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(Ministry of Education, Culture, Sports, Science and Technology, GP) -

"Developing medical workers with a multilateral international perspective"



# International Collaboration and University Education

—Thai - Japan Joint Symposium—



Feb. 22nd, 2009

Miyazaki Kanko Hotel, Miyazaki, Japan



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# From the Dean

Tsuyomu Ikenoue, M.D.

Dean, Faculty of Medicine, University of Miyazaki

Welcome By The Dean

It is my great pleasure and honor to welcome all the participants gathered here in Miyazaki city for The 1st International Collaboration and University Education of the, Thai-Japan Joint Symposium. I would also like to congratulate all the faculties and staff members who dedicated their effort to hold this memorial international event.

For the past several years, our international collaboration between the Prince of Songkla University and University of Miyazaki has developed very actively, particularly in the field of exchange program of under graduate medical students and postgraduate residents. We also encouraged the young medical student to go abroad and expose themselves to foreign countries to broaden their knowledge and experience in the



medical field. For that purpose, we have the honor and privilege to have developed a unique education system in our English Department in the Faculty of Medicine, University of Miyazaki. All the faculty members in the English Department are extremely energetic and they are very supportive in helping our medical students who want to have or expand their international experiences in which all the faculties deserve well.

Another big milestone of this symposium is that our collaboration has just been expanded to include all the nursing education programs from this year onwards. I really appreciate Professor Ladawan Prateepchkul the Dean of Faculty of Nursing of Prince of Songkla University for her great contribution and help to open this new field in our collaborative program.

I would like to thank you again for making this international symposium possible here in Miyazaki and hope that our friendship between the two countries continue and prosper further more in the future.

# From the Symposium Coordinator

Masugi Maruyama

Faculty of Medicine

Chairperson, International Exchange Committee

There is a demand for well-established university education programs based on international exchange, such as utilizing sister schools overseas. The ultimate goal of these is to train and produce human resources that will be active internationally.

The University of Miyazaki (UOM) has been working on a new approach and has set up bilateral agreements with both Prince of Songkla University (PSU) and the University of California, Irvine. It allows us to send or accept students/residents for clinical training overseas.

The "Thai-Japan Joint Symposium", co-hosted by PSU and UOM, can successfully establish a forum for expressing candid opinions regarding education programs through the sharing of educational contexts, current problems, possible improvements, and future possibilities.

I am sure that the symposium has become something much more meaningful in the further development of university education in Miyazaki, thanks to external presenters from other universities in Miyazaki as well as from the Ministry of Education, Culture, Sports, Science and Technology. It was an excellent opportunity to become aware of Japanese governmental policy and to share experiences with other schools.

I would like to take this opportunity to thank all the people who helped to make this symposium a success.



# Program of the Symposium

**8:50 – 9:00 Opening Speech (Vice President of UOM Tatsuo Suganuma)**

## **Session I: Current Programs-From the Present to the Future**

Chair person: Prof. Tsuyomu Ikenoue

9:00 – 9:20

University education program and importance of international collaboration.

(Miyazaki Municipal University Prof. Hugh Nicoll)

9:20 – 9:40

University education system and importance of international collaboration.

(Miyazaki Prefectural Nursing University Prof. Eric Larson)

9:40 – 10:00

Medical Education System in Japan, Curriculum of Faculty of Medicine, UOM, aim of student exchange program between PSU and UOM.

(Faculty of Medicine, UOM Prof. Katsuhiro Hayashi)

10:00 – 10:20

The philosophy behind language learning in the EMP/ENP program at the University of Miyazaki.

(Faculty of Medicine, UOM Asso. Prof. Michael Guest)

10:20 – 10:40

Experience of accepting Thai students and current program for clinical teaching.

(Faculty of Medicine, UOM Asso. Prof. Hiroshi Sameshima)

International collaboration in UCI

(International Relations University of California, Irvine, Mr. Lawrence H. Gold)

Chair person: Prof. Hiroaki Kataoka

10:40 – 11:00

Medical education system in Thailand, importance of international collaboration in its system.

(Faculty of Medicine, PSU Dr. Suvina Ratanachaiyavong)

11:00 – 11:20

English education in Faculty of Medicine, PSU.

(Faculty of Medicine, PSU Dr. Sunton Wongsiri)

11:20 – 11:40

Experience of student exchange programs, and problems to solve, suggestion for improvement of the program.

