

# The 1st Global Student Interprofessional Education Leader Camp

# EVENT REPORT BOOK

“Learning Together, Living Together, Joyful Together”



March 17–21, 2025  
Jeju Island, South Korea

 **Centre for Research and Training  
on Interprofessional Education**



WHO Collaborating Centre  
for Research and Training on Interprofessional Education





# About The Camp

**S**tudent leadership plays a pivotal role in advancing Interprofessional Education (IPE) and Collaborative Practice (CP). The Global Student IPE Leader Camp aims to provide students with the opportunity to develop the attitudes, skills, and knowledge necessary for effective collaboration grounded in multicultural human values.

The camp's lectures, workshops, and discussions explore an overview of IPE and CP, addressing their current state and future challenges through the lens of sociocultural diversity. Students will also present the IPE/CP landscape in their respective countries, identifying key challenges and the roles they envision as student leaders.



## During this camp, students learn about:

Assess the current state and future challenges of IPE

Acquire foundational skills and knowledge in IPE and CP

Discuss the roles students play in IPE and CP

Cultivate social sensitivity and multi-cultural human values



# Participating Universities



Cheju Halla University  
(CHU)  
Korea



Choonhae Health  
Sciences University  
(CHCU)  
Korea



Inje University  
(IU)  
Korea



群馬大学  
GUNMA UNIVERSITY

Gunma University  
(GU)  
Japan



Kangwon National University  
(KNU)  
Korea



Mongolian National University  
of Medical Sciences  
(MNUMS)  
Mongolia



University Malaysia Sarawak  
(UNIMAS)  
Malaysia

# Program Schedule

Day 1: Monday, March 17th

Time	Programs	Moderator	Speaker
9:00	Opening ceremony	Lee	Prefectural Assembly Member Representatives of each university
9:30	Registration (group allocation)	Suyakong	
10:00	Pre-course questionnaire	Akiyama	
10:30	Icebreaker Activities	Narantsetseg Nam	
11:00	Program outline	-	Lee
11:30	Special lecture 1: The role of IPE/CP in Healthcare	Lee	Nalliah
12:00	Lunch		
13:30	Case scenario 1/3: ICF based evaluation for people with SCI	Suyakong	JI
15:00	Break		
15:30	Our IPE experience 1/7	Faculty from GU	Students from GU
16:00	Our IPE experience 2/7	Faculty from UNIMAS	Students from UNIMAS
	Break		
17:00-	International culture Dinner	Moosim	



## Day 2: Tuesday, March 18th

Time	Programs	Moderator	Speaker
8:50	Warm-up activity	OK	
9:00	Special lecture 2: IPE competencies in collaborative practices	Lee	Thangarajoo
9:30	Our IPE experience 3/7	Faculty from CHSU	Students from CHSU
10:00	Our IPE experience 4/7	Faculty from MNUMS	Students from MNUMS
10:30	Break		
11:00	Case scenario 2/3: The role of health and care professionals for people with SCI	Lee	Lee Dogeon
12:30	Lunch		
14:00	Special lecture 3: Leadership in IPE/CP	Otsuka	Akiyama
14:30	Special lecture 4: Student leadership in IPE	Otsuka	Suyakong
15:00	Our IPE experience 5/7	Faculty from KNU	Students from KNU
15:30	Our IPE experience 6/7	Faculty from CHU	Students from CHU
	Break		
17:00	International culture Dinner	Moosim	

## Day 3: Wednesday, March 19th

Time	Programs	Moderator	Speaker
am	Visit a health-related facility in Jeju		
pm	Visit Chejuhalla University		
	International culture (Korean Charcoal sauna) Dinner	Moosim	

## Day 4: Thursday, March 20th

Time	Programs	Moderator	Speaker
9:50	Warm-up activity	OK	
10:00	Group discussion: What we learned from the site visit	Suyakong	
11:00	Case scenario 3/3: Role of IPE/CP in providing people with SCI with comprehensive care services from hospital to community	Akiyama	
12:30	Lunch		
14:00	Our IPE experience 7/7	Faculty from IU	Students from IU
14:30	Prepare for the tomorrow's presentation by university: Student leadership in IPE in our university		
18:00	International culture Dinner	Moosim	

## Day 5: Friday, March 21st

Time	Programs	Moderator	Speaker
8:50	Warm-up activity	OK	
9:00	Student leadership in interprofessional education in my university: 10 min presentation in each university	Suyakong	
10:30	Post-course questionnaire Questionnaire about psychological safety	Akiyama Suyakong	
11:00	Closing ceremony Certificate Comments Group photo	Suyakong	Representatives of each university, Mentors, sponsors
12:00	Check out		

# Welcome message

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It is a great honour to host the 1st Global Student Interprofessional Education Leader Camp. This event is even more special as it takes place in the beautiful Jeju. Special thanks to Professor Lee Bumsuk from Gunma University (Japan) for the dedicated preparation and to Director Kim Dong-hoon from Atlas Training Center for the support for this event.

Treating a patient requires not only doctors and nurses but also the collaboration of various professionals, such as physical and occupational therapists and radiologists. At times, multiple experts work together in treatment, even integrating both Western and traditional Korean medicine. In such cases, effective collaboration and communication are essential, ensuring that the patient remains at the center of care, ultimately enhancing the quality of medical services and increasing patient satisfaction. To achieve this, it is crucial not only to assert one's own expertise but also to understand the diversity of other professions. Mutual trust, emotional sensitivity, and the ability to engage in meaningful dialogue are key elements.

Hopefully, in beautiful Jeju, everyone can momentarily set aside the demands of rigorous learning and take in the vast, clean blue sea, expansive meadows, and towering forests. May nature bring inspiration and reveal its hidden beauty and purity, leaving all with a warm heart upon returning home. Once again, it is a pleasure to hold this event in Jeju, and there is great anticipation for the possibility of a 2nd camp in the future.

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## Ms. Kang Ha Yung

Council Member of the Health Welfare and Security Committee of the Jeju Special Self-Governing Province

# Message From the University Lectures



**Dr. T. Saraswathy  
Thangarajoo**

Collaborate effectively with  
healthcare professionals to  
reduce medical incidents.

