



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 2020 - March 2021>

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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 the Academic Committee have conducted their activities based on the following rules: The TMDU and UCh have jointly organized the Qualifying Examination Committee and selected its members. Details regarding the Thesis Examination Committee are still under construction.

The TMDU and UCh had originally planned to hold the Dean Council meeting in March 2020; however, this had to be canceled because of the COVID-19 pandemic. The TMDU and UCh finally held the Dean Council meeting online via Zoom in March 2021.

<Past committee meetings>

- (1) Dean Council

Last year, the TMDU and UCh conducted the Dean Council meeting on March 16, 2021, reviewing the matters discussed and settled between April 2019 and March 2020, and between April 2020 and March 2021, and finally approving the self-assessment results for 2018 and 2019. The TMDU and UCh also exchanged opinions and feedback aimed at improving the JD program. The next Dean Council meeting will be held around March 2022.

## (2) Academic Committee

The TMDU and UCh have been conducting Committee meetings every month. However, conducting the meetings regularly this year was extremely difficult because of the COVID-19 pandemic.

(Table 1)

Date	
September 25, 2020	1st meeting
January 29, 2021	2nd meeting
March 16, 2021	3rd 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]

With both Japan and Chile grappling with a worsening COVID-19 situation, the UCh and TMDU prioritized the use of online communication systems.

The TMDU–UCh coordinator has continuously supported the program management; the JDP students are receiving direct support from LACRC’s Japanese and Chilean staff, who are fluent in Japanese, English, and Spanish languages. This has facilitated operating the program smoothly and efficiently in various situations.

[Evaluation of 1-1. Joint implementation structure]

		2016	2017	2018	2019	2020
IV	Achievement greater than plan.					
III	Plan was achieved.	X	X	X	X	X
II	Plan was not achieved sufficiently.					
I	Plan was not achieved.					

□ Evaluation of current situation

**(UCh)**

All the JDP activities have advanced according to plan.

**(TMDU)**

All planned committee meetings were held online and the communication between the two parties was well-maintained despite difficulties arising from the COVID-19 pandemic.

□ Proposals for improvement

**(UCh)**

No significant improvements were proposed.

**(TMDU)**

No improvement was proposed.

## 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]**

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

### 【Diploma Policy】

The Program confers the degree of Doctor of Philosophy on students who attain the required credits, pass the thesis/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.

Last year, the TMDU and UCh faculty members explained the Diploma Policy to new students in their universities' guidance. The policy can also be viewed on the websites of the two universities.

The experience of program completion is lacking as it is a 5-year program that began in 2016 and the first student extended his enrollment period. The TMDU and UCh had been preparing for degree conferment in March 2021.

### 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】

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. “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 can be accessed from both universities' websites.

(Table 2)

Field		Subject	Credits (TMDU)	Credits (UCh)
Scientific Foundation of Medicine	(1) General subjects	• Cancer Genome and Bioinformatic Engineering	3	5
		• Discussion of Scientific Papers in English	3	5
		• Grammar and Written Communication Skills in Scientific English	4	5
		• Biostatistics	3	4
		• Biostatistics II	3	3
		• 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	5	6
		• System Physiology	5	7
		• Introduction to Immunology	4	8
		• Basic Pharmacology	4	6
		• Molecular Microbiology	4	6
		• Clinical Research Methods (Basic)	3	4
		• Cellular and Molecular Biology	5	7
		• Bioethics of research	3	3
		• Big Data Analytics	1	1
		• Introduction to Gastrointestinal Surgery Research	4	6

