

Rethinking Medical English Education in Japan: Bridging Educational Gaps through Student-Expert Collaboration

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6. Kameda Medical Center, JPN
7. Queen's Medical Center, USA
8. The University of Chicago Medicine, USA
9. International University of Health and Welfare, JPN

The 29th JASMEE Academic Meeting Disclosure of Conflicts of Interest

Name of Presenters:

Alex Seiji Anderson, Yuki Kobayashi and Akihiro Ono

We have nothing to disclose.

Today's Agenda



01

How Team WADA can bridge educational gaps for medical English



Alex Seiji Anderson

02

Clinical reasoning training at Clinical Dojo



Akihiro Ono

03

Current status and future potential of Medical English Education



Yuki Kobayashi

01

**How Team WADA can bridge
educational gaps for medical English**

Different curriculum in Medical English Education



Medical English education in Japan varies considerably across institutions, reflecting differences in curricular priorities and available faculty expertise.

日本医学英語教育学会. 医学教育分野別評価基準日本版（グローバルスタンダード）に対応するための医学英語教育ガイドライン. 2015



While many universities provide introductory instruction, opportunities for more advanced or internationally oriented training may be limited in some settings.



As a result, some highly motivated students seek additional learning opportunities outside their formal curricula.

Team WADA



A community for Japanese healthcare professionals and students who aspire to work internationally

Members:
Around 170 students from more than 60 schools



Led by Dr. Hiroto Kitahara, a cardiac surgeon at the University of Chicago.

Also known as a social media influencer



333,000 subscribers
1247 videos
378,481,661 views

Team WADA 3 pillars



Providing real-time
information on
studying and
working abroad



Creating opportunities
for networking and
community exchange



Promoting medical
English education

Collaboration with medical experts



Team WADA MEDS



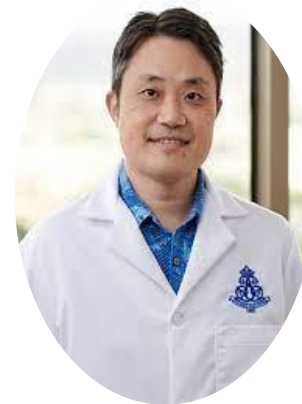
Takayuki Oshimi, MD
International University
of Health & Welfare

Study with Ns. Rossi



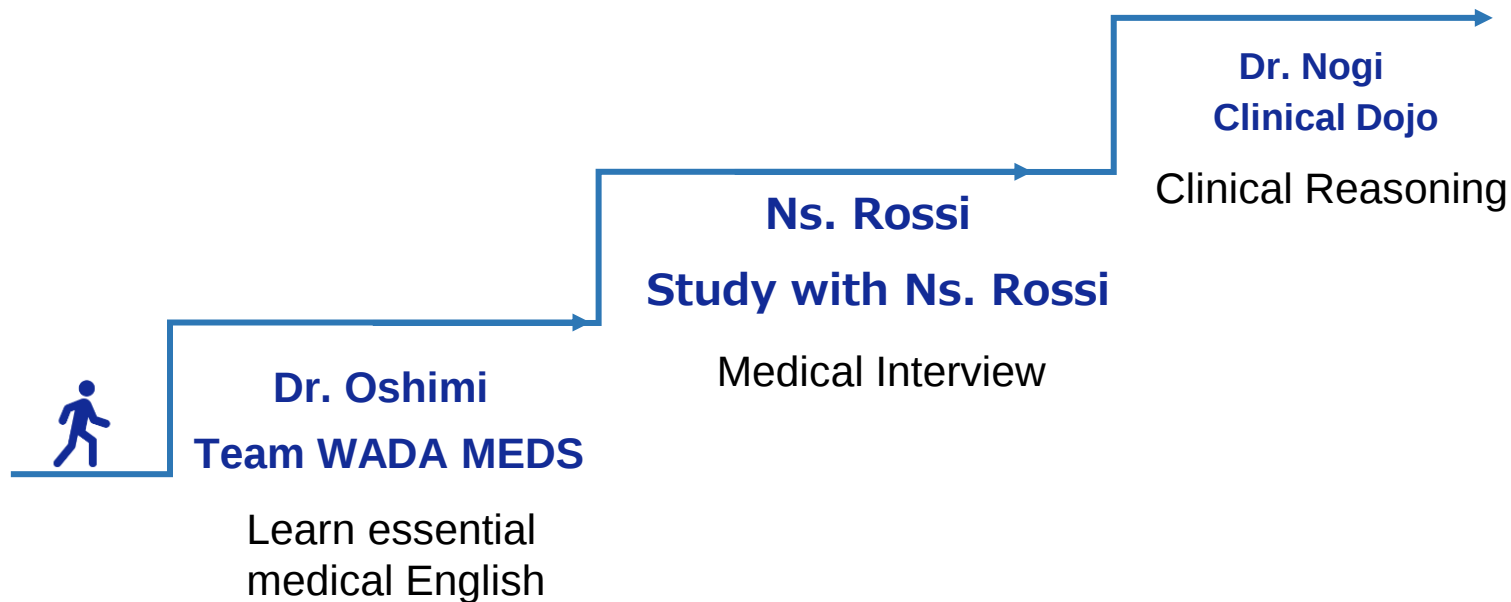
Ns. Mayumi Rossi
University College
London Hospitals NHS

