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Global & Regional Interprofessional
Education Plus Program

Global & Regional IPE+ Symposium Report

Global & Regional IPE+ Symposium

Global trends and prospects for interprofessional education
- Aiming for universal health coverage -

~Global Trends in Interprofessional Education-
Towards Achieving Universal Health Coverage~

Theme: The Impact of Promoting Interprofessional Service Learning on Universal Health Coverage

Date & Time: January 25th (Sat) 2025 in Japan 18:00-20:00 (JST)

[01:00~ (PST) / 10:00~ (GMT) / 12:00~ (AST, SAST) / 14:30~ (IST)]

Format: On-demand Videos (Session 1), Live online session via Zoom (Session 2)

Table of contents

1. Symposium Overview.....	3
2. Purpose of the event.....	3
3. Speakers	3
4. Timetable.....	4
5. Report and review contents	5
1) Part 1: Panelist reports and presentations.....	5
2) Part 2: Panel Discussion	6
1. Symposium overview by the moderator	6
2. Keynote speech: Professor Ikuko Sakai.....	6
3. Session 1: Review and synthesis of regional IPE trends:	6
4. Session 2: Service-learning promoting UHC.....	8
1) Speakers from each country expressed their opinions under the following four topics:	8
Service learning in the UK.....	8
Qatar Social Determinants and Interprofessional Education	8
South Africa Community-Based Education and Healthcare in South Africa	8
India Mobile Medical Unit and Outreach Program	9
Japan Service Learning related to Disaster	9
Assigned speech by Professor John Gilbert	9
2) Discussion	10
6. Closing Session.....	11
7. Questions from online participants.....	12
8. Questionnaire Results Report.....	13
Supporting Materials	15
Flyer Japanese version	15
Flyer English version	16
Materials for presentation of the agenda for the day	17

1. Symposium Overview

1) Title:

Global trends and prospects for interprofessional education: Aiming for universal health coverage

2) Date:

- Part 1 Panelist Reports and Presentations: Available from Monday, January 13, 2025

- Part 2 Panel Discussion: Saturday, January 25, 2025, 18:00-19:40

3) Event format:

- Part 1: On-demand streaming on the GRIP website (with Japanese and English subtitles)

- Part 2: Real-time online session via webinar (with simultaneous Japanese-English interpretation)

4) Organizer: GRIP Promotion Office, Graduate School of Nursing, Chiba University

5) Co-organizer: International Activities Committee of the Graduate School of Nursing, Chiba University,
and the Interprofessional Education and Research Center (IPERC)
Japan Society for Health, Medical and Welfare Collaboration Education

6) Participant information: 250 people pre-registered, 76 people on the day of Part 2

7) Participation fee: Free

8) How to participate: Pre-registration is required, participation via the URL provided by the organizer

2. Purpose of the event

This symposium focused on the global efforts of IPE (Interprofessional Education) to achieve universal health coverage and discussed the importance of IPE, including service learning, to address social issues in each country and region from an international perspective.

3. Speakers

1) Chairperson

- Professor Ikuko Sakai, Director of the IPERC Center, Chiba University

2) Moderator

- Specially Appointed Assistant Professor Takuya Tsujino, GRIP Promotion Office, Chiba University

3) Panelists

- Professor John H.V. Gilbert, Emeritus, University of British Columbia

- Professor Elizabeth Anderson, Lead for Patient Safety and Interprofessional Education, University of Leicester, Joint Chair, CAIPE

- Dr. Alla El-Awaisi, Director of Clinical Operations and Engagement & Head of IPE Program at Qatar University

- Professor Corlia J. van Vuuren, Vice-Dea of the Department of Health and Rehabilitation Sciences, Faculty of Health Sciences, University of the Free State

- Dr. Ronelle Jansen, School of Nursing, University of the Free State

- Assistant Professor Lelith Daniel, Community Outreach Programme and Extension Activities (SCOPE)
Symbiosis International University

4. Timetable

18:00- 18:10 Opening

- Welcome address and Agenda Overview
- Opening Remarks: Professor Ikuko Sakai

18:10- 18:30 Session 1: Reflection and Integration of Regional IPE Trends

Key Topics -Growing importance and barriers of community-based interprofessional education programs
-Service learning as a practical learning opportunity for resident-centered interprofessional education
-Social implementation of interdisciplinary interprofessional collaboration for achieving UHC

