

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 1) 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; 2) technical support of faculty and management of faculty development and education seminars; and 3) 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 bylaws of the Center were revised in 2013. The Center now consists of the Branch for Physician Professional Development Support, the Branch for Nursing Professional Development Support, the Branch for Simulation Education, the Branch for Community-based Medical Education, and the Branch for Educational Institutional Research. The branch for Doctor Career Support is subdivided into the Office of Undergraduate Medical Education and the Office for Educational Development. The Branches contribute to undergraduate educational activities in the medical and nursing schools and practical nursing schools, staff development in the university and 4 attached hospitals, and management of an e-learning system and simulation training centers for students, faculty, and staff in attached hospitals and healthcare providers in the community.

Research Activities

1. Our project “Establishing Systematic Medical Education for Implementing Clinical Clerkship” was given a Supporting Grant for Improving Clinical Clerkship According to a Global Standard for Medical Education Program 2012 by MEXT in 2012. To introduce systematic OSCEs to the Jikei University, the Center faculty researched year 3 and year 4 OSCEs used at the King’s College London Medical School.
2. Another Supporting Grant for Improving Clinical Clerkship According to a Global Standard for Medical Education Program 2012 was given by MEXT in 2012 to our project “Establishing an Accreditation System for Basic Medical Education Compliant to Global Standards.” In collaboration with Tokyo Medical and Dental University, the University of Tokyo, Niigata University, Chiba University, and Tokyo Women’s Medical University, we investigated the roles and functions of educational institutional research in

medical schools. Educational Institutional Research activity is important for collecting data about educational outcomes in the School of Medicine on making a self-evaluation form as a first step in the accreditation process.

3. Our project “Research on Nurse Practitioners Working with Cancer Specialists (physicians and pharmacists)” received a Supporting Grant for Clinical Cancer Research 2010 from the MHLW. We released research data on the quality of life of in-home patients serviced by nurse practitioners at the Japan Society for Medical Education conference in July.

4. Our proposal, “Building of General Practice Capability from Undergraduate to Life-long Learning: To Promote Clinical Research in the Community” was selected by MEXT to receive a Supporting Grant for New Paradigms: Establishing Centers for Fostering Medical Researchers of the Future Application 2013. The outline of the project is quoted from the proposal paper.

“A program should be developed for training physicians with the capabilities of making/implementing clinical research plans to solve issues by themselves arising from community healthcare and publishing evidence based on expertise of general clinical care (i.e., “broad-ranging diversity”) in a temporal axis from undergraduate to postgraduate/entire life by strong cooperation between the university and communities. This university has already introduced practical training, in which students can experience various medical needs in the community in a systemic manner early in their undergraduate education. Additionally, this university has conducted a clinical researcher training program for physicians who are engaged in community healthcare as continuing education. Therefore, this Project intends to develop and improve the school-wide system for training clinician researchers who are active in primary care settings and to establish centers for training human resources for community healthcare. These goals will be accomplished: 1) by expanding the “community healthcare experience training course” for undergraduate training and clinical training, 2) by creating a “general practice course” in the specialty training course (resident) in cooperation with a group of educational hospitals and facilities, 3) by establishing the coursework item “Primary care medicine for community healthcare” in the postgraduate physician’s course, and 4) by creating a combined program for the graduate and specialty training course (resident).”

5. Workshop for team-building at a hospital: We organized workshops held in May (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): Toho University School of Medicine (July), Showa University School of Medicine (August), Itabashi Medical System Group Patient Safety (August), Saitama Medical School (September), Kanazawa University School of Medicine (October), Hyogo Medical School (December), St. Marianna Medical School (January), Nara Medical School (January), Tokyo Medical and Dental University (February), Tohoku Bunka Gakuen University (March), and Nagasaki Nursing Center (March).