

大学の世界展開力強化事業  
東南アジア医療・歯科医療ネットワークの構築を目指した大学間交流プログラム

国際シンポジウムⅤ

東南アジアにおける口腔保健と歯学教育の動向

International Symposium V

Oral Health and Dental Education  
in Southeast Asia

2015 年 10 月 21 日



東京医科歯科大学  
TOKYO MEDICAL AND DENTAL UNIVERSITY

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International Symposium

# Oral Health and Dental Education in Southeast Asia

The purposes of this symposium are to exchange information about oral health status, oral health services, oral health delivery system and dental education of different countries. Evidence based oral health promotion refers to the development, implementation, and evaluation of effective programs and policies in population through application of evidence. In the seminar, we would like to share our experience and evidence in Vietnam, Indonesia, and Thailand, and discuss effective oral health promotion programs.

**Date:** October 21st, 2015 (Wed), 10:00~11:30

**Venue:** Lecture Room, Dental Building South, 4th floor

Speakers:

*Caries Prevention in Ho Chi Minh City, Vietnam:*

*New Challenges and Solutions*

**Assoc Prof. Hoang Trong Hung**

(Assistant Dean for International Affairs, University of Medicine and Pharmacy, Vietnam)

*From Interprofessional Education to Interprofessional Collaboration: UI Experience*

**Dr. Melissa Adiatman**

(Head of Public Relations and International Affairs, University of Indonesia, Indonesia)

*Challenging Dental Curriculum at New Dental School*

*- Interprofessional education and Transformative learning-*

**Prof. Yupin Songpaisan**

(Dean, Faculty of Dentistry, Suranaree University of Technology, Thailand)



平成 27 年度大学の世界展開力強化事業

国際シンポジウム

## 東南アジアにおける口腔保健と歯学教育の動向

本シンポジウムでは、大学の世界展開力強化事業で招聘した研究者を中心に、タイ、インドネシア、ベトナムの歯科保健状況、歯科保健システム、歯学教育などの現状と課題、動向について情報交換を行います。多くの皆様のご参加をお待ちしております。

**日時:** 2015 年 10 月 21 日 (水) 10:00~11:30

**場所:** 歯科棟南 4 階演習室

## Tokyo Medical and Dental University, 21 October 2015





川口先生からスピーカーの先生方に感謝状を贈呈



ユピン先生

Prof. Yupin Songpaisan  
Dean, Faculty of Dentistry,  
Suranaree University of Technology, Thailand



メリッサ先生

Dr. Melissa Adiatman  
Head of Public Relations and International  
Affairs, University of Indonesia, Indonesia



フン先生

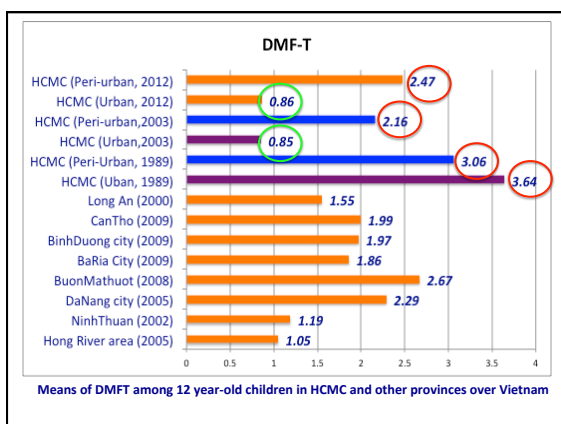
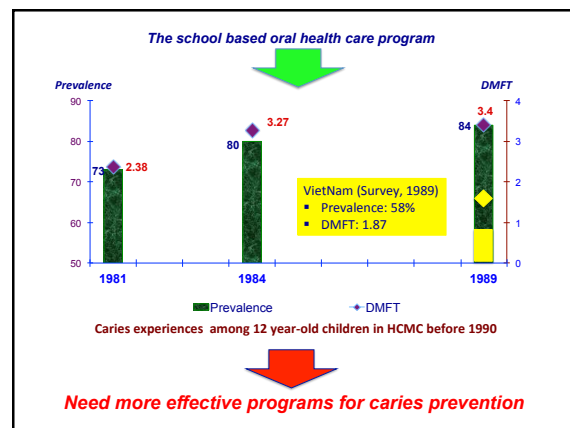
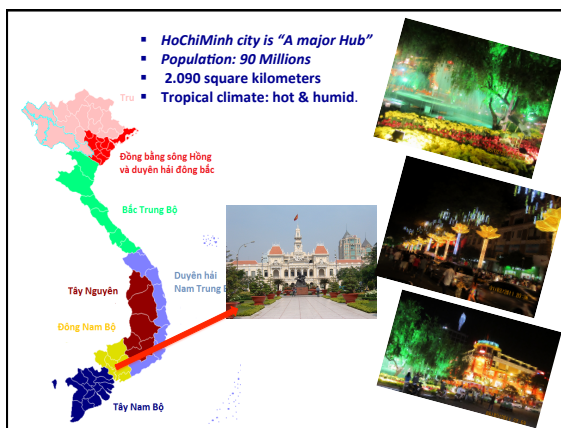
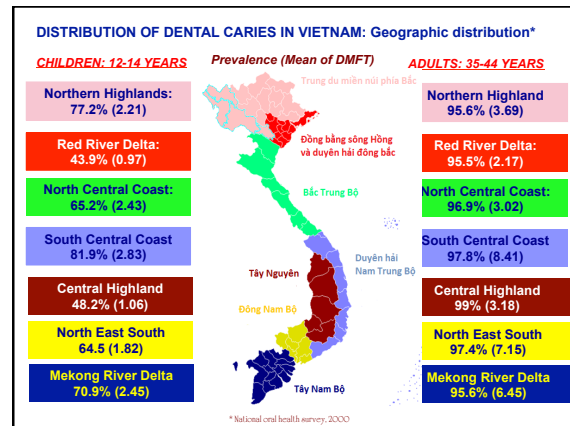
Assoc Prof. Hoang Trong Hung  
Assistant Dean for International  
Affairs, University of Medicine and  
Pharmacy, Vietnam