		<ul style="list-style-type: none"> <li>• Introduction to Specialized Surgeries Research</li> </ul>	4	6
		<ul style="list-style-type: none"> <li>• Integrative Biomedical Sciences for Preemptive Medicine I</li> </ul>	1	1
		<ul style="list-style-type: none"> <li>• Integrative Biomedical Sciences for Preemptive Medicine II</li> </ul>	1	1
	(3) Advanced subjects	<ul style="list-style-type: none"> <li>• Advanced Cell and Molecular Biology</li> </ul>	3	4
		<ul style="list-style-type: none"> <li>• Organ Specific Physiology and Pathology</li> </ul>	5	7
		<ul style="list-style-type: none"> <li>• Cellular and Molecular Immunology</li> </ul>	5	7
		<ul style="list-style-type: none"> <li>• Genetic Medicine</li> </ul>	5	7
		<ul style="list-style-type: none"> <li>• Human Biochemistry</li> </ul>	5	7
		<ul style="list-style-type: none"> <li>• Cell Signaling in Biomedicine</li> </ul>	3	4
		<ul style="list-style-type: none"> <li>• Molecular Biology Applied to Diagnosis and Clinical Research</li> </ul>	3	4
		<ul style="list-style-type: none"> <li>• Epidemiology</li> </ul>	3	6
		<ul style="list-style-type: none"> <li>• Bioinformatics I</li> </ul>	2	4
		<ul style="list-style-type: none"> <li>• Bioinformatics II</li> </ul>	2	3
		<ul style="list-style-type: none"> <li>• Biofunctional Molecular Science</li> </ul>	2	3
		<ul style="list-style-type: none"> <li>• Overview of Public Health Medicine in Disease Prevention</li> </ul>	2	3
		<ul style="list-style-type: none"> <li>• Special Lectures on Clinical Oncology Research</li> </ul>	4	6
		<ul style="list-style-type: none"> <li>• Biomedical Science</li> </ul>	2	2
		<ul style="list-style-type: none"> <li>• Data Science I</li> </ul>	1	1
(4) Research	<ul style="list-style-type: none"> <li>• Basic Research</li> <li>• Clinical Research</li> </ul>	10 10	15 15	
(5) Seminar	<ul style="list-style-type: none"> <li>• Seminar</li> </ul>	3	4	

<b>(6) Clinical Training</b>	<b>Upper Digestive Surgery</b>	• Basic Clinical Training in Upper Digestive Surgery at UCh	<b>20</b>	<b>30</b>
		• Advanced Clinical Training in Upper Digestive Surgery at UCh	<b>27</b>	
		• Basic Clinical Training in Upper Digestive Surgery at TMDU	<b>20</b>	
		• Advanced Clinical Training in Upper Digestive Surgery at TMDU	<b>35</b>	
		• Advanced Clinical Training in Upper Digestive Surgery II at TMDU	<b>8</b>	
	<b>Colorectal Surgery</b>	• Basic Coloproctological Clinical Training at UCh	<b>20</b>	<b>30</b>
		• Advanced Coloproctological Clinical Training at UCh	<b>27</b>	
		• Basic Coloproctological Clinical Training at TMDU	<b>20</b>	
		• Advanced Coloproctological Clinical Training at TMDU	<b>35</b>	
		• Advanced Coloproctological Clinical Training II at TMDU	<b>8</b>	
	<b>Gastroenterology</b>	• Basic Gastroenterology Clinical Training at UCh	<b>20</b>	<b>30</b>
		• Advanced Gastroenterology Clinical Training at UCh	<b>27</b>	
		• Basic Gastroenterology Clinical Training at TMDU	<b>20</b>	
		• Advanced Gastroenterology Clinical Training at TMDU	<b>35</b>	
		• Advanced Gastroenterology Clinical Training II at TMDU	<b>8</b>	

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

Entrance examination subjects have been set to meet the requirements of the Admissions Policy and include an English examination, an essay examination (Japanese or Spanish), an interview conducted by each university (Japanese or Spanish), and a joint interview (English).

**[Evaluation of 1-2. Policies]**

		2016	2017	2018	2019	2020
IV	Achievement greater than plan.					
III	Plan was achieved.	X	X	X	X	X
II	Plan was not achieved sufficiently.					
I	Plan was not achieved.					

☐ **Evaluation of current situation**

**(UCh)**

All policy-related aspects have continued according to the original plan with the modifications reported in previous reports.

**(TMDU)**

Diploma, Curriculum, and Admission Policies were presented on the website clearly and implemented as designed.

☐ **Proposals for improvement**

**(UCh)**

Modifications of policies are not being proposed this year.

**(TMDU)**

No improvement was proposed in the policies.

## 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]**

The self-assessment of this program was implemented in March 2021 by the Academic Committee. The TMDU and UCh wrote a self-assessment report based on the same evaluation categories and provided an evaluation of the current situation as well as proposals for improvement. The evaluation period was between April 2019 and March 2020.

Similar to last year, the self-assessment reports will be published on respective universities' websites. The TMDU and UCh will discuss the improvement in educational and research activities based on the reports derived from the academic meeting held in March 2021.

### 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]

The TMDU and UCh underwent external assessment in March 2018. The next external assessment will be conducted in March 2023, as the first student extended his initial enrollment period.

### 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]

The TMDU administered a questionnaire to students on the program and the subjects they selected during their first academic year. Furthermore, we conducted a video workshop on faculty development jointly with the Chulalongkorn University and Mahidol University, which also manage the Joint Degree Programs with the TMDU. In concrete terms, we shared information on improving the teaching skills of the faculty members as well as of the classes.

