

## 総説

## Preparing Future Healthcare Professionals for Global Opportunities

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With the current mobilized world population and advanced information technology of the 21st century, globalization of health care is a must. Tokyo Medical and Dental University's Mission is "Cultivating professionals with knowledge and humanity" both in Japan and Globally. We would like for every one of our upcoming graduates to think and act globally, but are striving for a majority our graduates to have the knowledge necessary to at least think globally, even if they are only interested in acting locally. For a select few with the will to be leaders, we have special courses so they can learn to both think and act globally. In this way they can all strive to provide and perform the best clinical medicine and research possible for their field.

Japanese graduates already have the advantage of providing health care under universal health coverage. So, there are many hurdles that other countries' healthcare providers face on a daily basis that our students do not have to. In fact, Japan's healthcare system was rated tenth out of 191 WHO member states in The World Health Report, for efficiency, quality of care, insurance coverage, low infant/maternal mortality, and high illness recovery rates<sup>i</sup>. Building on this already robust system, we as educators need to instill in our students not only the technical knowledge necessary to practice in their healthcare fields, but also the ability to work inter-professionally, the skills of leadership, creative and independent thinking, along with the qualities of humanity and broadminded-ness. By doing so, we can hopefully foster future healthcare professionals who can function efficiently and effectively not only in the Japanese clinical setting, but also in an intercultural setting. These are important educational goals, which require a large amount of resources, not only manpower but also funding.

In Japan we are privileged in that the Ministry of Education, Culture, Sports, Science and Technology (MEXT) is willing to support universities in such endeavors. In an attempt to improve the curricula at Tokyo Medical and Dental University (TMDU), a project proposal for the Go Global

Japan (GGJ) Grant / グローバル人材育成推進事業 was made and we were subsequently awarded Type B in fall of 2012. Under this project we aimed to enhance the English skills of all healthcare professionals to the necessary level for providing a global standard of health care. Additional aims were to provide the education necessary to produce future world leaders in health science research, global health, international cooperation, and healthcare industries, such as medical tourism.

Knowing that the GGJ Grant had an implementation period of five years, we then applied for the Super Global University / Top Global University Project Grant Type A with a ten-year maximum period, and were subsequently awarded such in 2014. Under these slightly overlapping grants we continued to strive toward our old goals plus added the aims of enhancing our international competitiveness in clinical fields, research and education, and by doing so striving to enter the ranking of the top 100 universities in the world. In the following pages I will give you a brief overview of our university and about some of our efforts to achieve the goals we have set. Since my area is education, I will mainly focus on those efforts.

TMDU is a relatively small university with six undergraduate healthcare related fields of study and various graduate fields<sup>ii</sup>. Under the Faculty of Medicine we have two schools: the School of Medicine, and the School of Health Care Sciences, which is composed of Nursing Science and Medical Technology. In addition, under the Faculty of Dentistry we also have two schools: the School of Dentistry, and the School of Oral Health Care Sciences, which is composed of Oral Health Care Sciences and Oral Health Engineering.

As you can imagine the range of English ability and knowledge acceptance is quite broad. Due to this, we have had to create a variety of courses and programs to try and reach a majority of the students. Plus, we are working toward increasing the number of faculty who have degrees from

overseas institutions, and improving the English levels of our current administrative/support staff.

Although English is not the only criteria for becoming globalized, it is a common language of communication throughout the world, a lingua franca. So, we have focused on improving students' and faculties' English, critical and creative thinking, and human interaction skills, on top of the knowledge and technical expertise necessary to become healthcare professionals. In addition to the required curriculum, we provide many opportunities for our students to acquire and polish these skills by conducting workshops, discussion sessions with international students, round-table discussion sessions with alumni and international professionals, preparatory courses before overseas dispatch, and leadership courses<sup>iii</sup>.

From the very first year of study we encourage students to get out of their comfort zone and challenge participation in an extracurricular event called Global Communication Workshop. This is a four-hour, mock-negotiation workshop, held on Saturdays in June and July, concerning a polio boycott case set in Africa. Six stakeholders, World Health Organization (WHO), Centers for Disease Control (CDC), Nigerian Ministry of Health (NMoH), Kano State Government (KSG), Local Community Leader (LCO), and Médecins Sans Frontières (MSF) negotiate as to whether to allow the vaccinations restarted. These stakeholder positions are played by first-year students from all six fields of undergraduate study (approx. 200), international graduate students (approx. 40), and a select few high school students from Super Science designated high schools (approx. 20). For many students it is their first time to participate in a negotiation and to interact with international students.