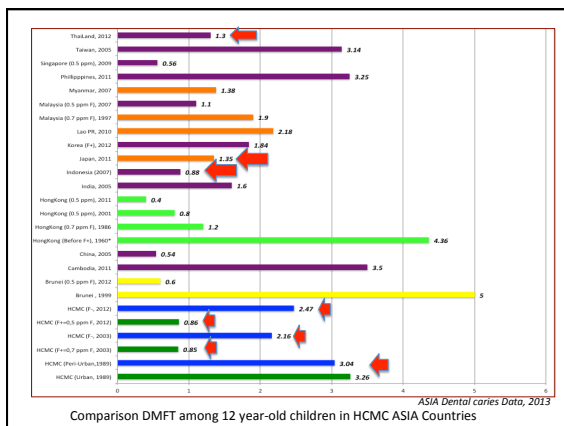
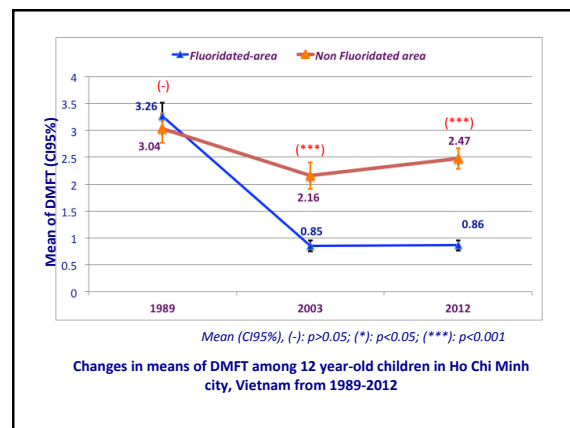
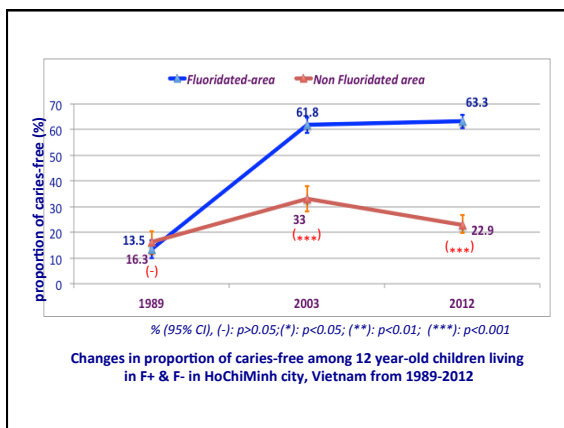
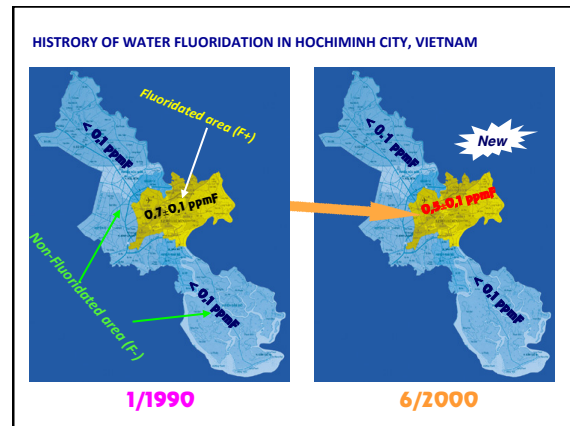
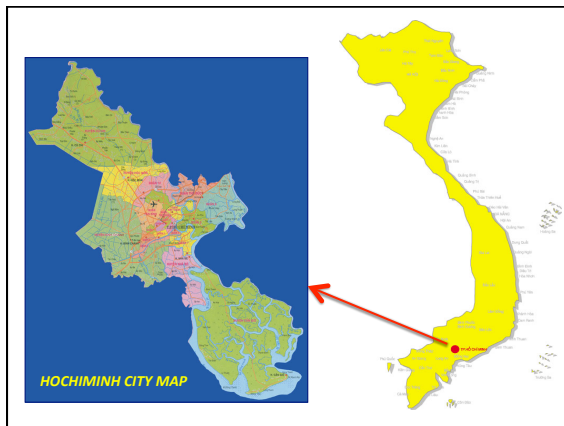


