

**16 Aug 2014**  
**APAME CONVENTION**

# **Knowledge sharing and its significance**



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**Kiyoshi Kitamura**  
**International Research Center for Medical  
Education**  
**Tokyo University**



International Research Center for Medical Education (IRCME)  
is a research institute focusing on medical education  
in Japan and in the world.


▶ Overview

Overview 

▶ Latest Event

Latest Event 

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Departments 

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Events 

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Contact 

▶ Access

Access 

## News & Topics

2014.8.1.

[The 69th University of Tokyo Medical Education Seminar](#)

2014.6.16.

[The 68th University of Tokyo Medical Education Seminar](#)

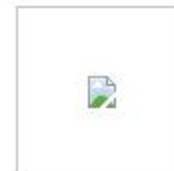
2014.5.21.

[The 67th University of Tokyo Medical Education Seminar](#)

## Download(Japanese Only)



▶ Pamphlet



▶ Center News

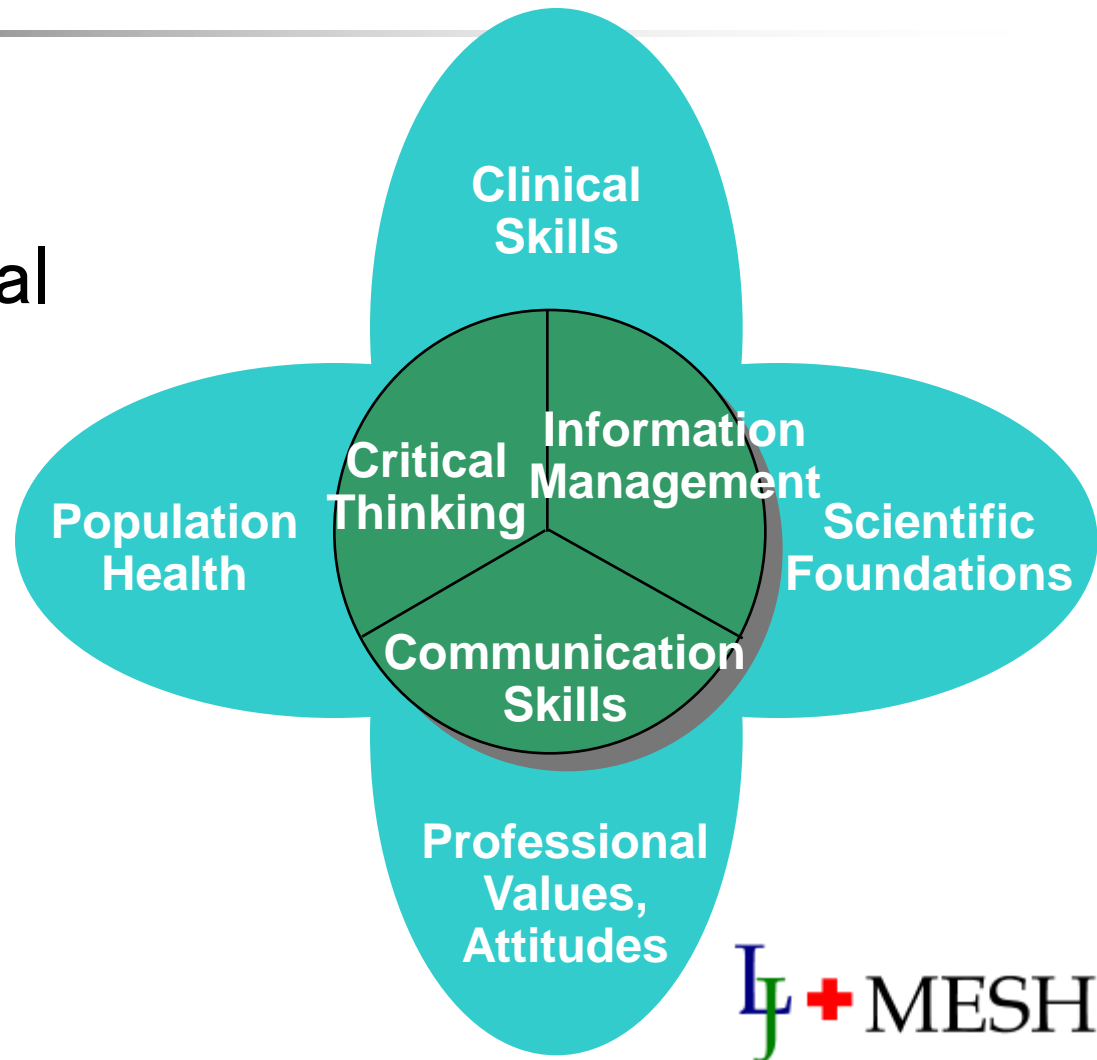
## Address

# Outcome Based Education

**IIME** (Institute for  
International Medical  
Education)の  
7アウトカムモデル

国際的な医学教育の  
**Minimum Essential**

Med Teach 2002, 24,130–135





# Curricular Reform in Afghanistan

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**Hiroataka Onishi<sup>1</sup>, Kiyoshi Kitamura<sup>1</sup>,  
Yuko Takeda<sup>2</sup>, Takuya Adachi<sup>3</sup>**

1. International Research Center for Medical Education, University of Tokyo
2. Department of Community-oriented Medicine, Mie University Graduate School of Medicine
3. IMG Ltd.



