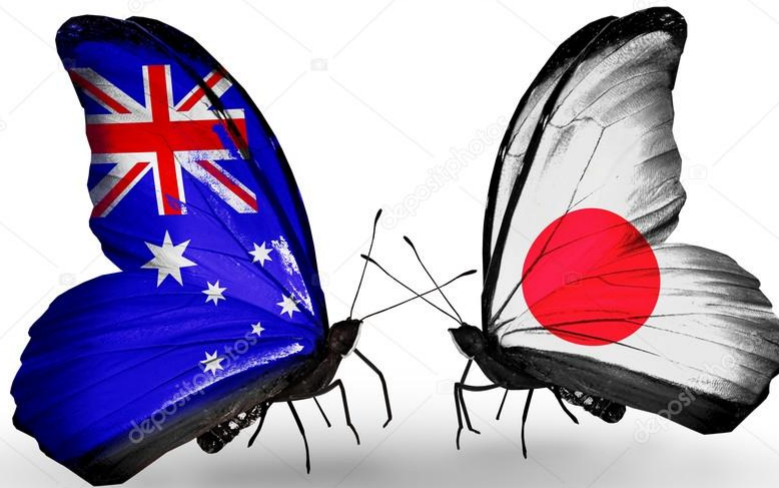


# When the West Meets the East:

Collaborative design, analysis and delivery of program evaluation in rural generalist training program in Japan



Presented at aes19 International Evaluation Conference  
16 September 2019, Sydney

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**Takara Tsuzaki**

Ph.D. Student/Doctoral Research Associate, Interdisciplinary Ph.D. in Evaluation, Western Michigan University  
Independent Evaluator and Researcher based in Japan

# Background of RGPJ

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Medical practitioners are concentrated in urban areas, and the Japanese specialist-driven approaches in medical education and public health have resulted in disproportionate distribution of medical services in different parts of the country.

Of the 10 million Japanese people residing in rural and remote areas, more than 50% of the population are elderly. Their communities are facing social, economic and political difficulties with a shrinking labor force, health inequalities and disappearance of cultural heritage.

There has been an effort by the Japanese government to increase the number of rural generalists to overcome such situations. However, the intricate balance is required in developing an effective program which focuses on connectedness with local communities, understanding local culture and provision of specialist care.

Rural Generalist Program Japan was born out of such concerns and strives to train and develop a network of rural generalist who contribute to remote medicine in Japan.



The first Specialist Program dedicated for Rural Generalist Medicine in Japan

- Founded by Dr. Manabu Saito, an emergency doctor with 10 years of profession.
- Training Started in April 2017, 2 cohorts completed the program.
- Training program consists of on-site and online for 12 months in rural/remote/island in Japan and an elective training for 3 months.

Accredited by

Australian College of  
Rural & Remote Medicine  
WORLD LEADERS IN RURAL PRACTICE



# Program Development and Evaluation

Launch of the Program  
RGPJ at the  
World Summit on Rural  
Generalist Medicine in 2017