(Faculty of Medicine, PSU Dr. Maliwan Oofuvong)

11:40 – 12:00

Current education system in Division of Nursing, Faculty of Medicine. UOM: What we want to do utilizing international collaboration.

(Division of Nursing, Faculty of Medicine, UOM Prof. Hifumi Kusaba)

12:00 – 12:20

Nursing Education in Thailand/PSU

(Faculty of Nursing, PSU Prof. Ladawan Prateepchikul)

12:20 – 12:30

Discussion

**( Lunch time )**

Chair person: Prof. Tatsuo Suganuma

13:30 – 13:50

Overall strategy to promote international collaboration in university education.

(Ministry of Education, Culture, Sports, Science & Technology Mr. Norihiko Shimizu)

**Session II: Voice of Students**

Chair person: Prof. Masugi Maruyama

13:50 – 14:10

Experience of learning in foreign country and suggestions for the present curriculum.

(Student of Miyazaki Municipal University Ms. Emi Ishiguro)

14:10– 14:30

Studying in Songkla. What does the experience influence my residency.

(Residents of Tokyo Medical and Dental University. Dr. Marie Yamashita)

14:30 – 14:50

My Past, Continue, and future experience

(Resident of Faculty of Med. PSU Dr. Tharntip Sangsuwan,)

14:50 – 15:10

My university scholarship program~Bridge of hope~

(Student of Miyazaki Prefectural Nursing University Ms. Mayumi Suyama )

15:10 – 15:20

Discussion

**15:20–15:30 Closing Speech (Dean, Faculty of Medicine, UOM Tsuyomu Ikenoue)**

**16:00 Signing Ceremony for Academic Cooperation**

Faculty of Medicine, UOM and Faculty of Nursing, PSU

**16:30 Reception**

# Opening Speech

# Opening Speech

Prof. Tetsuo Sukanuma

Vice president, UOM

Good morning, fellows and distinguished guests! My name is Tetsuo Sukanuma, Vice president of University of Miyazaki.

First of all, I would like to express my sincere gratitude to all of you, coming to this International Symposium in Miyazaki, and special thanks to Prof. Suvina Ratanachaiyavong, Prof. Ladawan Prateepchaikul and their company of Prince of Songkla University in Thailand, Vice President Lawrence H. Gold of University of California, Irvine, and also to Assistant Secretary General Norihiko Shimizu of the Ministry of Education, Japan.



On behalf of the University, it is a great honor for me to open the Japan-Thailand Joint Symposium entitled as "International Collaboration and University Education."

This symposium has been organized, based on the distinctive university English education program "Developing medical workers with a multilateral international perspective " that has been sponsored by the Ministry of Education Japan with support funding from the program for the distinctive University education that is Good Practice called GP.

We have a long history over 20 years of the international mutual collaboration between University of Miyazaki and Prince of Songkla University. In 2005, both Universities agreed on the medical student exchange program when I have been in PSU with Prof. Maruyama. We sent 4 medical students to PSU for a one-month clinical elective attachment in April 2005. And we accepted 3 students from PSU. Thus, the student exchange program has started. Now, this project has extended to not only undergraduate students but also graduated medical doctors. So far, about 60 students and doctors from the both universities have joined this exchange program. Following the expanding of the exchange program, English for Medical and Nursing Purpose (EMP and ENP) classes have been opened for encouraging students and faculty staffs to communicate with foreigners and to cultivate international perspective.

The symposium is undertaken to understand the international mutual friendship, the importance of international collaboration and diversity in medical education system, further developing of multilateral international perspective, and also to contribute to the improvement of the distinctive university education system in Miyazaki area.

I am very glad to inform you that Nursing School of University of Miyazaki and Faculty of Nursing of Prince of Songkla University are going to agree on the student exchange program after the symposium, today. I would like to offer sincere congratulations.

Finally, I would like to extend my best wishes to all of you for your successful completion of this symposium.

You may have heard of "ichigo-ichie" in Japanese, the idea of the traditional Japanese tea ceremony that means "Treasure every meeting, because it will never recur."

We are looking forward to continuing and expanding of international collaboration.

Thank you for your kind attention. Have a nice day!