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University Malaysia Sarawak  
**Malaysia**



**Prof. Jeehee KIM**

Enjoy ourselves while  
learning about IPE  
together.

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Kangwon National  
University  
**Korea**



**Assistant Prof. Ryoto  
Akiyama**

Effective collaboration  
among healthcare  
professionals is essential for  
enhancing patient care.

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Gunma University  
**Japan**



**Prof. Young-Sil Bae**

I hope this training will be  
very effective and fruitful.  
Good luck to everyone.

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Choonhae Health  
Sciences University  
**Korea**



# Message From the University Lectures



**Dr. Dayang Zuraina Binti  
Abang Haji Kashim**

Take the time to get to know one another, as this is the first step in learning about IPE.

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Universiti Malaysia Sarawak  
**Malaysia**



**Dr. Azjargal Baatar**

Learning together and supporting one another is essential for understanding collaboration.

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Mongolian National University  
of Medical Sciences  
**Mongolia**



**Prof. Soo Gyung  
Chae**

IPE helps you determine the best options for your patients' care.

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Cheju Halla University  
**Korea**

# Special lecture 1



## The role of IPE/CP in Healthcare

Interprofessional Education (IPE) involves learning with, from, and about each other to enhance collaboration and improve health outcomes. Collaborative healthcare practice is essential for ensuring effective teamwork and patient-centered care. The WHO Framework for Interprofessional Education and Collaborative Practice (IPECP) emphasises the need for a workforce that is ready for collaboration, integrating health and education policies to strengthen healthcare systems.



The benefits of IPECP include improved patient safety and quality of care, reduced healthcare costs and hospital stays, and increased job satisfaction among healthcare professionals. To support IPECP, institutions must adopt supportive management practices, update curricula to foster interprofessional learning and engage key champions in educational settings.

**Prof. Sivalingam Nalliah**  
International Medical University,  
Malaysia

# Special lecture 1

Integrating IPE into undergraduate education prepares students for real-world collaborative environments, enhances their understanding of diverse professional roles, and improves patient care outcomes through effective teamwork and communication. However, challenges such as professional silos in healthcare education and resistance to curricular changes must be addressed to ensure successful implementation.



## Future directions

Focus on ongoing enhancements in curricula and broaden learning opportunities through technology and virtual collaboration.



## Key strategies

Embedding IPE within existing curricula, training faculty in principles, and utilizing active learning methods such as simulations and case-based learning.



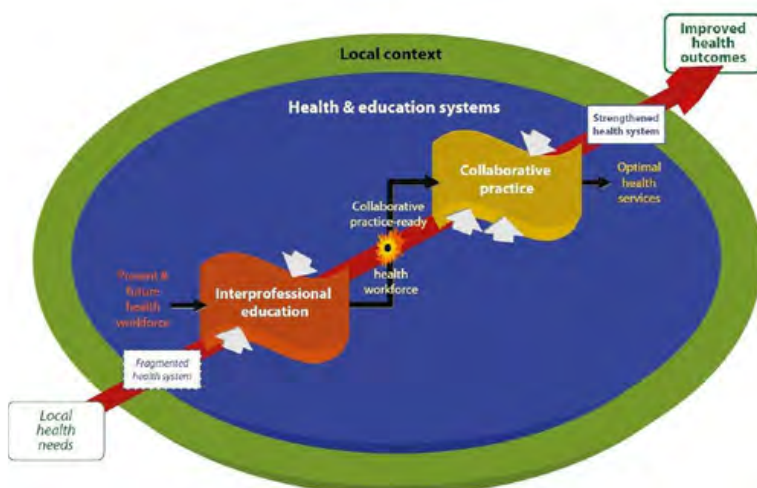
## Promoting teamwork

educational institutions must prioritise IPE integration into undergraduate programs, ensuring a well-prepared, collaborative workforce for the future.



## Fostering collaboration

By fostering collaboration, IPE strengthens teamwork, enhances communication, and promotes a deeper understanding of diverse roles



IPECP plays a crucial role in fostering teamwork among health professionals by enhancing communication, mutual respect, and shared decision-making. It helps create a more cohesive healthcare workforce, ultimately leading to improved patient care and safety.



# Special lecture 2



## IPE competencies in collaborative practices

□ Interprofessional Education (IPE): Occasions when members or students of two or more professions learn about, with and from each other, to improve collaboration, and the quality of care and services.

Introduction IPE:

- Parallel to the global medical education wave of "Learning together to work together for Health" (WHO, 1988)



- To provide team-based patient care
- Key issue to be addressed among future healthcare professionals

**Dr. T. Saraswathy THANGARAJOO**  
Senior Lecturer, Faculty of Medicine and  
Health Sciences, University Malaysia  
Sarawak, Malaysia

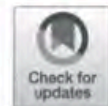
# Special lecture 2

Prof. T.Saraswathy THANGARAJOO presented her research work and some research questionnaire.

## RESEARCH ARTICLE

## Open Access

### Self-assessment, attitude and perception of interprofessional learning in hospital acquired infection control practices among health professionals in Klang Valley, Malaysia



Saraswathy Thangarajoo<sup>1,2</sup>, A. M. Rosliza<sup>3</sup>, Sivalingam Nalliah<sup>4</sup>, Jalina Karim<sup>5</sup>, Shamarina Shohaimi<sup>6</sup>, S. Ramasamy<sup>7</sup> and S. Amin-Nordin<sup>1\*</sup>

Objectives of the study: To determine significant differences between doctors and nurses in

- Self-assessment, attitude, and perception of IPE
- Selected demography factors, on SA, attitude, and perceptions of IPE aspects

#### SIGNIFICANCE OF THE STUDY

Doctors and Nurses in the current study had undergone their training in traditional profession-specific programs

There is little evidence to show that they have formal exposure to IPL in their training

All health professionals to be clear and know the value of IPL.

They need to be trained in IPL approach as they are also supervising students in clinical areas to minimise the gap in IPL approach

IPECP plays a crucial role in fostering teamwork among health professionals by enhancing communication, mutual respect, and shared decision-making. It helps create a more cohesive healthcare workforce, ultimately leading to improved patient care and safety.