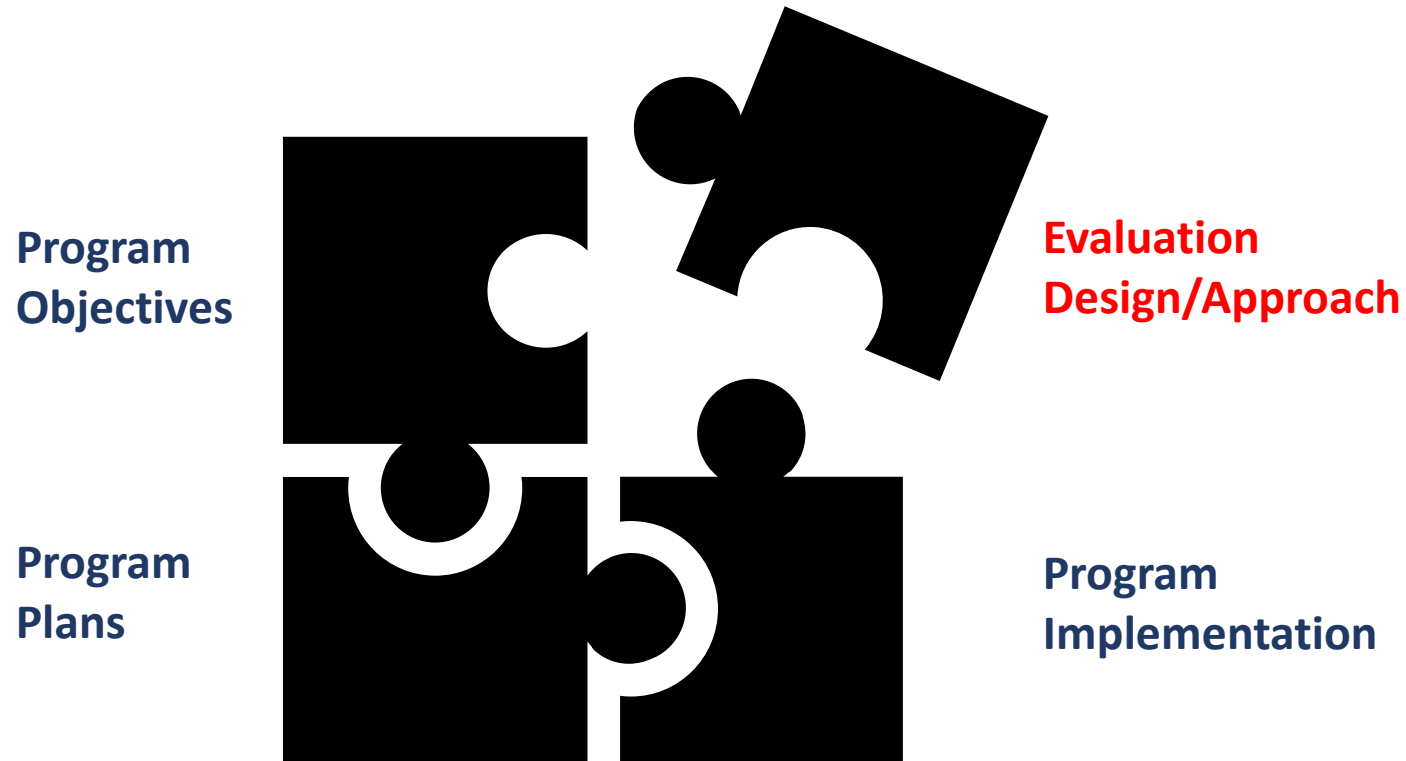


Program Evaluation of RGPJ  
Evaluation Process at **aes19**  
Evaluation Results in Melbourne  
in 2019



# Do they match?

Relationship between the Program framework and the evaluation framework/approach





# Why Evaluation? [*Hyoka*]

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# Evaluation - definition

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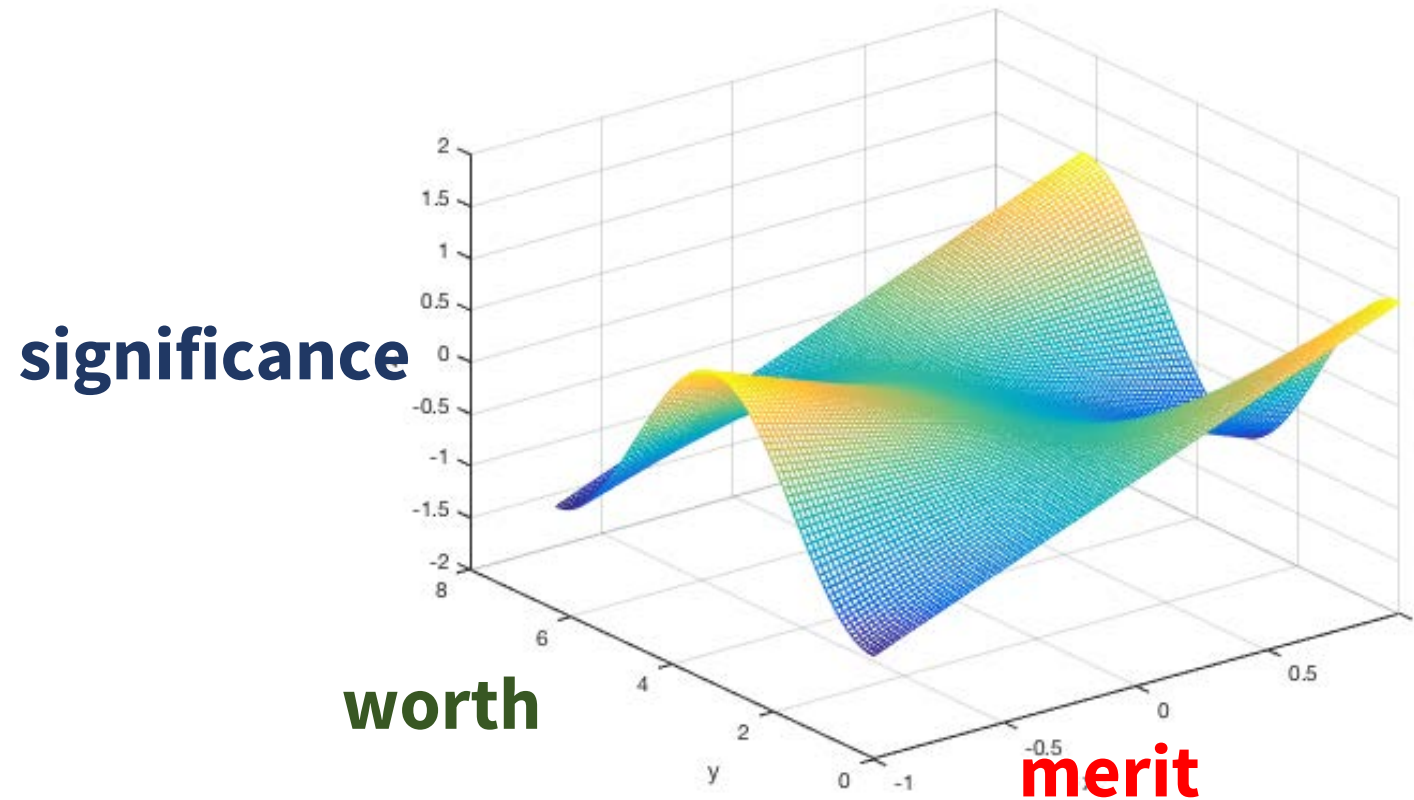
***Evaluate (v.)***

