



There are a wide variety of exchange programs for young people at different levels. TMDU students and young researchers improve their skills by participating in training programs abroad.

Reports of TMDU Students in the World

Report 01

The Most Fruitful Two Months of My Life



Ryo Higashide
6th year student, School of Medicine
Clinical Training in the U.S.



IN APRIL AND May, 2018, I was given the opportunity to participate in a clinical clerkship program as an elective at Harvard Medical School affiliate hospitals. I rotated in the Urology department at Massachusetts General Hospital (MGH) in April, and the Otolaryngology department at Boston Children’s Hospital (BCH) in May. It was the most fruitful experience of my life.

Both at MGH and BCH, I was able to scrub in to many cases, experience consultations and participate in out-patient clinics. I was astonished by the scale of the surgical department at MGH—had more than 80 operation rooms, which were fully operated every day. There were many concurrent cases each day

and I was able to see various diseases as well as operations and procedures performed by many doctors. The clerkship was sometimes tough and there were moments when I almost lost my motivation, but life at Harvard was stimulating every day and that helped me to easily get over my anxiety. Scrubbing in to cases and actually helping surgery was one of the most valuable experiences during my two months and it gave me a clear feeling of what it is like to be a surgeon in the United States.

One thing I found different from Japan was that all medical staff were equally respected, including the students. Each occupation had different roles and every team member admired each other. The nurse, nurse practitioner, physician’s assistant, medical student, intern, resident, fellow and attending had the equal right to remark on what was happening with the patient and how to provide better care from their own perspective. This meant that each staff member had complete responsibility in their role, which made me feel great respon-



With Intern at MGH Operation Room

sibility towards the patient as well.

What I felt most during my two months at Harvard was that medical students were far more competitive and hard-working compared to those in Japan. Medical students in the United States were judged and evaluated by their daily activities, which directly lead to their future posts. Though Japan might not be that competitive during medical school, we should at least be hardworking to catch up with those who are competing hard across the ocean.

It was a great honor to experience life as a medical student at one of the most prestigious medical schools in the world. I would like to express my gratitude to all the people who were involved in this program. It is always said, “seeing is believing.” Nothing will start without making a move yourself. I hope TMDU continues to provide opportunities to students who are willing to study abroad, and that more students from all departments challenge themselves by studying abroad.



With TMDU electives at Harvard Medical School

Report 02

Invaluable Experience in Ghana



Ryota Ishida
4th year student, School of Medicine
Project Semester in Ghana



Wearing Ghanaian traditional dress

FOR ABOUT TWO months, I participated in research activities at the Noguchi Memorial Institute for Medical Research in Ghana. This consisted of two main activities: experiments in the laboratory and fieldwork.

First, I participated in research activities for six weeks. I researched malaria, leishmaniasis and trypanosomiasis. I conducted each research project for two weeks. I had some background in studying malaria in Japan, but I didn’t have any experience with leishmaniasis or trypanosomiasis. Although there were a lot of things that I didn’t know, Ghanaian research assistants taught me how to do experiments from the basics. One of the most impressive experiments

which I experienced was a drug test on Trypanosoma. The drug used in this experiment was an extract from Morinda Lucida, a medicinal plant which can be collected in Ghana. This drug showed an ability to distort the shape of Trypanosoma and kill it. I was satisfied with the good result and acquired new skills in conducting experiments.

Following this, I conducted fieldwork with a principle investigator and some research assistants. We went to a rural area in Ghana, Mole National Park. The purpose of this fieldwork was to collect mosquitoes and larvae, and check water tanks in houses. This fieldwork was the most memorable event of my project semester. When I collected mosquitoes and larvae in Mole National Park, I was almost always surrounded by wild boars and baboons. I was afraid that they would attack me at first, but surprisingly, they seemed to be scared of humans because they escaped quickly when I approached them. In addition, during collection, I encountered wild elephants by chance. They were very large and trampled down vegetation, so my mild

image of elephants was overturned.

I also witnessed the real circumstances of a poor area of a developing country while checking water tanks in houses in the rural area. Many water tanks contained larvae, but people still used this water for living. According to the principle investigator, a lot of larvae in water tanks near houses grow into mosquitoes carrying malaria and dengue fever. This is one of the reasons why malaria and dengue fever spreads in developing countries. I realized the importance of improving sanitary conditions.

Besides research, I also enjoyed Ghanaian culture through this program. One of the best things that I enjoyed in Ghana was Ghanaian food. Overall, Ghanaian food is very spicy. It matched my taste, so I tried many different kinds. My favorite is *fufu*, a food that resembles rice cake, served with spicy soup. In conclusion, I had an invaluable experience in Ghana, and I would like to make use of this experience in my academic life and my future career as a doctor.



