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INTRODUCTION
Collaborative innovation is pivotal to move global health forward. For this purpose, a number of public-private partnerships and philanthropic organizations were created but effective collaboration is often lacking. There is a critical need to develop among all stakeholders a holistic vision of the multiple factors that intervene in the translation of scientific knowledge into accessible and affordable care. This requires tremendous changes in the education of future health players, irrespective of their specific role in healthcare (1-6).

OBJECTIVE
Train the next generation healthcare actors to
1) translate scientific advances into innovative patient-centered standards of care,
2) help them understand the roles of different healthcare stakeholders, and
3) face the challenges and future transformations of medicine and healthcare systems.

RESULTS
Course participants: Our educational program attracted 80 participants from various Belgian universities and faculties (medicine, pharmacy, public health, basic sciences, engineering, economics and business) as well as young healthcare professionals (e.g. EC trainees) (Fig. 1 and 2).

Involved institutions in the learning process: the balance between academic and external experts (public health organizations and private companies) is safeguarded (Fig. 3).

Participants’ evaluation process: Students’ performance assessed by the quality of their dissertations and oral defences clearly indicated that they gained the expected knowledge.

Reported added value of the interdisciplinary education: The students’ feedback was unambiguously positive. Several of them stated that they acquired valuable knowledge, that they learned so much from working in interdisciplinary teams and at the intersection of disciplines and would recommend colleagues to attend the program.

DISCUSSION
Although we had to overcome the challenge of bringing together teachers and students from different horizons, our experience demonstrated the feasibility and the added value of interdisciplinary education to foster collaborative innovation across the healthcare landscape.

KEYWORDS
Educing the next generation’s health actors
Interdisciplinarity
Translational Medicine

REFERENCES
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