

内容

- E-learning system: 時間有効活用で知識習得
- Mentoring system: 臨床研究に特化した指導者
- Research network: 疫学・統計学専門知識共有
- International collaboration: 世界標準の重要性

2015/1/20

**DCR-CT Online Course:
Collaboration with UCSF**

WEEK 1	<ul style="list-style-type: none">• The Research Question• Subjects and Variables	<u>ALL participants: 83</u> <ul style="list-style-type: none">- Faculty : 11- Group: 6- Students: 57<ul style="list-style-type: none">- Japan: 7- UCSF: 25- UC Berkeley: 21
WEEK 2	<ul style="list-style-type: none">• Study Designs• Causal Inference	
WEEK 3	<ul style="list-style-type: none">• Sample Size and Power• Statistics	
WEEK 4	<ul style="list-style-type: none">• Questionnaires and Qualitative Research• Bioethics• Presentation and Peer Review of Research Protocols	4人: 聖路加国際病院専門研修医 2人: 教育病院 1人: 離島診療所

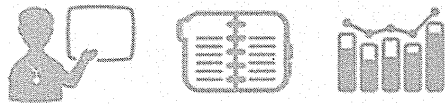
2015/1/20
<http://accelerate.ucsf.edu/training/designing-clinical-research-clinical-trainees#text>. Accessed April 1, 2014

7人中6人(85%) Protocol完成

10

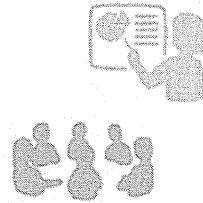
E-learning Clinical Research Network

臨床研究e-learning
教育プログラム eCRNet



 manaba

ユーザID
パスワード








2015/1/20

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コース内容

コース一覧

現在のコース

 学ぶ : e-learning 2014 通年	 計画する : planning 2014 通年
 分析する : analyzing 2014 通年	 発表する : writing & publishing 2014 通年
 メンター養成コース 2014 通年	

スマートフォンから課題提出



スマートフォンから課題を提出する事もできます。
※従来型の携帯電話からは、提出できません。
[スマートフォンへ](#)

2015/1/20

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E-learning内容

マイページ コース メモ一覧 English
学ぶ: e-learning コース設定 担当教員: 2014 選手
小テスト アンケート レポート プロジェクト 成績 掲示板 コースコンテンツ

コンテンツ コンテンツ作成 コンテンツ管理

理解度: 4.5		Module 1: Introduction to Epidemiologic Research モジュール内のすべてのレクチャー受講後にアンケートの回答をお願いします。	全 3 ページ 2014-12-12 22:28	臨床疫学
理解度: 4.1		Module 2: Components of a Research Question モジュール内のすべてのレクチャー受講後にアンケートの回答をお願いします。	全 6 ページ 2014-12-12 22:28	
理解度: 4.0		Module 3: Overview of Study Designs and Error モジュール内のすべてのレクチャー受講後にアンケートの回答をお願いします。	全 4 ページ 2014-12-12 22:24	臨床疫学
理解度: 4.6		Module 4: Study Designs and Bias in Detail モジュール内のすべてのレクチャー受講後にアンケートの回答をお願いします。	全 4 ページ 2014-12-12 22:15	
理解度: 3.6		Module 5: Basic Concepts in Biostatistics モジュール内のすべてのレクチャー受講後にアンケートの回答をお願いします。	全 4 ページ 2014-12-12 21:59	生物統計
理解度: 3.3		Module 6: Statistical Tests and Sample Size モジュール内のすべてのレクチャー受講後にアンケートの回答をお願いします。	全 4 ページ 2014-12-12 21:56	
理解度: 2.5		Module 7: Multivariate Analysis モジュール内のすべてのレクチャー受講後にアンケートの回答をお願いします。	全 4 ページ 2014-12-12 21:53	研究倫理
理解度: 4.3		Module 8: Ethics and Implementation モジュール内のすべてのレクチャー受講後にアンケートの回答をお願いします。	全 4 ページ 2014-12-12 21:49	

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マイページ コース メモ一覧 English
学ぶ: e-learning コース設定 担当教員: 2014 選手
小テスト アンケート レポート プロジェクト 成績 掲示板 コースコンテンツ

