Background
Insufficient communication and lack of integration between medical departments led to many adverse events.

Purpose
The purpose of Interprofessional Education (IPE) is to educate students how to enhance their ability toward Interprofessional Practice (IPP) and improve healthcare outcome for patients through the teamwork.

Material and methods
Clinical teachers and students attended together at least three consensus meetings between medical departments for a patient-based situation such as bisphosphonate-related osteonecrosis of the jaws. The data about teaching and learning effect were collected with a 5-point (threshold based on expert validity as 3) questionnaire between November 2016 and September 2019. The outcome of two-way feedback between clinical teachers and students was evaluated with one-sample t-test by SPSS 23.0.

Results
38 questionnaires were collected for each patient-based situation. The average score was up to 3 for teachers assessing students and up to 4 for students assessing teachers. The improvement in knowledge and skill with the interprofessional training was found, for example, increase understanding of common morbidities and diseases (4.39 ± 0.59), improve communication skills with other professionals (4.37 ± 0.63), increasing the familiar to the referral process between medical departments (3.24 ± 0.63). The satisfaction of students with the interprofessional training was as follow: appropriately arranged learning content (4.58 ± 0.59), improve understanding of common morbidities and diseases (4.39 ± 0.59), improve cooperation and coordination with other professions (4.66 ± 0.58).

Conclusion
Our results indicated that interprofessional training for a patient-based situation had a positive influence on students’ ability of collaboration between medical departments. Several patient-based situations translated to IPE/IPP in our hospital were listed into a book and publication as the reference of teaching materials.