

Graduate-School
Health Sciences Leadership Program
(G-HSLP)

2020-2021 Syllabus

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Institute of Global Affairs
Tokyo Medical and Dental University

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Program Overview

Program Mission

To create a community of future world leaders who will advance health sciences and raise the level of health all around the world through innovation in bioscience research, global health/healthcare policy and healthcare industries.

General Learning Goals / Objectives

Bringing together international and Japanese students from the fields of medicine and dentistry, including research, policy, organizational leadership, and global health, the G-HSLP aims to cultivate the knowledge and skills needed to make advancements in the health sciences arena. In order to achieve this goal, students must gain expertise that will assist them in the landscape of biomedical sciences, globalized health care, and medical industries. This includes cross-cultural competence, leadership and critical thinking skills, and a mastery of English, along with a host of other essential competencies.

To this end, students in the G-HSLP will work collaboratively to tackle bioscience, health care, and cross-cultural challenges, solving problems through case based learning methods. By integrating and applying their knowledge of basic medical science, clinical science, social medicine, and relevant social science to the problems presented, students will have the opportunity to polish soft skills, such as teambuilding, critical, and creative thinking skills in addition to other practical skills such as research presentations and academic writing. Learning goals and cases will challenge graduate students to synthesize across disciplines and to take a holistic perspective on contemporary health science issues as related to students' own research agendas.

Specific Goals for Learners

The following are specific goals for individuals to achieve, dependent upon the field of their career (bioscience research, global health/healthcare policy or healthcare industries).

Common Traits

- Feel proud of being a professional in the health sciences field, demonstrate a mastery of their chosen field of study.
- Interact with others who have different cultures (history/economy/religion/customs/behavioral patterns/diets) and values. Demonstrate a full understanding of and respect for diverse cultures and values
- Use English, a common language of the world, not only as a mere medium to communicate, but to carry out discussions and cooperate with native/non-native speakers. Furthermore, be able to alter the consciousness of various stakeholders and bring about innovation in the fields of medicine/health care and society as global leaders.

Specific Traits

Leaders in Bioscience Research

- Engage in bioscience research based on high-level problem-solving skills and extensive clinical experience. Conduct global cutting-edge research by learning from each other's experiences through active participation and interaction in facilities inside and outside the country. Contribute to the development of bioscience research as a leader/front-runner in

this field.

- Endeavor to train successors in the field of bioscience research inside and outside the country.

Leaders in Global Health / Healthcare Policy

- Demonstrate in-depth understanding of pandemics/statistics/environment/healthcare policy/social and behavioral sciences accompanied with high ethical standards.
- Engage and play central roles in global health/healthcare policy related institutions by exercising experience and expertise in their specialties.
- Endeavor to train successors in the field of global health/healthcare policy domestically and internationally.

Leaders in Healthcare Industry

- Engage and play leadership roles in healthcare industries by exercising experience and expertise in their specialties.

Specific Structure/Characteristics of Program

Students from any year in any TMDU graduate school may apply to the G-HSLP. Students admitted to this program can apply, based on their needs, to any of the program's offered courses in any sequence, in any semester or year of their studies. Students may not reenroll in courses they have already passed.

Enrollment Policies

Considering the competencies that will be required in this program, we expect TMDU graduate students with the following qualities to apply to our program.

- Students should demonstrate a full understanding of the program's mission and objectives mentioned above, as well as have a strong passion and commitment to learning in the program.
- In terms of accomplishing competencies of this program, and taking both official university courses and this program without hindrance, students should have a sufficient level of English proficiency.

Competencies

Based on the purposes and leadership traits mentioned above, competencies expected of G-HSLP students are defined as follows. The diagram below shows how skills cultivated through this program function in a coordinated fashion, which will allow global leaders to play active roles in international arenas to bring about innovation.

【Technical Expertise】

- Basic medical science knowledge^{※1}
- Clinical knowledge^{※1}
- Public health knowledge^{※1}
- Global health knowledge^{※1}
- Linguistic skills

【Teambuilding Functions】

- Intercultural knowledge and competence

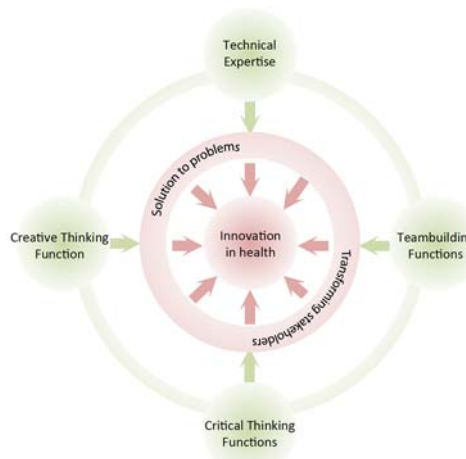
- Teambuilding skills
- Management skills
- Leadership skills

【Critical Thinking Functions】

- Critical thinking skills
- Information literacy
- Inquiry and analysis
- Reading
- Oral communication
- Written communication

【Creative Thinking Functions】

- Creative thinking



This diagram shows how the leadership skills cultivated through this program function in a coordinated fashion for global leaders to play active roles in international arenas to bring about innovation

※¹This program places an emphasis on the application and integration of this knowledge gained through courses elsewhere.

Curriculum Policies

- The competencies of this program cannot be acquired through one-way, knowledge-transfer style lectures in a short period of time. Therefore, in G-HSLP courses, students will examine their own research areas as well as complex real-life issues (through case method, project work, etc.) that they may encounter in the future, and acquire these competencies practically in accordance with their stages of learning. Also, workshops will be conducted as part of courses or extra-curricular activities.
- In general, all sessions will be conducted in English.
- In addition to attending sessions within G-HSLP, students are encouraged to study both independently and as groups. Also, an e-portfolio system “e-SALON (e-portfolio for Students Aspiring to be Leaders in health sciences Of the Next generation)” and “WebClass (<https://lib02.tmd.ac.jp/webclass/login.php?language=ENGLISH>)” will be available for the students to support group work, to accumulate and reflect upon their learning outcomes, and set their own goals.
- Students must meet all the course requirements in order to complete the courses.
- Credits will be granted for G-HSLP courses in which students satisfied attendance criteria and received A+, A, B, C, or D.

Available Courses

The schedules of available courses for TMDU Graduate Students in the academic year 2020-2021 are as follows:

Code	Course/Series	Spring Semester	Fall Semester	Remarks
8701	(Course) Leadership	Not offered in AY2020	Not offered in AY2020	
8708	(Course) Problem-based Learning in Health Sciences	Not offered in AY2020	Not offered in AY2020	
8705	(Course) Academic English I	To be offered	To be offered	
8706	(Course) Academic English II	To be offered	To be offered	
8712	(Course) Social Science Theory for the Health Sciences	To be offered		
8707	(Course) Introduction to Qualitative Methods		To be offered	
8710	(Course) Presentation in English	To be offered		
8711	(Course) Writing for Publication		To be offered	

Details about each course will be described in subsequent pages.

Available Workshops

The schedules of available workshops for TMDU Graduate Students in academic year 2020-2021 are as follows:

Workshops	Dates	Remarks
Effective Research Presentations	Most Thursdays	
Qualitative Research Design and Analysis	2020/5/13(Wed) - 2020/7/22(Wed)	
Design Thinking Bootcamp	2021/2/25(Thu) – 2021/2/26(Fri)	
Leadership Workshop	Not offered in AY2020	

Details about each workshop will be described in subsequent pages.

Curricular Map

The matrix below provides general information regarding which skills will be acquired/sophisticated in which courses.

