



TOKYO METROPOLITAN UNIVERSITY

首都大学東京

# ACADEMIC CONFERENCE PHD REPORT (AUG-SEP '17)

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Photo: Grand halls for poster presentations at the Messukeskus Helsinki

# AMEE 2017

HELSINKI, FINLAND / AUG 27-30, 2017

The Association of Medical Education in Europe (AMEE) is a global conference for medical and health professions education that is held every year in Europe. This year, the AMEE was held in Helsinki, Finland, a country that leads the world in reforming education, pedagogy, and learning experiences. The conference had over 3900 participants from 92 countries who were given the opportunity to attend in numerous sessions conducted in various formats such as plenaries, workshops, posters, short communications, and symposia. Despite the diversity among the AMEE delegates, meaningful information exchanges were still established for future partnerships among medical educators.

It was not possible for me to attend all the sessions in the AMEE, but I was able to choose relevant sessions for my research theme and here are some of the lessons I have learned from the conference:

1. **Teaching is MAGIC**, an acronym that stands for Misdirection, Audience, Gratefulness, Involvement of people, and Creating memories and experiences.
2. **Teaching is equally valuable as research.** The Finnish Ministry of Education mandates all teachers to have master's degree not to make teaching a more difficult profession to qualify into, but to change the ethos of teaching as a profession. Finland's teachers are valued not only from their academic excellence, but more so because of their individual talents.
3. An **excellent teacher has EXCEL attributes**: [E] empathy to students, [X] expertise on a topic being taught, [C] creates an atmosphere of learning, [E] enables learners' dreams and aspirations, and [L] loves teaching and learning.

