

## 2023-2024 GRIP Study Guide

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### 1. Introduction to the GRIP program

GRIP is an abbreviation for Global & Regional Interprofessional Education Plus Program. The goal is to develop global human resources who can mainly contribute to promoting UHC: Universal Health Coverage under SDG3. Students from a variety of academic fields form teams and travel to partner universities outside their home countries to work on solving social problems related to local health. The GRIP Promotion Office of the Chiba University Graduate School of Nursing is leading in working with overseas partner universities (India, UK, and Australia).

### 2. ISL: Interprofessional Service Learning in GRIP program

ISL: Interprofessional Service Learning is the GRIP program's core learning activity and practical exercise.

Participating students will work as a team to join in local service activities at partner universities overseas and work to solve health-related social issues. It will consist of pre-learning (online), on-site exercise, and a post-learning online virtual workshop.

### 3. Expected learning outcomes: Abilities and skills to be developed and expanded through ISL

The ISL is designed to provide participating students with the opportunity to:

- (1) develop/expand collaboration skills to solve problems as an interprofessional team by demonstrating their expertise, individuality, and strengths.
- (2) develop/expand cultural competency and humility, and be able to find optimal solutions in real-world situations.
- (3) develop/expand skills in addressing and solving health-related social issues as self-directed professionals depending on their grade level in their own and other countries.

**IPCP:**  
**Interprofessional**  
**Collaborative**  
**Practice**

**Cultural**  
**Competency and**  
**Cultural Humility**

**Social**  
**Problem-solving**

## 1) Competencies for IPCP: Interprofessional Collaborative Practice

### Outcome examples of six abilities aimed at the development and expanding on IPCP

(Framework for Action on Interprofessional Education & Collaborative Practice. P26, 2010, WHO)

#### 1. Teamwork:

- being able to be both team leader and team member
- knowing the barriers to teamwork

#### 2. Roles and responsibilities:

- understanding one's own roles, responsibilities and expertise, and those of other types of health workers

#### 3. Communication:

- expressing one's opinions competently to colleagues
- listening to team members

#### 4. Learning and critical reflection:

- reflecting critically on one's own relationship within a team
- transferring interprofessional learning to the work setting

#### 5. Relationship with, and recognizing the needs of, the patient:

- working collaboratively in the best interests of the patient
- engaging with patients, their families, carers and communities as partners in care management

#### 6. Ethical practice:

- understanding the stereotypical views of other health workers held by self and others
- acknowledging that each health workers views are equally valid and important

## 2) Cultural Competency and Cultural Humility

Cultural Competency and Cultural Humility strategy for practicing

### Cultural Competency

a developmental process in which one achieves increasing levels of awareness, knowledge, and skills along a continuum, improving one's capacity to work and communicate effectively in cross-cultural situations.

- Learning about your own and others' cultural identities
- Combating bias and stereotypes
- Respecting others' beliefs, values, and communication preferences
- Adapting your services to each patient's unique needs
- Gaining new cultural experiences

### Cultural Humility

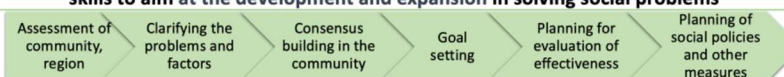
a reflective process of understanding one's biases and privileges, managing power imbalances, and maintaining a stance that is open to others in relation to aspects of their cultural identity that are most important to them.

- Practicing self-reflection, including awareness of your beliefs, values, and implicit biases
- Recognizing what you don't know and being open to learning as much as you can
- Being open to other people's identities and empathizing with their life experiences
- Acknowledging that the patient(client) is their own best authority, not you
- Learning and growing from people whose beliefs, values, and worldviews differ from yours

## 3) Social problem-solving

level	Skills to be set as attainment goals	Intended target students
1	Able to analyze characteristics, issues, needs, etc. related to health from the perspective of specific regions, communities, and groups, and explain them using determinants of health and relevant SDGs.	Undergraduate students (1st-3rd year)
2	Able to explain the logical and scientifically based theoretical models, processes, and specific indicators of interventions related to issues and contributing factors that are the target of support and services, using cited theories and models.	Undergraduate students (3rd-5th year), Master's students
3	Able to critically evaluate existing support and services, propose ideas for improvement and resource introduction, and suggest new intervention methods.	Undergraduate students (5th-6th year), Master's-PhD students.

### skills to aim at the development and expansion in solving social problems



Since the knowledge and experience of participating students vary depending on their grade level, the attainment goals are set according to each grade level.

