

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

2022-2023 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<sup>※1</sup>
- Clinical knowledge<sup>※1</sup>
- Public health knowledge<sup>※1</sup>
- Global health knowledge<sup>※1</sup>
- Linguistic skills

#### **【Teambuilding Functions】**

- Intercultural knowledge and competence

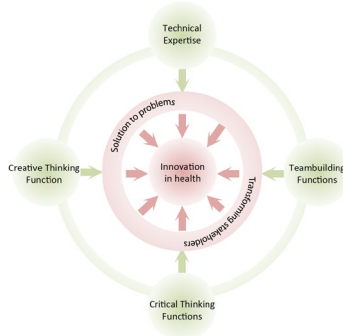
- Teambuilding skills
- Management skills
- Leadership skills

**【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

※1 This 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, “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. However, Online Cross-cultural Networking (OCN) assesses performance in terms of pass/fail.

### Available Courses

The schedules of available courses for TMDU Graduate Students in the academic year 2022-2023 are as follows:

Code	Course/Series	Spring Semester	Fall Semester	Remarks
8701	(Course) Leadership	To be offered		
8708	(Course) Problem-based Learning in Health Sciences	Not offered in AY2022	Not offered in AY2022	
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		

Code	Course/Series	Full-year	Remarks
8715	(Course) Online Cross-cultural Networking (OCN)	To be offered	The class schedule for the OCN course is not set in advance. Instead, details of each OCN session will be sent to all students via a notification mail (info-tmd) or other means, once decided.

Details about each course will be described in subsequent pages.

### Available Workshops

The schedules of available workshops for TMDU Graduate Students in academic year 2022-2023 are as follows:

Workshops	Dates	Remarks
Effective Research Presentations	Most Thursdays	
Leadership Workshop	Not offered in AY2022	

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.

### G-HSLP Courses/ Workshops; Attainable Skills

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

		<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	◆			○	○	◆		◆
		Online Cross-cultural Networking (OCN)	◆	◆	◆	◆			○	
	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
Leadership (1 Unit)	Trond Varlid	Trond Varlid Kazuki Takada	The purpose of this course is to help students develop the leadership skills they need to be more effective in diverse communities and organizations. Students will learn key frameworks and their applications, enabling them to grow into leaders that can better cope with the increasingly rapid changes taking place in today's science and healthcare environment. The course uses a series of cases to examine possible solutions the protagonist can adopt to lead his or her organization out of an event or challenge that occurs in the case. Cases also provide details on operating conditions and other factors related to management strategies, which can be explored and analyzed through group work and discussion. All sessions will use the case method with class discussion and group work. The main themes that will be covered in this course are: Leadership, Empowerment, Team Management, Change Management, and Fostering an Ideal Organizational Culture.
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 debating skills.
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 debating skills.
Social Science Theory for the Health Sciences (1 Unit)	Kazuki Takada	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.

Graduate-School Health Sciences Leadership Program

<p>Introduction to Qualitative Methods (1 Unit)</p>	<p>Kazuki Takada</p>	<p>Rebecca Carlson</p>	<p>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.</p> <p>This course is offered in fall semester.</p>
<p>Presentation in English (1 unit)</p>	<p>Janelle Moross</p>	<p>Janelle Moross Naomi Omar</p>	<p>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.</p> <p>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, research proposals or a review of someone else’s research paper. In keeping relevant with the changing times, students will learn to give an online presentation.</p> <p>Through communication with instructor, listening to other presentations and Q&amp;A, students will also improve English communication skills.</p>
<p>Online Cross-cultural Networking (OCN) (0.5 Unit)</p>	<p>Kazuki Takada</p>	<p>Session instructors</p>	<p>Online Cross-cultural Networking (OCN) is a course that encompasses multiple online cross-cultural sessions (notice of schedules and other details will be sent as each session becomes available). Students can receive credit (recognized in a single year) for participating sessions of their choice and to be recognized at least two points in total awarded for the sessions completed as prescribed. Although the various sessions address different topics and learning assignments, they all primarily involve students in Japan coming together online with students who study at TMDU’s overseas affiliated universities and who have various cultural backgrounds. During sessions the students divide into mixed groups of students from different universities and engage in discussions about international healthcare issues in English. TMDU’s vision for education is to foster independent, creative, pioneering, and internationally-minded leaders who have a broad range of knowledge, deep humanity, and a strong sense of ethics. The purpose of the OCN course and the learning assignments involved is to put this philosophy into practice by creating opportunities (i.e., sessions) for students to develop the mindset of working collaboratively to seek solutions to societal and healthcare issues that relate to multiple countries and regions, rather than focusing solely on issues specific to the country or region in which they live. A parallel aim is to create opportunities to acquire such experience at various stages while studying medical sciences. To this end, TMDU provides students studying at the university with an environment and community for learning that offers diversity in terms of ethnicity, culture, and specialty.</p>

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Workshop	Organizer	Instructors	Description
Effective Research Presentations	Janelle Moross	Guest 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.

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](mailto: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 3<sup>rd</sup> 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](mailto: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. (During the state of emergency, due to COVID-19, courses are conducted online.)

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

## Enrollment Policy, Grading and Venue for Online Cross-cultural Networking (OCN)

The class schedule for the OCN course is not set in advance. Instead, details of each online cross-cultural session will be sent to all students via a notification mail (info-tmd) or other means, once decided. Students should read the information sent to them for each session, and those who wish to participate should make a new application for each session separately from their registration for the course itself. Please be aware that it is possible to participate in individual sessions without registering for the course itself, but in that case no credit will be awarded.

### For Reference: The Course Registration Process

#### Students who wish to obtain credit as part of the OCN course:

- (1) Register for the OCN course during the registration period (at this point the sessions in which you will participate and session schedule are still to be confirmed)
- (2) Check the session details sent via a notification mail (info-tmd), once the decision is made to offer a particular session  
→If you want to participate, make an application
- (3) Participate in the session (to obtain credit you must be awarded at least two points in total for the sessions completed as prescribed)
- (4) At the end of the academic year, you will be awarded credit (0.5 of a unit)

#### Students who wish to participate in sessions without registering for the course itself:

Check the session details sent via a notification mail (info-tmd), once the decision is made to offer a particular session,

→If you want to participate, make an application

### 6. Enrolling in OCN or its sessions

Students from any year who are currently members of any TMDU graduate school are eligible for enrollment in the OCN course.

