Cross-School PBL in Interprofessional Education for Freshman (August 2009)

As part of interprofessional education (IPE), a cross-school PBL for freshman was held in June 2009. Began in 2007, this PBL is designed for about 600 freshman students, who consist of those from the schools of Medical, Dental, Pharmaceutical Sciences and Nursing and Rehabilitation Sciences. And there, aiming to “train medical experts who can work as a team” (team care approach), the students are divided into 69 groups of 8 to 9, and each of the groups includes students from all the four schools. From this year, Showa University’s PBL also began to receive research attention and cooperation from D. Imafuku, the School of Education, the University of Hong Kong (HKU). Using the PBL as the subject of his study, he launched a study on “Students’ Learning Processes on PBL,” in cooperation with Showa University. We are sure that findings of this study will be valuable for future and further development of our PBL.

Cross-School PBL in Interprofessional Education for Junior (December 2008)

In Showa University, as part of interprofessional education (IPE), a cross-school PBL has been held since 2007 for freshman students from the schools of Medical, Dental, Pharmaceutical Sciences and Nursing and Rehabilitation Sciences. This has been realized by the university’s notable features—a comprehensive medical university with a rule that all freshman students are required to live in dorms (Fuji-Yoshida campus). Recently, such a PBL was also begun for junior students (both Hatanodai and Nagatsuda campuses) to give them opportunities to “realize the importance and value of team care.” There, 2 scenarios—“Post-Stroke Elderly Bedridden Patients” (odd-numbered group) and “Osteoporosis Patients with Injuries due to Falling” (even-numbered group)—prepared by collaboration of 4 schools’ faculties, were shared and studied by 72 groups of 8 to 9 students (each of which is a mixed group of students from all the 4 schools). Each of those student groups carefully examined and identified, for team care in practice, which items need to be known by all regardless of schools and which items should be left to those with expertise. Next, the latter items were further studied by a pair of those specializing in and out of the field within the group. By doing so, active discussions were
encouraged during the PBL.
In questionnaires on this PBL, many of the participated students replied that they realized that perspectives on patients vary from school to school and therefore well understood pleasure and utility to have discussion across schools. Seeing such students’ reactions, we will focus on enhancing cross-School training and education so that Showa University serves as the leader of team care approach in medical care systems.