



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 2018 - March 2019>

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# 1. Mechanism for implementation of the JD Program

## 1-1. Joint implementation structure

### 1-1-1. Joint committees

[Evaluation indicator]

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

#### [Plan]

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

The committees are:

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

#### [Current situation]

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

<Past committees meetings>

- (1) Dean Council  
Same as last year, TMDU and UCh conducted the Dean Council meeting on March 28, 2019. In this meeting, TMDU and UCh reviewed the matters discussed and settled during April 2017 to March 2018, and approved the self-assessment result. Also, TMDU and UCh exchanged opinions for improving the

program. Next Dean Council will be conducted around March 2020.

(2) Academic Committee

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

(Table 1)

Date	
April 24, 2018	1st meeting
May 22, 2018	2nd meeting
June 28, 2018	3rd meeting
July 24, 2018	4th meeting
September 6, 2018	5th meeting
October 11, 2018	6th meeting
October 29, 2018	7th meeting
December 12, 2018	8th meeting
January 31, 2019	9th meeting
March 26, 2019	10th meeting

### 1-1-2. Communication method

[Evaluation indicator]

Appropriate communication method is established.

#### [Plan]

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

#### [Current situation]

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

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

The TMDU-UCh coordinator has supported program management and

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

[Evaluation of 1-1. Joint implementation structure]

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

➤ Evaluation of current situation

**(UCh)**

The Joint implementation structure advanced smoothly from April 2018 to March 2019. The monthly joint teleconferences have progressed without interruptions. The committees have been structures according to the needs of the program. For 2018, a joint examination committee was developed to evaluate entrance of the candidate Tomohiro Odagaki.

**(TMDU)**

Dean Council and regular monthly Academic Committee meeting under telecommunication were held as scheduled, where discussion was made to evaluate and improve this program.

Same as last year, the video conferencing systems installed at TMDU and CLC have been used for meetings called by the 2 abovementioned committee meetings and expanded its utility to the joint entrance examination interviews this fiscal year without any technical problem. Furthermore, the video conferencing system at LACRC in Chile was used to support the TMDU-UCh communication.

The TMDU-UCh coordinator has continued to support program management and the students at LACRC getting help from Japanese and Chilean staff fluent in Japanese, English, and Spanish. This support had been helpful for the Japanese students who have to pursue their academic goals under foreign circumstances.

➤ Proposals for improvement

**(UCh)**

The Video Conferencing Center at The Faculty of Medicine, University of Chile, has been used once for the Deans Council meeting. We will plan to expand the use of the Center for future meetings including qualification exams and entry examinations. We will also continue to use the facilities at Clinica las Condes.

**(TMDU)**

Currently no improvement is under consideration in TMDU, but we continue to monitor the communication efficiency.

## 1-2. Policies

### 1-2-1. Diploma Policy

[Evaluation indicator]

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

[Plan]

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

[Human Resources Development Goals]

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

[Current situation]

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

[Diploma Policy]

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

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

Same as last year, TMDU and UCh faculty members have explained the

Diploma Policy to new students in their universities' guidance. The policy is also viewed on both universities' websites.

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

### 1-2-2. Curriculum Policy

[Evaluation indicator]

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

[Plan]

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

[Current situation]

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

[Curriculum Policy]

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

and “Gastroenterology” so that students can acquire the essential knowledge, skills, experience and leadership required of highly specialized medical professionals. These subjects will have basic and advanced contents, and also include clinical training, and will be established in TMDU and UCh separately.

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

Academic curricula are organized and implemented based on the Curriculum Policy. The following table shows the list of subjects reflecting each item of the policy. According to the modification of UCh regulation, TMDU and UCh offered some subjects additionally.