### 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 the cooperation between the TMDU and UCh, information on educational and research activities is available on both universities' websites in English, Japanese, and Spanish languages. The TMDU has completely revamped its website (Reference 1);

[https://www.tmd.ac.jp/faculties/graduate\\_school/jd\\_hp/](https://www.tmd.ac.jp/faculties/graduate_school/jd_hp/)

The JDP team is in charge of managing the JDP website, which provides information on the educational and research activities listed in Table 3.

Moreover, newsletters have been regularly published to inform the public about the current situation of the JD Program's operation (Reference 2).

Information publishing at the UCh: The JD Program continues to be adequately described on the following International Affairs web page (Reference 3):

<http://rrii.med.uchile.cl/page15.html#msg-box8-98>

<http://rrii.med.uchile.cl/EN/page15.html#msg-box8-98>

Reference 1: TMDU Website (English and Japanese)

(Table 3)

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

- University's educational objectives
- Basic organization for education and research
- Faculty members' information
- Number of admissions, admission quota, number of enrolled students
- Subjects' details, teaching methods, curriculum
- Facilities, research environment
- Tuition fees, admission fees

Reference 2: Newsletter

Reference 3: UCh's website (English and Spanish)

[Evaluation of 1-3. Quality assurance system]

		2016	2019	2018	2019	2020
IV	Achievement greater than plan.					
III	Plan was achieved.	X	X	X	X	x
II	Plan was not achieved sufficiently.					
I	Plan was not achieved.					

□ Evaluation of current situation

**(UCh)**

Self-assessment reports and student assessments are reviewed every year and seriously considered for any improvement needed in our program. The website at the UCh covering all relevant information on the JDP, including student profiles, is regularly updated.

**(TMDU)**

A questionnaire on the program and the subjects they selected during their first academic year was delivered to the students as feedback for program improvement, which was included in the self-assessment. Additionally, a faculty development workshop was conducted jointly with Chulalongkorn University and Mahidol University to share information on improving the teaching skills of faculty members as well as of the classes. As a part of the ongoing information publication activities, the TMDU has completely revamped its website.

□ Proposals for improvement

**(UCh)**

No significant new activities were proposed.

**(TMDU)**

No improvement was proposed.

## 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 2<sup>nd</sup> academic year, students will take the qualifying examination, and they will receive advice on their research projects from their supervisors.

**[Current situation]**

Entrance examinations are jointly conducted.

University faculty members of both the TMDU and UCh guide students, explaining the procedures for course registration and Diploma Policy.

Three supervisors, one from each institution (TMDU, UCh, and CLC), are assigned to the students. Using e-mails and online communication systems, the supervisors offer advice and guidance on the subjects selected by the students and their research plans.

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

		2016	2017	2018	2019	2020
IV	Achievement greater than plan.					
III	Plan was achieved.	X	X	X	X	X
II	Plan was not achieved sufficiently.					
I	Plan was not achieved.					

#### ☐ Evaluation of current situation

##### **(UCh)**

Entrance examinations and supervisions have been progressing as planned.

##### **(TMDU)**

Given the COVID-19 outbreak globally, both the UCh and TMDU had to significantly change the initial plans. In particular, the dispatch of students had to be canceled or postponed because of the immigration restrictions in both countries.

#### ☐ Proposals for improvement

##### **(UCh)**

No significant new proposal for the following period.

##### **(TMDU)**

The COVID-19 pandemic situation is expected to continue for several years worldwide. Globally, the guidelines of educational institutions have been changing dramatically, and the implementation of digital transformation will be essential to our JD Program as well.

## 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 publish relevant information, such as communications related to Diploma Policy, Curriculum and Admission Policies on their websites. All the necessary information listed below is available in both the application guide and universities' websites (Reference 1).

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

One person applied before and he/she was successfully enrolled in the program (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

(2)	October, 2018	April,2019	October, 2019	April,2020
Admissions quota	3	3	3	3
Number of applicants	3	0	1	0
Number of successful applicant	2	0	1	0
Number of enrollments	1	0	1	0

(3)	October, 2020	April,2021
Admissions quota	3	3
Number of applicants	0	0
Number of successful applicant	0	0
Number of enrollments	0	0

TMDU renewed the website for the JDP to improve recognition.

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	2018	2019	2020
IV	Achievement greater than plan.					
III	Plan was achieved.					
II	Plan was not achieved sufficiently.	X	X	X	X	X
I	Plan was not achieved.					

