



University of Chile and TMDU Joint Degree Doctoral Program
in Medical Sciences with mention of a medical specialty

Self-assessment report

<Term for evaluation: April 2017 - March 2018>

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1. Mechanism for implementation of the JD Program

1-1. Joint implementation structure

1-1-1. Joint committees

[Evaluation indicator]

Appropriate committees for discussing important matters of educational activities and examining curricula and educational methods are organized and active.

[Plan]

Tokyo Medical and Dental University (hereafter referred to as “TMDU”) and University of Chile (hereafter referred to as “UCh”) will jointly establish committees to discuss important matters of education and research and to examine curricula and educational methods.

The committees are:

- (1) Dean Council
The Dean Council calls meetings at least once a year to deliberate important matters of education and research.
- (2) Academic Committee
The Academic Committee examines credit recognition for each subject. Entrance examinations, curriculum development, regular examinations and reporting assignment are also managed by this committee.
- (3) Qualifying Examination Committee
The Qualifying Examination Committee examines students in the qualifying examination and thesis/dissertation proposal examination at the end of the second year.
- (4) Thesis Examination Committee
The Thesis Examination Committee conducts thesis examinations.
- (5) External Assessment Committee
The External Assessment Committee conducts external assessment.

[Current situation]

The Dean Council and Academic Committee have been active based on the following rules. TMDU and UCh have organized the Qualifying Examination Committee, and selected its committee members. The detail of thesis examination committee is under construction.

<Past committees meetings>

(1) Dean Council

TMDU and UCh conducted the Dean Council meeting on March 29, 2018. In this meeting, TMDU and UCh reviewed the matters discussed and settled during April 2016 to March 2017, and approved the self-assessment result. Also, TMDU and UCh exchanged opinions for improving the program. Next Dean

Council will be conducted around March 2019.

(2) Academic Committee

TMDU and CU have been conducted the Committee meeting once a month, regularly.

(Table 1)

Date	
April 7, 2017	1st meeting
June 13, 2017	2nd meeting
July 26, 2017	3rd meeting
August 8, 2017	4th meeting
August 22, 2017	5th meeting
September 26, 2017	6th meeting
October 31, 2017	7th meeting
November 28-29, 2017	8th meeting
December 28, 2017	9th meeting
January 30, 2018	10th meeting
March 27, 2018	11th meeting

1-1-2. Communication method

[Evaluation indicator]

Appropriate communication method is established.

[Plan]

- The Latin American Collaborative Research Center (hereafter referred to as “LACRC”) in Chile is to be established by TMDU in Clinica las Condes (CLC), an affiliated hospital of the Faculty of Medicine at UCh, and the video conferencing system at TMDU will be utilized for communication with each other.
- One faculty member will be assigned as a coordinator for better cooperation between TMDU and UCh.

[Current situation]

Same as last year, to communicate between UCh and TMDU, two facilities are being utilized. Firstly, the video conferencing systems installed at TMDU and CLC have been used not only for meetings called by the 2 above-mentioned committees, but also for joint entrance examination interviews. There have been no connection problems with the video conferencing systems so far.

Secondly, the video conferencing system at LACRC in Chile was used for entrance examination preparations and sending evaluation sheets to TMDU.

Furthermore, the JDP coordinator has used the room for his paperwork.

The TMDU-UCh coordinator has supported program management and the students at LACRC getting help from Japanese and Chilean staff fluent in Japanese, English and Spanish. This has made it possible to operate the program smoothly and efficiently in various situations.

[Evaluation of 1-1. Joint implementation structure]

		2016	2017
IV	Achievement greater than plan.		
III	Plan was achieved.	X	X
II	Plan was not achieved sufficiently.		
I	Plan was not achieved.		

➤ Evaluation of current situation

(UCh)

The Joint Implementation Structure and Communication methods have worked well with periodical communications through mail and teleconferences (TC). The Dean Council was very important to inform faculty authorities of the advances of the Program. TC meetings have been strictly complied every month. These meetings have been very important to share experiences and needs of students and of the program in general.

(TMDU)

The plan has been sufficiently implemented and the system is in place as in the previous year. The Dean Council and the Academic Committee have continued to be well-organized.

The video conferencing system installed at TMDU and CLC is used for communication between the two universities without any system trouble, with the Academic Committee convening meetings being held once a month as a rule. It is also used for the joint interviews that are part of the entrance examination. The use of the video conferencing system is not limited to the meetings and the interview in the examination itself but also is used for entrance examination preparations and sending evaluation sheets as well.

The TMDU-UCh coordinating faculty member at LACRC and a Japanese and Chilean administrative staff members proficient in Japanese, English, and Spanish have worked collaboratively on supporting this program and the students. Their efforts have made the program management smoothly, and are expected to maximize their further academic achievement such as student reception, conducting entrance examinations.

➤ Proposals for improvement

(UCh)

Specific improvements are not required in this matter.

(TMDU)

No proposal for improvement can be provided so far.

1-2. Policies

1-2-1. Diploma Policy

[Evaluation indicator]

Diploma Policy is set and published based on the educational objectives, and completion of the program is approved in a fair and strict manner.

[Plan]

According to the following Human Resources Development Goals of the Program, TMDU and UCh will make a diploma policy and confer the degree of Doctor of Philosophy on students.

[Human Resources Development Goals]

This program aims to foster high-level professionals and leaders with high-level professional experience and skills in clinical medicine, who are well versed in medical research and all have a global perspective.

[Current situation]

TMDU and UCh established the following Diploma Policy based on the Human Resources Development Goals of this Program with mutual consent.

[Diploma Policy]

The Program confers the degree of Doctor of Philosophy on students who attain the required credits, pass the dissertation defense and final examinations and can do all of the following.

- 1) Practice highly advanced medical surgery using the latest medical diagnostic equipment and therapeutic instruments in gastrointestinal surgery.
- 2) Acquire cutting-edge medical techniques using upper gastrointestinal endoscopy and be able to practice advanced internal medicine.
- 3) Acquire the experience and skills necessary to lead medical teams in clinical practice.
- 4) Conduct research activities, which are backed up by academic knowledge, to obtain superior results from one's research and disseminate it through publication.
- 5) Have an expert grasp, through international research experience, of current conditions in the research environment and the associated research methods, and a grasp of related research problems, so that one is able to display the leadership and management capabilities needed for the research process.
- 6) Unify research results independently and disseminate them internationally by acquiring skills for future planning through debate, summarizing, conference presentation, and thesis examination.
- 7) Obtain a certificate in a medical specialty in Chile, for Chilean students who have a medical license in their country.

Same as last year, TMDU and UCh faculty members have explained the Diploma Policy to new students in their universities' guidance. The policy is also

viewed on both universities' websites.

There is no experience of completion of this program since it is a 5-year program that began in 2016. TMDU and UCh has been preparing for degree conferment in March 2020.

1-2-2. Curriculum Policy

[Evaluation indicator]

- Curriculum Policy is clearly indicated and published based on the educational objectives.
- Academic curricula are organized and implemented based on Curriculum Policy.

[Plan]

TMDU and UCh will draw up a Curriculum Policy and put together a curriculum for acquiring the essential knowledge, skills, experience and leadership needed for the degree and to become highly specialized medical professionals.

[Current situation]

TMDU and UCh draw up the following Curriculum Policy by mutual consent.

【Curriculum Policy】

- (1) Establish general, basic and advanced subjects as a scientific foundation of medicine to foster professionals with high ability to carry out research, in-depth specialized knowledge, thinking skills and standards of ethics required by researchers, who can make a global contribution. “Initial Research Training” is a compulsory subject for learning what is necessary for starting research, and the other subjects to be taken by students will be determined by the Academic Committee in consideration of orientation toward a specific area of educational experience as well as clinical training, scientific interest and admission examination results.
- (2) Establish supervisor-guided “Research Subjects” in each specialized field in Japan and Chile as compulsory subjects to enable students to determine new problems regarding various phenomena targeted by research by themselves, conduct scientific analysis on these problems, propose solutions based on scientific data and implement them, and evaluate the results. Two research subjects will be provided, one regarding basic medicine and the other clinical research.
- (3) Establish “Seminar” in the presentation style as a compulsory subject to enable students to acquire the ability to help each other improve their abilities by discovering problems, acquiring problem solving ability as well as that to evaluate each other. Another aim is to foster persons who have various leadership abilities, who are capable of dealing with problems appropriately and promptly as team leaders not only in research but also in educational activities.
- (4) Establish the 3 subjects of “Upper Digestive Surgery”, “Colorectal Surgery” and “Gastroenterology” so that students can acquire the essential

knowledge, skills, experience and leadership required of highly specialized medical professionals. These subjects will have basic and advanced contents, and also include clinical training, and will be established in TMDU and UCh separately.

- (5) Establish “Thesis” as compulsory subject for the provision of special guidance by TMDU and UCh faculty members in writing dissertations. Dissertations should be prepared in the thesis format, which has high international applicability.

Academic curricula are organized and implemented based on the Curriculum Policy. The following table shows the list of subjects reflecting each item of the policy.

The Curriculum Policy is viewed on both universities’ websites.

