

Gunma University



PROGRAM BOOK

The 12th Gunma University IPE Training Course



August 19-22, 2025



GUNMA UNIVERSITY

Centre for Research and Training
on Interprofessional Education



WHO Collaborating Centre
for Research and Training on Interprofessional Education

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Group photo



Group information

Group	Participants		Facilitators
Site Visit	Mihara Memorial Hospital	West Community Comprehensive Support Center in Maebashi	
	Noguchi (Coordinator) Yanai Akih (Interpreter) Suyakong Chirasack	Akiyama (Coordinator) Yanai Akik (Interpreter) Matsui H Sato Vo Dinh	
	1.Samir Garg (Speaker)		
Group 1 Room A 2nd floor	1.Lohindren Villapane Adorable 2.Christina Busak Henry Sum 3.Thitiwan Yothathai 4.Phongsak Dandecha 5.Prae Plansangkate	1.Bhanubhong Prommalee 2.Suratsawadee Panomkaen 3.Kampanart Chaychoowong	Matsui R Melendres
Group 2 Room B 3rd floor	1.Michelle Bathan Yu 2.Rosalia Saimon 3.Tharntip Sangsuwan 4.Saikaew Chuachan 5.Naruemol Kingkaew	1.Uraporn Chuaykarn 2.Noor-asma Puti 3.Kaung Myat Thwin	Noguchi Dinh
Group 3 Room C 3rd floor	1.Leonedes De Asis Catibod 2.Araisa Dadeh 3.Viraporn Atchariyasathian 4.Maria Geraldine Sunico Chanco 5.Jiraporn Suvamat	1.Thunyasiri Somkome 2.Thitiporn Sukaew	Akiyama Chirasack
Group 4 Room D 4th floor	1.Maria Teesa Fajardo Mateo 2.Chonnanid Limsakul 3.Sirikarn Siripruekpong 4.Piyawan Chiengkriwate 5.Sansanee Phakham	1.Jonh Joseph Bautista Posadas 2.Nam Thi Khanh Le 3.Chularat Howharn	Suyakong

Course schedule

Date	Time	Program	Venue
Prior to the course		① Questionnaire (Google form)	Online
		② On-Demand Lectures	Online
Day 1 Tuesday Aug. 19th	09:30	Meeting at Maebashi Station and Transfer to Showa Campus (page 43)	Maebashi station
	10:00	Registration	Entrance
	10:30	③ Opening, Introduction of Gunma U. WHOCC, Orientation	Main hall
	11:00	④ Self-introduction	Main hall
	11:30	Lunch	Lunchroom
	13:00	⑤ Site Visit	
	17:00 - 19:00	Networking Reception (page 40)	Ishii Hall
Day 2 Wednesday Aug. 20th	09:30	⑥ Global Perspective on IPE and Collaboration	Main hall
	10:00	⑦ Current State of IPE and Challenges for Introducing and Improving IPE in my Institution	Group room
	11:30	⑧ IPE Training Program at Gunma University	Main hall
	12:00	Lunch	Lunchroom
	13:30	⑨ Simulated Interprofessional Training Based on Case Scenarios - part 1	Main hall
	14:30	⑩ Part 2	Main hall
	15:00	⑪ Patient Safety Focused IPE Training Program at Gunma University	Main hall
	15:30 - 16:00	⑫ Evaluation of IPE	Main hall

Course schedule

Date	Time	Program	Venue
Day 3 Thursday Aug. 21st	09:00	13 International Symposium Group Photo 1	Main hall
	12:00	Lunch	Lunchroom
	13:30	14 Presentation about SIPEC activities	Main hall
	14:00	15 Process of students' team building in IPE	Main hall
	14:30	16 Role of supervisors in IPE - part 1	Main hall
	15:00 - 16:00	17 Role of supervisors in IPE - part 2	Group room
Day 4 Friday Aug. 22nd	09:00	18 Promotion of research collaboration	Main hall
	09:30	19 Action Plans to Introduce/Improve IPE in my Institution	Main hall
	11:00 - 12:00	20 Questionnaires (Google Forms), 21 Certificate Giving Ceremony, Group Photo 2 Closing	Main hall

The Survey of IPE TC_English_pre

Your participation in this study is voluntary and if you wish to participate, you are not obliged to answer all the questions and you are free to withdraw your participation at anytime. Your voluntary participation in this study poses no risks nor will you be compensated. The research team assures you that you will not be linked to the information you provide as the nature of the study is purely anonymous and confidential.