***Evaluation (n.)***

**Process** of determining **merit**, **worth**, and **significance** of something.

Michael Scriven (1980) – Logic of Evaluation

# Values in Evaluation



From Start



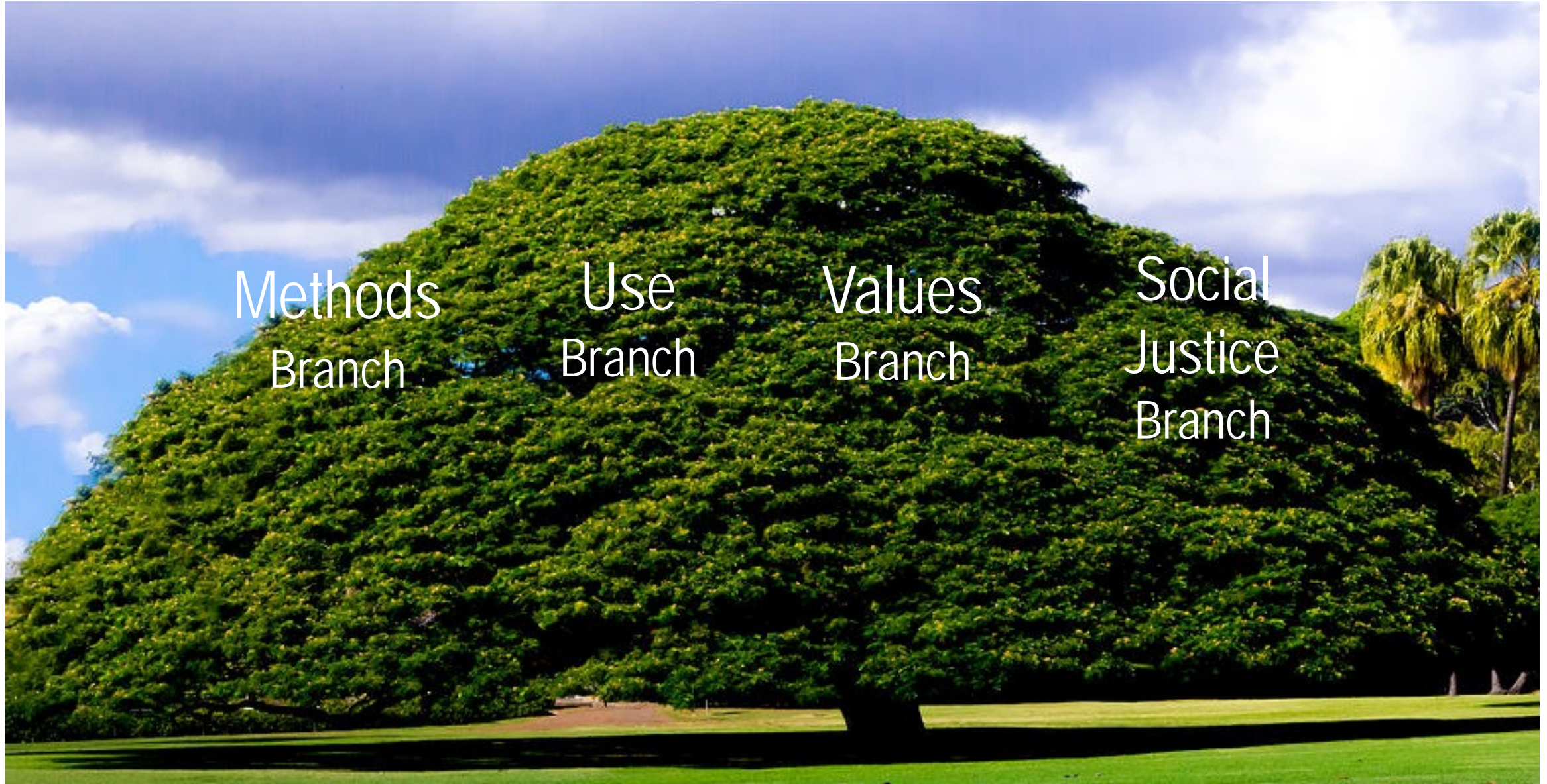
to the end



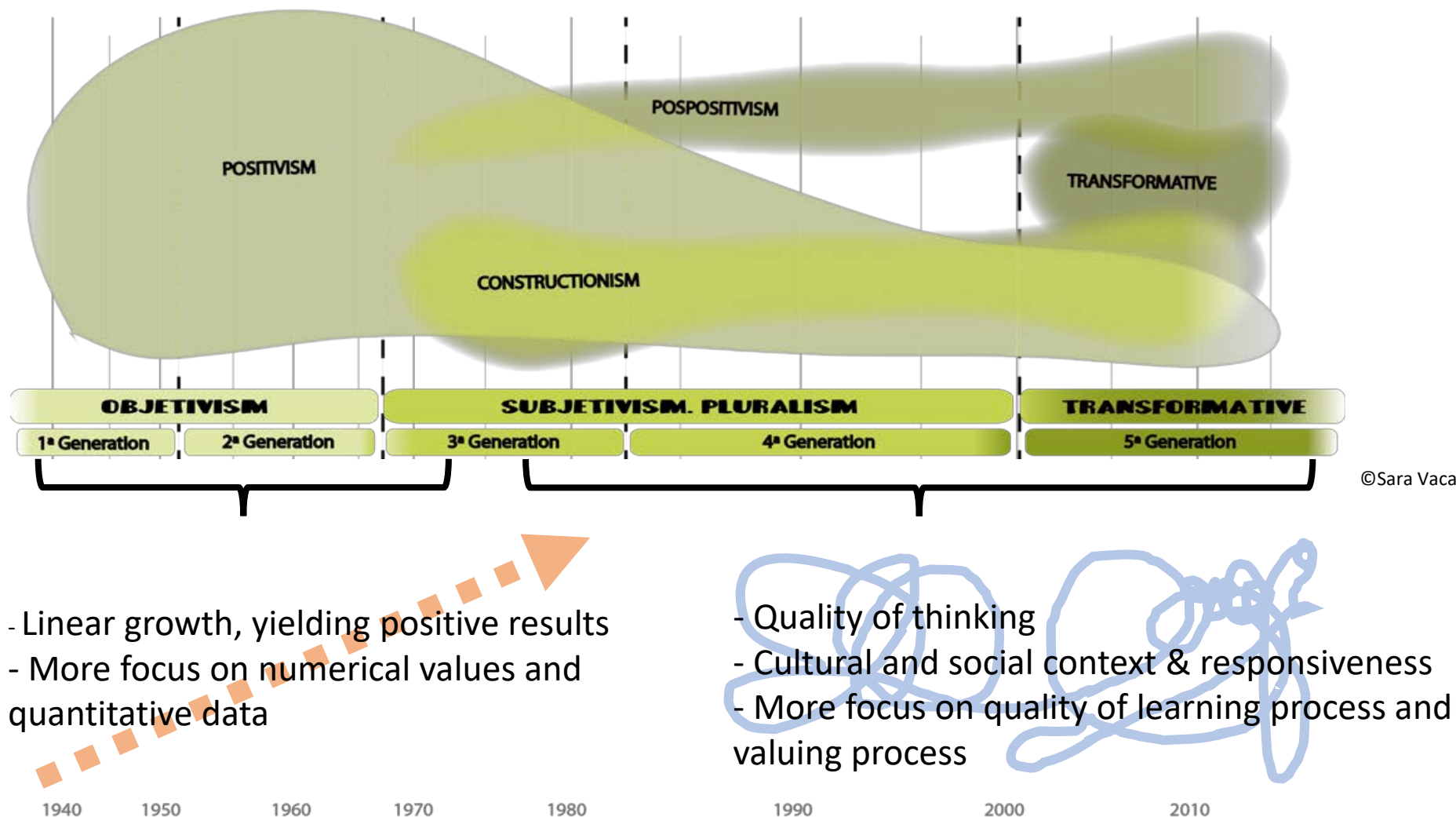


# Underlying Paradigms

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# Different Definitions of Rigor



- Linear growth, yielding positive results
- More focus on numerical values and quantitative data

- Quality of thinking
- Cultural and social context & responsiveness
- More focus on quality of learning process and valuing process



An iceberg floating in the ocean. The tip of the iceberg, which is above the water line, is relatively small and contains a list of 16 evaluation methods. The much larger part of the iceberg is submerged below the water line and contains a list of four foundational concepts: Accountability, Inquiry, Ontology, and Epistemology. The text is presented in a clean, sans-serif font. The background is a clear blue sky and dark blue water.

Appreciative Inquiry  
Beneficiary Assessment  
Case Study  
Causal Link Monitoring  
Collaborative Outcomes Reporting  
Contribution Analysis  
Critical System Heuristics  
Democratic Evaluation

Developmental Evaluation  
Feminist Evaluation  
Empowerment Evaluation  
Evaluability Assessment  
Horizontal Evaluation  
Innovation History  
Indigenous Evaluation  
Impact Evaluation

Institutional Histories  
Most Significant Change  
Network Evaluation  
Organizational Learning Evaluation  
Outcome Harvesting  
Outcome Mapping  
Participatory Evaluation

Participatory Rural Appraisal  
Positive Deviance  
Qualitative Impact Assessment Protocol  
Randomized Controlled Trial  
Realist Evaluation  
Social Return on Investment  
Success Case Method  
Theory-driven Evaluation  
Utilization-Focused Evaluation

**Accountability**  
**Inquiry**  
**Ontology**  
**Epistemology**  
**Axiology**

...Methods/Methodologies are there to capture them.



# Program Context & Moving Targets

## Multiple Layers

Value, values and Valuing

Social and Cultural Contexts

Definitions of “rural” and “remote”

Changes in demographics

Policy implications

Social welfare and elderly care system

Evidence Based Medicine (EBM)