(Table 2)

(Table 2)

Field		Subject	Credits (TMDU)	Credits (UCh)
Scientific Foundation of Medicine	(1) General subjects	•Cancer Genome and Bioinformatic Engineering	3	5
		•Discussion in English on Scientific papers	4	5
		•Biostatistics	2	4
		•Ethics in Biomedical research	3	5
		•Initial Research Training	1	1
	(2) Basic subjects	•Physiology and Cell Biology	5	7
		•Cellular and Molecular Biology of Cancer	4	6
		•System Physiology	4	7
		•Introduction to Immunology	4	8
		•Basic Pharmacology	3	6
		•Molecular Microbiology	4	6
		•Clinical Research Methods (Basic)	8	4
		•Bioinformatics	2	3
		•Introduction to Gastrointestinal Surgery Research	4	6
		•Introduction to Specialized Surgeries Research	4	6
	(3) Advanced subjects	•Advanced Cell and Molecular Biology	3	4
		•Organ Specific Physiology and Pathology	4	7
		•Cellular and Molecular Immunology	3	7
		•Genetic Medicine	4	7

		<ul style="list-style-type: none"> • Human Biochemistry • Cell Signaling in Biomedicine • Molecular Biology Applied to Diagnosis and Clinical Research • Epidemiology • Biofunctional Molecular Science • Overview of Public Health Medicine in Disease Prevention • Special Lectures on Clinical Oncology Research 	5 3 3 2 2 2 4	7 4 4 6 3 3 6
(4) Research		<ul style="list-style-type: none"> • Basic Research • Clinical Research 	10 10	15 15
(5) Seminar		• Seminar	3	4
(6) Clinical Training	Upper Digestive Surgery	• Basic Clinical Training in Upper Digestive Surgery at UCh	20	
		• Advanced Clinical Training in Upper Digestive Surgery at UCh	27	
		• Basic Clinical Training in Upper Digestive Surgery at TMDU	20	30
		• Advanced Clinical Training in Upper Digestive Surgery at TMDU	35	52
		• Advanced Clinical Training in Upper Digestive Surgery II at TMDU	8	12
	Colorectal Surgery	• Basic Coloproctological Clinical Training at UCh	20	
		• Advanced Coloproctological Clinical Training at UCh	27	
		• Basic Coloproctological Clinical Training at TMDU	20	30
		• Advanced Coloproctological Clinical Training at TMDU	35	52
		• Advanced Coloproctological Clinical Training II at TMDU	8	12
	Gastroenterology	• Basic Gastroenterology Clinical Training at UCh	20	
		• Advanced Gastroenterology Clinical Training at UCh	27	
		• Basic Gastroenterology Clinical Training at TMDU	20	30
		• Advanced Gastroenterology Clinical Training at TMDU	35	52
		• Advanced Gastroenterology Clinical Training II at TMDU	8	12

(7) Thesis	•Thesis at UCh	40	85
	•Thesis at TMDU	40	85

1-2-3. Admissions Policy

[Evaluation indicator]

Clear Admissions Policy is established and entrance examination is conducted in accordance with it.

[Plan]

In accordance with the Human Resources Development Goals of the Program (Refer to the item, 1-2-1), TMDU and UCh will draw up an Admissions Policy and conduct entrance examinations in accordance with it.

[Current situation]

TMDU and UCh have drawn up the following Admissions Policy by mutual consent.

[Admissions Policy]

This Program offers upper gastrointestinal surgery, colorectal surgery and gastroenterology courses. It aims to foster highly skilled experts who possess a wealth of experience in clinical practice, and are also leaders who are well versed in medical research and have a profound knowledge and global perspective. Qualified applicants who meet any of the following criteria are therefore highly encouraged to apply for our program.

- 1) Eager to acquire the required technical skills to be recognized as a clinical expert in the area of upper gastrointestinal surgery, which includes advanced training in gastrointestinal surgery and digestive diseases using endoscopy and advanced diagnostic equipment, colorectal surgery, and gastroenterology.
- 2) Eager to gain academic knowledge in the areas of pathology, molecular biology, genetics, epidemiology, community hygiene, clinical research and biostatistics.
- 3) Eager to possess expertise in basic research and clinical research that can be applied in the areas of esophageal cancer, stomach cancer and colorectal cancer, as well as capability to be a leader in national/international clinical research projects.

The policy and details of the entrance examination are clearly explained in the Student Application Guide as well as on the TMDU and UCh websites. The entrance examination and curriculum are conducted according to the policies.

Entrance examination subjects have been set to meet the requirements of the Admissions Policy. They consist of an English examination, essay examination (Japanese or Spanish), interview conducted by each university (Japanese or Spanish) and a joint interview (English). The entrance examination for admission in October 2017 was conducted in August in accordance with the Admissions Policy, and two candidate passed.

[Evaluation of 1-2. Policies]

		2016	2017
IV	Achievement greater than plan.		
III	Plan was achieved.	X	X
II	Plan was not achieved sufficiently.		
I	Plan was not achieved.		

➤ Evaluation of current situation

(UCh)

Diploma and Curriculum policy are clear for all new applicants in web pages of the Postgraduate Office and of International Affairs. Students can consult faculty staff responsible for the program if they have any questions. Admission policies are also clear in the faculty web pages and entry examinations have been conducted according to regulations for the 3 students currently in the Program.

(TMDU)

Two students understood the Diploma and Curriculum Policies well and passed the entrance examination that is aligned with the Admissions Policy. They started the 5-year program that is based upon Curriculum Policy and they each already started their research project under supervision.

➤ Proposals for improvement

(UCh)

There are a few limitation for applications to the program that we have identified during these first 3 years that we plan to address: 1) favor admission of students at an earlier stage, before ending their primary medical specialty. Our interested students are of advanced age due to their long training, and have difficulty in committing another 5 years; 2) Chilean students to the JDP will compete for entry, with students applying to the Doctoral Program in Medical Sciences in general; thus, they will have to be ranked within the selected group for the complete Program, so that they can apply for funding from the Faculty of Medicine. Not assuring monthly salary for the JDP students has been identified as a limitation for entry of students; 3) In order to increase the possibility of foreign students, the program has agreed to accept application from foreign students whom have passed the national written test (EUNACOM), but whom may be waiting to perform the practical examination (which may take many months due to the increased load of foreign applications that surpasses the capacity of the clinical examination sites/teams). They will have the first year to pass the practical examination (the first year is concentrated on courses, seminars and research units related to the Doctoral Program).

(TMDU)

There is no room for improvement acknowledged so far, but we will continue to evaluate whether the entrance examination and curriculum are aligned with each policy.

1-3. Quality Assurance System

1-3-1. Self-assessment

[Evaluation indicator]

Self-assessment is implemented and the results are published and reflected in educational and research activities.

[Plan]

TMDU and UCh will evaluate the educational and research activities of the Program, and write a self-assessment report each fiscal year.

[Current situation]

Self-assessment of this program was implemented in March, 2018 by the Academic Committee. TMDU and UCh wrote a self-assessment report based on the same evaluation categories, and provided evaluation on the current situation and proposals for improvement. The evaluation period is from April, 2017 to March, 2018.

Same as last year, the self-assessment reports will be published on both universities' websites. TMDU and UCh will discuss improvement of educational and research activities based on the reports at the academic meeting held in March, 2019.

1-3-2. External assessment

[Evaluation indicator]

External assessment is implemented and the results are published and reflected in the educational and research activities.

[Plan]

TMDU and UCh will undergo external evaluation by the External Assessment Committee based on the self-assessment report. External evaluators will consist of outsourcing veterans and professors from other universities in Japan and Chile, which have doctoral programs in the medical or life science field, and experience of granting doctoral degrees.

[Current situation]

After writing a self-assessment report and making a self-assessment, TMDU and UCh underwent external assessment in March, 2018. The results of the external assessment were fed back to faculty members of both universities. TMDU and UCh considered improvement of educational and research activities on the basis of the results and comments received. Next external assessment will be conducted in March 2021.

1-3-3. Feedback of assessment results

[Evaluation indicator]

- Opinions of university members (students and faculty members) are heard and utilized properly in concrete, sustainable improvement of educational quality.
- Opinions of external parties are utilized properly for concrete, sustainable improvement of educational quality.
- Faculty Development is properly managed, and leads to improvement of educational quality and coursework.

[Plan]

In this Program, we will ask students to complete questionnaires on the subjects. Also, supervisors will hear students' opinions via the video conferencing system. The results and opinions will be fed back to faculty members, and utilized for improvement of educational quality. They will also be reflected in curricula, the method of supervision and entrance examination.

With a view to developing faculty members' teaching skills, we plan to conduct a faculty development workshop to share relevant information such as on curriculum planning and making teaching materials.

[Current situation]

Same as last year, TMDU administered a questionnaire to the students on the program and subjects which they took in the first academic year. The supervisors of these subjects were also asked to complete the questionnaire. The results were shared and examined at a meeting called by the Academic Committee, and it was found that students were satisfied. Also, opinions from persons in other institutes have been utilized after the external assessment. Furthermore, we conducted a faculty development workshop consisting of lectures and discussion on higher education and a medical specialty system providing better education. We shared information on improvement of the teaching skills of faculty members as well as of classes, and found that there were no great problems. The faculty development workshop was filmed and the video and handouts was distributed to absentees.

1-3-4. Information publication

[Evaluation indicator]

Information such as that on educational activities (including the items defined by paragraph 2, Article 172 of the Enforcement Regulations of the School Education Law, MEXT) are publicized.

[Plan]

There is a public relations section at TMDU, which plans publicity, and issues an overview of TMDU and a PR brochure. They will provide information on the industry-academia-government collaborations, educational and research activities and social contribution activities of TMDU. UCh will also be proactive

in providing information.

