

Center for Medical Education

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General Summary

The Office of Medical Development was established 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; the Ministry of Health, Labor and Welfare; and medical education associations; technical support of faculty; management of faculty development and educational seminars; and the implementation of tutorials, objective structured clinical examinations (OSCEs), and community-service programs in undergraduate medical education. However, many improvements have been required in our undergraduate medical and nursing education, postgraduate clinical training programs, and continuing professional development 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 (Director, Professor Kimura), the Office of Nursing Education (Director, Associate Professor Hirao), the Office of Postgraduate Clinical Training (Director Associate Utsunomiya), and the Office of Educational Development (Director, Professor Fukushima). Furthermore, the secretariat was set up in the Center in April. 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 held in June (writing multiple-choice questions) and December (rater training for OSCE).

The Office of Postgraduate Clinical Training helped evaluate the residency program and conducted faculty development programs in November and February. The description of our residency program for medical students has been updated on the university's Internet home page. We established a system for reviewing the mental and physical problems of trainees to allow them to carry out the program effectively.

Research Activities

1. Establishing an e-Learning system for undergraduate students and health-care professions in the community: Our proposal was selected as a "Distinctive university educational program according to social needs" by the Ministry of Education, Culture, Sports, Science and Technology in 2006. As the first stage of this project, we checked educational materials offered by intranet from the view point of authors' copyright.

2. Interprofessional Education: We presented an international session, “Problem-Based Learning in Interprofessional Education” at the 6th Asia-Pacific Conference on Problem-Based Learning held at the Tokyo Women’s Medical University in May. We visited King’s College School of Medicine in London to observe their interprofessional education program, especially in general practitioner offices, and hold discussions with the faculty in June and October. Furthermore, we invited Professor Roger Jones, chair of the Department of General Practice and Primary Care at King’s College School of Medicine, to present a seminar (November). Risk-Management and Ethics Workshops at attached hospitals were also held for interprofessional education. Professionals of many occupations attended the workshop. We organized workshops held in April (Nishi-shimbashi), May (Aoto), June (Daisan), July (Kashiwa), August and September (Nishi-shimbashi), October (Aoto), November (Daisan), December (Kashiwa), and January (Nishi-shimbashi).
3. Abuse of medical students: Our survey found that 68.5% of medical students experienced abuse during clinical practice. Several students reported that they had frequently been neglected by teaching physicians during clinical clerkships and that such attitudes discouraged them and decreased their motivation.
4. Advanced OSCE: We observed OSCEs at the graduate level held at Sapporo Medical College (September) and the School of Medicine, Okayama University (October), to investigate requirements in OSCE at medical licensure. Our research group held a symposium on Advanced OSCE in November.
5. Contribution to other institutions of higher education (faculty development lecture and workshop): Tokai University Hospital (April, September, and October); Kitasato University Hospital (April); Matsumoto Dental College (May); School of Medicine, Yamagata University (August); Tokyo Medical and Dental University (September and December); Kyouritu Pharmacy College (October and March); Japanese Association of Medical Education (November); School of Dentistry, Niigata University (December); Kanazawa Medical College (December), and the Occupational Therapy/Physical Therapy Association (January).

Publications

Nagata-Kobayashi S, Sekimoto M, Koyama H, Yamamoto W, Goto E, Fukushima O, Ino T, Shimada T, Shimbo T. Medical students abuse during clinical clerkship in Japan. *J Gen Intern Med* 2006; **66**: 212-8.

Fukushima O. Common achievement test (in Japanese). *Nihon Ishikai Zasshi* 2006; **135**: 560-2.

Fukushima O. CBT (in Japanese). *Showa Iga-kkai Zasshi* 2006; **66**: 63-7.

Itsubo M. Diagnosis and treatment of polycystic liver disease (in Japanese). *Sogo Rinsho* 2006; **55**: 1339-40.

Reviews and Books

Nagata-Kobayashi S, Sekimoto M, Koyama H, Yamamoto W, Goto E, Fukushima O, Ino T, Shimada T, Shimbo T, Fukui T. Medical students abuse during clinical clerkship. *Igaku-kyouiku* 2007; **38**: 29-35.

Fukushima O. New stream in undergraduate medical education 3: Common achievement test CBT. In: Japanese Association of Medical Education, editor. *White Paper of Medical Education in Japan*. Tokyo: Shinohara Shuppanshinsha; 2006. p.65-9.