#### Communication and Teamwork scale

Item	Strongly agree	Agree	Disagree	Strongly disagree
22 I feel uncomfortable taking the lead in a group.	1	2	3	4
23 I am able to become quickly involved in new teams and groups.	1	2	3	4
24 I have difficulty in adapting my communication style (oral and written) to particular situations and audiences.	1	2	3	4
25 I prefer to stay quiet when other people in a group express opinions that I don't agree with.	1	2	3	4
26 I feel comfortable working in a group.	1	2	3	4
27 I feel uncomfortable putting forward my personal opinions in a group.	1	2	3	4
28 I am comfortable expressing my own opinions	1	2	3	4

#### Results on analysis of scores on the 4 IPL aspects





# Special lecture 3

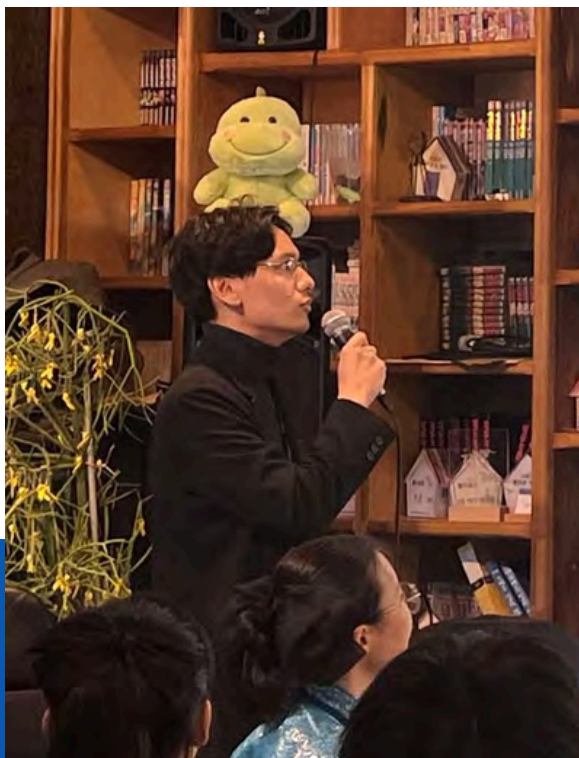


## Leadership in IPE/CP

**Interprofessional Education (IPE)** occurs when two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes.

**Collaborative Practice (CP)** occurs when multiple health workers from different professional backgrounds provide comprehensive services.

**WHO Initiative:** The World Health Organization (WHO) pioneered the need for IPE/CP and presented important reports on IPE/CP



### Leadership in IPE/CP

- The role of the team leader is essential to promote effective multidisciplinary collaboration.
- Healthcare fields widely recognize leadership's strong influence on team medicine.
- There are different leadership models.  
e.g., Directive Leadership and Collaborative Leadership

**Ryoto AKIYAMA**

Assistant Professor, Graduate School of Health Sciences, Gunma University, Japan



# Special lecture 3

Assistant Professor. Ryoto AKIYAMA presented Leadership in IPE/CP and the research questionnaire.

## Summary

- The leadership is one of the key elements in effectively promoting IPE/CP.
- Collaborative leadership is an important leadership model.
- The more functionally effective collaborative leadership is, the more effectively interprofessional collaboration within the team.



### Clear Instructions

The leader gives clear instructions, and other members are expected to follow them. The leader holds decision-making authority.



### Top-Down Communication

Communication is primarily one-way, and opinions or feedback are not often sought.

## Directive Leadership



### Efficiency

Directive leadership is particularly effective in situations where quick results are needed or where rapid decision-making is required.



### Low Flexibility

Team member's opinions and suggestions are not often incorporated, and following instructions is the most important.

## Collaborative Leadership



### Collaborative Decision-Making

The leader values the opinions of team members and makes decisions together with them. Ideas and suggestions proposed by members are actively incorporated.



### Process over results

Emphasis is also placed on the process and team growth. Improving teamwork leads to long-term success.



### Interactive Communication

Communication is interactive, allowing for free exchange of opinions between the leader and subordinates.



### Flexibility and Adaptability

It is important to adapt the approach flexibly according to the situation. The leader must have the flexibility to incorporate new ideas and methods.

# Special lecture 4



## Student leadership in IPE

### Critical Goal of IPE

“To understand actual collaboration among professions and gain experience in interprofessional teamwork”

### 📌 Why is this important?

“Effective teamwork leads to better patient care”

### The Current Situation of IPE

Some students are not interested in IPE.

- They may not understand the importance of IPE in their future careers.
- They focus only on natural science courses or their own discipline specific skills.



### Chidawan SUYAKONG

Master (2nd), Gunma University, Japan  
Faculty, Chiang Mai University, Thailand

# Special lecture 4

Chidawan SUYAKONG presented Student leadership in IPE

Practical Steps to Becoming a Student Leader in IPE

- Build Awareness and Understanding of IPE
- Create a Collaborative Team Culture
- Be a role model

## Two Key Types of Collaborative Leadership in IPE

1

### Shared Leadership (Everyone takes part)

**Key Characteristics:**

**Shared leadership**

: Leadership roles change based on expertise

**Teamwork & Responsibility**

: Everyone is responsible for decisions and outcomes together

**Encouraging Participation**

: All members are empowered to contribute their ideas and skills

2

### Team Leadership (Guiding a group)

**Key Characteristics:**

**Clear Direction**

: Leaders set goals and make sure the team works together

**Supportive Environment**

: Builds trust and ensures all voices are heard

**Conflict Resolution**

: Manages disagreements to maintain team focus on shared goals.