□ Evaluation of current situation

**(UCh)**

The low number of applications in 2020 is understandable because of the COVID-19 pandemic. Our efforts were focused on sustaining academic activities in general and supporting the current students. Although we paused efforts to contact new students for 2020 enrollment, we explored potential candidates for 2021.

**(TMDU)**

Both the current students and our recruitment activities have been greatly influenced by the COVID-19 outbreak. Since there is quite few prospect of more people coming and going, most of the student exchange programs have been canceled, and the appeal of this program to new possible candidates is very difficult.

□ Proposals for improvement

**(UCh)**

Active search for new candidates for 2021 is ongoing and two physicians, one each through external and internal contact (from our Doctoral Program in Medical Sciences based on the renewed admission policy), are likely enrollments for 2021.

**(TMDU)**

The COVID-19 pandemic has significantly impacted the recruitment for the JDP. Notwithstanding, the current situation is also an opportunity for the JDP to improve drastically. Proactive proposals on new initiatives, such as the digital transformation of the education system, originating from the committee members or alumni is desirable.

## 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]**

Meanwhile, the syllabus of the TMDU is entirely written in English while

that of the UCh is written both in Spanish and English. The syllabus includes the Curriculum Policy and is available on the websites of the respective universities.

### [Evaluation of 2-3. Syllabuses]

		2016	2017	2018	2019	2020
IV	Achievement greater than plan.					
III	Plan was achieved.		X	X	X	X
II	Plan was not achieved sufficiently.	X				
I	Plan was not achieved.					

#### ☐ Evaluation of current situation

##### **(UCh)**

The web page is active with updated information.

##### **(TMDU)**

Most of the important parts are well described in the syllabus. The JDP students or candidates seem to access the information without difficulties.

#### ☐ Proposals for improvement

##### **(UCh)**

No new proposals for the following period.

##### **(TMDU)**

No specific point needs to be improved.

## 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]

Grades for each subject are assigned by the university that originally established such lectures, which, in turn, are approved by the Academic Committee jointly operated by the TMDU and UCh. For the academic records at the TMDU and UCh, a grade conversion table (Table 5) has been designed to convert the respective evaluations of subjects. The TMDU and UCh concluded the MOA in February 2019.

(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	2018	2019	2020
IV	Achievement greater than plan.					
III	Plan was achieved.		X	X	X	X
II	Plan was not achieved sufficiently.	X				
I	Plan was not achieved.					

#### ☐ Evaluation of current situation

##### **(UCh)**

Gradings have advanced smoothly and have been regularly updated in official Postgraduate registries for all students in the JD Program.

##### **(TMDU)**

The assessment for each subject in this program is conducted smoothly by the university in charge.

#### ☐ Proposals for improvement

##### **(UCh)**

New proposals are not required for the upcoming period.

**(TMDU)**

No improvement is needed.

### **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 currently making preparations to provide rooms at TMDU Ichikawa Dormitory for prospective students conducting research activities 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 works have progressed smoothly by assigning one supervisor (pertaining to one of the three associated institutions) per student. TMDU supervisors regularly contact students to obtain information and updates, and at the same time, they usually give comments on the progress of their work via e-mail or through different online communication systems.

##### **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 enrolling in this program.

TMDU continues to look for more opportunities for financial support, such as monetary aid derived from private scholarships or public institutions. TMDU currently partakes in the Student Exchange Support Program (Scholarships for Short-term Study Abroad), and one student was granted with its scholarship.

### [Evaluation of 3-1. Student support system]

		2016	2017	2018	2019	2020
IV	Achievement greater than plan.					
III	Plan was achieved.	X	X	X	X	X
II	Plan was not achieved sufficiently.					
I	Plan was not achieved.					

#### ☐ Evaluation of current situation

##### **(UCh)**

All students in Chile have secured support from different sources to sustain their Program. Continuous contact with each student to respond to specific needs is ongoing and has proven crucial, especially during the pandemic period. Importantly, two students obtained ANID funding, which is a vital support.

##### **(TMDU)**

The students were well-supported in their learning environments, which was reflected in their feedback.

#### ☐ Proposals for improvement

##### **(UCh)**

Improvements are not required for the upcoming period.

##### **(TMDU)**

More opportunities should be explored for financially supporting students.

## Connect the world through medicine and dentistry

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MAHIDOL UNIVERSITY

## News

2021.4.1.

New JDP website!

JDPのHPがリニューアルしました！

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## Why JDP ?

A single academic degree jointly conferred on students who have completed a single joint educational program established by universities that jointly set up the said program.