To enroll, students must submit the G-HSLP application form found at <https://www.tmdu-global.jp/en/> to the Global Advancement Administrative Unit ([global.adm@tmd.ac.jp](mailto:global.adm@tmd.ac.jp)) during the spring semester or fall semester course registration period for the program on which they are enrolled.

Once the decision is made to offer a particular session, details including the session start date/time and content will be sent to all students via a notification mail (info-tmd) or other means. Those who wish to participate should make a new application according to the application guidelines for their chosen session, separately from their registration for the course itself.

### 7. Dropping OCN or its sessions

To cancel their enrollment on the OCN course, students must promptly contact the Global Advancement Administrative Unit ([global.adm@tmd.ac.jp](mailto:global.adm@tmd.ac.jp)). If students do not participate in the number of sessions necessary to be awarded credit (at least two), their enrollment will be cancelled automatically.

Students who wish to cancel their application for an online cross-cultural session should ensure that they notify the administrators of the session in advance.

8. Grading

All sessions of OCN will be graded in accordance with the procedures outlined in the graduate course syllabi. Program 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.

9. Venue

The venue and method of class participation differ according to the session in question, and will be notified in each case, but in principle students will take classes online (e.g., via Zoom).

Inquiry:

Global Advancement Administrative Unit

Institute of Global Affairs

(03) 5803-4964

E-mail: [global.adm@tmd.ac.jp](mailto:global.adm@tmd.ac.jp)

# **Course Descriptions**



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

# Leadership

Spring 2022

*updated November 12, 2021*

(Code: 8701/1unit)

## 1. Course Director and Instructor(s)

	Name	Department	Contact
Director	Trond Varlid	Outside faculty	<a href="mailto:tvarlid@gmail.com">tvarlid@gmail.com</a>
Instructor	Kazuki Takada	Institute of Global Affairs	080-2158-8783 <a href="mailto:takada.rheu@tmd.ac.jp">takada.rheu@tmd.ac.jp</a>

Trond Varlid, MBA

[tvarlid@gmail.com](mailto:tvarlid@gmail.com)

President & Founder, EMC Quest K.K.

Program Director, JMEC Business Training Program

Mr. Trond Varlid has extensive international experience from the U.S., Europe and Japan—having held senior marketing and executive management positions, including as Country Manager and President, at corporations within corporate banking, online wealth management systems and environmental technology.

## 2. Classroom/lab

Zoom (synchronous)

## 3. Enrollment Capacity

32

This course is offered both to undergraduate students and to graduate students, and this number is the sum of undergraduate students and graduate students who enroll in the course.

## 4. Minimum Enrollment

8

This course is offered both to undergraduate students and to graduate students, and this number is the sum of undergraduate students and graduate students who enroll in the course.

## 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

This course will examine the mindset, skills and behaviors you need to become an inspiring and effective leader—and help you develop leadership skills that you can apply in your daily job and life situations. You will learn certain leader frameworks and concepts and how they may apply in your context—as well as understand the difference between leadership and management, and required behaviors for each of these. We will look at leadership from several perspectives—what it means for you as an individual, as well as at a team and organizational level—including the challenges of driving innovation and change.

The course is focused around cases chosen to illustrate various aspects of being a leader, and which you are asked to study and reflect upon—and which we will also examine and discuss in class. You are encouraged and expected to think by yourself and actively participate in our class discussions, as well as on the course mailing list. Through this course you have the opportunity to become more aware of your own personal characteristics and create a road map for developing yourself into a successful leader who will make a real difference for better patient and healthcare outcomes.

## 7. Course Objectives

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

- 1) Describe the differences between leader and manager behaviors.
- 2) Describe and know how to apply key leadership frameworks.
- 3) Create a vision for change and how to communicate it to others.
- 4) Use empowerment to motivate and develop their team members.
- 5) Describe how great leaders inspire action, align and lead people towards goals.

All sessions use the case method with pre-class work, class discussions and group work being major elements of the learning activities. The main themes in this course are the concept of leadership, team building, empowerment, and change management and innovation leadership.

Also, the objectives of this course include the acquisition of mindset, skills, and behaviors necessary to survive and succeed in today's competitive environment. Therefore, the course will employ norm-referenced evaluation for its grading as described below. Thus students, whether they are extroverted or introverted, need to strive for excellence in class by preparing hard and participating in/contributing to class discussions/problem-solving exercises without being overwhelmed or their behavior being dictated by such mentalities or Japanese traditional values as shyness, self-effacement, or modesty.

## 8. Format

All sessions will use the case method with group work and class discussion.

## 9. Course Description and Timetable

No.	Date Time*	Theme and Case*	Instructor
1	Apr 21 (Thu) 18:00~21:00	<b>Theme:</b> Middle Leader's Challenges & Personal Growth <b>Case:</b> "Donna Dubinsky at Apple Computer Inc.(A)"	Trond Varlid
2	May 12 (Thu) 18:00~21:00	<b>Theme:</b> Corporate Management & Leadership <b>Case:</b> "Starbucks Corporation (A)"	Trond Varlid
3	May 26 (Thu) 18:00~21:00	<b>Theme:</b> Team Building & Innovation Leadership <b>Case:</b> "Teaming at Disney Animation"	Trond Varlid
4	Jun 9 (Thu) 18:00~21:00	<b>Theme:</b> Change Management, Values & Leadership <b>Case:</b> "Boldly Go: Character Drives Leadership at Providence"	Trond Varlid
5	Jun 23 (Thu) 18:00~21:00	<b>Theme:</b> Leadership and Agile Management <b>Case:</b> "Building an Agile Organization at ING"	Trond Varlid
6	Jul 7 (Thu) 18:00~21:00	<b>Theme:</b> Leadership, Innovation & Organizational Change <b>Case:</b> "HCL Technologies"	Trond Varlid
7 (Optional)	Sept 1 (Thu) 18:00-19:30	<b>Course Wrap-up Session</b>	Trond Varlid

\* Date/Time/Cases are subject to change but students will be notified of it in advance so that they have ample time to prepare for class.