With Ghanaian research assistants

Report 03

Our Short-term Study in Indonesia



Kousuke Abe
4th year student, School of Dentistry
Study Program in Indonesia



Skills lab in oral surgery

WE VISITED INDONESIA for eight days from March 4, 2018, for student-exchange activities between the University of Indonesia (UI) and TMDU. I applied for this program as I had never been to Southeast Asia and wanted to see a dental school in a foreign country to expand my knowledge. We learned lots of things about dentistry and experienced Indonesia’s culture during this overseas study.

At UI, we participated in a Prosthodontics and Oral Surgery Skills Lab, special lectures on microbiology and dental materials and problem-based learning (PBL) for prosthodontics. UI students take lectures on clinical dentistry from their first year. Unlike Japanese universities, they do not seem to learn basic medicine. Therefore, although our grades were different, they had already learned what we had only learned recently or have not yet learned from lectures and practical training at TMDU, and so I was a bit confused.

However, I was able to make use of those lectures as preparation for clinical subjects in TMDU.

Especially during PBL, I thought that the extent of their research and study was extraordinary. Each student had a lot of information and participated in discussions. I realized that the time they spend studying is overwhelmingly dif-



At a theme park in Jakarta

ferent from Japanese university students. We treated clinical content as the subject of PBL, and I realized that basic medicine was still very important when studying clinical material. In fact, knowledge of immunology, pathology and histology were very important.

Also, some people say that English education in Southeast Asia is not so advanced, but it is superior to Japan. It was difficult to discuss the same topics in English, so I realized we have to be exposed to English on a daily basis.

It was a great opportunity, and I was able to compare the strengths and weaknesses of education at our university with the University of Indonesia. After graduating and acquiring our licenses,

we can compare ourselves again. That will be a wonderful stimulus for studying hard, so I would like to try my best before comparing again.

We also gave presentations introducing life at TMDU and Japanese culture. UI students gave presentations about UI and the culture of Indonesia in fluent English.

In addition, UI students guided us to a mosque, MONAS (National Monument) and Pari Island, where we enjoyed cycling and snorkeling. We returned with a lot of precious memories.

This study program in Indonesia was a very good opportunity for me and I realized that I must study hard about medicine moving forward.

Report 04

A Precious Experience in Seattle



Yuka Handa
3rd year student, School of Health Care Sciences
Study Program in the U.S.



OVER MY SUMMER vacation, I participated in a study program in Seattle. Through this program, I visited many facilities and learned about the differences in Japanese and American health-care systems.

First, I learned about nursing education in the US when we visited the nursing department of the University of Washington (UW). I studied the nursing education system at the university and gained insight into the actual work done by nursing students. I felt that the American education system is more practical compared to the nursing education of Japanese universities. In the

training room, what surprised me most was that there was a human model which could talk, breathe and display vital signs. I thought we could also do more practical training which are close to actual clinical situations in Japan using these human models.

From there, I had the opportunity to visit some medical facilities during this program: Harborview Medical Center, UW Medical Center and Seattle Science Foundation (SSF), which impressed me a lot. SSF is a place where doctors conduct clinical anatomy. In the United States, there are more opportunities for dissection compared to Japan. There was also a big difference in ethics surrounding anatomy in the US. For example, I was most surprised to know that some scenes of dissection can be viewed through social media by many people.

Next, we volunteered at two geriatric facilities. Speaking in English was difficult for me and it made communication with the residents a bit had. Many people had difficulty understanding me



At the Seattle Science Foundation

and took a long time to respond. In this tough situation, I learned the importance of non-verbal communication including eye contact and physical touch. One old woman talked to me about her severe childhood during the war. Through this experience of communicating with a resident, I was able to understand the cultural background of a Japanese-American.

Finally, we visited an elementary school and a high school and learned about healthcare in American schools. The high school had a school-based health center in which a nursing practitioner, doctor and counselor were dispatched from a hospital and students could receive treatment and prescriptions for free. There were counseling rooms which students could use every day and school nurses protected their privacy carefully by not telling their parents without their permission. Mental health is important for adolescent students in



With volunteer staff

Japan too, so I felt this kind of center is also needed for Japanese high schools.

I stayed with a host family during the study program. I was full of anxiety in

the beginning, but they greeted me very warmly and I was able to have a good time with them.

I was able to have a very fulfilling ex-

Report 05

My Experience in Taiwan, the Newest Study Tour of the School of Health Care Sciences



Wu Shixing
4th year student, School of Health Care Sciences
Study program in Taiwan



I WENT TO Taiwan for ten days during my summer vacation for an intensive study tour held by the School of Health Care Sciences. While the school already had short-term study tours for several other countries, the program in Taiwan began this year. Because there was no precedent, I was excited during my preparations imagining what the study tour would be like.