Skills Key:
 ○ = main skill covered in course
 ◆ = subskill

G-HSLP Courses/ Workshops; Attainable Skills

		<i>Skills</i>								
		Critical Thinking	Creative Thinking	Leadership	Critical Communication	Research Presentations	Academic Writing	Team Building	Industry Knowledge and Career Path	
Course Style	SKILL BUILDING	Leadership	◆	◆	○	◆	/	/	◆	◆
		Effective Research Presentations	◆	◆	/	○	○	◆	/	◆
		Academic English I	◆	◆	/	○	◆	◆	/	/
		Academic English II	◆	◆	/	○	◆	◆	/	/
		Social Science Theory for the Health Sciences	○	◆	/	◆	/	/	/	◆
		Introduction to Qualitative Methods	○	◆	/	○	/	/	◆	/
		Presentation in English	◆	/	/	○	○	◆	/	◆
		Writing for Publication	◆	◆	/	○	◆	○	/	○
		Qualitative Research Design and Analysis	○	◆	/	◆	◆	◆	/	◆
		Design Thinking Bootcamp	○	○	◆	○	◆	/	○	/
PBL	Problem Based Learning in Health Sciences	○	◆	/	○	◆	/	◆	◆	

	Critical Thinking and Analytical Skills	Creative Thinking	Leadership	Critical Communication	Research Presentations	Academic Writing	Team Building	Industry Knowledge and Career Path
<i>Description of Skills Scope</i>	Analyzing, synthesizing and evaluating information including research data	Creative approaches to data collection, analysis and problem solving	Effective delegation, inspiration and communication	Argument construction and persuasive speech; Debate and negotiation	Poster and conference presentations; Presentation abstracts; Question and answer sessions	Publishing; Argument organization; Grant writing; Peer review activities	Collaborative communication and problem solving	Pharmaceutical; Health policy and governance; Engineering; Technology; Entrepreneurship; Job applications

The courses/workshops offered under Skill Building include: Leadership, Effective Research Presentations, and Design Thinking Bootcamp. These Skill Building courses/workshops are delivered in participatory lecture format or in workshop format where students supply the content to be dealt with based on their interests, needs and research areas. This focus allows each course to very practically assist students with their progress in TMDU's graduate programs while also supporting their growth and development as future global leaders.

Course/Workshop Overviews

Course	Course Director	Course Instructors	Description
Academic English I (1 Unit)	Janelle Moross	Janelle Moross Ash Warren	Academic English courses offer graduate students an opportunity to increase their English competency for reading, writing, and speaking; growing confidence in the communication skills they will need to join the global stream of health science research, production, decision-making and dissemination. English proficiency is essential as a common world language for not only communication but also information dissemination in state-of-the art medical and dental research. In order to become leaders in the international arena, we will use critical thinking skills to discuss current topics, and practice the basic skills required to have conversations and learn how to debate various topics.
Academic English II (1 Unit)	Janelle Moross	Janelle Moross Ash Warren	Academic English courses offer graduate students an opportunity to increase their English competency for reading, writing, and speaking; growing confidence in the communication skills they will need to join the global stream of health science research, production, decision-making and dissemination. English proficiency is essential as a common world language for not only communication but also information dissemination in state-of-the art medical and dental research. In order to become leaders in the international arena, we will use critical thinking skills to discuss current topics, and practice the basic skills required to have conversations and learn how to debate various topics.
Social Science Theory for the Health Sciences (1 Unit)	Rebecca Carlson	Rebecca Carlson	Human "health" is a distinctly social and cultural experience that defies hegemonic notions of universal biology. Social factors, such as socio-economic status and structural inequality, play a direct role in determining both global disease distribution and disease outcome, such as mortality rates. Yet these epidemiological factors are often divorced in research and policy making from the local and global circumstances that shape and construct them. This course will introduce students to the theoretical approaches utilized in the social sciences to understand the social production of disease. This theory serves as the foundation of qualitative research methods, and is useful for those engaging in clinical, public health or epidemiological studies, along with deepening students' thinking about health and illness regardless of their scientific training or background.
Introduction to Qualitative Methods (1 Unit)	Rebecca Carlson	Rebecca Carlson	Today, health practitioners face challenges and opportunities that are growing increasingly complex and involve diverse stakeholders. To adapt to these changes, it is essential for global leaders to acquire new problem solving methods, research skills and perspectives. This course is designed to introduce students to the strengths and applications of qualitative research methods in clinical and public health settings, in order to support graduate research in these areas. We will explore the concepts, steps and analysis of qualitative approaches, and practice designing these tools.
Presentation in English (1 unit)	Janelle Moross	Janelle Moross Naomi Omar	Medical researchers increasingly need to make presentations in English. Thus, it is now vitally important to be able to communicate your thoughts and ideas effectively in this global language. This ability will not only be useful for lab presentations but also for job interviews, international conferences and other situations. This course targets those students who have never presented in English before and want to study abroad, present their research internationally or gain employment in international companies. As for the final presentation topic, students will present their own research or research proposals. Students will also develop their communication skills through discussion and Q & A.

Graduate-School Health Sciences Leadership Program

Course	Course Director	Course Instructors	Description
Writing for Publication (1 unit)	Rebecca Carlson	Rebecca Carlson	While medical and dental students may understand the necessity of publishing their research results in English-language journals, little formal instruction is devoted to academic writing styles and standards that would help make those publications a success. This course is targeted towards any graduate student who seeks to improve their paper organization and argumentation, along with research analysis, whether for a university course or formal publication. Practical information concerning differences in formatting between conference papers, grant proposals and research articles, along with how to find and then target appropriate journals and publication outlets will also be discussed.

Graduate-School Health Sciences Leadership Program

Workshop	Organizer	Instructors	Description
Effective Research Presentations	Janelle Moross	Guest Masao Takata, TBA TMDU David Cannell Janelle Moross	The need for researchers and clinicians to make presentations in English is increasing in our globalized world. The skills learned in this workshop will be useful in academic conferences, patient presentations, lectures, job interviews, and other instances where you need to explain something clearly to your audience be it one or 100. Students will present their own research and get feedback from their peers as well as the faculty. Through listening to other's presentations and practicing question and answering, students can improve their speaking, listening, critical thinking and discussion skills.
Qualitative Research Design and Analysis	Rebecca Carlson	Rebecca Carlson	In clinical and other medical settings, where health practitioners encounter real patients, qualitative research methods add a depth and complexity to any analysis of health and illness, whether in the consideration of epidemiological findings or the development of health policy and initiative design. Yet, qualitative methods are rarely directly incorporated into the study of the health sciences. The goal of this workshop is to support students and faculty who are undertaking qualitative research projects or methods, in the development of their research design and/or data analysis. Discussion will be guided by participants' own approaches and the work they have conducted prior to the workshop, whether in planning, designing, collecting or analyzing qualitative data.
Design Thinking Bootcamp	Rebecca Carlson	Rebecca Carlson	Today, health practitioners face challenges and opportunities that are growing increasingly complex and involve diverse stakeholders. In order to realize the creativity necessary for true innovation and change in the fields of health sciences, it is essential for global leaders to acquire new problem solving methods and research perspectives. As design thinking is a human-centered approach focused on crafting real world applications, it is an ideal method for bridging clinical or health care realities with basic science or lab research. The Design Thinking model is centered on open-ended and creative data collection, solution prototyping and testing, and iteration based on feedback through all parts of the research and production process. Students in this 2-day workshop will work through several challenges in order to grow their knowledge of the design thinking toolkit as they build towards a final group experimental project.

Collaborative Course	Instructors	Description
Science Reading and Discussion	David Cannell	<p>This small discussion-based course is designed around a single key text, <i>Consilience: The Unity of Knowledge</i>, a NY Times best-selling book by the Pulitzer-prize winning biologist Edward O. Wilson. <i>Consilience</i> is a book that makes the startling claim that science is the most successful mode of knowledge and has the capacity to unify all fields of knowledge—whether science, social science, art, ethics, or religion. Such an ambitious claim demands our critical scrutiny while at the same offers us an extraordinary opportunity to examine the scientific roots of the research we do here at the university. The course has two primary goals: broaden our understanding of science and enhance our English language skills. Regarding the science component of this course, the aim is to introduce students and faculty to an influential English-language science book that speaks beyond any one particular specialism to a broader view of central issues in science. It is hoped that the reading and discussion of <i>Consilience</i> will motivate and enable students to understand their own specialized knowledge in a broader context and to communicate ideas and opinions in an interdisciplinary manner to science and non-science peers. As for English-language comprehension, it is expected that this class will improve students' English reading and speaking abilities generally, solidify their grasp of English grammar, and expand their vocabulary in the sciences</p>
English Topics—Reading & Conversation	David Cannell	<p>Are you looking for a chance to brush up your English-language skills? Are you interested in talking about more than just the weather or the latest gossip on social media? If so, then this class might be the one for you. The class will be informal with a strong emphasis on in-class discussion. For discussion, we will read magazine articles or listen to podcasts that deal with lively, substantive topics of interest. Are you curious about how algorithms are impacting society? How about fast-changing norms of workplace harassment, such as the #MeToo movement? Or the incidence of fraud committed against the elderly in aging societies? What do you know about the reproducibility crisis in science? If these topics interest you, then sign up right away.</p>
Japanese Literature and History	David Cannell	<p>If you have ever wondered about Japan's past—for example, who the samurai were, where haiku poems came from, why Japan modernized so quickly, and so on—then this is the class for you. The idea of the course is to introduce you to representative literary texts from Japan's major historical eras, which enable us to peer through the window of history and grasp the secrets of Japan's past thereby illuminating Japan's present. We will survey Japan from earliest times up to the present by focusing on the literature of four social groups—the aristocracy, the samurai, and the townspeople of early modern Japan. Being a survey course, much of the detail of Japan's past will naturally be beyond the scope of our class, but the design of the course is to enable you to come away with a broad grasp of Japan's history and build upon it through later study.</p>