The Curriculum Policy is viewed on 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
	•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
	•Biología Celular y Molecular		5	7
	•Bioethics of research		3	3
	•Big Data Analytics		1	1
	•Introduction to Gastrointestinal Surgery Research		4	6
	•Introduction to Specialized Surgeries Research	4	6	

		<ul style="list-style-type: none"> <li>• Integrative Biomedical Sciences for Preemptive Medicine I</li> <li>• Integrative Biomedical Sciences for Preemptive Medicine II</li> </ul>	1 1	1 1
	(3) Advanced subjects	<ul style="list-style-type: none"> <li>• Advanced Cell and Molecular Biology</li> <li>• Organ Specific Physiology and Pathology</li> <li>• Cellular and Molecular Immunology</li> <li>• Genetic Medicine</li> <li>• Human Biochemistry</li> <li>• Cell Signaling in Biomedicine</li> <li>• Molecular Biology Applied to Diagnosis and Clinical Research</li> <li>• Epidemiology</li> <li>• Bioinformatics I</li> <li>• Bioinformatics II</li> <li>• Biofunctional Molecular Science</li> <li>• Overview of Public Health Medicine in Disease Prevention</li> <li>• Special Lectures on Clinical Oncology Research</li> <li>• Biomedical Science</li> <li>• Data Science I</li> </ul>	3 5 5 5 5 3 3 3 2 2 2 2 4 2 1	4 7 7 7 7 4 4 6 4 3 3 3 6 2 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
(6) Clinical Training	Upper Digestive Surgery	• Basic Clinical Training in Upper Digestive Surgery at UCh	20	
		• Advanced Clinical Training in Upper Digestive Surgery at UCh	27	
		• Basic Clinical Training in Upper Digestive Surgery at TMDU	20	30
	Colorectal Surgery	• Advanced Clinical Training in Upper Digestive Surgery at TMDU	35	52
		• Advanced Clinical Training in Upper Digestive Surgery II at TMDU	8	12
		• Basic Coloproctological Clinical Training at UCh	20	
		• Advanced Coloproctological Clinical Training at UCh	27	
		• Basic Coloproctological Clinical	20	30

		Training at TMDU •Advanced Coloproctological Clinical Training at TMDU	35	52
		•Advanced Coloproctological Clinical Training II at TMDU	8	12
	Gastroenterology	•Basic Gastroenterology Clinical Training at UCh	20	
		•Advanced Gastroenterology Clinical Training at UCh	27	
		•Basic Gastroenterology Clinical Training at TMDU	20	30
		•Advanced Gastroenterology Clinical Training at TMDU	35	52
		•Advanced Gastroenterology Clinical Training II at TMDU	8	12
(7) Thesis		•Thesis at UCh	40	85
		•Thesis at TMDU	40	85

### 1-2-3. Admissions Policy

[Evaluation indicator]

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

[Plan]

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

[Current situation]

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

[Admissions Policy]

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

- 1) Eager to acquire the required technical skills to be recognized as a clinical expert in the area of upper gastrointestinal surgery, which includes advanced training in gastrointestinal surgery and digestive diseases using endoscopy and advanced diagnostic equipment, colorectal surgery, and gastroenterology.

- 2) Eager to gain academic knowledge in the areas of pathology, molecular biology, genetics, epidemiology, community hygiene, clinical research and biostatistics.
- 3) Eager to possess expertise in basic research and clinical research that can be applied in the areas of esophageal cancer, stomach cancer and colorectal cancer, as well as capability to be a leader in national/international clinical research projects.

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

Entrance examination subjects have been set to meet the requirements of the Admissions Policy. They consist of an English examination, essay examination (Japanese or Spanish), interview conducted by each university (Japanese or Spanish) and a joint interview (English). The entrance examination for admission in October 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	2017	2018
IV	Achievement greater than plan.			
III	Plan was achieved.	X	X	X
II	Plan was not achieved sufficiently.			
I	Plan was not achieved.			

#### ➤ Evaluation of current situation

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

The Diploma, Curriculum and Admission Policies have remained without change during 2018.

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

TMDU and UCh faculty members have explained the Diploma Policy to fresh students in their universities' guidance to encourage the entrance to this program.

TMDU and UCh have added some subjects in accordance to the modification of UCh regulation. Both Diploma and Curriculum Policies can be viewed by anyone on both universities' websites.

Both universities discussed how we could encourage student recruitment and decided to modify the admission requirements to accept students during their primary specialty such as internal medicine and general surgery.

#### ➤ Proposals for improvement

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

UCh and TMDU are discussing to broaden the Curriculum and entrance Policies.

The late age of physicians with specialty title has been seen to be an obstacle for student entry to the program.