From the second semester of first-year up to 30 students can be accepted into the Health Sciences Leadership Program (HSLP). It is an all-English, afterschool program that students may apply to and must go through a rigorous screening process for acceptance to full-membership. There is also an associate membership status that is relatively easy to attain, but does not come with all of the benefits of full-membership.

This program states its aim as "to produce future world leaders in bioscience research, global health / healthcare policy and healthcare industries to lead Japan in bringing about innovation to the world". It is a spiral curriculum, to be taken from years 1-3, consisting of eight courses that frequently use case method teaching.

In years 4-6 HSLP students tutor their juniors and thereby put the leadership and facilitation skills they have learned in class into practice. This course is designed to cultivate competencies such as basic, social, medical and dental knowledge; politics, economics, philosophy, sociology, and practical, critical thinking skills; as well as investigative and analytical skills. Students have numerous opportunities to network with alumni and global leaders to assist them in career goals. We feel that through this program we are fostering and mentoring students so that they can become the best healthcare professionals they can be.

One event we hold that is hosted and run by the HSLP members is Discussion Café (D- Café). This event provides an environment for English discussion on a variety of current controversial health and/or social topics. It gives all TMDU students the chance to network with our international students and Waseda University students twice a year, plus Imperial College London students once a year. Since we are only a health sciences university it helps our students better understand topics from other fields' standpoints thereby helping them to gain a broader point of view.

Another of the roles HSLP members take on is to emcee the Find-Your-Role-Model (FYRM) sessions, held approximately 8 times a year. Guests are invited to these round-table style discussions from all fields of healthcare professions and from many countries. Sessions are open to all students, residents, post-docs and faculty, and give them a chance to learn different career paths and/or gain advice on how to reach their goals.





To become more globally minded, students should have multiple and varied chances for overseas learning experiences. At our university these start from the end of their first year with something called Student Short-term Visit Program, (open to years 1-3) where they can apply to visit medical universities and hospitals in Thailand and Taiwan. Students have reported that they learned new ways to study medicine while at the same time making friends with students from those universities.

We are hopeful that this program will encourage them from early in their academic careers to have a broader mindset about medicine, to study harder, and to build up a network of international friends, as networking is an essential part of the healthcare fields.

Before we send our students overseas for research or clinical rotations we feel it is important for them to take preparatory courses specially designed for what they are going to engage in.

Fourth-year students can apply to study abroad for up to five months at one of the universities we have MOUs with in Chile, Ghana, Australia, England, Thailand, Korea, Taiwan or the U.S.A.

Prior to dispatch, students are required to take a seven-session Academic Skills for Successful Exchange Research students (ASSERT Course), where they polish their critical thinking, analytical and presentation skills. They also learn how to talk about cultural differences and how to present about the research they are planning to do.

In fifth-year they can apply for overseas clinical clerkship rotations that will actually occur in their sixth-year for 1-3 months. They also can choose from the countries above, plus any of the participating institutions in Global Health Learning Opportunities Collaborative<sup>iv</sup> of which we are a member.

Before deployment they study history taking, physical examination, differential diagnosis; case, ward rounds, and beside presentations; and case write-ups in English, once a week for seven months in Fit for Overseas Clerkship opportunityS (FOCUS Course) led by our medical faculty who have studied and worked abroad and also facilitated by seniors who experienced these clerkships the year before.

For students from the Faculty of Dentistry we have Be Ready for International Dental Externships (BRIDgE Course). This is offered in three levels beginner, intermediate and advanced, taught by a member of the dental faculty and one international faculty with a medical background. Students learn dental terminology, how to organize a case presentation, and patient teaching skills in English before deployment to various destinations in Asia, Europe, Australia, and the U.S.A.

In addition to these specialized preparatory courses we also have weekend workshops for critical thinking, design thinking, plus spring and summer intensive courses for students to brush up their English skills before challenging the TOEFL iBT that are open to all undergraduate and graduate students.

These are all in addition to the regular English curricula that we have available in all of our departments. Our regular courses have been revised over the years to be level specific and interactive; including group discussion, pre-reading, use of active learning programs, writing opportunities and medical terminology building, in both layman and technical terms.

We at TMDU are working very hard to improve our programs to enable our students to have a wide choice of career paths, and we hope to continue improving and updating our university to provide the best education possible.

<sup>i</sup> WHO. World Health Report 2000. Geneva, Switzerland. World Health Organization, 2000

<sup>ii</sup> <http://www.tmd.ac.jp/archive-tmdu/kouhou/gaiyouH28.pdf>

<sup>iii</sup> <http://www.tmdu-global.jp>

<sup>iv</sup> <https://www.aamc.org/services/ghlo/>