## 10. Grading System

A curved grading system will be used for the final grade based on the sum of all points granted, using a scale of A+, A, B, C, and F. In principle, the standard grading curve is A+ (15%), A (25%), B (30%), and C (30%). For those students who fail to meet the requirements for grading, the grade will be marked as "D" (not achieving the learning objectives). For those students who did not fulfill attendance requirements or other necessary requirements, the grade will be marked as "F" (ineligible for grading). The final evaluation of the course will be determined based on your grade:

A+, A, B, C:	Completed, credit granted
D:	Failed, credit not granted

F: Not completed, ineligible for grading, credit not granted

#### Requirements for Grading

- (1) Attendance of at least 4 out of 6 sessions within the registered period
- (2) Submission of **Summer Break Paper** by the given deadline
- (3) Submission of **Review Assignment** by the given deadline

#### Grading Criteria

- Achievement of the course objectives
- Overall contribution to the class discussion

Grades are finalized by taking into account the sum of all points granted for the following items.

(1) **Preparation Assignment:** 1 point x 6 sessions

One point will be granted upon each Preparation Assignment submission. However, a Preparation Assignment may not be accepted if it is judged to be incomplete.

(2) **Class discussion:** 6 sessions = 48 points maximum (8 points maximum for each session)

The statements you make during each class will be graded from both qualitative and quantitative perspectives, taking into account your grasp of the assigned materials, the responsiveness to in-class questions posed by the instructor and the quality of contributions made to in-class discussions and debate, for the purpose of assessing your contribution to the class. Key evaluative questions are:

- How deeply did each student analyze issues?
- How well did one mobilize learning of fellow students in the class?

\*Quality: E (Excellent): 5 points, G (Good): 3 points, None: 0 point

\*Quantity: E (Excellent): 3 points, G (Good): 2 points, None: 0 point

(3) **Summer Break Report:** 20 points maximum

The quality of your Summer Break Report is evaluated by taking into account the following factors:

- Comprehension of learned concepts and frameworks
- Quality and extent of relevant research undertaken
- Sophistication of the analysis of the issues addressed
- Ability to develop and evaluate hypotheses
- Strength of the argument presented

(4) **Review Assignment:** 5 points maximum

### **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 Course Materials.

### **12. Reference Materials**

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

### **13. Course Rules and Requirements**

① Self Introduction

Set your concrete goal for taking this course and post it, along with your self-introduction, to the course mailing list at latest two days prior to the first class. Try to image specifically how you would like to improve yourself and how you want to apply what you learn from this course.

② Attendance

“Sixty-seven percent attendance rule” of this school applies to this course (attendance of 4 sessions or more out of a total 6 sessions), but that is only one of many requirements for the course credit and will not in itself guarantee credit. Detailed grading rules are outlined elsewhere in this course description. You will be marked as absent if you are more than 10-minutes late or if you leave the class more than 10-minutes before the class ends. Moreover, if tardiness overall is excessive (in

frequency and/or length, even if it does not go beyond the 10-minute allowance range), some points may be deducted when calculating your final grade.

③ Preparation Assignments (1 to 2 pages)

Students are required to turn in Preparation Assignments for Sessions 1 through 6. Preparation Assignments assist you in understanding the topic for the class and help you better prepare for class discussion. Write your Preparation Assignments on all of the exercises specified in the syllabus of approximately one to two pages in length and submit them to WebClass. The deadline for Preparation Assignment is the class starting time. A detailed guideline to preparing Preparation Assignments for each session will be on session syllabi, which will be posted to WebClass under the session date. Preparation Assignments will only be accepted from students who have attended class and uploaded Preparation Assignments in the designated way. If students are absent, Preparation Assignments will be marked as "Not Submitted". Note that a Preparation Assignment may not be accepted if it is judged to be incomplete.

④ Preparation and Class Participation

All G-HSLP classes are conducted with the assumption that all students are fully prepared. Students attending class without having prepared will not benefit themselves and, even worse, hold back other students in group discussions. Therefore, all students are expected to prepare thoroughly. The estimated required time for preparation for each session is about 3 to 4 hours.

A key feature of G-HSLP is philosophy to enhance learning through the mutual understanding gained by exploring different ways of thinking. G-HSLP classes depend upon the active participation of all students. Simply listening to the faculty or other students violates this principle. You are expected to participate in class through active listening, taking notes, asking questions, speaking out based on your own analysis and opinions, engaging your mind on the topic matter, and respecting other people's viewpoints. Opinions from a variety of viewpoints and approaches are always welcome. Always raise your hand before sharing something with the class. In G-HSLP, students who do not participate in class discussions or who do not ask questions are believed to be unprepared for class.

Do not be afraid to challenge one another by asking questions, but refrain from personal attacks. The goal is not to simply agree, but to gain a deeper understanding of the subject matter through thorough investigation and discussion.

⑤ Takeaways ( $\leq$  500 words)

After each session, students are encouraged to review and reflect on their learning individually or in groups, and are required to post his/her "Takeaways" to the course mailing list within 72 hours after the end of each session.

Takeaways should not be phrases or sentences directly taken from textbooks or handouts, but rather wisdom you gained, or things that made a lot of sense to you or helped you grasp big pictures. This reflection is very effective and useful for yourself – in terms of clarifying and crystallizing your own thoughts and memorizing – as well as being helpful for your fellow classmates.

⑥ Submission of **Summer Break Report**

You are required to turn in a Summer Break Report during the course. The deadline for Summer Break Report is August 20, 2022\*. Summer Break Report will analyze a business case using key concepts covered during the course. Detailed direction for Summer Break Report will be discussed later in class.

\* Deadline may be subject to change but students will be notified of it in advance.

**Note: Measures against plagiarism**

When writing your Summer Break Report, it is strictly forbidden to copy or use ideas from Summer Break Report of your classmates or those students who took this course in past terms. Both the provider and beneficiary of relevant information shall become disqualified from completing the course.

⑦ Submission of **Review Assignment**

You are required to submit a Review Assignment within 1 week after Session 6, both to communicate what you have learned and to help deepen your learning in a practical way. The

deadline for Review Assignment is 18:00 on July 13 (Thu) \*. Review Assignments should be one to two pages in length, and should consist of the following:

\* Deadline may be subject to change but students will be notified of it in advance.