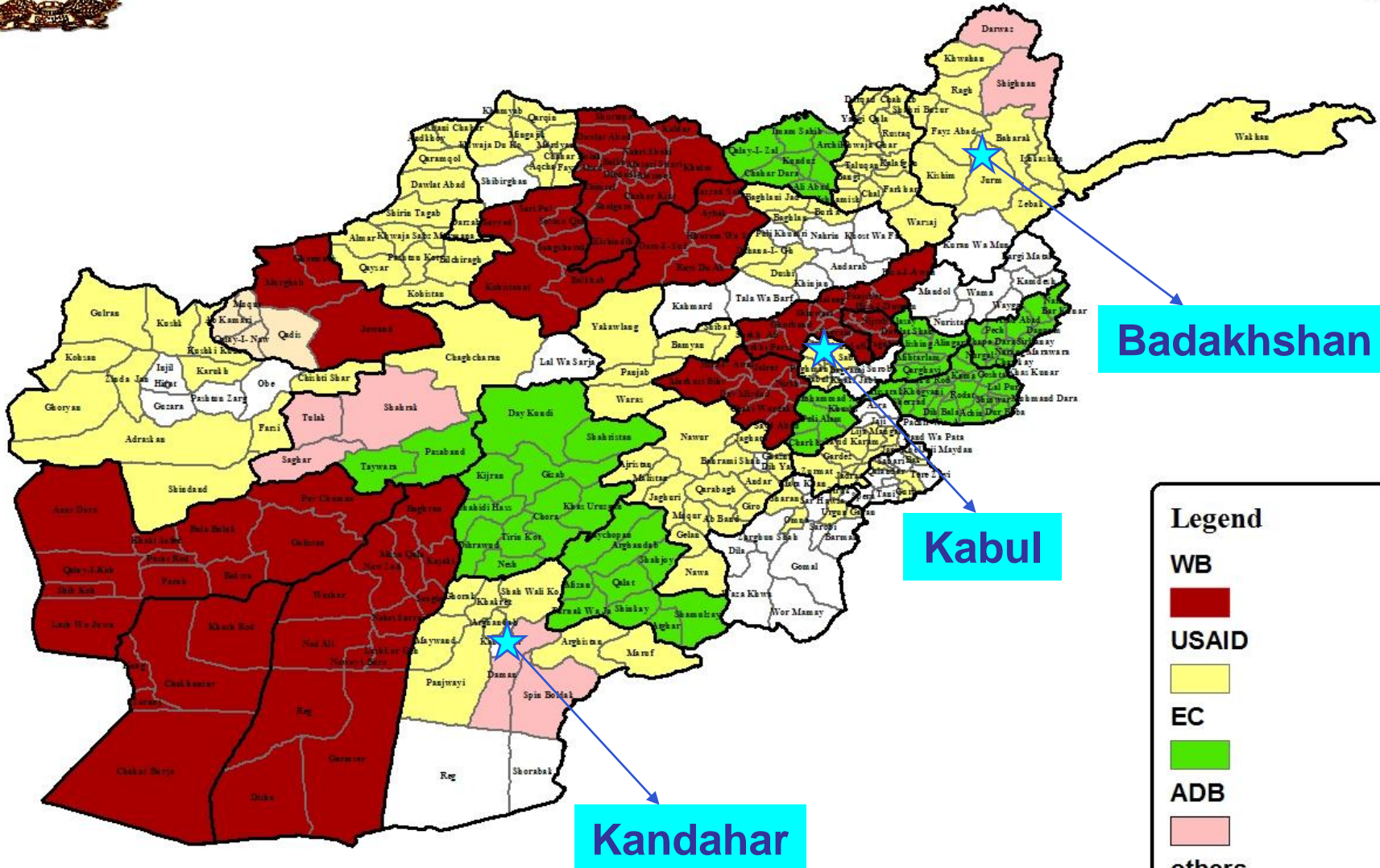
# Ways to Start the Project

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- In Jan 2002 Japan pledged 5 million USD at International Conference on Reconstruction Assistance to Afghanistan
- Priority areas for assistance
  - Mother and child health
  - Infection control especially tuberculosis
  - Promotion of health administration
- High priority also on human resource development



# Covered Districts by Donors updated Feb 20 2005



**Badakhshan**

**Kabul**

**Kandahar**

**Legend**

- WB
- USAID
- EC
- ADB
- others
- Uncovered Districts



2006 2 4



2006 2 5



# Hospital in Kabul



# Kabul





# Basic Policies of the Project

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- (1) Supporting self-help efforts of developing countries
- (2) Perspective of “Human Security”
- (3) Assurance of fairness
- (4) Utilization of Japan's experience and expertise
- (5) Partnership and collaboration with the international community



# Sustainability

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- Give a man a fish and you feed him for a day. Teach him how to fish and you feed him for a lifetime

授人以鱼只救一时之急

授人以渔则解一生之需

- This is the reason why we work for educational cooperation.



پہلے پڑھیں پھر سمجھیں  
پہلے سمجھیں پھر لکھیں

پہلے پڑھیں پھر سمجھیں  
پہلے سمجھیں پھر لکھیں

# KMU





2006 9 4

JICA

Workshop on New Medical Education Method  
In Aug. 28 & 31 2006  
JICA Medical Education Project

100



2006 8 30



# ToT in Kabul





# Concepts of the Project

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1. Internationally accepted theories of medical education
  - Student-centered education
  - Teaching in clinical context
2. Quality improvement of medical education in Kabul Medical Univ.
  - Assessment & Evaluation
  - Quality improvement system



# Tentative Results

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- Japanese members held about 20 seminars and workshops.
- So far 34 members have come to the training in Japan
- They held National-wide workshop for medical education in May 2007.

