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Name of the University, Hospital, Research Institute, Academy or Ministry

Gunma University

Name of the Division, Department, Unit, Section or Area

Centre for Research and Training on Interprofessional Education

City

Maebashi-City

Reference Number

JPN-89

Title

WHO Collaborating Centre for research and training on Interprofessional Education

Report Year

07-2021 to 07-2022

1. Annual report on the agreed workplan

Describe progress made on the agreed workplan. For each activity, detail (1) the actions taken, (2) the outputs delivered, as well as (3) any difficulties that may have been encountered. Three responses are expected. [maximum 200 words per activity]. Indicate, if an activity has been completed previously, has not yet started or has been placed on hold.

Activity 1

Title: Under WHO's leadership, support WHO in the translation and dissemination of WHO tools and materials on IPE.

Description: The proposed plan for the new designation period continues the strong support to WHO priorities around supporting countries in building a fit-for-purpose health workforce as set out in the GPW13 output 1.1.5 (Countries enabled to strengthen their health workforce), in this case by translating and disseminating agreed WHO publications into other languages.

Increased access to WHO publications will help disseminate good practice and drive innovation in patient safety, gender equity and digital education, supporting WHO's ambition to improve the quality and quantity of health workforce in the region.

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Status: ongoing

(1) Actions taken,

In order to increase access to WHO publications, the Centre translated following two publications on patient safety and gender equity. The publications were broadly delivered to policy makers including Ministry of Health, Labor and Welfare, stakeholders, health workers and educators.

1) World patient safety day goals 2020–21: health worker safety: a priority for patient safety (document number: WHO/UHL/IHS/2020.8)

2) Gender equity in the health workforce: analysis of 104 countries (document number: WHO/HIS/HWF/Gender/WP1/2019.1)

(2) Outputs delivered

1) Japanese Version of “World patient safety day goals 2020–21: health worker safety: a priority for patient safety” in electronic and paper formats.

2) Japanese Version of “Gender equity in the health workforce: analysis of 104 countries” in electronic and paper formats.

(3) Difficulties

None

Activity 2

Title: Under WHO's leadership, support WHO in collecting evidence for the effect of IPE on attitudes of learners toward IPE and Collaborative Practice.

Description: The proposed plan for the new designation period continues the strong support to WHO priorities around supporting countries in building a fit-for-purpose health workforce as set out in the GPW13 output 1.1.5 (Countries enabled to strengthen their health workforce). The WHO is asking the CC to continue to produce research and evidence of IPE on health worker training and development to increase the awareness and uptake of IPE methodologies across the region, in order to strengthen health professional education, which ensures not just the quality of the health workers, but also the quality of the services they provide.

Professionals' Education and Training: World Health Organization Guidelines 2013, clearly listed interprofessional education (IPE) as one of the eleven recommendations.

However, insufficient evidence for the effects of IPE on health issues was also pointed out. To disseminate IPE under the WHO HRH Policy to scale up and transform health profession education, evidence for concrete effects of IPE programs on learners' attitudes toward the needs of the people and eventually higher quality of the stakeholders must be acquired. To improve the health system attributes of quality and efficiency, for UHC, stated in Universal Health Coverage: Moving Towards Better Health, WHO/WPRO 2015, careful scientific research needs to be promoted.

Status: ongoing

(1) Actions taken

1. The Centre encouraged JIPWEN universities as well as the Centre itself to research on the effect of their unique IPE programs and publish the findings in the scientific journal. Then JIPWEN universities published the following 7 scientific papers in English.

(2) Outputs delivered

1. KONDO Ken, et al. Effects of a nurse-occupational therapist meeting on function and motivation in hospitalized elderly patients: A pilot randomized control trial: British Journal of Occupational Therapy, 2021, 84.10: 620-627.
2. HARUTA Junji, et al. Validation of the professional self-identity questionnaire for medical students during clinical practice in Japan: International Journal of Medical Education, 2021, 12: 160-165.
3. HARUTA Junji, et al. Exploring Barriers and Benefits of Implementing Interprofessional Education at Higher Health Professions Education Institutions in Japan: Journal of Allied Health, 2021, 50.2: 97-103.
4. HARUTA Junji, et al. Development of a Japanese version of the Self-assessment Scale of Interprofessional Competency (JASSIC): Journal of Interprofessional Care, 2021, 6:1-8.
5. HARUTA Junji, et al. What Role Conceptions Do Multi-Healthcare Professionals Have of Physicians and What Role Expectation Do They Have of Physicians in a Community? : BMC Family Practice, 2021, 22.1: 217.
6. HARUTA Junji, et al. How do general practitioners handle complexities? A team ethnographic study in Japan: BMC Primary Care, 2022, 23.1:133.
7. ITO Yuka, et al. Implementing interprofessional education (IPE) in nursing schools: Survey on status and issues prior to rule revision: The Journal of Interprofessional Collaboration in Health and Social Care, 2022, 15.1: 2-10.

(3) Difficulties

None

Activity 3

Title: Under WHO's leadership, support WHO in building capacity on IPE through conducting training workshops.