**Session I :**  
**Current Programs-From the Present to the Future**

# Experiences at MMU

Asso. Prof. Hugh Nicoll

English and American Studies Miyazaki Municipal University

## A Brief Introduction

Miyazaki Municipal University (MMU or *Miyazaki Kouritsu Daigaku*) opened in 1993. The faculty consists of one department, the Department of Humanities and Intercultural Studies, and awards an undergraduate degree equivalent to a Bachelor of Arts. Most students major in humanities and social sciences, though some students pursue teaching licenses and others develop their technical skills in IT courses and seek employment as computer programmers and systems engineers. We have focused on preparing our graduates for the demands of the dynamic global economy, emphasizing language study and international exchange programs since the university first opened. As a result, a significant number of our students develop second and third language competency in English, Korean, and/or Chinese.

At the present time we maintain active exchange relationships with four partner institutions. (See Table 1, below)

<b>University</b>	<b>Location</b>	<b>Partnership established</b>
Suzhou University	Suzhou, China	1995
Ulsan University	Ulsan, Korea	1995
University of Waikato	Hamilton, New Zealand	2000
Malaspina University College	Nanaimo, British Columbia, Canada	2004

Table 1: MMU International Exchange Relationships

We maintain reciprocal exchange relationships with Suzhou, Ulsan, and the University of Waikato, though our relationship with Malaspina University College is mostly one-way. In the cases of Ulsan and Suzhou, groups of MMU students go to our partner campuses to develop their Korean and Chinese language skills respectively, while students from our partner schools come to Miyazaki for Japanese as a Second Language (JSL) intensive courses. These study tours generally last approximately three weeks. We also maintain reciprocal academic year exchange programs for two students studying at MMU and at our partner institutions. In the case of the University of Waikato, groups of MMU students have participated in four week long programs in New Zealand since 1999. After the signing of a partnership agreement in 2000, reciprocal exchanges between Miyazaki and Hamilton have supported one student per academic year in most years. Groups of MMU students have visited Malaspina for three-week study tours every year since 2005, and one student from MMU has participated in a four-month EFL program in the years 2005-2008.

## **Program Goals and Outcomes**

We have developed our international exchange partnerships with several inter-related goals in mind:

- To facilitate student exchanges;
- Stimulate student motivation for developing their language learning and intercultural competencies;
- To build international awareness and international friendships; and,
- To promote academic and cultural exchanges with our partner institutions and their respective host communities.

The results of our programs have been generally favorable, leading to increased student motivation for foreign language study, greater opportunities for person-to-person diplomacy, and increased tolerance for cultural differences. The programs have also contributed to a “can-do” culture among students at MMU where many students see study abroad experiences as a natural part of their education and a benefit to their development as internationally minded citizens. Students also see their overseas and intercultural experiences as good preparation in competing for jobs after graduation. The programs have helped students prepare for graduate study and for employment with international companies, both here in Japan and in overseas posts. One significant result of the “can-do” culture is that many students enroll in overseas language programs on their own initiative, by taking a leave of absence before graduation, or by traveling abroad for further study experiences before entering the job market.

Two major weaknesses in our programs remain to be addressed:

- The promise of faculty exchanges remains for the most part unfulfilled; and,
- Japanese as a Second Language (JSL) programs for in-coming exchange students are under-developed.

In addition, a number of administrative and curricular areas will require on-going attention and discussion:

- Protocols for transfer of academic credits earned abroad and perhaps, alternative assessment schemes for independent study projects;
- Communications and support services for students studying abroad;
- The tyranny of the home institution time table and work load, i.e. the problem of release time for faculty and staff;
- Improvements in the integration of support for learner autonomy, faculty development, and the teaching and learning of intercultural competence; and finally;
- Greater integration of life long learning and “new literacies” pedagogies inside and outside traditional classroom settings.



All of these are areas that I believe can be most successfully addressed by a mix of local, regional, and international collaborative efforts.

## **References**

- Allford, D. and Pachler, N. (2007) *Language, Autonomy and New Learning Environments*, Oxford: Peter Lang.
- Raya, M. J. and Sercu, L. (2007) *Challenges in Teacher Development: Learner Autonomy and Intercultural Competence*, Oxford: Peter Lang.

# Education system and importance of international collaboration in its system, experiences, etc.

Prof. Eric Larson

Miyazaki Prefectural Nursing University

## Abstract

A brief history of Miyazaki Prefectural Nursing University (MPNU) was presented along with classes being taught at MPNU that have an international component to them.