ジョイント・ディグリー（JD）とは、連携する大学間で開設された単一の共同の教育プログラムを学生が修了した際に、当該連携する複数の大学が共同で単一の学位を授与するものです。

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## Joint Degree Programs in TMDU


 Tokyo Medical and Dental University and Chulalongkorn University  
International Joint Degree Doctor of Philosophy Program in Orthodontics  
国際連携歯学系専攻

**TMDU×Chulalongkorn University**  
TMDU×チュロンコン大学

 University of Chile and TMDU Joint Degree Doctoral Program in Medical  
Sciences with mention of a medical specialty  
国際連携医学系専攻

**TMDU×University of Chile**  
TMDU×チリ大学

 Joint Degree Doctoral Program in Medical Sciences between Tokyo Medical  
and Dental University and Mahidol University  
国際連携医学系専攻

**TMDU×Mahidol University**  
TMDU×マヒドン大学

## Director's Message


 Director, Institute of Global Affairs  
東京医科歯科大学 統合国際機構長

**Tomohiro Morio**  
森尾 友宏

 Division Head,  
JDP Advancement Division  
JDP推進部門長  
Acting Director, Institute of Global Affairs  
統合国際副機構長

**Keiichi Akita**  
秋田 恵一

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## Voices

Messages from students, OB/OG, faculty member

学生やOB/OG、教員のメッセージを、動画やインタビュー記事で紹介  
します。

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# ジョイント・ディグリー・プログラム

前号でお伝えしたように、新型コロナウイルスによるパンデミックは、ジョイント・ディグリー・プログラム（以下JDP）にも大きな影響を与えています。チリ大学では3月下旬より対面授業を中止としており、学生は例年とは違う形での学修を余儀なくされました。また、本年4月に本学で学修予定であった第一期生の渡航が急遽中止となり、未だに渡航の予定が立てられずにいます。本号では、パンデミック下で、仕事と学生生活の両立に奮闘する第四期生、カサーナ医師の様子をお届けします。

## 新型コロナウイルス下における経験と学生生活

カルラ・アレサンドラ・カサーナ・アバド医師 東京医科歯科大学・チリ大学国際連携医学系専攻

COVID-19によって引き起こされたパンデミックは、誰も予期しなかった形で世界中に影響を与えました。世界中の全ての人にとって非常に困難な時期ですが、特にこの緊急事態下において第一線で戦うこととなった医療従事者にとっては大きな挑戦となりました。

私は外科医ですが、外科の患者のみならずCOVID-19の患者の対応も行っています。私が働いている救急外来では、専門家を問わず全ての医師が、呼吸器系疾患の診断や治療方針に関する研修を受け、救急搬送される多くの患者を必死に対応しています。

また、JDPの講義はリモート形式に変更されましたが、分子生物学では研究室での実習があったため、受講するのが容易ではありませんでした。しかしながら、私の担当教官の方々は非常に協力的であり、ビデオ、オーディオ、書誌セミナーなどのツールを用いて受講できるように色々と対策を講じてくださいました。様々な講義を受ける中で、世界中の多くの科学者がSARS-CoV-2に関する研究内容や結果を既に発表していることを知り、この疾患に対する研究のスピードに驚かされました。

私はCOVID-19によって愛する人を失い、世界中で何千人もの医療関係者を含めた多くの人々を失いました。感染者の増加を目の当たりにすることは、非常に辛いことであり、また同時に感染拡大を抑えるための外出制限の維持を重要視しない多くの人々の良識の欠如にはやるせない思いでした。我々のような医学や科学に従事するものにとって、たとえ一人であっても救えない命があることは非常に大きなことです。今回のような世界中の人々の健康に影響を及ぼす疾患に備えて研究と臨床の両面から取り組んでいくことは非常に重要なことであり、大学院で研究を続けるために出来る限り努力することはとても意義のあることだと思います。

今回のパンデミックで私たちは多くの苦難に直面しました。しかしながら、困難な状況であるからこそ、医学教育には研究と臨床の両面が必要であることが理解できましたし、健康ほど大切なものはないということに気付かされました。



救急外来勤務後の防護マスク跡

## JDP学生による医学部学生への特別講義



特別講義のポスター

8月19日、JDPの国際連携医学系専攻第四期生であるカサーナ医師が、本学の学生としてアンドレス・ベジョ大学ビーニャ・デル・マールキャンパス医学部学生にデジタルツールを使用した論文作成に関する特別講義を行いました。

