

This lecture introduced the patient safety-centered IPE program developed at Gunma University. It addressed the importance of reducing preventable medical errors and strengthening healthcare quality through teamwork, communication, leadership, and psychological safety. The lecture also presented the TeamSTEPPS framework (Team Strategies and Tools to Enhance Performance and Patient Safety), highlighting its four core components: leadership, situation monitoring, communication, and mutual support.

Through these concepts, participants deepened their understanding of IPE as a cornerstone of patient safety. The program emphasized innovative approaches to preparing healthcare students for safe, effective, and collaborative practice.



This lecture emphasized the importance of implementing IPE programs in undergraduate curricula.

- Necessity: IPE is essential for fostering teamwork, advancing collaborative research, and improving global evidence on healthcare education.
- Timing: Universities should evaluate when and how to introduce IPE, moving from lectures in the early years to simulated and clinical training in later years.
- Learning outcomes: Students gain not only team-building skills but also patient safety awareness, communication skills, and professional identity development.
- Evaluation tools: The modified ATHCTS (Attitudes Toward Health Care Teams Scale) is recommended as a valid and reliable tool for assessing students' attitudes toward interprofessional collaboration.

Overall, IPE evaluation demonstrates its role in preparing healthcare students to work effectively in collaborative, patient-centered teams.



9:00 **Opening** Hideomi Watanabe
Welcome message Minoru Hanaya
Group photo

9:30 **Session 1: Regional and National initiatives to shape the education and training of the work force** *(Chair: Bumsuk Lee)*

- Regional framework to shape the health workforce for the future of the Western Pacific (Samir Garg)
- Revolutionizing Thailand's Workforce with Interprofessional Education: National Strategies and Regional Collaboration (Wanicha Chuenkongkaew)
- Integrating Disaster and Health Education in Times of Crisis: A Tri-Sector Collaborative Approach (Takayuki Saitoh)
- Initiatives for Undergraduate and Postgraduate Patient Safety Education at Gunma University (Kazumi Tanaka)

10:30 **Coffee break**

10:45 **Session 2: University initiatives bridging pre- and in-service IPE in Japan** *(Chair: Shiomi Kanaizumi)*

- The Development, Present Operation, and Future Perspective of Inohana IPE (Arisa Saito)
- Community-based IPE program and clinical clerkship for undergraduates in Sapporo Medical University (Hitoshi Sohma)
- Embedding an in-service care workforce training program initiative into health professional education program (Bumsuk Lee)

11:30 **Session 3: Poster session: Research collaborations in IPE and Opportunities for Collaborative Practice** *(Chair: Ena Sato)*

- The Validity and Reliability of the Mongolian Version of the Psychological Safety Questionnaire (Narantsetseg Enkh TUYA)
- The Validity and Reliability of the Thai Version of the Psychological Safety Questionnaire (Thai-SPS) (Chidawan Suyakong)
- The Validity and Reliability of the Laos Version of the Psychological Safety Questionnaire (Kiengsack Chirasack)
- Psychological Safety in Interprofessional Education: Translation and Validation of Two Assessment Tools for Vietnamese Health Science Students (Vo Nhat Nam)
- Vietnamese Adaptation and Validation The Survey Measure of Psychological Safety Questionnaire for Hospital Healthcare Staff (Dinh Hoang Phat)

12:00 • Life course approach: Factors related to the improvement and decline of Cardiovascular Health level among adults in Gunma Prefecture, Japan (Julia Melendres)


The International Symposium was supported by the JST Co-Creation Space Support Program





INTERNATIONAL SYMPOSIUM


**Strengthening the training of health
and care workers for Universal Health
Coverage in the time of disaster**

21st
August
2025

 9.00- 12.00 (JST)

 Large Lecture Hall

 **Host:**
WHO Collaborating Centre,
Gunma University (JPN-89)

 **Co-hosts:**
Patient Safety Education Centre for
Multiprofessionals, Gunma
University

Department of Medical Quality and
Safety Management, Gunma
University Hospital

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日時 2025年 8月 21日 (木) 9時~12時

会場 大講義室 群馬大学医学部保健学科

Program Information

Opening

Hideomi Watanabe, Vice President
Takasaki University of Health and Welfare

Welcome message

Minoru Hanaya, Vice President
Gunma University

Session 1: Regional and National Initiatives to shape the education and training of the workforce

Samir Garg, Technical Officer
World Health Organization

Wanicha Chuenkongaew, Vice President
Prabornaraajchanok Institute, Ministry of Public Health, Thailand

Takayuki Saitoh, Director
Patient Safety Education Centre for Multiprofessionals, Gunma University

Kazumi Tanaka, Director
Department of Medical Quality and Safety Management, Gunma University Hospital

Session 2: University Initiatives bridging pre- and in-service IPE in Japan

Arisa Saito, Assistant Professor
Interprofessional Education Research Center, Chiba University

Hitoshi Sohma, Professor Emeritus
Medical Training Center, Sapporo Medical University

Bumsuk Lee, Director
WHO Collaborating Centre for Research and Training on IPE, Gunma University

Session 3 - Poster session: Research collaborations in IPE and Opportunities for Collaborative Practice

Narantsetseg Enkhuya, **Chidawan Suyakong**, **Kiengsack Chirasack**,
Vo Nhat Nam, **Dinh Hoang Phat**, **Julia C. Melendres**

Session 1: Regional and National initiatives to shape the education and training of the work force (Chair: Bumsuk Lee)

This session discusses regional and national initiatives to strengthen the education and training of the health workforce.