As for social issues, going beyond the attainment of goals set regardless of grade level is desirable.

#### 4. ISL schedule for 2024

Students from diverse cultural and interdisciplinary backgrounds form teams and work together to solve local problems based on interprofessional collaboration.

##### 1) Chiba University student

###### In India

All 10 participants visit the same facility/area and participate in activities. Regarding the presentation of learning results, after arriving in India, students will be divided into two teams of five people each, and each team will present one theme.

###### In the UK

Five students work as a team to visit facilities and areas on one theme, participate in activities, and present their learning results.

Participants	Program period	All students	Dispatch destination	Students per team	Learning theme	Visit destination
Chiba University student	14 - 21 Feb.2024	10	Symbiosis International (India)	5	Children in Difficult Circumstances	Children support facilities in slums, etc.
				5	Women in Difficult Circumstances	Support facilities for women suffering from domestic violence, etc.
	12 - 21 Feb.2024	5	University of Leicester (UK)	5	Homelessness Support Care	Support facilities for the homeless Clinic, etc.

##### 2) SIU and UL students

###### In Japan

Participants will be 15 students from two universities. **They will be requested to declare their preference of learning theme by the end of January; Then two university-mixed teams will be formed based on students' interests and diversity.** Each team will be responsible for either of the learning themes, visit facilities and organizations related to each theme, and present their learning results.

Participants	Program period	All students	Dispatch destination	Students per team	Learning theme	Visit destination
Symbiosis International University	1-8 Mar. 2024	10	Chiba University (Japan)	5	Homelessness Support	NPO supporting the homeless Visiting nursing station
University of Leicester		5		5	Social capital	NPOs supporting children, mutual support groups for and by the elderly, etc.
				5	Disaster Preparedness	Walking at a huge mall DPAT at University Hospital Support facilities for physically and mentally handicapped people

## 5. Learning Activities and Assignments: Timeline

## 1) Preparation: How to log in to the learning platforms

Platform	Usage	Account	URL for login page
Google Classroom	(1) Pre-learning (2) Confirm the schedule and information about visiting organizations for ISL (3) Submit assignments (e.i., reports during ISL, presentation videos)	SIU & UL Students Individual accounts will be provided via the professor in charge of students' affiliation. CU students Chiba Univ. Google account	<a href="https://classroom.google.com/c/NjQ5OTY3OTQzNzQ1?cjc=fxobr4k">https://classroom.google.com/c/NjQ5OTY3OTQzNzQ1?cjc=fxobr4k</a>  SIU & CU students will be registered after the orientation on 12 <sup>th</sup> January. LU students will be registered on 18 <sup>th</sup> .
ovice (Metaverse)	24-hour online learning room	SIU Students CU students No specific account is needed. But a password is required. Please find the password on the GRIP Google Classroom.	<a href="https://78pt4dqpcy.ovice.in">https://78pt4dqpcy.ovice.in</a> Available from 12 January
Google Space	Group chat Communication tool especially during ISL	Same as Google Classroom	Available from 12 January

\*Please prepare for appropriate environment for online conferences including PC, web camera, microphone, headphones (earphones), and the Internet

## 2) Learning timeline

Date and Time	Assignment	Platform
<b>Program Orientation</b>		
12 January 2024, from 18:00 JST.	Program orientation	Zoom Synchronous Asynchronous
<b>Pre-Learning</b>		
From 12 January	Examples of lecture videos and reading materials - IPE/ICP - Community-based integrated care system in Japan - Social Structure in Japan - Disaster Preparedness in Japan - Homelessness in Japan - Social Structure in India - Public Health in the United Kingdom - Homelessness in the United Kingdom and more...	Google Classroom  OnDemand
By 29 January	Making and submitting the one-minute self-introduction video (mp4) - Name, affiliation, specialty, Which country to travel to, social issues and themes of interest	Google Classroom
<b>Field Exercise</b>		
-12 or 14 Feb. for CU students in India	Fill out and submit an individual learning plan (Google Form) - Personal objective, self-evaluation regarding learning objectives	Google Classroom
-4 Mar. for SIU & UL students in Japan	See sheet (Appendix 1)	
Days of the visit to the field during the program	Fill out and submit daily activity records (Google Form) - Today's learning objectives, action plan, implementation details, evaluation of the achievement of objectives, and next tasks. (Appendix 2)	Google Classroom
-21 Feb. for CU students in India	Fill out and submit a reflection of learning (Google Form) - Personal objective, self-evaluation regarding learning objectives (Appendix 3)	Google Classroom
-8 Mar. for SIU&UL students in Japan	Presenting the team's learning outcome as a presentation - 20 minutes - Use the PowerPoint or Google slides for the final presentation of Community assessment items, issues, solutions, etc. (Appendix 4) - * Details are shown below 3)	In-person at the visiting university
	Making and submitting the final presentation video by team (by 11 March) - 20 minutes - brush up and revise the team's presentation	Google Classroom
<b>Post-learning</b>		
By 22 March	Watching videos of other teams' learning outcomes and submitting comments.	ovice Asynchronous OnDemand