Enrollment policy, grading and venue

1. Enrolling in G-HSLP and its Courses

Students from any year who are currently a member of any TMDU graduate school are eligible for enrollment to G-HSLP. To enroll, students must submit the G-HSLP application form found at <https://www.tmdu-global.jp/en/> to Global Advancement Administrative Unit (global.adm@tmd.ac.jp). Once received, applications will be reviewed and notification of a decision will be sent within a few weeks from submission.

2. Dropping/Failing Courses

Students may drop courses before the 3rd round of each course without any record of the course remaining on their transcript. To drop courses, students must submit the Request of Cancelling Registered Subject Form to the Educational Planning Section. Students who stop attending courses without officially dropping them by the deadline will receive a grade of "F". Students who fail a course due to lack of attendance will not be allowed to register for the same course in another semester.

3. Grading

All courses will be graded in accordance with the procedures outlined in the graduate course syllabi. Course directors are responsible for entering all grades, which will be reported to the educational committee of each school. After approval, final grades will be determined at the faculty meeting of each department.

4. Enrolling in Workshops

G-HSLP students of any grade are eligible for enrollment in any workshops. To enroll in workshops, students must download and submit the application form to Global Advancement Administrative Unit (global.adm@tmd.ac.jp) before the specified deadline.

5. Classroom venue

Unless otherwise noted, classes will be conducted in the "G-Lab," M&D Tower 8F. Be sure to check the location prior to the first session. Please do not leave personal belongings unattended in the G-Lab area.

Inquiry:
Global Advancement Administrative Unit
Institute of Global Affairs
(03) 5803-4964
E-mail: global.adm@tmd.ac.jp

Course Descriptions

Tokyo Medical and Dental University
Graduate-School Health Sciences Leadership Program

Academic English I

Spring 2020

updated April 1, 2020

(Code: 8705/1unit)

1. Course Director and Instructor(s)

	Name	Department	Contact
Director/Instructor	Janelle Moross	Institute of Global Affairs, Associate Prof.	03-5803-4686 jmoross.isc@tmd.ac.jp
Instructor	Ash Warren	Institute of Global Affairs, Adjunct Lecturer	03-5803-4964 global.adm@tmd.ac.jp

2. Classroom/lab

M & D Tower, 9th floor, Graduate School Lecture Room 4

* Session 1 and 2 will be done via Zoom meetings.

3. Enrollment Capacity

15 students (any TMDU Graduate student may apply)

4. Course Purpose and Outline

English proficiency is essential as a common world language for not only communication but also information dissemination in state-of-the art medical and dental research. In order to become leaders in the international arena, we will use critical thinking skills to discuss current topics, practice the basic skills required to have conversations, and learn how to debate various topics.

5. Course Objectives

At the end of the course, students will have improved skills of:

- 1) Discussing current health science and cultural topics with more confidence
- 2) Using the Opinion-Reason-Evidence format for expressing ideas more clearly
- 3) Understanding and ability to use debate skills
- 4) Writing format and flow

6. Format

- Pre-reading of weekly topic and viewing of online video
- In-class group discussion/debate and listening exercises
- Weekly short essay writing assignments

7. Course Description and Timetable

No.	Date Time	Topic Venue	Instructor
1	4/23 (Thu) 16:20-17:50	Overview of class/ Group work & debate basics via Zoom meeting	Janelle Moross Ash Warren
2	4/30 (Thu) 16:20-17:50	Discussion/Listening/Debate via Zoom meeting	"
3	5/07 (Thu) 16:20-17:50	Discussion/Listening/Debate MD Tower, 9th floor, Lecture Room 4	"
4	5/14 (Thu) 16:20-17:50	Discussion/Listening/Debate/ MD Tower, 9th floor, Lecture Room 4	"

5	5/21 (Thu) 16:20-17:50	Discussion/Listening/Debate MD Tower, 9th floor, Lecture Room 4	"
6	5/28 (Thu) 16:20-17:50	Discussion/Listening/Debate MD Tower, 9th floor, Lecture Room 4	"
7	6/04 (Thu) 16:20-17:50	Discussion/Listening/Debate MD Tower, 9th floor, Lecture Room 4	"
8	6/11 (Thu) 16:20-17:50	Discussion/Listening/Debate MD Tower, 9th floor, Lecture Room 4	"
9	6/18 (Thu) 16:20-17:50	Discussion/Listening/Debate/ MD Tower, 9th floor, Lecture Room 4	"
10	6/25 (Thu) 16:20-17:50	Discussion/Listening/Debate MD Tower, 9th floor, Lecture Room 4	"
11	7/02 (Thu) 16:20-17:50	Discussion/Listening/Debate MD Tower, 9th floor, Lecture Room 4	"
12	7/16 (Thu) 16:20-17:50	Discussion/Listening/Debate MD Tower, 9th floor, Lecture Room 4	"

8. Grading System/ Attendance

Grades shall be based on class discussion (80%), writing (20%). An essay topic will be given with each reading assignment.

9. Prerequisite Reading

Reading, listening or light research will be required before each session. Reading materials with links to videos are uploaded to the TMDU intranet system, WebClass. All enrollees are expected to read/watch those materials beforehand and be prepared for class discussion and/or debate.

10. Reference Materials

Will be uploaded to WebClass before class.

11. Important Course Requirements

Students taking the course for credit will be expected to arrive to class on time, participate actively and vocally during class discussions, and complete any homework and in-class assignments before class begins.

12. Availability in English

Direction, class group work and all communications are in English.

13. Office Hours

Please contact course director to make an appointment.

14. Note to Students

All International and Japanese graduate students are welcome to join the course. Spring and fall courses have different course content.

15. TOEFL iBT Practice Test

Enrollees of this course may take the iBT Practice Test administered here at TMDU in spring and summer without having to take the TOEFL course. If you would like to take this practice test, you must pay the testing fee of around 4,000 yen. Contact the Global Advancement Administrative Unit, global.adm@tmd.ac.jp, for further details. *This is not a requirement of the course.

Tokyo Medical and Dental University
Graduate-School Health Sciences Leadership Program

Academic English I

Fall 2020

updated January 2020

(Code: 8705/1unit)

1. Course Director and Instructor(s)

	Name	Department	Contact
Director/Instructor	Janelle Moross	Institute of Global Affairs, Associate Prof.	03-5803-4686 jmoross.isc@tmd.ac.jp
Instructor	Ash Warren	Institute of Global Affairs, Adjunct Lecturer	03-5803-4964 global.adm@tmd.ac.jp

2. Classroom/lab

M & D Tower, 9th floor, Graduate School Lecture Room 4

3. Enrollment Capacity

15 students (any TMDU Graduate student may apply)

4. Course Purpose and Outline

English proficiency is essential as a common world language for not only communication but also information dissemination in state-of-the-art medical and dental research. In order to become leaders in the international arena, we will use critical thinking skills to discuss current topics, practice the basic skills required to have conversations, and learn how to debate various topics.