<https://forms.gle/>

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Three pre-recorded lectures will be provided via the shared Google Drive.

Challenges Facing the World Health Organization

Speaker: Prof. Kama

World Health Organization (WHO) advocated for Primary Health Care with the slogan "Health for All by 2000" in the 20th century and transitioned to promoting Universal Health Coverage in the 21st century.

However, the COVID-19 outbreak prompted a reevaluation of neglected public health issues, leading to a new movement aimed at strengthening public health for the 21st century.

Current State and Challenges for IPE in Asia and in the World.

Speaker: Prof. Lee

The lecture consists of three parts. In the first part, the history of IPE and current state of IPE at the global and regional levels are described. In the second part, our activities to disseminate IPE in Asia are introduced: Know the attitude of medical/nursing deans toward IPE, Long-term international collaboration, and Asia-Pacific IPE Research Alliance. In the last part, research topics in IPE in Asia are suggested, including research challenges.

Explanation of the Toolkit

Speaker: Prof. Shinozaki

This presentation, "Toolkit in IPE Training Course" introduces a practical toolkit for developing interprofessional education (IPE) curricula.

It outlines the need for IPE, common implementation challenges, and course goals, while providing manuals, templates, and frameworks to support effective program design, evaluation, and sharing of best practices.



Gunma University IPE Training:

- Provides practical knowledge and a model for IPE development
 - Covers IPE issues, principles, curricula, and research collaboration
-

Participant Benefits:

- Understand IPE's current situation and challenges
 - Learn from various university-based IPE programs
 - Build capacity to implement or upgrade IPE curricula
 - Gain skills to gather evidence for IPE
-

Long-Term Goals:

- Foster partnerships for future research collaboration
 - Share institutional experiences and support implementation
 - Encourage participants to lead IPE efforts after return
-

In order to provide practical information and a model for developing an IPE program, the Centre for Research and Training on Interprofessional Education at Gunma University will offer the 12th Gunma University IPE Training Course.

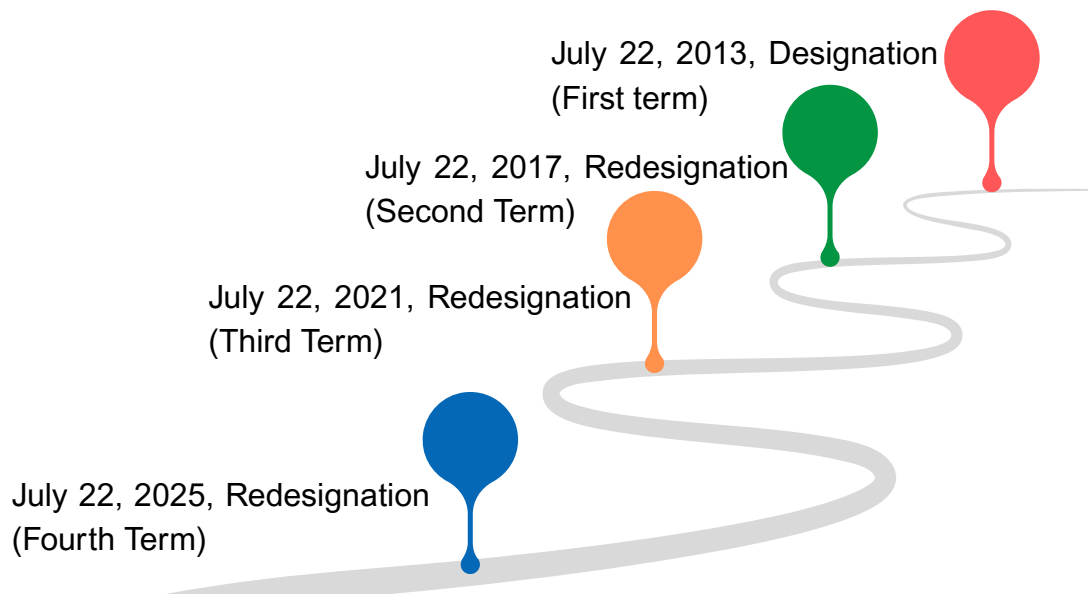
In this training course, participants will 1) capture the current state and the future issues of IPE, 2) learn the basic principles of the development of the IPE program, 3) discuss models for university-level IPE curricula, and 4) explore the possibilities of research collaboration.

