

Center for Medical Education

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General Summary

The Office of Educational Development was founded in 1999. Staff members were recruited from the School of Medicine. Its main interests were analysis of medical education reports published by the Ministry of Education, Culture, Sports, Science and Technology (MEXT), the Ministry of Health, Labour and Welfare, and medical associations; technical support of faculty, management of faculty development and education seminars; and the implementation of tutorials, objective structured clinical examinations (OSCEs), and community-based medical education programs in the undergraduate curriculum. However, many improvements have been required in our undergraduate medical and nursing education, postgraduate clinical training programs, and continuing professional development for healthcare workers. In 2005, the Office of Educational Development was reorganized as the Center for Medical Education. The Center consists of the Office of Medical Education, the Office of Nursing Education, the Office of Postgraduate Clinical Training, and the Office of Educational Development. Furthermore, the secretariat was set up in the Center in April 2006. The Office of Medical Education contributed to revisions of the undergraduate curriculum, to implementation of OSCEs in years 4 and 5, and to faculty development programs (writing multiple-choice questions, educational techniques in the clinical setting, and rater training for OSCE). The Office of Nursing Education contributed to faculty development programs for nursing teachers (physical assessment training). The Office of Postgraduate Clinical Training supported the management of residency programs and the implementation of faculty development programs for attending doctors belonging to the 4 attached hospitals. The Office of Medical Development helped establish of an e-Learning system for students and healthcare providers in the community, managed the simulation center, and implemented several continuing learning courses (auscultation seminar and physical assessment training courses) for district nurses in the community.

Research Activities

1. We promoted the development of community-based medical education and offered continuing professional development courses to healthcare providers in the community with a Supporting Grant for Interuniversity Educational Program 2008 from MEXT. This project was a collaboration of 4 medical schools (The Jikei University, Showa

University, Toho University, and Tokyo Medical University). In the project, we promoted staff development programs for the technical staff of medical schools and the restructuring of the e-Learning system used by students of the 4 medical schools. We also produced new electronic educational materials for basic clinical procedures, tutorial materials, and clinicopathological conference materials supplied via an intranet system to our medical students and postgraduate trainees.

2. We promoted community-based medical education for undergraduate medical students and nursing students and continuing professional development programs for health-care providers in the community with a Supporting Grant for Distinctive University Educational 2007 from MEXT. We included family medicine practice as a clinical rotation for 5th year students and implemented primary care and selected clinical training at community hospitals for students in the 2nd through 6th years. Students learned about the good patient-physician relationship, psychosocial aspects of patients, multidisciplinary cooperation, and the management of patients with chronic diseases in the community. We held 4 auscultation seminars, 7 physical assessment seminars, and an e-Learning course about palliative care at home to district nurses concerned with in-home care curricula of medical and nursing schools. This project was completed this year. We invited 2 raters from King's College London and Tokyo Medical University to observe our activities. We published a final report.

3. We implement 6 interprofessional educational programs to medical students: Community Service for the Handicapped Program (year 1), Care for Severely Handicapped Children, and Support for Child Rearing in the Community Program (year 2), Health Care at Home Program (year 3), Working at a Hospital Program (year 4), and Workshop for Teamwork Building at a Hospital (year 5). We published the contents of these programs as a review (see below).

4. Workshop for Teamwork Building at a Hospital: We organized workshops held in April (Nishishimbashi), June (Daisann), July (Kashiwa), September (Nishishimbashi), October (Aoto), November (Daisan), December (Kashiwa), and January (Nishishimbashi).

5. Contribution to other institutions of higher education (Faculty Development lecture and workshop): Tokyo Medical Association (October), MEXT (July), Ministry of Health, Labour and Welfare (January), Kyorin University (May and October), Kitasato University (June), Tokai University (September), Tokushima University (October), Kumamoto University (December), and Toho University (March).

Reviews

Fukushima O. Jikei University School of Medicine: An interprofessional medical education program. In: Watababe H, Koizumi M, editors.

Advanced initiatives in interprofessional education in Japan. Tokyo: Springer; 2010. p.49-56.