

## 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 the 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 and 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. Furthermore, the secretariat was set up in the Center in 2006. The Center now consists of the Office of Medical Education, the Office for Nurse Career Support, and the Office of Educational Development. The offices contribute to undergraduate educational activities in both the medical and nursing schools, mandatory postgraduate clinical training, staff development in the 4 attached hospitals, and management of e-learning systems and simulation training centers for students, faculty, staff in attached hospitals, and healthcare providers in the community.

### Research Activities

1. Our proposal, "Learning assessment system for advancing students' growth," was selected by MEXT to receive a Supporting Grant for Implementing University and Supporting Student Learning Program 2010. 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. Although the first trial of computer-based testing failed last year because of problems of the local network, this year we administered tests to students in years 2, 4, and 5 with an improved computer-based testing system. The portfolio system is also working well. Feedback data to students from out-of-campus institutions are converted to PDF files, which are collected in the portfolio saver and are used for nurturing students' fitness to practice.
2. We promoted an Innovating University Education project supported by MEXT titled

“Research for Improvement in Medical and Dental Education.” In this project, we investigated quality assurance for medical education in the United Kingdom. We visited the General Medical Council, St. George Medical School, and the School of Medicine, King’s College. The General Medical Council requests self-evaluation forms to a school send external raters to the school, receives external evaluation forms written by external raters, and requests action plans to improve the school. This cycle is repeated every 5 years. Furthermore, these forms are made available on the Internet.

3. 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 Japanese physicians’ attitudes regarding the education of nurse practitioners by sending surveys to specialists (members of the Japan Society of Clinical Oncology) and generalists (members of the Japanese Primary Care Association and directors of clinical training programs for physicians).

4. We promoted “Historical Research on the Development of Medical Education in Japan” supported by a Grant-in-Aid for Scientific Research from MEXT. We investigated changes in medical education in Japan from 1945 to the present: reform by the General Headquarters of the Allied Forces just after the World War II, the introduction of the national licensure examination and postgraduate clinical training for interns, the creation of standards for establishing universities, changes in postgraduate clinical training, the proliferation of medical schools, implementation of the common achievement test system, and the introduction of institutional accreditation defined in the School Education Law. The research group published a book titled *History of Medical Education in Japan*.

5. Workshop for teamwork building at a hospital: We organized workshops held in April (Nishi-shimbashi), June (Daisann), 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): Ryukyu University Hospital (May), Nihon University Hikarigaoka Hospital (June), Teacher Training of Judo Therapy Schools held by MHLW (June), Wakayama Prefectural Medical School (July), Showa University (July and November), Nara Prefectural Medical School (September), Hyogo Medical School (September), Saitama Medical School (October), Fukui University (October), Ibaragi Nursing School (October), Ryukyu University (November), Tokai University (November), Tokushima University (December), Kokusai Iryoufukushi University (December), Teacher Training of OT/PT Schools held by MHLW (January), Japanese School Association of Judo Therapy (January), Daitobunka University (February), and School of Dentistry, Iwate Medical University (February).

## Reviews and Books

**Fukushima O.** Patient safety education: Inter-Professional Workshop at Jikei (in Japanese). *Iryo no Shitsu Anzen Gakkaishi*. 2011; **6**: 371-3.

**Sakuyama T, Okazaki F, Nakamura M, Komatsu K, Shiobara K, Fukushima O.** Home

medical support at Jikei Medical University (in Japanese). *Gan to Kagaku Ryoho*. 2011; **38** Suppl.1: 29-33.

**Fukushima O, Ito K.** Preparation of student practice at the workplace and student evaluation

(in Japanese). *Rinsyo Hogaku Semina*. 2011; **10**: 22-39.  
**Fukushima O.** Institutional reform on medical

education after the War II. In: Sakai T. History on Medical Education in Japan. Sendai: Tohoku University Press; 2012. p. 213-45.