



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 2016 - March 2017>

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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]**

Two committees, the Dean Council and Academic Committee, are organized and active. TMDU and UCh have decided to organize the Qualifying Examination Committee, Thesis Examination Committee and External Assessment Committee, and their committee members will be elected when these committees are organized.

Reference 1: Members lists

Reference 2: Conference agenda

## 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]

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 answer sheets to TMDU in 2016. Furthermore, the JDP coordinator has used the room for his paperwork.

For better cooperation between TMDU and UCh, a TMDU assistant professor was dispatched as a TMDU-UCh coordinator, he worked 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
IV	Achievement greater than plan.	
III	Plan was achieved.	X
II	Plan was not achieved sufficiently.	
I	Plan was not achieved.	

#### ➤ Evaluation of current situation

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

UCh and TMDU’s Academic Committee has been very active and highly engaged in the Program through regular monthly meetings. The Dean Council will meet in March. Communications between TMDU and UCh have been efficient and smooth despite the 12-hour time difference. A monthly video conference has been organized on a strictly regular basis, with all necessary documents provided, including a table of topics to be discussed at the meeting, minutes of the past meeting subject to review and approval. The presence of an

interpreter allows meetings and communications between technical staff from both institutions to go smoothly.

**(TMDU)**

The plan has been sufficiently implemented and the system is in place. Two committees are organized: the Dean Council and the Academic Committee.

The video conferencing system is used for making contact and holding meetings between the two universities, with the Academic Committee convening meetings once a month as a rule. It is also used for the joint interviews that are part of the entrance examination.

For the 2016 entrance examination, LACRC was used as the examination facility and sent out answer sheets after the examination. In addition, the coordinating faculty members reported that it was used effectively in their work.

The coordinating faculty members, who coordinate tasks with the University of Chile are assistant professors at TMDU and receive the assistance of a Japanese and Chilean administrative staff members proficient in Japanese, English, and Spanish. This has made program management smoother with regard to student reception, conducting entrance examinations and all other aspects.

➤ Proposals for improvement

**(UCh)**

The joint implementation of the Program has been in our opinion outstanding. We cannot find any specific areas for improvement.

**(TMDU)**

The members of the Qualifying Examination Committee, Thesis Examination Committee and External Assessment Committee are under consideration but have yet to be elected, so it is urgent that provisions are made.

There are potential obstacles to maintaining contact, such as the 12-hour time difference between Chile and Japan, which makes it difficult to decide on a good time for meetings. However, we have conducted the Program smoothly, using email, the video conferencing system and Skype.

## 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.

TMDU and UCh faculty members have explained the Diploma Policy to new students in their universities' guidance. The policy may also be viewed on the TMDU website. There is no experience of completion of this program since it is a 5-year program that began in 2016.

### 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 may be viewed on the TMDU website.

(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	5	7
		•Introduction to Immunology	4	8
		•Basic Pharmacology	4	6
•Molecular Microbiology		4	6	
•Clinical Research Methods (Basic)		3	4	
(3) Advanced subjects	•Bioinformatics	2	3	
	•Advanced Cell and Molecular Biology	3	4	
	•Organ Specific Physiology and Pathology	5	7	
	•Cellular and Molecular Immunology	5	7	
	•Genetic Medicine	5	7	
	•Human Biochemistry	5	7	
	•Cell Signaling in Biomedicine	3	4	
	•Molecular Biology Applied to Diagnosis and Clinical Research	3	4	
	•Epidemiology	3	6	
	•Biofunctional Molecular Science	2	3	
	•Overview of Public Health Medicine in Disease Prevention	2	3	
(4) Research	•Basic Research	10	15	
	•Clinical Research	10	15	
(5) Seminar	•Seminar	2	4	
(6) Clinical Training	Upper Digestive Surgery	•Basic Clinical Training in Upper Digestive Surgery at UCh	20	30
		•Advanced Clinical Training in Upper Digestive Surgery at UCh	27	
		•Basic Clinical Training in Upper Digestive Surgery at TMDU	20	

		<ul style="list-style-type: none"> <li>• Advanced Clinical Training in Upper Digestive Surgery at TMDU</li> <li>• Advanced Clinical Training in Upper Digestive Surgery II at TMDU</li> </ul>	35 8	52 12
	Colorectal Surgery	<ul style="list-style-type: none"> <li>• Basic Coloproctological Clinical Training at UCh</li> <li>• Advanced Coloproctological Clinical Training at UCh</li> <li>• Basic Coloproctological Clinical Training at TMDU</li> <li>• Advanced Coloproctological Clinical Training at TMDU</li> <li>• Advanced Coloproctological Clinical Training II at TMDU</li> </ul>	20 27 20 35 8	30 52 12
	Gastroenterology	<ul style="list-style-type: none"> <li>• Basic Gastroenterology Clinical Training at UCh</li> <li>• Advanced Gastroenterology Clinical Training at UCh</li> <li>• Basic Gastroenterology Clinical Training at TMDU</li> <li>• Advanced Gastroenterology Clinical Training at TMDU</li> <li>• Advanced Gastroenterology Clinical Training II at TMDU</li> </ul>	20 27 20 35 8	30 52 12
(7) Thesis		<ul style="list-style-type: none"> <li>• Thesis at UCh</li> <li>• Thesis at TMDU</li> </ul>	40 40	85 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 2018 was conducted in September and October in accordance with the Admissions Policy. Two candidate passed, and one candidate entered our program.

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

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

#### ➤ Evaluation of current situation **(UCh)**

In accordance with the Diploma Policy, the Program confers a Joint Certificate, co-signed by the rectors of TMDU and UCh. This is now possible thanks to the JDP initiative, UCh amended its former certification regulations to allow a single diploma signed by the co-signatories to be conferred (Attached Reference 3: University degree regulations). Information on the Curriculum and Admissions Policies for the Doctoral Program in Medical Sciences of the Faculty of Medicine at UCh, which oversees the JDP Program in Chile, is readily available on the website of Postgraduate School, Faculty of Medicine, University of Chile. Special mention is made of the JDP with TMDU as well as the respective medical specialties and the additional requirement of English ability. The overall study

plan and provision of courses required to complete credits are described on the university's website ([www.med.uchile.cl](http://www.med.uchile.cl)). Interested students are invited to talk with postgraduate staff in order to obtain further details of the specificity of the JDP, including co-tutoring on thesis writing by UCh and TMDU professors, clinical rotations related to the specific specialties associated with the JDP, rotation period at TMDU in Japan, financing options, and certification.

The first student entered the JDP in April 2016 for study of the subspecialty of Coloproctology, after being passed in the admission examination by TMDU and UCh professors, via videoconferencing from CLC. Courses for his first year were determined together with his academic tutor, and he was duly registered for them. He completed his first year successfully.

#### **(TMDU)**

The Diploma Policy for this program was agreed on by both universities on the basis of the goals for fostering talented individuals. The policy aims to train leaders who are highly specialized professionals with great experience and clinical expertise, possess a detailed knowledge of medical research, and are capable of viewing medicine and research from a global perspective. This is explained to new students in the guidance given by faculty members of TMDU and UCh. The Diploma Policy is also available on their websites. It is very transparent.

