



PROGRAM & PROCEEDINGS

of the 2018 INTERNATIONAL CONFERENCE on QUALITY OF LIFE

Sept. 2nd to Sept. 7th, 2018

Singapore - Malaysia - Cambodia -Thailand Cruise

intconf@as4qol.org

<http://as4qol/icqol/2018>



WELCOME MESSAGES

Professor H. Matsuda

AS4QoL President

On behalf of the of our conference organizers, I am pleased to welcome all the participants to this on-cruise meeting of International Conference of AS4QoL 2018. This is the first year of my holding the presidential office for AS4QoL, and I am very surprised and impressed by the Organizing Committee, which I am a member as well, when there was a proposal to hold the 2018 meeting on board a cruise. I was skeptical at first; however, through Dr. Foong's good work and human connection, we are –in fact - able to enjoy a meeting seldom experienced by the scientific community, especially Japanese scholars.

Although the number of papers for this meeting is less than the count we usually had for the past years, the theme and findings for presentation are very intriguing and stimulating for all to promote the quality of life or QoL. We believe number is not as important as the quality of a meeting; we emphasize on quality rather than quantity.

With the limited time we have for this meeting on board, please exchange idea and initiate brain-storming to enhance understanding in all walks of QoL perspectives.

Thank you all for supporting our society, and contribute to making this meeting a knowledge-enhancing and better understanding as we all walk the path in achieving a better QoL in time.

The annual meeting for AS4QoL in 2019 will be held in Kyoto. As the time of the yaer has not been decided and confirmed as yet, we would like to welcome feasible suggestions from all members and participants of this meeting.

Last but not least, I would like to express my deepest gratitude to the organizing committee members for making this meeting of exceptional quality a success.

Thank you all very much.



WELCOME MESSAGE

Prof. Anthony Foong

Chairperson, Organizing Committee ICQoL-2018

On behalf of local Organizing Committee of ICQo-2018, I would like to extend you a hand of 'Welcome Onboard' to you all. When I first thought of a meeting on-cruise, I thought it was going to be impractical, as the time for a leisurely cruise with serious exchange of idea on QoL-related studies would not be match. Indeed, it is not true, through our few days on board, we realize that we can prepare for knowledge exchange in a leisurely and highly beneficial manner: after all, we can always communicate with authors presenting themes and findings on QoL whenever we sit down for meals, or when we bump into each other in the swimming pool, walkway, gymnasium, and all facilities onboard. The environment to exchange idea and catching up of findings is spontaneous, and is always there for all to make the most of learning and sharing.

The first thought of organizing a meeting on cruise was the costs. Very fortunately, the CEO, Tan Sri Lim KT of the Genting Group, was helpful in making the meeting possible through his gracious contribution. The Genting Group is a very huge organization that owns the cruise company, beside global casinos, ship-building industries, travel and many other businesses. Taking this opportunistic moment, on behalf of As4QoL, I would like to express my sincerest thanks for his gracious understanding to extend us the many kind gestures in making our meeting on board the Genting Dream a success.

Although the number of titles for the meeting is not as many as we have expected; however, the quality and findings of the presentations will definite make us more knowledgeable and wiser through this exchange of idea and thoughts in the presentation.

Apart from the costs on cruising, I was over-optimistic about the duration of the meeting when I first planned for the conference. In educational institutions, it is rather difficult to take off a week or so (including travel time and costs) for a university staff to attend a meeting. Therefore, those university research staff, who attend the present meeting, must have made huge sacrifices here and there to join our meeting this time. I must say 'A big thank you' to you all for taking off your leave-days and paying your dues from your own pocket. Nevertheless, I sincerely hope we will all learn aplenty as we are all walk through the meeting and bumping into each

other onboard off-and-on and here and there.

So, please feel free to communicate with each other onboard whenever and wherever the needs are there. Enjoy while we still are basking with health, wealth, and wisdom for we know not of what comes tomorrow.

Allow me to thank the good effort and time given by Organizing Committee members to make the meeting a success. Thank you all – arigatou gaimasu.