Clinical Dojo

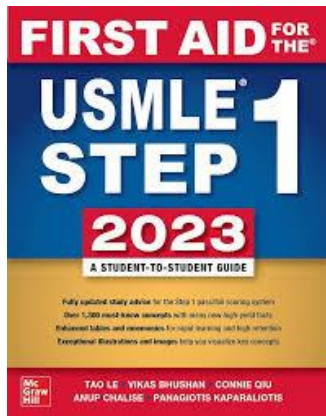


Masayuki Nogi, MD
Kameda Medical Center
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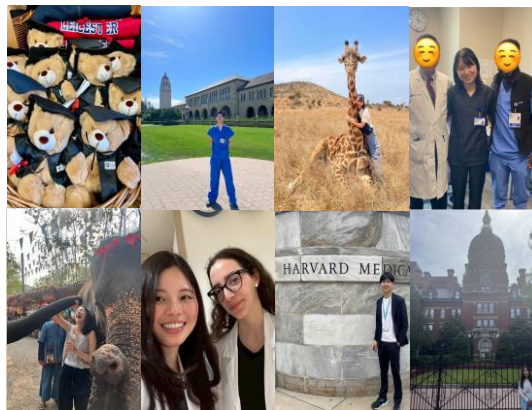
Roadmap for Medical English Education



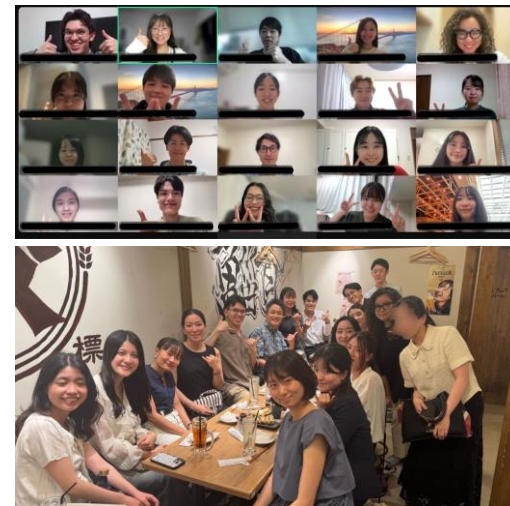
Student-led Activities



Student members organize USMLE study group.



Present monthly reports on study-abroad experiences.



Promoting peer learning and networking across institutions.

① Online Community:

Online activities allow students to engage from various regions and universities.

② Continuous Member Inflow

Dr. Kitahara's active presence on SNS and YouTube attracts a steady influx of new students.

③ Student-Expert Collaboration

Functions as a systemic solution to bridge institutional gaps and elevate the national standard of medical education in Japan.



**Team WADA has the potential to empower
the next generation of global clinicians.**

02

Medical English Training at Clinical Dojo

Clinical Dojo: A Personalized Extracurricular Learning Opportunity to Complement Standardized Formal Curricula

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6. Fujita Health University Hospital, JPN
7. Kameda Medical Center, JPN
8. Queen's Medical Center, USA

— Clinical Dojo supports clinical reasoning and English clinical communication.

- Clinical reasoning and clinical communication are essential competencies for medical students. (Cooper et al., 2021; AAMC, 2014)
- English for Medical Purposes has become an important component of undergraduate medical education. (Muthukumar et al., 2025)
- Extracurricular activities provide additional educational opportunities beyond the formal curriculum. (Kim et al., 2023)



Clinical Dojo

A student-led extracurricular program for learning clinical reasoning and English clinical communication

Clinical Dojo combines student preparation with expert-supervised case discussion.