In order to promote entrance of younger physicians, the Universities

agreed to allow entry to the JDP during the first year of primary specialty training. Thus, young doctors will be able to do research in the areas of gastrointestinal disease to obtain their PhD and clinical practice in order to obtain Medical title of Internal Medicine or General Surgery. This will allow to attract more students at earlier ages. The graduates can then move forward to subspecialty training if desired. This Policy modification has been accepted by both Institutions and should be in place for 2019 entry.

**(TMDU)**

Because of relaxing the admission requirements, entrance acceleration is expected.

### **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]**

TMDU and UCh underwent external assessment in March, 2018. Next external assessment will be conducted in March 2021.

**1-3-3. Feedback of assessment results**

**[Evaluation indicator]**

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

**[Plan]**

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

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

**[Current situation]**

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

### 1-3-4. Information publication

[Evaluation indicator]

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

[Plan]

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

[Current situation]

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

Also, newsletters have been published regularly to let the public know about the current situation of the operation of the JD Program (Reference 3). TMDU made a specific website for the JDP (Reference 4).

Information publication at U Chile: The JDP Program continues to be adequately described in the Web page of the International Affairs

Reference:

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

Reference 1: TMDU Website (Japanese)

Reference 2: TMDU Website (English)

(Table 3)

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

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

Reference 3: Newsletter

Reference 4: Specific website for JDP

[Evaluation of 1-3. Quality assurance system]

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

➤ Evaluation of current situation

**(UCh)**

Quality assurance is a continuous process, and Self-assessment reports performed every year have been important. The next external assessment in 2021 should also provide important feedback, and it will allow to evaluate the first graduates of the JDP. At UCh the International Affairs Office works closely with the Postgraduate office to promote the JDP and make the calls for applications.

**(TMDU)**

Self-assessment of this program is underway by the Academic Committee for its evaluation from April, 2018 to March, 2019, and discussion will be made for the improvement of educational and research activities. The self-assessment reports will be put on both universities' websites.

The questionnaire by TMDU was delivered to the students as well as their supervisors as scheduled. The results were shared and examined in the Academic Committee, and it was found that student evaluation on this program was generally satisfactory.

A faculty development workshop consisting of lectures and discussion was held. Information was shared on improvement of the teaching skills as well as lesson and efficacy. The workshop was filmed and delivered to absentees.

Information on educational and research activities has been available on both universities' websites in English, Japanese, and Spanish, which is updated regularly. Newsletters also have been published regularly to publicize the ongoing operation of this program.

➤ Proposals for improvement

**(UCh)**

More can be done on communicating the JDP externally. Interested students from abroad will be contacted. The web page can also be improved to include testimonials of current JDP students.

**(TMDU)**

Regular and proactive request of feedback from the students should be considered for improving the curriculum.

## 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]

Same as last year, entrance examinations were jointly conducted and one student matriculated for the program in 2018. University faculty members of both TMDU and UCh provided guidance. TMDU and UCh professors explained the procedures for course registration and Diploma Policy to students.

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

For better communication, UCh professor visited TMDU to conduct the conference and workshop in September, 2018.

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

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

➤ Evaluation of current situation

**(UCh)**

Entrance examinations and student supervisions are being performed appropriately.

**(TMDU)**

JDP committees of UCh and TMDU have operated the program in a satisfactory and favorable manner. The credits of each student have been checked properly by the committees. Although some minor cases of discordance often

occur, such as in qualifying examinations, the problems were dissolved each time carefully. The way of communication is also appropriate, conducting video conference frequently.

➤ Proposals for improvement

**(UCh)**

No specific proposals need to be implemented at this time

**(TMDU)**

Two universities have succeeded to share the common understandings in many steps of JDP operation. In a couple years, some of the JDP students have to start the preparation for the completion of their JDP course. As each university has originally different criteria for graduation, JDP committees also need to settle the conditions in detail, to avoid further confusions.

## 2-2. Fulfillment of student capacity

[Evaluation indicator]

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

[Plan]

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

[Current situation]

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

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

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

(Table 4)

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

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

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

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

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

➤ Evaluation of current situation

**(UCh)**

The main difficulty of the JDP has been meeting the proposed targets for applications. The reasons for this are several:

1) This is a “niche” Program for highly selected candidates: Medical specialists with motivation to advance their career by taking a difficult 5-year Program in order to obtain a doctoral degree and a subspecialty.

