1. Please briefly describe the progress made in the implementation of your agreed workplan as WHO collaborating centre during the past 12 months (or the reporting period listed above). Please report on how each workplan activity was implemented, if any outputs have been delivered, if any results have been achieved and if any difficulties have been encountered during this time. If an activity has previously been completed, has not started yet, or been placed on hold, please indicate this.

Activity 1
Title: Better understanding and dissemination of WHO/WPRO initiatives in IPE and CP
Description: The Commission on Education of Health Professionals for the 21st Century has published an article calling for a global social movement in order to promote a new century of transformative professional education. The Commission recommended the promotion of IPE and trans-professional education as one of the ways to improve performance of instructional reforms in the transformative health professional education. The WHO HRH Policy is to scale up and transform health professions education to better address population needs in the 21st century.
There are several organizations that promote IPE/CP nationally or internationally. These academic organizations make a flexible inter-federation network and have international meetings on some regular basis, such as All Together Better Health (ATBH) and Collaborating Across Borders (CAB) annual conference. These conferences facilitate knowledge sharing and experience exchange, and to establish evidence-based IPE and CP in developed countries’ needs, but not focus on the introduction of IPE in response to developing countries’ needs that must fit with WHO policy. JIPWEN is one of the leading network organizations in the inter-federation network. For promotion of effective IPE to succeed, with JIPWEN convening and networking capacities through the communication with international and national governmental agencies of education and health sectors as well as international academic institutes, Gunma University will support the WHO global and regional strategy on promoting multi-sector collaboration in IPE and CP by organizing and planning international symposiums with WHO staff as well as actively participating in these international conferences.

Outcomes (Works):
Annual international symposium in terms of IPE and CP that the centre convened
1) The centre and JIPWEN member universities convened JIPWEN International Symposium “New ways to promote IPE”, 11 June 2016, with Convenor of the World Coordinating Committee for Interprofessional Education and Collaborative Practice in Maebashi.

International workshop that the centre participated and supported in terms of the workshop program
1) The centre sent three members of the staff to the Inter-professional Education workshop in Thailand organized by The Health Professional Education Foundation (NHPE) of Thailand and the WHO Country Office, 24, 25 November 2015, in Kanchanaburi Thailand. The members of the centre was invited as speakers to provide better understanding of IPE that can lead to collaborative practice. The organizer of this workshop will develop a guideline on IPE course based on their country context. The Centre will monitor the progress in
the development of their IPE programs.

International meeting that the centre and JIPWEN universities participated
1) JIPWEN universities attended the International Association for Medical Education (AMEE), 5-9 September 2015, in Glasgow to present the consensus-building in multi-professional case conferences and performance of collaborative practice in Japan.
2) JIPWEN university attended the Collaborating Across Boarders V, 29 September – 2 October 2015, in Roanoke to present the competency development in interprofessional work.
3) Two members of the centre attended The 30th Japan Association for International Health Congress 2015, 21 November 2015, in Kanazawa and contributed to the promotion of global health workforce with mindset of multi-professional collaboration.
4) The centre sent three members of the staff to the WHO Kobe Centre Consultation 2015 “Research for Policy Innovations for UHC and Ageing Populations: Transforming Health Systems to Meet the Holistic Needs of Older Persons”, 14 December 2015, and commented the importance of the educational approach and the research on the effect of IPE to avoid silo approach in HRH issues in terms of quality, equity, sufficiency, accountability and resilience of UHC.
5) JIPWEN university attended The 13th Asia Pacific Medical Education Conference (APMEC), in Singapore, 13-17 January 2016 to present the factors influencing interprofessional work.
6) JIPWEN university attended The 19th East Asian Forum of Nursing Scholars (EAFONS), 14-15 March 2016, in Chiba to present comparison of competency for collaborative practice between different hospitals.
7) Three members of the centre attended the “Third Hospital Quality and Patient Safety Management Course” organized by National Institute of Public Health and WPRO/WHO, as observers, 15 to 18 March 2016 at National Center for Global Health and Medicine. Through the communication with the participants, the importance of IPE in the patient safety was strengthened by the members.