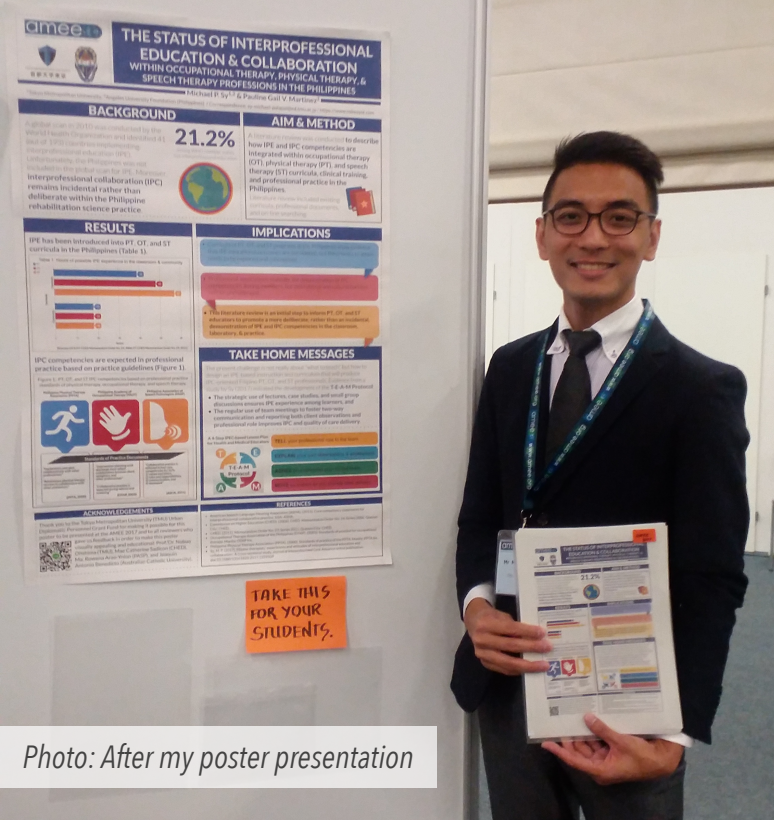


Photo: After my poster presentation

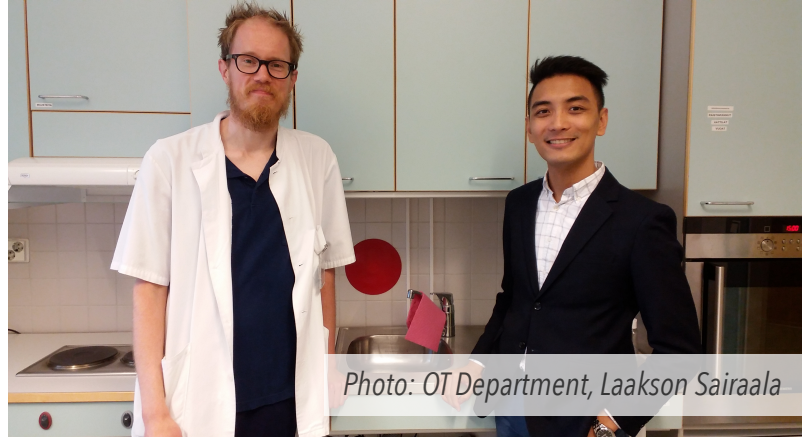


Photo: OT Department, Laakson Sairaala



## POSTER PRESENTATION: T-E-A-M PROTOCOL

The main aim of my poster presentation is to describe the status of interprofessional education and collaboration (IPEC) among the occupational therapy, physical therapy, and speech therapy professions in the Philippines. Through a rapid literature review, I was able to identify that IPEC competencies are embedded within existing educational curricula and professional practice guidelines in these three health professions. My poster intends to explain how these IPEC competencies are being stipulated in documents but actual application of these competencies remains unclear.

The take home message for my poster presentation is a proposed tool called "T-E-A-M Protocol" that will concretize the demonstration of IPEC competencies in the classrooms, laboratories, wards, or communities (See Figure 1 in p. 6). This protocol is intended to be performed during health care team meetings where team members will have to (T) tell their professional role towards the case, (E) explain their own observations based on professional expertise, (A) agree on a collective plan as a team for the person/client, and (M) move as a team as care delivery is provided. This tool is a beta version that can serve as a simplified instructional guide or lesson plan that can be used by medical, clinical, and health profession educators. A manuscript on the T-E-A-M Protocol is currently being written for future publication.

## OCCUPATIONAL THERAPY IN FINLAND

As a PhD student in occupational therapy, I thought that it would be more meaningful learning experience if I take the chance to have a glimpse of occupational therapy practice in Finland. During my short stay in Helsinki, I was able to connect with a Finnish occupational therapist, Ms. Meri Pekkanen, who created an opportunity for me to visit the neurology and rehabilitation units at the Laksaa Saarila (Helsinki General Hospital).

Occupational therapy in Finnish language is *Toimintaterapeutti*. OTs in Finland can practice after obtaining a bachelor's degree from a higher institution of learning. They can eventually choose which specialization to practice such as physical rehabilitation, mental health, hand rehabilitation, community health care, pediatrics, geriatrics, refugee care, or education. My conversations with Finnish OTs made me realize that like in Japan, occupational therapy is a thriving profession which needs to be actively promoted especially to policy makers and stakeholders. Although small in number, Finnish OTs work closely with the government and communities to make their contributions more felt through the use of meaningful occupations.