新型コロナウイルスの影響もあり、講義はオンライン形式で行われましたが、130名程の学生が参加したことから関心の高さがうかがえました。

現役のJDP学生による特別講義ということで、本学のJDPを多くの医学部学生に知ってもらう良い機会となりました。

# ジョイント・ディグリー・プログラム

チリにおける JDP のプログラム責任者であった植竹宏之教授の退職に伴い、昨年 12 月より絹笠祐介教授が学術委員会委員長に就任しました。新体制では、長堀正和准教授及び岡田卓也講師が学生の指導を担当することとなりました。

## JDP 学部長会議

日本時間 3 月 16 日 (チリ時間 3 月 15 日) に本学及びチリ大学の学部長及び教授で構成される学部長会議がテレビ会議システムを用いて開催されました。本会議では、例年通り一年間の JDP の総括、自己点検・評価報告書について報告が行われました。これに加えて、本年はプログラムが始まってから 5 年目という節目であることから、プログラムの改善に焦点を当てた協議が行われました。今後のプログラムが充実したものとなるように、両大学が協力をして運営を進めてまいります。



JDP 学部長会議の様子

## JDP4 大学合同の教職員 FD 研修 (Faculty Development Seminar 2020) 開催



FD 研修ポスター

年に一度、本学とチリ大学の教員の能力向上と意識を共有するために両大学間で実施されている教職員 FD 研修が、本年 3 月に初の試みとなる JDP3 専攻 (チュロンコン大学、チリ大学、マヒドン大学) 合同で行いました。

新型コロナウイルス感染拡大の影響で、講演者は各大学にて講演を行うことになりましたが、時差の関係からリアルタイムでの開催が難しいため、各講演者の講演動画を一本の動画に集約し、各大学にてオンデマンドで開催することとなりました。本学からは秋田恵一教授に講演をいただき、コロナ禍における本学の教育・研究への取り組みを中心に講演をいただきました。それぞれの大学において進行している JDP の更なる向上に資するよう有意義な機会となりました。

## 本学教員によるオンライン指導

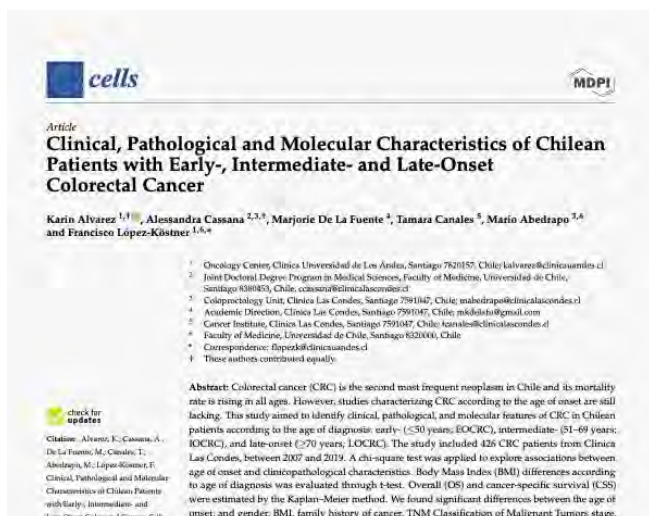


オンライン会議システムによる授業の様子

新型コロナウイルス感染拡大の影響を受けて、昨年4月に予定されていたJDP第一期生のディエゴ・サモラーノ医師の来日が、現在延期されています。今後の渡航の予定が立たないことから、プログラムの変更を余儀なくされていますが、これに対して岡田講師よりオンライン会議システムを通してオンライン指導という形で必修科目である「大腸肛門外科臨床応用Ⅱ（東京医科歯科大学）」の授業を実施しました。

二国間で構成されているプログラムのため、学修する上で学生は疑問や不安を抱くこともあります。こういったオンラインによるサポートを通し、この困難な状況下にある学生の不安を少しでも払拭することにつながることを願います。

## 学術誌への論文掲載



学術誌Cellsオンライン版掲載記事

3月12日、本プログラムの国際連携医学系専攻第四期生であるアレサンドラ・カッサナ医師、指導教官であるフランシスコ・ロペス医師、マリオ・アベドラポ医師及び研究者による論文「Clinical, Pathological and Molecular Characteristics of Chilean Patients with Early-, Intermediate- and Late-Onset Colorectal Cancer」が学術誌Cellsに掲載されました。

本研究では、2007年から2019年の間の426名のCLCの大腸がん患者を診断時の年齢別に若年層、中年層、高齢層の3つのグループに分けて解析することで、臨床的、病理学的、分子学的な特徴を報告しました。

このような研究はチリでは初めてのこととなり、今後のチリの大腸がん患者の診断や治療の一助となることが期待されます。

(参考URL: <https://www.mdpi.com/2073-4409/10/3/631/htm>)