Outcome (Lectures and presentations):
1) Haruta J, et al. (JIPWEN universities): How does the complexity of cases influence the consensus-building and objective-setting in multi-professional case conferences? International Association for Medical Education (AMEE), Glasgow, 5-9 September 2015.
2) Majima T, et al. (JIPWEN universities): Association between communication, competency for interprofessional collaborative practice, and team performance in Japan. International Association for Medical Education (AMEE), Glasgow, 5-9 September 2015.
5) Ichikawa S et al. (JIPWEN universities): Factors related to the subjective characteristics of interprofessional working in a tertiary care unit: a cross-sectional study. The 13th Asia Pacific Medical Education Conference (APMEC), Singapore, 13-17 January 2016.

Results:
The centre contributed to better understanding of IPE in the context of overall transformative scaling up of health professional education through these activities for health professional educators, health practitioners, administrative staff in education and health sectors at community, national, regional, and global levels.

Difficulty:
Nothing

Activity 2
Title: Collecting evidence for the effect of IPE on attitudes of learners and educators toward IPE and CP
Description: To disseminate IPE under the WHO HRH Policy to scale up and transform health professional education evidence for the concrete effects of IPE on improving the leaners’ attitudes to better address population needs in the 21st century and eventually health higher quality of the stakeholders must be required. However, there are few publications describing the evidence for the effect of IPE on the health workforce quality, since there have been few standard tools assessing it quantitatively. Gunma University has developed an instrument measuring the attitudes of various stakeholders towards IPE and CP. On the basis of robust networking of JIPWEN, Gunma University will share this information among JIPWEN universities and promote their research work in evaluating the efficacy of IPE programs. Under WHO’s coordination, Gunma University will coordinate and promote research activities of JIPWEN universities to collect evidence for the effect of IPE programs on attitudes of learners and educators toward IPE and CP. On the other hand, the collection of the evidence will be required to academic staff of the various health professions among various universities in the Western Pacific region, as IPE programs will be introduced in the region. Among those universities, under WPRO’s coordination Gunma University will promote their research work in evaluating the effect of IPE programs on attitudes of learners and educators toward IPE and CP in collaboration with JIPWEN universities.
Outcome:
The centre and JIPWEN Universities published six scientific papers in English. A scientific paper provides the evidence for the professional identity acquisition process from training facility to their professional identities. The original “Profession Identity Acquisition Process” model showed that “professional identity” was predicted by two factors, namely, “role and responsibilities” and “teamwork and collaboration”. These two factors were predicted by the factor “structure and function of training facilities”. This structure was not observed completely in two health professional students’ PIAP models. The importance of a parallel but not isolated curriculum on expertise unique to the profession was strengthened. Also the centre published the IPE-promoting process in a health professional University in the Western Pacific Region. The centre has promoted IPE initiative launched at the University of Health Sciences in the Lao People’s Democratic Republic. During the process of reviewing the curriculum implemented there, a community-based training program was found to be appropriated to be integrated into IPE program, then a four-year plan for embedding the IPE concept into the program was developed.

On the other hand, the Japan Association for interprofessional Education (JAIE), that JIPWEN supports as core members, launched a project to formulate the Japanese interprofessional competency framework. The process and the achievements of the initiatives were reported from JIPWEN member universities. Also review and challenges for multi-professionals, especially for health workforce issues in aging population, were reported.

Results:
The centre with JIPWEN universities contributed to provide the evidence of the effect of the transformative scaling up of health professional education through conducting these activities.