The 3 Special International Programs that exist at MPNU were then covered:

1. Scholarship Program for Students Going Abroad (estab. 2004)
2. Educational Exchange Programs (estab. 2004)
  - Chiang Mai University's Faculty of Nursing
  - Ewha Womans University's College of Health Sciences, Division of Nursing
  - Xi'an Jiaotong University's Faculty of Nursing
3. Special Travel Abroad Program (estab. 2007)



An emphasis on the importance of meeting our university's goals in the 3 Special International Programs, along with student's students' participation in the framework of the programs, was highlighted. Focus on tailor fitted program with MPNU's educational exchange partners to suit students' needs and MPNU's curriculum were also discussed in length.

In closing, the idea of self-exploration through international programs focusing on educational content and contact with foreigners these programs can offer were covered along with MPNU's final educational goal: To become professional nurses who can better understand their patients in order to give their patients better personal and quality care.



# Medical Education system in Japan, Curriculum of Faculty of Medicine, UOM, aim of student exchange program between PSU and UOM

Prof. Katsuhiro Hayashi  
Faculty of Medicine, UOM



I explain the curriculum in our faculty, the present state of student exchange program and prospective view of resident exchange program.

- 1) The curriculum of in our faculty; After studying liberal arts, medical students learn basic medicine (Anatomy, Physiology, etc). Then they start learning the lectures of clinical medicine structured according to the system of internal organs (The digestive system, the circulatory system, etc). At last, they have to take Common Achievement test (CAT) at the end of forth year.
- 2) CAT: It corresponds with the USMLE step 1, and starts in 2004. It has two-type tests; Computer based test (CBT) and objective structure clinical examination (OSCE). CBT evaluates the medical knowledge of the medical students and OSCE does their attitude and basic clinical skill.
- 3) The clinical practice; It separates into two parts; bed-side learning (BSL) and clinical clerkship (CC).
  - a) BSL is carried out for 36 weeks at 20 clinics in the hospital attached to our faculty. It separates into three categories; taking history, taking physical examinations and mastering clinical skills.
  - b) CC is carried out for 16 weeks at the hospital attached to our faculty and out-side clinics. PSU is one of these out-side clinics. Clinical practice at PSU is carried out for 4 weeks as a part of CC since 2005.
- 4) The present state of the student exchange program: In the first year, four students learned at PSU. The number of overseas students has increased little by little. Eight students learned at PSU last year. On the other hand, four students from PSU learned at our faculty in 2005. And the number of overseas students has jumped to eight. This student exchange program has four major effects on students of our faculty.
  - a) Medical knowledge; Students of our faculty could experience many of diseases characteristic in Thailand such as dengue fever, malaria and HIV infection and thalassemia.
  - b) Medical Skill (Medical English and Medical practice); The progress in medical English and medical practice is more excellent. The permissible range that medical students can perform in Thailand is less limited than in Japan. They can perform the medical practices as well as the resident doctors in Japan, and so students of our faculty can take part in doing the medical practices with students of PSU.
  - c) Student motivation; There is progress in student motivation, another positive effect. This effect is the most important one in the student exchange program. The students of PSU have higher ability of the medical knowledge and practice than that of our faculty. Besides, they have very high motivation, and they stimulate our students to study harder.
- 5) Residents exchange program; After getting medical licenses, residents have to take both seven required and elective subjects for 2 years. This training course is carried out at the hospital attached to our faculty and out-side clinics. PSU is one of these out-side clinics. They can take there as one of the elective courses. Medical training at PSU is carried out for 4 weeks as a part of elective subjects since 2008.

The student exchange program has many excellent effects as we have described. What future expectations do we have for the resident exchange program? 1) Views regarding medical insurance, 2) Research of medical education, and 3) Research of basic and clinical medicine.

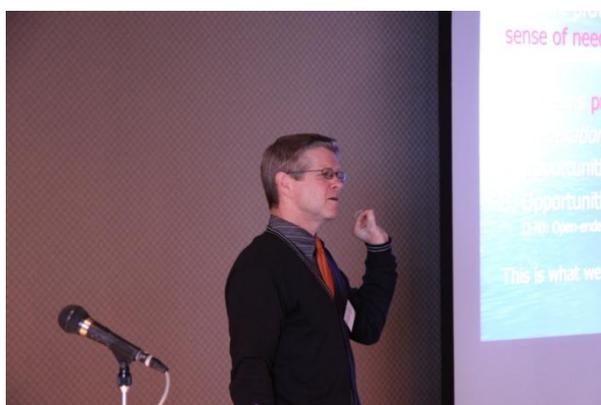
# The Language Education Philosophy Behind the EMP/ENP Program