[Current situation]

Through cooperation between TMDU and UCh, information on educational and research activities are available on both universities' websites in English, Japanese and Spanish (Reference 1 and 2). The JDP team manages the JDP website which provides information on the educational and research activities listed in Table below.

Also, newsletters have been published regularly to let the public know about the current situation of the operation of the JD Program (Reference 3). TMDU made a specific website for the JDP (Reference 4), and UCh made for publication of the JDP in national newspapers and presentations to medical students (Reference 5).

Reference 1: TMDU Website (Japanese)

Reference 2: TMDU Website (English)

(Table 3)

<Information on educational and research activities provided on JDP website>

-	Educational objectives of the university
-	Basic organization for education and research
-	Faculty member information
-	Number of admissions, admission quota, number of students enrolled
-	Details of subjects, teaching method, curriculum
-	Facilities, research environment
-	Tuition fees, admission fees

Reference 3: Newsletter

Reference 4: Specific website for JDP

Reference 5: Poster

[Evaluation of 1-3. Quality assurance system]

		2016	2017
IV	Achievement greater than plan.		
III	Plan was achieved.	X	X
II	Plan was not achieved sufficiently.		
I	Plan was not achieved.		

➤ Evaluation of current situation

(UCh)

Self-evaluation and external evaluation were performed and the assessments have been revised by UCh. The main challenge is to increase enrollment of students during the next years.

(TMDU)

TMDU and UCh wrote a self-assessment report and provided evaluation on the situation between April, 2017 to March, 2018 and proposals for further

improvement.

The self-assessment was followed by external assessment in March, 2018. Its results were provided to faculty members of both universities, and now it is available on both universities' websites as well as the self-assessment reports in English, Japanese and Spanish. TMDU and UCh considered improvement of educational and research activities on the basis of the feedback received.

As well as both universities' websites and newsletters have been published regularly to let the public, and possible candidate students know about the current situation of the operation of the JD Program. TMDU made an additional website specifically for the JDP.

TMDU administered questionnaires to the students and their feedback were heard by supervisors via the video conferencing system. The results were shared and examined by members of the Academic Committee, and it was found that students were satisfied.

A faculty development workshop was conducted and discussed higher education and a medical specialty system. The discussion gave both universities valuable insight to improve the teaching skills and methods of faculty members.

➤ Proposals for improvement
(UCh)

Continued strategy to increase information of the JDP and its potential in different media formats during 2019.

(TMDU)

TMDU recognizes it is not necessarily easy to recruit Japanese students to this program. The current students could be a great tool to encourage the candidates to enter this program, although their own academic achievement is the number one priority. We might consider the opportunity for the current students to communicate with the candidates in person and others to answer their questions and ease their anxiety to enter this new and unique program.

2. Operation of the JD Program

2-1. Progress of the JD Program operation

[Evaluation indicator]

Program operation is properly conducted as planned.

[Plan]

TMDU and UCh will jointly conduct entrance examinations. After successful applicants have matriculated for the program, both universities will give the students appropriate guidance, confirm the completion of course registration and assign research supervisors to students. At the end of each semester, credits for subjects will be recognized upon approval by the Academic Committee. By the end of the 2nd academic year, students will take the qualifying examination, and they will receive advice on their research projects from their supervisors.

[Current situation]

Same as last year, entrance examinations were jointly conducted and two

students matriculated for the program in 2017. University faculty members of both TMDU and UCh provided guidance. TMDU and UCh professors explained the procedures for course registration and Diploma Policy to students.

Three supervisors, one each from TMDU, UCh and CLC, were assigned to the students, and they gave advice and supervision regarding the subjects taken by students and research plan utilizing e-mail and the video conferencing system. TMDU has sent a DVD on initial research training to Chile and the class on this was conducted using the DVD and video conferencing system. Students took subjects at TMDU and UCh during their 1st year and have completed the required subjects.

For better communication, TMDU delegation visited Chile in April, 2017, and also invited UCh delegation to conduct the conference and workshop in November, 2017.

[Evaluation of 2-1. Progress of the JD Program operation]

		2016	2017
IV	Achievement greater than plan.		
III	Plan was achieved.	X	X
II	Plan was not achieved sufficiently.		
I	Plan was not achieved.		

➤ Evaluation of current situation

(UCh)

The operation of the program has worked well. The Postgraduate School of the University is now actively involved in the progress of the program and has accurate records of all JDP students, including all the courses/credits performed in Japan. A representative of the Postgraduate School is a regular member of the joint TCs between UC and TMDU.

(TMDU)

The entrance examinations to the applicant and the regular examinations to the JDP students have been conducted properly and fairly. Moreover, JDP students seem to have satisfactory time with their classes or research activities.

The ways of the communication between the two universities can heighten the favorable effect of JDP operation. Through videoconference, members of JDP committee from both sides get together and discuss well almost every month, regardless of the time difference. At least once a year, representatives visit the partner country for direct talks. These processes to understand the actual situation should be continued.

➤ Proposals for improvement

(UCh)

The Postgraduate school is considering to have one designated person, part time, fully responsible for managing all academic affairs of international students. This will further improve current procedures for international students.

(TMDU)

Supervisors have been trying to support the JDP students regarding the research, writing manuscripts, and the daily life. However, the communication is not still sufficient between supervisor and the student, especially when they are in the opposite side, and JDP students have often missed their research plans. This situation should be improved immediately.

2-2. Fulfillment of student capacity

[Evaluation indicator]

- Admissions policy, Curriculum policy and Diploma policy are properly publicized and disseminated.
- Number of admissions versus admissions quota is appropriate

[Plan]

- Information such as on awarded degree, requirements for completion, curriculum, academic calendar, fees, hours per credit, scholarships and student welfare and student support will be given in the admission guide and on websites.
- The admission quota for this program is three, and it is expected that 1~2 Japanese and Chilean candidates will apply.

[Current situation]

Both universities publicize important information, such as on Diploma Policy, Curriculum and Policy Admissions Policy, on their websites. All of the necessary information below is available in the application guide and on the websites (Reference 1 and 2).

- Awarded diploma
- Completion requirements
- Educational content and teaching methods
- Academic calendar
- Tuition fees
- Student support (scholarships)

Three persons applied and were enrolled (Table 4). Thus the number of enrollments was insufficient based on the admission quota.

(Table 4)

(1)	April, 2016	April, 2017	October, 2017	April, 2018
Admissions quota	3	3	3	3
Number of applicants	1	0	2	1
Number of successful applicant	1	0	2	0
Number of enrollments	1	0	2	0

TMDU made a specific website for the JDP to improve recognition, and also the admission requirement on the TMDU side was relaxed to recruit possible candidates more widely.

[Evaluation of 2-2. Fulfillment of student enrollment capacity]

		2016	2017
IV	Achievement greater than plan.		
III	Plan was achieved.		
II	Plan was not achieved sufficiently.	X	X
I	Plan was not achieved.		

➤ Evaluation of current situation

(UCh)

We understand that the number of admitted students has been less than initially expected during these first 2 years. As mentioned above, there are several reasons that explain this situation and we are currently dealing with them. We strongly believe that for the next few years, as the JDP becomes more known, and with an increase in the possibility of recruiting international students, we will increase to at least 5-6 active students in 2019.

(TMDU)

Since April 2016, more than one JDP student have entered the program each year. TMDU and UCh have some candidates as applicants and keep on the recruitment. According to the proposal of the last year, TMDU and UCh are moving forward the deregulation of the admission qualification.

➤ Proposals for improvement

(UCh)

We are actively promoting the JDP in Chile and in other Latin American countries. We are proposing to reduce the requirement of having finalized the primary specialty for application as well as the practical examination for medical certification for foreign students. We plan to increase specific promotion of the JDP for the following calls.

(TMDU)

The enrollment of students has not reached the number as planned. As mentioned before, strict admission qualifications have been a huge obstruction for the applicants; because the conditions of enrollment restricted applications to those from persons qualified as specialists. This deregulation is an urgent matter for recruitment of new applicants.

2-3. Syllabuses

[Evaluation indicator]

Appropriate syllabuses are prepared and operated.

[Plan]

Syllabuses, which include important information such as assessment standards, will be publicized on websites. They will be written in both Japanese and English.

[Current situation]

The syllabus of TMDU is written in Japanese and English, and UCh's syllabus is written in Spanish and English. Both universities' syllabuses include details of the Diploma Policy, Curriculum Policy and Admission Policy and are available on the respective websites. However, performance evaluation criteria are not available on them. TMDU and UCh will prepare to make a MOA.

[Evaluation of 2-3. Syllabuses]

		2016	2017
IV	Achievement greater than plan.		
III	Plan was achieved.		X
II	Plan was not achieved sufficiently.	X	
I	Plan was not achieved.		

➤ Evaluation of current situation

(UCh)

The JDP is now visible on 2 Faculty websites, one from the Postgraduate School and another from the Office of International Affairs.

(TMDU)

Important information about the classes and the academic goals has been described well in the syllabuses. On the other hand, the criteria are still obscure for getting the credits from classes or research activities, and for moving up to the next grades.

➤ Proposals for improvement

(UCh)

Visibility in the Web site of the postgraduate school can be improved and needs to be appropriately updated.

(TMDU)

It is inevitable that the criteria or the concept for the academic achievements are not totally equal between UCh and TMDU. Frequent discussion and the compromise of the academic policies between two universities would improve the transparency of the curriculum. Furthermore, clear explanations about the details of the syllabus to JDP students or applicant would make higher motivation to the program.