Iachini, A. L., DeHart, D. D., Browne, T., Dunn, B. L., Blake, E. W., & Blake, C. (2018). Examining collaborative leadership through interprofessional education: findings from a mixed methods study. *Journal of Interprofessional Care*, 33(2), 235-242. <https://doi.org/10.1080/13561820.2018.1516635>

## What Makes a Good Collaborative Leader?



### Shared Decision-Making

*Involve everyone in making decisions to ensure the team works together to choose the best solution*



### Mutual Trust and Respect

*Value each team member's knowledge  
Listen, support, and encourage each other*



### Collective Intelligence

*Use everyone's unique knowledge and skills to solve problems more effectively*



### Breaking Hierarchies

*Promote equal participation  
Guide the team instead of giving orders*



### Psychological Safety

*Create a safe space where everyone feels comfortable speaking up without fear of judgment*



### Empathy & Emotional Intelligence

*Understand and connect with your team members to build stronger relationships*



### Focus on Outcomes

*Achieve the best patient outcomes by integrating knowledge from different fields.*



# Case scenario 1



Speaker: Ji Seokyeon, KAOT

President of KAOT Seoul Metropolitan branch  
CO-CEO of SISO center, OT for/with people with developmental issues

Key Concept of ICF (International Classification of Functioning): using common language of health before Case Scenario.

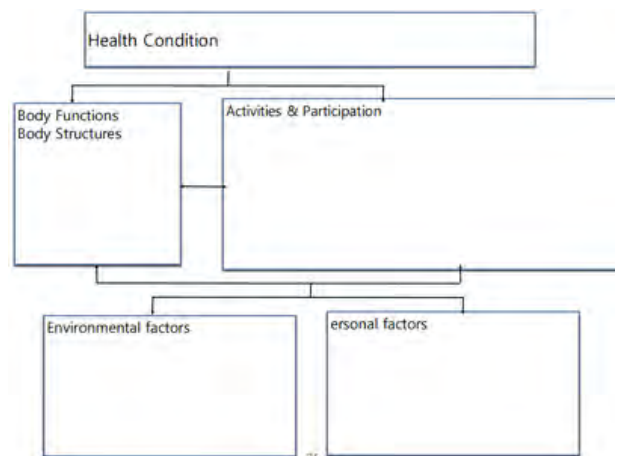
She presented the lecture about Key Concept of ICF (International Classification of Functioning): using common language of health before Case Scenario.

## Subtopics:

- Spinal Cord Injury to the students.
- Need for functioning information
- Health Intervention
- WHO - FIC (WHO Family of International Classifications)
- ICF browser
- Bio-Psycho Model of Functioning, Disability and Health
- Health Story of Stephen Hawking (ALS)
- Sharing Reflections

## A Person: Born on January 28, 1942

- **Father** – Medical researcher
- **Mother** – Medical research secretary, studied philosophy and economics
- **Mealtime** was considered family reading time
- Placed high value on education, making sacrifices to provide a good education for their children, leading to enrollment in a private school



# Group work

Students completed the task ICF-based structure of case review (Diagnosed with ALS)  
The students who participated in the training were divided into 5 teams and completed the task.

**Purple Grape Team**



**Orange Team**



**Yellow Banana Team**



**Red Apple Team**



**Green Kiwi Team**





# Case scenario 2



Speaker: Lee Dogeon

Independent researcher on Biotechnology

The role of health and care professionals for people with SCI with ICF framework

Before case scenario 2, Mr. Lee Dogeon conducted the interview based on his own experience.

Students completed the task of the ICF-based structure of the case review (diagnosed with SCI) on IPE.

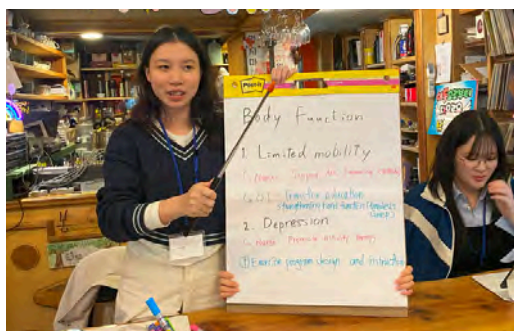
**Purple Grape Team**



**Yellow Banana Team**



**Green Kiwi Team**



**Orange Team**



**Red AppleTeam**





# Case scenario 3



Speaker: Ryoto AKIYAMA, Assistant Professor, Graduate School of Health Sciences, Gunma University, Japan

Role of IPE/CP in providing people with SCI with comprehensive care services from hospital to community

The students completed the task related to Role of IPE/CP in providing people with SCI with comprehensive care services from hospital to community

***Yellow Banana Team***



***OrangeTeam***



***Green Kiwi Team***



***Red Apple Team***



***Purple Grape Team***



# Our Experience of IPE Gunma University

Faculty and students from Gunma University presented their IPE experience.



## IPE at Gunma University

Learn about our IPE program. Students deepen their understanding of IPE through group activities or clinical training.

## SIPEC Activities

We are organizing a Student Interprofessional Educational Committee (SIPEC). Our activities provide opportunities to learn interprofessional collaboration.

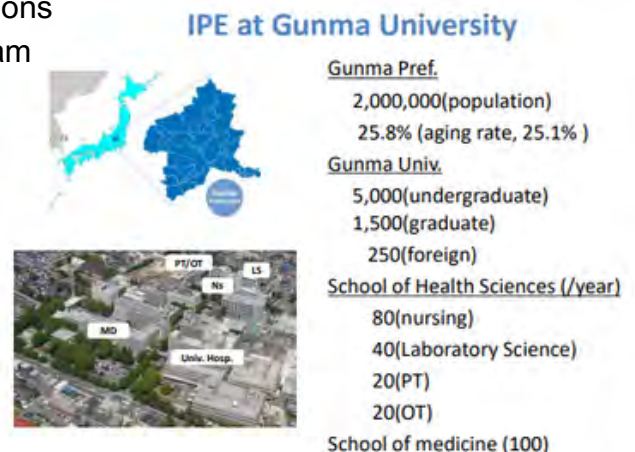
- Implementation : 1999 – present
- Mandatory subject: The third-year students from Health Sciences Elective subject the fourth-year students from Medical (20-30/100)
- April-July Friday afternoons (3hrs)
- Goals
  - to know actual collaboration among professions
  - to experience being part of a health care team

## Simulated IP training

## Gunma University, Japan

- Aina OZAWA (LS, 4th Undergrade)
- Megu YAMAGUCHI (Nurse, 2nd Undergrade)
- Sara AISO (Nurse, 1st Undergrade)
- Takahiro OTSUKA (OT, 3rd PhD, Graduate)