プロジェクト管理

表示モード: 全教員 学生

プロジェクト作成 インポート

No.	タイトル	期間	公開/非公開	管理
2	Homework 1 【RQ リサーチクエストション】	受付中 2014-04-01 00:00-2015-04-01 00:00	<input type="checkbox"/> 公開 <input checked="" type="checkbox"/> 非公開	3 チーム
3	Homework 2 【Design 研究デザイン】	受付中 2014-04-01 00:00-2015-04-01 00:00	<input type="checkbox"/> 公開 <input checked="" type="checkbox"/> 非公開	2 チーム
4	Homework 3 【Stats 統計解析】	受付中 2014-04-01 00:00-2015-04-01 00:00	<input type="checkbox"/> 公開 <input checked="" type="checkbox"/> 非公開	1 チーム
5	Homework 4 【Final Protocol】	受付中 2014-04-01 00:00-2015-04-01 00:00	<input type="checkbox"/> 公開 <input checked="" type="checkbox"/> 非公開	0 チーム

プロジェクト課題を一括エクスポート

File:

山田先生

お返事ありがとうございます。これからのHWはいろいろ変更しながらで大丈夫だと思いますので、提出でOKだと思います。今後ともよろしくお願いたします。

本閉先生
ご返事ありがとうございます。この調子で動いていけると大変うれしいと思います。ありがとうございます。

高橋 理 2014-11-22 19:33:41 返信

Re:

山田先生

コメントありがとうございます。

経口摂取開始期間
かまこまりました。Imitationとして記載して1回したため問題ないかと確認します。今後のhomeworkでimitationの所がでますので、もし経口摂取開始期間が再出血と関連するといふ過去の研究がある場合は、その研究を引用して記載してください。