There are not many physicians capable of doing this.

2) During the 5 years of the Program, the doctors need to finance their living. The JDP already places university resources in liberating tuition fees. Financing the living costs of students is much more difficult.

3) Interested foreign students need to pass very difficult examinations in order to be eligible for a medical subspecialty. This limits the possibility of entry of interested foreign physicians. Nevertheless, the JDP has recruited one student from Ecuador.

4) The JDP has now 2 Japanese students that are doing or have done training in Chile. This is an important achievement.

**(TMDU)**

The program has received 1 or 2 students every year constantly. Although

the number of the students has not been full of the annual capacity, it is clear that JPD continues to get attentions from candidates in each country.

The requirements for JDP admission have been finally deregulated. These changes in admission can be significant advances for more applicants to JDP.

➤ Proposals for improvement  
**(UCh)**

The main proposal, as mentioned above, is to broaden the entry to younger physicians, at the time of their primary specialty. We believe that this will allow to identify motivated doctors interested in the fields related with this Program (Gastroenterology, Digestive Surgery, and Coloproctology) who will develop their Thesis in the area codirected by UChile and TMDU professors. The only difference will be the Medical Specialty certification. We have identified young physicians interested in this possibility for 2020.

**(TMDU)**

Promotive activities of two universities are effective but still insufficient to be known widely outside of the universities. JDP committees should utilize more opportunities for promotion, such as medical congresses or workshops.

## 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 or English. Both universities' syllabuses include details of the Diploma Policy, Curriculum Policy and Admission Policy and are available on the respective websites. However, performance evaluation criteria still are not available on them. TMDU and UCh will prepare to make a MOA in 2019.

[Evaluation of 2-3. Syllabuses]

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

➤ Evaluation of current situation

**(UCh)**

Syllabi are readily available and can be further completed by including evaluation criteria.

**(TMDU)**

Most of the important parts, such as assessment standards, are well written and understandable in syllabus. Moreover, the syllabus is easily accessible on particular websites so that the JDP students seem to get the information adequately.

➤ Proposals for improvement

**(UCh)**

Evaluation criteria will be included in the syllabus.

**(TMDU)**

The situation has been smooth and satisfactory for the current JDP students. There seems to be no major problems to be corrected immediately.

Just minor revisions are required for the criteria of qualifying examinations or diploma policy.

## 2-4. Evaluation method and criteria

### (Grading, Recognizing credits and Completion of course)

[Evaluation indicator]

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

#### [Plan]

- Credit recognition will be examined and approved upon deliberation by both universities' faculty members in the Academic Committee.

The performance of each student in courses at TMDU will be graded on a 6-point scale, as follows, to enable each student's level of achievement to be visualized.

A+=4, A=3.5, B=3.0, C=2.0, which means pass,

D=1.0, F=0, which means fail.

This is based on paragraph 19 of the TMDU Graduate School Regulations.

The performance of each student in courses at UCh will be graded on a 6-point scale, as follows, to enable each student's level of achievement to be visualized.

7.0-6.5, 6.4-6.0, 5.9-5.0, 4.9-4.0, 3.9-3.0, 2.9-1.0,

A grade of 4.0 or over will be deemed as a passing grade.

In English, the grades are expressed as: 7.0-6.5=Outstanding, 6.4-6.0=Very Good, 5.9-5.0=Good, 4.9-4.0= Fail, and 2.9-1.0= Poor.

- Both universities will record students' performances after converting their grades using the conversion table
- Standards for the grades of each university will be written in syllabuses, and also posted on the universities' websites.

### [Current situation]

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

Grades for each subject are assigned by the university which established the subject, and are approved by the Academic Committee jointly operated by TMDU and UCh. For the academic records at TMDU and UCh, a grade conversion table (Table 5) has been made, to convert the respective evaluations for subjects. TMDU and UCh will prepared to make a MOA in 2019.