2018 CONFERENCE ORGANIZATION

1. Local Organizing Committee (LOC)

LOC Member	Affiliation
Anthony FW FOONG (Chairman)	Director of Imex japan Co. Ltd.
Prof. Hisashi MATSUDA (Planning)	Professor of Kyoto Pharmaceutical Univ.
Ms. Noriko SATO (Treasurer)	President of Imex japan Co. Ltd.
Mr. David Crespo (Technical support)	Secretary of AS4QoL

2. International Organizing Committee (IOC)

IOC Member	Affiliation
Prof. Gury ZILKHA (Ph.D.)	Zilkha Consultancy, Israel
Dr. SOGA Tomoko (Ph.D.)	Brain Research Center, Monash Univ.
Prof. Monty P. Sadiadarma (DCH)	Indonesian Psychotherapy Association
Prof. Jung-Fa Tsai (Ph.D.)	Nat'l Taipei Univ of Technology, Taiwan
Prof. Robert Chan (Ph.D.)	Auckland University, New Zealand
Prof. MATSUDA Hisashi (Ph.D.)	Kyoto Pharmaceutical University
Prof. OHYA Susumu (Ph.D.)	Nagoya City University

3. Thanks

The Organizing Committee would like to express its grateful thanks to Imex for providing communications, facilities, and other logistical support.

Additional special thanks are extended to Tan Sri LIM Kok Tay, CEO of the Genting Group, for his gracious understanding and helpful decision to extend kind gestures in making our meeting onboard the Genting Dream a success.

TABLE OF CONTENTS

WELCOME MESSAGES - i	
Professor Hisashi Matsuda.....	i
Prof. Anthony Foong.....	iii
2018 CONFERENCE ORGANIZATION - iv	
PRESENTATIONS - 1	
10:30-10:35 OPENING REMARKS BY PROF. MATSUDA	
10:35-10:40 OPENING REMARKS BY PROF. FOONG	
10:40-11:00 #1 PHARMACOLOGICAL EFFECTS OF DIED GINGER AND ITS PUNGENT CONSTITUENTS	
MATSUDA, Prof. Hisashi.....	2
11:00-11:20 #2 KAMPO (TRADITIONAL MEDICINE) HELPS US TO CONTROL OUR MIND AND BODY THROUGH THE ENDOCRINE, NERVOUS AND IMMUNE SYSTEM	
HIOKI, Chizuko.....	4
11:20-11:40 #3 ANALYSIS OF FREE WRITTEN-TYPE REPORTS REGARDING THE EDUCATION OF DISASTER MEDICINE FOR PHARMACY STUDENTS	
KOBAYASHI, Dr. Yasuna.....	6
11:40-12:00 #4 MEDICATION COUNSELING IN ENGLISH OSCE FOR JAPANESE PHARMACY STUDENTS	
KOBAYASHI, Mrs. Aya.....	7

12:00-12:15 #5 WHY ARE JAPANESE PEOPLE UNHAPPY?
HIROHATA, Keisuke.....9

12:15-12:30 #6 ISSUES OF LEARNING ENGLISH AS A FOREIGN
LANGUAGE FOR FIRST-YEAR JAPANESE UNIVERSITY STUDENTS
FOONG, Prof. Anthony.....11

LIST OF PARTICIPANTS - 13

KEYWORD INDEX - 14



PRESENTATIONS

10:30-10:35 Prof. Matsuda Opening Remarks

10:35-10:40 Prof. Foong Opening Remarks

Presentation #1**Pharmacological Effects of Dried Ginger and Its Pungent Constituents**

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Zingiber officinale ROSCOE, which belongs to the family of *Zingiberaceae*, has long been cultivated, and its rhizome 'ginger' has been used therapeutically in the world. Traditional medicinal systems have applied this herb to a wide range of illnesses and disorders, including nausea and intestinal disorders.

In Japanese Pharmacopoeia XVII, ginger (生姜, shokyo) is listed as the dried rhizome of *Zingiber officinale*, and the steamed and dried rhizome is called processed ginger (乾姜, kankyo) and used in formulae separately from ginger (shokyo). In China, on the other hand, the fresh rhizome is called ginger (生姜, sheng jiang) and used as an antiemetic, expectorant, antitussive, detoxicant, antipyretic, digestive system stimulant, *etc.* The dried rhizome, which is equivalent to ginger (shokyo) in Japan, is called 'gan jiang' (乾姜) (or 'bai jiang' (白姜), 'jun jiang' (均姜), 'gan sheng jiang' (乾生姜), *etc.*) and present in various formulae to reduce cough and improve abdominal pain, stomachache, and gastrointestinal retention. In summary, the name, medicinal effects, and usage of medical *Zingiber officinale* in Japanese Kampo medicine are different from those in traditional Chinese medicine.