Medical Education Curriculums

Medical Specialty and Subspecialty Accreditation System

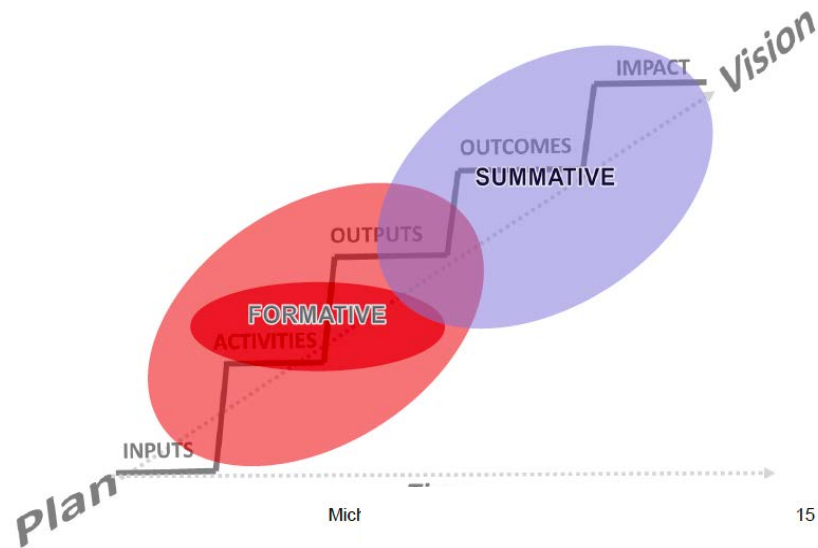
Research vs. Clinical

Global trends vs. Country specific Issues

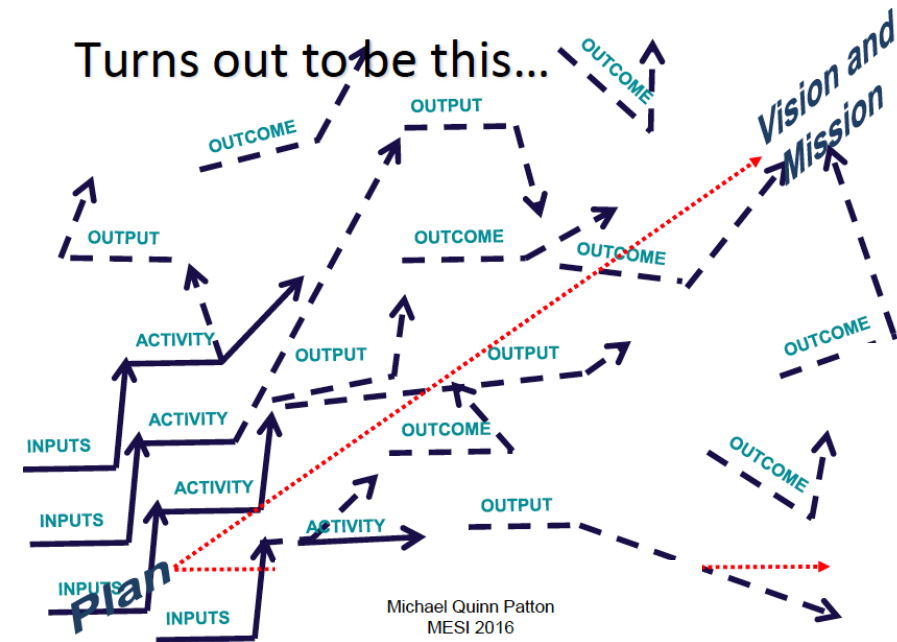


# Evaluation Approach for RGPJ

## Improvement



## Developmental Evaluation



Michael Q. Patton (2011)

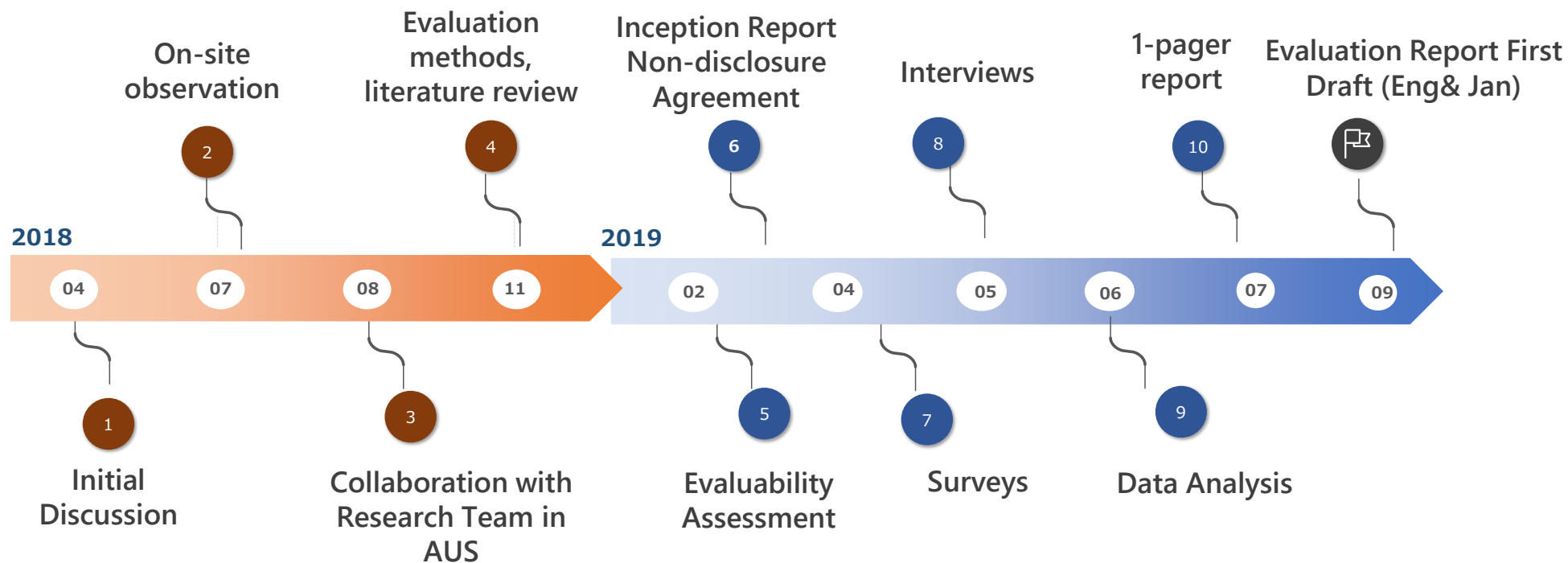
# Evaluation Questions



- What effect, if any, does RGPJ have on the growth of registrars?
- What effect, if any, does RGPJ provide competencies and confidence in registrars?
- What, if any, changes occur in registrars' awareness of different socioeconomic circumstances in rural and remote settings?
- What, if any, effect does RGPJ have on registrars' behavioral and aspirational changes and their future prospect?