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

(Table 5)

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

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

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

#### ➤ Evaluation of current situation

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

Evaluations have been performed according to requirements of both institutions uneventfully. Joint qualification examinations to occur in 2019 will allow to evaluate this procedure in order to determine if it needs to be harmonized and/or improved.

##### **(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. The

current Japanese student has received her grades and credits in Chile and TMDU according to the rules of both universities. Also, the completion of the courses by the student is satisfactory.

➤ Proposals for improvement  
**(UCh)**

No specific proposals at the moment.

**(TMDU)**

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

### **3. Student Support**

#### **3-1. Student support system**

##### **3-1-1. Accommodation**

[Evaluation indicator]

Appropriate housing support for students is ensured.

**[Plan]**

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

**[Current situation]**

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

##### **3-1-2. Research environment**

[Evaluation indicator]

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

**[Plan]**

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

**[Current situation]**

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

via e-mails or video conferences.

### 3-1-3. financial support

[Evaluation indicator]

Ensure adequate financial support for students

#### [Plan]

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

#### [Current situation]

Examination fees, Admission fees and tuition fees have been waived for students who matriculated for this program.

UCh applied scholarship for JDP in CONICYT and funding from CLC. TMDU continues to search for more opportunities for financial support, such as through private scholarships or public institute. TMDU applied the Student Exchange Support Program (Scholarships for Short-term Study Abroad), and one student received its scholarship.

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

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

#### ➤ Evaluation of current situation

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

UCh continuously searches for financial support for the physicians in the JDP. Our students are not routinely eligible for CONICYT funding because they do not have the required “research” curricula characteristic of routine PhD candidates. Our students are different because they are physicians with a strong research interest, but not the typical basic science applicant. Thus, we have strived to help them get funding for their own support, and support their own initiatives. The major program requirement, which allows them to work as physicians, is that they need to have most of their time dedicated to the JDP. We are securing as much funds as possible to support the travel and stay of our students in Japan.

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

The first Japanese student is making good progress in the Program. All

fees have been waived by TMDU. The student accepted financial support by Japan Student Services Organization (JASSO). The student is now back in TMDU from April 2019 and getting salary, proceeding her research as well as clinical job as a colorectal surgeon. Two Chilean students had a short visit to TMDU. We supported their residency.

➤ Proposals for improvement

**(UCh)**

Assuring funding for costs of living is not completely in our hands as a public university. Nevertheless, we will continue to search for funding possibilities of public and private nature.

**(TMDU)**

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



[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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国立大学法人東京医科歯科大学  
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Schools / Graduate Schools

## Doctoral Program : Joint Degree Program (JDP)

Policies

Research Subject Retrieval System

Graduate School of Medical and Dental Sciences

Doctoral Program : Medical and Dental Sciences Track

Doctoral Program : Life Science and Technology Track

Doctoral Program : Joint Degree Program (JDP)

Outline

JDP with University of Chile

JDP with Chulalongkorn University

Admissions Information

Syllabus

Quality Assurance

Master's Program : Health Sciences and Biomedical Engineering

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

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

Annual Report

Graduate School of Health Care Sciences

College of Liberal Arts and Sciences

Faculty of Medicine

Faculty of Dentistry

### [Outline](#)

The following matters concerning JDP are explained.