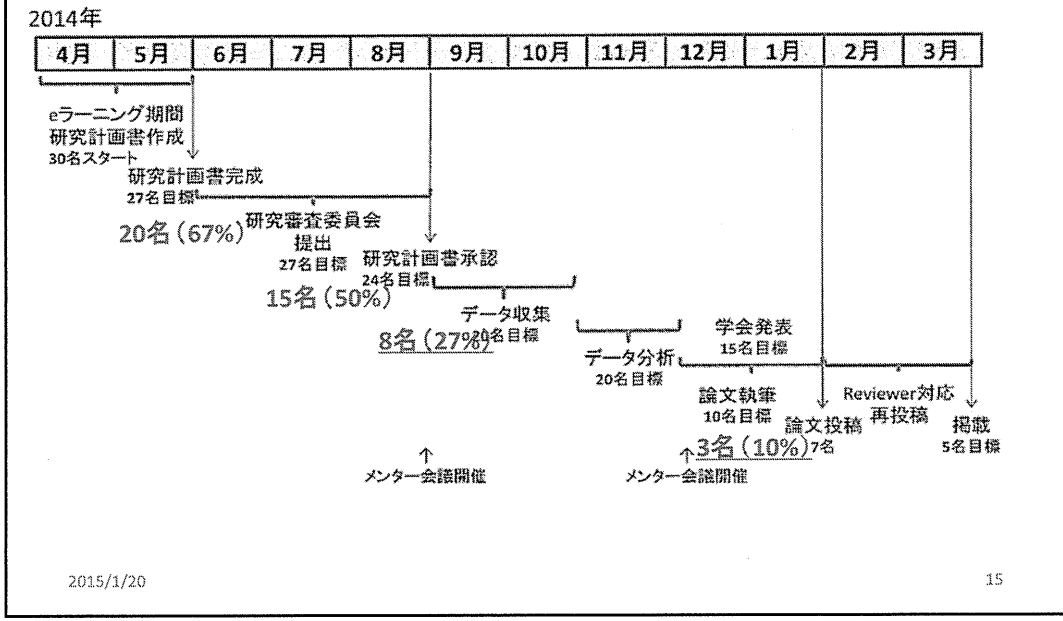
メンバーリスト

- 平岡 崇治
- 山田 敬
- 本間 洋輔
- 前川 泰博
- 高橋 理
- 大出 翠子

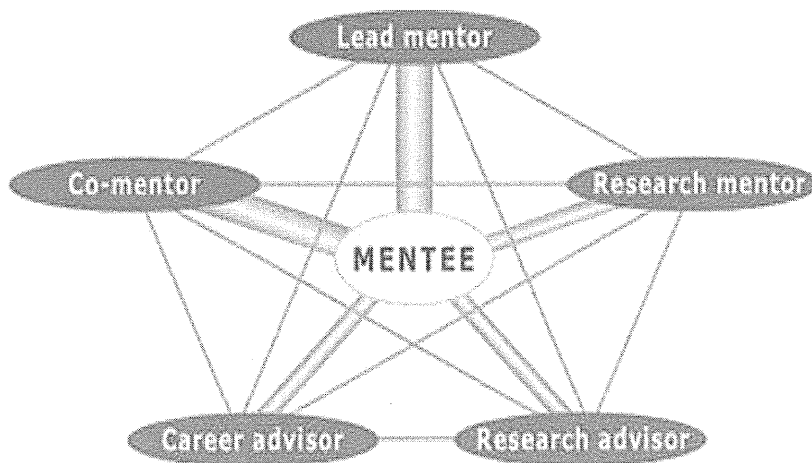
チームリスト

- 実習グループ (内科)
- 実習グループ (集中治療科)
- 実習グループ (内科、救急)
- 山田グループ

研究マインドを持つ医師育成プロジェクト年間計画



Team-based Mentoring



2015 <http://accelerate.ucsf.edu/training/mdp-seminar1>. accessed April, 2014

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Questions? Ask Us

RESEARCH RESOURCES TRAINING & ADVANCEMENT FUNDING OPPORTUNITIES COLLABORATION TOOLS FOR COMMUNITY PARTNERS

NEWS CALENDAR VOICES PROGRAMS TEAM CONTACT

ABOUT US OUR WORK PARTNERSHIPS IMPACT

CTSI at UCSF
Accelerating Research to Improve Health

CTSI Mentor Development Program (MDP)