The 5-year program has been put together on the basis of a Curriculum Policy that aims to develop the knowledge, abilities, skills, etc. that fulfill the requirements stated in the Diploma Policy. This information is also available on the websites.

Information on student entrance requirements and the entrance examination is available on the websites and it is equally accessible by all applicants. The entrance examination has been designed to select talented individuals in accordance with the Admissions Policy. It includes a test of English ability, an essay (Japanese or Spanish), interviews by each university (Japanese or Spanish), and a joint interview by the TMDU and UCh (English), and is designed to give equal opportunity to applicants at both universities, which is commendable. An entrance examination was held in January 2015 in accordance with the Admissions Policy, yielding one successful applicant. It was deemed to have been carried out properly.

#### **➤ Proposals for improvement**

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

A more complete description of the JDP (currently it is partially described on the website of the Postgraduate School) would likely help interested students to gain a better idea of the Program, before individual interviews. A specific website for the JDP is being prepared and preparations are also being made for publication of the JDP in national newspapers and presentations to medical students for the next academic year.

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

There is nothing to improve, but we will need to consider a way of determining whether the entrance examination and curriculum are conducted according to 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]

Self-assessment of this program was implemented in March, 2019 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, 2018 to March, 2019.

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, 2020.

### 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 are to undergo external assessment in March, 2018. The results of the external assessment will be fed back to faculty members of both universities. TMDU and UCh will consider improvement of educational and research activities on the basis of the results and comments received.

### 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]

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 are to be 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 will be filmed and the video and handouts will be distributed to absentees.

Reference 4: Questionnaire

### 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. The JDP team manages the JDP website which provides information on the educational and research activities listed in \*3 below.

Also, newsletters have been published regularly to let the public know about the current situation of the operation of the JD Program. TMDU and UCh have been considering other methods of publicity such as providing guidance on admission to the graduate school.

**Reference 5: Website**

(\*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

**[Evaluation of 1-3. Quality assurance system]**

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

➤ Evaluation of current situation

**(UCh)**

During the first year, we have focused on implementing the Program and recruiting the first students. Several important issues have been tackled and there is room for improvement, especially regarding websites. We will focus efforts on assessment of the JDP after the second year as we will have at least 3, or possibly 5, active students from both Chile and Japan. The faculty workshop held at TMDU was very useful for sharing on developments in Japanese and Chilean postgraduate research and their potential impact on the JDP.

**(TMDU)**

TMDU administered questionnaires to the students concerning the program and subjects which they took in the first academic year. Also, supervisors heard students' opinions 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.

Furthermore, we conducted a faculty development workshop consisting of lectures and discussion on higher education and a medical specialty system providing better education. In the discussion, ideas were shared on improving the teaching skills of faculty members and classes, and it was found that there were no great problems.

Through cooperation between TMDU and UCh, information on educational and research activities is available on both universities' websites. In addition, newsletters have been published regularly to allow the public to know the current situation of operation of the JD program.

The plan was well achieved.

➤ Proposals for improvement  
(UCh)

Internal and external assessments will be developed as planned. Improvements to the website at UCh will be made during years 2-3 of the JDP.

(TMDU)

TMDU and UCh will discuss improvement of educational and research activities at the Academic meeting held in March, 2018 at TMDU, after external evaluation by the External Assessment Committee based on the self-assessment reports. Also, details of the future operation of the JD Program will be revealed to the public through a newsletter published by LACRC.

TMDU and UCh should consider other methods of publicity such as those using admission guidance for the graduate school.

Reference 6: Newsletter

## **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 were jointly conducted and one student matriculated for the program in 2016. University faculty members of both TMDU

and UCh provided guidance. 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 UCh during their 1st year and have completed the required subjects.

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

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

➤ Evaluation of current situation  
**(UCh)**

During the first year, we have focused on implementing the program and recruiting the first students. Several important issues have been tackled and there is room for improvement, especially with regard to the website. We will focus efforts on assessment of the JDP during the second and third years as we will have at least 3, and possibly 5, active students from Chile and Japan. The faculty workshop held at TMDU in the last two years was very useful for sharing on developments in Japanese and Chilean postgraduate research and their potential impact on the JDP.

**(TMDU)**

Students are advised to register for appropriate subjects, and a research plan is made based on these subjects. Students have received supervision from their supervisors frequently via email and the video conferencing system. When professors from TMDU visited UCh, students reported on their research progress. It was fulfilling for students to receive supervision from both universities' professors and exchange opinions with them.

➤ Proposals for improvement  
**(UCh)**

There is nothing to improve.

**(TMDU)**

As communication methods, email and the video conferencing system are adequate. However, for better communication, TMDU and UCh should visit each other for face-to-face communication more often.

## 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 Admissions Policy, Curriculum Policy and Diploma Policy, on their websites. All of the necessary information below is available in the application guide and on the websites (Reference 4).

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

Only one person applied and was enrolled (Table 4). Thus the number of enrollments was insufficient based on the admission quota.

(Table 4)

(1)	April, 2016
Admissions quota	3
Number of applicants	1
Number of successful applicant	1
Number of enrollments	1

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

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

➤ Evaluation of current situation

**(UCh)**

One student entered the program during the first year while we expected two. On one hand this was positive because being a completely new initiative for both institutions, it allowed us to establish all procedures in a more controlled manner. The first student can be considered a talented student. We expect to increase recruitment in year two, to at least 3 students.

**(TMDU)**

Since April 2016, JDP has had one graduate student from UCh who has already been taking classes in Chile.

Although enrollment was not to capacity, it is the first experience of this kind of program for both institutions, and it is also an uncommon program in Japan. Some adjustment of the system at JDP is still required, and we should be able to acquire the minimum number of the students in such a developing situation.

➤ Proposals for improvement

**(UCh)**

Focus efforts on increasing recruitment of young, talented, motivated doctors, who are specialists in surgery or internal medicine, for one of the three subspecialties of the program. We will work on refining the clinical curricula for gastroenterology and upper digestive surgery in order to begin recruitment for these subspecialties in 2017. We will increase the visibility of the JDP through personal contact of program professors with physicians receiving training in the surgery and internal medicine specialty programs. We will place at least one specific advertisement for inviting applications in a high circulation newspaper.

**(TMDU)**

Although both the TMDU and the UCh have been engaged in promotional activities, through measures such as providing student support, the enrollment of students has not reached the planned number. TMDU and UCh have been conducting the promotional activities using websites, posters and announcements at medical congresses. However, awareness of the program is still not sufficient for gaining enough applicants, especially from outside of our 2 universities. Originally the established courses in the Program were limited to those on gastrointestinal diseases, and the targeted students were limited to those in related specialties. It is necessary to extend promotion and target doctors from other universities or facilities as well.

Furthermore, there was a case in which an applicant was not suitable for the

Program because the conditions of enrollment restricted applications to those from persons qualified as specialists. If possible, the conditions should be changed to more feasible ones, for example, expanding the target to include persons who are expected to complete the certification for a medical specialty.