18:30- 19:20 Session 2: Service Learning as a Bridge to UHC

Key Topics - Service-learning practices across and Community collaboration models
- Potential contributions to UHC
- Impact assessment methods (educational and UHC outcomes)
- Global expansion possibilities and significance

19:20-19:50 Closing

- Recommendations for Educational Institutions and Practitioners
- Final Comments from Professor Gilbert – Future Vision of Global-IPE
- Closing Remarks: Professor Ikuko Sakai
- Announcement

5. Report and review contents

1) Part 1: Panelist reports and presentations

Theme: Global IPE trends and their respective challenges

Please refer to the videos of each panelist below: <https://www.n.chiba-u.jp/grip/news/20250121.html>



2) Part 2: Panel Discussion

Theme: The Impact of Promoting Interprofessional Service Learning on Universal Health Coverage

1. Symposium overview by the moderator

The moderator explained the following:

Participants are instructed to select their preferred language in Zoom's language settings and to keep their microphones muted at all times.

- The symposium will be conducted with simultaneous interpretation in Japanese and English.
- The theme was IPE and service learning toward UHC.
- We will share practical examples from around the world and deepen the discussion.

2. Keynote speech: Professor Ikuko Sakai

- Purpose explanation

The theme of this symposium was promoting interprofessional education (IPE) and service learning towards universal health coverage (UHC), and the aim was to deepen discussion while sharing practical examples from around the world.

- **Review of Part 1 and explanation of the structure of Part 2**

In Part 1, on-demand videos on the development of IPE from the UK, Qatar, South Africa, India, and Japan were shared. Part 2 consisted of three sessions: Session 1, Session 2, and a closing session, and it discussed the characteristics and challenges of IPE practice in each region, its application to UHC through service learning, and specific recommendations for educational institutions and practice sites.

The following was explained:

- Part 1 videos will be available again in the first week of February.
- Part 2 consists of three sessions.
- Share the characteristics and challenges of IPE practice in each region.

3. Session 1: Review and synthesis of regional IPE trends:

Each speaker gave a presentation about the initiatives in their respective regions, the unique initiatives they are taking, the challenges they are facing (specifically, issues such as societal understanding, student characteristics, systems and culture, as well as logistics such as personnel and budgets), and the specific efforts they are making to address these challenges (such as innovations in implementing educational programs).

Current status and challenges of IPE in the UK Professor Elizabeth Anderson

In the UK, the government is promoting team-based care, but the shortage of practitioners is an issue. In particular, pediatric care is considered important, and IPE needs to be promoted within political governance. Student training needs to be strengthened, and certification in IPE is required.

- The government promotes team-based care.
- The lack of practitioners is an issue.
- IPE certification is required.

IPE Initiatives in Qatar Dr. Alla El-Awaisi

Qatar has been incorporating IPE into its curriculum since 2014, with accreditation being a major driver. Countries in the region are also starting collaborative practices and interprofessional education, and cooperation is on the rise. Challenges include how to incorporate IPE into traditional curricula and how to train teachers.

- IPE has been incorporated into the curriculum since 2014.
- Certification is the driving force.
- The method of teacher training is an issue.

IPE Initiatives in South Africa Dr. Ronelle Jansen

In South Africa, interprofessional education (IPE) initiatives are driven by higher education institutions rather than the government, encouraging students to learn about and provide support to cultural diversity through work in rural communities.

- IPE in South Africa is driven by higher education institutions rather than the government.
- Students work in rural communities and learn about cultural diversity.
- Empower students and improve their competencies through the NHI (National Health Insurance Scheme).

Current status of IPE in Japan Professor Ikuko Sakai

In Japan, the community-based comprehensive care system is rapidly developing amid a super-aging society and declining birthrate, and IPE is being incorporated into the model core curriculum of medical universities. However, gender bias and conformity behavior are strong in the field, making it difficult for students to express their own opinions.

- Opportunities for IPE are expanding with the development of comprehensive community care systems.
- IPE will be incorporated into the core curriculum of medical universities.
- Gender bias and conformity behavior in the field are issues.

IPE Initiatives in India Assistant Professor Lelith Daniel

At Symbiosis International University, India, interprofessional education is driven by industry demand, and students are exposed to different disciplines to gain experience. Through field activities, students need to gain in-depth knowledge of the community.