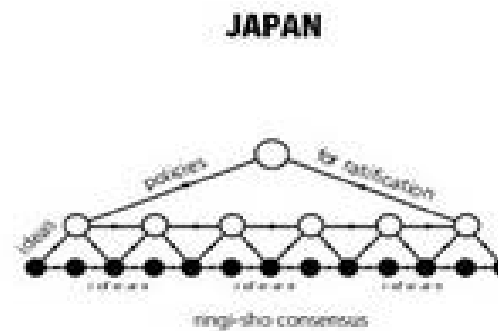
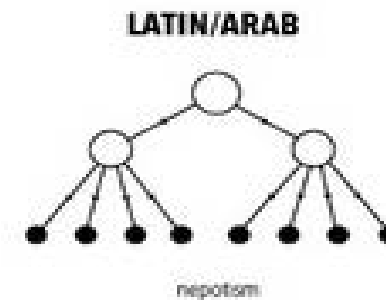
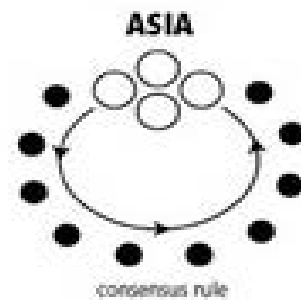
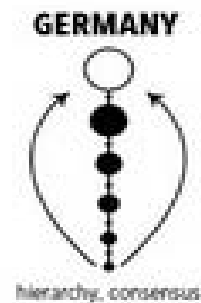
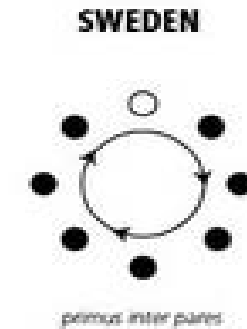
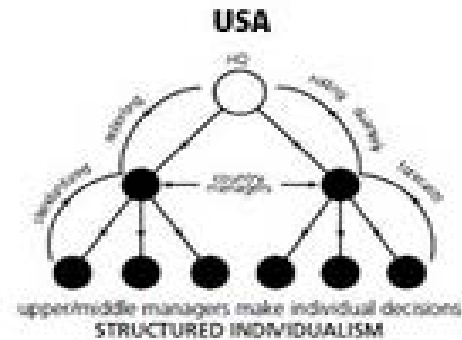
# Process



## Mixed Methods

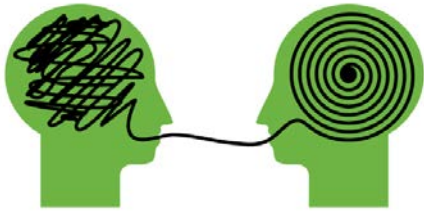
1. Surveys (Typeform with video introduction), response rate 70%
2. Face-to-Face interviews and online interviews (60 min X 14 respondents)
3. Transcription and data analysis (DeDoose)

# Cultural, Social, Managerial Differences



# Challenges

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**(In)Translatability**



**Social and Cultural Context**



**Evaluation Anxiety**



**Embedded Values**



「へき地・離島医療教育プログラム」の国際比較研究、プログラム評価  
2019年5月～7月に実施するインタビューのスケジュール調整のページです。

**Enter** ENTER を押す



ゲネプロが提供するへき地・離島プログラム（Rural Generalist Program Japan）についてのアンケートです。ご協力いただけますでしょうか？

**スタート** ENTERを押す

## RGPJ Evaluation deliverables

### 1. One-page summary (Jap & Eng)

**Public Use**

Targeted for

- registrars (past & current)
- training hospitals
- GENEPRO members staffs, supporters
- partners in Australia
- academic societies, researchers
- for recruitment and PR purposes (website, Facebook etc.)

Delivered by 7/30

### 2. 15-20 page report (Jap & Eng)

**Internal Use**

Targeted for

- GENEPRO management
- key partners in Australia
- academic societies, researchers on medical education
- registrars and training hospitals
- potential partners, government officials (by recommendation by GENEPRO management)

Delivered by 8/25

### 3. Full length report (Jap & Eng)

**Non-disclosure**

Shared only by

- GENEPRO executive
- evaluator

\*Reserved for research purpose, and all data are kept confidential

Completed by Sep 2019

### Supplementary Data (for research purpose)

- Invitation letter (email)
- Information sheet
- Survey questions
- Survey results
- Interview questions
- Interview results
- List of documents reviewed (program documents, research papers, policy papers, grey literatures etc.)
- List of interviewees
- post interview notes/reflections/e-mail correspondence

## ご協力をお願い「へき地医療教育プログラム」に関する評価プロジェクト

ゲネプロが実施している、日本の離島・へき地医療のニーズに応える「へき地医療教育プログラム」につきまして、このたび外部評価を実施する運びとなりました。つきましては、調査研究のためにアンケート、およびインタビューのご協力をお願いいたく、ご案内申し上げます。

本評価プロジェクトは貴殿が 2017/2018 年度に参加した Rural Generalist Program Japan の教育プログラムとは独立で実施され、公平性・独立性を担保するために外部評価者によって実施されます。本研究に参加されなくても、貴殿の評価はもちろんのこと、その他のあらゆる事柄に関して、不利益を被ることはございません。この評価プロジェクトの目的、および参加者の役割は下記の通りです。以下の記載を注意深くお読みいただき、ご不明な点や詳細な情報の必要性等ございましたら、ご遠慮なくお尋ねください。

### 評価の目的

Rural Generalist Program Japan (以下 RGPJ) の取り組みが、どのような効果と課題をもつのかを明らかにすることで、今後のプログラムの改善や普及に役立てることが目的です。RGPJ に参加されたことで得られたご経験、今後の展開に向けたご意見等をお聞きするために、アンケートとインタビューを予定しております。

### 評価プロジェクトの内容

実施内容にご協力いただける場合は、同意書へのご署名をお願いいたします。同意書はインタビュー実施直前に個別に送付させていただきます。アンケートは10分程度、インタビューでは60分程度を予定しており、主に以下の3点の項目についてお尋ねさせていただく予定です。

- ・RGPJを通して経験したこと、考え方や行動の変化など
- ・RGPJで一番印象に残っている貴重な経験
- ・RGPJ研修の開始前に戻って考えるとして、次の研修生の参考になりそうなこと

### 個人情報の取り扱い、守秘義務や匿名性について

インタビューは録音をさせていただきます。インタビュー実施後の記録（録音やメモ、テープ起こし原稿）から貴殿のお名前や個人を特定できるような情報を削除し、匿名化された原稿を使用して評価報告書を作成いたします。インタビューのデータは、本評価プロジェクトおよび、同時に実施されるへき地医療開発に関する国際比較や関連する学術的な研究以外の目的で使用されることはありません。ゲネプロ関係者は最終報告書の閲覧が可能です。報告書に反映されるのは匿名化されたデータのみです。ただし、対象者数（研修生、研修病院）が少数であるため、匿名化されても個人が特定できる可能性は否めないことをご了承ください。