5. Course Objectives

At the end of the course, students will have improved skills of:

- 1) Discussing current health science and cultural topics with more confidence
- 2) Using the Opinion-Reason-Evidence format for expressing ideas more clearly
- 3) Understanding and ability to use debate skills
- 4) Writing format and flow

6. Format

- Pre-reading of weekly topic and viewing of online video
- In-class group discussion/debate and listening exercises
- Weekly short essay writing assignments

7. Course Description and Timetable

No.	Date Time	Topic Venue	Instructor
1	10/15 (Thu) 16:20-17:50	Overview of class/ Group work & debate basics MD Tower, 9th floor, Lecture Room 4	Janelle Moross Ash Warren
2	10/22 (Thu) 16:20-17:50	Discussion/Listening/Debate MD Tower, 9th floor, Lecture Room 4	"
3	10/29 (Thu) 16:20-17:50	Discussion/Listening/Debate MD Tower, 9th floor, Lecture Room 4	"
4	11/05 (Thu) 16:20-17:50	Discussion/Listening/Debate MD Tower, 9th floor, Lecture Room 4	"
5	11/12 (Thu) 16:20-17:50	Discussion/Listening/Debate MD Tower, 9th floor, Lecture Room 4	"

6	11/19 (Thu) 16:20-17:50	Discussion/Listening/Debate MD Tower, 9th floor, Lecture Room 4	"
7	11/26 (Thu) 16:20-17:50	Discussion/Listening/Debate MD Tower, 9th floor, Lecture Room 4	"
8	12/03 (Thu) 16:20-17:50	Discussion/Listening/Debate MD Tower, 9th floor, Lecture Room 4	"
9	12/10 (Thu) 16:20-17:50	Discussion/Listening/Debate MD Tower, 9th floor, Lecture Room 4	"
10	12/17 (Thu) 16:20-17:50	Discussion/Listening/Debate MD Tower, 9th floor, Lecture Room 4	"
11	1/07 (Thu) 16:20-17:50	Discussion/Listening/Debate MD Tower, 9th floor, Lecture Room 4	"
12	1/14 (Thu) 16:20-17:50	Discussion/Listening/Debate MD Tower, 9th floor, Lecture Room 4	"

8. Grading System/ Attendance

Grades shall be based on class discussion (80%), writing (20%). An essay topic will be given with each reading assignment.

9. Prerequisite Reading

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10. Reference Materials

Will be uploaded to WebClass before class.

11. Important Course Requirements

Students taking the course for credit will be expected to arrive to class on time, participate actively and vocally during class discussions, and complete any homework and in-class assignments before class begins.

12. Availability in English

Direction, class group work and all communications are in English.

13. Office Hours

Please contact course director to make an appointment.

14. Note to Students

All International and Japanese graduate students are welcome to join the course. Spring and fall courses have different course content.

15. TOEFL iBT Practice Test

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Tokyo Medical and Dental University
Graduate-School Health Sciences Leadership Program

Academic English II

Spring 2020
updated April 1, 2020

(Code: 8706/1unit)

1. Course Director and Instructor(s)

	Name	Department	Contact
Director/Instructor	Janelle Moross	Institute of Global Affairs, Associate Prof.	03-5803-4686 jmoross.isc@tmd.ac.jp
Instructor	Ash Warren	Institute of Global Affairs, Adjunct Lecturer	03-5803-4964 global.adm@tmd.ac.jp

2. Classroom/lab

M & D Tower, 9th floor, Graduate School Lecture Room 4

* Session 1 will be done via Zoom meetings.

3. Enrollment Capacity

15 students (any TMDU Graduate student may apply)

4. Course Purpose and Outline

English proficiency is essential as a common world language for not only communication but also information dissemination in state-of-the art medical and dental research. In order to become leaders in the international arena, we will use critical thinking skills to discuss current topics, practice the basic skills required to have conversations, and learn how to debate various topics.

5. Course Objectives

At the end of the course, students will have improved skills of:

- 1) Discussing current health science and cultural topics with more confidence
- 2) Using the Opinion-Reason-Evidence format for expressing ideas more clearly
- 3) Understanding and ability to use debate skills
- 4) Writing format and flow

6. Format

- Pre-reading of weekly topic and viewing of online video
- In-class group discussion/debate and listening exercises
- Weekly short essay writing assignments

7. Course Description and Timetable

No.	Date Time	Topic Venue	Instructor
1	4/28 (Tue) 15:00-16:30	Overview of class/ Group work basics via Zoom meeting	Janelle Moross Ash Warren
2	5/12 (Tue) 15:00-16:30	Discussion/Listening/Debate MD Tower, 9th floor, Lecture Room 4	"
3	5/19 (Tue) 15:00-16:30	Discussion/Listening/Debate MD Tower, 9th floor, Lecture Room 4	"
4	5/26 (Tue) 15:00-16:30	Discussion/Listening/Debate MD Tower, 9th floor, Lecture Room 4	"
5	6/02 (Tue) 15:00-16:30	Discussion/Listening/Debate MD Tower, 9th floor, Lecture Room 4	"

6	6/09 (Tue) 15:00-16:30	Discussion/Listening/Debate MD Tower, 9th floor, Lecture Room 4	"
7	6/16 (Tue) 15:00-16:30	Discussion/Listening/Debate MD Tower, 9th floor, Lecture Room 4	"
8	6/23 (Tue) 15:00-16:30	Discussion/Listening/Debate MD Tower, 9th floor, Lecture Room 4	"
9	6/30 (Tue) 15:00-16:30	Discussion/Listening/Debate MD Tower, 9th floor, Lecture Room 4	"
10	7/07 (Tue) 15:00-16:30	Discussion/Listening/Debate MD Tower, 9th floor, Lecture Room 4	"
11	7/14 (Tue) 15:00-16:30	Discussion/Listening/Debate MD Tower, 9th floor, Lecture Room 4	"
12	7/21 (Tue) 15:00-16:30	Discussion/Listening/Debate MD Tower, 9th floor, Lecture Room 4	"

8. Grading System/ Attendance

Grades shall be based on class discussion (80%), writing (20%). An essay topic will be given with each reading assignment.

9. Prerequisite Reading

Reading, listening or light research will be required before each session. Reading materials with links to videos are uploaded to the TMDU intranet system, WebClass. All enrollees are expected to read/watch those materials beforehand and be prepared for class discussion and/or debate.

10. Reference Materials

Will be uploaded to WebClass before class.

11. Important Course Requirements

Students taking the course for credit will be expected to arrive to class on time, participate actively and vocally during class discussions, and complete any homework and in-class assignments before class begins.

12. Availability in English

Direction, class group work and all communications are in English.

13. Office Hours

Please contact course director to make an appointment.

14. Note to Students

All International and Japanese graduate students are welcome to join the course. Spring and fall courses have different course content.

15. TOEFL iBT Practice Test

Enrollees of this course may take the iBT Practice Test administered here at TMDU in spring and summer without having to take the TOEFL course. If you would like to take this practice test, you must pay the testing fee of around 4,000 yen. Contact the Global Advancement Administrative Unit, global.adm@tmd.ac.jp, for further details. *This is not a requirement of the course.

Academic English II

Fall 2020

updated January 2020

(Code: 8706/1unit)

1. Course Director and Instructor(s)

	Name	Department	Contact
Director/Instructor	Janelle Moross	Institute of Global Affairs, Associate Prof.	03-5803-4686 jmoross.isc@tmd.ac.jp
Instructor	Ash Warren	Institute of Global Affairs, Adjunct Lecturer	03-5803-4964 global.adm@tmd.ac.jp

2. Classroom/lab

M & D Tower, 9th floor, Graduate School Lecture Room 4

3. Enrollment Capacity

15 students (any TMDU Graduate student may apply)

4. Course Purpose and Outline

English proficiency is essential as a common world language for not only communication but also information dissemination in state-of-the art medical and dental research. In order to become leaders in the international arena, we will use critical thinking skills to discuss current topics, practice the basic skills required to have conversations, and learn how to debate various topics.