Ryoto AKIYAMA, Assistant Professor  
Graduate School of Health Sciences

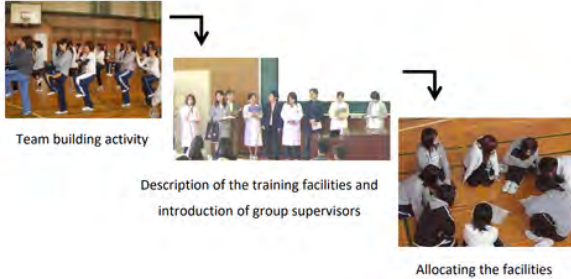




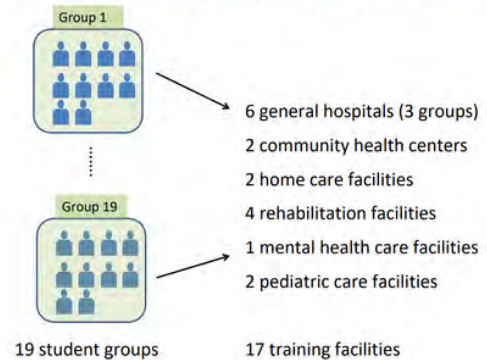
# Our Experience of IPE Gunma University

## Grouping students

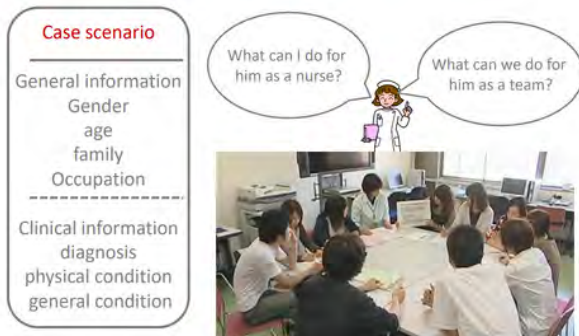
Grouping students into 22 groups randomly  
(1 group = 4 Ns + 2 Ls + 1 PT + 1 OT + 1-2 MD students)



## Matching student groups and training facilities



## Small group discussions



## SIPEC Activities

Student Interprofessional Educational Committee (SIPEC) was established at Gunma University in 2010.

Providing students with opportunities to learn IPE/CP

- learning the benefits and challenges of IPE/CP
- Interviews about IPE/CP in other countries
- Summarize these activities in a poster

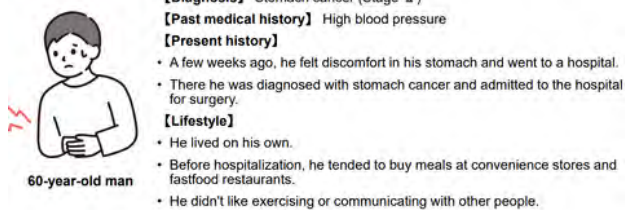
Today's topic

Learning the Benefits of Interprofessional Collaboration:  
Case Study of a Patient with stomach cancer

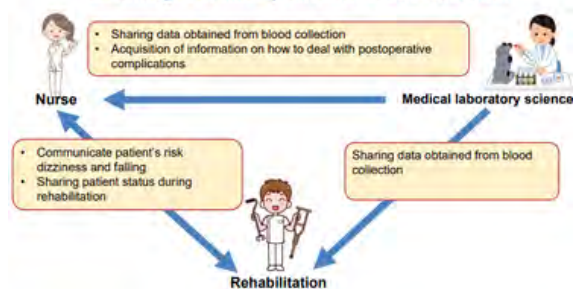


## Case study

Case conference was conducted to learn about the role of each health care worker for patients with stomach cancer.



## Advantages of inter-professional collaboration



## Role of nurse for patients

- Check surgical wounds for bleeding or infection.
- Encourage exercise early postoperatively to reduce wound pain.
- Prevention and explanation of postoperative complications (dumping syndrome).
- Fall prevention because of dizziness during hospitalization.

### Dumping syndrome

- Dumping syndrome is a medical condition characterized by rapid movement of food from the stomach to the small intestine.
- Symptoms of dumping syndrome include dizziness, heart palpitations, and low blood sugar.

## Role of rehabilitation for patients

### [Physical function]

- Promote exercise after surgery to prevent deterioration of physical function due to surgery.

Walking training

Muscle strength training

### [Activity or Participation]

- Support from hospitalization so that patients could live an independent life after discharge.

Cooking training based on dietary restrictions → Voluntary diet management



# Our Experience of University Malaysia Sarawak (UNIMAS)

Faculty and students from UNIMAS presented their IPE experience.



## THROUGH MY LENS: A PERSONAL REFLECTION



Being a part of PBL—from becoming the chairperson to actively participating in brainstorming ideas was truly a fruitful learning experience. Through the implementation of PBL, not only was I able to enrich my knowledge and hone my communication skills, but I was also able to forge everlasting bonds too! Most importantly, PBL has equipped me with teamwork skills—the fundamental principle in a healthcare setting.

**JIVARRHUBBENY SELVAM, MD UNIMAS 21/26**

## MY PERSPECTIVE ON THE IPE JOURNEY



Leading this project was more than an academic endeavor; it was an immersive learning experience that strengthened my clinical, leadership, and interprofessional skills. Collaborating with medical students, MOH professionals, and public health experts showcased the power of teamwork in tackling real healthcare challenges. This journey has reinforced my commitment to interdisciplinary collaboration, community service, and evidence-based healthcare.

~ Saarvendar Ravichandar MD UNIMAS 21/26

## IPE Experience As A Medical Student

~ Jampat Temu, Berubat Tumu ~

A Health Intervention Programme on KAP towards nasopharyngeal carcinoma among rural communities in Kanowit, Sarawak

University Malaysia Sarawak, Malaysia


- Gwynne CHIN (Nurse, 4th Undergrade)
- Emelyn Yek Yii Nynn (Nurse, 4th Undergrade)
- Jandy Perra Anak Jembu (Nurse, Post-master)
- Jivarrhubbeny SELVAM (Medicine, 4th Undergrade)
- Saarvendar RAVICHANDAR (Medicine, 4th Undergrade)

DAYANG ZURAINA BINTI ABANG HAJI KASHIM (HOD, Nursing Department, Faculty of Medicine and Health Sciences, UNIMAS)

T.Saraswathy THANGARAJOO Senior Lecturer, Faculty of Medicine and Health Sciences,

# Our Experience of IPE UNIMAS

## IPE EXPERIENCE AS A MEDICAL STUDENT & PROJECT DIRECTOR



### Enhancing Teamwork and Leadership Skills

- coordinate a multidisciplinary team
- reinforcing the importance of team-based healthcare delivery

### Fostering a Patient-Centered, Community-Oriented Mindset

- provide more comprehensive and coordinated care, leading to better patient outcomes.