Program features

- Student-led
- Real patient cases
- Supervised by a U.S. board-certified hospitalist
- Interactive feedback

Learning process

Before the session

- Chief complaint shared in advance
- Student-led preparation session



During the session

- History taking / physical examination
- Clinical reasoning
- Case presentation



After the session

- Expert feedback

Clinical Dojo

An online, case-based learning session in English



Learn clinical communication and reasoning in a supportive, interactive environment

Clinical Dojo is ...

- ✓ Online (Zoom)
- ✓ Case-based
- ✓ Student-led
- ✓ Interactive
- ✓ In English

Participants (Students)

- Take history in English
- Perform physical exam (virtually described)
- Organize the problem
- Discuss clinical reasoning
- Ask questions and share opinions
- Learn from others' perspectives



Session Host / Organizer (Student)

- 🕒 Manages the session and keeps time
- 📢 Introduces the case and session flow
- 💬 Encourages smooth discussion
- 🛡️ Ensures a respectful and safe environment
- 📝 Takes notes for the group

Note Taking (Organizer's Role)

Summarizes key points, questions, and learning takeaways for the group.

Zoom Meeting

Patient Role & Facilitator (One person)
Dr. Nogi (Hospitalist in Hawaii)

I've had a fever and cough for 3 days.

Patient Role (Teacher acts as patient)

- Provides case information
- Answers student questions
- Responds like a real patient

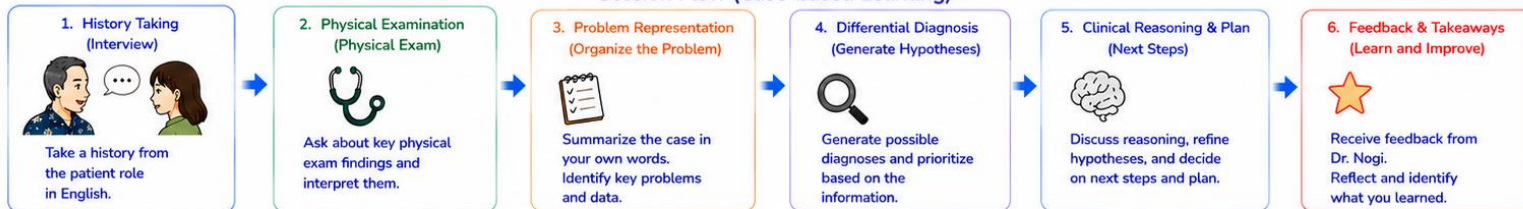
Facilitator (Teacher as facilitator)

- Encourages discussion
- Provides feedback
- Shares clinical insights
- Offers hints when needed

Participants: 5

Mute Stop Video Chat Share Screen Reactions Leave

Session Flow (Case-based Learning)



Goal: Enhance clinical communication and reasoning skills in English through interactive, case-based learning.

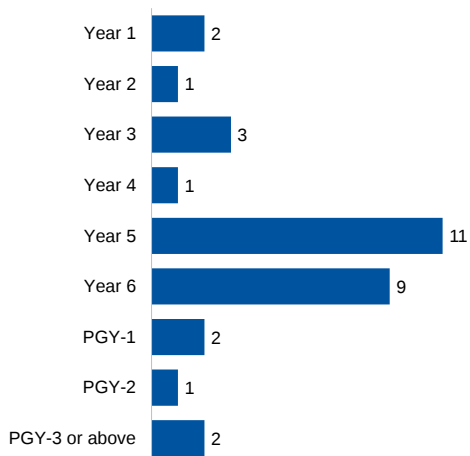
— We evaluated participants' perceptions using a questionnaire survey.

- Design: Anonymous post-participation online questionnaire
- Target population: Clinical Dojo participants (January 2024 – May 2026)
- Eligible participants: $n = 102$
- Responses: $n = 32$ (Response rate: 31.4%)
- Scale: 5-point Likert scale
 - 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree
- Domains:
 1. History taking (four questions)
 2. Physical examination (four questions)
 3. Problem representation (three questions)
 4. Clinical reasoning (five questions)
 5. Confidence / Self-Efficacy (five questions)
 6. Educational effectiveness (five questions)
- Free-text comments