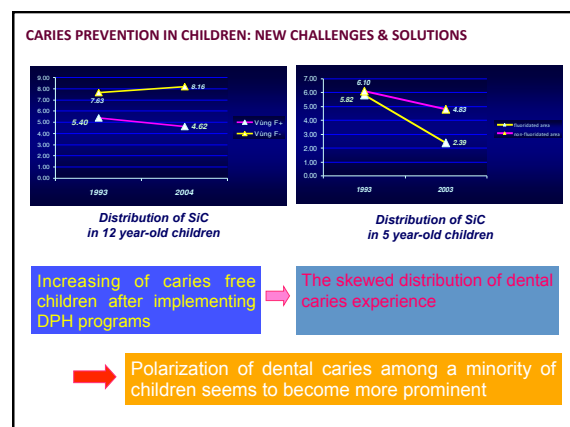
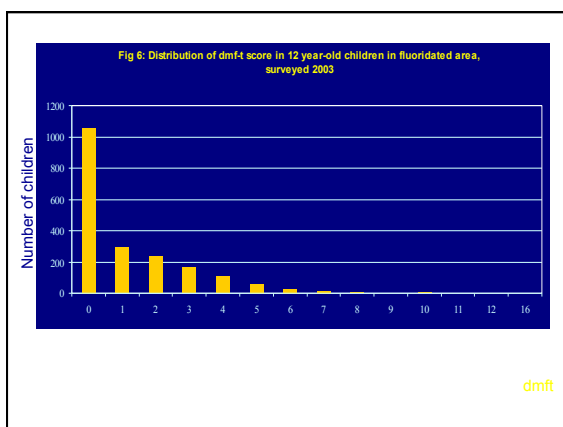
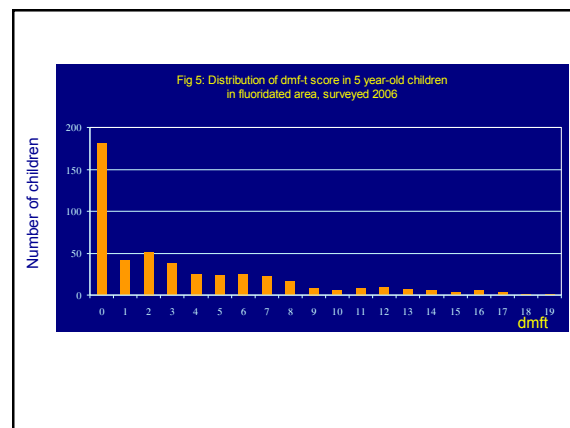
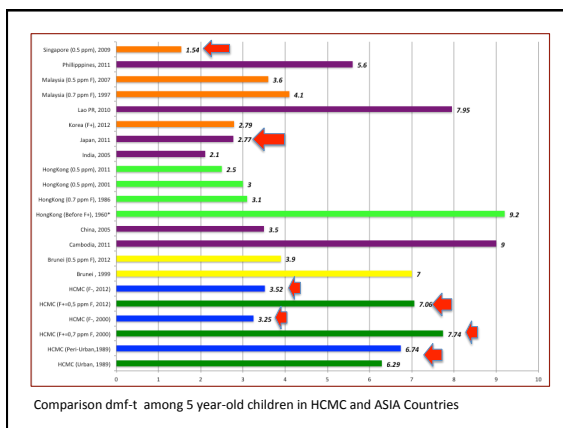
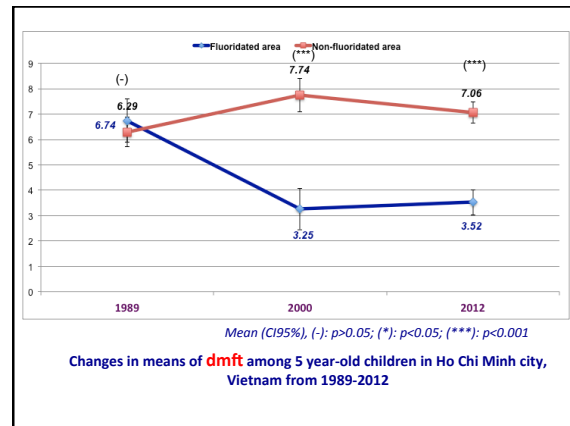
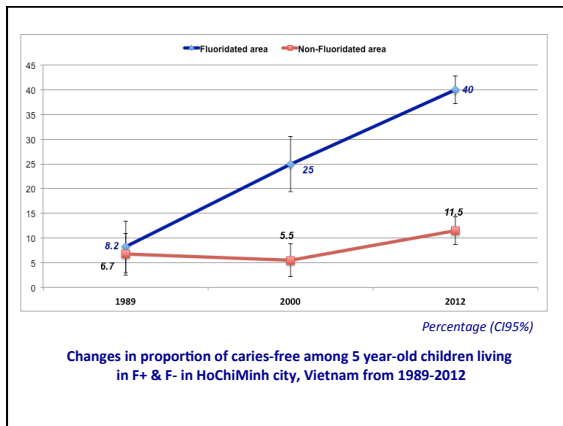
1. Dr. Hoang Trong Hung  
(University of Medicine and Pharmacy, Vietnam)

**CARIES PREVENTION  
IN HO CHI MINH CITY, VIETNAM:  
NEW CHALLENGES AND SOLUTIONS**

Hoang Trong Hung  
Department of Dental Public Health  
Faculty of Odonto-Stomatology,  
University of Medicine and Pharmacy Ho Chi Minh city,  
Vietnam