During the course of our screening to find biologically active constituents contained in crude medicinal preparations using ginger, we have found certain bioactive compounds show anti-catalitic, antiserotonergic, and gastromucosal protecting effects. From ginger (shokyo) originating from Taiwan, we have isolated and identified bisabolane-type sesquiterpenes (α -zingiberene (1), β -sesquiphellandrene (2), β -bisabolene (3), *ar*-curcumene (4)), a diterpene (galanolactone (5)), pungent constituents ([6]-gingerol (6), [8]-gingerol (7), [10]-gingerol (8), [6]-shogaol (9), [8]-shogaol (10), [6]-dehydrogingerdione, [6]-gingerdione, [6]-gingediol, and [6]-paradol). In addition, we isolated and determined a new sulfonic derivative (6-ginge-sulfonic acid) with gastroprotective effects, and a new diarylheptanoid ((3*S*, 5*S*)-dihydroxy-1-(4'-hydroxy-3', 5'-dimethoxyphenyl)-7-(4"-hydroxy-3"-methoxyphenyl) heptane) and three new monoacyldigalactosylglycerols (gingerglycolipid A, B, C), *etc.* (Fig. 1).

In this paper, we described the chemical constituents and their fluctuations during drying and/or heating processes, and the important pharmacological/biofunctional effects of ginger and its pungent constituents ([6]-, [8]-, and [10]-gingerols; [6]- and

Fig. 1. Sesquiterpenes (1–4), a diterpene (5), and pungent constituents (6–10) of dried ginger.

[8]-shogals, *etc.*) such as anti-serotonergic, activation of transient receptor potential vanilloid 1 (TRPV1), antitumor, and antiobesity effects *in vivo* and/or *in vitro*.¹⁾

References

1. MATSUDA, H.; NAKAMURA, S.; YOSHIKAWA, M. The Chemical Constituents and Pharmacological / Biofunctional Effects of Ginger JAS4QoL 2017, 3(2) 1:1-12. Online: <http://as4qol.org/jas4qol/volume-3-2/#art1>

Presentation #2**Kampo (Traditional Medicine) Helps Us to Control Our Mind and Body Through the Endocrine, Nervous and Immune System**

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Background: in kampo medicine, one uses the five senses to diagnose whether the patient's ki/qi (energy level), blood and water fluid are smoothly circulating in the body. To judge the patient's condition during the interview, the person providing treatment (physician) inquires about not only changes in the body but also changes in the daily mental state. Unlike western medicine, Kampo specialists conduct their diagnoses using concepts of prescribing herbal drugs containing multiple components. From the viewpoint of modern medicine, which emphasizes objectivity, universality, reproducibility, Kampo tends to be regarded as a non-scientific discipline that uses subjective criteria to provide diagnosis and treatment. Kampo has not been satisfactorily recognized as a modern science as yet; however, Kampo treatment corresponds to complex changes in life that express themselves in body networks such as the endocrine, nervous, and immune systems. These study (Yoshida T, et al: In J Obesity Relat Metab Disorder 19: 717-722, 1995, Hioki C, et al: J Clin Exp Pharmacol Physiol 31:614-619, 2004, Hioki C: JAS4QOL 4(1)3:1-4, 2018) endeavors to show Kampo is a science useful for improving modern people's health by Kampo therapy.

Methods: 1) Recorded responses in a questionnaire were confirmed and analyzed according to the condition at the time of initial visit of patients: i) Ki-kyo (physical aspect/appearance; easily tired, body slump, easily surprised when encountered with events, susceptible to colds and/or diarrhea, general weakness), and ii) Ki-utsu (mental state; feelings of discomfort, mental/physical hardship or stress, concerns about trivial things, disinclination to talk, lack of interest in surrounding events). Both Ki-kyo and Ki-utsu were examined, and the correlation coefficients were derived accordingly. 2) A Kampo Medicine (BF: BOUFUTSUSHO-SAN) was used to establish its scientific basis based on experimental and clinical examinations.