- IPE is progressing due to industry demand.
- Students are exposed to and gain experience from various schools of thought.
- Learn community knowledge through field activities.

IPE Issues in Canada Assigned Speech by Professor John HV Gilbert

In Canada, IPE has been implemented for a long time, but the relationship between the

government and universities has had a major impact on IPE. Policy development and the organization of team-based care have been slow, and cultural issues exist.

- The relationship between government and universities influences IPE.
- It takes time to develop policies and organize team-based care.
- Cultural issues exist.

4. Session 2: Service-learning promoting UHC

1) Speakers from each country expressed their opinions under the following four topics:

- Specific examples of service learning in the community and collaboration models with the local community
- Specific contributions to UHC
- Methods for evaluating the effectiveness of education and its impact on UHC
- Possibilities for global expansion and their significance

Service learning in the UK

In the UK, students are given the opportunity to contribute to their communities through service learning. In particular, practical learning, such as providing medical care to homeless people, is being promoted, but ethical issues and ensuring safety remain challenges.

- Students contribute to the community through service learning.
- The number of medical care to homeless people is on the rise.
- Ethical issues and ensuring safety are challenges.

Qatar Social Determinants and Interprofessional Education

Considering social determinants, interprofessional education (IPE) is important. Students can learn teamwork and communication skills through emergency preparedness and primary health care practice, which will improve the quality of care and impact universal health coverage outcomes. - The importance of considering social determinants - The Importance of Interprofessional Education (IPE) - Students learn through emergency preparedness and primary health care practice - Improve teamwork and communication skills

South Africa Community-Based Education and Healthcare in South Africa

Community-based education aims to equip students with practical skills by providing hands-on practice in resource-limited settings. In South Africa, the health care sector budget is increasing, but rural clinics are overburdened. Community service offers students the opportunity to contribute to their communities. - The aims and methods of community-based education - The Current state of South Africa's healthcare sector - The Importance of Community Service

South Africa: Learning from and evaluation with professionals

It is important for professionals to collaborate and share learning through digital stories. In addition to traditional evaluation methods, new evaluation methods using digital stories are being introduced. - Interprofessional collaboration is important. - Evaluation using digital stories. - Traditional evaluation methods will continue.

India Mobile Medical Unit and Outreach Program

The Mobile Medical Unit, a program that brings together doctors, nurses, and social workers to provide medical care in villages, has also launched digital programs to address the needs of the communities, with a focus on preventive care. - Establishment of mobile medical units. - Collaboration between doctors, nurses, and social workers. - Focus on preventive care. - Launch of digital programs.

Japan Service Learning related to Disaster

At Chiba University's GRIP, students and residents work together to learn how to act and evacuate during disasters through disaster preparedness education and contribute to universal health coverage by considering support for the elderly and disabled in particular.

- The importance of disaster preparedness education.
- Student and resident collaboration.
- Support for the elderly and disabled.
- Contributing to universal health coverage.

Japan Service Learning: Evaluation and Development

Service learning should be developed according to the local context, and teachers are required to understand the characteristics of social issues and present appropriate approaches. Because it is not a quick fix, it needs to be evaluated from a long-term perspective.

- Development in line with local context.
- The importance of the teacher's role.
- Long-term evaluation.

Assigned speech by Professor John Gilbert

Collaboration skills and cultural competencies

Collaborative skills contribute to improved patient care, and cultural competency plays an important role in international service-learning.

- Collaborative skills lead to improved patient care.
- Cultural competency is important in international service learning.
- Understanding between different languages and professions is required.

Education and Simulation

The COVID-19 pandemic has led to the search for new ways of teaching, with simulations and

gamification being introduced.

- The COVID-19 pandemic has led to the search for new educational methods.
- Simulation and gamification are being introduced into education.

Collaborative medical care and care

It is important to understand the difference between collaborative medicine and collaborative care to achieve patient-centered care.

- It is important to understand the difference between collaborative medicine and collaborative care.
- Collaboration is needed to achieve patient-centered care.

2) Discussion

• The educational effects of service learning

The educational effectiveness of service-learning should be evaluated according to the local context, and students' learning should be evaluated in a variety of ways.

- The educational effectiveness of service learning is evaluated according to the local context.
- Student learning will need to be assessed in a variety of ways.

• Student outcomes and the importance of education

It is important that we value student outcomes and, as educators, train the next generation of health professionals, especially in the context of building a resilient healthcare system that can respond to emergencies.