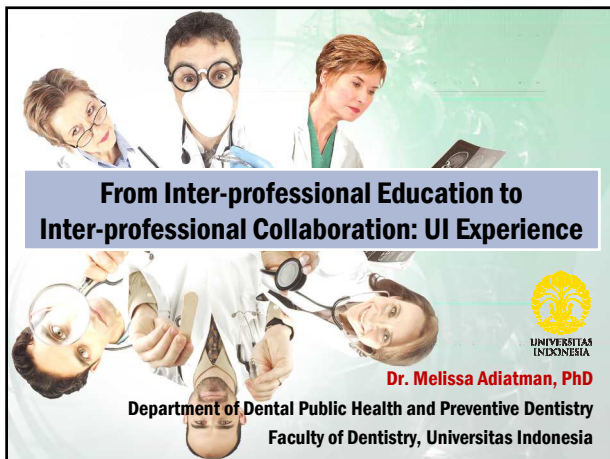






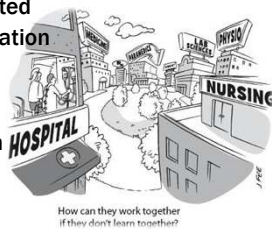


2. Dr. Melissa Adiatman  
(University of Indonesia, Indonesia)



## Background

- IPE needs to be implemented in health professions education
- Research has proven its benefits
- Global environmental scan worldwide and varied application of IPE
- Evidence-based best practices of IPE are available

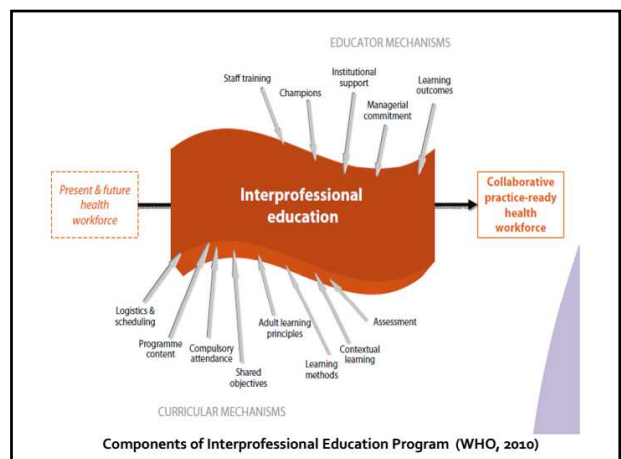


## Why IP Teamwork? Why Now?

- Demographic Changes, aging population
- Chronic health conditions needing complex care
- Technological advances
- Specialization in healthcare
- Patient Safety & Quality agenda
- Workforce pressures and gaps
- Healthcare and payment reforms

## UK Centre for the Advancement of Interprofessional Education (CAIPE)

- Multiprofessional education → 2 or more professions **learn together**, for various purposes
- Interprofessional education → 2 or more professions **learn from and about each other** (*not learn with*), to improve collaboration and health care services

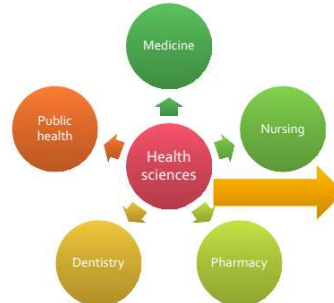


## Interprofessional education



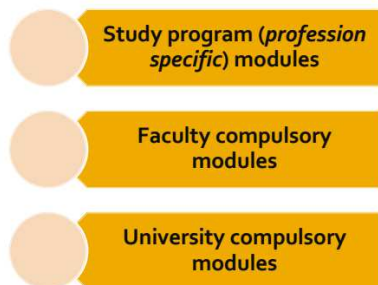
Sargeant (2008): "Contact ... is not enough to build an effective team. Teamwork is a sophisticated social activity requiring **cognitive** (knowledge), **technical** (skills), and **affective** (attitude) competencies and education for developing these"

## in Universitas Indonesia...



- Resource sharing
- Efficiency of resource use
- Closer relationship and more effective communication between professions
- **Added competency: the ability to collaborate and work in a team in providing health care services**

## Structure of faculty curriculum



## Areas of competence in health sciences

- Ethics and Law
- Basic biomedical sciences
- Communication
- Research
- Disaster management

**MULTIPROFESSIONAL LEARNING MODULE**



These are the areas that are considered to be shared by all professions. Competencies analysis has been conducted, and within these areas, there are shared competencies

## Shared learning modules

COMPETENCY	MODULE	CREDIT (in SKS)
Ethics and Law	Ethics and law in health profession	2
Basic biomedical sciences	Basic biomedical sciences	3 (theory) + 1 (practical)
Communication	Effective communication in healthcare services	2
Teamwork and collaboration of healthcare team	Teamwork and collaboration of healthcare team (preclinical and clinical)	2 (preclinical) + 1 (clinical)
Research	Research	3
Disaster management	Disaster Management	2

## Module: Teamwork and collaboration of healthcare team

### Specific objectives

- identify the **concept of collaboration** in the healthcare management
- identify **problems** in collaborative healthcare management
- identify the **roles of each** profession in collaborative healthcare management
- **apply** the roles of each profession and interact in the management of health problems
- **evaluate** the process of collaborative healthcare management