### Preparing for Future Collaborative Healthcare Practice

- effective healthcare is not a solo effort but a collaborative mission

### Strengthening Effective Communication Skills

- Facilitating Team Discussions
- Enhancing Health Education Delivery
- Problem-Solving Through Collaboration

## LEARNING TOGETHER, HEALING TOGETHER: THE POWER OF IPE PROBLEM BASED LEARNING (PBL)



## IPE EXPERIENCE AS A MEDICAL STUDENT IN PROBLEM BASED LEARNING

### DEVELOP HOLISTIC APPROACH TO PATIENT CARE

- Ensure students consider various aspects in terms of patient care

### ENHANCE TEAMWORK AND COLLABORATION

- Encourages students to collaborate and respect each other's opinions


### ENHANCE CRITICAL THINKING AND PROBLEM SOLVING SKILLS

- Exposes students to different viewpoints, enhancing decision making skills

### IMPROVE COMMUNICATION SKILLS

- Encourages effective communication via structured discussions

## IPE THROUGH MY LENS: A PERSONAL REFLECTION



Being a part of PBL—from becoming the chairperson to actively participating in brainstorming ideas was truly a fruitful learning experience. Through the implementation of PBL, not only was I able to enrich my knowledge and hone my communication skills but I was also able to forge everlasting bonds too!

Most importantly, PBL has equipped me with teamwork skills—the fundamental principle in a healthcare setting.

**JIVAH RHUBENY SELVAM, MD UNIMAS 21/2**

## INTERPROFESSIONAL EDUCATION






**MENTAL HEALTH PRACTICUM**

Helping OT staff to guide patient doing exercises

Home visiting

## CONCLUSION

Effective interprofessional and collaborative practice ensures **holistic, safe, and patient-centered care, reduces medical errors, improves patient outcomes, and enhances teamwork efficiency** in complex healthcare settings.



# Our Experience of Cheju Halla University (CHU)

Faculty and students from CHU presented their IPE experience.

Occupational Therapy)

CHEJU HALLA UNIVER



This is our Occupational Therapy Room. Motor evaluation, transfer, and dysphagia treatment are practiced here. Also, this room includes an ADL (Activities of Daily Living) training room, which is equipped with a bed, computer, and kitchen to simulate real-life environments. Unfortunately, the ADL training room wasn't in this picture. Maybe we can see it tomorrow.

engaged with the community.

CHEJU HALLA UNIVERSITY



Last year, we collaborated with a local public health center to assess MFT (Motor Function Test) and MBI (Modified Barthel Index) for six individuals with brain lesions or physical disabilities. Using resources available at the center, we designed personalized interventions under the guidance of professors and licensed OTs. By adjusting exercise intensity and types based on each client's unique needs.

## Cheju Halla University, Korea

- Jeong Min KIM (OT, 3th Undergrade)
- Cho Hyeon JEONG (PT, 2nd Undergrade)
- Su Min JUNG (PT, 2nd Undergrade)

Prof. Soo Gyung Chae, Professor, Cheju Halla University



# Our Experience of IPE CHU

IC-PBL

CHEJU HALLA UNIVERSITY



In our third year, we engage in IC-PBL (Industry-Coupled Problem-Based Learning), a program that strengthens our connection with the community. Before visiting a disability support facility, we studied community-based rehabilitation and cognitive rehabilitation strategies in our courses.

PT(Physical Therapy)

#Capstone Course & Entrepreneurship Club

Rehabilitation Exercise Equipment



Muscle-strengthening exercises through eccentric exercises

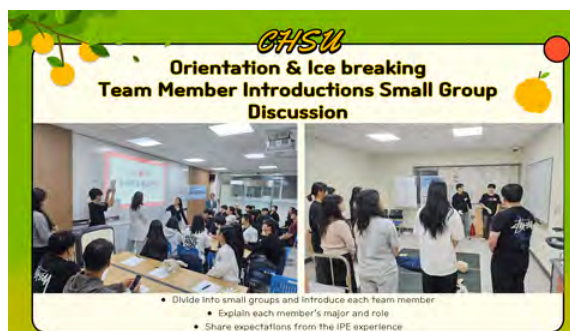
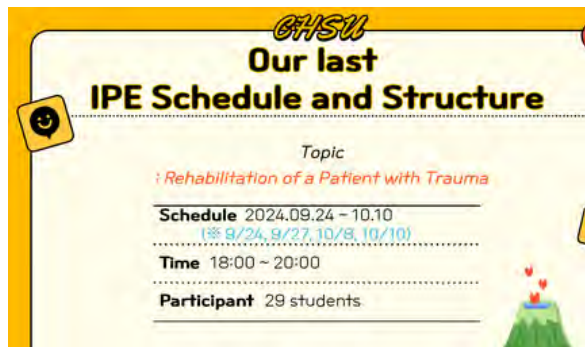
CHEJU HALLA UNIVERSITY



At our university, including the Department of Physical Therapy, there are opportunities to develop innovative products or items related to their majors through the Capstone Course and the Entrepreneurship Club. This item is one that our team created last year

# Our Experience of Choonhae Health Sciences University (CHSU)

Faculty and students from CHSU presented their IPE experience.