## 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.

[Evaluation of 2-3. Syllabuses]

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

➤ Evaluation of current situation

**(UCh)**

The website of Postgraduate School, Faculty of Medicine, UCh contains basic information regarding the Doctoral Program in Medical Sciences with specific mention of the JDP, although the information is not very detailed.

**(TMDU)**

Appropriate plans for the classes in the Program (syllabus) have been made in Japanese and English, and are shown on the websites. However, performance evaluation criteria are not available on them. One would expect the original concepts of the syllabuses or evaluation criteria to differ with the university or country, and that there would be inconsistencies, so there has been frequent contact via video conferences. In addition, it has been taking more time than expected for the respective administrative procedures.

➤ Proposals for improvement

**(UCh)**

A specific website for the JDP will be developed and the details of the Program (syllabus) will be given on the website of the Faculty of Medicine.

**(TMDU)**

In an international collaboration, it takes much time to translate from one language to another in the process of obtaining the mutual agreement of both parties. It is commendable that direct discussions via the video conferencing system have been periodically conducted. However, it is essential to publicize the content of the Program, including the evaluation criteria, using websites and other means. While mutual understanding has been getting better following a long period of preparation, urgent action is required to allow the international program to be known better in the world.

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

(Table 5)

TMDU		UCh	
GP	Grade	Score	Grade
4	S (Superior)	7.0-6.5	Outstanding
3	A (Excellent)	6.4-6.0	Very Good
2	B (Good)	5.9-5.0	Good
1	C (Fair)	4.9-4.0	Fair
0	D (Fail)	3.9-3.0	Fail
		2.9-1.0	Poor

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

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

➤ Evaluation of current situation

**(UCh)**

The current student has received his grades and credits according to the rules of both universities. Also, the completion of the courses by the student is satisfactory.

**(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 TMDU and the UCh. The assessment standards are clear and assessment appears to be carried out objectively.

➤ Proposals for improvement

**(UCh)**

The evaluation method and criteria are in line with the rules of the UCh. So there is nothing to improve.

**(TMDU)**

It is planned to make the grade conversion standards and method available to students on the website. This is a task that needs to be carried out urgently because information needs to be available publicly.

### **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. For students who matriculated at UCh, TMDU applied and successfully obtained CLC research scholarships (8,000 USD). TMDU continues to search for more opportunities for financial support, such as through private scholarships or the Student Exchange Support Program (Scholarships for Short-term Study in Japan).

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

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

➤ Evaluation of current situation

**(UCh)**

The first student is making good progress in the Program. Supervisors were assigned and have been in constant close contact with the student. All fees have been waived by the Faculty of Medicine. The student has obtained financial support from CLC by a method agreeable to him. Resources have been set aside for his stay in Japan during the development of his thesis and funding from CLC for his research project has been secured.

**(TMDU)**

TMDU is still making preparations to provide accommodation and financial support for the Chilean student. The student's support from TMDU is going smoothly as planned.

➤ Proposals for improvement

**(UCh)**

We will try to obtain partial funding from CLC for the stay of the Japanese student in Chile during the Program.

**(TMDU)**

Although TMDU's preparations to support the student are going smoothly. It is unclear what the financial situation will be like during the stay of Chilean students in Japan or of Japanese students in Chile. TMDU will solve potential problems in this regard as they occur with the support of UCh and CLC.

## TMDU·UCh Member list of the Dean Council

4/1/2016~3/31/2017

Name		Position	Name of the department	Email address	
1	TMDU	Masanobu KITAGAWA	Dean	Comprehensive Pathology	masa.pth2@tmd.ac.jp
2		Kazuyuki KOJIMA	Professor	Center for minimally invasive surgery	k-kojima.srg2@tmd.ac.jp
3	UCh	Manuel Kukuljan	Dean		kukuljan@med.uchile.cl
4		Miguel O`Ryan Gallardo	Professor	Infectious Diseases	moryan@med.uchile.cl

©Chairperson

Total 4

### Observer

Name		Position	Name of the department	Email address	
1	TMDU	Hiroyuki UETAKE	Professor	Specialized Surgeries	h-uetake.srg2@tmd.ac.jp
2		Akihiro ARAKI	Associate Professor	Center for Personalized Medicine for Healthy Aging	araki.gast@tmd.ac.jp
3		Masamichi YASUNO	Associate Professor	Gastrointestinal Surgery	yasuno.srg1@tmd.ac.jp
4		Takuya OKADA	Junior Associate Professor	Gastrointestinal Surgery	t-okada.srg1@tmd.ac.jp
5	UCh	Jaime Poniachick	Professor	Gastroenterology	jaime_poniachik@yahoo.es
6	CLC	Patricio Burdiles	Professor	General surgery Digestive Surgery Laparoscopic surgery	pburdiles@clc.cl
7		Francisco López	Director	Coloproctology	flopez@clc.cl
8		Juan Pablo Torres	Academic Director	Pediatrics	jptorres@clc.cl

Total 8

### Notes;

- Conduct video conference once a year at least.

**TMDU • University of Chile • CLC**  
**Member list of the Academic Committee**

4/1/2016~3/31/2017

Name		Position	Name of the department	Contact	Email address	
1	©Masanobu KITAGAWA	Professor	Comprehensive Pathology	81-3-5803-5173	masa.pth2@tmd.ac.jp	
2	TMDU	Tatsuyuki KAWANO	Professor	Gastrointestinal Surgery	81-3-5803-5252	kawano.srg1@tmd.ac.jp
3		Hiroyuki UETAKE	Professor	Specialized Surgeries	81-3-5803-5257	h-uetake.srg2@tmd.ac.jp
4	University of Chile	©Miguel O`Ryan Gallardo	Professor	Infectious Diseases		moryan@med.uchile.cl
5		Mario Uribe	Professor	Digestive Surgery Liver surgery Laparoscopic surgery		muribem@clc.cl
6		Juan Pablo Torres Torretti	Associate Professor	Pediatrics		jptorres@clc.cl
7	CLC	Patricio Burdiles	Associate Professor	General surgery Digestive Surgery Laparoscopic surgery		pburdiles@clc.cl
8		Francisco López	Associate Professor	Coloproctology		flopez@clc.cl
9		Claudio Wainstein	Asistant Professor	Coloproctology		cwainstein@clc.cl

©Chairperson

Total 9 persons

Notes;

Conduct video conference once a month at least.

