

# Saitama Prefectural University was selected under the Support Program for Distinctive University Education and the Support Program for Contemporary Educational Needs, by the Ministry of Education, Culture, Sports, Science and Technology in 2005

## What are Distinctive GP and Contemporary GP?

Saitama Prefectural University was designated by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) for Distinctive GP and Contemporary GP. GP may sound unfamiliar, but is an acronym for "good practice". Distinctive GP and Contemporary GP are commonly used names for the Support Program for Distinctive University Education and the Support Program for Contemporary Educational Needs, respectively.

Higher education is expected to play an extremely important role in national strategies, such as social, economical and cultural development and securing a position of world competitive leadership. To meet such expectations, the educational establishment must identify individual, distinctive characteristics in a competitive environment and accomplish a variety of improvements. MEXT has introduced a number of programs to "support reform in academic education throughout public and private universities" to further promote educational reform in different universities to meet the above challenges. Distinctive GP and Contemporary GP are part of these programs. In 2005, 47 applicants, out of 410, were selected for Distinctive GP, and 84 applicants, out of 509, were chosen for Contemporary GP. As shown by these numbers, selection was competitive, and it is rare for one university to be selected for both GP programs in the same year.

In the Distinctive GP program, a number of proven efforts to achieve reform in academic education are reviewed to select the most distinctive and distinguished projects. Information on the selected projects is then widely publicized, and subsidies are provided to these projects. In this way, the program can fuel the motivation of universities and faculties to reform and improve education in both public and private universities. These selected projects can be used as good reference examples for other universities. The goal of the program is to promote revitalization of higher education.

In the Contemporary GP program, the theme is determined based on the recommendations of the various councils and policy issues with strong social demand. Of the themes submitted from a number of universities, especially outstanding education projects (themes) are selected and are granted subsidies. This goal of this program is also to promote revitalization of higher education, but more in the sense of supporting "future projects". (Kazunori Kayaba)

## Our approach to collaboration and integration - history and future plans

Today's challenges in health and social care services are becoming more complex. To overcome such issues, there is a need for all professions to work in collaboration with those in other disciplines and to provide integrated services to users. This philosophy was incorporated into the educational principles of Saitama Prefectural University (SPU) as "collaboration and integration". SPU aims at cultivating the quality and attitude of students in such a way that they not only can engage in care services after graduation but also can acquire a shared philosophy as care providers while they are in school, and fulfill their professional roles based on this principle.

To accomplish this goal, since its establishment in 1999, SPU has been consistently laying a framework of interprofessional education (IPE) in all its departments for the realization of collaboration and integrated services in health and social care. The IPE programs include interprofessional collaborative courses, the interprofessional exercise for students to learn from each other beyond the boundaries of their departments, the problem-solving learning approach to foster students' subjectivity, and community and international activities supporting collaboration and integration.

In addition, SPU will have a new additional department, the Department of Health Development, in 2006, and will design classes with new curriculums. SPU is committed to making the best use of its successful experiences in education, research, community activities and to create new teaching methods to further enhance and enrich such activities.

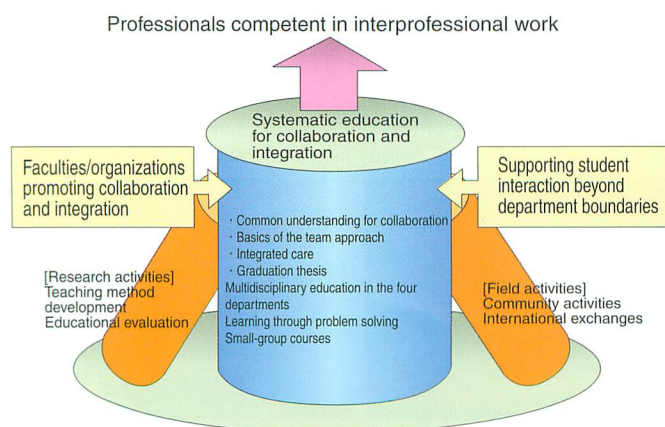
One specific example is realizing and expanding the Interprofessional Collaborative Courses, in which students who are preparing to be professionals in a variety of care services are given opportunities of working together. A new interdisciplinary small-group practicum, the Interprofessional Work (IP Work), will be open as a compulsory subject for fourth-year students in all departments.

Support from the community and collaboration with local residents are indispensable for making this IP Work an occasion for the students to learn beyond abstract concepts, and apply those concepts in practical activities.

For this purpose, SPU collaborates with the health and welfare administration of Saitama Prefecture to provide training and information related to a variety of professions. It also provides facilitation skills to care providers and local residents, using the research and education facilities of the university.

In order to build such an environment, SPU is implementing the course of IP Work, and also designing a training program for care providers and local residents to acquire, in the process of supporting the IP Work, knowledge and skills that can be useful for their actual care activities and services.