Photo: Stonehenge, Wiltshire, England

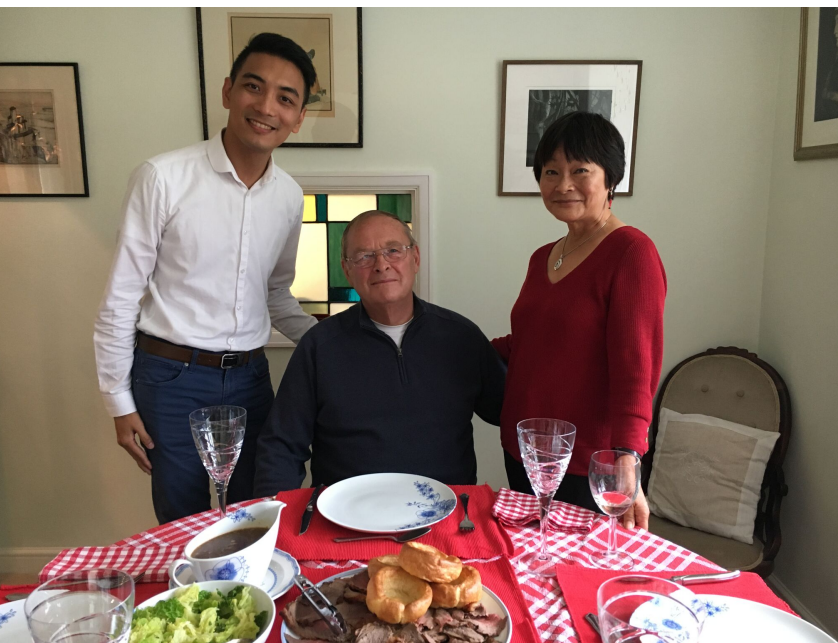


Photo: IPE meeting with Ms Helena Low

## INTERPROFESSIONAL EDUCATION DEVELOPMENT MEETING WITH MRS. HELENA LOW

READING, UNITED KINGDOM / SEP 3, 2017

Our business trip continues to the United Kingdom where Professor Ohshima and I met with Mrs. Helena Low, former executive director of the Center for the Advancement of Interprofessional Education (CAIPE), to discuss three main points: 1) interprofessional education research and development in Japan and United Kingdom, 2) prospective partnership between Tokyo Metropolitan University (TMU) and Mrs. Low (as a global IPEC expert), and 3) preparation for the European Interprofessional Education Network (EIPEN) conference. At the conclusion of the meeting, we all agreed to work together to strengthen the IPEC curriculum being developed in TMU and possibly publish an introductory book on IPE for Asia.



Photo: Boat trip for EIPEN participants at Lac Lemman, Lausanne, Switzerland



Photo: EIPEN 2017 Conference Booth

## EUROPEAN INTERPROFESSIONAL EDUCATION NETWORK (EIPEN) CONFERENCE 2017

LAUSANNE, SWITZERLAND / SEP 6-8, 2017

The last leg of the trip was our participation in the EIPEN 2017. Although it is intentionally organized for Europeans, the conference has managed to accommodate colleagues from other parts of the world to share, learn, and build stronger partnerships. The EIPEN 2017 was held in the La Source Institut et Haute Ecole de la Sante from September 6 to 8, 2017. The conference's main theme is to emphasize the utility of interprofessional education and collaboration in both health care and social care systems. This year's EIPEN consisted of key note speakerships, oral presentations, posters, round table discussions, and workshops that showcased IPEC innovations, assessments, quality assurances, and case studies. The variety of learning and teaching experiences in the EIPEN resulted into a united stand to promote IPEC in Europe and beyond.