Proposal: 3 members from each Institution. Total of 9 representatives. (2 members less from TMDU)

**University of Chile-TMDU Dean Council  
3:00pm Monday, April 10, 2017 (Santiago time)**

**Agenda**

1. the Dean Council \*01-01  
\*01-02
  
2. Program management(Overall) \*02  
\*Reference 01  
\*Reference 02  
\*Reference 03
  
3. Others
  
4. Schedule next call

\*please refer to each hand-out

**University of Chile-TMDU Academic Committee**  
**8:00am Monday, May 9, 2016 (Santiago time)**  
**20:00pm Monday, May 9, 2016 (Tokyo time)**

**Agenda**

1. Minutes for the previous Video Conference Call \*01
2. Documents required by MEXT
3. Credits earned for each subject \*02
4. MOA (Memorandum of Agreement)
5. Intellectual Property Rights \*03
6. Guidance for student
7. Others
8. Schedule next call

\*please refer to each hand-out

2016

April						
Su	Mo	Tu	We	Th	Fr	Sa
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May						
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July						
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31						

August						
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September						
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October						
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November						
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December						
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31						

**University of Chile-TMDU Academic Committee**  
**7:30am Tuesday, June 14, 2016 (Santiago time)**  
**20:30pm Tuesday, June 14, 2016 (Tokyo time)**

**Agenda**

- |   |     |
|---|-----|
| 1. Minutes for the previous Video Conference Call | *01 |
| 2. Publication of the syllabi                     |     |
| 3. Approval of Credits                            | *02 |
| 4. Intellectual Property Rights                   | *03 |
| 5. Schedule for the next entrance examination     | *04 |
| 6. Responsibility in management of program        | *05 |
| 7. Guidance for student                           |     |
| 8. Dean Council                                   |     |
| 9. Others   |     |
| 10. Schedule next call                            |     |

\*please refer to each hand-out

2016

April							May							June						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
					1	2	1	2	3	4	5	6	7				1	2	3	4
3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11
10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18
17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25
24	25	26	27	28	29	30	29	30	31					26	27	28	29	30		
July							August							September						
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10	11	12	13	14	15	16	14	15	16	17	18	19	20	11	12	13	14	15	16	17
17	18	19	20	21	22	23	21	22	23	24	25	26	27	18	19	20	21	22	23	24
24	25	26	27	28	29	30	28	29	30	31				25	26	27	28	29	30	
31																				
October							November							December						
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9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24
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30	31																			

**University of Chile-TMDU Academic Committee**  
**7:30am Thursday, July 21, 2016 (Santiago time)**  
**20:30pm Thursday, July 21, 2016 (Tokyo time)**

**Agenda**

- |   |              |
|---|--------------|
| 1. Minutes for the previous Video Conference Call | *01          |
| 2. Publication of the syllabi                     | *02          |
| 3. Approval of Credits                            | *03          |
|   | *Reference 1 |
|   | *Reference 2 |
| 4. Schedule for the next entrance examination     | *04          |
| 5. Others   |              |
| 6. Schedule next call                             |              |

\*please refer to each hand-out

2016

July							August							September						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
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10	11	12	13	14	15	16	14	15	16	17	18	19	20	11	12	13	14	15	16	17
17	18	19	20	21	22	23	21	22	23	24	25	26	27	18	19	20	21	22	23	24
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31																				

October							November							December						
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9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24
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30	31																			

2017

January							February							March						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
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8	9	10	11	12	13	14	5	6	7	8	9	10	11	5	6	7	8	9	10	11
15	16	17	18	19	20	21	12	13	14	15	16	17	18	12	13	14	15	16	17	18
22	23	24	25	26	27	28	19	20	21	22	23	24	25	19	20	21	22	23	24	25
29	30	31					26	27	28					26	27	28	29	30	31	

**University of Chile-TMDU Academic Committee**  
**8:00am Monday, September 26, 2016 (Santiago time)**  
**20:00pm Monday, September 26, 2016 (Tokyo time)**

**Agenda**

1. Minutes for the previous Video Conference Call \*01
2. Visit to Japan by Dr. Patricia Gómez
3. Preparation for JDP meeting at TMDU in December \*02
4. Advance of JDP and quotas for 2017
5. Recruit a Japanese student \*03
6. Others
7. Schedule next call

\*please refer to each hand-out

2016

July						
Su	Mo	Tu	We	Th	Fr	Sa
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3	4	5	6	7	8	9
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31						

August						
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September						
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October						
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30	31					

November						
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27	28	29	30			

December						
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2017

January						
Su	Mo	Tu	We	Th	Fr	Sa
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29	30	31				

February						
Su	Mo	Tu	We	Th	Fr	Sa
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March						
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**University of Chile-TMDU Academic Committee**  
**8:00am Monday, October 17, 2016 (Santiago time)**  
**20:00pm Monday, October 17, 2016 (Tokyo time)**

**Agenda**

- |  |        |
|--|--------|
| 1. Minutes for the previous Video Conference Call  | *01    |
| 2. Approval of Credits                             | *02-01 |
|  | *02-02 |
| 3. Visit to Japan by Dr. Patricia Gómez            | *03    |
| 4. Preparation for JDP meeting at TMDU in December | *04    |
| 5. Joint Workshop 2016@TDMU                        | *05    |
| 6. Others  |        |
| 7. Schedule next call                              |        |

\*please refer to each hand-out

2016	<b>October</b>	<b>November</b>	<b>December</b>																																																																																																																																																				
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**University of Chile-TMDU Academic Committee**  
**8:00am Tuesday, November 22, 2016 (Santiago time)**  
**20:00pm Monday, November 22, 2016 (Tokyo time)**

**Agenda**

1. Minutes for the previous Video Conference Call \*01
2. Presentation by Miss. Margarita Ahumada
3. Visit to Japan by Dr. Patricia Gómez \*02
4. Preparation for JDP meeting at TMDU in December \*03
5. Joint Workshop 2016@TDMU \*04
6. Trip to Chile by TMDU professor \*05
7. 'Study in Japan Fair' in Chile \*06
- \*Reference
8. Others
9. Next conference: 15:00pm, December 7<sup>th</sup> at TMDU

\*please refer to each hand-out

2016	<b>October</b>	<b>November</b>	<b>December</b>
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**University of Chile-TMDU Academic Committee  
15:10pm Tuesday, December 7, 2016 (Tokyo time)**

**Agenda**

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|---|------------------|
| 1. Minutes for the previous Video Conference Call   | *01              |
| 2. Academic Committee member  | *02              |
| 3. Discussion on Joint interview  | *03              |
| 4. Discussion on Gastroenterology Program   | *04-01<br>*04-02 |
| 5. Dean Council   |                  |
| 6. Others   |                  |
| 7. Next conference call: 8:00am, January 11 <sup>th</sup> (Santiago)<br>20:00pm, January 11 <sup>th</sup> (Tokyo) |                  |

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**University of Chile-TMDU Academic Committee**  
**8:00am Tuesday, January 31, 2017 (Santiago time)**  
**20:00pm Tuesday, January 31, 2017 (Tokyo time)**

**Agenda**

- |   |     |
|---|-----|
| 1. Minutes for the previous Video Conference Call | *01 |
| 2. Trip to Chile by TMDU professors               | *02 |
| 3. Memorandum of Agreement                        | *03 |
| 4. Others   |     |
| 5. Next conference call                           |     |

\*please refer to each hand-out

2017

January							February							March						
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**University of Chile-TMDU Academic Committee**  
**8:00am Tuesday, March 21, 2017 (Santiago time)**  
**8:00pm Tuesday, March 21, 2017 (Tokyo time)**

**Agenda**

- |   |     |
|---|-----|
| 1. Minutes for the previous Video Conference Call           | *01 |
| 2. Academic Committee member                                | *02 |
| 3. Approval of Credits                                      | *03 |
| 4. Documents required by MEXT                               | *04 |
| 5. Trip to Chile by TMDU professors                         | *05 |
| 6. Dean Council   | *06 |
| 7. Next Conference  | *07 |
| 8. Memorandum of Agreement                                  | *08 |
| 9. Others   |     |
| 8. Next conference: : , April 10 or 11 <sup>th</sup> at UCh |     |

\*please refer to each hand-out

2017

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UNIVERSIDAD DE CHILE



MODIFICA DECRETO UNIVERSITARIO N°0015935, DE 1997, REGLAMENTO PARA EL OFRECIMIENTO DE PROGRAMAS ACADÉMICOS EN CONJUNTO CON UNIVERSIDADES NACIONALES, EXTRANJERAS Y CENTROS DE EXCELENCIA EN INVESTIGACIÓN Y EDUCACIÓN SUPERIOR; EN LA FORMA QUE INDICA.