In this way, students, faculty, community care providers and local residents can learn from each other during the IP Work. The goal of SPU education for collaboration and integration is to foster students who are practically capable of addressing specific issues occurring in the community. (Toshitami Arai)



IP Work conducted in August, with students also attending from Jichi Medical School

## What are Interprofessional Work (IPW) and Interprofessional Education(IPE)?

Saitama Prefectural University defines Interprofessional Work (IPW) as "collaborative work among people of different professions (including local residents and patients/clients/service users) who try to understand each other and bring their skills and knowledge to their relationships in order to achieve shared goals". In addition, Interprofessional Education (IPE) is defined as "Education for development of people's ability to practically apply IPW, by both being an independent professional and understanding, appreciating and supporting other professions.

Both IPW and IPE are versions of concepts, education, and implementation applied mainly in the UK and some other countries. SPU has close ties with a UK-based IPE-promoting organization, the UK Centre for the Advancement of Interprofessional Education (CAIPE), and became a corporate member last year. CAIPE has given support for the review of teaching methods and training for faculty members.

### Project objectives

#### 1. Building organization, base sites and information infrastructures for the promotion of IPE

The "IPE Promotion Council" will be established individually at 10 sites in the health and social care service community of Saitama Prefecture. The council serves as an organization to collect information on issues related to interprofessional and multicenter collaboration in Saitama Prefecture, and proposes plans for resolving such issues. It also promotes cooperation and evaluation regarding the Saitama Prefectural University IP practice.

#### 2. Fostering professionals who are capable of practically applying and teaching IPW

The "IPE Coordinator Training Seminar" will be held at five locations in Saitama Prefecture. The seminar will cover the concepts of IPE, the learning of the basic theory and benefits of IPW, a workshop on its practical implementation, and a theoretical course and workshop on educational guidance methods. In addition, an international seminar will be held in Saitama Prefectural University for the next four years in order to provide opportunities to teachers and care providers both within and outside the University to learn how to develop IPE.

#### 3. Developing educational contents for the course of Interprofessional Work

A "Preparation Workshop" will be held prior to the actual implementation of the five-day Interprofessional Work. This is in order to examine, in collaboration with the faculty, setting an exercise theme that suits the challenges of the site and the preparation of learning environments. In addition, there will be a pilot project to expand the course of Interprofessional Work starting from 2006, in preparation for its official implementation in 2009.

#### 4. Community development to promote IPW

Training programs are designed and implemented so that the students' interprofessional work can be transformed into practical work in those communities through writing reports and making presentations, and can serve as a source for improving the quality of community care.

#### The University Reform Committee - GP Taskforce

Takenori Sakada (Director, Education & Training Center), Mariko Otsuka (Professor, Department of Nursing), Naomi Hasegawa (Associate Professor, Department of Nursing), Kazunori Kayaba (Professor, Department of Health Development), Kazuhiko Hara (Professor, Department of Physical Therapy), Nobuo Ohshima (Associate Professor, Department of Occupational Therapy), Shozo Ishihara (Professor, Department of Nursing), Midori Shimazaki (Professor, Department of Social Work), Ichiro Maruyama (Professor, Department of Social Work), Masaya Asahi (Associate Professor, Department of Social Work), Toshitami Arai (Research Associate, Department of Social Work), Yuichiro Koyama (Director, University Reform Promotion Office), Toshio Hirabayashi (Director, General Administration), Kaoru Yamanaka (Director, Student Affairs)

## Saitama Prefectural University International Seminar '05

The Saitama Prefectural University International Seminar '05 was held for three days on November 25, 26, and 29, 2005 at the SPU campus on the theme of "Health and Social Care Innovation and Interprofessional Education".

With the aim of improving the quality of health and social services, Saitama Prefectural University has been promoting Interprofessional Education (IPE) to foster individuals who can work in collaboration with people from other professions and provide integrated services.

A series of international seminars has been planned over a four-year period. Two guest speakers with extensive experience in this field were invited to the first of these seminars to share their knowledge regarding the background and current situation of IPE in the UK. These were Ms. Barbara Clague, Chief Executive, the UK Centre for the Advancement of Interprofessional Education (CAIPE) and Ms. Helena Low, Development Manager, CAIPE.

On the first day, there were approximately 500 participants in the seminar from within and outside the university. The seminar consisted of the lectures on "The Current Legislative and Policy Context of Interprofessional Education in the UK" by Ms. Barbara Clague, "New Directions and Developments in Interprofessional Education in the UK: Innovations in Health and Social Work" by Ms. Helena Low, and "Japan's Approach to IPE and Its Challenges" by Professor Mariko Otsuka of Saitama Prefectural University. There was a question and answer session after each lecture as a time to exchange opinions. The second day was used for a workshop, in which approximately 70 participants held discussions in groups, and the two UK guest speakers gave their explanation and comments. It proved to be a good opportunity to deepen understanding of IPE and learn its theory and implementation models. On the third day, under the guidance of Ms. Clague and Ms. Low, twenty faculty members of the University learned the way facilitators should act as IPE promoters, and held lively discussions both in small groups and as the entire group.

Helpful comments were given regarding this international seminar from inside and outside the university. This seminar should be used as an opportunity for further expanding our experience in research and implementation of interprofessional education. (Ichiro Maruyama, Midori Shimazaki)