# ToT in Tokyo





# Summary of Curricular Reform

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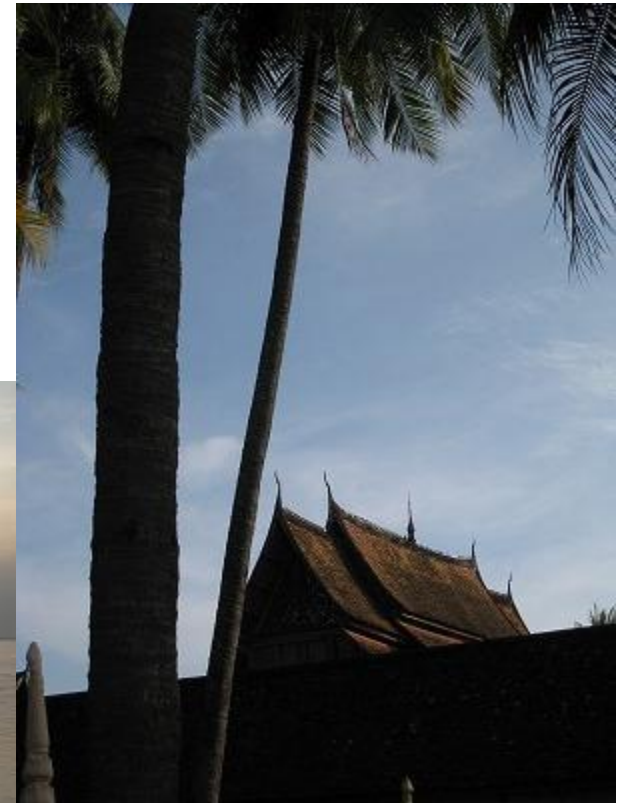
- Problem-based learning (PBL)
  - Some teachers were too busy to contribute to PBL and to develop case scenarios.
  - Students supported PBL very much.
- Case-based learning (CBL)
  - Clinical learning in the ward becomes more systematic using CBL sheet for reflection.
  - Clinical educators well accepted the strategy.
  - Better students-patients ratio than before
  - Students accepted the reform.

# Overview and Achievement of the Project Activities in Lao PDR 2008-2012

**The Project for Medical Education and  
Research for the Setthathirath Hospital,  
Lao PDR**



# LAO PDR



# LAOS

## Setthathirath Hospital







# Project Purpose (Rephrased)

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**Overall Goal**: Quality of clinical training for medical doctors in the Lao PDR is improved.

**Project Purpose**: Quality of undergrad. and postgrad. training in Setthathirath Hospital is improved

Output 1: Educational environment improvement

Output 2: Training management system improvement

Output 3: Capacity building of trainers



# Article in Lancet 2010.4.3

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## Education of health professionals for the 21st century: a global independent Commission

A major transformative opportunity for improving health among diverse communities worldwide is to reform the vision, programmes, and systems of educational institutions to train health professionals who can meet people's needs, empower communities, and enhance human wellbeing. Too often forgotten is that the production of health is knowledge-based and socially driven, and health professionals as knowledge brokers are key drivers of health advance.

After two planning meetings in 2009, a new Commission on Education of Health Professionals for the 21st Century was launched in January, 2010.<sup>1</sup> This independent initiative with a global outlook seeks to advance health by recommending instructional and institutional innovations to develop a new generation

During 2010, the Commission will conduct studies and consultations to landscape the present situation, identify barriers, search out innovations, and develop a vision and recommendations for professional education in the

### **Panel: Why the Commission on Education of Health Professionals for the 21st Century is needed**

- Changing patterns of health threats, population movements, financial flows, technological and telecommunications advances, and the diffusion of health knowledge and health-system innovations require new educational approaches that are better attuned to the pressing needs for both global awareness and local sensitivity.
- Recently launched global health initiatives have underscored the critical importance of the health