# Programa de Grado Conjunto

Tal como se señaló en la edición anterior de nuestro boletín, la pandemia causada por el COVID-19 también ha generado un gran impacto en nuestro Programa de Grado Conjunto (en lo sucesivo denominado “JDP”). Desde fines del mes de marzo, se dio suspensión a todas las clases presenciales al interior de la Universidad de Chile, situación que forzó a los alumnos a estudiar de un modo totalmente distinto a lo habitual de años anteriores. Adicionalmente, el viaje a Japón del Dr. Zamorano (alumno perteneciente a la primera generación del programa) con el objeto de cursar estudios en nuestra universidad; y que se encontraba agendado para el mes de abril del presente año, ha debido cancelarse repentinamente y aún no ha podido reprogramarse. En el siguiente artículo, presentaremos a ustedes el caso de la Dra. Cassana, estudiante que integra la cuarta generación de nuestro programa y que lucha diariamente por compatibilizar el trabajo con su vida estudiantil en medio de la pandemia.

## Experiencias y Vida Estudiantil en el Marco de la Pandemia por COVID-19

**Dra. Carla Alessandra Cassana Abad** *Programa de Doctorado Conjunto Universidad de Chile y TMDU en Ciencias Médicas con Mención en Especialidad Médica*

La pandemia causada por el COVID-19 ha afectado al mundo de una manera tal que nadie esperaba. Estos han sido tiempos sumamente difíciles, un momento de desafío para todos y especialmente para el personal de salud que se ha convertido en la primera línea de batalla en medio de esta contingencia sanitaria global. Como médico cirujano, no solo he estado enfocada en la atención de pacientes infectados por COVID-19, sino que también en el cuidado de pacientes quirúrgicos. En mi lugar de trabajo (Servicio de Urgencias) y sin importar cual fuera nuestra especialidad, todos los médicos tuvimos que capacitarnos respecto de los protocolos adecuados para el diagnóstico y tratamiento de casos respiratorios, lo que ha constituido un verdadero desafío por la inmensa cantidad de pacientes que se trasladan diariamente hasta el servicio de urgencias. En circunstancias que todas las clases del programa JDP ahora se imparten en modalidad remota; y puesto que incluso algunas asignaturas tales como la de “Biología Molecular” incluyen una sección práctica a desarrollar en el laboratorio, el tener que tomar dichos cursos no ha sido para nada sencillo. No obstante, debo reconocer que tanto mis profesores como mi supervisor académico han sido de gran apoyo, incluso adoptando nuevas estrategias de aprendizaje (utilización de herramientas electrónicas tales como material audiovisual, seminarios bibliográficos, etc.) con el fin de alcanzar los objetivos planteados para cada uno de los cursos. Asimismo, mientras cursaba diversas asignaturas, quedé realmente sorprendida al enterarme de la rapidez con la que numerosos equipos científicos alrededor del mundo ya se encontraban publicando contenidos y resultados de investigación sobre el manejo y tratamiento del SARS-CoV-2. Como ser humano, he sufrido la pérdida de seres queridos a causa del COVID-19, la partida de miles de colegas y de mucha gente alrededor del mundo. Ha sido sumamente doloroso presenciar el cada vez mayor número de casos activos de contagio; y al mismo tiempo, muy frustrante evidenciar la inminente falta de empatía de un gran número de personas que simplemente ignoran la importancia de respetar las cuarentenas y el confinamiento con tal de reducir así el riesgo de contagios. Para nosotros, en nombre de toda la comunidad médica y científica, aunque se trate de la pérdida de una sola vida humana ya es más que suficiente. Con el fin de combatir una enfermedad como ésta que afecta a la salud de tantas personas alrededor del mundo, creo que es sumamente importante esforzarse por estar preparados tanto en el ámbito clínico como en el de la investigación científica. Y a pesar de las difíciles circunstancias actuales, el hacer todo lo posible por continuar con nuestros estudios académicos de postgrado es sin duda algo muy valorable.

Si bien esta pandemia nos ha hecho afrontar un sinnúmero de penurias, la compleja situación actual nos ha permitido también comprender que para la educación médica, tanto la investigación científica como la práctica clínica constituyen aspectos fundamentales. Asimismo, esta crisis también nos ha hecho advertir que en la vida no existe nada más importante que la salud.



Lesiones cutáneas producto del uso de la mascarilla protectora al término de la jornada laboral en el Servicio de Urgencias.

## Conferencia Especial para Alumnos de Medicina a Cargo de Estudiante JDP



Afiche Promocional de la Conferencia Especial.