Results and Discussion: 1) Ki-kyo (physical situation in which the biological reaction is weakened) showed a significant correlation with Ki-utsu (mental depression). Anger and fear were correlated with Ki-kyo, and feelings and physical activity were linked. 2) Upon oral administration of BF to obese mice, the brown adipose tissue (BAT) were activated the deconjugated protein present in the mitochondrial membrane (uncoupling protein: UCP1) (in a dose-dependent manner?), implying that energy consumption was increased in the form of heat production via promotion of

decomposition of white adipose tissue (WAT), resulting in decreased subcutaneous fat, visceral fat and body weight. In clinical trials, BF did not lower the resting metabolic rate of obese women with impaired glucose tolerance, although it improved insulin resistance with body weight loss and fat decrease (especially abdominal visceral fat). Several crude ingredients in BF may have worked on the nervous system and regulated bioactive substances. These results suggest that Kampo treatment could regulate physical and mental functions, and may play an especially important role in maintaining health.

Presentation #3

Development of Disaster Medicine Course Specifically for Japanese Pharmacy Students

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In 2015, the model core curriculum for the six year Japanese pharmacy education program was revised. According to the revision, all pharmacy schools were to be required to offer disaster medicine education. However, there were only a limited number of schools that actually did so. It was still unclear what to teach students and how to teach the students. Additionally, the faculties were not familiar with disaster management and it was also unclear what a pharmacist's role would be in a disaster. In order to assemble a lecture, we began by attending three workshops on disaster, Pharmacy Disaster Life Support (PhDLS), beginner course of Basic Life Support (BLS), and Psychological First Aid (PFA) for children.

After attending these workshops, we let the students write free-written type report. We analyzed and used the students' reports about the workshops to find keywords or key sentences. As result, we noticed that with respect to the PhDLS workshop some words stood out, such as "Disaster - Medicine", "Patient(s) - Triage" and "Hospital - Community Pharmacy".the We also noticed several important keywords were paired with regard to PFA training such as "Look - Listen", "Children - Disaster", "Necessary - PFA", "Stress - Holding" and "Safety - Confirmation". Similarly, after the BLS workshop phrases such as "Difficulty - Measurement", "Cardiopulmonary - Resuscitation", "Pharmacy - Topple" and "Disaster - Medicine" were significant. All of these findings lead us to conclude that in order to assemble disaster medicine lectures for Japanese pharmacy students, lecturer(s) must use these keywords and/or word combinations, and assemble a lecture or problem-based learning (PBL) discussion based on the revised curriculum. The authors strongly recommend that these word combinations and listed keywords would benefit not only pharmacy students learning about disaster medicine but also medical, dental and nursing course students.

Presentation #4**Medication Counseling in English OSCE for Japanese Pharmacy Students**

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Background: Last year, we made a presentation about medication counseling using our original compilation of English sample phrases and a Point and Say booklet. In Japan, there is a lack of English Objective Structured Clinical Examination (OSCE) phrase books for pharmacy students. This is due to English not being a core subject in the Japanese pharmacy education model core curriculum. The aim of this study was to provide English conversation role play practice for Japanese pharmacy students.

Method: 1) The target learners were 5 fourth-year Showa University pharmacy students enrolled in the 2018 academic year. Each student tried to write on their own two imaginary OSCE English dialogues involving meeting a patient for the first time. Then students got together and compared their dialogues, after which they rewrote them into one sample dialogue.

2) We did a role play exercise for use when serving a patient. The role of the foreign Standard Patients (SPs) were played by two American final year pharmacy students in Albany College of Pharmacy and Health Sciences who were in exchange programs with Showa University. Formative evaluation was based on the OSCE measurement (Level 1-4) and the SPs gave feedback to the Japanese pharmacy students.

Results: 1) The fourth year Japanese pharmacy students produced final group dialogues using phrases such as “My name is (individual name) and I am a pharmacist.” and “May I have your prescription?” and so on (Tables 1, 2).

2) For formative grading on “Dialogue 1”, one American student gave one student a grade of level 4 and four students were graded at level 3 by; the other American stu-

Table 1. Japanese pharmacy students’ original English OSCE dialogue 1

Pharmacist	My name is (individual name) and I am a pharmacist. May I have your prescription?
	Please have a seat and wait until your name is called.