2-4. Evaluation method and criteria

(Grading, Recognizing credits and Completion of course)

[Evaluation indicator]

Evaluation methods and criteria (grading, recognition of credits, and completion of course) for each subject are established, applied properly in a fair manner, and disclosed to students.

[Plan]

- Credit recognition will be examined and approved upon deliberation by both universities' faculty members in the Academic Committee.
The performance of each student in courses at TMDU will be graded on a 6-point scale, as follows, to enable each student's level of achievement to be visualized.
A+=4, A=3.5, B=3.0, C=2.0, which means pass,
D=1.0, F=0, which means fail.
This is based on paragraph 19 of the TMDU Graduate School Regulations.
The performance of each student in courses at UCh will be graded on a 6-point scale, as follows, to enable each student's level of achievement to be visualized.
7.0-6.5, 6.4-6.0, 5.9-5.0, 4.9-4.0, 3.9-3.0, 2.9-1.0,
A grade of 4.0 or over will be deemed as a passing grade.
In English, the grades are expressed as: 7.0-6.5=Outstanding, 6.4-6.0=Very Good, 5.9-5.0=Good, 4.9-4.0= Fail, and 2.9-1.0= Poor.
- Both universities will record students' performances after converting their grades using the conversion table
- Standards for the grades of each university will be written in syllabuses, and also posted on the universities' websites.

[Current situation]

The evaluation standards was modified by the Academic Committee, because there are some changes on evaluation system of TMDU.

Grades for each subject are assigned by the university which established the subject, and are approved by the Academic Committee jointly operated by TMDU and UCh. For the academic records at TMDU and UCh, a grade conversion table (Table 5) has been made, to convert the respective evaluations for subjects. TMDU and UCh will prepared to make a MOA.

The evaluation standards and evaluation method are to be explained on the websites.

(Table 5)

TMDU		UCh	
GP	Grade	Score	Grade
4.0	A+ (Superior)	7.0-6.5	Outstanding
3.5	A (Excellent)	6.4-6.0	Very Good
3.0	B (Good)	5.9-5.0	Good
2.0	C (Fair)	4.9-4.0	Fair
1.0	D (Failing)	3.9-3.0	Failing
0.0	F (Failing)	2.9-1.0	Poor

[Evaluation of 2-4. Evaluation method and criteria (Grading, Recognizing credits and Completion of the course)]

		2016	2017
IV	Achievement greater than plan.		
III	Plan was achieved.		X
II	Plan was not achieved sufficiently.	X	
I	Plan was not achieved.		

➤ Evaluation of current situation

(UCh)

The three students have completed their courses at UCh according to the semester they are in with grading accordingly. All grades from Chilean and Japanese students have been appropriately recorded in the official database of the Postgraduate School. The grades are available on official faculty forms upon request.

(TMDU)

The assessment of grades for each subject in this program is conducted by the university in charge of it and is subject to the approval of the Academic Committee jointly operated by the TDMU and the UCh. The assessment standards are clear and assessment appears to be carried out objectively. The current Japanese student has received her grades and credits in Chile according to the rules of both universities. Also, the completion of the courses by the student is satisfactory.

➤ Proposals for improvement

(UCh)

The Postgraduate School will continue to work on appropriately registering TMDU courses with the corresponding grades in the registry of official courses for JDP students and make them available on the website.

(TMDU)

The grade conversion standards and method were successfully adapted to the Japanese student. So, it seemed to be nothing to improve.

3. Student Support

3-1. Student support system

3-1-1. Accommodation

[Evaluation indicator]

Appropriate housing support for students is ensured.

[Plan]

TMDU will provide dormitories for the accommodation of students. In Chile students will find accommodation with the help of staff at LACRC.

[Current situation]

TMDU is making preparations to provide rooms at TMDU Ichikawa Dormitory for students when they conduct research in Japan.

3-1-2. Research environment

[Evaluation indicator]

Educational environment that will provide education according to instruction goals is in place.

[Plan]

- One supervisor from TMDU, UCh and CLC will be assigned for each student before starting courses so that the student can receive research guidance from both universities.
- Both universities will make their facilities available - such as those at the Yushima campus of TMDU and campus of UCh's Faculty of Medicine. Thus, the necessary environment for graduate education and research for JDP will be put in place so that a multifaceted approach to student education and research is possible

[Current situation]

Students' research work has gone smoothly by assigning one supervisor from each of the three institutions per student. TMDU supervisors regularly contact students to obtain information and comment on students' work progress via e-mails or video conferences.

3-1-3. financial support

[Evaluation indicator]

Ensure adequate financial support for students

[Plan]

- Examination fees, admission fees and tuition fees will be waived for all JD Program students.
- To financially support students who matriculated at TMDU, TMDU plans to award scholarships from the TMDU fund to students who have achieved outstanding research performance.
- For those who matriculated at UCh, CONICYT or CLC, the funding agencies of UCh, plan to provide financial support to students.

[Current situation]

Examination fees, Admission fees and tuition fees have been waived for students who matriculated for this program. UCh applied scholarship for JDP in CONICYT and funding from CLC. TMDU continues to search for more opportunities for financial support, such as through private scholarships or public institute. TMDU applied the Student Exchange Support Program (Scholarships for Short-term Study Abroad), and one student received its scholarship.

[Evaluation of 3-1. Student support system]

		2016	2017
IV	Achievement greater than plan.		
III	Plan was achieved.	X	X
II	Plan was not achieved sufficiently.		
I	Plan was not achieved.		

➤ Evaluation of current situation

(UCh)

Students have all developed the program free of charge. Stipend for living expenses has been more difficult to secure, and becomes an issue for the students.

(TMDU)

The first Japanese student is making good progress in the Program. All fees have been waived by TMDU. The student accepted financial support by Japan Student Services Organization (JASSO). The student worked 6 months in LACRC (Latin America Collaborative Research Center) in Clinica Las Condes and got salary. LACRC staffs helped finding her residency in Las Condes.

➤ Proposals for improvement

(UCh)

As stated above we are searching for different options to allow for “better living conditions” of the JDP physician/students. Chilean Students accepted for the Program should rank well within the overall students of the medical Sciences doctoral program, and thus for be eligible for a Faculty of Medicine scholarship for living expenses.

(TMDU)

It is unclear what the financial situation will be like during the stay of Chilean students in Japan. TMDU will solve potential problems in this regard as they occur with the support of UCh and CLC.



国立大学法人
東京医科歯科大学

検索

[ホーム](#) > [学部・大学院](#) > [大学院医歯学総合研究科](#) > 博士課程 国際連携専攻(ジョイント・ディグリープログラム:JDP)

学部・大学院

博士課程 国際連携専攻(ジョイント・ディグリープログラム:JDP)

ポリシー

ミッション・教育理念
教養部
研究テーマ検索システム
医学部(医学科・保健衛生学科)
歯学部(歯学科・口腔保健学科)
大学院医歯学総合研究科
修士課程 医歯理工学専攻
修士課程 医歯理工学専攻【医療管理政策学(MMA)コース】
博士課程 医歯学系専攻
博士課程 国際連携専攻(ジョイント・ディグリープログラム:JDP)
プログラム概要
活動報告
東京医科歯科大学・チリ大学国際連携医学系専攻(博士課程)
東京医科歯科大学・チュラロンコーン大学国際連携歯学系専攻(博士課程)
入試情報
履修要項(シラバス)
チリ/タイ渡航にあたって
設置計画履行状況報告書
お知らせ
博士課程 生命理工学系専攻
履修要項(大学院シラバス)
年報
統合教育機構学務企画課
セミナー・特別講義
設置計画履行状況報告書

2017.11.1	平成30年度東京医科歯科大学・チリ大学国際連携医学系専攻(博士課程)の募集が始まります。出願期間は、平成29年12月4日から12月18日です。
2017.5.24	東京医科歯科大学・チュラロンコーン大学国際連携歯学系専攻2017年度入学者選抜試験の結果、合格者3名が選ばれました。
2016.12.7-8	チリ大学のオンライン教授、ポニアチック教授、トレス准教授、カルデロン助教が本学を訪問されました。

過去の情報は[こちら](#)をご覧ください。

[プログラム概要](#)

ジョイントディグリープログラムの意義、博士課程国際連携専攻の概要及び開設の経緯についてご案内します。

[東京医科歯科大学・チリ大学国際連携医学系専攻\(博士課程\)](#)

チリ ジョイント・ディグリープログラム(東京医科歯科大学・チリ大学国際連携医学系専攻(博士課程))についてご案内します。

[入試情報](#)

入学試験最新情報についてご案内します。
また、過去の募集要項をご確認いただけます。

[チリ/タイ渡航にあたって](#)

タイ/チリに滞在するにあたっての事前準備についてご案内します。

[お知らせ](#)

[活動報告](#)

本専攻の活動について報告します。

[東京医科歯科大学・チュラロンコーン大学国際連携歯学系専攻\(博士課程\)](#)

タイ ジョイント・ディグリープログラム(東京医科歯科大学・チュラロンコーン大学国際連携歯学系専攻(博士課程))についてご案内します。

[履修要項\(シラバス\)](#)

履修要項(シラバス)をご案内します。

[設置計画履行状況報告書](#)



[ホーム](#) > [学部・大学院](#) > [大学院医歯学総合研究科](#) > [博士課程 国際連携専攻\(ジョイント・ディグリープログラム:JDP\)](#) > 東京医科歯科大学・チリ大学国際連携医学系専攻(博士課程)