**3) Required contents of the final presentation during ISL (In-person)****(1). Team introduction (1 min)**

Introduction of team members and each affiliation, specialty, school year, etc.

**(2). Overview of the study schedule (1 min)**

Learning theme, visited organizations, actual implementation content, etc.

**(3). Case presentation (solving social issues) (10 min)**

Focusing on a topic (e.g., disaster preparedness, etc.), the fields and activities will be presented, including the organization/facility of each field, social issues, service recipients, support or service activities, evaluation indicators, activities in which students have participated/implemented, good points and devised points, and country possibility of transfer to, and options (required), and possibility of improvement and new suggestions (optional).

**(4). Team reflections (3 min)**

Good practice, strength, and evaluation

**(5). Each student's presentation of what they learned in this program (1 min/person, 5 min in total)**

① Q&A (5 min)

② Commentary (5 min) -- A total of 30 minutes for a university (provisional) --

\*Presentations will be recorded and archived for viewing.

\*As model cases for the next year, students participating in the next year will be allowed to watch the archives.

**6. Evaluation**

Each student's grade will be comprehensively decided based on attendance and contributions, records and reports, the evaluation of the final presentation, assignments, etc.

Evaluation criteria for the final presentation

Perspective	Level 1	Level 2	Level 3 (Required standard)	Level 4
<b>Contents in the presentation</b>				
<b>Social problem-solving</b> Evaluate according to Table 5.	Required contents are not presented	Level 1	Level 2	Level 3
<b>Evaluation as a Team (IPCP)</b> 1. teamwork 2. relationship 3. recognizing the needs of the patients or users 4. Ethical practices	Required contents are not presented	- Can act as both leader and member - Recognize obstacles to teamwork	- Collaborate according to the interests and needs of the targets - Collaborate as partners with stakeholders with needs	- Respect minority opinions in the team
<b>Communication</b>				
<b>Speaking skills</b> 1. attitude 2. wording 3. voice volume 4. speed	Not appropriate or difficult to listen overall	Not appropriate or difficult to listen in some parts	Appropriate and easy to listen	Excellent and drawn the listeners
<b>Question-and-answer</b> Understanding the meaning of the question, clear and evidence-based answer, and sincere attitude	Do not understand the intent of the question	Understand the intent of the question but the answer is out of line or ad hoc	Answer the question sincerely and in line with the intent of the question	Answer the question sincerely and persuasively presenting evidence

## 7. Appendixes

### 1) **Appendix 1. Learning plan**

Fill out the following two questions via Google Forms.

1. What do you expect to learn and acquire through the ISL?  
(Consider your goal in social problem-solving, interprofessional collaboration, team activities, and cultural competence and humility.)
2. How will you act on your goals?  
(List your ideal attitude and behaviors during field visits and team activities.)

### 2) **Appendix 2. Daily activity records form**

Students will be required to submit daily activity records via Google Forms every day during ISL.

The form will be available on Google Classroom before the first day of ISL.

Tentative items are the following: Today's learning objectives, action plan, implementation details, evaluation of the achievement of objectives, and next tasks.

### 3) **Appendix 3. Reflection of ISL**

Fill out the following two questions and answer the self-evaluation survey via Google Forms.