- Significance
- Outline
- Sequence of establishing

### [JDP with Chulalongkorn University](#)

Introduce details of the JDP with Chulalongkorn University

### [Syllabus](#)

Syllabuses are available

### [JDP with University of Chile](#)

Introduce details of the JDP with University of Chile

### [Admissions Information](#)

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

### [Quality Assurance](#)

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

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Schools / Graduate Schools

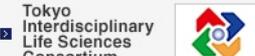
JDP with University of Chile

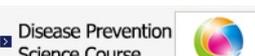
Policies	Outline
Research Subject Retrieval System	University of Chile and TMDU Joint Degree Doctoral Program in Medical Sciences with mention of a medical specialty
Graduate School of Medical and Dental Sciences	Awarded degree: Doctor of Philosophy
Doctoral Program : Medical and Dental Sciences Track	Enrollment: April and October
Doctoral Program : Life Science and Technology Track	Number of Students to Be Admitted: 3
Doctoral Program : Joint Degree Program (JDP)	Standard Number of Years Required for Graduation and Conferral of Academic Degree: 5 years
Outline	Field of study: (1) Upper Digestive surgery (2) Colorectal surgery (3) Gastroenterology
JDP with University of Chile	<b>◆ Admissions Information ◆</b>
JDP with Chulalongkorn University	<b>Human Resource Development Goals</b>
Admissions Information	This program aims to form highly advanced professionals and leaders with highly-professional experience and skills in clinical medicine, well versed in medical research, all with a global perspective. We will improve human resources specifically as follows. 1) Human resources who possess the required technical skills to be recognized as a clinical expert in the fields of upper gastrointestinal surgery and gastroenterological surgery; including advanced training in colorectal surgery, gastroenterology, endoscopy and advanced use of advanced diagnostic equipment. 2) Human resources who possess academic knowledge in the fields of pathology, molecular biology, genetics, epidemiology, public health, clinical research and biostatistics. 3) Human resources who possess a high potential to become an independent basic-clinical researcher in the fields of esophageal, stomach and colorectal cancer (gastrointestinal oncology); with the capacity to become a leader of national/international clinical research projects upon completion of course.
Syllabus	<b>Curriculum Policy</b>
Quality Assurance	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.
Master's Program : Health Sciences and Biomedical Engineering	(1) Establish general, basic and advanced subjects as a scientific foundation of medicine to foster professionals with high ability to carry out research, in-depth specialized knowledge, thinking skills and standards of ethics required by researchers, who can make a global contribution. (*1) (2) Establish supervisor-guided "Research Subjects" in each specialized field in Japan and Chile as compulsory subjects to enable students to determine new problems regarding various phenomena targeted by research by themselves, conduct scientific analysis on these problems, propose solutions based on scientific data and implement them, and evaluate the results. (*2) (3) Establish "Seminar" in the presentation style as a compulsory subject to enable students to acquire the ability to help each other improve their abilities by discovering problems, acquiring problem solving ability as well as that to evaluate each other. (*3) (4) Establish the 3 subjects of "Upper Digestive Surgery", "Colorectal Surgery" and "Gastroenterology" so that students can acquire the
Master's Program : Medical and Dental Science and Technology Master of Medical Administration Course	
Master's Program : Master of Public Health in Global Health Course (MPH)	
Annual Report	
Graduate School of Health Care Sciences	
College of Liberal Arts and Sciences	
Faculty of Medicine	
Faculty of Dentistry	

Endowed Departments / Joint Research Departments









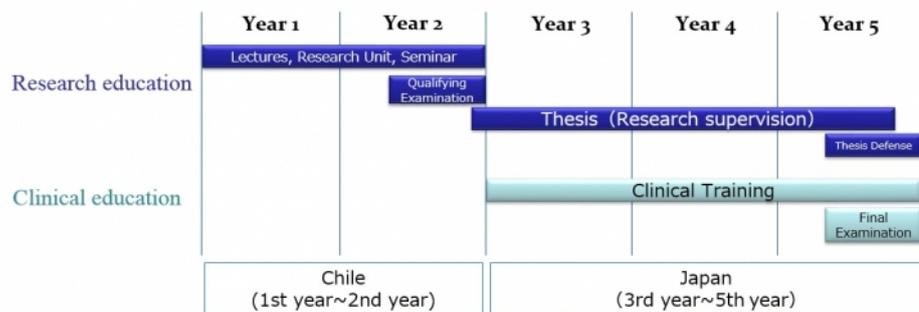
essential knowledge, skills, experience and leadership required of highly specialized medical professionals. These subjects will have basic and advanced contents, and also include clinical training, and will be established in TMDU and UCh separately. (\*4)  
 (5) Establish "Thesis" as compulsory subject for the provision of special guidance by TMDU and UCh faculty members in writing dissertations. Dissertations should be prepared in the thesis format, which has high international applicability. (\*5)

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

Outline of Education

E.g.: Student with Japanese doctor license



[Details]

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

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

Supervise method:

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

<Degree process>

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

Faculty Organization

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

Advantage of This Major

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

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

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

About University of Chile

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

\*Health network (Highly complex medicine)

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

\*Technological platform

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

\*Libraries

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

\*Link

[Web site of University of Chile](#)