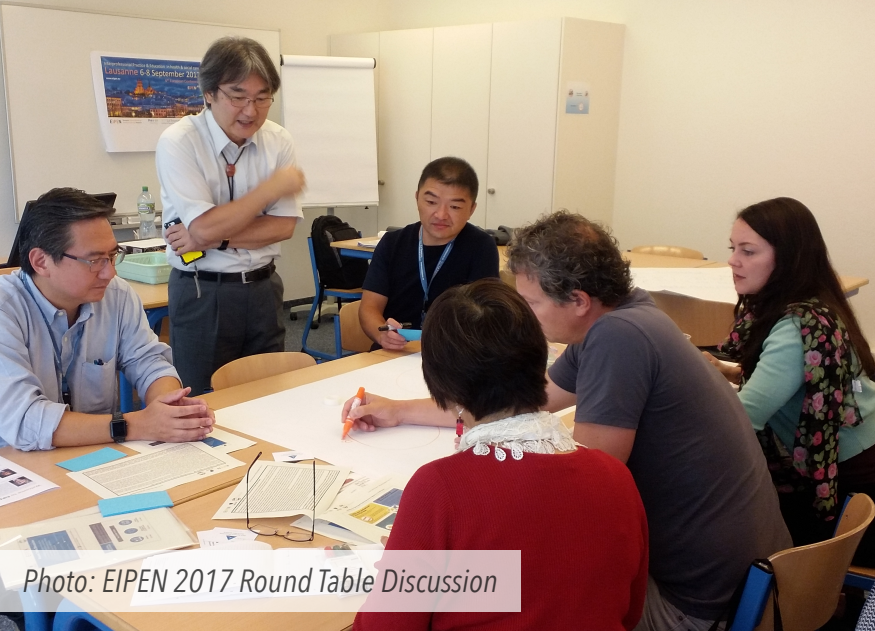


Photo: EIPEN 2017 Round Table Discussion

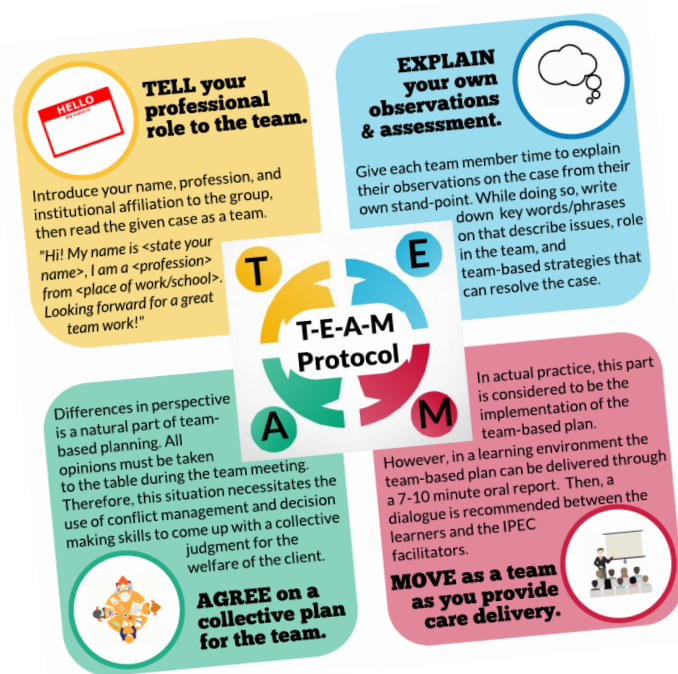


Figure 1: T-E-A-M Protocol (Beta Version)

## ROUND TABLE DISCUSSION

At the last day of the EIPEN 2017, I was given the opportunity to conduct a 1-hour round table discussion about the creation of a collaborative model for substance addiction and rehabilitation (SAR) settings in the Philippines using the Kawakita Jiro Method and T-E-A-M Protocol approaches. The teaching-learning activity became more authentic through the use of an actual narrative from a former drug user in the Philippines (case study). After the short lecture, the participants from different European countries and professional backgrounds (nursing, social work, public health, educational research, medicine, occupational therapy, and government) were tasked to discuss in small groups, brainstorm, share, and collectively decide on their plan for Danilo (subject in the case).

The output presentations from the two groups of participants revealed so many new ideas in creating new approaches and modified models for interprofessional education and collaboration that can be utilized in the Philippines as far as drug addiction is concerned. Since the participants were mostly from developed countries in the West, it was notable how they would demonstrate cultural competence by always asking about Filipino culture, values, and beliefs before suggesting anything for the group.

I would like to thank the participants who showed interest in helping us develop a collaborative model for SAR in the Philippines. I also want to acknowledge the help and assistance of Dr/Prof Nobuo Ohshima (Japan) and Ms Helena Low (UK) to plan this round table discussion as well as the unending support of Baranggay Captain Edgardo Q. Tria and community workers at Baranggay 69, Tondo, Manila.

## CAIPE STUDENT AMBASSADOR

The Centre for the Advancement of Interprofessional Education (CAIPE) is a UK-based organization that aims to promote interprofessional education, research, and practice all over the world. This year, CAIPE decided to provide travel grants to two students who would be attending the EIPEN 2017 in Switzerland. After submitting a motivation letter, I was selected as one of the winners of the scholarship worth GBP 800. The other winner is Gurdas Singh, a medical student from the King's College London. Herewith, I would like to express my sincerest gratitude to CAIPE's Chair Dr Richard Pitt and his team for their assistance and relentless efforts in reaching out to students, professionals, and organizations who are working towards promoting IPEC around the world.