1. What did you do during ISL? How was your attitude and behaviors?  
(Please refer to the learning plan when considering.)
2. What have you learned through the GRIP program? And how will you utilize what you learned in the future?  
(Please consider what meaning it will bring to your career.)
3. Self-evaluation regarding the GRIP learning objective

Areas and items	
<b>1. Demonstration of your own expertise</b>	1: Could not do it, 2: Partially able to do it, 3: Able to do it, 4: Able to do it very well
<b>2. Goal attainment of on-site practice * Goals vary by individual</b> (Undergraduate: Level 1-2, Graduate Students and Experienced Professionals: Level 1-3)	
Level 1: Can analyze the characteristics, problems, and needs of a specific region, community, or group from a health perspective. Can explain health determinants and related SDGs.	
Level 2: Can logically and scientifically explain the problems and related factors, interventions, and specific indicators of effectiveness and processes of support or services, based on referenced theories or models.	
Level 3: Can critically evaluate existing support or services, identify areas for improvement or resource introduction, and propose new intervention ideas.	
<b>3. Professional collaboration</b>	0: Not applicable, 1: Not improved, 2: Slightly improved, 3: Improved, 4: Greatly improved
<ul style="list-style-type: none"> <li>- Contribution to problem-solving in a team of mixed specialties</li> <li>- Clarification of your roles and responsibilities</li> <li>- Communication and leadership</li> <li>- Learning with the team members</li> <li>- Building smooth relationships with users</li> <li>- Ethical practice</li> </ul>	
<b>4. Cultural competency and humility</b>	0: Not applicable, 1: Not improved, 2: Slightly improved, 3: Improved, 4: Greatly improved
<b>Cultural Competency</b> <ul style="list-style-type: none"> <li>- Learning about your own and others' cultural identities</li> <li>- Combating bias and stereotypes</li> <li>- Respecting others' beliefs, values, and communication preferences</li> <li>- Adapting your services to each patient's unique needs</li> <li>- Gaining new cultural experiences</li> </ul>	
<b>Cultural Humility</b> <ul style="list-style-type: none"> <li>- Practicing self-reflection, including awareness of your beliefs, values, and implicit biases</li> <li>- Recognizing what you don't know and being open to learning as much as you can</li> <li>- Being open to other people's identities and empathizing with their life experiences</li> <li>- Acknowledging that the patient/client is their own best authority, not you</li> <li>- Learning and growing from people whose beliefs, values, and worldviews differ from yours</li> </ul>	

4) **Appendix 4. Final presentation template**

This template is available for download from Google classroom as PowerPoint or Google Slides

<p>Add the date of the presentation</p> <p><b>Title your presentation</b></p> <p>Add the name of your team List your team members</p>	<p>Please add slides and topics, merge or remove slides as needed.</p> <p><b>1. Basic information</b></p> <ul style="list-style-type: none"> <li>• The date and the field you visited</li> <li>• What you did in there</li> </ul>
<p>Please add slides and topics, merge or remove slides as needed.</p> <p><b>2. Community assessment</b></p> <ul style="list-style-type: none"> <li>• <b>List the assessment items</b> e.g., Houses and streets, Open spaces and vacant lots, Boundary, Gathering of people and places, Traffic conditions and public transport, Social service agency, Medical facility, Shop/forest stall, People and animals walking in the streets, Vitality of the district and self-government of residents, Regional characteristics and local color, Faith and religion, Measures of people's health, Politics, Media and publications, Other points to state/Pictures (add depending on your activity), Media and publications, Other points to state/Pictures (add depending on your activity)</li> </ul>	<p>Please add slides and topics, merge or remove slides as needed.</p> <p><b>3. Problem assessment</b></p> <ul style="list-style-type: none"> <li>• Social problem(s) of the field</li> </ul>
<p>Please add slides and topics, merge or remove slides as needed.</p> <p><b>4. Problem solving</b></p> <ul style="list-style-type: none"> <li>• Current problem-solving activity</li> <li>• Current measures and indicators of effectiveness (if applicable)</li> </ul>	<p>Please add slides and topics, merge or remove slides as needed.</p> <p><b>4. Problem solving</b></p> <ul style="list-style-type: none"> <li>• Remaining problem and possible solution(s)</li> </ul>
<p>Please add slides and topics, merge or remove slides as needed.</p> <p><b>5. Team reflection</b></p> <ul style="list-style-type: none"> <li>• <b>List topic(s) e.g., what went well and why etc.</b></li> </ul>	<p>Please add slides and topics, merge or remove slides as needed.</p> <p><b>6. Changes in cultural competency</b></p> <ul style="list-style-type: none"> <li>• <b>In this slide, each student briefly describes any changes or observations in their cultural competence or cultural humility.</b></li> </ul>
<p>Please add slides and topics, merge or remove slides as needed.</p> <p><b>7. Summary</b></p> <ul style="list-style-type: none"> <li>• <b>Summarize the main points you learned.</b></li> <li>• <b>Briefly explain how you will utilize what you learned in the future.</b></li> </ul>	