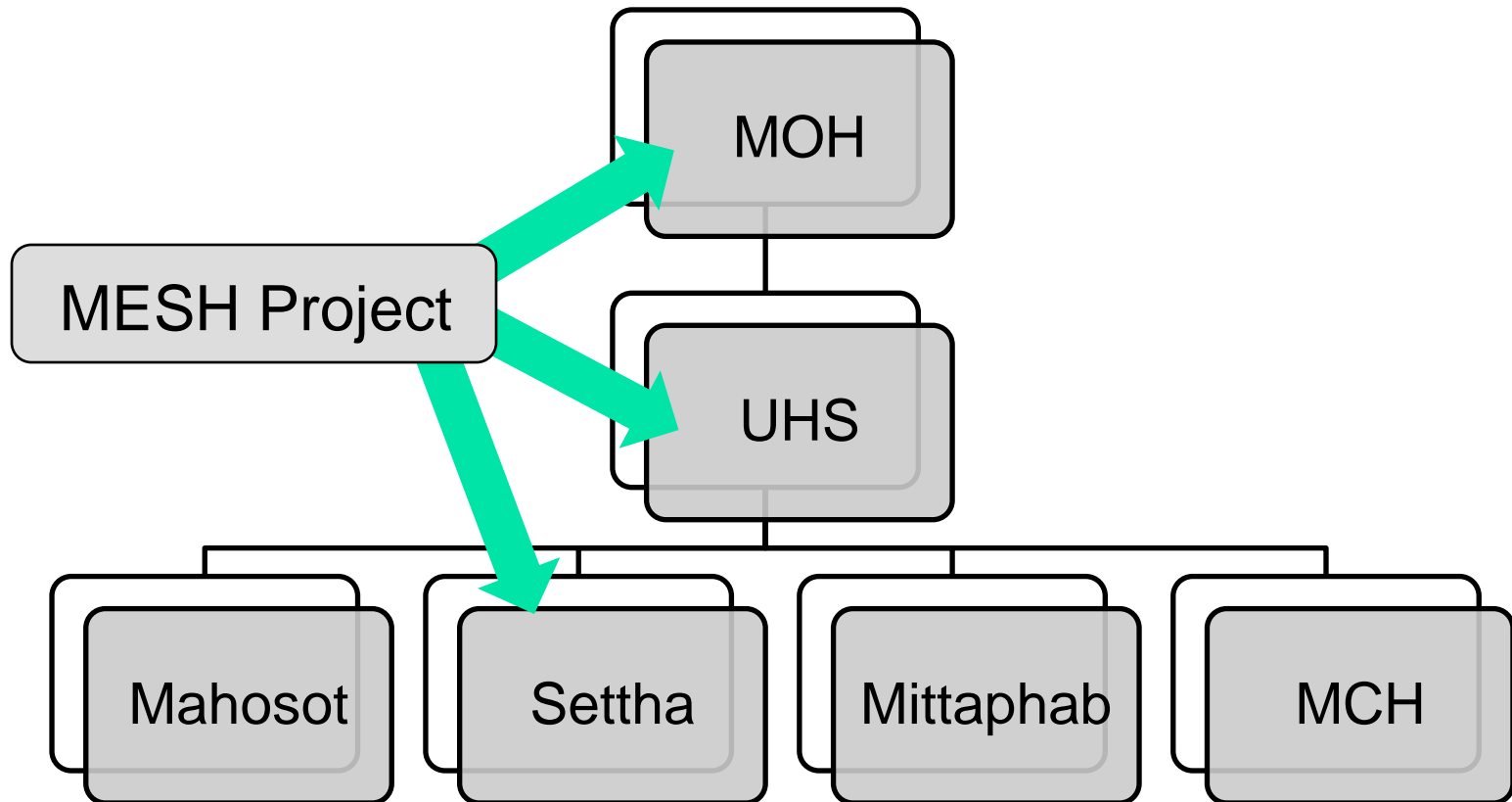


# Reform Strategy for Medical Education

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- Change younger generation first. More difficult to change senior generation.
- Preceptors should take tender care of patients and students at the same time.
- Preceptors should ask students to help them also for their experiences.  
Students may help preceptors later.