5. Course Objectives

At the end of the course, students will have improved skills of:

- 1) Discussing current health science and cultural topics with more confidence
- 2) Using the Opinion-Reason-Evidence format for expressing ideas more clearly
- 3) Understanding and ability to use debate skills
- 4) Writing format and flow

6. Format

- Pre-reading of weekly topic and viewing of online video
- In-class group discussion/debate and listening exercises
- Weekly short essay writing assignments

7. Course Description and Timetable

No.	Date Time	Topic Venue	Instructor
1	10/20 (Tue) 15:00-16:30	Overview of class/ Group work & debate basics MD Tower, 9th floor, Lecture Room 4	Janelle Moross Ash Warren
2	10/27 (Tue) 15:00-16:30	Discussion/Listening/Debate MD Tower, 9th floor, Lecture Room 4	"
3	11/10 (Tue) 15:00-16:30	Discussion/Listening/Debate MD Tower, 9th floor, Lecture Room 4	"
4	11/17 (Tue) 15:00-16:30	Discussion/Listening/Debate MD Tower, 9th floor, Lecture Room 4	"
5	11/24 (Tue) 15:00-16:30	Discussion/Listening/Debate MD Tower, 9th floor, Lecture Room 4	"

6	12/01 (Tue) 15:00-16:30	Discussion/Listening/Debate MD Tower, 9th floor, Lecture Room 4	"
7	12/08 (Tue) 15:00-16:30	Discussion/Listening/Debate MD Tower, 9th floor, Lecture Room 4	"
8	12/15 (Tue) 15:00-16:30	Discussion/Listening/Debate MD Tower, 9th floor, Lecture Room 4	"
9	1/12 (Tue) 15:00-16:30	Discussion/Listening/Debate MD Tower, 9th floor, Lecture Room 4	"
10	1/19 (Tue) 15:00-16:30	Discussion/Listening/Debate MD Tower, 9th floor, Lecture Room 4	"
11	1/26 (Tue) 15:00-16:30	Discussion/Listening/Debate MD Tower, 9th floor, Lecture Room 4	"
12	2/02(Tue) 15:00-16:30	Discussion/Listening/Debate MD Tower, 9th floor, Lecture Room 4	"

8. Grading System/ Attendance

Grades shall be based on class discussion (80%), writing (20%). An essay topic will be given with each reading assignment.

9. Prerequisite Reading

Reading, listening or light research will be required before each session. Reading materials with links to videos are uploaded to the TMDU intranet system, WebClass. All enrollees are expected to read/watch those materials beforehand and be prepared for class discussion and/or debate.

10. Reference Materials

Will be uploaded to WebClass before class.

11. Important Course Requirements

Students taking the course for credit will be expected to arrive to class on time, participate actively and vocally during class discussions, and complete any homework and in-class assignments before class begins.

12. Availability in English

Direction, class group work and all communications are in English.

13. Office Hours

Please contact course director to make an appointment.

14. Note to Students

All International and Japanese graduate students are welcome to join the course. Spring and fall courses have different course content.

15. TOEFL iBT Practice Test

Enrollees of this course may take the iBT Practice Test administered here at TMDU in spring and summer without having to take the TOEFL course. If you would like to take this practice test, you must pay the testing fee of around 4,000 yen. Contact the Global Advancement Administrative Unit, global.adm@tmd.ac.jp, for further details. *This is not a requirement of the course.

Tokyo Medical and Dental University
Graduate-School Health Sciences Leadership Program

Social Science Theory for the Health Sciences

Spring 2020

updated January 18, 2020

(Code: 8712/1unit)

1. Course Director and Instructor(s)

	Name	Department	Contact
Instructor	Rebecca Carlson	Institute of Global Affairs	03-5803-5830; carlson.isc@tmd.ac.jp

2. Classroom/lab

G-lab, M & D Tower, 8th floor

3. Enrollment Capacity

25

4. English Proficiency Requirement

This course requires minimum TOEFL iBT score of 70 (or its equivalent). A score of 80 or above is strongly recommended for participants.

5. Course Purpose and Outline

Human "health" is a distinctly social and cultural experience that defies hegemonic notions of universal biology. Social factors, such as socio-economic status and structural inequality, play a direct role in determining both global disease distribution and disease outcome, such as mortality rates. Yet these epidemiological factors are often divorced in research and policy making from the local and global circumstances that shape and construct them. This course will introduce students to the theoretical approaches utilized in the social sciences to understand the social production of disease. This theory serves as the foundation of qualitative research methods, and is useful for those engaging in clinical, public health or epidemiological studies, along with deepening students' thinking about health and illness regardless of their scientific training or background.

6. Course Objectives

At the end of the course, students will be able to:

- 1) Outline the primary approach in the social sciences to an analysis of disease distribution and outcome, across cultures
- 2) Appreciate the complexity of social factors which produce the concrete "facts" they observe as health practitioners and researchers in the hospital or lab

7. Format

This course is based on in class group discussion and presentation of assigned readings

9. Course Description and Timetable

No.	Day Time	Topic Venue	Instructor
1	5/13 (Wed) 16:20-17:50	The social construction of health and illness G-lab, M & D Tower, 8th floor	Rebecca Carlson
2	5/20 (Wed) 16:20-17:50	The production of scientific fact G-lab, M & D Tower, 8th floor	"
3	5/27 (Wed) 16:20-17:50	Diabetes etiology in the US and Japan G-lab, M & D Tower, 8th floor	"

4	6/3 (Wed) 16:20-17:50	The medicalization of obesity G-lab, M & D Tower, 8th floor	"
5	6/10 (Wed) 16:20-17:50	Colonial medicine and vaccination boycotts G-lab, M & D Tower, 8th floor	"
6	6/17 (Wed) 16:20-17:50	Biopower and self-governance G-lab, M & D Tower, 8th floor	"
7	6/24 (Wed) 16:20-17:50	Structural violence: HIV in Haiti G-lab, M & D Tower, 8th floor	"
8	7/1 (Wed) 16:20-17:50	Cost effective analysis and MDRTB G-lab, M & D Tower, 8th floor	"
9	7/15 (Wed) 16:20-17:50	Adherence to HIV treatment in West Africa G-lab, M & D Tower, 8th floor	"
10	7/22 (Wed) 16:20-17:50	Student selections from <i>Medicine, Anthropology, Theory (MAT)</i> G-lab, M & D Tower, 8th floor	"

10. Grading System

Based on attendance, participation in class, completing of required reading and presentation assignments. **If you are absent for more than two sessions of the course you will receive a failing grade.** You must specify if you are taking the course for credit or non-credit. Those taking the course for non-credit are still expected to complete all required readings before class in order to contribute to discussions.

11. Prerequisite Reading

Reading materials will be distributed or specified in advance, and participants are expected to read those materials beforehand and to come to class prepared to discuss them.

12. Reference Materials

To be announced before class or during individual classes, when relevant.

13. Important Course Requirements

Students taking the course for credit will be expected to arrive to class on time, participate actively and vocally during class discussions, and complete in class presentations on assigned readings.

14. Availability in English

Lecture, class work and all communications are in English.

15. Office Hours

Please contact Prof. Carlson to make an appointment (carlson.isc@tmd.ac.jp)

16. Note to Students

All sessions are conducted in English and both International and Japanese graduate students are welcome to join the course.

Introduction to Qualitative Methods

Fall 2020

updated January 18, 2020

(Code: 8707/1unit)

1. Course Director and Instructor(s)

	Name	Department	Contact
Instructor	Rebecca Carlson	Institute of Global Affairs	03-5803-5830; carlson.isc@tmd.ac.jp

2. Classroom/lab

TBD

3. Enrollment Capacity

20

4. English Proficiency Requirement

This course requires minimum TOEFL iBT score of 70 (or its equivalent). A score of 80 or above is strongly recommended for participants.

5. Course Purpose and Outline

Today, health practitioners face challenges and opportunities that are growing increasingly complex and involve diverse stakeholders. To adapt to these changes, it is essential for global leaders to acquire new problem solving methods, research skills and perspectives. This course is designed to introduce students to the strengths and applications of qualitative research methods in clinical and public health settings, in order to support graduate research in these areas. We will explore the concepts, steps and design of qualitative approaches, and practice creating these tools.