<http://accelerate.ucsf.edu/training/mdp-materials> accessed April, 2014

CALENDAR View All

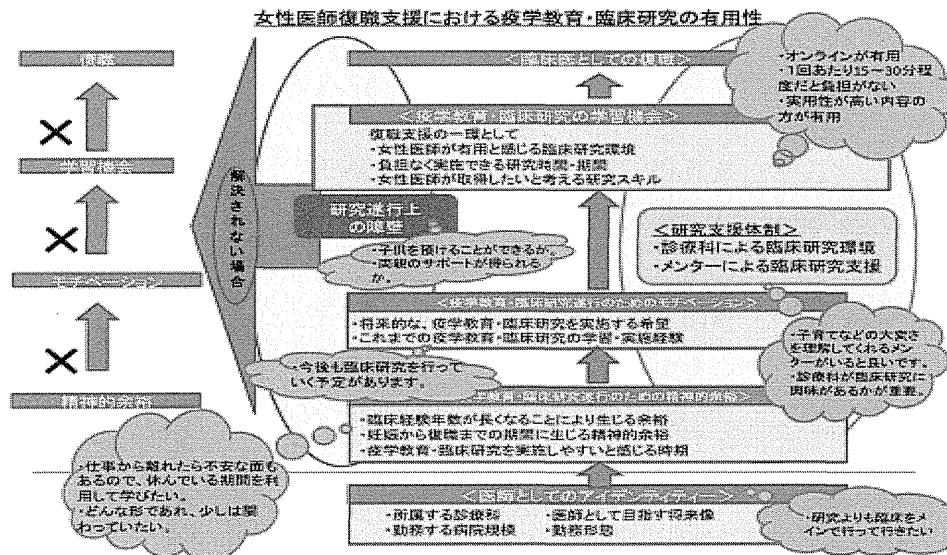
Previous Happening

2014 CTSI Symposium on

Clinical Research mentorの役割

臨床研究支援	<ul style="list-style-type: none"> 研究に関するトレーニング計画を策定し実行を支援する 研究計画を考案し実行することを支援する 科学的問題解決法を指導する
職業文化への適応・ 科学的健全性	<ul style="list-style-type: none"> 倫理的行動を指導し手本となる 科学のルールや文化に適応させる 研究に関するトレーニング計画を策定し実行を支援する
キャリア・専門性開発	<ul style="list-style-type: none"> キャリア開発計画の実行を準備し専門的スキルの獲得を指導する 学問領域や施設的环境中で必要な情報や指針を与える 専門家ネットワークを広げるように学習者を支援する
心理社会的支援	<ul style="list-style-type: none"> ロールモデルの役割を果たす 関係性を省みて強化する能力の確立 複数のメンターを持つことを推奨する
コミュニケーション・ 関係性の調整	<ul style="list-style-type: none"> 双方の期待を一致させる 対応できる時間や連絡方法について言及する 協働作業スキルを向上させる