# Relationship with Other Stakeholders



# University of Health and Science UHS

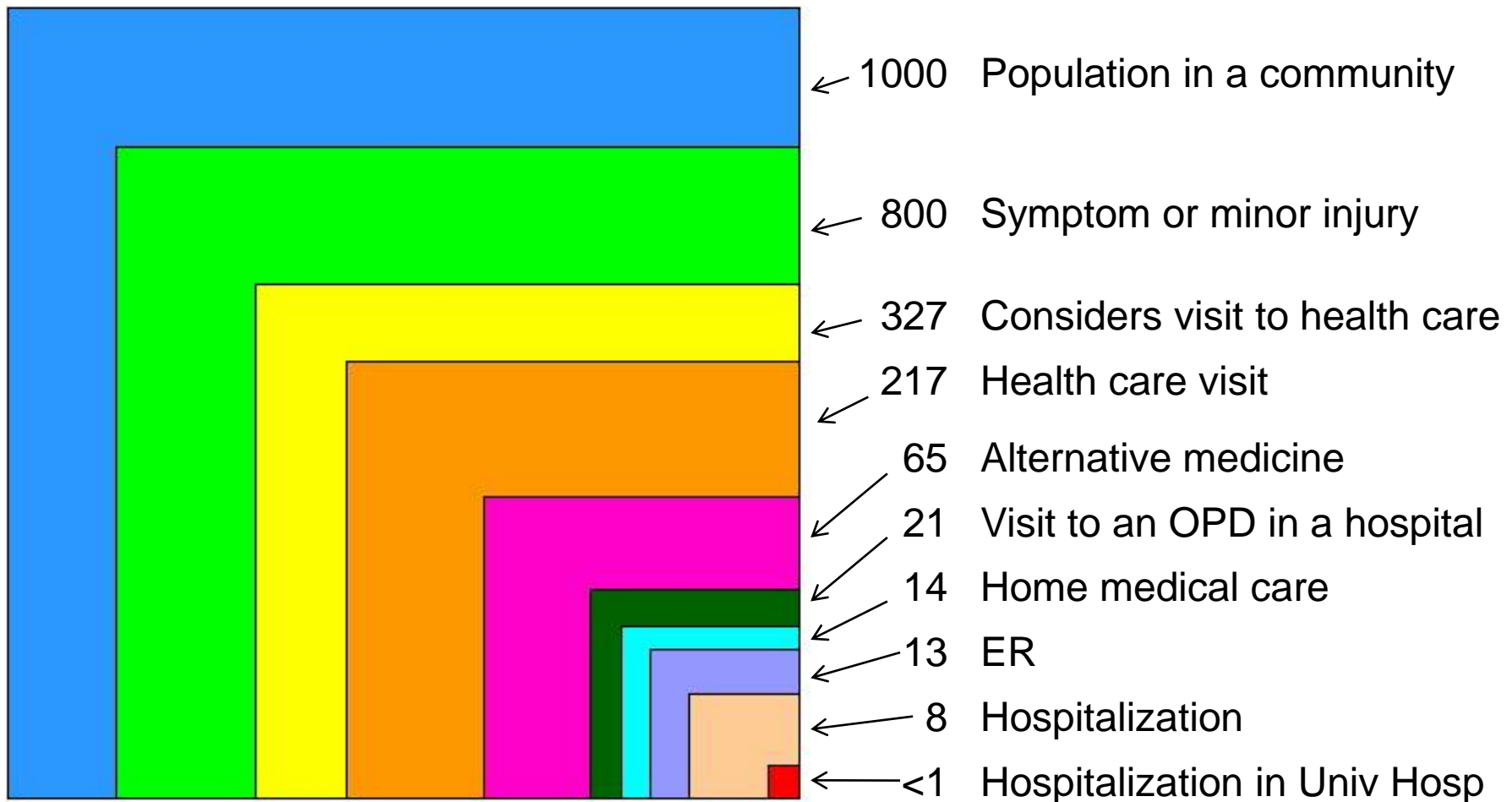


# Setthathirath Hospital



# Ecology of Primary Care

No. of people and characteristics

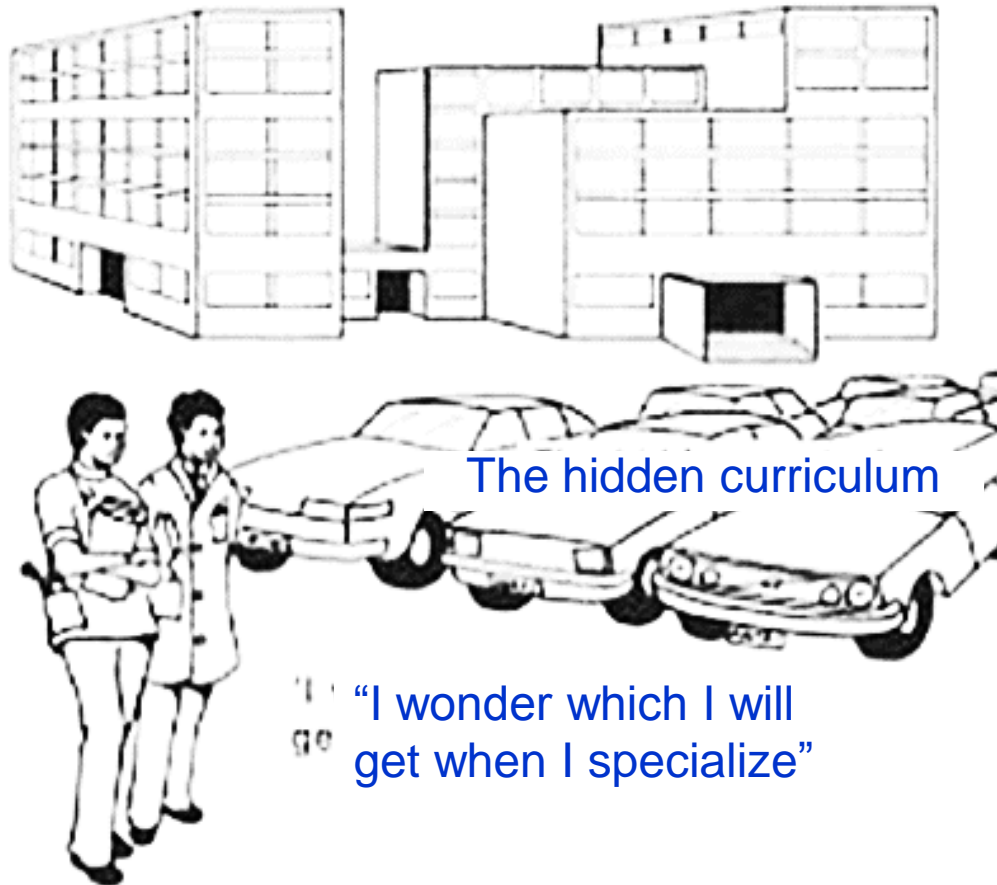


# Where do we teach our doctors of the future?

Students follow the example and lifestyle of teachers.

Morey and Lovel: My Name is Today.1986

## Teaching in “disease palaces”



## Teaching in the community





# ToT in a big hospital



# Issue of UHS

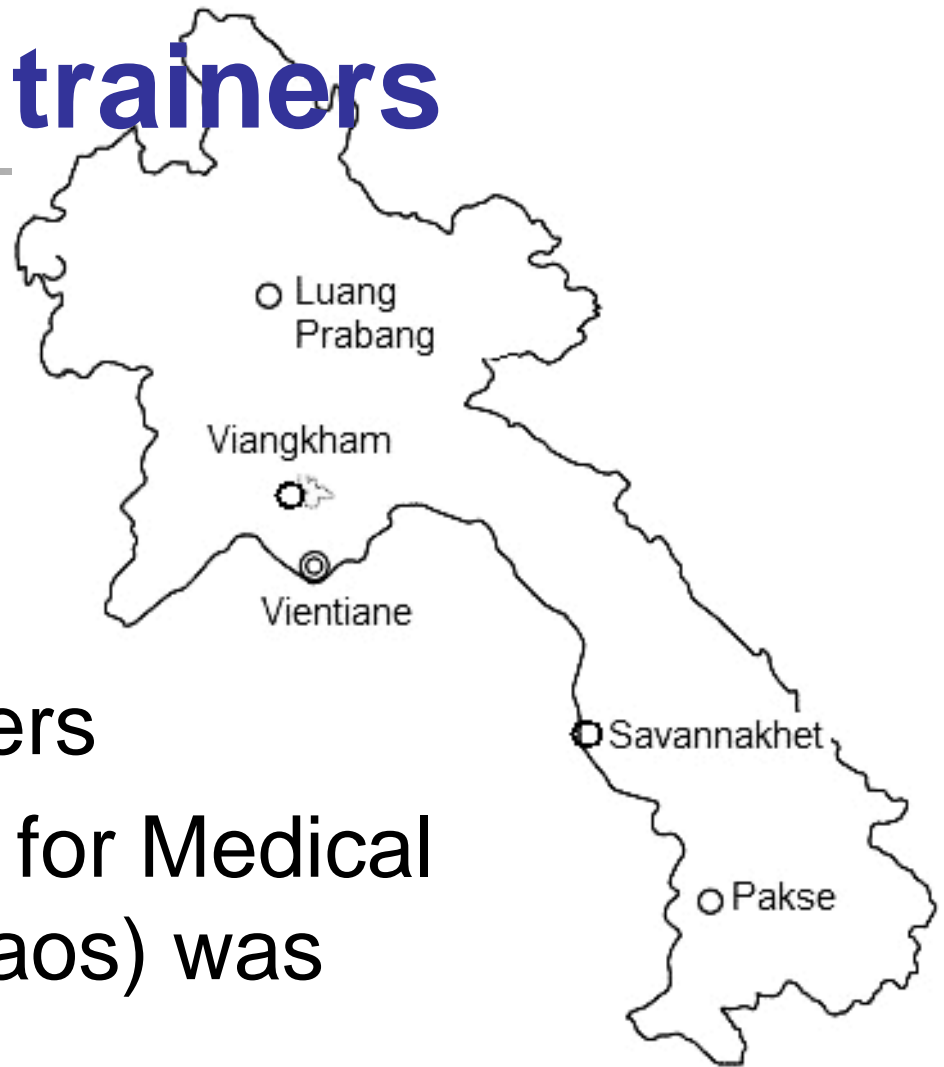
- Increase in number of medical students
- Spread of clinical education in provinces
- Students have moved to provinces since Jan 2010



