

〈Feature article〉

Report on Academic Exchange Partner Universities' Short-term International Student Exchange Programs: Faculty of Nursing, Chiang Mai University

**Jun Tomioka¹⁾, Ribeka Horiguchi¹⁾, Kozue Yamauchi¹⁾, Satoshi Takatani¹⁾,
Satoko Yokota¹⁾, Etsuko Nogimoto²⁾, Akemi Mochizuki¹⁾, Kyoko Shimazawa¹⁾**

1) Faculty of Global Nursing, Otemae University

2) Faculty of Health and Nutrition, Otemae University

I. Introduction

The Faculty of Global Nursing at Otemae University opened in April 2019 as Japan's first "global" school of nursing, aiming to train "nurses with a global perspective, a high awareness of human rights, compassion, and communicative language skills" through four years of university studies. The "global" concept refers to more broadly global nursing activities, rather than bilateral international relationship. However, on January 31, 2020, the year after it opened, the WHO declared a state of emergency regarding the spread of COVID-19. The subsequent pandemic resulted in restrictions on international travel.

The requirement for all third-year students to undergo practical training overseas and the program for student exchange with foreign academic exchange partner universities were forced to be changed. Through the efforts of the faculty and staff at the time, online exchanges and lectures could be held with foreign partner institutions, giving students the opportunity to deepen interactions.

Finally, in early September 2022, we were able to hold an exchange program to host students and faculty from the Faculty of Nursing at Chiang Mai University (CMU), one of our foreign academic exchange partners, while taking measures to combat disease spread amid the COVID-19 pandemic. In the

future, we plan to hold a series of exchange programs for all foreign academic partner universities, especially those partner universities that serve as practicum sites for Global Nursing Practicum III for third-year students.

This article reports on the efforts of the Faculty of Global Nursing to host its first exchange program with a foreign exchange partner, the Faculty of Nursing at CMU.

II. Program Introduction

A group of 10 fourth-year students and two faculty members from CMU's Faculty of Nursing arrived in Japan on Sunday, September 4, 2022, and took part in the program from Monday to Friday, September 5–9. The program was planned by representatives from the Global Nursing Faculty, the International Exchange Committee, and the Osaka Campus Office, with program support from the Faculty of Health and Nutrition. In this program, Osaka campus students were recruited to participate in classes, seminars, and excursions to promote student exchange. The program structure allowed students to learn about the characteristics of Japanese medicine and nursing and to experience them through exercises and campus tours. To familiarize participants with Japanese culture, the program also included Japanese cooking classes and meals planned by the Faculty of Health and Nutrition, visits to the

Osaka Museum of History and Osaka Castle, and an exploration of historic Kyoto.

III. Program Details

1. Exercises in Campus

1) Pediatric Nursing Exercises

The exercises was titled "Simulation exercise for vital sign measurement for infants," and nine second-to fourth-year students from the Faculty of Global Nursing served as support students.

First, we gave an overview of the four-year pediatric nursing education at Otemae University's Faculty of Global Nursing, presenting an original curriculum model created in the field of pediatric nursing. In this class, the students experienced task training (part of the simulation exercise) for measuring vital signs using an infant vital sign simulator, which is conducted in the third-year course Pediatric Nursing Theory I. The exercises involved group work (with two CMU students and one or two Otemae University students per group) to foster the sharing of knowledge and skills related to the topic. This was followed by an exercise in vital sign measurement by CMU students, based on the content of the group work, using a simulator. Otemae University students were asked to assist CMU students to ensure that the exercise proceeded smoothly, safely, and securely. At the end, the participants reflected on what they learned during this exercise and concluded their work by noting it on a record sheet. This simulation exercise was conducted while the instructor explained and emphasized that pediatric nursing can be learned through repeated input and output of the knowledge, skills, and attitudes related the subject matter.

The CMU students were the first to handle the simulator used at the University, and they appreciated that simulating a situation similar to that of an actual infant made the training more effective. The Otemae University students also appreciated the opportunity to learn about pediatric nursing education in Thailand and to review pediatric nursing skills, thus deepening

their learning and knowledge. In addition, owing to the independent and proactive support of all of our support students, who used their learned knowledge, skills, and attitudes and actively engaged in the exercises, they were able to respond immediately and flexibly to the CMU students' questions. We believe that this deepened the learning of both groups of students. The faculty members from CMU were also interested in the training method, which was not available at their home university.

Knowing that CMU also engages in advanced simulation education in the pediatric nursing field using ICT, such as virtual reality (VR), we expect that the student exchange between the two universities will be promoted in the area of simulation education.