- (1) What you learned in class  
What were important learning points for you during the entire course? Be as specific as possible.
  - (2) The learning points that you can apply
    - How did what you learned from this course improve the way you think and analyze health-related policies or issues?
    - How can you make a positive impact on a society?
  - (3) For further development  
What actions do you need to and intend to take to enhance what you have learned during this course and to make you a better solver of health-related problems?
- ⑧ Voluntary student-led study sessions  
It is recommended and encouraged that you supplement your learning by studying outside of class by reviewing course notes before (e.g., the evening of the night before, or the morning or during a lunch break of the day of each session) and after each class session and studying in small groups with classmates. Discussions with your classmates will reinforce the effectiveness of your study in ways you could not achieve on your own.

PLEASE NOTE: all written work should conform to the following criteria:

Single-sided, numbered pages, 12-point Times New Roman font, single-spaced. Include your name, student number, and a title for all assignments. Summer Break Paper should employ footnotes and include a bibliography whose style should conform to the stylistic guidelines of the Chicago Manual of Style, available on the following website: [http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)

#### **14. Availability in English**

Lecture, group discussion, class-wide discussion, and all communications are in English.

#### **15. Office Hours**

Please contact Mr. Varlid or Prof. Takada to make an appointment.

#### **16. Note to Students**

- All sessions are conducted in English and both International and Japanese graduate students are welcome to join the course.
- Students may drop courses up until the deadline set by the university (the beginning of the second class) without any record of the course remaining on their transcript.

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

# Academic English I

Spring 2022

*updated November 22, 2021*

(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 <a href="mailto:jmoross.isc@tmd.ac.jp">jmoross.isc@tmd.ac.jp</a>
Instructor	Ash Warren	Institute of Global Affairs, Adjunct Lecturer	03-5803-4964 <a href="mailto:global.adm@tmd.ac.jp">global.adm@tmd.ac.jp</a>

## 2. Classroom/lab

Virtual meetings via Zoom

## 3. Enrollment Capacity

15 students (any TMDU Graduate student may apply) Minimum of 4 students is necessary.

## 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 debating skills.

## 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 of and ability to use debate skills
- 4) Writing format and flow

## 6. Format

- Pre-reading of weekly topic and viewing of online video when provided
- In-class group discussion/debate and listening exercises
- Weekly short essay writing assignments (edited and returned to you via email)

## 7. Course Description and Timetable

No.	Date Time	Topic (subject to change) Venue	Instructor
1	4/21 (Thu) 16:20-17:50	<b>Overview of class/ Group work &amp; debate basics</b> Virtual meetings via Zoom	Janelle Moross Ash Warren
2	4/28 (Thu) 16:20-17:50	<b>Living in a Foreign Country</b> Virtual meetings via Zoom	"
3	5/12 (Thu) 16:20-17:50	<b>Social Issues</b> Virtual meetings via Zoom	"
4	5/19 (Thu) 16:20-17:50	<b>Cosmetic Surgery</b> Virtual meetings via Zoom	"
5	5/26 (Thu) 16:20-17:50	<b>Quality of Life vs Quantity</b> Virtual meetings via Zoom	"

6	6/02 (Thu) 16:20-17:50	<b>Immigration</b> Virtual meetings via Zoom	"
7	6/09 (Thu) 16:20-17:50	<b>Gender Roles</b> Virtual meetings via Zoom	"
8	6/16 (Thu) 16:20-17:50	<b>Influence of Media on Society</b> Virtual meetings via Zoom	"
9	6/23 (Thu) 16:20-17:50	<b>Dating Customs</b> Virtual meetings via Zoom	"
10	6/30 (Thu) 16:20-17:50	<b>Political Systems or Food Culture</b> Virtual meetings via Zoom	"
11	7/07 (Thu) 16:20-17:50	<b>Crime Rates</b> Virtual meetings via Zoom	"
12	7/14 (Thu) 16:20-17:50	<b>Learning Foreign Languages</b> Virtual meetings via Zoom	"

**8. Grading System/ Attendance**

Grades shall be based on class discussion (80%), writing (20%). An essay topic will be given with each reading assignment. You must attend 2/3 of sessions to pass this course. You may write on either the essay topic included with each reading assignment, or a topic of your choice.

**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**

Students who have met the attendance requirements of this course may take the iBT Practice Test in spring or summer without having to attend 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](mailto: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 2022

updated November 22, 2021

(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 <a href="mailto:jmoross.isc@tmd.ac.jp">jmoross.isc@tmd.ac.jp</a>
Instructor	Ash Warren	Institute of Global Affairs, Adjunct Lecturer	03-5803-4964 <a href="mailto:global.adm@tmd.ac.jp">global.adm@tmd.ac.jp</a>

## 2. Classroom/lab

Virtual meetings via Zoom

## 3. Enrollment Capacity

15 students (any TMDU Graduate student may apply) Minimum requirement of 4 students.

## 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 debating skills.

## 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 of and ability to use debate skills
- 4) Writing format and flow

## 6. Format

- Pre-reading of weekly topic and viewing of online video when provided
- In-class group discussion/debate and listening exercises
- Weekly short essay writing assignments (edited and returned to you via email)

## 7. Course Description and Timetable

No.	Date Time	Topic (subject to change) Venue	Instructor
1	10/13 (Thu) 16:20-17:50	<b>Overview of class/ Group work &amp; debate basics</b> Virtual meetings via Zoom	Janelle Moross Ash Warren
2	10/20 (Thu) 16:20-17:50	<b>Living in a Foreign Country</b> Virtual meetings via Zoom	"
3	10/27 (Thu) 16:20-17:50	<b>Social Issues</b> Virtual meetings via Zoom	"
4	11/10 (Thu) 16:20-17:50	<b>Cosmetic Surgery</b> Virtual meetings via Zoom	"
5	11/17 (Thu) 16:20-17:50	<b>Quality of Life vs Quantity</b> Virtual meetings via Zoom	"



6	11/24 (Thu) 16:20-17:50	<b>Immigration</b> Virtual meetings via Zoom	"
7	12/01 (Thu) 16:20-17:50	<b>Gender Roles</b> Virtual meetings via Zoom	"
8	12/08 (Thu) 16:20-17:50	<b>Influence of Media on Society</b> Virtual meetings via Zoom	"
9	12/15 (Thu) 16:20-17:50	<b>Dating Customs</b> Virtual meetings via Zoom	"
10	12/22 (Thu) 16:20-17:50	<b>Political Systems or Food Customs</b> Virtual meetings via Zoom	"
11	1/12 (Thu) 16:20-17:50	<b>Crime Rates</b> Virtual meetings via Zoom	"
12	1/19 (Thu) 16:20-17:50	<b>Learning Foreign Languages</b> Virtual meetings via Zoom	"

### 8. Grading System/ Attendance

Grades shall be based on class discussion (80%), writing (20%). An essay topic will be given with each reading assignment. You must attend 2/3 of sessions to pass this course. You may write on either the essay topic included with each reading assignment, or a topic of your choice.