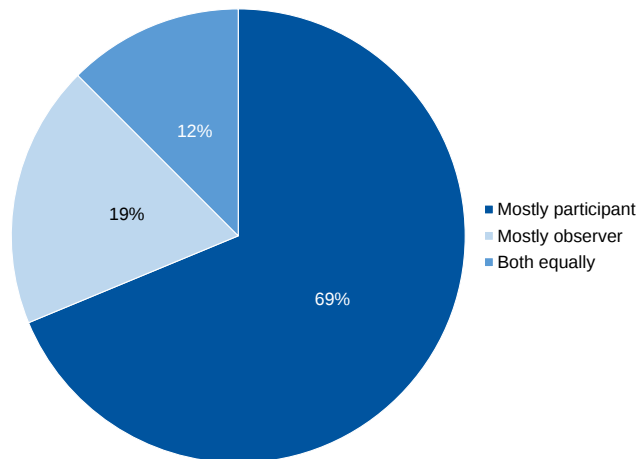
Clinical Dojo attracted learners from diverse educational backgrounds.

Participant Characteristics (n = 32)

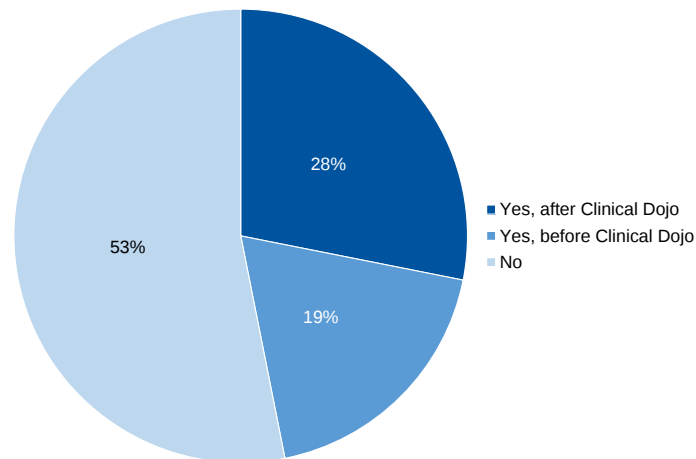
Training level



Participation style



Overseas clinical electives



Participants perceived improvements across multiple educational domains.

Mean scores were at least 4.0 across all domains (5-point Likert scale).

Question format

Q1–16: *"Participation in Clinical Dojo has improved..."*

Q17–19: *"Participation in Clinical Dojo has increased my confidence..."*

All responses were collected after participation in Clinical Dojo.

Domain	Mean $\pm$ SD
History Taking	4.2 $\pm$ 0.6
Physical Examination	4.0 $\pm$ 0.7
Problem Representation	4.0 $\pm$ 0.7
Clinical Reasoning	4.1 $\pm$ 0.6
Confidence / Self-Efficacy	4.0 $\pm$ 0.6

— Clinical Dojo was highly valued by participants.



Representative comments (fifth-year medical students)

"Clinical Dojo allowed me to experience the entire process from history taking to diagnosis, helping me develop stronger clinical reasoning skills."

"Clinical Dojo helped me develop a habit of clinical reasoning and conduct more focused and efficient history taking."

Clinical Dojo supported preparation for overseas clinical electives.

Preparation for overseas clinical electives

84%

reported that Clinical Dojo was useful for overseas elective preparation.

Active participation during overseas electives

78%

reported that Clinical Dojo facilitated active participation during overseas electives.

*Answered only by participants who completed an overseas clinical elective after Clinical Dojo (n = 9).

Representative comment (sixth-year medical student)

"Learning a structured approach to case presentations through Clinical Dojo was extremely helpful during my overseas clinical elective."

— Clinical Dojo may complement formal curricula.



Discussion

- Participants perceived positive educational impacts across multiple domains.
- Clinical Dojo provided personalized learning beyond the formal curriculum.
- Clinical Dojo may facilitate preparation for overseas clinical electives.

Limitations

- Small sample size
- Self-reported outcomes

Take-home message

Clinical Dojo may complement standardized formal curricula by providing personalized opportunities to develop clinical reasoning and English clinical communication skills.

References

1. Cooper N, et al. Consensus statement on the content of clinical reasoning curricula in undergraduate medical education. Medical Teacher. 2021.
2. Association of American Medical Colleges. Core Entrustable Professional Activities for Entering Residency. 2014.
3. Muthukumar R, et al. Preclinical Medical Students' Perspectives and Experiences With Structured Web-Based English for Medical Purposes Courses: Cross-Sectional Study. JMIR Medical Education. 2025.
4. Kim S, et al. Extracurricular activities in medical education: an integrative literature review. BMC Medical Education. 2023.