DECRETO UNIVERSITARIO EXENTO N°004179, DE 23 DE ENERO DE 2017



VISTOS:

Lo dispuesto en el D.F.L. N°3 de 2006, que fija el texto refundido, coordinado y sistematizado del D.F.L N°153, de 1981, ambos del Ministerio de Educación, que establece los Estatutos de la Universidad de Chile, el Decreto Supremo N°266, de 2014, del referido Ministerio; el Decreto Universitario N°2358, de 1996; el Decreto Universitario N°5140, de 1995; el Decreto Universitario N°1939, de 2015; el Decreto Universitario N°0028011, de 2010; Reglamento General de Estudios Conducentes a los Grados Académicos de Magister y Doctor; el Decreto Universitario N°0015935, de 1997, Reglamento para el Ofrecimiento de Programas Académicos en Conjunto con Universidades Nacionales, Extranjeras y Centros de Excelencia en Investigación y Educación Superior; el Oficio N°044, de la Sra. Directora del Departamento de Postgrado, de 14 de octubre de 2016; el Oficio N°369, de la Sra. Vicerectora de Asuntos Académicos, de 16 de noviembre de 2016; y el Acuerdo N°20 del Consejo Universitario, adoptado en la Segunda Sesión Ordinaria, de fecha 17 de enero de 2017.

CONSIDERANDO:

1.- Que la generación, desarrollo, integración y comunicación del saber en todas las áreas del conocimiento y dominios de la cultura, constituyen la misión y el fundamento de las actividades de la Universidad; asimismo, conforman la complejidad de su quehacer y orientan la educación que ella imparte.

2.- Que la Universidad de Chile, a través de su Rector y tal como lo señala su Estatuto en el artículo 19 letra e), podrá establecer relaciones institucionales de colaboración con otras entidades nacionales, internacionales o extranjeras, en el ámbito de sus funciones universitarias.

3.- Que la presente innovación se enmarca en el proceso de consolidación de la internacionalización de la investigación y programas de postgrado de la Universidad. En este contexto, uno de los objetivos para el corto y mediano plazo es ampliar la oferta de programas de magister y doctorado mediante el desarrollo de proyectos colaborativos con otras instituciones nacionales e internacionales de prestigio.

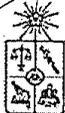
4.- Que el reglamento que se modifica regula los ofrecimientos académicos conjuntos, pero no contiene normativa respecto del otorgamiento del grado conjunto (*joint degrees*) punto muy relevante para potenciar las capacidades de investigación, relacionando los equipos locales con contrapartes estratégicas, siendo éste un aspecto necesario y crucial para la vinculación de las instituciones en la formación del estudiante o investigador.

5.- Que en la actualidad, la Universidad de Chile mantiene convenios de colaboración con diversas Casas de Estudio, tanto nacionales como internacionales lo que permite impartir grados conjuntos con dichas instituciones, abriendo nuevas oportunidades para nuestra Universidad en el campo de la formación de postgrado, permitiendo potenciar nuestras capacidades de investigación y creación.

6.- Que, junto con lo anterior, se ofrecerán alternativas a nuestros estudiantes para adquirir experiencia internacional y competencias investigativas y profesionales en temas de relevancia y pertinencia nacional y global.

7.- Que, según consta del Acuerdo N°20/2017, el Consejo Universitario en su Segunda Sesión Ordinaria celebrada con fecha 17 de enero de 2017, aprobó por unanimidad de sus integrantes con derecho a voto, el texto propuesto por esta Rectoría, en el sentido de incorporar a la normativa antes señalada, un inciso que refiera la posibilidad de otorgar un único diploma extendido con las firmas del Rector de la Universidad de Chile y de las autoridades competentes de las instituciones contrapartes.





UNIVERSIDAD DE CHILE

8.- Que, según lo establecido en el inciso séptimo del artículo 3° de la Ley 19.880, de Bases de los Procedimientos Administrativos, los actos administrativos de los organismos pluripersonales se llevan a efecto por medio de resoluciones de la autoridad ejecutiva de la entidad correspondiente, que, en este caso, corresponde al Rector conforme a lo señalado en el artículo 19 literal b) del Estatuto Institucional.

**DECRETO:**

Modifícase el artículo 20° del Decreto Universitario N°0015935, de 23 de diciembre de 1997, en el sentido de incorporar un inciso segundo del siguiente tenor:

"Sin perjuicio de lo anterior, para todos los casos en que el grado sea otorgado de manera conjunta con otras Universidades nacionales, extranjeras y/o centros de excelencia de investigación y educación superior, podrá ser extendido un único diploma con las firmas del Rector de la Universidad de Chile y de las autoridades competentes de las instituciones contrapartes. Dicho diploma será emitido en español y en los otros idiomas establecidos en los convenios de colaboración académica".

Anótese, comuníquese y regístrese.

**FERNANDO MOLINA LAMILLA**  
SECRETARIO GENERAL (S)

**ENNIO VIVALDI VÉJAR**  
RECTOR

## 博士課程における教育研究に関するアンケート

(Questionnaire on the curriculum and the research of Doctoral Program in Medical and Dental Track, the Graduate School of Tokyo Medical and Dental University)

大学院博士課程教育委員会(Doctor Course Education Committee)

○現在の所属にレ印をつけて下さい。

Please check the track you entered

- 医歯学系専攻 医学系 (Track of Medical and Dental Sciences [Medical])  
 医歯学系専攻 歯学系 (Track of Medical and Dental Sciences [Dental])  
 生命理工学系専攻 (Track of Life Science and Technology)

○出身大学の学部名を記入して下さい。なお、最終学歴が修士課程を修了している者は研究科名も記入して下さい。

Please fill out the name of the department or faculty from which you received your undergraduate degree

If you received a master's degree, please list the name of the department or graduate school

DEL DESARROLLO UNIVERSITY 学部  
 Del Desarrollo University  
 DEL DESARROLLO UNIVERSITY 研究科  
 DEL DESARROLLO UNIVERSITY Sergerly

該当欄にレ印をつけて下さい。その他の意見は下線部に記入して下さい。

For the following questions, please check the item you feel most reflects your opinion. If you have any comments, please add them at the end of the question under "Other comments, if any."