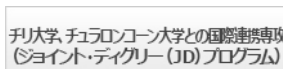
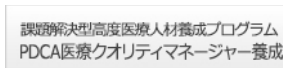
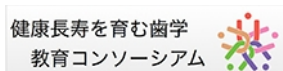
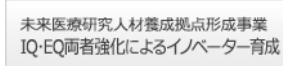
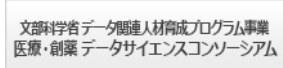
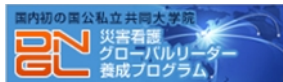
学部・大学院

東京医科歯科大学・チリ大学国際連携医学系専攻(博士課程)

ポリシー	
ミッション・教育理念	概要
教養部	東京医科歯科大学 大学院 医歯学総合研究科 東京医科歯科大学・チリ大学国際連携医学系専攻
研究テーマ検索システム	学 位:博士(医学)
医学部(医学科・保健衛生学科)	入学時期:4月
歯学部(歯学科・口腔保健学科)	入学定員:3名
大学院医歯学総合研究科	修業年限:5年
修士課程 医歯理工学専攻	主な教育研究内容: (1)上部消化管外科 (2)大腸肛門外科 (3)胃腸病内科
修士課程 医歯理工学専攻【医療管理政策学(MMA)コース】	◆ 入試に関する情報はこちらをご覧ください ◆
修士課程 グローバルヘルスリーダー養成コース(英語サイトが開きます)	◆ 奨学金に関する情報はこちらをご覧ください ◆
博士課程 医歯学系専攻	養成する人材像
博士課程 国際連携専攻(ジョイント・ディグリープログラム:JDP)	臨床的に専門性の高い経験・技能を有する高度専門的職業人であると同時に医学研究にも造詣が深く、かつグローバルな視点から医療・研究を捉えることができるリーダーを育成することを目的とする。具体的には、以下のような人材を養成する。
プログラム概要	(1)消化器外科における高度なトレーニング、消化器疾患での内視鏡検査及び高度診断機器を用いた高度なトレーニングを含む上部消化管外科、大腸肛門外科、あるいは胃腸病内科で臨床専門家として認めるために必要とされる技能を持つ人材 (2)それに加え、病理学、分子生物学、遺伝学、疫学および公衆衛生学、臨床研究及び生物統計学等の分野での学識を持つ人材 (3)修了時には、食道・胃・大腸がんの分野(消化管腫瘍学)に応用できる基礎研究及び臨床研究の専門的知識・経験を有し、国家的および国際的な臨床研究プロジェクトのリーダーになれる人材
活動報告	カリキュラムポリシー
東京医科歯科大学・チリ大学国際連携医学系専攻(博士課程)	学位授与に要求される知識・能力および高度の専門的医療人に求められる知識・経験・技能・リーダーシップを取得するために、本課程は、以下の方針でカリキュラムを編成する。
東京医科歯科大学・チュラロンコン大学国際連携歯学系専攻(博士課程)	1)国際的に通用する高い研究能力と深い専門知識および研究者・科学者としての思考能力、倫理性を有する人材を養成するために共通科目群として一般教養科目、基礎科目、応用科目の授業科目を設ける。(※1) 2)研究の対象とする種々の事象に対して、新規の問題を自ら発見し、それに対して科学的な解析を行い、その解決策を科学的根拠に基づいて提示・実践し、評価できるようになるため、共通科目群に日本・チリ両国の各専門分野の研究指導教員による「研究演習」科目を必修科目として設ける。(※2) 3)問題点の発見や自己解決能力、また相互評価を行うことによってお互いを高めあえる能力を身につけるため、共通科目群に発表形式の参加型授業を取り入れた「文献ゼミナール」を必修科目として開設する。 4)高度の専門的医療人に求められる知識・経験・技能・リーダーシップを取得するための専門科目群(選択必修科目)に「上部消化管外科」、「大腸肛門外科」、「胃腸病内科」の3科目を設ける。(※3)
入試情報	
履修要項(シラバス)	
チリ/タイ渡航にあたって	
設置計画履行状況報告書	
お知らせ	
博士課程 生命理工学系専攻	
履修要項(大学院シラバス)	
年報	
統合教育機構学務企画課	

*Reference 01

セミナー・特別講義
設置計画履行状況報告書
大学院保健衛生学研究科（平成26年度より改組）
寄附講座・寄附研究部門等一覧
台風等の自然災害や交通機関運休による休講措置（湯島地区）



5) 学位論文は、国際通用性の高いthesis形式とし、学位論文を作成するための日本・チリ両国の教員による特別な指導を行う「特別研究」科目を必修科目として設ける。

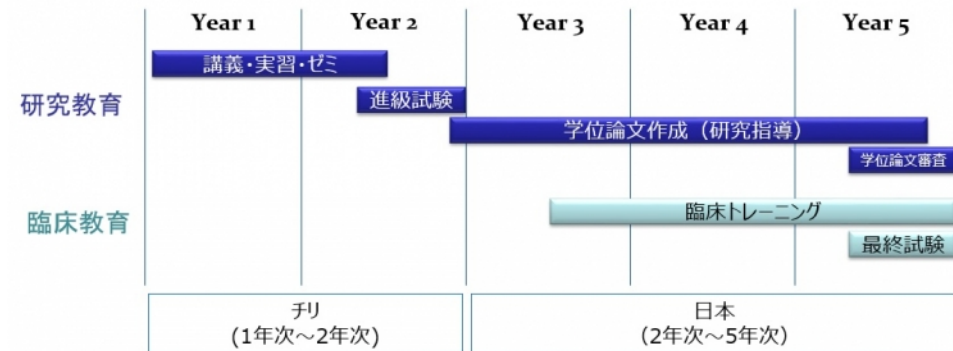
<p>※1 一般教養科目、基礎科目、応用科目</p>	<p>一般教養科目：</p> <ul style="list-style-type: none"> ・癌のゲノムとバイオ情報工学 ・英語での科学論文ディスカッション ・生物統計学 ・生体医学研究の倫理 ・初期研究研修 <p>基礎科目：</p> <ul style="list-style-type: none"> ・細胞生理学 ・癌に関わる細胞及び分子生物学 ・システム生理学 ・免疫学入門 ・基礎薬理学 ・分子微生物学 ・臨床研究の方法論の基礎 ・細胞・分子生物学 ・バイオインフォマティクス <p>応用科目：</p> <ul style="list-style-type: none"> ・細胞・分子生物学上級 ・器官系統特殊生理病理学 ・細胞分子免疫学 ・遺伝医学 ・人類生化学 ・生体医学における細胞シグナル伝達 ・診断・臨床研究への応用分子生物学 ・疫学 ・バイオインフォマティクス1 ・バイオインフォマティクス2 ・機能分子化学 ・疾患予防パブリックヘルス医学概論
<p>※2 研究演習科目</p>	<ul style="list-style-type: none"> ・基礎研究演習 ・臨床研究演習
<p>※3 上部消化管外科、大腸肛門外科、胃腸病内科</p>	<p>上部消化管外科：</p> <ul style="list-style-type: none"> ・上部消化管外科臨床基礎(チリ大学) ・上部消化管外科臨床応用(チリ大学) ・上部消化管外科臨床基礎(東京医科歯科大学) ・上部消化管外科臨床応用Ⅰ(東京医科歯科大学) ・上部消化管外科臨床応用Ⅱ(東京医科歯科大学) <p>大腸肛門外科：</p> <ul style="list-style-type: none"> ・大腸肛門外科臨床基礎(チリ大学) ・大腸肛門外科臨床応用(チリ大学) ・大腸肛門外科臨床基礎(東京医科歯科大学) ・大腸肛門外科臨床応用Ⅰ(東京医科歯科大学) ・大腸肛門外科臨床応用Ⅱ(東京医科歯科大学) <p>胃腸病内科：</p> <ul style="list-style-type: none"> ・胃腸病内科臨床基礎(チリ大学) ・胃腸病内科臨床応用(チリ大学) ・胃腸病内科臨床基礎(東京医科歯科大学) ・胃腸病内科臨床応用Ⅰ(東京医科歯科大学) ・胃腸病内科臨床応用Ⅱ(東京医科歯科大学)

◆シラバスはこちらをご覧ください◆

教育課程の概要

*Reference 01

例：日本国医師資格を持つ者



【詳細】

[カリキュラム概要についての資料はこちら](#)

上部消化管外科学、大腸肛門外科学、胃腸病内科学を専門的な教育研究内容とする。授業及び教育指導で用いる言語は原則として英語とする。	
1～3年次@東京医科歯科大学&チリ大学 (最低1セメスターはチリ大学で履修する)	研究の基盤となる見識を涵養するため、基礎科目を実施する。後半には、基礎で学んだ内容を発展させ、専門的な内容も取り扱う。
4～5年次@東京医科歯科大学	上部消化管外科、大腸肛門外科、胃腸病内科学のうち、入学時に選択した1分野について臨床科目を受講させるとともに、学位取得のための研究を指導する。

研究指導の方法

学位論文作成の指導にあたっては、学生の課程、能力に応じて、研究方法や論文作成法をはじめとする研究手法が指導される。

学生1人に対し東京医科歯科大学とチリ大学、CLCからそれぞれ1人以上の研究指導教員が決定される。主担当は、専攻の全課程を通じて学生の講義履修計画、研究遂行計画、臨床研修計画の全容を把握して、適切な指導体制を構築することを担当し、副指導教員は、学生の研究テーマに応じ、主担当と協力し、補助的な指導を行う。