6. Course Objectives

At the end of the course, students will be able to:

- 1) Appreciate the basics of qualitative research design and methods and see their utility in clinical and public health settings and integration with quantitative methods
- 2) Incorporate these methods into graduate student projects where relevant

7. Format

Group discussions, some lecture and student practice of designing and implementing qualitative methods such as surveys and interviews.

8. Course Description and Timetable

No.	Day Time	Topic Venue	Instructor
1	TBD, Wed 16:20-17:50	Why Qualitative Methods? TBD	Rebecca Carlson
2	TBD, Wed 16:20-17:50	Drafting Research Questions TBD	Rebecca Carlson
3	TBD, Wed 16:20-17:50	Research Questions and Research Design TBD	Rebecca Carlson
4	TBD, Wed 16:20-17:50	Designing Surveys I TBD	Rebecca Carlson

5	TBD, Wed 16:20-17:50	Designing Surveys II TBD	Rebecca Carlson
6	TBD, Wed 16:20-17:50	Interviews and Focus Groups I TBD	Rebecca Carlson
7	TBD, Wed 16:20-17:50	Interviews and Focus Groups II TBD	Rebecca Carlson
8	TBD, Wed 16:20-17:50	Participant Observation TBD	Rebecca Carlson
9	TBD, Wed 16:20-17:50	Conducting Analysis TBD	Rebecca Carlson
10	TBD, Wed 16:20-17:50	Writing Up Research Results TBD	Rebecca Carlson

9. Grading System

Based on attendance, participation in class, and completion of required assignments. Students officially enrolled in the course must attend 8 out of the 10 sessions to receive credit. Students who wish to audit the course for non-credit are welcome to join any session.

10. Prerequisite Work

When reading materials are distributed or specified in advance, participants are expected to read those materials beforehand. Some prior reading, research or homework may be required before each session. Details will be given in class.

11. Reference Materials

To be announced before class or during individual classes, when relevant.

12. Important Course Requirements

Students taking the course for credit will be expected to arrive to class on time, participate actively and vocally during class discussions, and complete any homework on time.

13. Availability in English

Lecture, class work and all communications are in English.

14. Office Hours

Please contact Prof. Carlson to make an appointment (carlson.isc@tmd.ac.jp)

15. Note to Students

All sessions are conducted in English. Both international and Japanese graduate students are welcome to join the course.

Tokyo Medical and Dental University
Graduate-School Health Sciences Leadership Program

Presentation in English

Spring 2020

updated April 1, 2020

(Code: 8710/1unit)

1. Course Director and Instructor(s)

	Name	Department	Contact
Director/Instructor	Janelle Moross	Institute of Global Affairs, Associate Prof.	03-5803-4686 jmoross.isc@tmd.ac.jp
Instructor	Naomi Omar	Institute of Global Affairs, Adjunct Lecturer	03-5803-4964 global.adm@tmd.ac.jp

2. Classroom/lab

M & D Tower, 9th floor, Graduate School Lecture Room 4

* Session 1 will be done via Zoom meetings.

3. Enrollment Capacity

15 students (any TMDU Graduate student may apply)

4. Course Purpose and Outline

- In the first four lessons you will learn the basic skills for creating and giving a presentation.
- Then, you must make four appointments from the available dates.
 - For three of these sessions your instructor will help you to revise your presentation slides and script.
 - In the fourth session, you will give your presentation and answer Q & A.

5. Course Objectives

At the end of the course, students will have improved the following:

- 1) Knowledge of the necessary parts of a presentation
- 2) Creation of a presentation concerning their research, or research proposal
- 3) Ability to formulate questions and answers
- 4) Writing format and flow

6. Format

With international conferences, study abroad, and employment in foreign companies in mind, this course will provide fundamental skills for presentations using the following four approaches.

1. Interactive lessons with lecture and practice
2. Peer-evaluation
3. Objective feedback from instructors and peers
4. Individual preparation advice from instructors

7. Course Description and Timetable

No.	Date Time	Topic Venue	Instructor
1	4/28 (Tue) 10:30-12:00	Overview/ Presentation Basics via Zoom meeting	Janelle Moross Naomi Omar
2	5/12 (Tue) 10:30-12:00	Creating a Presentation MD Tower, 9th floor, Lecture Room 4	"
3	5/19 (Tue) 10:30-12:00	Creating a Presentation MD Tower, 9th floor, Lecture Room 4	"
4	5/26 (Tue) 10:30-12:00	Creating a Presentation MD Tower, 9th floor, Lecture Room 4	"

5	6/02 (Tue) 10:30-12:00	Appointment/ creation & feedback MD Tower, 9th floor, Lecture Room 4	"
6	6/02 (Tue) 13:00-14:30	Appointment/ creation & feedback MD Tower, 9th floor, Lecture Room 4	"
7	6/09 (Tue) 10:30-12:00	Appointment/ creation & feedback MD Tower, 9th floor, Lecture Room 4	"
8	6/09 (Tue) 13:00-14:30	Appointment/ creation & feedback MD Tower, 9th floor, Lecture Room 4	"
9	6/16 (Tue) 10:30-12:00	Appointment/ creation & feedback MD Tower, 9th floor, Lecture Room 4	"
10	6/16 (Tue) 13:00-14:30	Appointment/ creation & feedback MD Tower, 9th floor, Lecture Room 4	"
11	6/23 (Tue) 10:30-12:00	Appointment/ creation & feedback MD Tower, 9th floor, Lecture Room 4	"
12	6/23 (Tue) 13:00-14:30	Appointment/ creation & feedback MD Tower, 9th floor, Lecture Room 4	"
13	6/30 (Tue) 10:30-12:00	Appointment/ creation & feedback MD Tower, 9th floor, Lecture Room 4	"
14	6/30 (Tue) 13:00-14:30	Appointment/ creation & feedback MD Tower, 9th floor, Lecture Room 4	"
15	7/07 (Tue) 10:30-12:00	Appointment/ creation & feedback MD Tower, 9th floor, Lecture Room 4	"
16	7/07 (Tue) 13:00-14:30	Final presentation & feedback MD Tower, 9th floor, Lecture Room 4	"
17	7/14 (Tue) 10:30-12:00	Final presentation & feedback MD Tower, 9th floor, Lecture Room 4	"
18	7/14 (Tue) 13:00-14:30	Final presentation & feedback MD Tower, 9th floor, Lecture Room 4	"

8. Grading System/ Attendance

Participation (40%), presentation (40%), question and answer (20%)

9. Prerequisite Reading

None

10. Reference Materials

Will be uploaded to WebClass before class.

11. Important Course Requirements

To receive credit for this course, students must attend the first four interactive lecture sessions on the dates stated in the syllabus. After that students must make appointments for four sessions from sessions 5-18 for feedback from instructor(s) regarding presentation creation progress.

*Appointments should be made by filling out the application form.

12. Availability in English

Direction, classwork and all communications will be in English. Instructor has basic Japanese skills if needed for communication.

13. Office Hours

Please send an email to Janelle Moross to make an appointment.

14. Note to Students

All International and Japanese Graduate students are welcome to join the course. Class size is limited to 15 students in order to provide personalized assistance.

Tokyo Medical and Dental University
Graduate-School Health Sciences Leadership Program

Writing for Publication

Fall 2020

Updated January 18, 2020

(Code: 8711/1unit)

1. Course Director and Instructor(s)

	Name	Department	Contact
Instructor	Rebecca Carlson	Institute of Global Affairs	03-5803-5830; carlson.isc@tmd.ac.jp

2. Classroom/lab

TBD

3. Enrollment Capacity

15

4. Minimum Enrollment

4 (This course will not be offered if the enrollment does not reach this number.)

5. English Proficiency Requirement

This course requires minimum TOEFL iBT score of 70 (or its equivalent). A score of 80 or above is strongly recommended for participants.

6. Course Purpose and Outline

While medical and dental students may understand the necessity of publishing their research results in English-language journals, little formal instruction is devoted to academic writing styles and standards that would help make those publications a success. This course is targeted towards any graduate student who seeks to improve their paper organization and argumentation, along with research analysis, whether for a university course or formal publication. Practical information concerning differences in formatting between conference papers, grant proposals and research articles, along with how to find and then target appropriate journals and publication outlets will also be discussed. Basic English grammar, however, will not be covered.