## Choonhae Health Sciences University, Korea

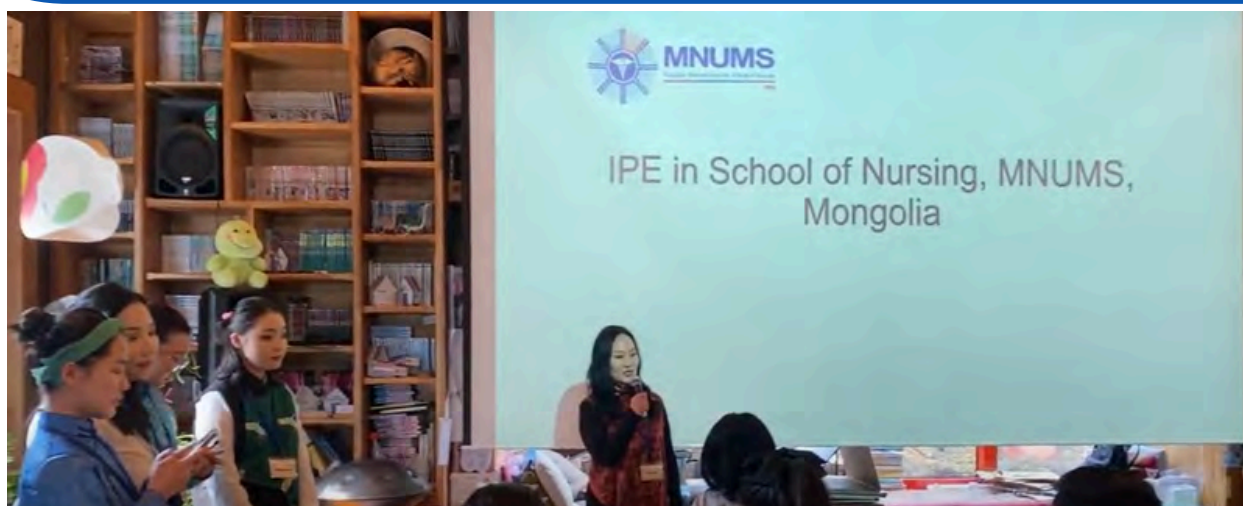
- Ji Won SHIN (OT, 3th Undergrade)
- Min Ju KIM (OT, 3th Undergrade)
- Dong Won JO (Nurse, 4th Undergrade)
- Yoon Seo JANG (Nurse, 4th Undergrade)

Prof. Young-Sil Bae (CHSU, Korea)

Yun Hee PARK (CHSU, Korea)

# Our Experience of Mongolian National University of Medical Sciences (MNUMS)

Faculty and students from MNUMS presented their IPE experience.



## Current State of IPE in our School

HUMAN RESOURCE

1

HUMAN RESOURCE

Current State of IPE in our School

Subject	2014	2016	2017	2021.08.23-27
Number faculty members Participated for IPE training	2	2	1	4

Total 9

## Challenges

Ten important challenges on implementing IPE in Mongolia. They are curriculum, leadership, resources, stereotypes, students' diversity, IPE concept, teaching, enthusiasm, professional jargons, and accreditation.

## Mongolian participants of IPE training course



3

Preparation for IPE

Current State of IPE in our School

To implement recommendation for research results

- Faculty development
- Update curriculum

## Mongolian National University of Medical Sciences, Mongolia

- Solongo Buyantogtokh (Nurse, 2nd Undergrade)
- Enkhsaruul Ganbold (Nurse, 3rd Undergrade)
- Oyungerel Kherlen (Nurse, 1st Undergrade)
- Dolgorsuren Darisuren (OT, 1st Undergrade)

Azjargal Baatar (Senior Faculty member of Midwifery, Maternal & Child Nursing department, School of Nursing, MNUMS)

In the 3rd year of Midwifery, the Interprofessional Education course has been included in the curriculum, consisting of 1 credit, which includes 6 hours of lectures and 16 hours of seminars. A program has been developed and approved for inclusion in the curriculum of Physiotherapy and Speech Therapy. It will be implemented in three years. The Midwifery program is also being implemented at the Darkhan branch school.





# Our Experience of Inje University (IU)

Faculty and students from IU presented their IPE experience.



## The need for Interprofessional Education

- IPE has been expanding beyond occupational therapy into the field of education
- However, opportunity is still limited
- Learning about related professions and having opportunities for communication  
-> develop our skills and grow in their roles
- To keep up with international healthcare standards

## The need for Interprofessional Education

- Interprofessional collaboration and deeper understanding of each other's roles in healthcare field  
-> optimal treatment for patients
- To broaden perspectives and develop their competencies

◆ This IPE camp has been a great platform for fostering communication and teamwork among professionals.

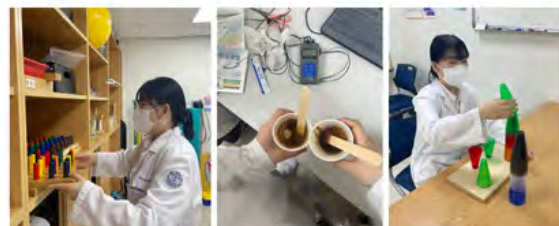
## General Hospital

### 2) Rehabilitation department

- Robot-assisted rehabilitation therapy
- The outpatient and inpatient teams -> all gather for case studies



## General Hospital

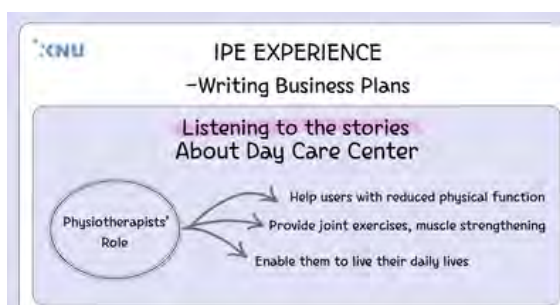


## Inje university, Korea

- Dain JANG (OT, Graduate)
- Jiwoo KIM (OT, Graduate)

# Our Experience of Kangwon National University (KNU)

Faculty and students from KNU presented their IPE experience.