### 1. 東京医科歯科大学の博士課程への入学について

After enrollment, what is your general impression of TMDU?

- 良かった。Satisfied.  
 まあまあである。Acceptable.  
 良くなかった。Not satisfied.  
 まだ分からない。Still uncertain.

その他 : Other comments, if any:

TEA EERS  
 Very Good Support From The TEACHERS.  
 very good support from the

### 2. 研究について Research activities

#### 2a. 研究テーマについて

Has your research theme been decided yet?

- 決まった。Determined.  
 (質問2bに進んでください。Please go on to question 2b.)
- まだ決まっていないが候補はある。Not determined yet, but I have some candidates.  
 (質問3に進んでください。Please go on to question 3.)
- 見通しがついていない。I have no idea yet.  
 (質問3に進んでください。Please go on to question 3.)

Assessment Survey 2016

Graduate School of Medical and Dental Sciences-Doctoral Program

Subject	Initial Research Training
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This survey is your opportunity to provide us with assessment and feedback of the program. All survey responses will be aggregated and used to improve its program and curriculum. Your response will not affect your grades, and taking this survey will not contain any risk or inconvenience to you. The result of this survey may be published on our website with protecting personal information. This survey is anonymous, please be as honest as you can with your response.

Please circle your major.

Major: Medical and Dental Sciences Track-Medical / Medical and Dental Sciences Track-Dental / Life Science and Technology Track / Others

Please circle your response to each item. All questions are answered on a 1-5 scale where

- [1] : Strongly Disagree                      [4] : Somewhat agree  
 [2] : Somewhat Disagree                    [5] : Strongly agree  
 [3] : Neither agree nor disagree

**I . Teaching**

- |  |     |     |     |     |     |
|--|-----|-----|-----|-----|-----|
| 1. Have you learned many things from this lecture? | [1] | [2] | [3] | [4] | (5) |
| 2. Did you understand the lecture content clearly? | [1] | [2] | [3] | [4] | (5) |
| 3. Did you get interested in the lecture content?  | [1] | [2] | [3] | [4] | (5) |
| 4. Are you satisfied with this lecture?            | [1] | [2] | [3] | [4] | (5) |

☆Please comment on the areas for improvement, the best and the worst aspects of the lecture.

Please write the instructor's name when you comment on the particular instructor.  
 I think will be interesting that all the lectures be in relationship with colorectal surgery.  
 I think will be interesting that all the lectures be in relationship with colorectal surgery.

**II . Instructor and Teaching Method**

- |  |     |     |     |     |     |
|--|-----|-----|-----|-----|-----|
| 5. Was the lecture well structured and easy to understand?                                   | [1] | [2] | [3] | [4] | (5) |
| 6. Did the instructor explain clearly?   | [1] | [2] | [3] | [4] | (5) |
| 7. Did the instructor encourage the students to think, analyze and understand by themselves? | [1] | [2] | [3] | [4] | (5) |
| 8. Were teaching materials such as handouts and visual aids appropriate?                     | [1] | [2] | [3] | [4] | (5) |
| 9. Did the instructor answer students' questions satisfactorily?                             | [1] | [2] | [3] | [4] | (5) |

☆Please comment on the areas for improvement, the best and the worst aspects of the instructor.

Please write the instructor's name when you comment on the particular instructor.

**III . Overall, are you satisfied with the lecture?**

- |              |                       |         |                    |           |
|--------------|-----------------------|---------|--------------------|-----------|
| Dissatisfied | Somewhat Dissatisfied | Neutral | Somewhat Satisfied | Satisfied |
| [1]          | [2]                   | [3]     | [4]                | (5)       |

**IV . If you have any comments on the lecture especially regarding the matter you would like to know more thoroughly, you are welcome to write them here.**

Please write the instructor's name when you comment on the particular instructor.

その他 : Other comments, if any:

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2b. 研究の進捗状況について（研究テーマが決まっていなければ、質問3へ進んでください。）

**If your research has been decided, how are you progressing?**

**(If not decided, please go on to question 3.)**

- 順調である。Going according to schedule.
- あまり見通しが立っていない。Have a plan but not sure if it can be completed.
- 全く見通しが立っていない。Not on schedule.

その他 : Other comments, if any:

In my second investigation unit prior to my thesis

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In my second investigation unit prior to my thesis

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3. 指導教員との関係

**How is your relationship with your professors and instructors?**

- 良好である。Going well.
- まずまずである。Adequate.
- 困っている。I have concerns.

その他 : Other comments, if any:

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4. 事務手続きや窓口対応について要望等があればお書きください。

**Please write any requests you have for paperwork or use of facilities, etc.**

- Laboratory from Las Condes Clinic

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Laboratory from Las Condes Clinic

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5. その他、大学生活全体を通して要望があればお書きください。

**If you have any other thoughts or opinions about university life, please share them here.**

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ご協力ありがとうございました。

**Thank you for your cooperation.**



[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 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	<a href="#">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。</a>

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:
修士課程 医歯理工学専攻【医療管理政策学(MMA)コース】	(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 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)	◆入試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	◆奨学金に関する情報はこちらをご覧ください◆
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)	養成する人材像
プログラム概要	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。
活動報告	(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
入試情報	カリキュラムポリシー
履修要項(シラバス)	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。
チリ/タイ渡航にあたって	
設置計画履行状況報告書	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)
お知らせ	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)
博士課程 生命理工学系専攻	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。
履修要項(大学院シラバス)	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)
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

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)



文部科学省データ関連人材育成プログラム事業 医療・創薬 データサイエンスコンソーシアム

未来医療研究人材養成拠点形成事業 IQ・EQ両者強化によるイノベーター育成

学際生命科学 東京コンソーシアム

疾患予防科学 コース・領域

看護キャリアパスウェイ 教育研究センター

健康長寿を育む歯学 教育コンソーシアム

課題解決型高度医療人材養成プログラム PDCA医療クオリティマネージャー養成

健康長寿に貢献する 実践的チーム医療人育成

チリ大学、チュロコン大学との国際連携専攻 (ジョイント・ディグリー(JD)プログラム)

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

◆シラバスはこちらをご覧ください◆

教育課程の概要

## 例: 日本国医師資格を持つ者

	Year 1	Year 2	Year 3	Year 4	Year 5
研究教育	講義・実習・ゼミ	進級試験	学位論文作成 (研究指導)		
臨床教育			臨床トレーニング		学位論文審査 最終試験
	チリ (1年次～2年次)		日本 (2年次～5年次)		

## 【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。

## &lt;学位取得までの流れ&gt;

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 <a href="#">小嶋 一幸</a> 准教授 <a href="#">中島 康晃</a> 講師 <a href="#">井ノ口 幹人</a> 助教 <a href="#">川田 研郎</a> 、 <a href="#">東海林 裕</a> 、大槻 将、宮脇 豊
	大腸肛門外科学	教授 <a href="#">植竹 宏之</a> 准教授 小林 宏寿、 <a href="#">石黒めぐみ</a> 、 講師 <a href="#">石川 敏昭</a> 助教 菊地 章史、山内 慎一
	胃腸病内科学	教授 <a href="#">北川 昌伸</a> 准教授 <a href="#">荒木 昭博</a> 、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)	