女性医師復職支援における 臨床・疫学研究の有用性について



2015/1/20

平成26年医学教育学会発表より¹⁹

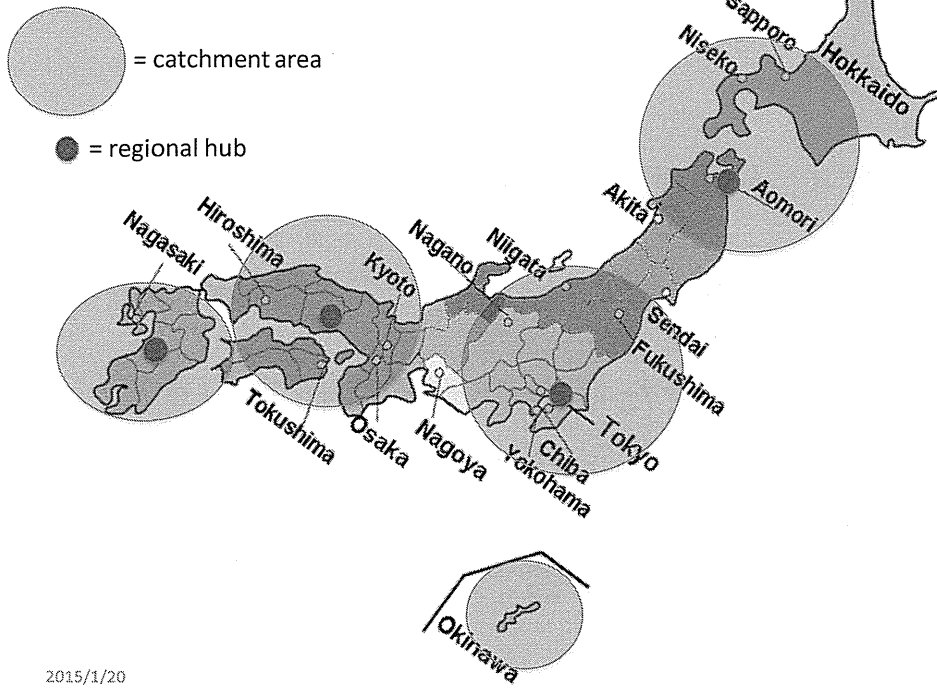
今後の予定

- ・ 国内国外臨床研究者のネットワーク構築
- ・ メンター手法のためのメンターマニュアル作成
- ・ 既存のデータの整備・共有

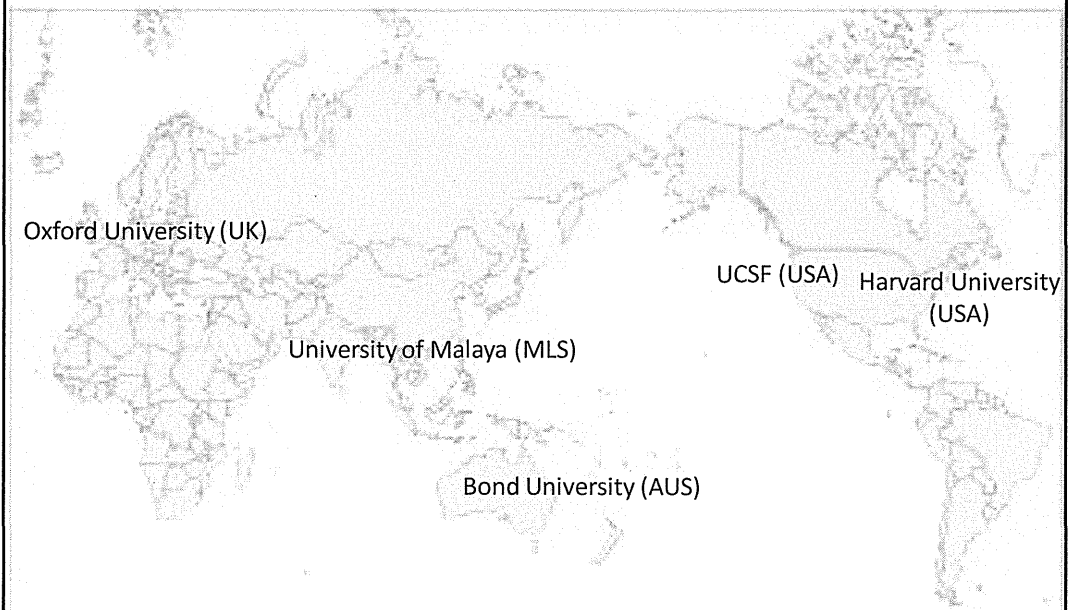
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MENTOR TRAINING NETWORK



NETWORK: International collaboration



まとめ

研究マインド医師の増加が必須

医師の新しいキャリア形成の一つとなる成果が期待

各医師に合わせたキャリア形成の確立が重要



各医師の環境に合わせた支援の試み

2015/1/20

Future steps to Enhance Clinical Mentorship in Japan

St. Luke's International University, Tokyo

October 4, 2104

Kunihiko Matsui, MD, MPH

What would we do in this session?

- This is not a lecture session, but group work and presentation.
- As the wrap up session for this workshop.
- You have learned about Mentoring for clinical research.
- Are you ready to be a good mentor?
- I am afraid but you would confront and see many problems and obstacles at your institutions.

What problems would you expect?

- How would you tackle them?
- How would you find the solution?
- What would you need?

Group work and presentation

- Suppose you are going to see (a) mentee(s) at your institution.
- Please discuss for the expected problems when you will work as a clinical research mentor.
- And what would you do to those problems?
 - To enhance clinical mentorship!

Group work and presentation

- Discuss and summarize the expected problems.
- Please chose some important key problems (2-3?) .
 - To choose from them, you might think about:
 - Important
 - Urgent
 - Dr. Feldman' lecture

Group work and presentation

- Please discuss for your key problems.
 - How would you tackle them?
 - How would you find the solution?
 - What would you need to get the solution?
- Present the conclusions and suggestions from your group.

“Difficult Mentor-Mentee Problem in the Japan Context”

Osamu Takahashi
Clinical Epidemiology Center,
St.Luke’s International Hospital

2014/10/3

1

St Luke's Life Science Institute
公益財団法人 聖ルカ・ライフサイエンス研究所

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Center for Clinical Epidemiology

Staff Profile

Research support activity


Researcher's activity

List of publication

Contact us

Links

Video clips



Center for Clinical Epidemiology

St. Luke's Life Science Institute is a non-profit public interest foundation established in 1990.
It has three main initiatives
(1. Research promotion, 2. Research and Education, 3. Workshops and symposia)
The Center for Clinical Epidemiology was established in 2003 and prior to 2003 was called the Clinical Practice Evaluation and Research Center.

Center for Clinical Epidemiology

The mission of the Center,
「To cultivate the active clinical research mind among health professionals to improve medical practice.」

2014/10/3

The main duties of this center are as follows:

2

Case 1

You are an assistant professor and clinical researcher. You were asked to become a mentor on new project about diabetes mellitus by clinical research fellow in your institution.

Your mentee said that this proposed project was of great interest to him and he would like to conduct a high quality randomized controlled trial. For his career enhancement, he feels that he needs to publish his article in one of the highest impact factor journal, such as NEJM. You agreed to be his mentor because he was enthusiastic and this project was of interest to you.