## Kangwon National University, Korea

- Gahyun NAM (Nurse, 3rd Undergrade)
- Nayoung KIM (Nurse, 3rd Undergrade)
- Jonghyun CHOI (PT, 4th Undergrade)
- Mina KIM (PT, 4th Undergrade)

Prof. Jeehee KIM, KNU, Korea



# On the third day of training, students visited

## Hae An Ujinbill

## Cheju Halla University



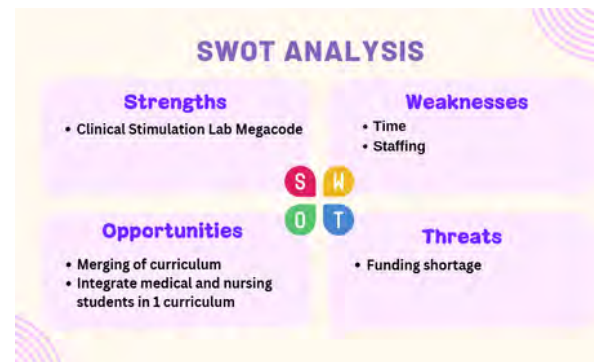


**During the training, activities were organized to introduce students to each other, refresh them, and keep them comfortable.**

- Ice break activity to get to know each other.
- Self-Introduction
- Interesting games
- Feeling mind - Intelligence - Strength
- Dance



End of the training, each university student prepared and presented a presentation on the topic of student leadership in interprofessional education at my university.



## OUR FUTURE

### "Project-based learning with interdisciplinary programs"

We will come back to implement in project based learning (IPE and collaboration practice) and joint learning, involving both public and private school students. This approach fosters a unique environment for collaborative engagement and mutual learning.





## Closing Ceremony

Representatives of the university, sponsors and speakers gave their comments.

Certificates were presented to the participants of the training from Centre for Research and Training on IPE, Gunma University

Group photo



## Participants

### Cheju Halla University, Korea

- Jeong Min KIM (OT, 3th Undergrade)
- Cho Hyeon JEONG (PT, 2nd Undergrade)
- Su Min JUNG (PT, 2nd Undergrade)

### Choonhae Health Sciences University, Korea

- Ji Won SHIN (OT, 3th Undergrade)
- Min Ju KIM (OT, 3th Undergrade)
- Dong Won JO (Nurse, 4th Undergrade)
- Yoon Seo JANG (Nurse, 4th Undergrade)

### Gunma University, Japan

- Aina OZAWA (LS, 4th Undergrade)
- Megu YAMAGUCHI (Nurse, 2nd Undergrade)
- Sara AISO (Nurse, 1st Undergrade)
- Takahiro OTSUKA (OT, 3rd PhD, Graduate)

### Inje university, Korea

- Dain JANG (OT, Graduate)
- Jiwoo KIM (OT, Graduate)

### Kangwon National University, Korea

- Gahyun NAM (Nurse, 3rd Undergrade)
- Nayoung KIM (Nurse, 3rd Undergrade)
- Jonghyun CHOI (PT, 4th Undergrade)
- Mina KIM (PT, 4th Undergrade)

### Mongolian National University of Medical Sciences, Mongolia

- Solongo Buyantogtokh (Nurse, 2nd Undergrade)
- Enkhsaruul Ganbold (Nurse, 3rd Undergrade)
- Oyungerel Kherlen (Nurse, 1st Undergrade)
- Dolgorsuren Darisureen (OT, 1st Undergrade)

### University Malaysia Sarawak, Malaysia

- Gwynne CHIN (Nurse, 4th Undergrade)
- Emelyn Yek Yii Nynn (Nurse, 4th Undergrade)
- Jandy Perra Anak Jembu (Nurse, Post-master)
- Jivahrhubbeny SELVAM (Medicine, 4th Undergrade)
- Saarvendar RAVICHANDAR (Medicine, 4th Undergrade)



## Guest speakers, mentoring speakers, sponsors, and supporters

- Sivalingam Nalliah (Professor, Dep. of Obstetrics and Gynaecology, International Medical University, Malaysia)
- Jone. H. KIM (Professor, Dept. of Computer Design, Inje University, Korea)
- Donghoon KIM (President, Atlas training center)
- Seokyeon JI (CO-CEO of SISO center, OT for/with people with developmental issues, Korea)
- OK (Director, Samdaldabang)
- Moosim (Director, Samdaldabang)
- Gaepul (Staff, Samdaldabang)
- Seongmin
- Sujin
- Seokho
- Misun
- Saerom
- Hongshi and Popcorn

## On site program managers

- Ko (Cheju Halla University, Korea)
- Yun Hee PARK (Department of Occupational Therapy Head, OT, CHSU, Korea)
- Narantsetseg ENKHTUYA (1st-year Doctoral program student, GU, Nurse lecturer, MNUMS)
- Nam Nh-Vo (1st master course student, GU, Teaching assistant, HBIU)
- Chidawan SUYAKONG (2nd year master course student, GU, Faculty, Chiang Mai University, Thailand)
- Ryoto AKIYAMA (Graduate School of Health Sciences, Assistant Professor, GU)
- Bumsuk LEE ( Professor, Graduate School of Health Sciences, GU)
- Jeehee KIM (College of Health Science, Professor, EMT, KHU)
- Azjargal Baatar (Senior Faculty member of Midwifery, Maternal & Child Nursing Department, School of Nursing, MNUMS)
- DAYANG ZURAINA BINTI ABANG HAJI KASHIM (HOD, Nursing Department, Faculty of Medicine and Health Sciences, UNIMAS)
- T.Saraswathy THANGARAJOO (Senior Lecturer, Faculty of Medicine and Health Sciences, Universiti Malaysia Sarawak, Malaysia)

## Persons in charge

- Soo Gyung CHAE (Department of Occupational Therapy Head, OT, CHU, Korea)
- Yun Hee PARK (Department of Occupational Therapy Head, OT, CHSU, Korea)
- Bumsuk LEE (Graduate School of Health Sciences Professor, OT, GU, Japan)
- Yeong Ae YANG (Graduate School of Age-Friendly industry Professor, OT, UI, Korea)
- Sun Wook PARK (College of Health Science Assistant Professor, PT, KHU, Korea)
- Lee Seung-hee (Researcher, IPE Center, KHU, Korea)
- B. OYUNGOO (School of Nursing Dean, Professor, MNUMS, Mongolia)
- T.Saraswathy THANGARAJOO (Faculty of Medicine and Health Sciences Senior Lecturer, UNIMAS, Malaysia)