	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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[大学関係リンク](#)

[学内専用サイト](#)

[大学院医歯学総合研究科](#)

[歯学部\(歯学科・口腔保健学科\)](#)

[統合情報機構](#)

[リサーチ・ユニバーシティ推進機構\(RU機構\)](#)

[大学院保健衛生学研究科](#)

[歯学部附属病院](#)

[図書館](#)

[リサーチ・ユニバーシティ推進機構 URA室](#)

[医学部\(医学科・保健衛生学科\)](#)

[教養部](#)

[保健管理センター](#)

[スポーツサイエンス機構](#)

[医学部附属病院](#)

[生体材料工学研究所](#)

[学生・女性支援センター](#)

[統合国際機構](#)

[難治疾患研究所](#)

[統合研究機構](#)



国立大学法人東京医科歯科大学  
〒113-8510 東京都文京区湯島1-5-45



いいね! [ツイート](#)



# ジョイント・ディグリープログラム

今年4月から本学の大学院医歯学総合研究科博士課程にチリ大学とのジョイント・ディグリー・プログラムである国際連携医学系専攻が開講いたしました。本専攻第一期生となる学生が入学したことで、本学及びチリ大学教職員がより一層連携を密にし、プログラムの発展に向け取り組んでおります。本号では改めて本専攻の概要や毎月行っている本学・チリ大学合同の学術委員会(テレビ会議)について紹介いたします。

また次号のニュースレターにて、学生指導や今後の両大学の発展に向けた活動状況等を報告してまいります。

## 国際連携医学系専攻のカリキュラム概要

本専攻は上部消化管外科学、大腸肛門外科学、胃腸病内科学の3領域でコースを開設しております。また入学資格により修了までのスケジュールが異なりますが、それは指導教員が個々の学生の経験や能力、そして研究内容に合わせた履修科目や研究手法を提案するためであり、他専攻よりもフレキシブルなカリキュラム編成となっています。

本学、チリ大学及びクリニカ・ラス・コンデスとの連携のもと、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しております。

【チリ国医師資格を持つ学生】

UCh	1年次		2年次		3年次		4年次		5年次		
	1seme	2seme	3seme	4seme	5seme	6seme	7seme	8seme	9seme	10seme	
PhD (合同で授与)	一般教養科目 基礎科目	基礎研究演習 上級科目	文献ゼミナール 臨床研究演習	論文案	進級試験	特別研究(論文)				学位論文審査	最終審査
Subspecialty (チリ大学が単独で授与)	臨床(基礎・応用)						臨床応用	臨床(基礎・応用)			試験
滞在国	チリ						日本			チリ	

【日本国医師資格を持つ学生】

TMDU	1年次		2年次		3年次		4年次		5年次		
	1seme	2seme	3seme	4seme	5seme	6seme	7seme	8seme	9seme	10seme	
PhD (合同で授与)	一般教養科目 基礎科目	基礎研究演習 上級科目	文献ゼミナール 臨床研究演習	論文案	進級試験	特別研究(論文)				学位論文審査	最終審査
専門医 (日本専門医機構に申請)							臨床(基礎・応用)				専門医申請
滞在国	チリ						日本				

□はTMDUが開設する授業科目

本学・チリ大学とのJDPカリキュラム構成

【参考】

- チリ国医師資格を持つ学生:学位及びチリ国における専門医資格が5年で取得できる構成となっており、4年次に日本で修学することとなっています。
- 日本国医師資格を持つ学生:学位取得をした後に、専攻コースに応じた専門医資格を取得するために、日本における専門医資格を認定する機関に申請することが可能となります。また入学初年度から2年次まではチリで講義を受講し、3年次に日本に帰国した後、本格的に論文作成や臨床科目の授業が始まります。

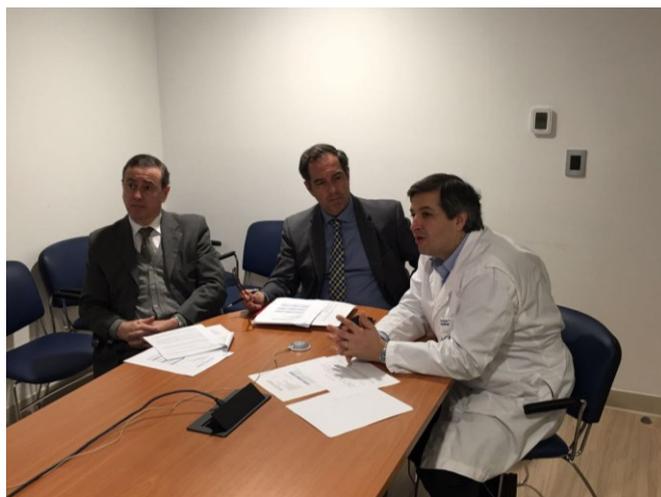
## チリ大学・東京医科歯科大学学術委員会(テレビ会議)

本学及びチリ大学の教員で構成している「学術委員会」は毎月1回テレビ会議システムを使用して開催しています。本会議は、東京医科歯科大学・チリ大学国際連携医学系専攻における教育・研究活動や管理・運営方法について両大学が協議する場となっています。また、毎月開催することにより、学生の修学状況や運営に関する細かな事項まで確認することができ、本専攻の運営において大変重要な役割を担っています。

本年6月14日に開催された会議においては来年度の試験日程や学生の修学状況について確認するなど、様々な準備を進めております。学生が充実した学生生活を送れるよう、本学術委員会が責任を持って引き続き管理・運営を行います。



会議の様子(日本側)



会議の様子(チリ側)

※2016年6月14日(火)日本時間20時30分～ チリ時間7時30分～

# ジョイント・ディグリープログラム

前号に引き続き、ジョイント・ディグリー・プログラムの活動状況を報告いたします。平成29年度入学試験の第1次募集が開始となりますので、興味がある方は下記を一読の上、早めにお問い合わせください。

次号も引き続き本Newsletterにて、今後の活動状況等を報告してまいります。

## 平成29年度東京医科歯科大学・チリ大学 国際連携医学系専攻における学生募集

本年10月3日から本専攻における第1次学生募集が開始します。本専攻に入学する学生は、「専門性の高い経験・技能を有する高度専門的職業人であり、また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となる」ことが期待されます。本学から入学した学生は基礎科目履修期間をチリ国で過ごし、論文計画書の作成を行います。履修科目のほとんどを海外で学び、また学生個人の興味に即した履修カリキュラムを組み立て、研究内容に最も適した指導教員を充てるなど、他専攻にはないフレキシブルで魅力的なカリキュラムとなっています。また入学検定料、入学金、授業料を不徴収とすることより、経済的負担については比較的不安なく学修に取り組むことができます。今後国際的な医療人、研究者を目指す高い志を持つ方の出願をお待ちしています。

なお、本専攻は出願者が取得している医師資格によって出願手続きを行う大学が異なっております。日本国医師資格を持つ方は、本学にて出願手続きをしていただきますようお願いいたします。さらに各大学における募集手続きに関して詳細を希望される方は、下記参考のHPをご覧ください。

