

Folder eCC_00024558 is in stage Annual_Report_Review

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 07-2022 to 07-2023

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 the following publication about the recommendation of digital education. The translated booklet was broadly distributed to policy makers, including the Ministry of Health, Labor and Welfare, stakeholders, health workers and educators.

1) Digital education for building health workforce capacity

(2) Outputs delivered

1) Japanese Version of "Digital education for building health workforce capacity" 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 to research the effect of their unique IPE programs and evaluate the impact of interprofessional education and collaborative practice. JIPWEN universities published the following 13 English scientific papers.

(2) Outputs delivered

1. Kawamura H et al. Implementation of a rapid response system at an isolated radiotherapy facility through simulation training. *BMJ Open Quality*. 2022;11: e001578.

2. Komatsu H et al. The Role of Nurse on the Treatment Decision Support for Older People with Cancer: A Systematic Review. *Healthcare (Basel)*. 2023;11(4):546.

3. Shikino K, et al. Effective situation-based delirium simulation training using flipped classroom approach to improve interprofessional collaborative practice competency: a mixed-methods study. *BMC Med Educ*. 2022; 22(1):408.

4. Nagai S et al. A Longitudinal Study of the Impact of Personal and Professional Resources on Nurses' Work Engagement: A Comparison of Early-Career and Mid-Later-Career Nurses. *Healthcare (Basel)*. 2022; (1):76.

5. Wakabayashi T, et al. Self-assessment scale for the community-based and emergency practice. *BMC Med Educ*. 2022;22(1):799.

6. Masumoto S et al. Association between experience of interprofessional care and self-medication among family caregivers: A cross-sectional study. *Res Social Adm Pharm*. 2023;19(5):773-777.

7. Yamamoto Y et al. What kinds of work do Japanese primary care physicians who derive greater positive meaning from work engage in? A cross-sectional study. *J Gen Fam Med*. 2022 Nov 21;24(2):94-101.

8. Goto R et al. Current status of interprofessional competency among healthcare professions in Japan: A cross-sectional web-based survey. *J Gen Fam Med*. 2022;24(2):119-125.

9. Nakayama G et al. Family caregivers' experience with healthcare and social care professionals and their participation in health checkups: A cross sectional study in Japan. *J Gen Fam Med*. 2022;24(2):110-118.

10. Haruta J et al. How do medical students learn in an online community diagnostics program? *BMC Med Educ*. 2023; 23(1):15.

11. Haruta J et al. Analyzing annual changes in network structures of a social media application-based information-sharing system in a Japanese community. *BMC Health Serv Res*. 2022;22(1):1107.

12. Haruta J et al. Factors associated with interprofessional competencies among healthcare professionals in Japan. *J Interprof Care*. 2023 May-Jun;37(3):473-479.

13. Ozone S et al. Three-year evaluation of a program teaching social determinants of health in community-based medical education: a general inductive approach for qualitative data analysis. *BMC Med Educ*. 2023;23(1):332.

(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 the 9th IPE Training Course online via zoom, 22-26 August 2023, to support the development of IPE that can be adapted to various educational and social environments. Participants consisted of six from the Philippines, four from Vietnam, one from South Korea, one from Mongolia, five from Indonesia, one from Thailand, one from Myanmar, and three from Turkey, 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 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. Aside from these guest lectures, the Centre cohosted the 2nd ASEAN Interprofessional Education (IPE) Workshop with JICA Partnership Project for Global Health and Universal Health Coverage Phase 2 on Day 4 and a special lecture on IPE in the context of UHC was organized. 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. Five additional institutions for which the course participants work were newly recognized as members of the Asia-Pacific IPE research Alliance the Centre launched in April 2022 with 26 members.

(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 organized an online international symposium with the executive officer of WHO/WPRO on 3 September 2022. The presentation title was “Exit Strategy of COVID-19 and Existing Public Health Concern after COVID-19”.
2. The Centre held a Patient Safety Conference in collaboration with the Gunma Medical Association, Gunma Prefecture and Takasaki University of Health and Welfare, and the invited speaker from the Japanese Ministry of Health, Labour and Welfare on 17 September 2022. A presentation entitled the Trends in Medical Safety Policies in Maebashi was given in commemoration of World Patient Safety Day that WHO has promoted.
3. The Center lit up three iconic monuments in Gunma Prefecture, Rinkokaku (Prefectural Guest House), Byakue Dai-Kannon (White-Robed Goddess of Mercy Statue), and Yubatake of Kusatsu Onsen (Hot spring) in orange, which is the image color of World Patient Safety Day as part of the activities of World Patient Safety Day 2022. The light-up continued for eight days.
4. Two faculty members of the Centre participated International Symposium on Interprofessional Education (The 20 Years of IPE in the World: Exploring the Past and Future Evolution of IPE) as invited speakers. The activities were organized by Tokyo Metropolitan University on 22 January 2023.
5. A faculty member of the Centre attended the 1st Conference on Kangwon Health Care as an invited speaker. The conference was hosted by Kangwon National University, Republic of Korea on 1 February, 2023.
6. A faculty member of the Centre participated in the 65th Annual Conference of Nursing Sciences of School of Nursing, Mongolian National University of Medical Sciences (held online), as an invited speaker. The program was hosted by Mongolian National University of Medical Sciences on 14 April 2023.
7. Two faculty members of the Centre attended the Member States Consultation on the Draft Framework to Shape the Health Workforce of the Western Pacific Region for the Future (held online), on 24-25 April 2023.
8. A faculty member of the Centre participated in the 9th National Training and Seminar, Ulaanbaatar, Mongolia (held online) as an invited speaker. The program was hosted by the third national hospital on 4 May, 2023.
9. Two faculty members of the Centre participated in IPE Seminar-Workshop on Interprofessional Education as invited speakers. The program was hosted by The De La Salle Medical and Health Sciences Institute, Philippines on June 24, 2023.

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
9	11	0

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

Senior staff	Mid-career staff	Junior staff, PhD students
435	300	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 attended the HRH-related WHOCC catch-up meeting online on 24 October 2022. Participants updated the activities of WHOCC and shared future plans of WPRO. In the meeting, members of the Australian Health Practitioner Regulation Agency (WHOCC/AUS-137), the National Health Commission of the People's Republic of China (WHOCC/CHN-81), the National Centre for Global Health and Medicine (NCGM) (WHOCC/JPN-45), and Seoul National University (WHOCC/KOR-102) participated.

The Centre participated in the 4th Regional Forum of the WHO Collaborating Centres in the Western Pacific on November 28 and 29, 2022. The Forum provided an opportunity for collective deliberation to achieve more effective and accountable partnerships.