### 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

Students who have met the attendance requirements of this course may take the iBT Practice Test in spring or summer without having to attend 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](mailto: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 II

Spring 2022

*updated November 22, 2021*

(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 <a href="mailto:jmoross.isc@tmd.ac.jp">jmoross.isc@tmd.ac.jp</a>
Instructor	Ash Warren	Institute of Global Affairs, Adjunct Lecturer	03-5803-4964 <a href="mailto:global.adm@tmd.ac.jp">global.adm@tmd.ac.jp</a>

### 2. Classroom/lab

Virtual meetings via Zoom

### 3. Enrollment Capacity

15 students (any TMDU Graduate student may apply) Minimum requirement of 4 students.

### 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 debating skills.

### 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 of and ability to use debate skills
- 4) Writing format and flow

### 6. Format

- Pre-reading of weekly topic and viewing of online video when provided
- In-class group discussion/debate and listening exercises
- Weekly short essay writing assignments (edited and returned to you via email)

### 7. Course Description and Timetable

No.	Date Time	Topic (subject to change) Venue	Instructor
1	4/26 (Tue) 14:40-16:10	<b>Overview of class/ Group work basics</b> Virtual meetings via Zoom	Janelle Moross Ash Warren
2	5/10 (Tue) 14:40-16:10	<b>Social Distancing</b> Virtual meetings via Zoom	"
3	5/17 (Tue) 14:40-16:10	<b>Aging Populations</b> Virtual meetings via Zoom	"
4	5/24 (Tue) 14:40-16:10	<b>Stereotyping</b> Virtual meetings via Zoom	"
5	5/31 (Tue) 14:40-16:10	<b>Medical Technology</b> Virtual meetings via Zoom	"

6	6/07 (Tue) 14:40-16:10	<b>Euthanasia</b> Virtual meetings via Zoom	"
7	6/14 (Tue) 14:40-16:10	<b>Organ Donation</b> Virtual meetings via Zoom	"
8	6/21 (Tue) 14:40-16:10	<b>Obesity</b> Virtual meetings via Zoom	"
9	6/28 (Tue) 14:40-16:10	<b>Nutrition</b> Virtual meetings via Zoom	"
10	7/05 (Tue) 14:40-16:10	<b>Impact of Technology</b> Virtual meetings via Zoom	"
11	7/12 (Tue) 14:40-16:10	<b>Interviewing Skills</b> Virtual meetings via Zoom	"
12	7/19 (Tue) 14:40-16:10	<b>Social Culture Game</b> Virtual meetings via Zoom	"

### 8. Grading System/ Attendance

Grades shall be based on class discussion (80%), writing (20%). An essay topic will be given with each reading assignment. You must attend 2/3 of sessions to pass this course. You may write on either the essay topic included with each reading assignment, or a topic of your choice.

### 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

Students who have met the attendance requirements of this course may take the iBT Practice Test in spring or summer without having to attend 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](mailto: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 II

Fall 2022

*updated November 22, 2021*

(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 <a href="mailto:jmoross.isc@tmd.ac.jp">jmoross.isc@tmd.ac.jp</a>
Instructor	Ash Warren	Institute of Global Affairs, Adjunct Lecturer	03-5803-4964 <a href="mailto:global.adm@tmd.ac.jp">global.adm@tmd.ac.jp</a>

## 2. Classroom/lab

Virtual meetings via Zoom

## 3. Enrollment Capacity

15 students (any TMDU Graduate student may apply) Minimum requirement of 4 students.

## 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 debating skills.

## 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 of and ability to use debate skills
- 4) Writing format and flow

## 6. Format

- Pre-reading of weekly topic and viewing of online video when provided
- In-class group discussion/debate and listening exercises
- Weekly short essay writing assignments (edited and returned to you via email)

## 7. Course Description and Timetable

No.	Date Time	Topic (subject to change) Venue	Instructor
1	10/18 (Tue) 14:40-16:10	<b>Overview of class/ Group work &amp; debate basics</b> Virtual meetings via Zoom	Janelle Moross Ash Warren
2	10/25 (Tue) 14:40-16:10	<b>Social Distancing</b> Virtual meetings via Zoom	"
3	11/01 (Tue) 14:40-16:10	<b>Aging Populations</b> Virtual meetings via Zoom	"
4	11/08 (Tue) 14:40-16:10	<b>Stereotyping</b> Virtual meetings via Zoom	"
5	11/15 (Tue) 14:40-16:10	<b>Medical Technology</b> Virtual meetings via Zoom	"

6	11/22 (Tue) 14:40-16:10	<b>Euthanasia</b> Virtual meetings via Zoom	"
7	11/29 (Tue) 14:40-16:10	<b>Organ Donation</b> Virtual meetings via Zoom	"
8	12/06 (Tue) 14:40-16:10	<b>Obesity</b> Virtual meetings via Zoom	"
9	12/13 (Tue) 14:40-16:10	<b>Nutrition</b> Virtual meetings via Zoom	"
10	12/20 (Tue) 14:40-16:10	<b>Impact of Technology</b> Virtual meetings via Zoom	"
11	1/10 (Tue) 14:40-16:10	<b>Interviewing Skills</b> Virtual meetings via Zoom	"
12	1/17(Tue) 14:40-16:10	<b>Social Culture Game</b> Virtual meetings via Zoom	"

### 8. Grading System/ Attendance

Grades shall be based on class discussion (80%), writing (20%). An essay topic will be given with each reading assignment. You must attend 2/3 of sessions to pass this course. You may write on either the essay topic included with each reading assignment, or a topic of your choice.

### 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

Students who have met the attendance requirements of this course may take the iBT Practice Test in spring or summer without having to attend 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](mailto:global.adm@tmd.ac.jp), for further details.

\*This is not a requirement of the course.