# TOT

## Training of trainers

- Prepare for students training
- Teach how to teach to teachers
- PMEL (Project for Medical Education in Laos) was formulated.



# Luang Phaban a world heritage



# Luang Phaban



# TOT in Community



# ToT in the community



# ການຮຽນ & ການບໍລິການ

Learning

Service

ເຈັບ + ເປັນ

1. ການສຶກສາໃນໂຮງໝໍ ແມ່ນບອບສອບເສງຕ່ວ່າງຂອງນັກສຶກສາ & ແພດເວດຊະສາດຄອບຄົວ, ທ່ານໝໍ, ທີ່ມີອາດຈະເຮັດໃຫ້ເຈົ້າຕັດສິນໃຈລະອຽດໃນການປິ່ນປົວ & ສ້າງຄວາມເຫັນອີກເຫັນໃຈຕໍ່ຜູ້ອື່ນໃຫ້ຫຼາຍຂຶ້ນ. 2. ເພື່ອເຮັດໃຫ້ທ່ານໝໍລາວເປັນທ່ານໝໍທີ່ດີໃນອານາຄົດ & ໃຫ້ຄົນເຈັບເຂົ້າໃຈ, ຍົກຍ້ອງ ໃນການຮຽນຂອງນັກສຶກສາຫຼາຍຂຶ້ນ.