Difficulty:
Nothing

References:
Research papers in English

Activity 3
Title: Conducting literature review on the efficacy of IPE and CP
Description: Gunma University together with JIPWEN universities will conduct and develop biennially literature review on the efficacy of IPE and CP, to update and improve the IPE and CP, and report it to WHO. This activity will provide and update evidence for transformative scale up of health professional education.
Outcome:
An extensive review of the literature search in July 2015 and July 2016 was conducted. The centre used continuously the review protocol defining a review question, extensive search strategy and inclusion-exclusion criteria as same as that were used in the Transforming and scaling up health professionals' education and training: WHO guidelines 2013. The search strategy identified 297 potentially relevant citations. After screening 297 citations carefully, we determined that 16 new IPE studies were included in this update. Most of the study were cross-sectional study and comparative study that were designed pre- and post- intervention. Multiple ways of IPE intervention, such as virtual reality simulation, problem-based learning (PBL) and simulation-based training, were evaluated and analyzed. Also, IPE interventions were conducted in the various programs and clinical settings, such as palliative care or end-of-life care education, preventive medicine, patient safety program, emergency department or operating room. There are lots of study revealing that students of IPE programs show positive reaction, and IPE programs improve their attitudes and perceptions of one another, collaborative knowledge, communication skills and behavior change. However, there is still little evidence for evaluation of impact of IPE programs in developing countries, also the relevance of health workforce shortage or improvement of health services for community health needs, cost-effectiveness and benefits to patient care outcome.

Results:
The evidence of the efficacy of IPE program were provided and updated by this activity. This activity provided and updated evidence for transformative scale up of health professional education.

Difficulty:
Nothing

Activity 4
Title: Collaboration with Education Development Centers in Western Pacific Region introduces IPE, under the coordination of WHO
Description: WHO supports the establishment of Education Development Center (EDC). Under WHO’s coordination, Gunma University together with JIPWEN universities will visit the regional universities, collaborate with EDC, and share its experience in terms of IPE and CP by organizing joint workshops and lectures.

Outcome:
Before the workshop was held, the centre sent three members to the EDC, University of Health Sciences (UHS) in Lao PDR, 2 November 2015, to have a meeting on the development of the IPE initiative at UHS. The centre explained the toolkit and recommended that several additional descriptions should be made to embed an IPE concept into the community-based education program, “Community Health Field Work Project”. UHS and Gunma University had fruitful discussions and agreed to continue to maintain close cooperation.
Under WPRO’s coordination, the 2-days capacity building workshop and lecture were co-hosted by the centre and UHS Lao PDR, EDC, in Lao PDR on 28, 29 December 2015. The centre sent four members of the staff to the workshop. Thirty-one participants from faculty staff of UHS, including community supervisors, had a series of lectures and discussions. The lectures and discussions covered, 1) educational contents for the orientation being organized prior to the project, 2) the roles of supervisors for the program, and 3) evaluation tool for the IPE program. It was decided that UHS will start an IPE-integrated Community Health Field Work program in January 2016, and the centre and UHS will evaluate its educational effects. Moreover, both sides agreed to continue close cooperation in education and research activities.

Results:
The workshop provided the knowledge and experience concerning IPE and was expected to contribute to initiation of IPE in Lao PDR. The centre and UHS agreed the 4-year strategic action plan. In 2016 UHC implement IPE program which adapted their educational and social settings.

Difficulty:
Nothing

Activity 5
Title: Development of training course for educators and health practitioners  
Description: Gunma University has provided IPE curricula since 1999, and the achievement and the effect on attitudes toward IPE and CP in the undergraduate students have been demonstrated scientifically and quantitatively. The sustainable implementation and the scientific evaluation owe much to the gentle and careful guides for students and teaching staff. Gunma University translated those guides in English in 2011. Gunma University will develop training course for educators and health practitioners who are interested in the introduction of IPE curricula through the collaborative activities, especially in the Western Pacific Region. Furthermore Gunma University will propose to other member universities that they develop their own training courses since the curricula implemented in JIPWEN universities are diverse in their contents.

Outcome:
The centre with JIPWEN universities held IPE training course, Kusatsu Siminar 2015 at Kusatsu Seminar House, Kusatsu, Gunma on 25 August – 01 September 2015, in order to promote and support the development of IPE that can be adapted to fit various educational and social environments. Joint activities involved Domestic IPE Training Course for academic staff and practitioners, and International IPE program for AUF and GU 2015 at Kusatsu, An exchange program between students of Angeles University Foundation and Gunma University. Participants are seven faculty members from abroad, two from Indonesia, two from Lao PDR, and three from the Philippines; three undergraduate students from the Philippines; 11 faculty members from seven Japanese universities; 4 health practitioners from three Japanese hospitals; and 26 participants from Gunma University. Participants enjoyed meeting each other. Most of them expressed willingness to initiate or develop their own IPE programs in line with the Toolkit, and to report their progress to WHO CC

Results:
This activity supported expanding linkages with health professional education institutions and providing IPE training courses in Western Pacific Region including Japan and other regions. The centre discussed with participants from Lao PDR EDC about concrete plan to establish IPE program in their country, then expressed the willingness to visit their country to progress the IPE workshop activity in their University.