# Social Science Theory for the Health Sciences

Spring 2022

updated January 14, 2022

(Code: 8712/1unit)

## 1. Course Director and Instructor(s)

	Name	Department	Contact
Director	Kazuki Takada	Institute of Global Affairs,	080-2158-8783 <a href="mailto:takada.rheu@tmd.ac.jp">takada.rheu@tmd.ac.jp</a>
Instructor	Rebecca Carlson	Institute of Global Affairs, Adjunct Lecturer	<a href="mailto:carlson@temple.edu">carlson@temple.edu</a>

## 2. Classroom/lab

Zoom (meeting IDs and passwords assigned separately for each session)

## 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 have improved skills of:

- 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

## 8. Course Description and Timetable

No.	Day Time	Topic Venue	Instructor
1	04/19 (Tue) 17:20-18:50	<b>Introduction to course, Techniques of the Body,</b> <b>Marcel Mauss</b> Zoom	Rebecca Carlson

2	04/26 (Tue) 17:20-18:50	<b>Reinventing Japan, Tessa Morris-Suzuki</b> Zoom	Rebecca Carlson
3	05/10 (Tue) 17:20-18:50	<b>Deep Play: Notes on a Balinese Cockfight, Clifford Geertz</b> Zoom	Rebecca Carlson
4	05/17 (Tue) 17:20-18:50	<b>Being-in-the-Market vs. Being-in-the-Plaza, Miles Richardson</b> Zoom	Rebecca Carlson
5	05/24 (Tue) 17:20-18:50	<b>Abraham Lincoln as Authentic Reproduction, Edward Bruner</b> Zoom	Rebecca Carlson
6	05/31 (Tue) 17:20-18:50	<b>The Agency of Assemblages and the North American Blackout, Jane Bennet</b> Zoom	Rebecca Carlson
7	06/07 (Tue) 17:20-18:50	<b>The Molecularization of Race, Duana Fullwiley</b> Zoom	Rebecca Carlson
8	06/14 (Tue) 17:20-18:50	<b>History of Sexuality, Michel Foucault</b> Zoom	Rebecca Carlson
9	06/21 (Tue) 17:20-18:50	<b>Romance of Resistance, Lila Abu-Lughod</b> Zoom	Rebecca Carlson
10	06/28 (Tue) 17:20-18:50	<b>Giving Aid Inside the Home, Ann-Christin Wagner &amp; Geographies of Power, William Keller</b> Zoom	Rebecca Carlson

### 9. Grading System/ Attendance

Based on attendance, participation in class, and completion of required reading and presentation assignments. **If you will be absent for more than two sessions of the course, please contact the course instructor for make-up work.** You must specify if you are taking the course for credit or non-credit.

### 10. 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

### 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 in class presentations on assigned readings.

### 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@temple.edu](mailto:carlson@temple.edu))

### 15. 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 2022

Updated January 14, 2022

(Code: 8707/1 unit)

## 1. Course Director and Instructor(s)

	Name	Department	Contact
Director	Kazuki Takada	Institute of Global Affairs,	080-2158-8783 <a href="mailto:takada.rheu@tmd.ac.jp">takada.rheu@tmd.ac.jp</a>
Instructor	Rebecca Carlson	Institute of Global Affairs, Adjunct Lecturer	<a href="mailto:carlson@temple.edu">carlson@temple.edu</a>

## 2. Classroom/lab

Virtual meetings via Zoom

## 3. Enrollment Capacity

15

## 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:

- 3) Appreciate the basics of qualitative research design and methods and see their utility in clinical and public health settings and integration with quantitative methods
- 4) 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	Thur Oct 20 16:20-17:50	<b>Why Qualitative Methods?</b> Via Zoom	Rebecca Carlson



2	Thur Oct 27 16:20-17:50	<b>Research Questions</b> Via Zoom	Rebecca Carlson
3	Thur Nov 10 16:20-17:50	<b>Theory and Research Design</b> Via Zoom	Rebecca Carlson
4	Thur Nov 17 16:20-17:50	<b>Research Design cont'd</b> Via Zoom	Rebecca Carlson
5	Thur Nov 24 16:20-17:50	<b>Surveys</b> Via Zoom	Rebecca Carlson
6	Thur Dec 1 16:20-17:50	<b>Interviews and Focus Groups</b> Via Zoom	Rebecca Carlson
7	Thur Dec 8 16:20-17:50	<b>Participant Observation</b> Via Zoom	Rebecca Carlson
8	Thur Dec 15 16:20-17:50	<b>Ethnography</b> Via Zoom	Rebecca Carlson
9	Thur Dec 22 16:20-17:50	<b>Conducting Analysis</b> Via Zoom	Rebecca Carlson
10	Thur Jan 5 16:20-17:50	<b>Conducting Analysis, cont'd</b> Via Zoom	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 online appointment ([carlson@temple.edu](mailto:carlson@temple.edu))

### 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 2022

*updated November 22, 2021*

(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 <a href="mailto:jmoross.isc@tmd.ac.jp">jmoross.isc@tmd.ac.jp</a>
Instructor	Farha Naomi Omar F.	Institute of Global Affairs, Adjunct Lecturer	03-5803-4964 <a href="mailto:global.adm@tmd.ac.jp">global.adm@tmd.ac.jp</a>

## 2. Classroom/lab

Virtual meetings via Zoom

## 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 appointments your instructor will help you to revise your presentation slides and script, practice delivery (gestures, intonation, pronunciation).
  - In your fourth session, you will make your final 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	4/26 (Tue) 10:30-12:00	Lecture: group	<b>Overview/ Presentation Basics/ Goal Setting</b> Virtual meetings via Zoom	Janelle Moross Naomi Omar
2	5/10 (Tue) 10:30-12:00	"	<b>Conceptualizing and Planning/ Script Writing</b> Virtual meetings via Zoom	"
3	5/17 (Tue) 10:30-12:00	"	<b>Basic Structure of Scientific Presentation</b> Virtual meetings via Zoom	"
4	5/24 (Tue) 10:30-12:00	"	<b>Effective and Professional Delivery</b> Virtual meetings via Zoom	"