2) Fundamental Nursing Exercises

The curriculum and educational contents of fundamental nursing practice were introduced, along with exercises in fundamental nursing skills. This module began with an ice breaker and self-introductions. Students from our department took questions from CMU students on the topics of food and shopping, an activity intended to foster friendships.

In introducing the academic curriculum for the fundamental nursing field and educational contents of fundamental nursing practice, we presented the degree conferral policy of the Faculty of Global Nursing and an overview of the curriculum from the first to the fourth year. We also presented an overview of the syllabus for Fundamental Nursing Practice I-III and explained how it relates to the lecture and exercise courses. Next, models used in lectures and fundamental nursing skills exercises were displayed, including photos and videos of actual classes. In particular, CMU's efforts to provide on-site training and lectures/exercises on nursing skills during the COVID-19 pandemic were introduced, which stimulated a meaningful exchange of ideas.

In the part on the practice of nursing skills, the students were trained in performing physical assessments and assisting in changing the clothes of bedridden patients. For the physical assessment, two

model dolls were set up with abnormal breathing, heart, and intestinal peristalsis sounds, and students were presented with the task of discovering normal and abnormal bodily functions. The students from CMU and our department were able to work together to address the issues while using physical assessment techniques.

Assistance in changing the clothes of bedridden patients was introduced with a history of clothing unique to Japan. The students experienced wearing *nemaki*, a bathrobe-style type of nightgown commonly worn in Japanese hospitals. The CMU students wore *nemaki* while requesting assistance from students from our department. In addition, a change of *nemaki* was performed for bedridden patients. The students were able to understand how the front parts of a *yukata*, a Japanese-style cotton robe, fit together and the meaning of the position of the waist cord, and put into practice providing assistance based on safety, comfort, and dignity.

The CMU students participated intensively in the lectures and exercises and actively asked questions. Students from our department were also able to actively communicate with the CMU faculty by responding to their questions. Through the lecture and exercise, the participants had an opportunity to experience and think about the universal mission of nursing and the nature of nursing assistance in different cultures.

2. Visits to Practicum Facilities and More

1) Prenatal and Postpartum Care Center, Osaka Midwives' Association

The participants visited the Prenatal and Postpartum Care Center of the Osaka Midwives' Association, which is a practicum facility used by our students for the Maternal Nursing Practicum course.

The objectives while at the Osaka Midwives' Association were to observe actual postpartum care and support, to understand the situation and characteristics of mothers and children in Japan, and to learn about the diversity of approaches to care. Using a

PowerPoint presentation, the instructor presented an overview of the Osaka Midwives' Association, the Prenatal and Postpartum Care Center Project, and the Osaka City Childcare Support Base Project (Ohisama Sunsun Salon). This was then followed by tours of the Prenatal and Postpartum Care Center and Ohisama Sunsun Salon. At the postpartum care center, the participants were given a tour of the facility and briefed on the conditions under which newborns and infants were cared for and their mothers were allowed to rest and had the opportunity to reflect on the situation of mothers and children in Japan. At the Ohisama Sunsun Salon, the facility's staff gave visitors a chance to experience how the project supports mothers and children in the community by observing them singing and playing together. After all, tours were completed, CMU students had time to ask questions and actively exchange opinions with facility personnel through an interpreter. The CMU students asked questions about what they had learned through the activity of this facility, as well as the current situation and measures in Japan, indicating their interest in a wide range of issues and policies in Japan regarding local mother-and-child support. They also asked about the fees paid by people when they use the project and were interested in the extent of financial support from the government. Some of the CMU students were hopeful future midwives. The international students compared and discussed maternal and child health services in their home countries, Thailand, and Japan, and some presented their ideas on how to introduce the support provided by community child-care support centers in Japan to Thailand, making the training extremely fruitful.

2) The non-profit organization, Room of Voice, Words and Heart (Cocoroom)

To help the students learn the characteristics of the Osaka region and observe the way of living of local residents, we conducted a city walk to the non-profit organization Cocoroom. Cocoroom is located in the Airin neighborhood of Nishinari Ward, which is where our practicum facility for the Global Nursing

Practicum I course is located.

Cocoroom is a café and guest house run by its acting director, Kanayo Ueda, who is also a poet. They also run the Kamagasaki University of the Arts, which actively conducts community activities and social gatherings through workshops and art production activities, and has become a place where residents and tourists gather to interact and engage in activities.