By attending this program, participants will be able to 1) improve their understanding of IPE's current situation and challenges in the region, 2) deepen their knowledge about various IPE programs conducted at universities, 3) increase educational capacity to implement or upgrade IPE curricula in their institutions, and 4) obtain practical knowledge on methodologies to gather evidence for IPE programs.

By giving the training course, we aim not only to disseminate information to introduce IPE programs but also to build long-term partnerships with the institutions that participants represent for future research collaboration. Implementation of a new program requires a long-term process that includes needs analysis, course preparation, administration, and evaluation. We are ready to work with prospective participants and support them continuously for the development and improvement of IPE programs. The experiences of individual institutions, which we share through our continued partnership and support during the implementation and improvement process, can be a great asset.

We believe accumulation of such information is essential for making current IPE programs sustainable and even better. For this reason, participants are requested to play a central role in implementing IPE programs upon return.

WHO Collaborating Centre for research and training on Interprofessional Education (JPN,89)



Terms of Reference during the fourth term

TOR 1

Under WHO's leadership, provide technical support to WHO that may inform its activities on development of the IPE core skills training framework for health and care workforce in pre- and inservices.

Development of a comprehensive toolkit for WHO's consideration which may inform its activities on establishing competency-based IPE training programs for health and care workforce

TOR 2

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

Collation of evidence on effectiveness and limitations of IPE and Collaborative Practice (CP) at the national and global levels

TOR 3

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

Conduct trainings for educators and health practitioners leading IPE

Internet access

Instructions on how to access WiFi on campus are provided to each participant with his/her ID and password. UC stands for upper case letter or capital letter and LC lower case letter.

Document sharing

Document(s) presented in each session will be shared through Google Drive before the start of the session. Please note that some presenters may prefer not to share the presentation documents.

Prayer Room

The prayer room is located on the third floor

Convenience store on campus

A convenience store “Lawson” and a few restaurants are located in the hospital building shown on the map on Page 44. Another convenience store, Co-op, is also available on the map. Please note that everyone entering hospital buildings is required to wear a mask.

Photograph Taking

1st time: during the International Symposium on Thursday, August 21

2nd time: after the Certificate Giving Ceremony on Friday, August 22

Venue: Main hall

Luggage for Friday, August 22

Ask the front desk of your hotel to keep your luggage after check-out. All the programs will be over before twelve o'clock.

Airport Bus Tickets for Narita Airport

If you go to Narita Airport directly on Saturday morning, the airport bus from the south exit of the Maebashi Station can be an option. There are four buses departing at 3:25, 5:20, 8:45, and 10:45, respectively. You can buy a bus ticket at a co-op store on campus. However, you should buy it at least one day before the day of your travel.

Help Desk

The coordinators will be at the Concierge desk. You can talk to any of our staff members when you need help.

4 Self-introduction

Moderator: Matsui H

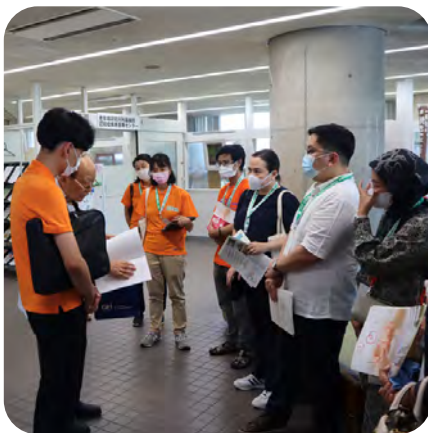
All participants and organizers introduced themselves at the beginning of the program. They shared their names, countries of origin, universities or organizations they represented, as well as their professional backgrounds. This created a welcoming atmosphere and laid the foundation for future collaboration.



Mihara Memorial Hospital

Mihara Memorial Hospital specializes in neurological disorders, primarily stroke, and provides advanced, compassionate care for the aging society of the 21st century.

The hospital consistently supports patients from the acute phase to post-discharge, collaborating with its affiliated nursing care facilities, promoting community health and advanced medical care.