- Highly value student results.
- Develop the next generation of health professionals.
- It is necessary to build a resilient healthcare system that can respond to emergencies.

• A global pandemic and the importance of cooperation

The last three or four years since COVID-19 have made it clear that preparedness and cooperation are not options but critical challenges that must be addressed. Cooperation is required to respond to pandemics, conflicts, and natural disasters.

- Peacetime preparation and cooperation are essential.
- Interprofessional collaboration and cooperation are needed to respond to pandemics, conflicts, and natural disasters.

• The Importance of IPE and Service Learning

IPE and service learning are pathways for students to address social issues and develop collaboration skills. These activities take time to show results, but it is important to maintain continuity.

- IPE and service learning provide a pathway to addressing social issues.
- Enhance individual skills of cooperation and collaboration.
- It takes time for the effects to appear.

• Global perspectives and health equity

In order to promote health equity, it is important to cooperate and learn from people in all sectors. It is necessary to have a vision and conduct research in a global format.

- Collaboration and learning are key to advancing health equity.

- Have a vision and conduct research in a global format.

6. Closing Session

The Future of IPE: Implications for Education and Practice in UHC

As a summary of our recommendations for the future from our perspective as IPE and Service-learning practitioners, each speaker presented recommendations for educational institutions, practitioners, and governments, as well as recommendations for building IP networks.

Professor Elizabeth Anderson's Comments

- It is clear that our students can achieve a lot as a result, and our students have spoken very highly of GRIP.

Dr. Alla El-Awaisi's Comments

- Post-pandemic health systems will require preparation and cooperation
- IPE plays a key role in building resilient health systems
- Service learning is an excellent opportunity to combine theory and practice
- Students can develop cultural competency and a sense of belonging through community outreach experiences
- It is necessary to build a cooperative system in peacetime to prepare for large-scale emergency responses (pandemics, conflicts, natural disasters, etc.)

Dr. Ronelle Jansen's Comments

- Sharing best practices is important
- University of the Free State's IPE program is a good example in Africa
- IPE programs should include other faculties, such as agriculture, social work, and psychology.
- Short-term learning programs should be considered
- Simulation and structured program construction are required

Professor Corlia J. van Vuuren's Comments

- Sharing best practices (including publication as well as expert engagement)
- The need for a forum where experts and students can discuss together
- The effectiveness of the system in which senior students act as mentors for junior students
- Learning through digital story sharing and feedback is effective

Assistant Professor Lelith Daniel's Comments

- Students must adapt to a rapidly changing world (such as advances in AI)
- IPE is an effective way to address social issues
- Students can learn humility (all knowledge is found in society and people, not just in books)
- Improving collaboration and learning skills

Professor Ikuko Sakai's Comments

- IPE and service learning have a strong affinity and share similar challenges

- Both activities are community-oriented and aimed at residents, patients, and their families.
- It is an educational activity that takes a long time before the effects become apparent, so continuity and maintaining motivation are issues.
- The integration of approval mechanisms, resources, and budgets is important
- Utilizing international cooperation and digital technologies (digital journeys, digital portfolios)

Professor John H.V. Gilbert's comments (final summary)

- A global initiative involving 13 organizations is underway
- The need to conduct practical research to ensure that the vision does not become a mere illusion
- The situation has changed significantly compared to 10 years ago, and new challenges have arisen.
- It is important to be aware of health equity and provide it to people from all sectors.
- A vision that various problems can be solved through interprofessional collaboration
- The importance of avoiding excessive work (e.g. 80-hour workdays) and maintaining a balanced approach

