

International Development and Challenges of People-Centered Care Projects

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Introduction

People-centered care (PCC) projects have been growing both at home and internationally over the past four years. This report discusses the international development of people-centered nursing care services in the four areas of: 1) global information dissemination, 2) international competitive edge, 3) international collaboration system and network, and 4) internationalization of education, including comparison with 2002 when the project was launched, as well as future challenges. Figure 1 shows the milestones in the evaluated areas of international development of the project.

Figure 1



International Development and Challenges of PCC Project

	2002 >	03	04	05	06	07
Global information dissemination WHO Annual report (English) Web(English) (Presentation at conferences) (Submission of papers)	< 1990 -----	-----2004 > E-report -----> Start of information service on web ----->				
		13/30 6	11/50 6	21/50 -	19/81 10	4/
International competitive edge Reception of award Inviting lectures		3		3	1 2	1 2
Academic interchange cooperation agreement Research system Network Joint research Collaboration	(McGill U.) Michigan U. Elderly Clinic	OHSU, Yonsei U, Mahidol U. McMaster U ----- Collaboration with MD Anderson, Johns Hopkins U. CalNOC, East Asia Cancer Nursing Network (5 facilities in 4 countries), Royal College of Nursing, Kenya, Afghanistan				
International personnel development system Foreign teachers Foreign lecturers Student interchange Acceptance of interns from abroad University educational network	1 person Acceptance of interns 6 East-Asian countries	Start of international nursing lectures 2 persons 4 persons (2) persons 8 persons (9 persons) 10 persons (10 persons) 9 persons (10 persons) Acceptance of interns ----- {Preparations to accept overseas students into graduate school} INDEN, Korea-Japan Workshop				

1) Information dissemination overseas

Information disseminated overseas includes: (1) information on the English website, (2) English reports, (3) PCC-hosted international symposiums, and (4) presentations at international conferences and contribution to English journals.

- (1) Dissemination on the English website: Since its launch in 2005, the number of accesses to the PCC-related information website has been increasing. The website now plays a major role.
- (2) Dissemination through English reports, newsletters: Before the PCC project was started, abstracts in

English were presented in newsletters as research reports of the WHO Collaboration Center for Nursing Development. Annual reports are sent to WHO headquarters and WHO branches in the Western-Pacific Region electronically or in newsletter form. A part of this annual report is issued and distributed to nursing development centers all over the world during the WHO general assembly to introduce the activities of the WHO Collaboration Center for Nursing Development. Activities are also covered as news in the Nursing & Midwifery Links newsletter issued by the Global Network, to which nursing development centers belong to, as well as on the website.

- (3) Presentations at international symposiums and conferences: Since 2003, each project has been holding international symposiums, inviting symposiasts from overseas. Information on projects is disseminated through such international symposiums.
- (4) Presentation at international conferences, and contribution to English journals: As shown in Figure 1, the number of presentations at international conferences overseas has been increasing: 13 in 2003, 11 in 2004, 21 in 2005, and 19 in 2006. Over ten papers were submitted to English journals in 2006.

2) International competitive edge

Growth in international competitive edge can be assessed in terms of: (1) awards received from overseas academic organizations, (2) increase in invitations to lecture from overseas academic organizations, and (3) receiving international research grants.

- (1) Awards received from overseas academic organizations: Professor Hiroko Komatsu received the award of best presentation (ICCA) in 2006, and Associate Professor Naoko Arimori received the ISONG Founders Award in 2007.
- (2) Invitations to lecture from overseas academic organizations: 3 invitations in 2003, 3 in 2004, and 2 in 2006. PCC investigators are asked to speak at major international conferences abroad.
- (3) International research grants: To date, no grants have been received, and this is a future challenge.

3) International collaboration system and network

In the area of cancer nursing, joint research projects are gradually being launched, such as collaboration with MD Anderson in U.S. The East Asia Nursing Network was also launched in 2006. Other networks have been formed with researchers of John Hopkins in the area of enhancing patient health, with the Royal College of Nursing in the area of infertility nursing, and with UCSF in the area of nursing management, fostering a regular exchange of information.

As part of international collaboration, researchers from Kenya, Afghanistan, and Myanmar were involved in the international collaboration practice development model projects. In particular, women health workers joined the Myanmar group. They are studying the impact of their health activities on local health improvement in collaboration with investigators and research supporters in the area.

4) Internationalization of education

Internationalization of education has been progressing in the area of: (1) graduate school education, (2)

undergraduate education, (3) involvement in graduate school network expansion.

- (1) Graduate school education: The numbers of professors and clinical professors invited from abroad in graduate school education have been increasing in general. In particular, since the doctoral programs in international nursing were started in 2005 there has also been an increase in guest professors and cancer clinical professors from overseas. In the area of women and midwifery, field studies were started in the U.S. in 2006. Doctoral programs on international nursing began to include surveys in two focus countries, India, Bangladesh, and practical training in Pakistan and Cambodia. Systems to accept students from abroad are currently being established to accept doctoral students beginning in 2008. In addition, St. Luke's College of Nursing hosted the biannual conference of the International Network for Doctorate Education in Nursing, an organization focusing on international doctorate education, in June 2007. We are also involved in a forum held between six East Asia countries (East Asian Forum of Nursing Scholarship (EAFONS) and the Graduate School Educational Network (Korea-Japan Workshop) held between Korea and Japan.
- (2) Undergraduate education: In the area of undergraduate education, exchanges were carried out with Villanova University in the U.S. Since 2005, four students are accepted from Mahidol University (Thailand), and four from Yonsei University (Korea) for two weeks each year. For exchange, students from St. Luke's are dispatched to these universities. In August 2007, undergraduate students participated in volunteer groups of the St. Luke's International Hospital to experience fieldwork abroad.

Challenges for Future International Development

Although certain international development was achieved as our PCC projects have been carried out, further progress in the global arena holds challenges for the future. Areas that need to be developed are gradually emerging as projects progress. Most significantly, there is a need to establish a personnel development system to facilitate international PCC centers. Personnel development for promoting PCC globally means fostering human resources with international communication skills, as well as planning, fieldwork, and evaluation skills. To this aim, it is essential to review and reform the current curriculum. From the perspective of international communication, challenges include holding English paper writing courses, increasing graduate school exchange programs and international exchange opportunities, and reinforcement of international educational affairs departments to promote these efforts. At the same time, there is a need to reinforce international networks broadly, ranging from international faculties to graduate school doctorate programs. We plan to continue pursuing these activities to reinforce international education and research networks through international cooperation.