West Community Comprehensive Support Center in Maebashi

The West Community Comprehensive Support Center in Maebashi is a public facility that helps elderly residents continue living safely and independently in their communities. It provides integrated support through collaboration among nursing, medical, and welfare professionals.

The center's services focus on five key areas: (1) consultation on daily life and care issues, (2) preventive care planning, (3) protection of elder rights, (4) support for local care managers, and (5) dementia-related assistance.



This lecture highlighted the current challenges of health systems in the Western Pacific region, including shortages and inequitable distribution of the health workforce, population ageing, and the growing burden of non-communicable diseases. It emphasized the crucial role of IPE and CP as innovative strategies promoted by WHO to strengthen health systems. IPE enables students and professionals from different disciplines to learn with, from, and about each other, thereby improving communication, reducing medical errors, enhancing patient-centered care, and ensuring greater efficiency and cost-effectiveness. Furthermore, the lecture addressed barriers such as professional silos and inter-professional bias, and underlined how IPE fosters mutual respect, shared decision-making, and teamwork. Ultimately, IPE and CP are essential approaches for building stronger health systems, improving patient safety, and delivering better quality of care.



In this session, participants from eight universities across Asia (Philippines, Japan, Vietnam, Thailand, and Malaysia) were divided into four groups. Each group shared a brief introduction of their institutions, presented the current state of IPE in their universities, and discussed the challenges for introducing and improving IPE.

The group discussions highlighted both the progress and barriers in implementing IPE, such as curriculum integration, faculty training, student engagement, and institutional support. Through this collaborative work, participants exchanged insights, compared experiences across countries, and identified potential strategies to strengthen IPE initiatives in their respective institutions.



Group A



Group B



Group C



Group D

Introduction of Interprofessional (IP) Training Program at Gunma University

This lecture introduced the IP Training Program at Gunma University, which has been implemented since 1999 to foster collaboration among future healthcare professionals. The program integrates lectures, simulated training, on-site practice, and debriefing sessions to strengthen teamwork, communication, and understanding of professional roles. Students from nursing, laboratory sciences, physical therapy, occupational therapy, and medicine participate in group-based learning activities, with additional exchange opportunities in pharmacy and nutrition.

The session highlighted the program's educational framework, backward design approach, and IPEC core competencies, emphasizing the importance of communication, ethics, roles and responsibilities, and teamwork. Learning outcomes are regularly evaluated through student feedback and collaboration with clinical training facilities.

Overall, the IP Training Program at Gunma University serves as a model for preparing a collaborative-ready health workforce, enhancing patient safety, and improving the quality of healthcare services.



This lecture introduced the simulated interprofessional training program at Gunma University, which is based on case scenarios reflecting real clinical and community contexts. The case scenarios are designed to help students understand the characteristics of healthcare facilities, common problems in specific contexts, and the roles of various professionals. Through structured group work, students practice the basic principles of teamwork such as mutual respect, support, and understanding professional differences and commonalities.

The training is aligned with the IPEC core competencies, Communication, Ethics and Values, Roles and Responsibilities, and Teams and Teamwork, emphasizing collaborative problem-solving and patient-centered care. Case scenarios include detailed patient information, clinical data, and interprofessional tasks, guiding students to develop diagnostic, treatment, and care plans from their professional perspectives.

Examples presented included a case of an elderly patient with osteoporosis and fracture, requiring interprofessional collaboration in diagnosis, treatment, and discharge planning, as well as community-based maternal and child health checkups in Shimonita Town, highlighting public health practices and multidisciplinary cooperation in early child development.

Overall, the program provided students with opportunities to integrate clinical reasoning, collaborative practice, and community health perspectives, thereby strengthening their competencies in interprofessional education and practice.



In this session, four groups of participants worked separately in different rooms under the guidance of group facilitators.

Based on the prepared case scenarios, each group engaged in group work activities:

- Sharing observations and providing advice across different sections of the case.
- Integrating professional perspectives to clarify their own roles and better understand the roles of other health professionals.
- Discussing interprofessional collaboration in both well-baby checkups and community health care settings.

This group work allowed participants to actively experience interprofessional collaboration, strengthen teamwork skills, and develop practical approaches to patient- and community-centered care.



Group A



Group B



Group C



Group D