Difficulty:
Nothing

2. Please briefly describe your collaboration with WHO in regards to the activities of the WHO collaborating centre during the past 12 months (e.g. means of communication, frequency of contact, visits to or from WHO). Please feel free to mention any difficulties encountered (if any) and to provide suggestions for increased or improved communication (if applicable).

1) The centre sent a member to the “IN-HOUSE CONSULTATION ON 2016-2017 AGENDA FOR STRENGTHENING HEALTH WORKFORCE POLICY AND EDUCATION IN THE WESTERN PACIFIC REGION” as a Temporary Adviser in Manila, 14 December 2015. The member discussed with several Temporary Advisers and WPRO/WHO staff on the basis of the “Attributes and action domains to move towards UHC” in Universal Health Coverage: Moving Towards Better Health issued by WPRO July 2015 in order to support the regional and global health workforce strategies in the context of UHC for better health action framework.

2) The centre sent a member to the “High-level meeting on medical education reform towards profession-oriented medical education in Viet Nam” organized by Ministry of Health, Viet Nam and WHO Viet Nam, 18-19 January 2016, in Hanoi, Viet Nam. Viet Nam is undertaking education reforms in the health sector. In the meeting, the following four areas of reforms were discussed: 1) curriculum development, 2) faculty development, 3) development of a national quality framework, and 4) regulation of medical professionals. With regards to the first area of curriculum development, the member of the centre recommended interprofessional education as one of the competency-based educational approaches.

3) A member of the centre attend WHO meeting on Aging and Health Kobe, Japan, 5-6 July 2016 as a working group member. Before the meeting the member participated in two preceding teleconferences to discuss about 5-year strategy in terms of HRH issues in health agenda for aging population. The results of the meeting were finalized as Report to the Health Ministers Meeting in September 2016.
3. Please briefly describe any interactions or collaborations with other WHO collaborating centres in the context of the implementation of the above activities (if any). If you are part of a network of WHO collaborating centres, please also mention the name of the network, and describe any involvement in the network during the last 12 months.

1) WHO CC for Leadership in Nursing Development (PHL-13) offered a collaborative activity in terms of IPE and CP in April 2016. The centre was pleased to progress this collaboration and asked the concrete actions in the collaboration so that the centre will realize what can be done in the capacity of the centre.

2) A member of the centre discuss with the Director of WHO CC for Health Workforce Policy and Planning (POR-15) about HRH issues for aging population from viewpoints of education and health system planning during the WHO meeting on Aging and Health Kobe, Japan, 5-6 July 2016 on the basis of the experience and achievement of each WHO CC.

4. Please briefly describe any type of technical, programmatic, advisory or other support received from WHO during the past 12 months for the implementation of the agreed activities listed above (if any).

1) The centre received the advice from External Relations Officer, WHO Centre for Health Development (WHO Kobe Centre) regarding on the involvement of IPE and CP in the HRH issues in health agenda for aging population, 14 September 2015.

2) The centre received the advice from Coordinator of Integrated Service Delivery, WPRO regarding on the progress in the centre, especially for training course and publication, 11 December 2015.

3) The centre received the advice from External Relations Officer, WHO Centre for Health Development (WHO Kobe Centre) regarding on the progress in the centre, especially for collaboration through a staff of the centre, who retired from WHO/SEARO, 14 March 2016.

4) The centre received the advice from Assistant Director-General, Coordinators and staff of Department of Service Delivery and Security, Director and staff of Health Workforce Department in the HQ/WHO regarding on the progress in the centre, especially for the role of IPE in the patient safety and aging population’s health, 27, 28 June 2016.

5) The centre received the advice from new Responsible Officer of the centre, WPRO regarding on the progress in the centre, especially for training course, publication and application for redesignation, 7 July 2015.