10:00 ໂມງເຊົ້າ ນ/ສ ກຸ່ມບ່ອນເຂົ້າຍັງຄົນເຈັບ

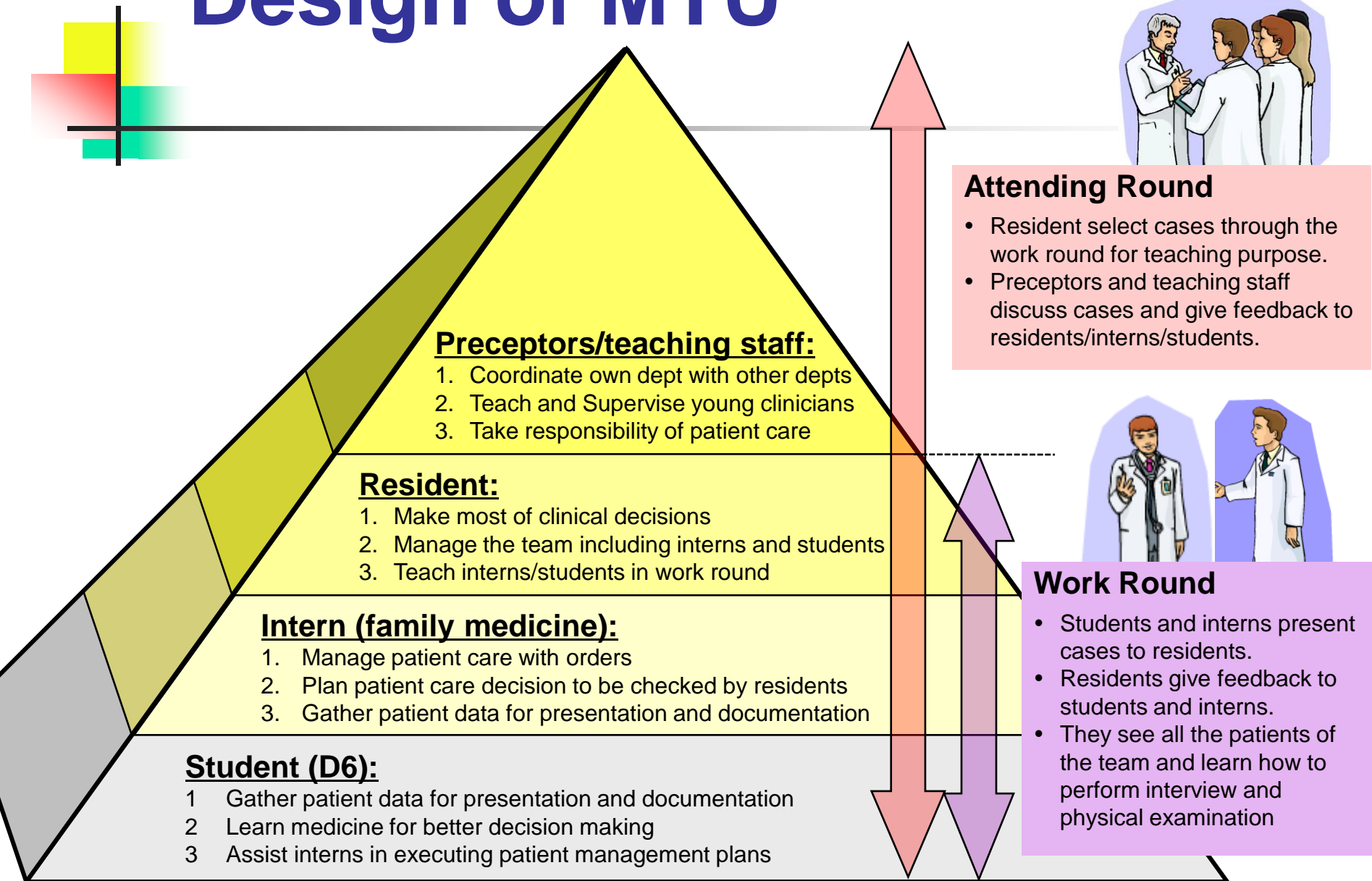


ຫຼາກຫຼີ້: ເຮັດການປິ່ນປົວຄົນເຈັບ ໂຕ້ການຕິດຕາມຂອງອາຈານ





# Design of MTU



# Students in the Setthathirath Hospital



# Students in the Hospital



# Setthathirath Hospital





# Clinical Training in Provinces

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- **CBME** (community-based medical education)
  - Able to increase # of community physicians
  - Able to retain more community physicians
- **Reputation of training in provinces**
  - More direct clinical experiences
  - More contact with teaching staff
  - Maria Teresa started TMC meeting



# Impressive Comments

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- D6 students
  - Training is busy and hard, but it will be useful for future practice
  - Not often see teaching staff
- Residents
  - Teaching is time-consuming but fun and giving them opportunity to learn more



# Framework for Medical Education Improvement

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- Accreditation criteria
  - WFME global standard of Western Pacific Region Specification
- Curriculum development
  - Consistency among objectives, strategy, and assessment
- Quality improvement
  - Compliance of academic calendar, marking scheme for assessment...



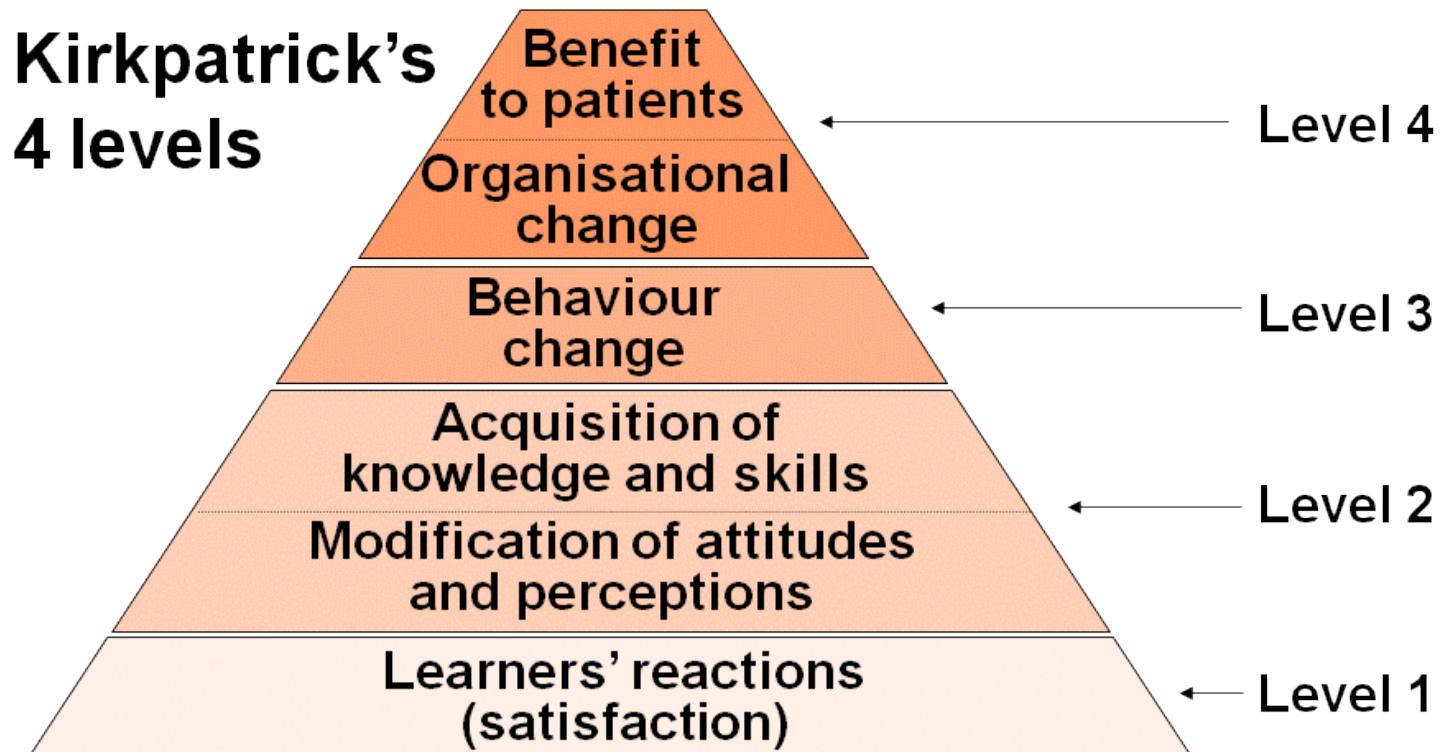
# Family Medicine Specialist Program

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- 2-year program just after graduation from UHS. Graduates are expected to work in a district hospital
- Young physicians can be qualified as “specialists” after the program
- 1 year in rotation in central hospitals, 6 months in health center, 2 months in district hospitals, and 2 months in provincial hospital



# Student-centered Education



- Teaching staff/preceptors have to consider students' better learning



# Patient-centered Care

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- Better teaching hospital has to provide better patient care too.
- Not only knowledge and skills, but ethical conduct, professional attitude etc are important.