## Module: Teamwork and collaboration of healthcare team

### Teaching methods

- Introductory lecture
- Collaborative learning
- Question based learning
- Case based discussion
- Plenary presentation

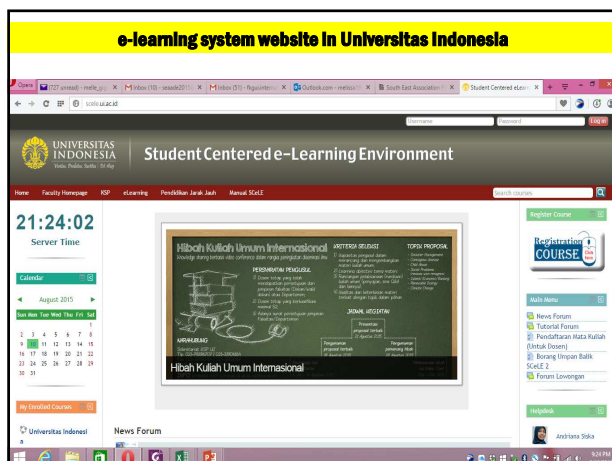
### Assessment system

- Self reflection
- Tutor & peer assessment
- Written exam (in group)
- Group project



## MODULE PREPARATION

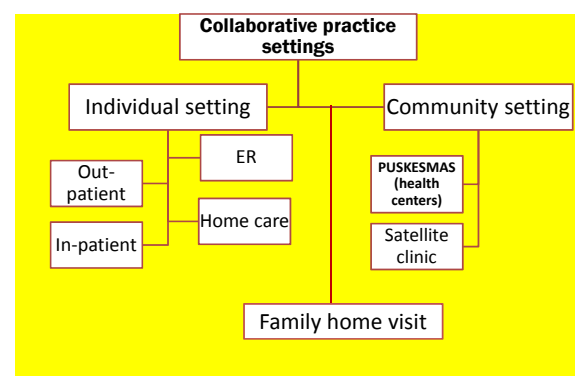
- Each team consist of representatives from each profession:
  - Develops an instructional design (*rancangan pengajaran*) for each learning module (6 modules):
    - Learning objectives
    - Teaching and learning method
    - Student assessment
  - Further arrangement, for:
    - Training of tutors (staff)
    - Plan of program evaluation



## We divide the students into 3 settings:

1. Community Service Projects
2. Clinical Component Settings
3. Family home visits

At the end of the program they have to share their experience through poster presentations





## What we need to prepare

1. Identification of schedule that is suitable for each faculty
2. Guideline for tutor
3. Determine the Field coordinator who take care the paperwork and communicate with the staff
4. Made the MoU and Agreement of Implementation with related institutions
5. Funding

## Interprofessional Practice

Multiple *health workers* from different professional backgrounds providing comprehensive health services working with patients, their families, caregivers and communities to deliver the highest quality of care across settings.



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

## Interprofessional Collaboration

"... the process of developing and maintaining effective working relationships with learners, practitioners, patients/clients/families and communities to enable optimal health outcomes. Elements of collaboration include respect, trust, shared decision-making, and partnerships."

Canadian Interprofessional Health Collaborative, 2010



## Interprofessionality is not

- Simply sharing electronic health records
- Sole profession teams (neurologist, pulmonologist, radiologist)
- Learners hearing a talk about another profession
- Reporting out at interdisciplinary team meetings
- Co-location without intentional collaboration
- Decision-making without client/patient input



## Evidence for Teamwork

- Better continuity of care, access to care, and patient Satisfaction\*
- Higher patient-perceived quality of care†
- Superior care for diabetes patients‡
- Improved blood pressure control
- Reduction in medication side effects and improved adherence+

\*Stevenson K, Baker R, Farooqi A, et al. Features of primary health care teams associated with successful quality improvement of diabetes care. *Fam Pract* 2001;18:21-26.

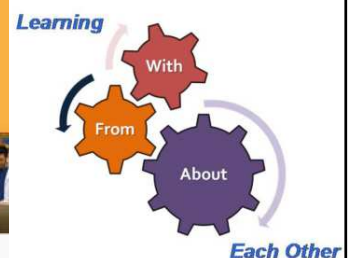
† Campbell SM, Hann M, Hacker J, et al. Identifying predictors of high-quality care in English general practice: observational study. *BMJ* 2001;323:1-6.

‡ Bower P, Campbell S, Bojke C, et al. Team structure, team climate, and the quality of care in primary care: an observational study. *Qual Saf Health Care* 2003;12:273-9.

+ Iezzoni, U. Make no assumptions: Communication between persons with disabilities and clinicians. *Assist Tech* 2006; 18(2): 212-219.