03

Current status and future potential of Medical English Education

Medical English Education by Team WADA



What Members
Expected



Benefits of
Participation



Suggestions for
Improvement

What Members Expected from Team WADA

N=22

USMLE Preparation and English Proficiency

- Opportunities to improve English and learn medical English
- Information on study abroad and USMLE
- Sharing with USMLE peers



Study Abroad Information and Networking

- Study abroad & international career information
- Networking with globally minded peers
- Medical English & international learning opportunities
- Expanding future career opportunities



Benefits of Participation in Team WADA

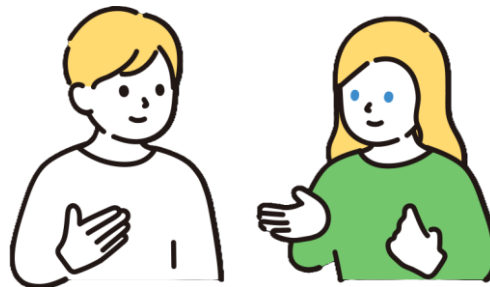
Motivated Peers



Study Abroad Information



Medical English Skills



Benefits of Participation in Team WADA

N=22

Motivated Peers



- Building a network of like-minded students
- Maintaining motivation through peer learning
- Connecting with students beyond one's own university
- Sharing information on study abroad and international Careers

Benefits of Participation in Team WADA

N=22

Study Abroad Information

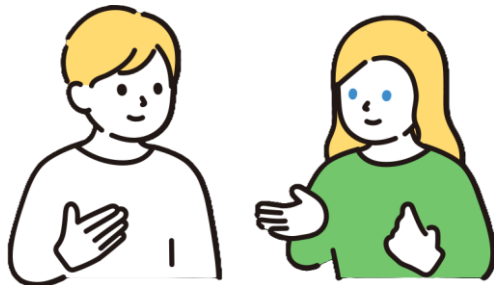


- Practical insights from students with study abroad experience
- Career development through networking with globally minded peers
- Increased motivation for study abroad, USMLE, and medical English
- Preparation for international training through clinical reasoning and English learning

Benefits of Participation in Team WADA

N=22

Medical English Skills



- Hands-on medical English training
- Interactive learning through Clinical dojo
- Nationwide peer networking
- Enhanced motivation for English learning
- Career development through mentorship and role models

Suggestions for Improving Team WADA Activities

N=22

The Need for Active Participation

- Facilitating active participation
- Strengthening the USMLE/OET learning community
- Supporting long-term motivation

Networking Opportunities

- More opportunities for member networking
- More in-person networking opportunities
- Ongoing connections beyond study sessions



Inherent reliance on learner initiative

Benefits for highly
self-directed learners



Disadvantage for less
self-directed learners

What additional classes or support would you like to see in your university's medical English education?

N=61

A simple line drawing of a person with short blue hair, wearing a white lab coat over a blue shirt, standing with their hand on their chin in a thinking pose.

Medical Interviews
&
Speaking Skills

Expansion of Medical
English Courses

Cultural &
Social Backgrounds

Need for Expanded Medical English Education

More Medical English Courses

- Regular & longitudinal education
- Weekly learning opportunities

Practical Clinical English

- Medical interviews
- Clinical reasoning

Improved Accessibility

- Standardized opportunities across universities

Curriculum Integration

- English lectures
- Continuous exposure throughout medical school

Medical Interviews and Speaking Skills

Practical medical interview training

- English history taking
- Medical interviews
- Clinical communication

Clinical reasoning in English

- Clinical reasoning using English
- Integrating diagnosis & communication
- Case-based discussions

More speaking opportunities

- Speaking-focused classes
- Interactive communication
- Less emphasis on reading alone

Feedback on communication skills

- Direct feedback after simulations
- Opportunities to improve communication performance

Integration into clinical education

- English OSCE
- English clinical clerkships
- Medical English education comparable to Japanese clinical education

Current challenges on each side

Team WADA - based

Over-reliance on student initiative creates a barrier for less self-directed learners.



Formal curricula in University-based education are necessary.

University - based

Difficult to meet the needs of motivated students



Introducing Team WADA to students or joining as a lecturer.

We can bridge the educational gap through Student-Expert Collaboration.

Thank you for listening!



Student Representative

Kanae Sasai



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Representative

Hiroto Kitahara

Join Team WADA!

Scan the QR code to
learn more and join us!