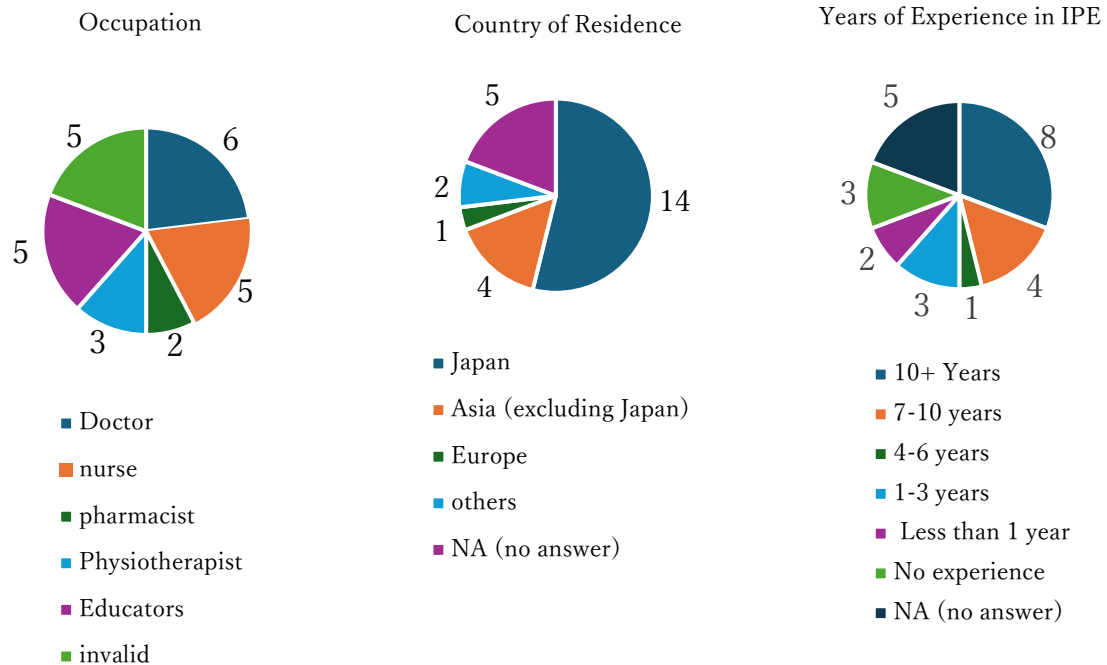
7. Questions from online participants

The topic was about CAIPE and the difference between Interprofessional Collaboration and Interprofessional Care.

8. Questionnaire Results Report

Survey results Total number of respondents: 26

a. Respondent attributes



b. Satisfaction (5-point scale): Mean: 4.46, Standard deviation: 0.64, Median: 5

c. Main learnings from the symposium

- Gaining a global perspective and recognizing the importance of international cooperation (7)
- Recognition of the universal significance of IPE and the necessity of IPE for solving complex problems (6)
- Knowledge sharing from experts from other countries (5)
- IPE in the Japanese environment and international comparisons and considerations (4)
- Knowledge of IPE program construction and evaluation methods (3)
- The effectiveness of community-based learning for both learners and instructors (1)

d. How will you utilize what you learned at the symposium in the future?

- Application to education, such as student guidance and university lectures (7)

Related research and practical application (6)

- International cooperation and knowledge application (5) - Applying the experience of other countries to the situation in one's own country and promoting international collaboration
- Practice in clinical settings, such as applying multi-disciplinary collaboration in clinical settings and changing the awareness of field staff (3)
- Organizational efforts, such as forming a multidisciplinary team and developing a phased implementation plan (2)
- Initiatives to address social issues, such as examining educational methods that link students' interest in social issues with their expertise (1)

e. Evaluation of the symposium and areas for improvement

- Regarding language support, there were requests for on-demand video distribution with subtitles and positive feedback on simultaneous interpretation (6)
- More time or more leeway in time allocation (3)
- Positive evaluations of the content and management of the symposium (4)
- Suggestions for improving the content, such as increasing the exchange of opinions between panelists and adding visual materials (3)
- Technical proposals such as using multiple platforms (1)
- Suggestion to increase presentation time (1)

f. What are the challenges in incorporating service learning into IPE?

- Introduction of specific educational practice cases and characteristic programs in each country (7)
- Discussion on evaluation methods for IPE (4)
- Sharing of students' perspectives and impressions (2)
- Training opportunities for facilitators/instructors (2)
- Information on curriculum design and implementation (2)
- Communication strategy (1)
- How to involve non-professionals (1)
- Development of international/cross-cultural scenarios (1)

g. Topics you would like to see covered in future symposiums

- Specific educational practice examples (7)
- IPE evaluation methods (4)
- Curriculum design (2)
- Student perspectives (2)
- Facilitator training (2)
- International and cross-cultural practice examples (2)

h. What do you expect from future projects?

