

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, 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 Physician Professional Development Support is subdivided into the Office of Undergraduate Medical Education and the Office for Educational Development. The Branches contribute to undergraduate educational activities in 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. In the activity, Dr. Okazaki and Professor Onoue engaged in preparation of a new clinical practice program for fourth-year students starting in 2017.
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 “Establish 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. Professor Fukushima joined the external evaluation teams as a vice-chair at Niigata University and as a chair at Tokyo Medical and Dental University in 2013 and as a member at the University of Tokyo in 2014. Associate Professor Nakamura joined the external evaluation team of Chiba University in 2014. She published a paper entitled “Quality assurance activity through questionnaire survey for graduates” as a special lecture at Sei-i-kai.

3. 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.” In the activity, Associate Professor Nakamura visited King’s College London to investigate the final objective structured clinical examination for medical students and the faculty development for general practitioners held at King’s College London. Professor Fukushima included dozens of institutions in the elderly in the community for medical care for the elderly program for third-year students starting in 2015.

4. Professor Fukushima attended the Workshop on Experiences of Asia Pacific Countries on the Healthcare Professional Regulation at the 11th International Conference on Medical Regulation on September 10 in London and introduced medical regulation in Japan.

5. Workshop for team-building at a hospital: We organized workshops held in May (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): Nara Medical School (April), Showa University School of Medicine (August), IMS Group Patient Safety (Aug), Fukushima Medical College (September), Ishikawa Nursing Center (October), Sapporo Medical College (November), Hyogo Medical School (November), Kawasaki Medical College (December), Showa University (December), Tokyo Medical and Dental University (February), and Toshima Medical Association (March).

Publications

Fukushima O. The quality assurance in basic medical education (in Japanese). *Igaku Shinko*. 2014; **79**: 2-5.

Fukushima O. Fitness to Practice (FtP) activities in U.K (in Japanese). *Nippon Naika Gakkai Zasshi*.

2014; **103**: 1956-61.

Fukushima O. The future of pharmacopedia: Education for health care providers (in Japanese). *Farumashia*. 2014; **50**: 1234-6.