Graduate-School Health Sciences Leadership Program

5	5/31 (Tue) 10:30-12:00	Appointment: individual	<b>Presentation creation &amp; feedback</b> Virtual meetings via Zoom	"
6	5/31 (Tue) 13:00-14:30	"	<b>Presentation creation &amp; feedback</b> Virtual meetings via Zoom	"
7	6/07 (Tue) 10:30-12:00	"	<b>Presentation creation &amp; feedback</b> Virtual meetings via Zoom	"
8	6/07 (Tue) 13:00-14:30	"	<b>Presentation creation &amp; feedback</b> Virtual meetings via Zoom	"
9	6/14 (Tue) 10:30-12:00	"	<b>Presentation creation &amp; feedback</b> Virtual meetings via Zoom	"
10	6/14 (Tue) 13:00-14:30	"	<b>Presentation creation &amp; feedback</b> Virtual meetings via Zoom	"
11	6/21 (Tue) 10:30-12:00	"	<b>Presentation creation &amp; feedback</b> Virtual meetings via Zoom	"
12	6/21 (Tue) 13:00-14:30	"	<b>Presentation creation &amp; feedback</b> Virtual meetings via Zoom	"
13	6/28 (Tue) 10:30-12:00	"	<b>Presentation creation &amp; feedback</b> Virtual meetings via Zoom	"
14	6/28 (Tue) 13:00-14:30	"	<b>Presentation creation &amp; feedback</b> Virtual meetings via Zoom	"
15	7/05 (Tue) 10:30-12:00	"	<b>Presentation creation &amp; feedback</b> Virtual meetings via Zoom	"
16	7/05 (Tue) 13:00-14:30	Appointment: group	<b>Final presentation/ Q&amp;A/ feedback</b> Virtual meetings via Zoom	"
17	7/12 (Tue) 10:30-12:00	"	<b>Final presentation/ Q&amp;A/ feedback</b> Virtual meetings via Zoom	"
18	7/12 (Tue) 13:00-14:30	"	<b>Final presentation/ Q&amp;A/ feedback</b> Virtual meetings via Zoom	"

### 8. Grading System/ Attendance

Participation (40%), presentation (50%), question and answer (10%). Active participation in class, passing grade on final presentation, and attendance of all of 8 sessions are required to pass this course.

### 9. Prerequisite

You must have a research topic to make a presentation on. If you use another person's research, you must give that person credit and say that you are doing a review of their work.

### 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 individual feedback from instructor(s). Plagiarism is a serious offence and will result in failure of the course.

\*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 Graduate students are welcome.

# Online Cross-cultural Networking (OCN)

2022

*updated January 24, 2021*

(Code: 8715/0.5 unit)

## 1. Course Director and Instructor(s)

	Name	Department	Contact
Director/Instructor	Kazuki Takada		
Session Instructors			

## 2. Venue

In principle students will take classes online.

## 3. Enrollment Capacity

Capacity differs according to the online cross-cultural session in question.

## 4. Course Purpose and Outline

TMDU's vision for education is to foster independent, creative, pioneering, and internationally-minded leaders who have a broad range of knowledge, deep humanity, and a strong sense of ethics. The purpose of the OCN course and the learning assignments involved is to put this philosophy into practice by creating opportunities (i.e., sessions) for students to develop the mindset of working collaboratively to seek solutions to societal and healthcare issues that relate to multiple countries and regions, rather than focusing solely on issues specific to the country or region in which they live. A parallel aim is to create opportunities to acquire such experience at various stages while studying medical sciences. To this end, TMDU provides students studying at the university with an environment and community for learning that offers diversity in terms of ethnicity, culture, and specialty.

## 5. Course Objectives

The course objectives common to all sessions offered as part of the OCN course are as detailed below. Session-specific course objectives may be added within individual sessions.

- Expand one's horizons and perspective when considering issues by working collaboratively with other medical students who have differing ethnicities, cultures, and specialties to seek solutions to societal and healthcare issues that relate to multiple countries and regions
- Use the desire for learning and attitude to study of other medical students who have differing ethnicities, cultures, and specialties as the basis to reflect on one's own approach and motivate and inspire oneself
- Set goals for future improvement and devise methods for tackling those goals, having reflected on one's ability to work collaboratively and engage in constructive discussion with talented individuals who have differing ethnicities, cultures, and specialties
- Build networks with other medical students who have differing ethnicities, cultures, and specialties

## 6. Format

- Seek solutions to societal and healthcare issues that relate to multiple countries and regions (through groupwork and whole-class discussion)
- Undertake learning activities that support achievement of the course objectives to be achieved

by graduation that are common to all sessions (through groupwork and whole-class sharing of insights/discussion)

- Other activities

All sessions aim to support students in achieving the above course objectives by focusing on discussion, both in small groups combining students from different universities, or as a whole class. In addition, sessions employ a variety of teaching methods according to the characteristics and aims of each learning assignment, such as arranging lectures at the start to present the issues, or planning group discussions over several days with breaks in between to create opportunities for information gathering on an individual or group basis, and for creative work.

### 7. Course Description and Timetable

The online cross-cultural sessions to be offered as part of the OCN course will be decided in due course, along with their details; the relevant information will be posted on TMDU's WebClass intranet system, and will also be sent to all students via a notification mail or other means.

Sessions generally take place once (on a single day), and last approximately four hours (including preparation and writing a post-completion report)

### Examples of Sessions in Academic Year 2020–2021 (for reference only; TMDU makes no commitment to offer these sessions in academic year 2021–2022)

Partner Institution	Date	Description
Mahidol University (Thailand)	June 9, 2020	Online discussion session with Mahidol University Faculty of Medicine (Zoom Discussion Café) Discussion theme: Response to COVID-19
Mahidol University (Thailand)	July 22, 2020	Online cross-cultural session with Mahidol University Faculty of Dentistry (Online Students' Exchange Session 2020: O-SEP) The session was organized in two parts: a lecture by an instructor (on the theme of building up medical professionalism for dental students) and a student-led section (including presentations about both countries' universities, cultures, and student life).
Srinakharinwirot University (Thailand)	August 26, 2020	Online discussion session with Srinakharinwirot University Faculty of Dentistry (Zoom Discussion Café) Discussion theme: Current dental care and university life in terms of responses to COVID-19
Seinäjoki University of Applied Sciences (Finland)	September 8, 2020	Online cross-cultural session with a nursing and healthcare student group at Seinäjoki University of Applied Sciences (SeAMK-TMDU Virtual International Exchange Session) The session was organized in two parts: the first half comprised presentations on healthcare in Finland and Seinäjoki University of Applied Sciences, and on Japanese healthcare and culture and the life of students majoring in nursing science at TMDU. The second half comprised a workshop on the role of nursing in the COVID-19 pandemic.
The University of Melbourne (Australia)	September 11, 2020	Online student interaction with the Oral Health Care Department at the University of Melbourne's Faculty of Medicine, Dentistry and Health Sciences The session comprised presentations on topics including working as a dental hygienist and children's oral care, as well as a discussion.