As soon as I arrived at the airport, two faculty members of Taipei Medical University (TMU) kindly picked me up and accompanied me to the campus. In an introduction to TMU, some graduate students gave presentations about their research and also gave me a handmade map of breakfast and bubble tea shops based on their recommendations. Soon

I felt relaxed with the TMU students and faculty members. At night, some undergraduate students took me to a night market, and I got along with them very well. We still have a great relationship even now.

One interesting characteristic of Taiwan is that the laboratory at TMU hospital is open from 7 AM to 10 PM. Most laboratories in Japanese hospitals aren't open so long, so I was surprised and wondered why it stayed open so late. One TMU student told me the reason. It is really common for hospitals and clinics to stay open until 8 or 9 PM because Taiwanese people finish work very late, and therefore clinics have to adjust business hours for them. However, the main reason for large hospitals like the one at TMU is that there are too many patients. Thanks to Taiwanese national health insurance, medical care is quite affordable. This is an obvious advantage for patients, but it may be a huge burden on national finances.

Another Taiwanese characteristic I'd like to mention is tuition. TMDU's annual tuition fee is approximately



Visiting the training center for clinical skills

Report 06

A Valuable Experience in Thailand



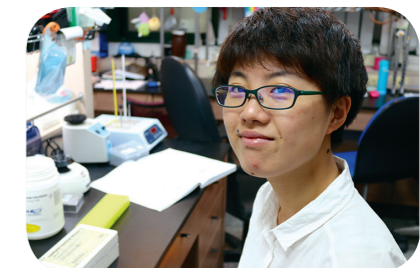
Haruna Ozawa
3rd year student, School of Oral Health Care Sciences
Study Program in Thailand



I VISITED THAILAND for dental training last summer. I enjoyed it very much and I would like to return there again. I

went to many facilities during this training, including the Golden Jubilee Dental Hospital, a community health

perience in this program thanks to many people. I would like to share my appreciation to everyone who supported our program.



In the laboratory at Taipei Medical University

500,000 Japanese yen. On the other hand, TMU, which is a private university, has a tuition of approximately 300,000 Japanese yen. I was amazed to hear that it was much cheaper than a Japanese public university. A student told me that the Taiwanese government subsidizes educational costs. I think this enables Taiwanese people to obtain higher education much more easily from a financial viewpoint compared to Japan.

I think the most interesting aspect of Taiwanese culture in laboratories is the Taiwanese character “乖 (guai)” printed on red paper attached to analytical machines all over laboratories. The character means “good boy/girl” and Taiwanese people use these papers to pray for good data from the machines.

My intensive study tour of the School of Health Care Sciences ended successfully. I had a very productive time in Taiwan and hope this study tour continues the following year. I would like to express my gratitude to everyone who helped me through this program.



Mates at the college

center, a school for dental nurses, the faculty of dentistry at Mahidol Univer-

sity and a private clinic. I would like to introduce two things that impressed me during this training.

First, dental nurses (DNs) in Thailand were similar to dental hygienists (DH) in Japan. In Thailand, most dentists work in urban areas, and DNs work in suburban areas, as there are not as many dentists there. I heard a DN’s story at the community health center, and I thought that she was doing wonderful activities for the community’s health. These included some of the same things that DH do, including preventive dental treatment and health education for children, elderly people and pregnant women. She also actively visited other locations such as schools and homes. Additionally, she made great connections with professional staff and volunteers, working hard with them to promote community health. As a DNs, she can do what DH can’t. Also, DNs have the skills and ideas for promoting community health through their connections. I think it is important to support the health of all the people in a given



Clinical training with 5th year dental students at a primary school

community.

Second, regarding dental care activities in Thailand, there are systems, designs and practices that Japan does not have, like the idea of high level standard precautions for patients. I would like to adapt this to Japan to improve patients’ health and also protect Japanese dental care workers. Comparing Thailand and Japan, the dental treatment is almost the same. The differences are in the culture, available resources and environment. I think that’s why the systems and rules are different. If we don’t know about foreign culture, we may think that Japanese ideas are cor-

rect. By understanding the background of each country, we can discover a lot of good points and problems in both places. I felt that both Thailand and Japan are working hard to provide the best dental care to meet patients’ needs according to their cultures, resources and environments.

Before this training, I was enthusiastic to learn about Thai dental treatment, culture and values. After finishing this training, I realized it was also an important opportunity for me to think about my own values. It was a valuable experience to study in a country far from Japan. I was glad to make good friends, too. I was influenced by them, especially their attitudes towards studying, their English skills and positivity. They helped me notice that I have to continue learning and acquire knowledge from my classes. I will stay in touch with them forever. These experiences made me strong and I would like to utilize them in my future and practical training. Thank you for giving me this valuable opportunity.



Wearing the chima chogori

dental hygienists can take dental radiographs, so there were lectures and practical training in dental radiography.