- Regional framework to shape the health workforce for the future of the Western Pacific (Samir Garg).
- Revolutionizing Thailand's Workforce with Interprofessional Education: National Strategies and Regional Collaboration (Wanicha Chuenkongkaew)
- Integrating Disaster and Health Education in Times of Crisis: A Tri-Sector Collaborative Approach (Takayuki Saitoh)
- Initiatives for Undergraduate and Postgraduate Patient Safety Education at Gunma University (Kazumi Tanaka)

Overall, this session highlights approaches to strengthen workforce education and collaboration, ranging from regional frameworks to initiatives at a specific university level.



Session 2: University initiatives bridging pre- and in-service IPE in Japan (Chair: Shiomi Kanaizumi)

This session focuses on university initiatives in Japan that connect pre-service and in-service IPE.

- The Development, Present Operation, and Future Perspective of Inohana IPE (Arisa Saito).
- Community-based IPE program and clinical clerkship for undergraduates in Sapporo Medical University (Hitoshi Sohma)
- Embedding an in-service care workforce training program initiative into health professional education program (Bumsuk Lee)

Overall, the session highlights different models of integrating IPE into both undergraduate education and workforce training to strengthen collaborative practice in Japan.



Session 3: Poster session: Research collaborations in IPE and Opportunities for Collaborative Practice (Chair: Ena Sato)

This poster session presents research collaborations in IPE and highlights opportunities for advancing psychological safety and collaborative practice.

- The Validity and Reliability of the Mongolian Version of the Psychological Safety Questionnaire (Narantsetseg Enkhtuya)
- The Validity and Reliability of the Thai Version of the Psychological Safety Questionnaire (Thai-SPS) (Chidawan Suyakong)
- The Validity and Reliability of the Laos Version of the Psychological Safety Questionnaire (Kiengsack Chirasack)
- Psychological Safety in Interprofessional Education: Translation and Validation of Two Assessment Tools for Vietnamese Health Science Students (Vo Nhat Nam)
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- Life course approach: Factors related to the improvement and decline of Cardiovascular Health level among adults in Gunma Prefecture, Japan (Julia Melendres)

Overall, the session emphasizes the importance of cross-cultural validation of psychological safety tools in IPE.



The Student Interprofessional Educational Committee (SIPEC) was established at Gunma University in 2010 with the aim of fostering international perspectives and interprofessional collaboration among undergraduate students. SIPEC provides opportunities for students across different faculties to go beyond their own disciplines, broaden their views, and engage in teamwork across professional boundaries.

The lecture introduced the main activities of SIPEC. First, networking sessions on international health issues allow students to exchange ideas with peers from other countries and explore global health challenges such as aging societies and communicable diseases. Second, students participate in overseas IPE workshops, including the Global Student IPE Leader Camp in Jeju, South Korea, which offers presentations, local facility visits, and cultural exchange. Third, SIPEC supports student-led interprofessional education activities, where students design and lead sessions to strengthen teamwork and communication skills.

Members shared their reflections, highlighting benefits such as improved understanding of other professions, development of international friendships, enhanced communication in English, and deeper appreciation of cultural diversity. Overall, SIPEC plays a vital role in preparing students for future collaborative practice in healthcare.



This lecture introduced the process of students' team building in the IPE program at Gunma University. The session was based on Tuckman's Stages of Team Development and followed the students closely through observation during their teamwork training. It explained how students gradually moved through the five stages of team building, Forming, Storming, Norming, Performing, and Adjourning, as they learned to collaborate effectively.

The lecture highlighted how students first experienced nervousness and uncertainty when meeting their teammates, then faced conflicts and differences of opinion during group discussions. Step by step, they developed mutual trust, clarified roles, and improved their communication. By the end of the training, the teams became highly cooperative, confident, and capable of problem-solving in clinical scenarios.



Supervisors are expected to support students in achieving the objectives and goals of the IPE program. This session will address two perspectives: supervising students to facilitate team building, and supervising students to help them understand the significance of interprofessional collaboration in team-based healthcare.



17 Role of supervisors in IPE - part 2

We will watch video scenarios of three to four situations from GU's Teamwork Training. Please discuss and exchange opinions on the following two questions with your group members.

Q1. What happened? Please list the strengths and challenges in the case.

Q2. What role will you be able to play to enhance your effectiveness as a supervisor?



Group A



Group B



Group C



Group D