However, after meeting your mentee to discuss the study design, you realize that, because of lack of his clinical research experience and relatively poor study design, his study is not very feasible. You suggest that he change the study design from RCT to something else, like an observational study.

However, your mentee states that an observational study design is not of interest to him due to lower likelihood of publication. You sense that your mentee's motivation will go down substantially if the study design changes.

2014/10/3

3

Discussion

Based on Prof. Feldman's previous questions, discuss the following:

- *What do you think went wrong in this mentoring relationship?*
- *Do you think that this situation could have been avoided? How?*
- *How would you propose to move forward from here? Or should they not work together anymore?*

2014/10/3

4

Case 2

You are an assistant professor and clinical researcher. You were asked to become a mentor on a new project by a clinical research PhD candidate in an outside medical university not related to your institution.

Because of your colleague made the introduction, you decided to meet the mentee. She tells you that in her department, clinicians and researchers have insufficient experience to support her clinical study and her professor has allowed you to be her mentor.

You agreed to be a mentor because she is enthusiastic and this project was of interest to you. One week later, her professor calls you and sounds angry. He says that he did not allow you to become a lead mentor, but rather just a research support provider.

2014/10/3

5

Discussion

- What went wrong in this situation and how might you handle it? How might you avoid this type of situation in the future?
- Professor said to you that your mentee asks her professor to allow you to be a mentor. Furthermore, she tells him that if he does not agree, she will leave the department. Already understaffed, the professor asks you to tell the mentee that you are too busy to help as her mentor. What would you do?

2014/10/3

6

MDP Seminar : Challenges of Being a Mentor

Being a mentor you might face one of these challenges when dealing with your mentee:

- Assessing mentee's background (knowledge and skills)
- Identifying mentee's motivation
- Dealing with mentee's inexperience (knowledge and skills)
- Addressing mentee's misconceptions about science
- Setting reasonable goals for the project
- Keeping mentee engaged
- Supporting the mentee financially
- *Building mentee's confidence*
- Fostering mentee's independence
- Deciding on the best solution to a given mentoring challenge
- Setting limits and boundaries for the mentor/mentee relationship
- Addressing lack of planning
- Giving negative feedback to the mentee on lack of progress
- Allocating time
- Finding resources
- Remaining patient

2014/10/3

<http://accelerate.ucsf.edu/training/mdp-seminar2-challenges>

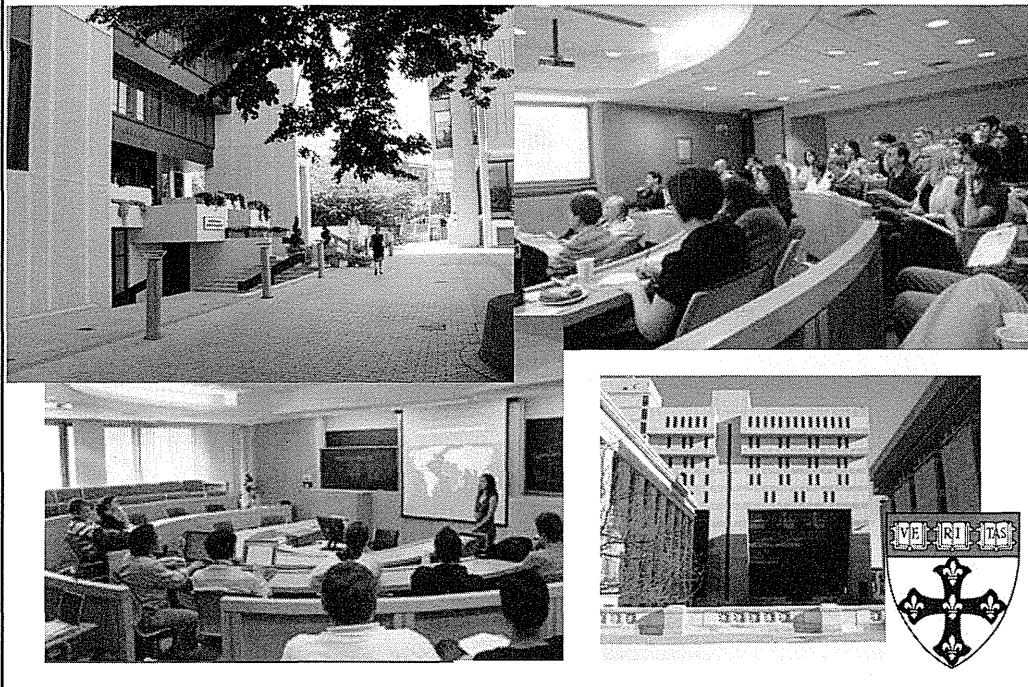
-Introduction-
What is the role of a
mentee/mentor?