King's College London (UK)	November 2020 to March 2021	Online cross-cultural session with the King's College London Faculty of Dentistry, Oral & Craniofacial Sciences (O-SEP) The session comprised a presentation video (November), a discussion about dental education (December), and a discussion about dental research (March).
WHO	Postponed	The session comprises an online tour during which a WHO representative introduces the WHO and acts as a guide to the organization. The tour is one of the WHO virtual sessions launched by the WHO during the coronavirus crisis.

### 8. Grading System

Session instructors will determine whether students have met the requirements for completion as stipulated for each individual session. For all sessions, students must work on pre-session assignments including any specific preparatory study they are instructed to undertake. Students who fail to do so will be disqualified from participating in the session in question.

Each session's requirements for completion will be made available separately. Requirements for completion include stipulations regarding the following:

- Progress with work on pre-session assignments (determined by reviewing work submitted)
- Degree of participation in groupwork (determined through direct assessment by instructor, peer assessment, etc.)
- Response to post-session feedback survey
- How have the student's horizons and perspective when considering issues expanded?
- Outcomes of the student's reflection on his/her own desire for learning and attitude to study
- Goals set for future improvement and proposed method for tackling those goals, as a result of reflection on one's ability to work collaboratively and engage in constructive discussion with talented individuals who have differing ethnicities, cultures, and specialties
- Networks built by the student and their future significance

### 9. Required Reading

Students will be given specific instructions for each online cross-cultural session.

### 10. Reference Materials

No textbooks are necessary; during each online cross-cultural session, reading materials will be distributed, or instructions will be given for accessing online and/or audiovisual resources.

*Book for reference:*

English original:

*The Culture Map: Breaking through the Invisible Boundaries of Global Business*, by Erin Meyer

ISBN-13: 978-1610392501

Japanese translation:

*Ibunka rikairyoku—Aite to jibun no shin-i ga wakaru bijinesu pason hissu no kyoyo*; original author: Erin Meyer, edited by Megumi Taoka, translated by Takeshi Higuchi

ISBN-13: 978-4862762085

### 11. Important Course Requirements

Credits will be recognized each academic year. Students will be awarded a point\* for each session completed as prescribed; for every two points, 0.5 of a credit unit will be recognized. However, the maximum credit that can be recognized in a single year of study or academic year is 0.5 of a unit.

\* Instructors determine the awarding of points according to the number of session hours completed.

As a guide, the number of hours required for a 1-point session is approximately four hours.

**12. Availability in English**

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

**13. Office Hours**

If you wish to contact the course director or a session instructor, please email the Global Advancement Administrative Unit ( [global.adm@tmd.ac.jp](mailto:global.adm@tmd.ac.jp) ).

**14. Note to Students**

All international and Japanese graduate students are welcome to join the course.

Students themselves should make the necessary preparations for taking an online course, such as securing a PC and internet access.

**15. Website for Reference**

WebClass Online Cross-cultural Networking (OCN) (not yet available)



# **Workshop Descriptions**

# Effective Research Presentations

2022

Updated November 22, 2021

## 1. Workshop Organizer and Instructor(s)

### I. Guest Instructors

Name	Affiliation
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

Online (Please check your e-mail 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 a Q&A period 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

Grad students/ TMDU faculty/ TMDU hospital healthcare professionals can sign up to attend each of the TMDU Instructor workshop sessions. Each participant will be given up to 45 minutes for presentation practice, instructor feedback and assistance.

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. If applicants exceed the available slots, those who have participated fewer times will have higher priority. Flyers with instructions for sign up will be sent by info-tmd email in first and second term.

**Guest Instructors (up to 3 students per session)**

No.	Date Time	Topic	Instructor
1	TBD	<b>Research Presentation Practice and feedback</b>	TBD
2	TBD	<b>Research Presentation Practice and feedback</b>	TBD
3	TBD	<b>Research Presentation Practice and feedback</b>	TBD

**TMDU Instructors April-July**

No.	Date Time	Topic	Instructor
1	Most Thursdays 13:30-15:00	<b>Presentation practice and feedback</b>	Janelle Moross
2	4/21 (Thu) 16:30-18:00	<b>Presentation practice and feedback</b>	David Cannell
3	4/28 (Thu) 16:30-18:00	<b>Presentation practice and feedback</b>	David Cannell
4	5/12 (Thu) 16:30-18:00	<b>Presentation practice and feedback</b>	David Cannell
5	5/19 (Thu) 16:30-18:00	<b>Presentation practice and feedback</b>	David Cannell
6	5/26 (Thu) 16:30-18:00	<b>Presentation practice and feedback</b>	David Cannell
7	6/2 (Thu) 16:30-18:00	<b>Presentation practice and feedback</b>	David Cannell
8	6/9 (Thu) 16:30-18:00	<b>Presentation practice and feedback</b>	David Cannell
9	6/16 (Thu) 16:30-18:00	<b>Presentation practice and feedback</b>	David Cannell
10	6/23 (Thu) 16:30-18:00	<b>Presentation practice and feedback</b>	David Cannell

**TMDU Instructors September-February**

No.	Date Time	Topic	Instructor
1	Most Thursdays 13:30-15:00	<b>Presentation practice and feedback</b>	Janelle Moross
2	TBD	<b>Presentation practice and feedback</b>	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 to their appointment 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, faculty and healthcare professionals are welcome to apply for the workshops. 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)

2022

*updated January 2022*

## 1. Instructor(s)

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

## 2. Classroom/lab

Online

## 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)

2022

*updated January 2022*

### 1. Instructor(s)

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

### 2. Classroom/lab

Online

### 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

- 10-week course
- Meet once a week for 60 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)

2022

*updated January 2022*

## 1. Instructor(s)

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

## 2. Classroom/lab

Online

## 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

- 12-week course
- Meet once a week for 60 minutes
- Non-credit

Details will be informed via TMDU info mail.