Asso. Prof. Michael Guest

Faculty of Medicine, UOM

Michael Guest, Associate Professor of English in the faculty of Medicine at UOM spoke on the philosophy behind the English portion of the EMP program. Guest emphasized that the emphasis in the program is not on actively teaching English, but by allowing learning to take place. This, Guest explained, is achieved by providing students with meaningful content-based tasks, a sense of control and responsibility for their language choices, and instrumental goals- such as doing presentations, writing academic papers, preparing poster sessions and intensive real-time tutorials all in English. Guest argued that when foreign languages are best absorbed when students are actively engaging content (in this case medical content) in a second language, in other words, language is learned through the process of using it, with some specific goal or purpose in mind, and not by merely studying the language. Living language is likened to the body of a living patient, whereas traditional 'study' was likened to studying a cadaver in anatomy class.

Guest also pointed out the need for the students to test and challenge their second-language skills in the same way that a scientist tests hypotheses- by exposing themselves to new, challenging language encounters in which they gain a heightened awareness of the language forms they need, what succeeded or failed, and become aware these with guidance from the English teachers, without being explicitly taught grammar, terminology or conversation.



# Experience of accepting Thai students and current program for clinical teaching

Asso. Prof. Hiroshi Sameshima

Faculty of Medicine, UOM

## Abstract

1. In the last 3 years, we accepted, in total, 8 medical students and 3 doctors from PSU, which is successful and fruitful.
2. To organize our education system for foreign students, we adopt multidisciplinary collaboration where each division of obstetrics, gynecology, neonatal medicine and EMP (English for medical/nursing purpose) participates.
3. In the 3 clinical divisions, we have teaching staffs, chief doctor-in-charge, 3-5 doctors, 2-4 medical students for clinical clerkship, where so-called multi-stratified education is provided. Exchange students are involved similarly as our UOM medical students are learning. We have 5 consultant doctors available for the medical education system.
4. Routine work at the 3 divisions are:
  - 1) Group conference is held twice in the morning and evening in all divisions under the supervision of the chief doctor.
  - 2) Interesting cases are also discussed in the morning conference where all teaching staffs and medical students should attend every week day.
  - 3) Ob: High-risk pregnancy cares both antepartum and intrapartum.
  - 4) Gyn: Oncology, uro-gynecology, chemotherapy, radiotherapy, infertility, and gynecologic surgery.
  - 5) Neonatal medicine: extremely premature babies, neonatal surgery, neonatal cardiology, and high-risk newborns.



# Medical Education System in Thailand, and Importance of International Collaboration in its system

Prof. Suvina Ratanachaiyavong

Faculty of Medicine, PSU

Through the wisdom of His Royal Highness Prince Mahidol of Songkla, the Father of His Majesty The King Bhumipol Adulyadej, the first western medical school in Thailand namely Pattayakorn medical school was established in 1890 and later became the Faculty of Medicine at Siriraj hospital. At present, there are 18 medical schools including one private and many other collaborative programs with the Ministry of Public Health (MOPH) to increase the number of rural based family physicians.



The original medical education in Thailand was a 6-year program comprised of 2 years in premedical, preclinical and clinical studies followed by another year of rotating internship. The medical license is conferred by the General Medical Council (GMC) of Thailand with the standard quality control by the Consortium of Thai Medical Schools (COTMES).

According to the 3<sup>rd</sup> National, Economic and Education Development Plan (1972-1976), a new medical school at Prince of Songkla University was established in 1972. The conventional 6-year medical study with its unique on early clinical exposure to community oriented program was later switched to a 5-year medical study (one year of general education, 2 years in preclinical and clinical studies) plus one year externship to conform with the national medical curriculum transformation in 1979. The problem based learning (PBL) concept of student-centered strategy was introduced at PSU in 1988. Two years later, a 2-week teaching with PBL was implemented at the end of each semester of preclinical study. Finally, the on going curriculum reformation into PBL program was started in 1996 and fully implemented in 1999. Disciplines are integrated into functional organ systems and problem based learning. Typically, students will spend 30% of their time in small group learning and discussion and allowed to have 40% of time for self-directed learning (SDL). Time allocation for large class lectures and instructed laboratory practices was cut down to 15-20% and 10-15%, respectively. Once a week through out the preclinical study, students will spend one afternoon session (2-3 hours) on fundamental clinical practice, either visiting family in the community or carry out a small group discussion on medical ethics. The integration of basic and clinical sciences is continued at the clinical level using the clinical reasoning tutorials (CRT). The session is typically in PBL format with evidence-based medicine combine with clinical reasoning, decision-making and ethics.