### 協力の取りやめについて

協力のお申し出をいただいた後でも、もし、途中で参加を取りやめたいとお考えになられた場合には、特にその理由をお尋ねすることなく中止させていただきますので、ご遠慮なくおっしゃってください。また、インタビュー終了後でも、72時間以内にご連絡をいただきましたら録音データは廃棄いたします。

この調査へのご協力は、全て自由意思に基づくものです。協力されなくても、不利益を被るようなことは一切ありません。ご不明な点や、この調査に関して他にお知りになりたいことがありましたら、ご遠慮なく以下の担当者にご連絡ください。

# Evaluation Report

## 2017-2018

6 from the 1<sup>st</sup> Cohort & 10 from the 2<sup>nd</sup> Cohort



**84%**  
Completed

Immediate Workforce  
contributed in rural/remote  
and islands

**6,080** days

**5** Training hospitals

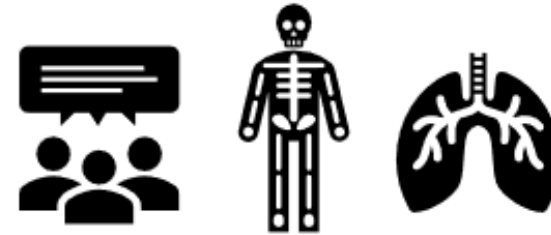


Across Japan



Original Online Webinars and  
On-site Workshops

**43** hrs./Year



Elective Trainings in

**5** countries **1,440** days





**3** regions

- Australia
- United States
- Nepal
- Mongolia
- Cuba
- Nagasaki
- Okinoerabu islands
- Munakata

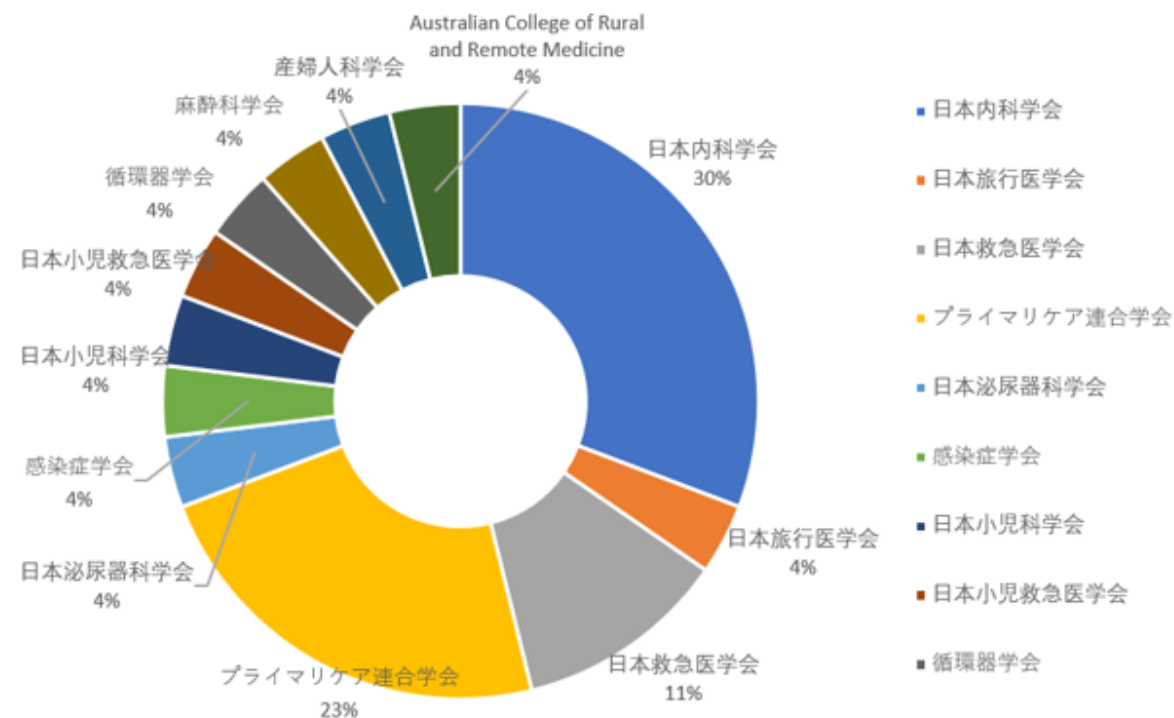




## After 450 days of RGPJ training, registrars have

-  Increased interest in remote/rural/island medicine research
-  Increased actions taken in the policy discussions, and voicing recommendations in remote/rural/island medicine
-  Further dedication in the practice of rural general medicine
-  Concrete and clear career paths in rural medicine

## Medical Associations and Societies



Reflections? Implications?

# Reflections and Comments: Registrars

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*“The whole process made me reaffirm that the path I took was the right one for me. The evaluation interview helped me reflect on my experiences and training with RGPJ.”*

*“I have a totally different perception about “evaluation” after being interviewed. It made me think about what values I have and what values I want to retain in my life as a rural generalist.”*

*“I was empowered! I want to be able to develop a survey that brings up the voices of marginalized in the rural and remote communities in Japan. Being exposed to survey method and interview techniques that can actually empower the respondents (stakeholders) was an eye-opening experience.”*

# Lessons Learned: Program Director



Clear focus of the program and areas of improvement  
- Human relations, communication with stakeholders etc.