Table 2. Japanese pharmacy students' original English OSCE dialogue 2

Pharmacist	Are you OK (all right)? May I ask you some questions?
	How can I help you?

dent gave all five students a level 4 grade. For "Dialogue 2", two students got a level 4 and three students got a level 3 from one of the American students, and all five students got level 4 from the other one. The students playing the role of foreign SPs commented that students spoke English clearly and had good eye contact but needed to be more confident and to speak louder.

Discussion: The students were able to communicate with the SPs and this was made easier by writing their own collection of key phrases. In this study, we focused mainly on conversation skills, therefore, the students only used a phrase book. Previously both the English sample phrases and the Point and Say booklets were found to be useful in the role play exercises. Therefore, we are planning to incorporate both of these in our next study.

Keywords: English OSCE, dialogues, conversation skill, role play practice, Japanese pharmacy students

Presentation #5

Why Are Japanese People Unhappy?

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A 2018 United Nations survey of happiness throughout the world gave Japan a score of 5.9 points on their survey happiness scale (with 0 points representing no happiness, and 10 representing maximum happiness). This places Japan 54th in the world in happiness. By contrast, the survey placed Finland 1st with a measured level of happiness of 7.6.

Japan's happiness rank was the worst among the G7 countries. This was true despite the Japanese GDP being 3rd highest in the world in 2017. Therefore, Japanese economy is not likely to be a reason for its unhappiness. To understand these facts, this presentation will focus on another source of human unhappiness, i.e. low self-esteem. Specifically it draws upon the oft-mentioned observation that Japanese high school students are considered to have low self-esteem compared to other countries (see Fig. 1).

In this paper I argue that peer pressure is a significant cause of low self-esteem in

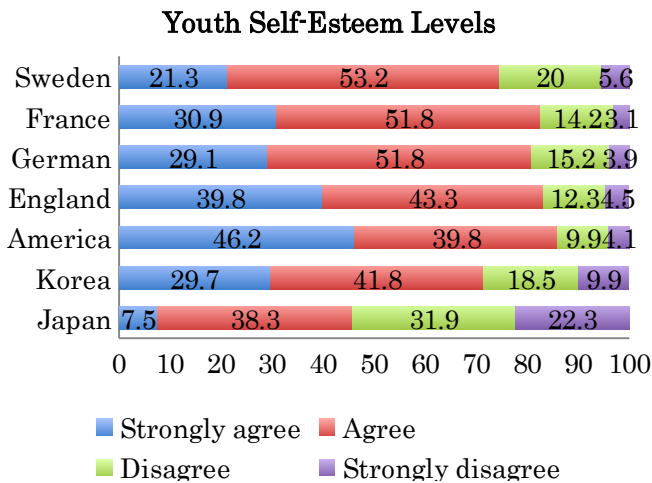


Fig. 1. Youth levels of self-esteem in different G7 countries

Japanese people. Peer pressure helps those in the majority act and succeed according to their goals and desires. Meanwhile, those in the minority are discouraged from taking their desired actions in the group owing to peer pressure.

According to Maslow's hierarchy of needs [Fig. 2], social needs are more fundamental than the need for self-actualization. Due to high levels of peer pressure preventing their social needs from being met, many Japanese people aren't able to find self-actualization. Consequently, Japanese people develop especially low self-esteem. Ultimately, as a consequence, this has the effect of divesting minorities of their basic human rights.



Fig. 2. Maslow's Hierarchy of Needs

Another factor that contributes to low self-esteem is related to the rise of social media. The high levels of self-promotion on social media can have a negative effect on those who struggle with peer pressure. Seeing others brag about their happiness and success in an environment with high social pressure to succeed and heavy restrictions on expressing negative views (such as Japan) can create feelings of envy and can be destructive of their own self-esteem and peace of mind.

Lastly, a third factor to consider is that low self-esteem can prevent people from understanding what is important or of value to them.

Based on these observations, I propose two ideas as solutions of the problem of unhappiness in Japan. The first proposal is to limit access to the happiness content in social network service. The second proposal is that we provide encouragement and support to make it easier for those with minority views to challenge or provide alternatives to the dominant view and to feel able to try something new. Which is better idea for solution of an unhappiness program in Japan?