# Closing of TOT



# End of the Project



# Festival in Laos





# Mongolian New University Hospital Project

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- So far, No university hospital in Mongolian
- Build a new educational hospital.
- Educate clinical teachers in the hospital
- Patient-centered Medicine
- Community based Medicine

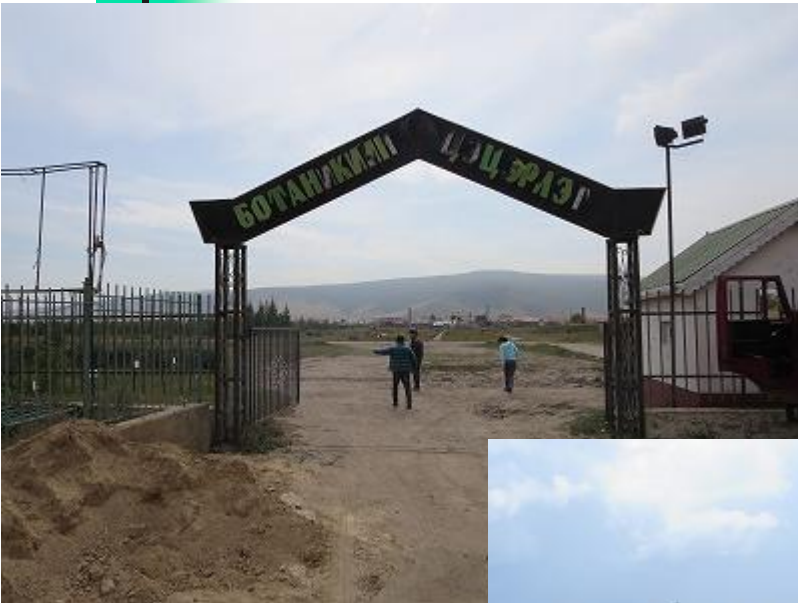
# University and Hospital



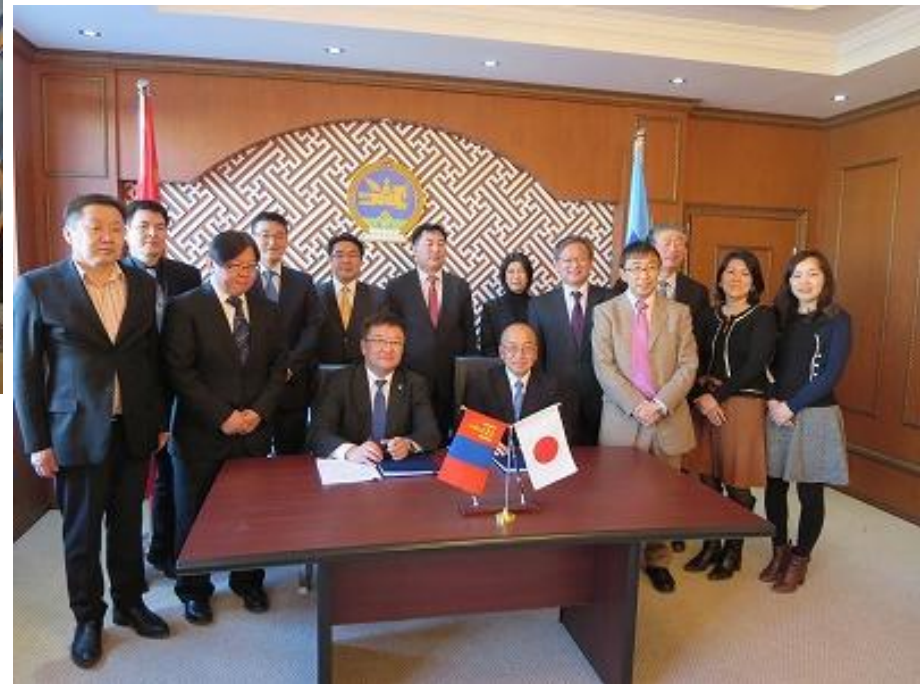
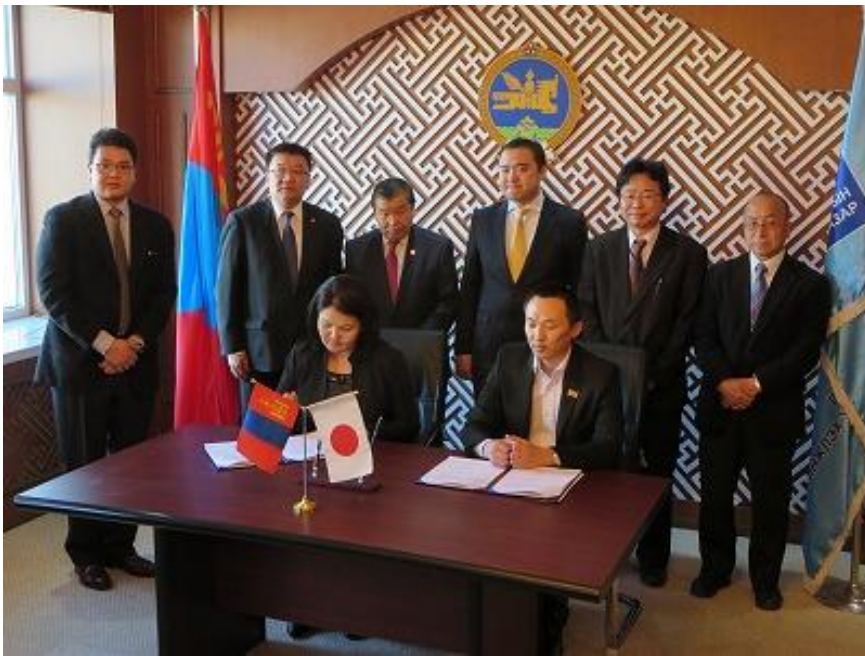




# Botanical Gardens



26 Jan 2014



# Enjoy Mongolia !!!





# We are One !!!

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- Medical Education

- ToT

- Community medicine



- Knowledge

- Information

- Management

- EBM