## Core Competencies

<http://www.aacn.nche.edu/education-resources/ipcreport.pdf>

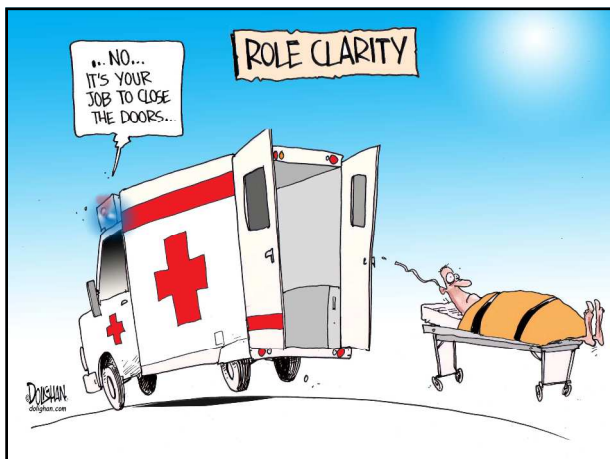


## Competency Domains of Inter-professional Collaboration

Competency Domain 1:	Values/Ethics for Interprofessional Practice
Competency Domain 2:	Roles/Responsibilities
Competency Domain 3:	Interprofessional Communication
Competency Domain 4:	Teams and Teamwork

## Roles & Responsibilities

- Know one's own role and those of team members
- Communicate team roles and responsibilities
- Engage diverse healthcare professionals to meet the needs of patients
- Use the full scope of knowledge, skills, and abilities of available health professionals and health care workers to provide safe, timely, efficient, effective, and equitable care
- Use respectful health care practices



## Values & Ethics

- Recognize and respect the unique cultures, values, roles/responsibilities and expertise of other health professions
- Work in cooperation with those who receive care, those who provide care, and those who contribute to or support the delivery of prevention and health care services
- Place the interests of patients and populations at the center of interprofessional health care delivery



## Communication

- Use respectful and appropriate communication in all situations
- Organize and communicate information with patients, families, and health care team members in a form and format that is understandable, avoiding jargon
- Listen actively and encourage ideas and opinions of all team members.



## Teams & Teamwork

- Work with others to deliver patient-centered, community-responsive care
- Engage when possible in shared patient-centered problem solving
- Integrate knowledge and experience of other professions to inform effective/ethical decisions
- Apply leadership and facilitation practices that support collaboration and team effectiveness



## Patricia Chalmers, 31

Patricia (Pat) Chalmers is a 31-year-old woman who prides herself on self-sufficiency and resourcefulness. She works part-time as a bookkeeper and gets paid to take care of her aging grandmother with whom she lives.

Pat describes herself as having been a caretaker since adolescence. It is therefore difficult for her to acknowledge her own needs or to seek others for help.

Pat is tired of people commenting on her weight, diet, and need to exercise. She avoids health care as much as possible because she knows she'll be told to lose weight or be blamed for "being fat" (her words). "I know what risks I face" she says. "But I've tried everything and nothing works. I've accepted my size and would like others to respect that."

Pat found herself in the ED with a broken ankle several months ago. The break was significant enough to require surgery. Labs revealed elevated glucose levels and surgery was put off until further tests could be done to determine whether Pat might have diabetes. When asked about this possibility, Pat reacted strongly. "I don't have the time or money for diabetes," she explained.

## Group Discussion

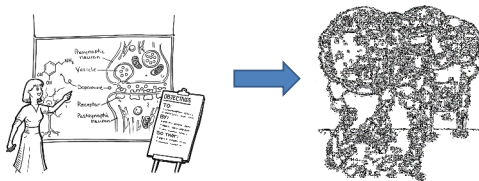
- What do we know about Pat?
- What role would your profession play on Pat's team?
- What role will the other professions play on the team?
- Describe the role of the following professions on Pat's team:
  - Pharmacist, Nurse, and Medical doctor
  - Social Worker
  - Physical Therapist
  - Occupational Therapist

## Facilitate IP Team Meeting

- Orient learners to goals of the session
- Prompt learners to discuss their observations
- Encourage a non-judgmental environment
- Make interprofessional learning explicit (e. g. let's get the [discipline] view of Pat's needs)
- What do we know about Pat?
- What information is missing and where might we find it?
- Capture teachable moments
- Prompt self-reflection - model
- Encourage closure and final case determinations

## Facilitation Video

- Observe group facilitation process
- Write down observations and critique
- What were the facilitator's strengths
- What could have been handled better?



## the way forward...

- **In each placement:**
  - Tutors' guidance and supervision
  - Discussion and reflection upon the experiences
  - Tutor assessment and feedback
  - Peer assessment and feedback
- **Evaluation**
  - students, teachers satisfaction → QA purpose
  - students' learning achievement

## HEALTH CENTERS



PONED



Ruang VK



Pelayanan Rawat  
Jalan Gizi



TFC

**THANK YOU**

**ANY QUESTIONS?  
JUST ASK!**



### 3. Dr. Yupin Songpaisan (Suranaree University of Technology, Thailand)

Challenging curriculum at  
a new dental school  
- Interprofessional education and  
Transformative learning

*Yupin Songpaisan*  
*Institute of Dentistry*  
*Suranaree University of Technology*

[www.sut.ac.th](http://www.sut.ac.th)  
Suranaree University of Technology

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Lady Suranaree (1771–1852)

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Dentist

- Leader of the dental team
- Collaborative dental-medical approach
  - Patient-based and holistic approach
- Oral physician
- Community oral health leader
  - Population-based
- Health-oriented care