With the third-year students, I attended classes in orthodontics, prosthodontics, pedagogy, pediatric dentistry and clinical practice. Almost all the classes were taught by teachers using textbooks, but for prosthodontics, it was interesting for me to see the students in charge of making presentations, and teachers giving them feedback. I thought it was not only the input of information, but also creating opportunities for output that deepened students’

understanding. The fourth year classes were in nutrition, pharmacology, infection management, medical communication, medical insurance and clinical training.

As for trainings there was basic training, third-year practical training at hospitals and fourth-year mutual and clinical training. During practical training at the hospital, I mainly practiced preventive dentistry. I felt that one characteristic of Korean facilities was that they treated a small number of patients with great care, as the treatment was not covered by insurance.

Clinical practical training is similar to practical training; however, in clinical practical training the students invite patients to participate. What impressed me most was the detailed assessment. Using a phase contrast microscope, they showed the bacteria in dental plaque to patients. Furthermore, each patient’s risk management was managed by conducting highly detailed tests such as saliva volume measurement, saliva pH measurement and breath tests. I was also surprised that the rolling method was recommended during TBI because in Japan, the scraping method is

standard.

During my time in Korea, I was also able to try on a Korean folk costume called *chima chogori* with my fourth-year classmates. They said they had also worn it for the first time, so it was a valuable experience.

Many Korean students said they liked Japan because of Japanese food, animation, TV dramas and more. During my stay, I had a truly rewarding experience and was blessed with an environment in which many students supported me and helped me in many situations. I appreciated it all. Thank you so much.

Report 07

A Rewarding Experience in Korea



Rina Watanabe
4th year student, School of Oral Health Care Sciences
Study Program in Korea



DURING THREE WEEKS from September 9-29, 2018, I received training at Dankook University in Korea. Dankook University is a private university founded in 1947, and has two campus locations: Jukjeon Campus and Cheonan Campus. The Department of Dental Hygiene belongs to the Faculty

of Health Sciences at Cheonan Campus.

Dental hygienists in Korea work in a similar environment to Japan. However, in Korea, the difference is that dental hygienists can take dental radiographs. Like Japan, there are three-year colleges and four-year universities as educational institutions. So, there were some students who had already graduated from a three-year college.

During this training, I took classes with students in their second, third and fourth years. With the second-year students, I attended dental radiology training and dental hygiene practical training (fundamental practical training). As I mentioned above, Korean



Practical training in preventive dentistry

Report 08

The Wonderful Experience in Taiwan



Noe Takata
3rd year student, School of Oral Health Engineering
Study Program in Taiwan



I VISITED TAIWAN for three weeks to study dental technology. There are four educational institutions for dental technology in Taiwan: Taipei Medical University (TMU) in Taipei, Central Taiwan University of Sciences and Technology (CTUST) in Taichung, Min Hue College of Medicine and Management in Gaoxiong and Shu Zen College of Medicine and Management (SZCMM) in Gaoxiong. I had the opportunity to visit three of those institutions and studying the differences in dental technology at each place.

There are three reasons why I chose Taiwan. First, I wanted to study in an Asian country with a high standard of licensing for dental technicians. I found the dental technology of Taiwan to be quite high. Second, I had visited TMU

once before, so I felt confident that I could study there. Although I wanted to learn a lot about dental technology in other countries, I thought that Taiwan was a good option because if I went somewhere unfamiliar to study, I would feel anxious and be unable to study. Lastly, I love Taiwan. When I was a sophomore student, I visited Taiwan and felt drawn to Taiwanese culture, people and food. I also wanted to seek employment in Taiwan in the future.

At TMU, I participated in the second- and fourth-year classes. I attended more lectures than training sessions, there being no laboratory work. Compared to lectures at TMDU, there were significant differences in what was emphasized from place to place, which was interesting.

I also toured CTUST, SZCMM and Chung Shan Medical University (CSMU). CTUST is the oldest dental technology school in Taiwan and I felt a traditional atmosphere there. SZCMM is a 5-year vocational school for students graduating from junior high school. Its students are encouraged to study at a professional level by utilizing facilities



With friends of TMU students



Dinner with members of the Shu Zen College of Medicine and Management

at SZCMM and other medical institutions. The students take specialized classes from the first year after enrollment. I think it was a very good environment.

CSMU does not have a school for dental technology, so my visit was focused on the dental hospital. The interior of the dental hospital is older than TMDU dental hospital. Just the other day, I had practical studies at TMDU dental hospital so I was again reminded of the difference between the two. For example, both are the same in that they’re divided according to type of dental treatment, but CSMU had dedicated units for each dentist and an examination room that was easy to use for the dentist. It was a comfortable environment to work in.

During my stay, I did some sightseeing. Taiwan has many famous tourist destinations, all of which were wonderful. Also, I liked the food and very much enjoyed my time there. I am grateful for having been given this opportunity to study and I have learned so much that has changed my mindset.