

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 (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 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 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, educational techniques at clinical setting, and rater training for OSCEs). The Office of Nursing Education contributes to faculty development programs for nursing teachers (physical assessment training). The Office of Postgraduate Clinical Training supports the management of residency programs and implementation of faculty development programs for attending physicians belonging to 4 attached hospitals. The Office of Educational Development helped establish an e-Learning system for students and health-care providers in the community, manages 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. Our proposal, "Learning assessment system for advancing students' growth," was selected to receive a Supporting Grant for Implementing University Education and Supporting Student Learning Program 2010 by MEXT. This project aims to establish computer-based testing for cumulative tests in the Schools of Medicine and Nursing, and a

portfolio evaluation system to ensure that each student is fit to practice as a healthcare provider upon graduation. The first trial of computer-based testing in February failed because of problems in server programs and circumstances of the local area network. This project will continue for 3 years. The computer-based testing system will save the costs of printing test papers, and the portfolio system will nurture each student's fitness to practice.

2. We promoted "Develop 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 this 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. The project ended in 2010. We invited Professor Peter McCrorie of St. George's, University of London, to serve as an external rater in November. We published a final report.

3. We promoted "Research on Improvement of the National Examination for Medical Practitioners" with a Supporting Grant for Developing Community-based Medical Practice 2010 from the MHLW. We examined final OSCEs given at graduation in medical schools in the United Kingdom and offered our data to the MHLW.

4. We promoted "Research on Nurse Practitioners Working with Cancer Specialists (physicians and pharmacists)" with a Supporting Grant for Clinical Cancer Research 2010 from the MHLW. We investigated the roles of nurse practitioners in the United States and Taiwan and sent questionnaires to Japanese nurses about the necessity of nurse practitioners in Japan.

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

6. Contribution to other institutions of higher education (faculty-development lectures and workshops): Waseda University (May), Association of Healthcare Management (June), IMS Patient-Safety Seminar (July), Showa University Education Workshop (July), Tokyo Metropolitan University (August), Kyoto Red-Cross Hospital (August), Association of Occupational Therapy/Physical Therapy Schools in Kyushu (September), Nara Medical School (September), Teacher Training of Judo Therapy Schools held by the MHLW (September), Tokyo Medical University (September), Otaru Ekisaikai Hospital (October), Layering Seminar (October), Iwate Medical University (November), Kokura Rehabilitation School (November), Teacher Training of Occupational Therapy/Physical Therapy Schools held by the MHLW (January), Nara Medical School (February), and Daitobunka University (February).

Publications

Kobayashi-Nagata S, Koyama H, Asai A, Noguchi Y, Maeno T, Fukushima O, Yamamoto W, Koizumi S, Shimbo T. Experiences of alcohol-harassment among medical students. *Med Educ* 2010; **44**: 1213-23.

Reviews and Books

Sakai K, Sawai T, Takizawa T, Fukushima O, Shimada K. Historical development of the system of medical education and medical licensure and its effect on the evolution of medical schools

in Japan (in Japanese). *Igaku Kyoiku* 2010; **41**: 337-46.

Fukushima O. Editorial board (in Japanese). In: Nihon Igaku Kyoiku Gakkai, editor. White paper on medical education on 2010. Tokyo: Shinohara Syuppan Shinsya; 2010. p. 271.

Fukushima O. Evaluation method of problem-based learning tutorial (in Japanese). In: Nihon Yakugakkai, editor. Guidebook on Problem-based learning in pharmaceutical science students. Tokyo: Kagaku Doujin; 2011. p. 89-96.