

Center for Medical Education

Osamu Fukushima, *Director and Professor*
Mariko Itsubo, *Professor*
Hisashi Onoue, *Associate Professor*
Masato Matsushima, *Associate Professor*
Hideki Sasaki, *Associate Professor*
Sugino Oishi, *Associate Professor*
Yoshio Ishibashi, *Assistant Professor*
Toshikazu Sakuyama, *Assistant Professor*

Naofumi Kimura, *Professor*
Tetsuya Kawamura, *Associate Professor*
Hideaki Kashiwagi, *Associate Professor*
Kazunori Utsunomiya, *Associate Professor*
Machiko Hirao, *Associate Professor*
Nobuyuki Furutani, *Assistant Professor*
Hiroyuki Takahashi, *Assistant Professor*

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 (MHLW), 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 undergraduate curricula. However, many improvements are needed in undergraduate medical and nursing education, postgraduate clinical training programs, and continuing professional development for health-care 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, and rater training for OSCEs). The Office of Nursing Education contributed to faculty development programs for nursing teachers (physical assessment training). The Office of Postgraduate Clinical Training contributed to the management of the residency program as active members of the faculty, the revision of Clinicopathological Conference (CPC) for doctors in postgraduate years 1 and 2, and implementation of faculty development programs for attending doctors belonging to the 4 attached hospitals. The Office of Medical Development contributed to the establishment of an e-Learning system for students and health-care providers in the community and to the implementation of several continuing learning courses (auscultation seminar and physical assessment training courses) for district nurses in the community.

Research Activities

1. Our proposal, "Develop community-based medical education and offer continuing professional development courses to health-care providers in the community," was selected to receive a Supporting Grant for Interuniversity Educational Program 2008 by

MEXT. This project was a joint proposal of 4 medical schools (The Jikei University, Showa University, Toho University, and Tokyo Medical College). In the project, we promoted staff-development programs for technical staff of medical schools and for restructuring of the e-Learning system used by students of the 4 medical schools. Showa University implemented staff-development programs for administrators of student affairs, Toho University investigated interprofessional education in health-care students, and Tokyo Medical College researched community-based medical education curricula in Japan.

2. We promoted “community-based medical education for undergraduate medical and nursing students, and developing continuing professional development programs for health-care providers in the community” with a Supporting Grant for Distinctive University Educational 2007 from MEXT. We extended family medicine practice in the 5th year of medical education from 3 days to 1 week and started primary care and selected clinical training at community hospitals for students in years 3 through 6. We provided 7 auscultation seminars to district nurses involved in the in-home-care curricula of medical and nursing schools.

3. Our program to encourage young community doctors to become clinical researchers received a Supporting Grant for Cultivating High Quality Health Care Professions According to Social Need 2007 from MEXT. Twelve young doctors learned about biological statistics, clinical epidemiology, and clinical research design via an e-Learning system and face-to-face workshops.

4. We published final reports of 2 studies, “An e-Learning system for undergraduate students and health-care providers in the community” and “Interprofessional education for undergraduate medical and nursing students,” which were also supported by educational grants from MEXT.

5. Risk-management and ethics workshops at attached hospitals. We organized workshops held in April (Nishi-shimbashi), May (Aoto), June (Daisan), July (Kashiwa), August and September (Nishi-shimbashi), October (Aoto), November (Nishi-shimbashi), December (Daisan), January (Kashiwa), and February (Nishi-shimbashi).

6. Contributions to other institutions of higher education: Faculty-development lectures and workshops were held at the Tokyo Medical Association (June and November), MEXT (July), MHLW (August, December, and January), Yamagata University (September), Kanazawa Medical College (November), Kyorin University (November and January), Tokushima University (November and January), Kumamoto University (December), and Kobe University (March).

Publications

Tohda S¹, Nitta Y², Fukushima O, Nara N¹ (¹Tokyo Med Dent Univ, ²Common Achievement Test Organization). Medical education and graduate-entry program in Australia (in Japanese). *Igakukyouiku* 2008; **39**: 367-9.

Nishigori H¹, Fukushima O, Nitta Y², Kouzu T³, Suzuki T⁴, Nara N¹ (¹Tokyo Univ, ²Common Achievement Test Organization, ³Tokyo

Women's Univ, ⁴Tokyo Med Dent Univ). Trends of graduate-entry programmers in the United Kingdom (in Japanese). *Igakukyouiku* 2008; **39**: 370-2.

Fukushima O. A direction of improving medical education in Japan (in Japanese). *Boseisei* **49**: 5-7.

Reviews

Fukushima O. Final report of the distinctive university educational program to support social needs supported by the MEXT. An e-learning system for undergraduate students and health-care providers in the community (in Japanese).

Tokyo: 2009

Fukushima O. Final report of the distinctive university educational program supported by the MEXT. The inter-professional education in undergraduate medical and nursing students (in Japanese). Tokyo: 2009.