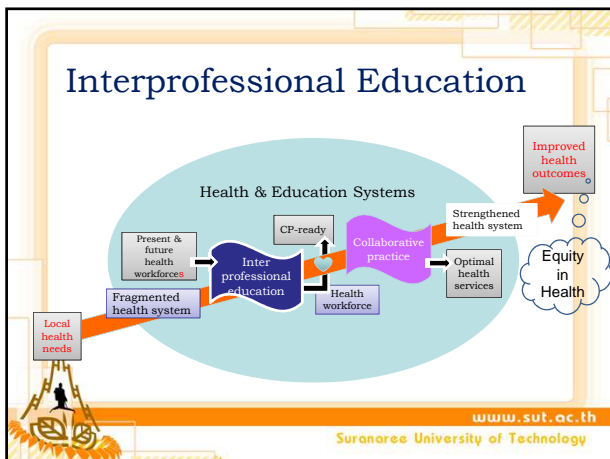
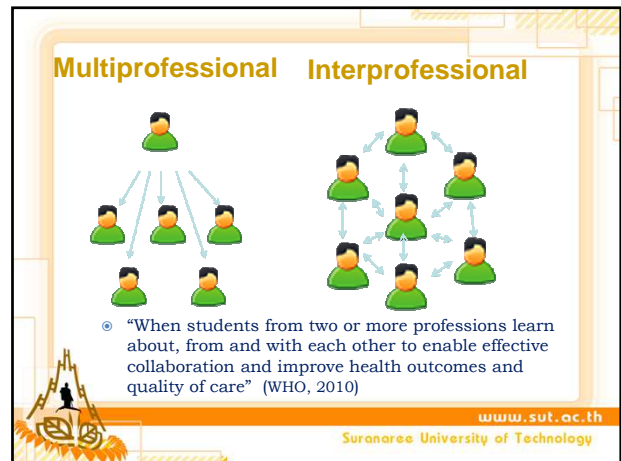
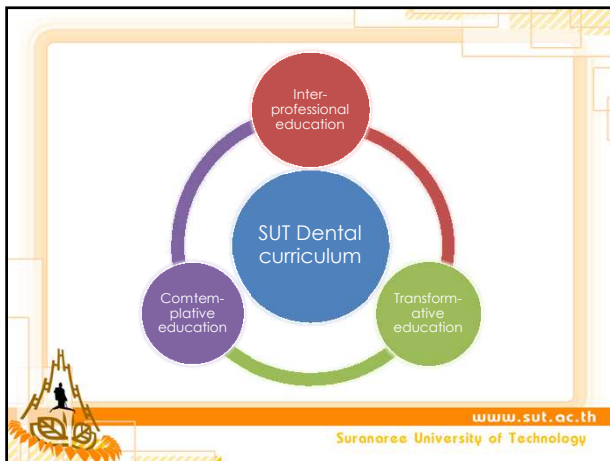
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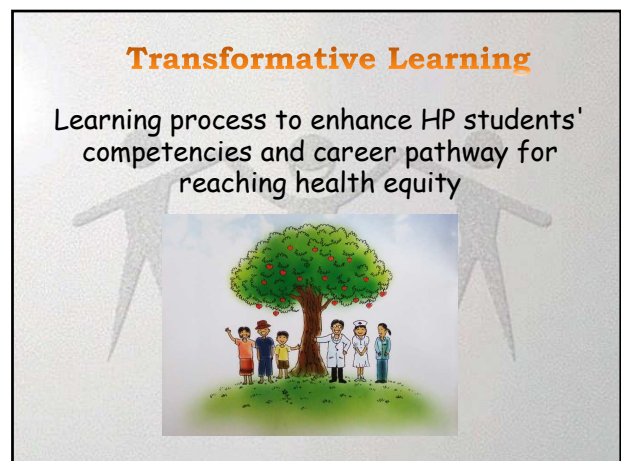