[World University Rankings](#)

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# ジョイント・ディグリー・プログラム

本年3月末にチリに到着したJDP二期生である松宮由利子医師は、現在、クリニカ・ラス・コンデス(以下CLC)での臨床研究演習及び、チリ大学における基礎科目を中心に取り組んでいます。これ以外にも、JDP学生として様々な活動に参加しておりますので、本号ではその様子をお伝えいたします。

## JDP関係者懇親会

5月15日、チリ大学主催のJDP関係者懇親会がサンティアゴのシェラトンホテルにて行われました。オライアン教授、ウリベ教授、カスティジョン教授、ポニアチック教授、トレス准教授、チリ大学医学部国際交流課副課長のアウマダ氏、同大学院局評価室のアエド氏に加えて、JDP学生のサモラーノ医師、サナブリア医師、松宮医師が参加しました。

JDP学生の進捗等の報告や、JDPプログラムに関する意見交換が行われました。



懇親会の様子

## チリ大学総合キャンパスにてプログラムの紹介



発表の様子

5月22日、チリ大学総合キャンパスで、大学院留学生を対象としたウェルカムセレモニーが行われました。

チリ大学は、主に中南米諸国から多くの学生を受け入れており、セレモニーには約120名の留学生が参加しました。同大学院には様々なプログラムが存在し、各プログラムの代表者が概要説明を行いました。

松宮医師はJDPの紹介を行うとともに、「世界トップクラスの研究施設であるチリ大学で学べる事を誇りに思うとともに、両国で学べる利点を生かして、国際的医療人として活躍できる人材となるべく勉学に励みたい」と抱負を語りました。

# TMDU訪問団の活動報告

本学の田賀哲也特命副学長、安野正道特命教授、ソニア・レオン・カマラ国際交流課総務係員の3名からなる訪問団が7月29日からチリを訪れました。本号では訪問団の活動をお伝えいたします。

## クリニカ・ラス・コンデスにおける会議

7月30日午前、訪問団はCLCを訪れ、PRENECにおける今後の本学の方針について協議を行いました。この会議にはCLCよりマニャリッチCEO、チョマリ院長、PRENEC責任者のロペス医師（大腸肛門科長及びがん研究所長）、PRENEC業務補佐のサラテ医師が出席し、本学からは訪問団に加えて、招聘を受けて訪智中の江石義信教授、LACRCの小田柿智之助教、松宮由利子医師が出席しました。会議後には、田賀哲也特命副学長よりロペス医師へ本学の客員教授辞令の授与が行われました。

またこのCLC訪問に併せて、CLC内に位置する本学の拠点であるLACRCオフィスも訪れました。



会議の様子



左より江石教授、チョマリ院長、田賀特命副学長、マニャリッチCEO、ロペス医師、安野特命教授、ソニア係員、サラテ医師



客員教授辞令を受けるロペス医師(左)



LACRCオフィス前にて記念撮影(左よりサラテ医師、安野特命教授、田賀特命副学長、小田柿助教、松宮医師)

# ジョイント・ディグリー・プログラム

ジョイント・ディグリー・プログラム(以下 JDP) では、12月から植竹宏之教授が責任者となり、加えて今後、指導教員とのコミュニケーションのサポートや学修相談を担う調整教員として新たに伊藤崇助教が選ばれました。

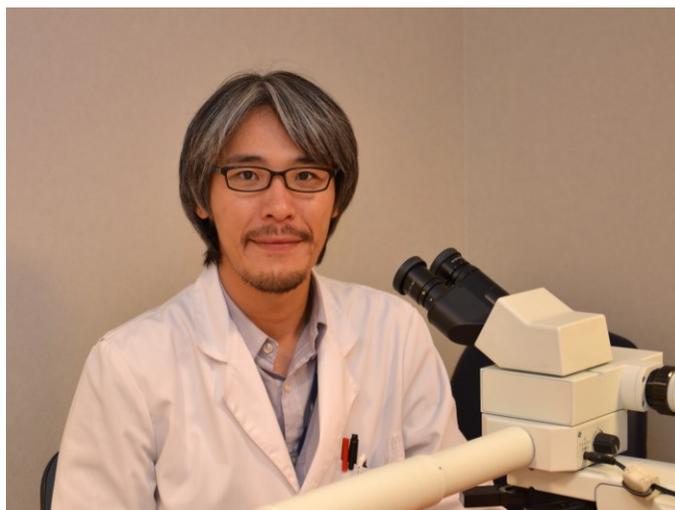
本号では、新たにJDPの調整教員としてメンバーに加わった伊藤助教からのお言葉を掲載しております。