<学位取得までの流れ>

2年次終了時に進級試験に合格⇒5年次後期に学位論文審査合格⇒5年次後期に学位取得試験合格

教員組織

東京医科歯科大学	上部消化管外科学	教授 小嶋 一幸 准教授 中島 康晃 講師 井ノ口 幹人 助教 川田 研郎 、 東海林 裕 、大槻 将、宮脇 豊
	大腸肛門外科学	教授 植竹 宏之 准教授 小林 宏寿、 石黒 めぐみ 、 講師 石川 敏昭 助教 菊地 章史、山内 慎一
	胃腸病内科学	教授 北川 昌伸 准教授 荒木 昭博 、長堀 正和

本専攻のメリット

(1)	従来の真理探究型研究に偏重するのではなく、医科学における問題解決に特化した高度専門能力を養成する。
(2)	国際性豊かな学位論文の指導に加えて、研究演習、文献ゼミナールや充実したインタラクティブな教育を通じて多角的な問題解決法の醸成を促し、研究遂行過程に求められるチームとしての活動に対するリーダーシップ、マネージメント能力等が涵養される。
(3)	標準修業年限を5年として、PhDプログラムと高度の専門的医療人(専門医等)育成コースを並行して履修する、かつ日本・チリ両国での履修を実現するという独特の構成を有しており、円滑な学修を担保するために、共通科目群(一般教養科目、基礎科目、応用科目、研究演習、文献ゼミナール)とは別に、学生の希望する専門分野や医師資格に応じて選択できる専門科目(上部消化管外科、大腸肛門外科、胃腸病内科)をそれぞれの大学が設ける。
(4)	

*Reference 01

	授業は日本・チリ両国の現地で一定期間履修することとし、日本・チリ両国の教員による英語を用いた講義、演習を設けることで、海外の最新事情や最先端の知識に触れグローバルな視点を身につけることができる。
(5)	チリ大学からの研修生を多く受け入れているチリ大学関連病院のCLCとの連携協力を通じて全体としての教育研究、臨床研修の水準を向上させることを推進する。

上記により、卒業後の進路の見通しとして、以下が考えられます。

◇日本政府が推進している日本式消化器病検診や高度医療体制整備を南米に展開する際の中心的役割を担うオピニオンリーダー、日本・チリ国に共通する消化器疾患の基礎研究・臨床研究のプロジェクトリーダー、消化器疾患の診断・治療における新たな技術革新を目指すテクニカル分野の開発リーダーなど、国際的に活躍できる場への進路が考えられます。

チリ大学について

チリ大学は1842年11月19日に設立されたチリ最古のトップレベルの公立大学です。
学部は14学部あり、学生数は約39,000人です。

＜ヘルスネットワーク(高度医療)＞

臨床病院1カ所、クリニック2カ所、メディカルセンター3カ所及び国内の6都市に臨床実験施設があります。

＜技術的プラットフォーム＞

全ての学部と研究所にIP電話システムとWi-Fiが完備されており、遠距離教育用のテレビ会議システムや映像配信が利用可能です。

＜図書館＞

48の図書館、電子図書館、3,072,593冊の本、60,000の電子ジャーナル及び170強の集学的データベースを持っています。

【リンク】

[チリ大学公式ホームページ](#)

[世界大学ランキング](#)

※2015年9月の情報です。

リンク

[\(1\)設置申請書類 基本計画書\(別記様式第2号\)](#)

[\(2\)設置申請書類 設置の趣旨等を記載した書類](#)

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〒113-8510 東京都文京区湯島1-5-45



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Doctoral Program : Joint Degree Program (JDP)

Policies

Research Subject Retrieval System

Graduate School of Medical and Dental Sciences

Doctoral Program : Medical and Dental Sciences Track

Doctoral Program : Life Science and Technology Track

Doctoral Program : Joint Degree Program (JDP)

Outline

JDP with University of Chile

JDP with Chulalongkorn University

Admissions Information

Syllabus

Quality Assurance

Master's Program : Health Sciences and Biomedical Engineering

Master's Program : Medical and Dental Science and Technology
Master of Medical Administration Course

Master's Program : Master of Public Health in Global Health Course (MPH)

Annual Report

Graduate School of Health Care Sciences

College of Liberal Arts and Sciences

Faculty of Medicine

Faculty of Dentistry

[Outline](#)

The following matters concerning JDP are explained.

- Significance
- Outline
- Sequence of establishing

[JDP with Chulalongkorn University](#)

Introduce details of the JDP with Chulalongkorn University

[Syllabus](#)

Syllabuses are available

[JDP with University of Chile](#)

Introduce details of the JDP with University of Chile

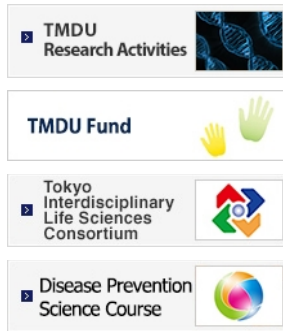
[Admissions Information](#)

Latest information of the entrance exam and the past application guides are available.

[Quality Assurance](#)

Self-assessment, External assessment and Faculty development are conducted for quality assurance.
Reports of the self-assessment and external assessment are available.

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JDP with University of Chile

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Master's Program : Master of Public Health in Global Health Course (MPH)

Annual Report

Graduate School of Health Care Sciences

College of Liberal Arts and Sciences

Faculty of Medicine

Faculty of Dentistry

Outline

University of Chile and TMDU Joint Degree Doctoral Program in Medical Sciences with mention of a medical specialty

Awarded degree: Doctor of Philosophy

Enrollment: April and October

Number of Students to Be Admitted: 3

Standard Number of Years Required for Graduation and Conferral of Academic Degree: 5 years

Field of study:

- (1) Upper Digestive surgery
- (2) Colorectal surgery
- (3) Gastroenterology

◆ Admissions Information ◆

Human Resource Development Goals

This program aims to form highly advanced professionals and leaders with highly-professional experience and skills in clinical medicine, well versed in medical research, all with a global perspective. We will improve human resources specifically as follows.

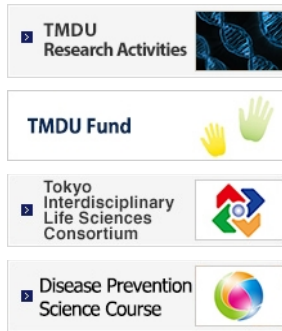
- 1) Human resources who possess the required technical skills to be recognized as a clinical expert in the fields of upper gastrointestinal surgery and gastroenterological surgery; including advanced training in colorectal surgery, gastroenterology, endoscopy and advanced use of advanced diagnostic equipment.
- 2) Human resources who possess academic knowledge in the fields of pathology, molecular biology, genetics, epidemiology, public health, clinical research and biostatistics.
- 3) Human resources who possess a high potential to become an independent basic-clinical researcher in the fields of esophageal, stomach and colorectal cancer (gastrointestinal oncology); with the capacity to become a leader of national/international clinical research projects upon completion of course.

Curriculum Policy

The curriculum has been designed based on the following policies in order to create an environment in which students can acquire the knowledge, skills, experience and leadership abilities necessary to obtain a degree and become a highly specialized medical professional.

- (1) Establish general, basic and advanced subjects as a scientific foundation of medicine to foster professionals with high ability to carry out research, in-depth specialized knowledge, thinking skills and standards of ethics required by researchers, who can make a global contribution. (*1)
- (2) Establish supervisor-guided "Research Subjects" in each specialized field in Japan and Chile as compulsory subjects to enable students to determine new problems regarding various phenomena targeted by research by themselves, conduct scientific analysis on these problems, propose solutions based on scientific data and implement them, and evaluate the results. (*2)
- (3) Establish "Seminar" in the presentation style as a compulsory subject to enable students to acquire the ability to help each other improve their abilities by discovering problems, acquiring problem solving ability as well as that to evaluate each other. (*3)
- (4) Establish the 3 subjects of "Upper Digestive Surgery", "Colorectal Surgery" and "Gastroenterology" so that students can acquire the

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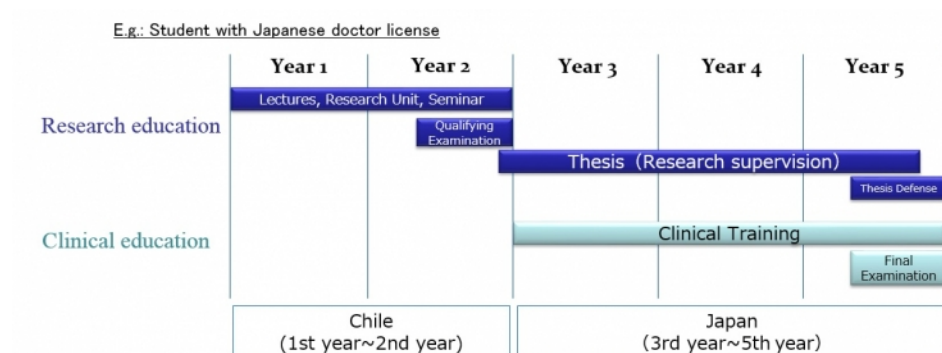
essential knowledge, skills, experience and leadership required of highly specialized medical professionals. These subjects will have basic and advanced contents, and also include clinical training, and will be established in TMDU and UCh separately. (*4)

(5) Establish “Thesis” as compulsory subject for the provision of special guidance by TMDU and UCh faculty members in writing dissertations. Dissertations should be prepared in the thesis format, which has high international applicability. (*5)