The philosophy and values of PSU medical education for community oriented, integrated problem based, technology supported, student centered education with life long learning and internationalization in combination with the nine competencies required for PSU's Graduates as follows: professional knowledge and skills; professional ethics and attitude; critical appraisal and problem-solving skills; self-directed lifelong learning skill; communication and information skill; community awareness and care; teamwork skill; management skill; finally, social and life skills, have brought compulsory for us to provide the opportunity for students to learn how to survive in the wider world, to think about their future study and collaboration, to build-up personal relationships among students oversea and develop a new perspective for their own country.

That's why the international collaboration is so important for the continuous quality improvement (CQI) of our medical and biomedical studies.

## English education in Faculty of Medicine, PSU.

Dr. Sunton Wongsiri

Faculty of Medicine, PSU

Faculty of medicine of Price of Songkla University set the vision to be the internal University-Hospital. The direction and supporting systems have to create under the basic of English. In the pre-clinic study, 1st 2nd and 3rd year medical periods, there were two or three English-PBL teaching groups in each year that students use only English on their discussions. Each groups composed of 8-9 students. There were others non academic activities that motivated students to use English language in communication such as English camp and English day. English camp open on summer which students had a five days trip with English teaching volunteers. All five days, students had English classes and other valuable activities. However, English camp had only some summer because of English teachers available. The English day was the games and entertainment activities that aroused to use English in whole day activities. For clinical years, 4th 5th and 6th years, there are some English using in teaching that depend on each departments. In orthopaedic department, English were use in some bedside teachings, ward rounds, lectures and casting-skill teachings.



Not only students were supported in English teaching but residents, nurses and all medical staffs were supported in English teaching also. There are English teaching classes that allowed everyone to join. These valuable supports were important keys to create the environment to using English.

By conclusion, students need the English courses, programs and environment to motive them in using their English. The English using should be supported continuous for maintain their English talent. The EMP's program is one of the most important keys that will reach to successful of English communication.



# Experiences of student exchange programs between UOM and PSU: Problems to solve, Suggestion for improvement

Dr. Maliwan Oofuvong

Faculty of Medicine, PSU

## **Experiences of Miyazaki students at PSU between 2006-2008**

Basically the exchange students get to work 3 weeks in PSU hospital and 1 week in community hospital for one month elective period.

1. Learning about common disease, drug used and process of diagnosis
2. Learning about rare cases such as : TB, HIV, melioidosis
3. Learning how to correlate symptoms with diagnosis and step of thinking
4. Attending morning round and the lectures from PSU staff
5. Performing some medical procedures under supervisor
6. Learning differences of medical system and medical education
7. Learning different cases and experiences in community hospital
8. Learning the medical system in Thai community hospital
9. Learning how to communicate with Thai people
10. Learning differences and similarities of Thai and Japanese culture and life styles



## **Problems to solve and suggestions for improvement of programs**

1. Promote all the personnel hospitals to speak English in the morning round, bedside round and case discussion especially when the exchange students are around.
2. Provide the medical students as a guide for advise and translation for exchange students in both academic and nonacademic activity
3. Arrange early information regarding elective department schedules and facility of accommodation
4. Arrange full proper academic activities for exchange students
5. Improve PSU student guidebook

## **Limitation of the programs**

1. English barrier between the exchange students and PSU personnel hospital (student, doctor, nurse)
2. Language barrier between the exchange students and Thai patients
3. Limitation of practices; all the medical procedures need to perform under supervisor
4. Limitation of available elective departments for the exchange students
5. Some misunderstandings of the objective of the programs between providers (doctors) and receivers (exchange students)

# Education system (Japan, UOM), what we want to do utilizing international collaboration

Prof. Hifumi Kusaba

Division of Nursing, Faculty of Medicine, UOM

## 1. Japanese Nursing System

Basic nursing education in Japan

Course options for obtaining qualifications

Professional nursing qualifications

Registered Nurse, Public Health Nurse, Midwife, Assistant Nurse

Advanced specialization

Certified Nurse Specialist      Certified Nurse

## 2. School Of Nursing, Faculty Of Medicine, University Of Miyazaki

### 1) Undergraduate course

The School of Nursing aims to promote human health, welfare, and nursing skills by cultivating broad-minded specialists with a deep sense of humanity and respect towards life who can meet the needs of a growing and advanced medical welfare system.