## JDP調整教員

JDP調整教員 伊藤 崇 助教

この度、JDPにおける調整教員を拝命いたしました。私は2010年4月末から約2年間にわたり、本学からの初の長期赴任者としてLACRCに赴任しました。当時PRENECは準備段階にあり、チリ大学とのJDPについては具体的な構想すら無く、赴任中はLACRCにおける研究環境の整備、PRENECにて使用される病理診断プロトコルの作成、CLCでの病理診断業務への参加などが主な活動となりました。日本とは異なる環境での業務や生活に戸惑うことも多々ありましたが、赴任を通じて大いに見聞を広げることができました。

調整教員としては、チリ赴任の経験を生かし、大学院生がJDPを通じて国際的医療人としての経験を積めるよう、微力ながらも大学院生の生活・研究のサポートに当たればと考えております。



# ジョイント・ディグリー・プログラム

本年3月に昨年同様プログラムの総括を行うため医学部長会議を行いました。本号では会議の概要をお伝えいたします。

## JDP医学部長会議の開催



JDP 医学部長会議の様子

3月28日に本学及びチリ大学の学部長及び教授で構成する学部長会議をテレビ会議システムにて開催しました。

本会議では2018年度におけるジョイント・ディグリー・プログラム（以下JDP）の総括、自己点検・評価報告書について報告及び協議を行いました。

チリと日本では12時間もの時差があるため、本会議は年1回の開催としておりますが、両大学の学部長が顔を合わせて協議する場を設けることは大変貴重な機会です。

引き続き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参ります。

## 松宮医師の帰国

松宮 由利子

東京医科歯科大学・チリ大学国際連携医学系専攻

時の流れは早いもので、チリへ昨年度3月に降り立ってからあっという間に一年が経過し、今年の春は日本で迎える事となりました。桜の満開を日本で迎えられる事が楽しみであるとともに、チリにおける1年間がかけがえのない時間であっただけに残念な気持ちもあります。チリでは、チリ大学とクリニカ・ラス・コンデスの協力を得て、基礎研究に必要な分子細胞生物学・細菌学・遺伝子学などをチリ大学大学院の学生と共に学ぶとともに、チリにおける臨床の実態を肌で感じて参りました。殊に、チリでの貧富や地域による医療格差を目の当たりし、改めて日本の医療のあり方を考えるよい機会となりました。ここで得た知識が早期がんの発見および予防医学分野の発展に役立てるよう引き続き精進していきたいと考えております。

このJDPが多くの人に支えられている事を感謝し、また、引き続きチリとよい関係を維持するべく、成果を残したいと思っております。



研究室スタッフとの写真



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



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  - プログラム責任者ごあいさつ
  - 東京医科歯科大学プログラム委員
  - チリ大学プログラム委員
- 先輩の声
- お問い合わせ



## 東京医科歯科大学・チリ大学国際連携医学系専攻とは？

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

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

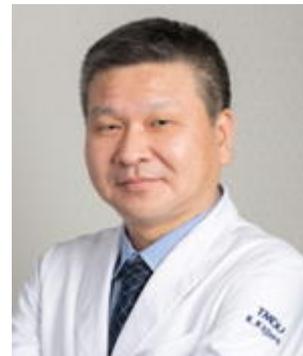
部科学省を中心に推進されています。

[詳細を見る](#)



## なぜ東京医科歯科大学は

## 南米のチリ大学と連携を？



### ごあいさつ

プログラム責任者

低侵襲医療学分野 教授

低侵襲医療センター センター長

小嶋 一幸

### ダウンロード

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

### お知らせ

**NEW**

- ホームページを開設しました。
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東京医科歯科大学大学院 医歯学総合研究科  
東京医科歯科大学・チリ大学国際連携医学系専攻  
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