<p>*1 General, Basic and Advanced subjects</p>	<p>General subjects:</p> <ul style="list-style-type: none"> •Cancer Genome and Bioinformatic Engineering •Discussion in English on Scientific papers •Grammar and written communication skills in Scientific English •Biostatistics •Ethics in Biomedical research •Initial Research Training <p>Basic subjects:</p> <ul style="list-style-type: none"> •Physiology and Cell Biology •Cellular and Molecular Biology of Cancer •System Physiology •Introduction to Immunology •Basic Pharmacology •Molecular Microbiology •Clinical Research Methods (Basic) •Big Data Analytics •Introduction to Gastrointestinal Surgery Research •Introduction to Specialized Surgeries Research <p>Advanced subjects:</p> <ul style="list-style-type: none"> •Advanced Cell and Molecular Biology •Organ Specific Physiology and Pathology •Cellular and Molecular Immunology •Genetic Medicine •Human Biochemistry •Cell Signaling in Biomedicine •Molecular Biology Applied to Diagnosis and Clinical Research •Epidemiology •Biofunctional Molecular Science •Overview of Public Health Medicine in Disease Prevention <p>General subjects:</p> <ul style="list-style-type: none"> •Cancer Genome and Bioinformatic Engineering •Discussion in English on Scientific papers •Grammar and written communication skills in Scientific English •Biostatistics •Ethics in Biomedical research •Initial Research Training <p>Basic subjects:</p> <ul style="list-style-type: none"> •Physiology and Cell Biology •Cellular and Molecular Biology of Cancer •System Physiology •Introduction to Immunology •Basic Pharmacology •Molecular Microbiology •Clinical Research Methods (Basic) •Big Data Analytics •Introduction to Gastrointestinal Surgery Research •Introduction to Specialized Surgeries Research <p>Advanced subjects:</p> <ul style="list-style-type: none"> •Advanced Cell and Molecular Biology •Organ Specific Physiology and Pathology •Cellular and Molecular Immunology •Genetic Medicine •Human Biochemistry •Cell Signaling in Biomedicine •Molecular Biology Applied to Diagnosis and Clinical Research •Epidemiology
--	--

	<ul style="list-style-type: none"> •Biofunctional Molecular Science •Overview of Public Health Medicine in Disease Prevention •Special Lectures on Clinical Oncology Research
*2 Research	<ul style="list-style-type: none"> •Basic Research •Clinical Research
*3 Seminar	<ul style="list-style-type: none"> •Seminar
*4 Upper Digestive Surgery, Colorectal Surgery, Gastroenterology	<p>Upper Digestive Surgery:</p> <ul style="list-style-type: none"> •Basic Clinical Training in Upper Digestive Surgery at UCh •Advanced Clinical Training in Upper Digestive Surgery at UCh •Basic Clinical Training in Upper Digestive Surgery at TMDU •Advanced Clinical Training in Upper Digestive Surgery at TMDU •Advanced Clinical Training in Upper Digestive Surgery II at TMDU <p>Colorectal Surgery:</p> <ul style="list-style-type: none"> •Basic Coloproctological Clinical Training at UCh •Advanced Coloproctological Clinical Training at UCh •Basic Coloproctological Clinical Training at TMDU •Advanced Coloproctological Clinical Training at TMDU •Advanced Coloproctological Clinical Training II at TMDU <p>Gastroenterology:</p> <ul style="list-style-type: none"> •Basic Gastroenterology Clinical Training at UCh •Advanced Gastroenterology Clinical Training at UCh •Basic Gastroenterology Clinical Training at TMDU •Advanced Gastroenterology Clinical Training at TMDU •Advanced Gastroenterology Clinical Training II at TMDU
*5 Thesis	<ul style="list-style-type: none"> •Thesis at UCh •Thesis at TMDU

Outline of Education



[Details]

[Refer to details of Curriculum outline.](#)

Field of study is Upper Digestive Surgery, Colorectal Surgery and Gastroenterology. Lectures and supervisions are provided in English.	
1st~3rd year at TMDU and UCh (At least one semester at UCh)	<p>Conduct basic subjects to cultivate insights for the base of study.</p> <p>In the latter semester, we will develop what we have learned in the basic subjects, and deal with specialized content.</p>
4th~5th year at TMDU and UCh	Students take clinical courses in one of the selected fields, Upper Digestive Surgery, Colorectal Surgery, and Gastroenterology at the time of admission, and study for degrees.

Supervise method:

TMDU and UCh professors will advise method of research and writing thesis depending on the students' situations and abilities. The supervisors for student will be selected one professor from each institutes, TMDU, UCh and CLC. The main supervisor will organize educational system appropriately comprehending the whole matters of students' plan of study, research and clinical training. The co-supervisor will support the student with the main supervisor depending on the thesis theme.

<Degree process>

Pass the Qualifying examination at the end of 2nd year⇒Pass the thesis defense in 2nd semester of 5th year⇒Pass the thesis examination in 2nd semester of 5th year

Faculty Organization

Tokyo Medical and Dental University	Upper Digestive Surgery	Professor : KOJIMA Kazuyuki Associate Professor : NAKAJIMA Yasuaki Junior Associate Professor : INOKUCHI Mikito Assistant Professor : KAWADA Kenro , TOKAIRIN Yutaka , OTSUKI Syo, MIYAWAKI Yutaka
	Colorectal Surgery	Professor : UETAKE Hirovuki Associate Professor : KOBAYASHI Hirotochi, ISHIGURO Megumi Junior Associate Professor : ISHIKAWA Toshiaki Assistant Professor : KIKUCHI Akiumi, YAMAUCHI Shinichi
	Gastroenterology	Professor : KITAGAWA Masanobu Associate Professor : ARAKI Akihiro, NAGAHORI Masakazu

Advantage of This Major

(1)	Instead of focusing on traditional truth-seeking study, we will ability high-level expertise specializing in problem-solving in medical science.
(2)	In addition to the enriched and international guidance of dissertation/thesis, research, seminars, and extensive and also interactive training will help foster multifaceted solutions to issues, and will foster leadership and management skills for team activities required for the process of research.
(3)	This program composes a unique structure that allows students to take PhD programs and highly specialized medical professional course (subspecialty) in parallel, with a standard training period of 5 years. In order to ensure smooth training in both Japan and Chile, each university has a clinical subject (upper digestive surgery, colorectal surgery, and gastroenterology) that can be selected according to the clinical field and the certificate of medical specialty desired by students, in addition to the common subjects (general, basis and advanced subjects, research, and seminars).
(4)	Lessons are to be taken for a certain period in Japan and Chile. Providing English-language lectures and practices by teachers from Japan and Chile, it is possible to gain a global perspective by touching the latest overseas reasons and cutting-edge knowledge.
(5)	Promote improvement of the level of educational research and clinical training in academic collaboration with CLC of the affiliated hospital of University of Chile, which accept many trainees from the University of Chile.

Thanks for the above, we expect the following prospect of the career path after graduation.

◇We expect the career path in the international fields such as opinion leaders who play a central role in the gastrointestinal disease screening in Japanese-style and the maintenance of advanced medical care systems in South America, project leaders in basic and clinical research on gastrointestinal diseases common to Japan and Chile, and development leaders in technical fields aiming at new technological innovations in the diagnosis and treatment of gastrointestinal diseases.

About University of Chile

UCh was founded on November 19, 1842. It is a public university, the oldest and the most prestigious in Chile.
There are 14 faculties and the number of student is 39,000 approximately.

*Health network (Highly complex medicine)

A clinical hospital, two clinics, three medical centers, also clinical laboratories in six cities in the country.

*Technological platform

100% Wi-Fi coverage and IP phone system in all the faculties and institutes, availability of video-conference and/or video-streaming for distance learning.

*Libraries

The University of Chile has 48 libraries, a digital library, 3,072,593 volumes, access to 60,000 electronic journals and more than 170 multidisciplinary date bases.

*Link

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ジョイント・ディグリー・プログラム

ジョイント・ディグリー・プログラム（以下JDP）における本学とチリ側の執行部・教員の関係の強化、及びプログラムの詳細を協議するため、本学の北川昌伸医学部長、小嶋一幸教授、植竹宏之教授、荒木昭博准教授、下田弘二学長戦略企画課長、福井美子通訳の6名からなる訪問団が、4月10日から13日までチリを訪れました。

本号ではその様子をお伝えいたします。

本学の訪問団、JDP医学部長会議及び学術委員会へ出席



JDP医学部長会議の様子

4月10日、本学からの訪問団がチリ大学医学部で開催されたJDP医学部長会議に参加しました。チリ大学よりククルジャン医学部長、オライアン教授、フルクサ医師、アウマダ氏、クリニカ・ラス・コンデス（以下CLC）よりトレス准教授、ブルディレス教授が出席しました。この会議ではJDPに関する学則や、外部評価委員の設置に向けた双方の外部委員の選出、新たな分野でのJDPの可能性等について協議しました。今後は少なくとも年に1回は、本会議が開催される予定です。

当該会議の後に、JDP学術委員会会議が開催されました。消化器内科及び上部消化管外科の各コースにおける日本とチリ間の臨床教育科目の定義の違いをふまえた話し合いが中心に行われました。