- Positive evaluations of the event content and management (7)
- Expectations for the continued holding of the event and an increase in participants (4)
- Expectations for international exchange and participation from a variety of countries (2)
- Request for sharing information on overcoming IPE challenges (1)
- Request for specific information regarding collaboration with foreign workers (1)
- Positive opinions about on-demand video (1)
- Technical issues regarding survey settings (1)

End

Supporting Materials

Flyer Japanese version



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Global & Regional Interprofessional
Education Plus Program



文部科学省 大学の世界展開力強化事業

Global & Regional IPE+ シンポジウム

世界の多職種連携教育のトレンドと展望

～ユニバーサルヘルスカバレッジを目指して～

Global Trends in Interprofessional Education-Towards Achieving Universal Health Coverage-

Part 1 パネリスト報告・発表

Global IPE trends and their
respective challenges

- 開催日時：2025年1月13日(月)視
聴開始予定
- 開催方法：GRIP Webサイト掲載の
動画をオンデマンド視聴
- 言語：日英字幕あり

Part 2 パネルディスカッション

The Impact of Promoting Interprofessional
Service Learning on Universal Health Coverage

- 開催日時：2025年1月25日(土)18時00
分(日本時間)開始
- 開催方法：ウェビナーでのリアルタイム・
オンラインセッション
- 言語：日英同時通訳あり

参加費無料!

パネリスト



ブリティッシュ
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J.H.V.
ギルバート教授



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C.Y. ファン・
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シンボシス国際大学
コミュニティ・アウト
リーチ・プログラム
(SCOPE)
L. ダニエル助教

IPE(専門職連携教育)が目指すことはユニバーサルヘルスカバレッジです。そのために世界の各地でIPEが推進されています。住民とともにそれぞれの専門職が、ともにお互いにお互いから学びケアの質を向上させていくために、その国やエリアの社会課題に対応するサービスラーニングを含んだIPEが必要となっています。世界のIPEとサービスラーニングについて共有し話し合うシンポジウムにぜひご参加ください。

参加申し込み方法 QRコードよりオンラインにて申し込みください。

どなたでも参加いただけます。事前に参加申し込みの上、各パネリストのオンデマンド動画を視聴いただいた上で、パネルディスカッションにご参加ください。
事前参加申し込みはこちらのグーグルフォーム(QRコード)からあるいは
➡URL:<https://forms.gle/U9XDJerBGEpuQqE86>



申込用QRコード

定員 500名(先着順)

主催：千葉大学大学院看護学研究院附属専門職連携教育研究センター(IPERC) <https://www.n.chiba-u.jp/iperc/>
グローバル地域ケアIPE+創生人材の育成(GRIP) <https://www.n.chiba-u.jp/grip/index.html>
共催：日本保健医療福祉連携教育学会

◆問い合わせ先：千葉大学 GRIP推進室 E-mail:grip-office@chiba-u.jp



MEXT INTER-UNIVERSITY EXCHANGE PROJECT

Free
Registration

Global & Regional IPE+ Symposium Global Trends in Interprofessional Education ~ Towards Achieving Universal Health Coverage ~

Part 1 Video Presentations by Panelists

Global IPE trends and their respective challenges

- Date and time of Video Release:
Mid-January 2025
- Participation Formats:
Available for Viewing on the GRIP, IPERC Website
Available on-demand
- Language:
Japanese and English subtitles are available

Part 2 Live Online Panel Discussion

The Impact of Promoting Interprofessional Service Learning
on Universal Health Coverage

- Date and Time of the Panel Discussion:
Saturday, January 25, 2025, 18:00 (JST) / 1:00(PST)
/ 10:00 (GMT) / 12:00 (AST, SAST) / 14:30 (IST)
- Participation Formats:
Real-time online session via webinar
- Language:
Japanese-English simultaneous interpretation available

Panelists and Facilitator



Prof. John H.V. Gilbert
Professor Emeritus
British Columbia
University



Prof. Ikuko Sakai
IPERC Director
Chiba University
[Speaker and Facilitator]



Prof. Elizabeth Anderson
Lead for Patient Safety and
Interprofessional Education
University of Leicester



Dr. Alla El-Awaisi
Director of Clinical
Operations and
Engagement & Head
of IPE Program
Qatar University



Prof. Corlia J. van Vuuren
Vice-Dean, Faculty of Health
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University of the Free State
Dr. Ronelle Jansen
Senior Lecturer
School of Nursing, UFS



Asst. Prof. Lelith Daniel
Symbiosis Community
Outreach Programme and
Extension Activities (SCOPE)
Symbiosis International
University

The goal of Interprofessional Education (IPE) is to achieve universal health coverage. To this end, IPE is being promoted in various regions worldwide. For residents and professionals to learn from each other and enhance the quality of care, IPE that incorporates service learning to address social issues specific to each country or area is essential.

