# **Educational Development**

Throughout the past few decades, both health care delivery and medical education have undergone extensive changes. As a result, our department has been actively involved in educational development, in that we are expected to suggest strategies to reform medical education based on attainment targets. We are also responsible for the execution of proper educational evaluation. Our university has obtained several awards from Grant-in-Aid educational programs supported by the Ministry of Education, Culture, Sports, Science and Technology. Our department has been involved in the preparation of applications, execution, and assessment of these programs.



To date, the university has accumulated a number of achievements, including high recruitment and retention rates of its graduates within Hokkaido. Both schools carry out facility and clinical training with community health care as their primary focus.

#### 1. Interprofessional Education (IPE)

Hokkaido Prefecture is the northernmost of the four main islands comprising Japan and covers a vast geographical area. Hokkaido has an area of 83,000km<sup>2</sup>, nearly equal to that of Austria or twice the size of the Netherlands. The population of Hokkaido is about 5.3 million, similar to that of Denmark or Finland. The population density is 64 people/km<sup>2</sup>, which is very low at one-seventh that of the entire country. Hokkaido is a cold place with an average temperature of 9.5°C and is covered with snow in winter. It is notable that Hokkaido has many remote areas where medical resources are scarce.

To confront the medical problems in Hokkaido, we have stressed that cooperation among various health professions is vital, and the involvement of not only medical doctors but also a wide range of medical professionals is essential. Thus, since 2005, we have conducted interprofessional education (IPE) and residential community internship programs in remote areas.

The IPE goals are: 1) strengthening students' interest in community health care; 2) developing a deeper understanding of the community; 3) obtaining an appreciation and sense of empowerment; 4) developing a sense of mission and commitment to community health care. IPE and collaborative practice can contribute to alleviating some of the world's most urgent health problems. Through effective collaboration, health workers can jointly identify the key strengths and expertise of each member, which leads to resolving these problems (Fig.).

## 2. Faculty Development (FD)

Increasing demands on faculty to be creative and effective teachers, successful researchers, and productive

Professor:

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clinicians requires the faculty to obtain new knowledge, skills, and abilities in a relatively short period of time. Faculty development (FD) is recognized by many medical educational organizations as an essential support framework provided to faculty members to assist them in responding to the challenges of their multiple roles and evolving responsibilities. Our department is expected to play supportive roles in organizing FD programs such as teaching workshops and assessments, tutor-training programs, and other developmental programs. Currently, FD programs are executed five to six times a year.

#### 3. Curriculum Reform

We played a central role in the revision of the medical school curriculum for 2020. In this revision, based on outcome-based education, we sought to ensure an appropriate number of credits, a balance of subjects, and enhancement of clinical practice. At the same time, we have organized the timing of implementation of active learning, including problem-based group learning (PBL). Our department is involved in curriculum reform in cooperation with the executive committee.

#### 4. Educational Evaluation

Educational evaluation is directly linked to the improvement of education, increasing student motivation and teaching effectiveness. Our department plays a central role in conducting educational evaluation. We also aggregate evaluation data and investigate effective evaluation methods to encourage faculty self-improvement.

### 5. Educational Grants

Procuring educational grants supported by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) is very important in the development of our medical education, especially regarding community health care in Hokkaido. Our department is involved in not only application procedures but also program execution after grants have been received. We also investigate the effectiveness of evaluations regarding the progression of program execution.



Fig. Students are expected to foster a sense of mission toward community through IPE

# 6. Individual Research

# a) Masaki Sugimura

1. We implement our community-based undergraduate medical training program upon entry to the university. For the development of the program, we have conducted qualitative studies in view of the issues in remote and depopulated areas. Through evaluation of the present program, we expect that undergraduate program links to postgraduate and life-long education will lead to the development of the community.

2. Development of quantitative and qualitative methodologies to orientation for community-based health care that leads to improvement of physicians' distribution

We are developing an "interactive community health care education package" (including evaluation) that takes advantage of this characteristic and allows residents and learners to continuously engage in community health care, and we are researching educational strategies that will lead to the maintenance of a sustainable orientation toward community health care, the training of health care providers who will be responsible for community health care from a medium- to long-term perspective, and the securing of supervisors. We are also researching educational strategies that will lead to the training of medical personnel who will take charge of community medicine from a medium- to longterm perspective and the securing of medical supervisors through educational practices.

3. In spite of the fact that many reports on education technique for medical communication of nurses have been published, reports pertaining to general communication education for medical students are lacking. Therefore, we offer an educational method based on students' acquisition of medical interview techniques. We also focus on the development of systematic, comprehensive communication skills of students before they start to engage in professional communication education. To develop communicative education, we are engaged in the qualitative and quantitative analyses of this subject matter.

4. Simulation-based medical education (SBE) is an important method for stimulating students to learn through experience, repetitive practice, and reflection (Benjamin WB. 2013). I have a key role in planning and management of OSCE/CBT and Post-clinical-clerkship (Post-CC) OSCE as well as serve as a training evaluator.

5. Institutional Research (IR) refers to "research conducted within a higher education organization to provide information to support the planning, policy-making, and decision-making." A new IR-office is being established, and I play a key role in preparation of the specific contents of its activities in order to implement IR at this university.

#### b) Kyoko Isoyama

We are mainly researching methods of community medicine education for lower grades and strategies to improve the learning effect of community medicine practice. We are also analyzing the current situation in order to introduce psychosomatic medical education to our university.

The study found that the university's education is characterized by the incorporation of many community medicine-related topics from lower grades, as well as lectures and exercises that incorporate communication elements, such as group discussions. Given the strong connection between the concept of comprehensive community medicine and the concept of holistic medicine, and the importance of building rapport through communication, we believe that there are clues for the introduction and development of psychosomatic medicine education at this university in the current community medicine and communication education, and we are planning to introduce psychosomatic medicine education in our own courses. In my courses, I have incorporated many lectures on the concept of psychosomatic correlation and the importance of doctor-patient and inter-professional communication in actual clinical practice, using actual examples, and I have confirmed that students have gained much insight through reflection. Through this research, we reaffirmed the importance of psychosomatic medicine education and revealed that many opportunities and subjects for learning the importance of holistic medicine and communication are latent in everyday situations and general medical topics. We plan to continue our research through actual educational practices.

# List of Main Publications (September 2018 to August 2023)

See 2D Barcodes below

in Japanese



In English