7. Course Objectives

At the end of the course, students will be able to:

- 1) Improve the structure and format of their written arguments, along with their ability to support analysis with theory and evidence
- 2) Appreciate the differences in formatting between conference and journal papers and better tailor their articles to various publication opportunities and venues
- 3) Understand the English-language academic standards for publication, including clear justification and support through drawing on theory/evidence from other relevant research and use of discipline-specific vocabulary and key terms

8. Format

Group discussions, some lecture and example publications will be discussed. However, English grammar will not be covered and faculty will not be available to proofread student papers.

9. Course Description and Timetable

No.	Day Time	Topic Venue	Instructor
1	TBD	What's in a publication? TBD	Rebecca Carlson
2	TBD	Research questions TBD	"
3	TBD	The parts of a paper TBD	"
4	TBD	Why is an introduction so important? TBD	"
5	TBD	Supporting your argument with research/theory TBD	"
6	TBD	Finding key terms and vocabulary TBD	"
7	TBD	Methods TBD	"
8	TBD	Results TBD	"
9	TBD	Discussions/conclusions TBD	"
10	TBD	Conference papers, grant proposals, journals TBD	"
11	TBD	Writing an abstract TBD	"

10. Grading System

Based on attendance, participation in class, and completing of required readings and assignments. **If you are absent for more than two-thirds of the course sessions you will receive a failing grade.** Students must specify whether they are taking the course for credit or non-credit.

11. Prerequisite Reading

When reading materials are distributed or specified in advance, participants are expected to read those materials beforehand. Some prior reading, research or homework may be required before each session. Details will be given in class.

12. Reference Materials

To be announced before class or during individual classes, when relevant.

13. Important Course Requirements

Students taking the course for credit will be expected to arrive to class on time, participate actively and vocally during class discussions, and complete any required readings prior to coming to class.

14. Availability in English

Lecture, class work and all communications are in English.

15. Office Hours

Please contact Prof. Carlson to make an appointment (carlson.isc@tmd.ac.jp)

16. Note to Students

All sessions are conducted in English and both International and Japanese graduate students are welcome to join the course.

Workshop Descriptions

Effective Research Presentations

2020

updated January 2020

1. Workshop Organizer and Instructor(s)

I. Guest Instructors

Name	Affiliation
Prof. Masao Takata, MD, PhD	Professor Masao Takata, MD PhD FRCA Imperial College London, UK/ TMDU Designated Professor
TBA	TBA

II. TMDU Instructors

Name	Department	Specialties
Organizer/ Instructor Janelle Moross, CNS Associate Prof.	Institute of Global Affairs	Nursing, Dental, Medical Education
Instructor David Cannell, PhD Associate Prof.	Institute of Global Affairs	East Asian Languages and Literature

2. Classroom/lab

Please check e-mail for meeting place and time after making a reservation.

3. Workshop Purpose and Outline

The need for researchers and clinicians to make presentations in English is increasing in our globalized world. The skills learned in this course will be useful in academic conferences, patient presentations, lectures, job interviews, and other instances where you need to explain something clearly to your audience be it one or 100. Students and faculty will practice presenting their own research, discussing/explaining their research and get feedback from the workshop instructor. There are two styles of sessions, one for research presentation advice and practice from an instructor with research experience and one for basic presentation skills advice and practice.

4. Workshop Objectives

At the end of the workshop, participants will have improved the following skills:

- 1) Creation of effective slides and scripts for presentations
- 2) Explanation of presentation topics more effectively and clearly
- 3) Confidence in their presenting skills and ability to handle Q & A

5. Format

I. Guest Instructors

Up to 3 students can sign up to attend each session of the Guest Instructor workshops. Students should come prepared to give a 10-minute presentation about their own research work. Each presentation will be followed by questions and answers and feedback from instructor and peers (20 minutes). By signing up students promise to attend the time period they have reserved for the workshop and to not change their presentation topic. Please see flyers for application procedures and deadlines.

II. TMDU Instructors

Up to 2 students / faculty can sign up to attend each of the TMDU Instructor workshop sessions. Each participant will be given 45 minutes: 20-minute presentation period, followed by a 25-minute Q & A session and feedback from instructor.

By signing up participants promise to be prepared to give their own presentation and attend the time period they have reserved for the workshop. Presenters must send their presentation slides and script to the office by the Monday before their appointment. --All data will be kept confidential-- Please see website for application procedures. Application deadline is one week before session date.

6. Workshop Date/Time

Participants are able to apply to any number of workshops. Up to 2-3 participants can sign up to each workshop, depending on whether it is Guest or TMDU Instructor. If applicants exceed these limits, those who have participated fewer times will have higher priority.

Guest Instructors (up to 3 students per session)

No.	Date Time	Topic Venue	Instructor
1	TBD	Research Presentation Practice and feedback G-lab, M & D Tower, 8th floor	To be determined
2	TBD	Research Presentation Practice and feedback G-lab, M & D Tower, 8th floor	To be determined
3	TBD	Research Presentation Practice and feedback G-lab, M & D Tower, 8th floor	To be determined
4	TBD	Research Presentation Practice and feedback G-lab, M & D Tower, 8th floor	To be determined

TMDU Instructors (up to 2 students per session) April-July

No.	Date Time	Topic	Instructor
1	Most Thursdays 13:30-15:00	Presentation practice and feedback	Janelle Moross
2	TBD	Presentation practice and feedback	David Cannell

TMDU Instructors (up to 2 students per session) September-February

No.	Date Time	Topic	Instructor
1	Most Thursdays 13:30-15:00	Presentation practice and feedback	Janelle Moross
2	TBD	Presentation practice and feedback	David Cannell

7. Reference Materials

A suggested presentation format will be sent to you once you sign up.

8. Important Workshop Requirements

Participants attending the workshop will be expected to send their presentation slides and script by the Monday before their session, arrive on time and be prepared to present.

9. All workshop activities are in English; some Japanese is possible if needed.

10. Note to Participants

All TMDU graduate students and faculty are welcome to apply for the workshops. Please make sure to follow the application procedures outlined in the flyers and/or program description.

Tokyo Medical and Dental University
Graduate-School Health Sciences Leadership Program

Qualitative Research Design and Analysis

Spring 2020

updated January 18, 2020

1. Workshop Director and Instructor(s)

	Name	Department	Contact
Instructor	Rebecca Carlson	Institute of Global Affairs	03-5803-5830; carlson.isc@tmd.ac.jp

2. Classroom/lab

Please check e-mail for place and time when making a reservation.

3. Workshop Purpose and Outline

In clinical and other medical settings, where health practitioners encounter real patients, qualitative research methods add a depth and complexity to any analysis of health and illness, whether in the consideration of epidemiological findings or the development of health policy and initiative design. Yet, qualitative methods are rarely directly incorporated into the study of the health sciences. The goal of this workshop is to support students and faculty who are undertaking qualitative research projects or methods, in the development of their research design and/or data analysis. Discussion will be guided by participants' own approaches and the work they have conducted prior to the workshop, whether in planning, designing, collecting or analyzing qualitative data.

4. Workshop Objectives

At the end of the workshop, students will be able to:

- 3) Improve their understanding of qualitative methods and their research approach, whether through the utilization of surveys and structured interviews, or more complex methods such as participant observation
- 4) Understand the limitations of any method, and better select the appropriate combination of research tools to use based on targeted research questions in the development of a research design
- 5) Conceive of how to capture, analyze and report on qualitative research findings

5. Format

This workshop is designed for faculty and students who are beginning qualitative research projects or in the midst of collecting or analyzing data. In these small sessions, we will discuss concrete problems and techniques as driven by the needs of individual participants. Prior to meeting participants must formulate and share questions for discussion and descriptions of their research progress to date.

6. Workshop Date/Time

Students are able to apply to any number of workshops. Up to 2-3 students can sign up to each workshop. If applicants exceed these limits, those who have participated fewer times will have higher priority. Separate appointments, in addition to the dates offered below, may also be scheduled based on faculty availability.