We welcome your participation in a symposium to share and discuss IPE and service learning on a global scale.

Registration To register online, please scan the QR code below.

Everyone is welcome to participate. Please register in advance, watch the on-demand videos from each panelist, and then join the panel discussion.

To register in advance, please use the Google form QR code or the following link:
<https://forms.gle/U9XDJerBGEpuQqE86>

Capacity 500 participants (Registration on a first-come, first-served basis)

Organized by: Chiba University Graduate School of Nursing
Interprofessional Education Research Center (IPERC) <https://www.n.chiba-u.jp/iperc/>
Global & Regional Interprofessional Education Plus Program (GRIP) <https://www.n.chiba-u.jp/grip/index.html>
Co-organized by: Japan Association for Interprofessional Education (JAYPE)

◆Contact: Chiba University GRIP Promotion Office Email: grip-office@chiba-u.jp



Application QR code

Materials for presentation of the agenda for the day

Host: Global & Regional Interprofessional Education Plus Program

 CHIBA UNIVERSITY  Global & Regional Interprofessional Education Plus Program

Global & Regional IPE+ Symposium

世界の多職種連携教育のトレンドと展望
～ユニバーサルヘルスカバレッジを目指して～
～Global Trends in Interprofessional Education-Towards Achieving Universal Health Coverage～

Theme: The Impact of Promoting Interprofessional Service Learning on Universal Health Coverage

Date & Time: January 25th (Sat) 2025 in Japan 18:00-20:00 (JST)
[01:00～ (PST) / 10:00 ～ (GMT) / 12:00 ～ (AST, SAST) / 14:30 ～ (IST)]

Format: Live online session via Zoom

1

Guidelines for Symposium Viewers

- Select your preferred language channel from the "Interpretation" icon in Zoom settings
- Please keep your microphone muted at all times
- Please Use the chat function for comments
- For questions, select Q&A from the menu at the bottom of the screen. Anonymous questions are allowed
- For technical issues, please message the "Host" via webinar chat

Please Note:

- Recording or audio capture of this symposium is not permitted
- Please refrain from taking screenshots

シンポジウム視聴者へのお願い

- Zoomの「通訳」アイコンから希望する言語チャンネルを選択してください
- マイクは常時ミュートをお願いします
- コメントはチャット機能をご利用ください
- 質問は画面下のQ&A機能をご利用ください。匿名での質問も可能です
- 技術的問題はウェビナーチャットで「ホスト」へ連絡ください

ご注意点:

- シンポジウムの録画・録音はご遠慮ください
- スクリーンショットの撮影もお控えください

2

Panelists and Facilitator



Prof. John H.V. Gilbert

Professor Emeritus
University of British Columbia
Representative Interprofessional Global



Prof. Ikuko Sakai

IPERC Director
Chiba University
Speaker and Facilitator



Prof. Elizabeth Anderson

Lead for Patient Safety and Interprofessional Education
University of Leicester
Joint Chair, CAIPE



Dr. Alla El-Awaisi

Director of Clinical Operations and Engagement & Head of IPE Program
Qatar University



Prof. Corlia J. van Vuuren

Vice-Dean, Faculty of Health Science
University of the Free State (UFS)



Dr. Ronelle Jansen

Senior Lecturer
School of Nursing, UFS



Asst. Prof. Lelith Daniel

Symbiosis Community Outreach Programme and Extension Activities (SCOPE)
Symbiosis International University

3

Global & Regional IPE+ Symposium Global Trends in Interprofessional Education ~Towards Achieving Universal Health Coverage~

Part 1 Video Presentations by Panelists

Global IPE trends and their respective challenges

- Date and time of Video Release:
Mid-January 2025
- Participation Formats:
Available for Viewing on the GRIP and IPERC Websites
Available on-demand
- Language: Japanese and English subtitles available

Part 2 Live Online Panel Discussion

The Impact of Promoting Interprofessional Service Learning on Universal Health Coverage