The participants arrived at Cocoroom and, following a briefing by Director Ueda on the background of the Nishinari neighborhood and the activities at Cocoroom, took a walk around the town. They observed the many available support groups, simple accommodations for blue-collar workers, and summer festival events being held in parks.

After the city walk, the CMU students and faculty learned about the blue-collar workers' work, interactions and connections, and they were able to think more deeply about various practical support methods for local residents who need assistance.

3) Visited by online The Hospital of Hyogo College of Medicine

The purpose of visiting The Hospital of Hyogo College of Medicine, an educational and regional center for medical personnel in Japan, was to help the CMU students learn about the role of a hospital with specific functions and the nature of nursing care while focusing on its differences from those in Thailand. During the planning phase, the participants were scheduled for a site visit to the hospital. However, owing to a COVID-19 outbreak, this was quickly changed to an online program.

In the online lecture, a total of six lecturers, including the deputy director of the nursing department and certified and specialized nurses, delivered lectures with simultaneous interpretation on the hospital's overview and its functions, the certified and specialized nursing system and its actual activities, regional cooperation, and measures for countering COVID-19 infection at Japanese university hospitals.

CMU students asked whether there were any cases of nurses visiting patients' homes after the

latter's discharge from the hospital, and also asked the oncology nurse specialist about university-community partnerships, such as with a hair donation association.

In these presentations on the final day of this program by CMU students, the participants compared the overviews of the Hyogo College of Medicine Hospital and CMU Hospital, including the number of beds, number of staff, types and number of departments, and the medical and nursing care provided. They also discussed and presented the similarities and differences in nursing care at university hospitals in Thailand and Japan.

3. Getting to Know Japanese Foods Culture Cuisine : Japanese Cooking Practice

Faculty members and assistants from the Faculty of Health and Nutrition led the program, which was attended by 12 Otemae University students from the Osaka campus (5 from the Faculty of Global Nursing and 7 from the Faculty of Health and Nutrition) along with students from CMU.

The lecture began with a slideshow on Japanese food culture (the appeal and characteristics of Japanese food), *onigiri* (what is onigiri, types of rice, etc.), and miso soup (characteristics and umami of *dashi*, what is miso, using Otemae's original miso), followed by a demonstration of the menu "triangular onigiri, miso soup, fried chicken with salad, and fruit *shiratama dango*." This event was attended by a very enthusiastic audience.

The students were then divided into groups of four (two CMU participants [including faculty] and two Otemae University students [mixed Health and Nutrition + Global Nursing faculties]), and with the help of handouts (English recipes), and student volunteers, lecturers, and assistants in the same groups, they practiced cooking with basic ingredients, from preparation to the serving and distribution of the dishes. Once all groups had completed their cooking work, they were briefed on the manners and meaning of the pre-meal (*itadakimasu*) and post-meal (*gochi-*

sosamadeshita) phrases, and on the Japanese tea ceremony, after which everyone said the pre-meal phrase together and tasted the food in their groups.

Although they may have eaten some of the dishes on this menu in Thailand, most of the students had never experienced the process of making these dishes from scratch with basic ingredients. They engaged in the hands-on practice in a friendly atmosphere with great interest, trial and error, and above all, enjoyment. The students seemed to struggle with forming triangular rice balls and making dumpling dough for the first time, but the student volunteers worked together and actively communicated with the foreigners using gestures and simple English. There was active interaction among different faculties and between the CMU and Otemae University students. Diverse exchanges were made through the cooking practice.

4. Visit to Osaka Museum of History and Osaka Castle

As an opportunity to experience Osaka's history and culture, this year's exchange program included a visit to the Osaka Museum of History and Osaka Castle. Mixed groups of five students each from CMU, the Faculty of Global Nursing, and the Faculty of Health and Nutrition were formed, making the tour a great opportunity for the participants to interact with one another. At the Osaka Museum of History, the students from CMU enjoyed taking commemorative photos of each other while checking out the contents of the exhibits, which were reproductions of scenes from the city of Osaka during different periods. Students from Otemae University also commented that they "didn't know that much" and "learned a lot" about Osaka's culture, making it apparent that this was a highly meaningful time for everyone.

At Osaka Castle, we took a break for *kaiten-yaki* and tea while viewing the tower. At the observatory, students from both universities were smiling and talking with one another, pointing out the places they had gone sightseeing. At the store, they made

commemorative medals and spent up to the very last minute before the museum closed talking about the valuable experience they had had.

5. Student Exchange Event

A student exchange event was held on the last day of the program to provide an opportunity for students from both universities to interact freely. The event was planned and managed by BEYOND (11 members), a student group of volunteers from Otemae University's Faculty of Global Nursing, with support from faculty members. In addition, CMU offered to put on a Thai dance performance. Thus, the event was also an opportunity for cultural exchange between Japan and Thailand.