また、これらの会議の最後に北川医学部長がククルジャン医学部長、オライアン教授に本学の客員教授辞令を授与しました。



北川医学部長による客員教授辞令授与の様子



チリ大学側主催の夕食会での記念撮影

CLC、チリ大学附属病院及びエル・サルバドール病院視察

チリ大学臨床実習先となっている、CLC、チリ大学附属病院及びチリ大学の関連病院である エル・サルバドール病院への視察が行われました。CLCでは、内視鏡室と昨年増設された手術室を中心に、チリ大学附属病院では、手術室、集中治療室、内視鏡室、放射線検査室の視察が行われました。エル・サルバドール病院では、施設見学に加え、日本とチリとの医療システムの違いなどに関して、ウリベ教授、ブスタマンテ外科部長、カタン外科サービス長と意見交換をしました。



チリ大学附属病院正面玄関での記念撮影



エル・サルバドール病院関係者との意見交換の様子

植竹教授によるJDP学生への指導

大腸肛門外科学コースのJDP一期生であるサモラーノ氏に日本側の指導教員である植竹教授が個人指導を行いました。

臨床実習及び研究論文の進捗状況に関して確認した後、基礎研究演習の一環として、本学からの訪問団に対して、サモラーノ氏が“miRNA DIFFERENTIAL EXPRESSION IN COLORECTAL CANCER CMS4 AS A POTENTIAL PLASMAIC BIOMARKER (大腸がんの予後に関わるmiRNAの解析)”に関する研究発表を英語で行いました。発表後には、訪問団の先生方との質疑応答がありました。

今後、より良い研究が展開されることが期待されます。

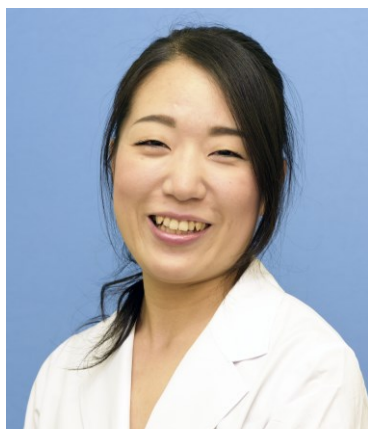


サモラーノ氏への個別指導の様子

ジョイント・ディグリー・プログラム

ジョイント・ディグリー・プログラム（以下JDP）の平成29年度10月入学の試験が、8月に本学及びチリ大学合同の学術委員会により行われ、第二期生となる学生が2名選出されました。本号では、各学生の入学に対する思いを掲載しています。

平成29年度10月入学JDP学生の決定



松宮由利子 医師

初めまして。この度、平成29年度JDP二期生として入学することとなりました。今回、JDPに参加できますことを心から嬉しく思うとともに、協力していただきました方々に心から感謝を申し上げます。このプログラムでは、東京医科歯科大学のみならず、南米で随一の優れた学術機関であるチリ大学で研究の基礎・実践を学ぶことが出来ます。歴史あるチリ大学で学べることは大変光栄で、期待で胸がいっぱいです。

チリという、地球の真裏の地で、不安がないかと言われると嘘にはなりますが、それ以上に、これから出会う全てのことが楽しみで、これから学ぶ知識や技術を一生懸命吸収していきたいと思います。

最後になりますが、チリという国がとても好きになって、次への架け橋となっていけるように頑張ります。



ラファエル・アルトゥーロ・サナブリア・カイチェ医師

私はエクアドル出身の一般外科医師です。エクアドル国内やラテンアメリカの様々な地域で仕事をする中で、医学における研究と教育には学術的な要素が必要だと感じました。

チリ滞在中に本プログラムを知る機会があり、これまでの実績に感銘を受け、肝胆膵外科学と肝臓移植の分野に興味があったことで、同分野に入学を志願しました。両大学が連名で授与するPhDの学位を得られることは私にとって最大のメリットです、日本で学ぶことで、自身の経験や技術を向上させることができたいと思っています。

両大学から指導を受けることで、新しい知識を取り入れ、質の高い研究を行っていきたいと思います。宜しくお願い申し上げます。

ジョイント・ディグリー・プログラム

11月にチリ大学及びCLCの医師3名が来学し、今後のジョイント・ディグリー・プログラム（以下JDP）の運営について情報交換を行いました。また今年度も本学とチリ大学の合同教職員FD研修を実施し、最新の医療制度、最先端医療・研究を互いに理解しあう貴重な機会となりました。本号では訪問時の様子をお伝えいたします。

11月のチリ大学教員による本学訪問及び Joint Workshop 2017@TMDU

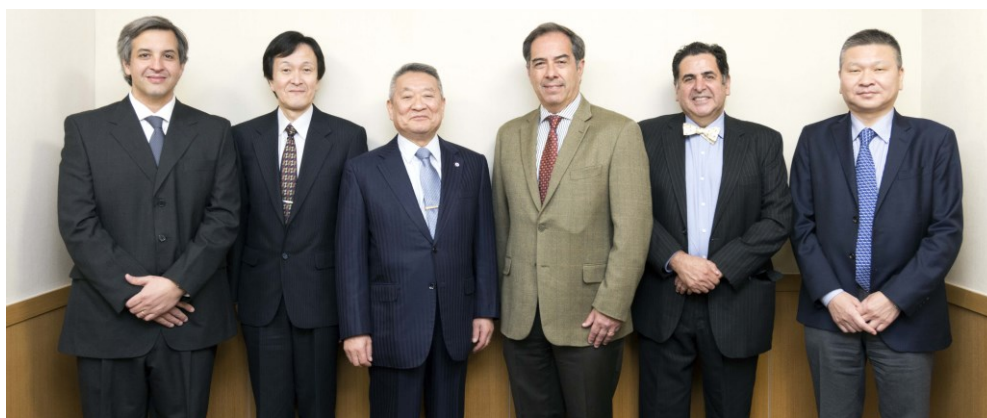
11月28日・29日にチリ大学のオライアン教授、ウリベ教授、トレス准教授が来日し、医学部附属病院の見学、本学学長訪問、JDP会議、JDP学生への指導、また教職員FD研修「Joint Workshop 2017@TMDU」を行いました。本研修は昨年同様両大学の教員の能力向上と意識を共有するために実施し、チリに關係する教員や学生を含め、2日間で約65名の参加者が出席しました。



「Joint Workshop 2017@TMDU」の様子



学生指導の様子



左よりトレス准教授、北川医学部長、吉澤学長、オライアン教授、ウリベ教授、小嶋教授

ジョイント・ディグリー・プログラム

本年3月に本学及びチリ大学以外の委員で構成する第三者評価委員会を初めて実施しました。また、同月にプログラムの総括を行うため医学部長会議を行いました。本号では会議の概要をお伝えいたします。

第三者評価委員会及びJDP医学部長会議の開催

University of Chile and TMDU Joint Degree Program in Medical
Sciences with mention of a medical specialty

External Assessment Sheet

Term of the Assessment
From April, 2016 to March, 2017

本年3月1日から20日にかけて、外部の医療・教育関係者3名で構成する第三者評価委員会を開催しました。2016年度の本プログラムの活動に関する自己点検・評価報告書に基づいて実施され、第三者評価委員会で、外部評価報告書を作成しました。総合評価では高い評価を得ることとなりました。

また、3月29日に医学部長会議を開催し、チリ大学よりククルジャン医学部長、オライアン教授、本学より北川医学部長、小嶋教授、植竹教授が出席しました。会議では2017年におけるJDPの総括、第三者評価委員会の結果、新たな分野でのJDPの拡大等について協議しました。

JDP学生チリへ到着

JDPの二期生として昨年10月に入学した松宮由利子医師が、3月29日にチリに到着しました。第1セメスターではチリ大学医学部で基礎科目を受講し、クリニカ・ラス・コンデス(以下CLC)内の研究部門では臨床研究演習を受講します。

また第2セメスターでは、本人の学習状況に合わせて講義科目を選択する予定です。

LACRCは学生が充実して過ごしていけるようにサポートしていきます。



左よりアウマダ氏、松宮医師、オライアン教授



東京医科歯科大学大学院医歯学総合研究科
東京医科歯科大学・チリ大学国際連携医学系専攻



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 - チリ大学プログラム委員
- 先輩の声
- お問い合わせ



東京医科歯科大学・チリ大学国際連携医学系専攻とは？

- ☑ 医師を対象とした大学院博士課程のコースの1つです。
- ☑ 日本と海外の2つの大学から国際共同学位を取得します。
基礎研究と並行して、臨床技術の修練を国内外の医療施設で行うことができます。
- ☑ 本コースには、海外留学による基礎研究と臨床トレーニング、国内での基礎研究と臨床トレーニング、国内各種学会の専門医取得支援が含まれています。

※国際共同学位(ジョイント・ディグリー)制度は、学位の国際通用性を高めるため、文

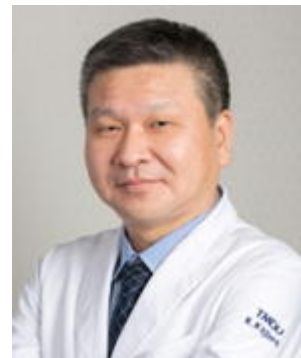
部科学省を中心に推進されています。

[詳細を見る](#)



なぜ東京医科歯科大学は

南米のチリ大学と連携を？



ごあいさつ

プログラム責任者

低侵襲医療学分野 教授

低侵襲医療センター センター長

小嶋 一幸

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- 2018年度の募集要項につきましては
[こちらのサイト](#)からダウンロードをお願いします

お知らせ

NEW

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Admisión 2018

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Entrega antecedentes: 31 de julio al 3 de agosto

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Comunicación admisión online: 4 de septiembre

Aceptación y matrícula: 6 al 10 de septiembre

Ingreso: 1º de octubre

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