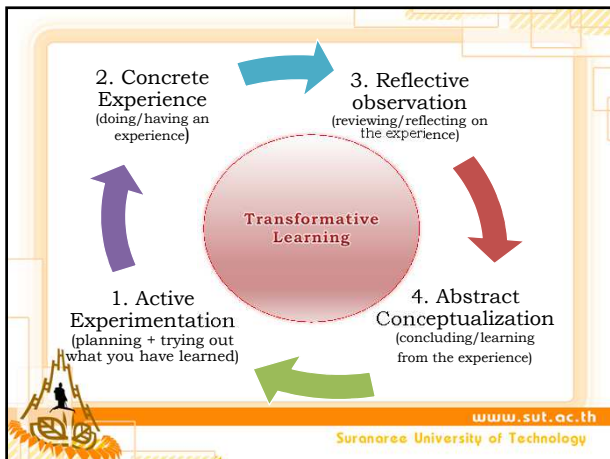


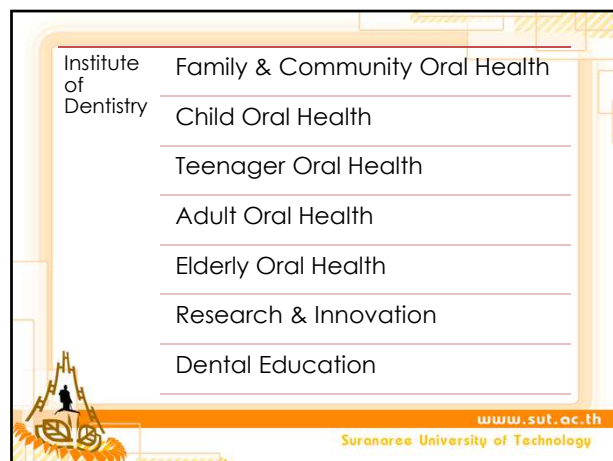
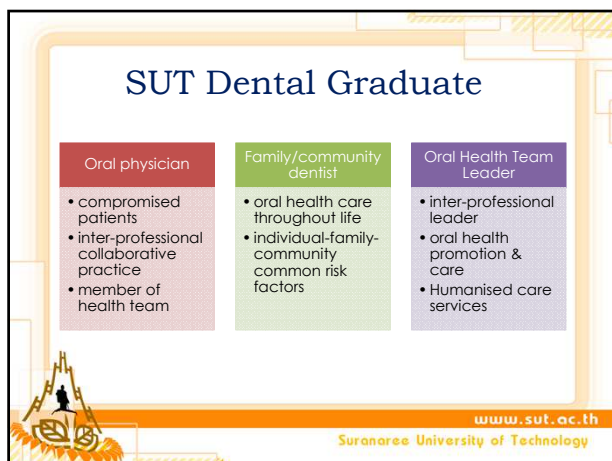
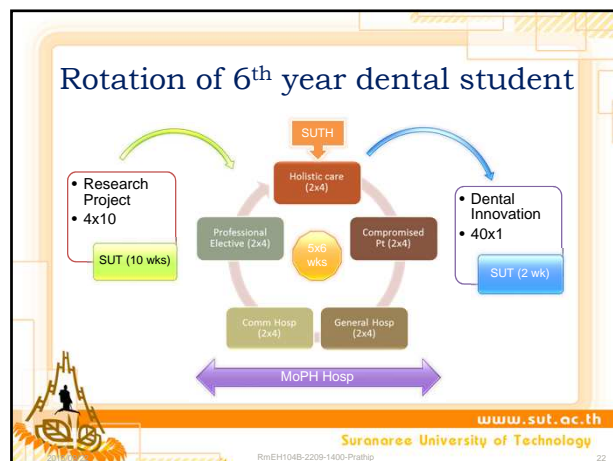
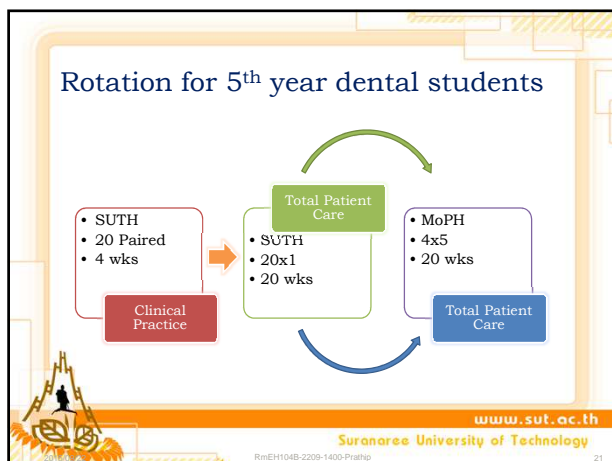
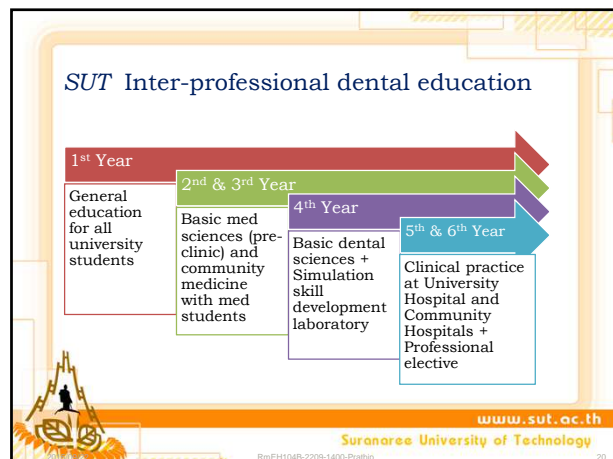
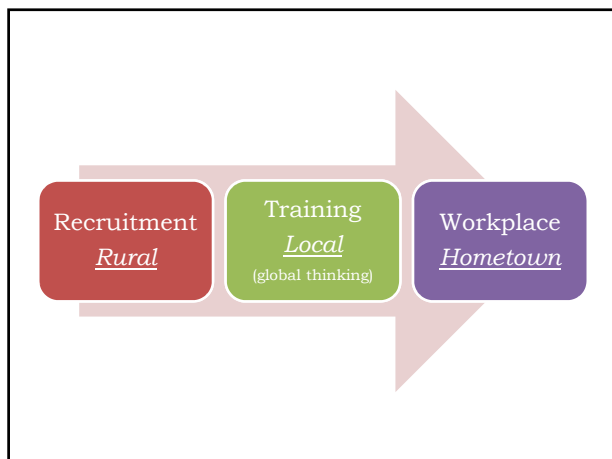
### Levels of Learning

Level	Objectives	Outcome
Informative	• Information • Skills	• Experts
Formative	• Socialization • Values	• Professionals
Transformative	• Leadership attributes	• Change agents

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**大学の世界展開力強化事業運営委員会**

「国際シンポジウムⅠ」ワーキンググループ

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