COLLABORATIVE PRACTICE
	LEARN	**PRACTICE**	**APPLY**
FOCUS	Knowing the fundamentals and scope of Interprofessional education and collaborative practice	Getting ready for Interprofessional collaboration through simulation.	Becoming an effective member of a healthcare team.
Public Health		Patient Care Project (PCP)	Health Research Project (HRP)
	IPE Literacy	Interprofessional Education(IPE)	ICP Clinical Simulation
Chinese Medicine:	Year II: BCHM2607 Medical Ethics and Professionalism in Chinese Medicine Practice	Year III: Chinese Internal Medicine BCHM4610 Evidence Based Practice and Public Health	Year IV: Clinical Attachment Block
Medicine:	Year I: Professionalism in Practice	Year IV: Junior Clerkship	Year V: Senior Clerkship
Nursing:	Year I: NURS1600 Getting into Nursing	Year III: NURS3301 Nursing Care of the Adult 3 Year IV: NURS4305 Gerontological Nursing	Year V: Clinical Reasoning in Practice
Pharmacy:	Year I: BPHM1122 Introduction to Pharmacy	Year II: BPHM 2123 Pharmacy Practice II Year IV: BPHM4149 Clinical Pharmacology and Advanced Clinical Pharmacy BPHM1121 Research Methods in Health	Year IV: BPHM1111 Anatomy, Physiology & Pathophysiology
Biomedical Sciences		BBMS 2011 Research Methods in Medicine and Health Sciences	
Social Work:	Year I: SOWK 1002 Introduction to Social Work	Year IV: SOWK4003: Advanced Social Practice 2 SOWK6300: Pre-placement Workshop	Year IV: SOWK4003 Advanced Social Practice 2
Speech & Hearing Sciences:	SHSC1033: Introduction to Communication Disorders	Year V: SHSC5035 Advanced Studies II: Interprofessional Practice & Multimodal Communication in Adult Settings	Year V: SHSC5032 Advanced Studies I: Inter-professional Practice & Multilin-gualism in Paediatric settings/ SHSC5035 Advanced Studies II: Inter-professional Practice & Multimodal Communication in Adult Settings/ SHSC 5041/ 5042 /5043/ 5044 Advanced Clinical Practicum 1-4
Psychology:		Year II: Ethics and Professional Issues	

CORE COMPETENCIES

COMPETENCY 01
VALUES/ETHICS FOR INTER-PROFESSIONAL PRACTICE

Work with individuals of other professions to maintain a climate of mutual respect and shared values.

COMPETENCY 02
ROLES/ RESPONSIBILITIES

Use the knowledge of one's own role and those of other professions to appropriately assess and address the health care needs of patients and to promote and advance the health of populations.

COMPETENCY 03
INTERPERSONAL COMMUNICATION

Communicate with patients families, communities, and professionals in health and other fields in a responsive and responsible manner that supports a team approach the promotion and maintenance of health and the prevention and treatment of disease.

COMPETENCY 04
TEAMS AND TEAMWORK

Apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient/population centered care and population health programs and policies that are safe,timely, efficient, effective, and equitable.

STUDENT VOICES

I like the interaction activities among members as we can read others students' answers and give replies. As students from different fields are gathered, we are able to view the questions in different perspectives. Hope all of you will enjoy and actively participate in the IPE programme! :)

- Jamilla Chan -
IU Depression (BSocialWork Y3 student)

IPE is an important programme to prepare us to provide holistic care to the patients in the future. During this programme, I really appreciate the opportunity to interact with other future HCPs. I learned how to function in an inter-professional team and apply my knowledge and skills in pharmacy in my future practice, ultimately optimizing patient outcomes. As future HCPs, you should seize this valuable opportunity to utilize your profession-specific expertise to collaborate with other students. Remember, joint decision making is of utmost importance in IPE and each student should not hesitate to share his/her views with others.

-So Wang Leong Kevin-
IU Multiple Drugs (BPharm Y3 student)

I like zoom meetings the most because it is during these meetings that I actually have real-time communication with my groupmates. Zoom meetings facilitate our discussion and enable us to answer the questions more effectively. Inter-professional collaboration can maximize patients' quality of care and care can be delivered more holistically and cost-effectively.

- Chu Pui Yan Michelle -
IU Cancer (BNurs Y4 student)

My favourite IPE activity was formulating a case management plan with students from other disciplines. It was a whole new experience to collaborate with students from other healthcare disciplines. This activity also allowed me to recognize the limitations of physicians and the merits of collaboration over division of labour alone.

- Madeleine Hsue-
IU Cancer (MBBS Y4 student)

I like the interaction in IPE the most because it fosters interdisciplinary communication that will certainly be helpful for us to formulate a better plan for the patients in the coming future.I hope the participants who will join IPE find it fun and useful!

- Chu Pui Yan Michelle -
IU Multiple Drugs (BNurs Y4 student)

Participating in Zoom meetings and creating concept maps would be the greatest part afterall for the IPE exercises. I was really impressed by the concept map we created together. The concept map was jointly created by people from different disciplines. Through the concept map, we could see the connections among professionals. I would say my biggest realization towards the IPE course is that collaboration across disciplines is greatly important in the workplace. At first I thought it would be difficult to communicate as the things we learned were totally different. However, I realized that the courses we studied somehow allowed us to understand the technical terms across disciplines and which discipline we should refer to in a specific situation.

- Samantha Lam -
IU Cancer (MSW student)