Increased accountability and transparency  
- For registrars and training hospitals in Japan  
- For accrediting institutions in Australia



Empowerment in every aspect of management and programming  
- Multiple definitions of success and goals based on different values  
- Changes in perspectives and behaviors



Evidence-based public relations and development of communication tools

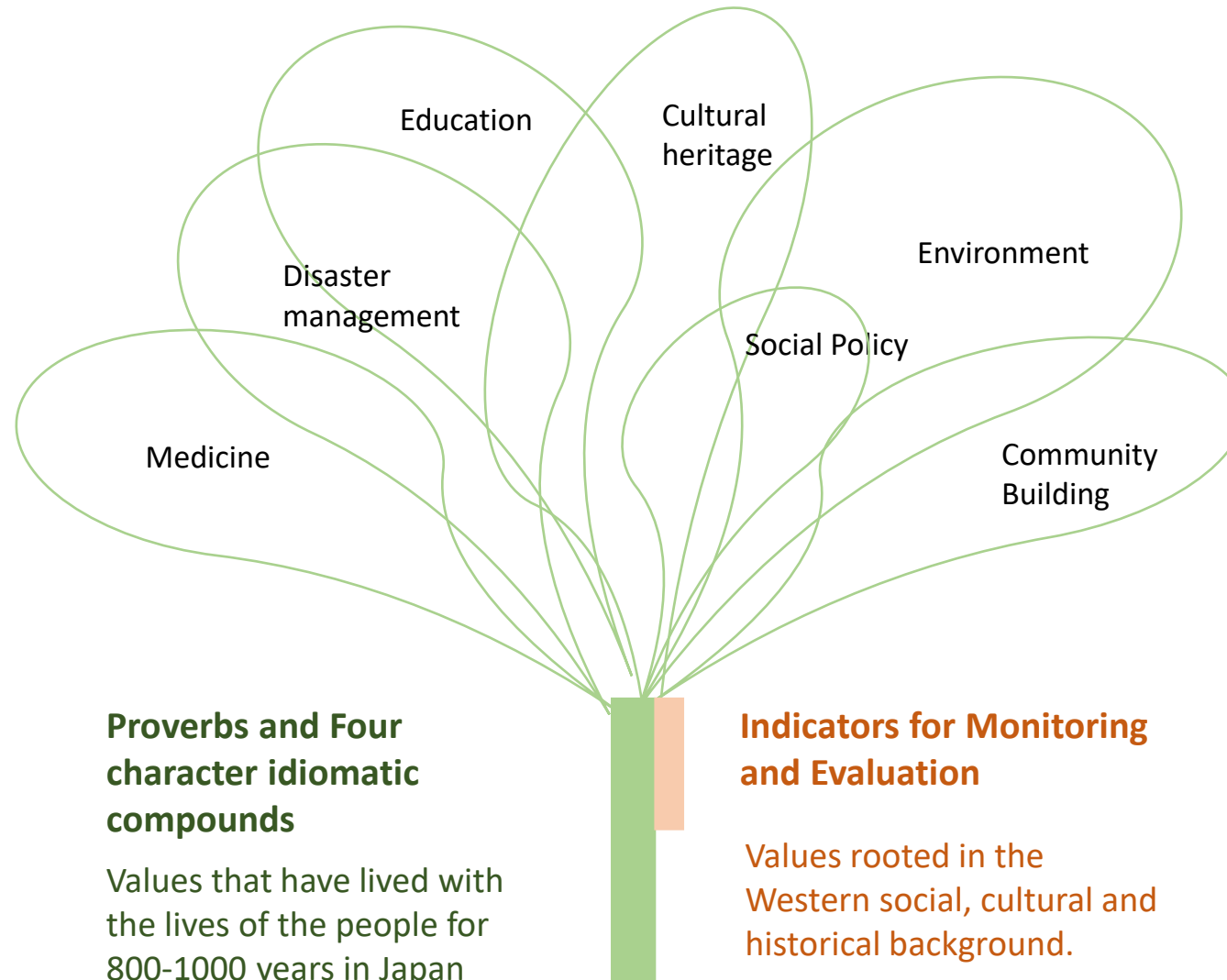


What's  
next





# Evaluation Roots – Revisiting our Roots



# 移ろい

三寒四温  
春夏秋冬  
竹即目  
年輪

フラタリ

# 学び  
学び

暗耕雨読  
十人十色  
一朝一夕

# 描写

雑木林  
百花繚乱  
異口同音  
日進月歩

雨降る地固まる  
行更流水  
大器晩成  
輪廻転生  
覆水盆に返らず

# do

踊るあやに  
見るあほう  
石の上にも3年  
木口は着るも心は綿  
急かば回れ  
継続は力なり

森羅万象

# 考  
考

適欲適所  
出る坑は打たれる  
燕雀安んぞ鴻鵠の志を知らんや  
(森)木も見て(森)木も見ず

創意工夫  
枯木も山にまわ

何も咲かない  
寒い日は下へ下へと根を伸ばしてやがて大きな花が咲く  
古い家を賣すには、おかしな言い方  
積累もの  
言わねば  
下自ずから露をひく  
温古知新

みみず  
森のなか(独)  
早稲21332019年(本)

土  
種  
↑

1人で10歩  
ではやく  
10人で1歩

手段が目的に  
なっているか?  
本末転倒

わかるかわからない  
か丁度良い

仕事を自分事に  
する

何となくの  
前に何となく

大欲は無欲に似たり

フラタリ  
vs  
短距離走

7世代  
(本/独)

同(お金が)かかると  
新しいもの  
美しいのか  
美しいのか

魂の一回  
つくり出し  
長期から

問題の核心に  
21世紀  
新しいこと  
はじめる

根回し  
の  
人

遠くの人  
の  
人



75歳で  
の  
人

時間  
の  
人

本末転倒

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Kalamazoo, MI USA

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