- Date and Time of the Panel Discussion:
Saturday, January 25, 2025, 18:00 (JST)
1:00(PST)/10:00 (GMT) / 12:00 (AST, SAST) / 14:30 (IST)
- Participation Formats:
Real-time online session via webinar
- Language:
Japanese-English simultaneous interpretation available

4

Timetable

18:00- 18:10 Opening

- Welcome address and Agenda Overview
- Opening Remarks: Professor Ikuko Sakai

18:10- 18:30 Session 1: Reflection and Integration of Regional IPE Trends

- Key Topics -Growing importance and barriers of community-based interprofessional education programs
- Service learning as a practical learning opportunity for resident-centered interprofessional education
 - Social implementation of interdisciplinary interprofessional collaboration for achieving UHC

18:30- 19:20 Session 2: Service Learning as a Bridge to UHC

- Key Topics - Service-learning practices across regions and Community collaboration models
- Potential contributions to UHC
 - Impact assessment methods (educational and UHC outcomes)
 - Global expansion possibilities and significance

19:20-19:50 Closing

- Recommendations for Educational Institutions and Practitioners
- Final Comments from Professor Gilbert – Future Vision of Global-IPE
- Closing Remarks: Professor Ikuko Sakai
- Announcement

5

Timetable

18:00- 18:10 オープニング

- 開会挨拶、視聴に関するご案内
- 基調解説：酒井郁子教授

18:10- 18:30 Session 1: 地域のIPE動向の考察と統合

- Key Topics
- 地域に根ざした専門職連携教育プログラムの重要性の高まりと障壁
 - 住民中心の専門職連携教育の実践的な学習機会としてのサービスラーニング
 - UHC達成に向けた学際的な専門職連携の社会実装

18:30- 19:20 Session 2: UHCへの架け橋としてのサービスラーニング

- Key Topics
- 地域での具体的なサービスラーニングの実践例と地域社会との協働モデル
 - UHCへの具体的な貢献
 - 教育効果とUHCへの影響の評価方法
 - 世界的展開の可能性とその意義

19:20-19:50 クロージング

- 各パネリストより教育機関、現場の専門職への提言
- ジョン・ギルバート教授より統括
- 閉会挨拶：酒井郁子教授
- アンケートのご案内

6

Session 1

Theme: Reflection and Integration of Regional IPE Trends (20 min)

Key Topics

- Growing importance and barriers of community-based interprofessional education programs
- Service learning as a practical learning opportunity for resident-centered interprofessional education
- Social implementation of interdisciplinary interprofessional collaboration for achieving UHC

テーマ:地域のIPE動向の考察と統合 (20 分)

キートピックス

- 地域に根ざした専門職連携教育プログラムの重要性の高まりと障壁
- 住民中心の専門職連携教育の実践的な学習機会としてのサービスマーケティング
- UHC達成に向けた学際的な専門職連携の社会実装

7

Session 2

Theme: Service Learning as a Bridge to UHC (50 mins)

Key Topics

- Practical examples of service learning in communities and collaborative models with local society
- Potential contributions to UHC
- Impact assessment methods (educational and UHC outcomes)
- Global expansion possibilities and significance

テーマ:UHCへの架け橋としてのサービスマーケティング (50分)

キートピックス

- 地域での具体的なサービスマーケティングの実践例と地域社会との協働モデル
- UHCへの具体的な貢献
- 教育効果とUHCへの影響の評価方法
- 世界的展開の可能性とその意義

8

Announcement

◆Thank you for attending the Global & Regional IPE+ Symposium

We hope you found the discussions on global trends in Interprofessional Education insightful and valuable.

Your feedback is crucial for improving future events.

Please take a moment to complete our short survey.

Questionnaire link and QR code: <https://forms.gle/xRDtb9BjH2kAGTou7>



We appreciate your participation and look forward to seeing you at future IPE events.
GRIP Promotion Office, Chiba University

◆Global & Regional IPE+シンポジウムにご参加いただき、ありがとうございました。

世界の多職種連携教育のトレンドと展望について、有意義な議論ができたことを願っております。
今後のイベント改善のため、簡単なアンケートにご協力ください。

アンケートリンクとQRコード: <https://forms.gle/xRDtb9BjH2kAGTou7>



本日はご参加いただき感謝申し上げます。今後のIPEイベントでまたお会いできることを楽しみにしております。
千葉大学GRIP推進室