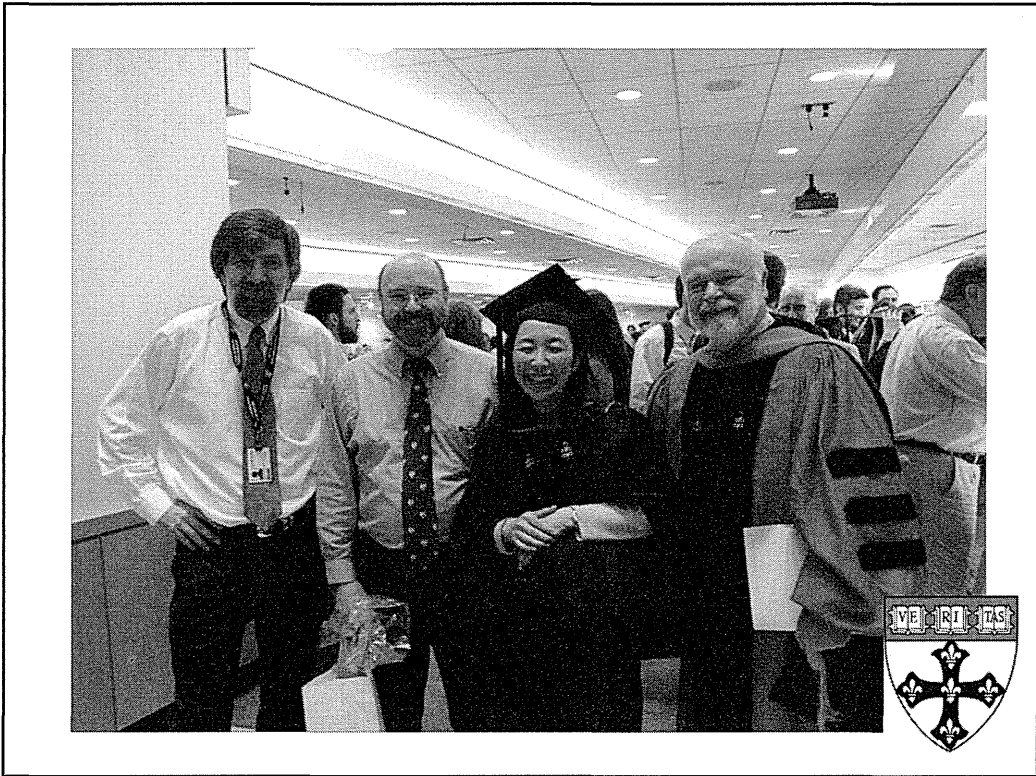
Honami Yoshida, MD, PhD, MPH

Dept. of Health Promotion,
National Institute of Public health



Harvard School of Public Health





TOMODACHI MetLife Women's Leadership Program



Personal development tool

- Communication
 - Mentoring
 - Self-leadership
 - Networking
- You can learn more about luminalearning at <https://www.luminalearning.com/luminahome/index/ja>

What is a mentor?

What is a mentor?

- Guide
- Listener
- Coach
- Supporter
- Confidante
- Sounding board
- Resource provider
- Wisdom bearer

What is NOT a mentor?

What is NOT a mentor?

- Psychic
- Comforter
- Parent
- Disciplinarian
- Psychologist
- Career counselor
- Doctor to cure

Key qualities of a good mentor

- Good listener
- Committed
- Trusting
- Patient
- Open
- Learn together
- Offering an objective perspective
- Asking strategic and practical question
- Giving and receiving effective feedback