Presentation #6

Issues of Learning English as a Foreign Language for First-Year Japanese University Students

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Purpose: Learning English has always been a challenge for English-as-a-foreign-language (EFL) students. The task is especially difficult for Japanese students despite 6 years or more of EFL learning before entering university. In the present study, issues of interest/concern were examined in two first-year classes (A: n=24; B: n=30) in a Japanese university.

Methods: A total of 54 students (male: 35; female: 19) following a mandatory regular English coursework to enhance their communication ability, using the same textbook, were given a questionnaire each on the last day of the First Semester. Briefing of questions and multiple responses for each item were explained before the questionnaire with answers (without names) were submitted at the end of the lecture.

Results: Most of the students (80.8%) found the lecture useful and interesting, while 23.3% perceived the lecture as boring and not useful. The textbook was accepted as appropriate by 76.0%, while 20.4% and 3.0% found it too easy and too difficult, respectively. The textbook contents were varied, global in perspective, and extensive in knowledge, and 99.2% thought the contents were informative, useful, and interesting, although 11.1% (boring), 1.0% (not useful), and 5.6% (waste of time) perceived otherwise. Assignments given after each lecture were challenging and required time to prepare before submission or presentation (Table I). Almost half of students (48.1%) enjoyed most in making stories using vocabulary learned after each lecture, followed by giving oral presentations (35.2%), and answering questions after video-

Table I: The most useful exercise given after lecture

	Class A	Class B	A+B (n=54)
1) Using vocabulary to make stories	13	13	26 (48.1%)
2) Answering questions after video-watching	5	8	13 (24.1%)
3) Giving oral presentations	8	11	19 (35.2%)
4) Asking/Answering questions with each other	2	2	4 (7.4%)
5) Listening quietly to lectures delivered	6	0	6 (11.1%)

Table II: The most difficult part of speech

	Class A	Class B	A+B (n=54)
1) vocabulary	1	1	2 (3.7%)
2) spelling	0	1	1 (1.9%)
3) Expressing thoughts in sentences	11	16	27 (50.0%)
4) Expressing thoughts orally	17	23	40 (74.1%)
5) Grammar	2	3	5 (9.3%)

watching (24.1%). They also enjoyed passive learning (listening to lectures: 7.4%), particularly Class A, and asking/answering questions with their peers (7.4%). Based on these assignments (Table II), students found expressing their thoughts orally (74.1%) and in sentences (50.0%) the most challenging, while grammar (9.3%), vocabulary (3.7%), and spelling (1.9%) seemed manageable. Of these students, many found the lecturer cooperative (24.1%), interesting/intriguing (48.1%), and understanding/kind (31.5%), although 14.8% found the lecturer unkind. Of these, 24.1% would like to follow lectures by said lecturer in other lectures. All in all, students were harbored a positive learning attitude by studying harder to improve English ability (70.4%).

Discussion: The students seemed to have enjoyed the lectures, and found the lectures useful, interesting, and informative. They experienced difficulties in expressing their thoughts orally and in writing in English. This could be the main issue affecting EFL students not only in Japan but also in other regions of the world whose mother-tongue is not English. It is therefore of urgent task to examine teaching approaches and instruction styles to mold and activate students in overcoming said issues in order to participate in global communication.

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KEYWORD INDEX

C

Conversation Skill 8

D

Dialogues 7, 8
disaster medicine 6

E

EFL 11, 12
English Conversation 7

F

FOONG, Anthony FW ii, 13

G

Ginger 2, 3

H

Happiness 9, 10
HIOKI, Chizuko 4, 13
HIROHATA, Keisuke 9, 13

J

Japanese Pharmacy Students 6-8

K

Kampo 2, 4, 5
Ki-kyo 4
Ki-utsu 4
KOBAYASHI, Aya 6, 7, 13
KOBAYASHI, Yasuna 13

L

Learning English 11

M

MATSUDA, Hisashi i, 2, 13
Medication Counseling 7

N

NAKAMURA, Seiko 2

O

OSCE 7, 8

P

Peer pressure 9, 10

Q

Quality of Life (QoL) 1

R

Role Play 7, 8

S

SAGUCHI, Kenichi 7
Self-esteem 9, 10
Shokyo 2

T

TANAKA, Sachiko 7

Y

YOSHIKAWA, Masayuki 2

Z

Zingiber officinale 2