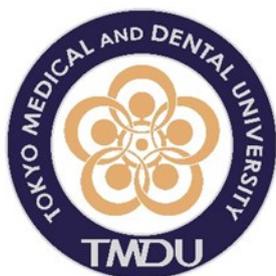
### 【参考】

- チリ国医師資格を持つ学生(チリ大学HP参照)  
チリ大学医学部大学院博士課程医科学専攻

[http://www.postgradomedicina.uchile.cl/med.portal?\\_nfpb=true&url=10465&\\_pageLabel=conUrlRojo&l=1](http://www.postgradomedicina.uchile.cl/med.portal?_nfpb=true&url=10465&_pageLabel=conUrlRojo&l=1)

- 日本国医師資格を持つ学生(東京医科歯科大学HP参照)  
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

[http://www.tmd.ac.jp/faculties/graduate\\_school/jd\\_hp/10\\_576b95e325de5/index.html](http://www.tmd.ac.jp/faculties/graduate_school/jd_hp/10_576b95e325de5/index.html)



UNIVERSIDAD DE CHILE



# ジョイント・ディグリー・プログラム

本年10月及び12月に、ジョイント・ディグリー・プログラム(以下、JDP)のチリ側の担当者を本学に招待し、今後のJDPのカリキュラム内容やプログラムの運営についての会議を行いました。12月の訪問時には、チリ大学と本学との合同教職員FD研修(教員が授業内容・方法を改善し向上させるための組織的な取組の総称)も実施し、両国の医学教育や医療制度、最先端医療・研究を互いに理解しあう貴重な機会を得ることができました。本号では訪問時の様子をお伝えいたします。

## 10月のチリ大学教員による本学訪問

10月24日・25日にチリ大学のゴメス准教授及びCLCのラトーレ医師が、吉澤学長への表敬訪問、及びJDPに関する会議のため本学を訪問いたしました。会議では、JDPの充足について、消化器病態学分野長である渡邊教授及び肝臓病態制御学講座の朝比奈教授を含む関係教員等と意見交換を行いました。特に日本及びチリにおける胃腸病内科の状況について情報を共有し、学生の研究テーマと成り得る研究内容についての検討が行われました。将来的に、本プログラムから発展した、チリ大学及び本学教員による共同研究の可能性についても提案がありました。



左より北川教授、ラトーレ医師、吉澤学長、ゴメス准教授、田中理事

## 12月のチリ大学教員による本学訪問 及びJoint Workshop 2016 @TMDU

12月7日・8日にチリ大学のオライアン教授、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し、FD研修「Joint Workshop 2016@TMDU」、JDP会議、及び医学部附属病院の見学を行いました。

FD研修は2日間にわたり、両大学の教員の能力向上と意識を共有するために実施され、JDPの専任教員や過去にチリへ留学した学生などを含め、計約65名が参加し活況を呈しました。今後JDPのますますの発展が期待されます。



研修会の様子



JDP会議の様子



上段左より安野准教授、植竹教授、荒木准教授、北川教授、朝比奈教授、岡田講師  
下段左よりトレス准教授、オライアン教授、ポニアチック教授、カルデロン助教

# ジョイント・ディグリー・プログラム

本年2月6日、LACRCの小田柿助教が一時帰国した際に、チリ拠点の新拠点長となられた北川教授と、チリでの活動状況や今後の展開について意見交換をしましたので、その様子をお伝えいたします。

また、これまでジョイント・ディグリー・プログラム(以下、JDP)を総括する役割を北川教授が担っておりましたが、この度、北川教授が医学部長及び新拠点長に就任されたことから、本年4月からは小嶋一幸教授が新たに担当されることになりました。

## 新拠点長への活動報告



左より北川医学部長、小田柿助教

小田柿助教が、新拠点長である北川医学部長にPRENECの活動状況やプロジェクトセメスターの進捗状況等を報告しました。

また、4月の本学教員のJDP会議のためのチリ出張などを含めた今後の予定や各プロジェクトの展開などについて意見交換を致しました。

今後も本学と拠点で適宜情報を共有し、連携しながら、チリにおける各プロジェクトを進めていきます。

## 本学の国際活動に関する記事掲載

3月下旬に、JDPやPRENEC等の中南米諸国における本学の活動が、日本学術振興会サンフランシスコ研究連絡センターの第42号ニュースレターで紹介されました。

このニュースレターは、日米の学術関係機関の研究者等を対象としたものであり、本学の活動が海外でも周知されることが期待されます。

[http://www.jspsusa-sf.org/newsletter\\_j.html](http://www.jspsusa-sf.org/newsletter_j.html)



### Tokyo Medical Dental University's Unique Activities in North and South America

Tokyo Medical and Dental University (TMDU) conducts a variety of unique academic projects under the educational philosophy "to train medical professionals with a rich international quality, enhancing global competitiveness, here are three representative examples related to North and South America.

Firstly, TMDU offers a doctoral program in medical sciences with the University of Chile, which is a pioneering joint degree program in Japan. Characteristically, TMDU and the University of Chile jointly organize curricula and confer an academic degree on a student completing the curricula under the names of the presidents of both universities. This program

focuses on the research and clinical training in the areas of Upper Gastrointestinal Surgery, Colorectal Surgery and Gastroenterology. These are attractive, advanced and innovative courses that cannot be offered by a single university. Students study in both Chile and Japan so that they have chances to create international networks and careers and to be highly specialized medical professionals with international perspectives. Furthermore, the program plays a significant role in strengthening Japanese universities' international reputation and influencing and contributing to the improvement of higher education at the international level.

(Continued on page 20)

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(Continued from page 9)

Secondly, TMDU offers a research program named "Project Semester" for 4th-year medical undergraduate students who have completed major subjects and experiments. The aim is to cultivate fundamental skills that are necessary for medical doctors who have a scientific perspective. Students study and conduct their research at TMDU or overseas collaborating institutions, such as Imperial College, the University of Chile and Clinica Las Condes (CLC), Chulalongkorn University, and the Nagatsi Memorial Institute for Medical Research, University of Illinois. Not only learning medicine abroad, but also facing the challenge of communicating with people from different cultures will benefit students in their future careers.

Thirdly, in January 2010, TMDU, Clinica Las Condes and the Ministry of Health of Chile (MINSAL) signed an international agreement to implement the "National Colorectal Cancer Screening Project" (PRENEC) with the aim of reducing colorectal cancer mortality rates in Chile. That year, TMDU also established the Latin America Collaborative Research Center (LACRC) which is one of three TMDU Overseas Satellite Offices together with the ones in Ghana and Thailand. LACRC is located within CLC and currently operates with one professional endoscopist from TMDU. Over the years, TMDU has dispatched several experts to Chile. As a result, Chilean professionals have been trained in endoscopic techniques and pathological diagnosis by TMDU experts, taking advantage of Japanese knowledge and technology, and thus creating a precedent in terms of diagnosis and effective treatment for colorectal cancer.



State of endoscopic guidance at the University of Chile



Representatives from the University of Chile paying a

日本学術振興会サンフランシスコ研究連絡センターニュースレターより抜粋