No.	Day Time	Topic Venue	Instructor
1	5/13 (Wed) 13:00-14:30	Designing/Analyzing a Qualitative Research Project TBD	Rebecca Carlson

2	5/20 (Wed) 13:00-14:30	Designing/Analyzing Qualitative Research TBD	"
3	5/27 (Wed) 13:00-14:30	Designing/Analyzing Qualitative Research TBD	"
4	6/3 (Wed) 13:00-14:30	Designing/Analyzing Qualitative Research TBD	"
5	6/10 (Wed) 13:00-14:30	Designing/Analyzing Qualitative Research TBD	"
6	6/17 (Wed) 13:00-14:30	Designing/Analyzing Qualitative Research TBD	"
7	6/24 (Wed) 13:00-14:30	Designing/Analyzing Qualitative Research TBD	"
8	7/1 (Wed) 13:00-14:30	Designing/Analyzing Qualitative Research TBD	"
9	7/15 (Wed) 13:00-14:30	Designing/Analyzing Qualitative Research TBD	"
10	7/22 (Wed) 13:00-14:30	Designing/Analyzing Qualitative Research TBD	"

7. Reference Materials

A worksheet designed to help students formulate questions for the session and describe their research progress to date will be sent to students after they enroll in the workshop.

8. Important Workshop Requirements

Students must complete the required worksheet at least two days prior to the scheduled workshop session and are expected to arrive on time and be prepared to discuss their work. If students do not complete and forward the worksheet before the deadline, they will be required to reschedule their session for a different time, subject to faculty availability.

9. All workshop activities are in English

10. Office Hours

Please contact Prof. Carlson to make an appointment (carlson.isc@tmd.ac.jp)

11. Note to Students

Both International and Japanese graduate students, as well as university faculty, are welcome to apply for the workshops. Please make sure to follow the application procedures outlined in the flyers and/or program description.

Graduate-School Health Sciences Leadership Program

Design Thinking Bootcamp (DTbc)

Fall 2020

updated January 18, 2020

1. Instructor

	Name	Department	Contact
Instructor	Rebecca Carlson	Institute of Global Affairs	03-5803-5830; carlson.isc@tmd.ac.jp

2. Classroom/lab

Faculty Lounge, M&D Tower, 26th Floor.

3. Workshop Purpose and Outline

Today, health practitioners face challenges and opportunities that are growing increasingly complex and involve diverse stakeholders. In order to realize the creativity necessary for true innovation and change in the fields of health sciences, it is essential for global leaders to acquire new problem solving methods and research perspectives. As design thinking is a human-centered approach focused on crafting real world applications, it is an ideal method for bridging clinical or health care realities with basic science or lab research. The Design Thinking model is centered on open-ended and creative data collection, solution prototyping and testing, and iteration based on feedback through all parts of the research and production process. Students in this 2-day workshop will work through several challenges in order to grow their knowledge of the design thinking toolkit as they build towards a final group experimental project.

4. Workshop Objectives

At the end of the workshop, students will be able to:

- 1) Utilize the Design Thinking toolkit for problem-solving and innovation with non-design and other general research tasks
- 2) Appreciate the need for human-centered and iterative approaches to research, the cornerstone of the Design Thinking practice

5. Format

Group discussions and activities, some lecture and a team project completed over the course of the 2-day workshop.

6. Workshop Date/Time

Please note, this is a 2-day workshop and attendance to both sessions is required

No.	Day Time	Topic Venue	Instructor
1	2/25/2021 (Thu) 9:00-17:00	Introduction to Design Thinking Faculty Lounge, M&D Tower, 26th Floor	Rebecca Carlson
2	2/26/2021 (Fri) 9:00-17:00	Experiments in Design Thinking Faculty Lounge, M&D Tower, 26th Floor	"

7. Reference Materials

To be announced before class or during individual sessions, when relevant.

8. Important Course Requirements

Students attending the workshop will be expected to complete any required pre-session readings and assignment, as well as to arrive on time, ready to actively participate in workshop activities.

9. All workshop activities are in English

10. Note to Students

All sessions are conducted in English and International and Japanese graduate students, and university faculty, are welcome to join the workshop. Please make sure to follow the application procedures outlined in the flyers and/or program description.

Collaborative Course Description

Collaborative Course
Tokyo Medical and Dental University
Institute of Global Affairs and
Graduate-School Health Sciences Leadership Program

Science Reading and Discussion (TBD)

2020

updated January, 2020

1. Instructor(s)

Name	Department
David Cannell, PhD East Asian Languages and Literature	Institute of Global Affairs

2. Classroom/lab

G-lab, M & D Tower, 8th floor

3. Course Date/Time

TBD

4. Course Description

This small discussion-based course is designed around a single key text, *Consilience: The Unity of Knowledge*, a NY Times best-selling book by the Pulitzer-prize winning biologist Edward O. Wilson. *Consilience* is a book that makes the startling claim that science is the most successful mode of knowledge and has the capacity to unify all fields of knowledge—whether science, social science, art, ethics, or religion. Such an ambitious claim demands our critical scrutiny while at the same offers us an extraordinary opportunity to examine the scientific roots of the research we do here at the university.

The course has two primary goals: broaden our understanding of science and enhance our English language skills. Regarding the science component of this course, the aim is to introduce students and faculty to an influential English-language science book that speaks beyond any one particular specialism to a broader view of central issues in science. It is hoped that the reading and discussion of *Consilience* will motivate and enable students to understand their own specialized knowledge in a broader context and to communicate ideas and opinions in an interdisciplinary manner to science and non-science peers. As for English-language comprehension, it is expected that this class will improve students' English reading and speaking abilities generally, solidify their grasp of English grammar, and expand their vocabulary in the sciences.

5. Course Type

Small, discussion-based

6. Target

Graduate students, faculty members

7. Overview

- 14-week course
- Meet once a week for 90 minutes
- Non-credit
- Language requirement: Advanced English skills, i.e. TOEFL ibt 90+ or equivalent

Details will be informed via TMDU info mail.

Collaborative Course
Tokyo Medical and Dental University
Institute of Global Affairs and
Graduate-School Health Sciences Leadership Program

English Topics —Reading & Conversation (TBD)

2020

updated January, 2020

1. Instructor(s)

Name	Department
David Cannell, PhD East Asian Languages and Literature	Institute of Global Affairs

2. Classroom/lab

G-lab, M & D Tower, 8th floor

3. Date/Time

TBD

4. Course Description

Are you looking for a chance to brush up your English-language skills? Are you interested in talking about more than just the weather or the latest gossip on social media? If so, then this class might be the one for you. The class will be informal with a strong emphasis on in-class discussion. For discussion, we will read magazine articles or listen to podcasts that deal with lively, substantive topics of interest. Are you curious about how algorithms are impacting society? How about fast-changing norms of workplace harassment, such as the #MeToo movement? Or the incidence of fraud committed against the elderly in aging societies? What do you know about the reproducibility crisis in science? If these topics interest you, then sign up right away.

5. Course Type

Small, discussion-based

6. Target

Graduate students, faculty members

7. Overview

- 7-week course
- Meet once a week for 90 minutes
- Non-credit

Details will be informed via TMDU info mail.

Collaborative Course
Tokyo Medical and Dental University
Institute of Global Affairs and
Graduate-School Health Sciences Leadership Program

Japanese Literature and History (TBD)

2020

updated January, 2020

1. Instructor(s)

Name	Department
David Cannell, PhD East Asian Languages and Literature	Institute of Global Affairs

2. Classroom/lab

G-lab, M & D Tower, 8th floor

3. Date/Time

TBD

4. Course Description

If you have ever wondered about Japan's past—for example, who the samurai were, where haiku poems came from, why Japan modernized so quickly, and so on—then this is the class for you. The idea of the course is to introduce you to representative literary texts from Japan's major historical eras, which enable us to peer through the window of history and grasp the secrets of Japan's past thereby illuminating Japan's present. We will survey Japan from earliest times up to the present by focusing on the literature of four social groups—the aristocracy, the samurai, and the townspeople of early modern Japan. Being a survey course, much of the detail of Japan's past will naturally be beyond the scope of our class, but the design of the course is to enable you to come away with a broad grasp of Japan's history and build upon it through later study.

5. Course Type

Lecture

6. Target

Graduate students, faculty members

7. Overview

- 8-week course
- Meet once a week for 80 minutes
- Non-credit

Details will be informed via TMDU info mail.