Con fecha 19 de agosto y en su calidad de estudiante perteneciente a la cuarta generación de nuestro programa JDP, la Dra. Cassana brindó una conferencia especial relativa a la elaboración de un proyecto de tesis de investigación a partir de la utilización de recursos electrónicos. Dicha actividad académica estuvo dirigida a distintos alumnos de la Facultad de Medicina de la Universidad Andrés Bello, sede Viña del Mar (Campus Quillota).

Como consecuencia del COVID-19 y con el fin de resguardar la salud de todos los involucrados, la conferencia se efectuó en modalidad telemática. No obstante, ésta de todos modos contó con la activa participación de un total estimado de ciento treinta asistentes, quienes manifestaron un alto nivel de interés por las temáticas planteadas durante el curso.

Al tratarse de una conferencia especial impartida por uno de nuestros estudiantes activos del JDP, ésta constituyó también una excelente instancia para que un vasto número de alumnos de medicina supiera de la existencia de nuestro JDP.

## Joint Doctoral Degree Program in Medical Sciences (PDCCM) associated with specialties derived from Coloproctologic Surgery, Digestive Surgery and Gastroenterology.

### Joint Doctoral Programs (JDPs) Faculty of Medicine, Universidad de Chile and Tokyo Medical and Dental University (TMDU) - Japan

This initiative arose from the common interest of academics / researchers in the basic-clinical area of digestive cancer, in addition to the long academic relationship between Clínica Las Condes, the educational clinical hospital campus of Universidad de Chile and TMDU, and the strong interest of the Japanese government in internationalizing their universities by actively supporting the JDPs.

The general goal is to train doctors in the Medical Sciences to perform basic-clinical research at the highest level in the above mentioned specialties, integrating knowledge and methodologies from the basic sciences and clinical sciences area. The JDP includes residence of its students in both institutions.

At present, the joint-doctoral degree program with TMDU has three derived specialties: Coloproctologic Surgery, Digestive Surgery and Gastroenterology. The basic requirements and terms of conditions of the JDP are stated in the Agreement "Program of Joint Degree (MD / PhD Program) between the Faculty of Medicine of Universidad de Chile (UCH) and Tokyo Medical and Dental University (TMDU), in academic collaboration with Las Condes Clinic (CLC), Chile" signed by both deans in 2015.

#### Admission requirements to enter to the program in Chile:

- Title of Medical Surgeon duly validated
- Approval of EUNACOM (foreign applicants)
- Certification of primary specialty
- English Proficiency

#### Admission requirements to enter to the program in Japan:

- Title of Medical Surgeon duly validated in Japan
- Certification of primary specialty
- English Proficiency

#### Characteristics of the Program

**I)** The Program is five (5) years long. In such a period, students take postgraduate courses from both institutions, a doctoral thesis project, and the subspecialty

**II)** The program is taught in English, Spanish or Japanese, which is a requirement for clinical instruction. Spanish is a required to obtain the clinical subspecialty in Chile, and Japanese for the clinical subspecialty in Japan

**III)** During the program the student is guided by an academic tutor who will advise him/her of the subjects to be taken during the program. The courses offered are listed on the following page:

<http://www.medicina.uchile.cl/postgrado-y-postulato/magister/facultad-de-medicina/10724/cursos-de-postgrado>

**IV)** The academic curriculum entails doctoral training and clinical instruction

**A)** • 1st and 2nd year: Doctoral instruction: courses and work experience in Chile

• 2nd year: those who pass the qualification exam will proceed to the preparation of the thesis.

• 3rd to 5th: Preparation of the thesis.

• 5th year: Review of the thesis in the university where the student has enrolled

**B)** • 1st to 5th year Clinical Instruction: Subjects are taught in Chile and Japan. The courses are a combination of theoretical and hands-on instruction from the derived specialty developed primarily between the second and fourth year of the Program.

• 5th year: Final exam for Chilean students at Universidad de Chile.

**V)** Students must complete five years of study or more, meet the credits required, receive instruction in research, present a thesis, pass the thesis defense, and final exam.

**VI)** The degree diploma is awarded jointly by both universities with the signature of both institutions' rectors.

#### Students

Currently, the JDP has three surgeons student: a Chilean, an Ecuadorian and a Japanese in the following derived specialties:

- Coloproctologic Surgery

- Digestive Surgery

#### Admission

In the months of December-January, admission and application to the JPD opens together with the call of admission to the doctorate programs at Faculties of Medicine of UCH and TMDU. Once a year, the possibility of adding an extraordinary call in the months of July and August is evaluated.

#### For inquiries please contact:

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## NEWS



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