The first half of the event featured Thai dances and songs performed by the CMU students. The atmosphere of the classroom venue was transformed as students wearing paper flower hair ornaments and ethnic costumes expertly danced together to Thai music, creating an elegant atmosphere.

In the second half, BEYOND students organized a "fair" (summer festival) to give the visitors a taste of summer in Japan. Specifically, students from CMU and Otemae University were divided into groups of about five to visit booths where they could experience handmade ring toss and target practice games, super ball scooping, calligraphy, and Japanese toys. In the calligraphy experience, Japanese students drew the Thai students' names in hiragana and kanji on calligraphy paper, and the Thai students imitated them, holding their brushes and drawing with serious looks on their faces. These were both well received by students from both universities, many of whom commented, "This was fun!"

IV. Conclusion

The relaxation of border security measures for COVID-19 allowed us to hold a program for exchange students from international academic exchange partner universities, fulfilling a long-held wish since the

establishment of the Faculty of Global Nursing. Although this was our first attempt, as shown in the program report in this article, we believe that we were able to create content that focused on “understanding diversity,” which is a core value of our university, and that allowed for cultural exchange through Japanese nursing. Having students from CMU undergo the nursing exercises at our university made it possible for them to experience the differences in nursing care and educational methods in the context of Japanese culture. In addition, we believe that visiting local communities in Osaka provided an opportunity for them to learn and think about health issues and practical support in local communities in Japan, which are not described in textbooks and guidebooks, from the people involved and those on the ground.

This was amply demonstrated by the CMU students' presentation of their learning on the last day

of the program. Certainly, this program not only provided learning for CMU students but also for us, the hosting faculty and staff, and for the students of our university as well. Many students from the Faculty of Global Nursing and Faculty of Health and Nutrition of the Osaka Campus volunteered for this program. The fact that our students actively deepened their friendships with the CMU students, both inside and outside the program, was the greatest achievement of the mutual international exchange between the universities—one that promises future returns.

Acknowledgements

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CMU students receiving certificates of completion from Dean Suzui



Pediatric simulation exercise

Table 1. Program Schedule

Date	TIME	Schedule
Day 1 4-Sep Sun	7 : 30	Arrive at KIX
		Transfer to Hotel
		Check in Hotel
Day 2 5-Sep Mon	9 : 00	Meet at the hotel lobby
	9 : 30 – 9 : 40	Orientation
	9 : 40 – 10 : 20	—Message from;
		Chairman of the Board & CEO
		Dean, Faculty of Global Nursing
		—Introduce each other
	10 : 30 – 10 : 40	Campus tour
	10 : 50 – 12 : 20	Lecture by Prof. Tomimatsu
		—Medical and Nursing Care in Japan
12 : 20 – 13 : 20	Welcome lunch	
13 : 30 – 17 : 30	Visit to Osaka Museum of History	
	Visit to Osaka Castle	
Day 3 6-Sep Tue	9 : 00	Meet at Otemae University
	9 : 10 – 10 : 40	Lecture & exercise by Assoc. Prof. Takatani—Simulation exercise for vital sign measurement for infants
	10 : 50 – 13 : 00	Cooking Japanese Food (Getting to Know Japanese Foods Culture Cuisine)
	14 : 00 – 15 : 30	Visit to Prenatal and Postpartum Care Center
Day 4 7-Sep Wed	9 : 45	Meet at Otemae University
	10 : 00 – 12 : 00	Online lecture by The Hospital of Hyogo College of Medicine
	14 : 00 – 16 : 00	Visit to Cocoroom (Community support center)
Day 5 8-Sep Thu	9 : 00	Meet at Otemae University
	9 : 10 – 10 : 40	Lecture & exercise by Assoc. Prof. Yokota—Fundamental Nursing Exercises
	11 : 00 – 18 : 00	Visit in Arashiyama, Kyoto
Day 6 9-Sep Fri	9 : 50	Meet at Otemae University
	10 : 00 – 12 : 20	Reflection and Presentation about what you learned in Japan
	12 : 30 – 13 : 30	Farewell Lunch
	13 : 40 – 15 : 00	Farewell Party
	15 : 10 – 15 : 30	Awarded a Certificate of Participation
Day 7 10-Sep Sat	8 : 00	Meet at the hotel lobby
		Check out of Hotel
	8 : 30	Transfer to the airport
	11 : 45	Depart from KIX