Description: The proposed plan for the new designation period continues the strong support to WHO priorities around supporting countries in building a fit-for-purpose health workforce as set out in the GPW13 output 1.1.5 (Countries enabled to strengthen their health workforce). The WHO is asking the CC to create and deliver training in IPE to increase the capacity and capability of training providers to utilise IPE methodologies across the region, in order to strengthen health professional education, which ensures not just the quality of the health workers, but also the quality of the services they provide.

Status: ongoing

(1) Actions taken

The Centre offered IPE Training Course 2021 online via zoom, 2021/8/23-27, to support the development of IPE that can be adapted to various educational and social environments. Participants consisted of nine from the Philippines, five from Vietnam, four from Mongolia, two from Indonesia, one from Thailand and Brunei Darussalam, respectively. Lectures and workshops offered information on the IPE training program at Gunma University and the Toolkit, which the Centre for Research and Training on Interprofessional Education at Gunma University had developed for other institutions to use as a checklist when they introduce/improve IPE programs in their institutions. Guest speakers were invited from the Research Institute of Nursing Care for People and Community, University of Hyogo (WHOCC/JPN-77), and JIPWEN universities to provide participants with further hints for the development/improvement of IPE programs. In addition, a former participant in the 2016 program from Indonesia was invited to share her experiences of initiating IPE programs. Participants discussed the development/improvement of their own IPE programs.

(2) Outputs delivered

Participants expressed the willingness to initiate the development/improvement of their own IPE programs. Participants were also highly willing to extend the networking and research collaboration after completing the course and this led the Centre to establish the Asia-Pacific IPE research Alliance later.

(3) Difficulties

None

2. Annual report on other activities requested

Should WHO have requested activities in addition to the agreed workplan, please describe related actions taken by your institution [maximum 200 words]. Please do not include in this report any activity done by your institution that was not requested by and agreed with WHO.

1. The Centre held a Patient Safety Conference in collaboration with the Gunma Medical Association, and invited a guest speaker from the Japanese Ministry of Health, Labour and Welfare. He gave a lecture entitled "The Trends in Medical Measures" in Maebashi, on 17 September 2021, in commemoration of World Patient Safety Day that promoted by WHO.

2. The Centre light up two iconic monuments in Gunma Prefecture, Rinkokaku (Prefectural Guest House) and Byakue Dai-kannon (White-Robed Goddess of Mercy Statue), in orange, which is the image color of World Patient Safety Day as part of the activities of World Patient Safety Day 2021. The light up continued for seven days.

3. The Centre organized an online international symposium and invited a WHO/WPRO executive officer. He made a presentation titled "Our future with COVID-19" on 5 February 2022.

4. Two faculty members of the Centre participated on 2022 WHO Innovation Forum in the Western Pacific Region from 28 April to 29 April 2022.

5. A faculty member of the Centre attended the 8th National Annual Conference in Ulaanbaatar, Mongolia (held online), as an invited speaker hosted by the third national hospital on April 28, 2022.

3. Resources

Indicate staff time spent on the implementation of activities agreed with WHO (i.e. those mentioned in questions no. 1 and no. 2 above). Do not include any data related to other activities done by your institution without the agreement of WHO. Please indicate staff time using the number of "full-day equivalents" – a day of work comprising 8 hours (e.g. 4 hours work per day for 7 days should be recorded as 3.5 full-day equivalents).

Number of staff involved (either partially or fully)

Senior staff	Mid-career staff	Junior staff, PhD students
6	12	0

Number of full-day equivalents, total for all staff involved

Senior staff	Mid-career staff	Junior staff, PhD students
440	450	0

Implementation of the agreed workplan activities (i.e. those mentioned in questions no. 1 and no. 2 above) normally require resources beyond staff-time, such as the use of laboratory facilities, purchasing of materials, travel, etc. Please estimate the costs of these other resources as a percentage of the total costs incurred (e.g. if you incurred costs of USD 100 and the value of your staff time was USD 50 which makes the total of USD 150, please report 33.3% and 66.7%).

Percentage of costs associated with staff time	Percentage of costs associated with other resources	Total
15.00	85.00	100.00

4. Networking

Describe any interactions or collaboration with other WHO Collaborating Centres in the context of the implementation of the agreed activities. If you are part of a network of WHO Collaborating Centres, please also mention the name of the network and describe your involvement in that network [maximum 200 words].

The Centre organized an online international symposium and invited a WHO/WPRO executive officer. He made a presentation titled "Our future with COVID-19" on 5 February 2022. The Centre invited members of St Luke's International University (WHOCC/JPN-58), Niigata University Graduate School of Medical and Dental Sciences (WHOCC/JPN-75), Ministry of Health, Labour and Welfare, and had a discussion on WHO strategy and collaboration for COVID-19.

The Centre participated in the 4th WHO Collaborating Centre Collaborative Meeting organized by National Center for Global Health and Medicine Bureau of International Health Cooperation (NCGM) (WHOCC/JPN-45) on April 26, 2021. The meeting was attended by about 120 experts from 35 WHOCC, as well as Dr. Takashi Kasai, WHO Regional Director for the Western Pacific.