Apr 2001 School of Nursing, Faculty of Medicine was established.

Apr 2005 The Master's degree of Nursing Course was started.

Apr 2009 The Certified Nurse Specialists course for cancer nursing will start.

### 2) Master's Course (Course of Nursing Science)

The Master's Course of Nursing Science aims to further develop students' skills in increasing patients' quality of life, based on a sense of respect towards all life, and to cultivate people who can pursue their nursing skills critically, using advanced skills to solve problems.

## 3. Idea and The Policy Of International Exchange

### 1) International educational cooperation

Educational purpose ; 1) to acquire the ability to contribute to the society in a global perspective, 2) to cultivate an ability to develop nursing science by practice, education, and research.

Therefore, our educational program offers both student exchange and academic exchange with Faculty of Nursing, Prince of Songkla University and School of Medicine, University of California, Irvine.

### 2) Contributions to the Development of Nursing in other countries

The School of Nursing is promoting international cooperation in the field of nursing by contributing to the development of health staff in other countries.

One of the international activities is JICA Area Focused Training Course, the title "Women's Health and Maternal and Child Health Support for the Middle East Countries". The course is a four-week program.

### 3) International Academic Cooperation

We are going to start international academic cooperation. Main activity is researcher exchange, international collaboration in research, and international meeting. For example, verification and development of nursing art and health promotion in the Asian way.

We believe the success in international academic exchange.



# Nursing education in Thailand and prospect of collaboration between University of Miyazaki and Prince of Songkla University

Prof. Ladawan Proteepchaikul  
Faculty of Nursing, PSU

## Outline of the presentation:

1. Introduction to the presenter and nursing delegates from PSU
2. Nursing education in Thailand
3. Milestones of Faculty of Nursing, PSU
4. Current stage of Faculty of Nursing, PSU
5. The international collaboration and
6. A prospect of collaboration with the University of Miyazaki



## Introduction on the presenter and the delegates from PSU:

There were three faculty from the Faculty of Nursing and a nurse from the Nursing Department, Faculty of Medicine as listed below.

Assoc Prof Dr Ladawan Prateepchaikul: Dean of Faculty of Nursing, Prince of Songkla University

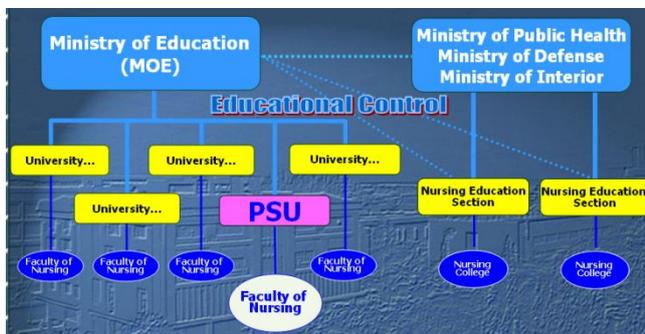
Assist Prof Dr Urai Hatthakit: Associate Dean for Research and International Affairs

Assist Prof Dr Wongchan Petpichetchain: Chairperson of the Master of Nursing Science, International Program and

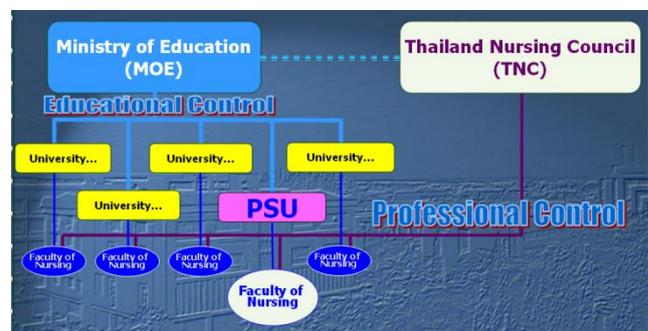
Dr. Somsamai Suteerasarn: Nurse Director of the Department of Nursing Services, Faculty of Medicine.

## Nursing Education in Thailand:

Not only the Faculty of Nursing by the university-wided system under the Ministry of Education that offer nursing programs, we also have nursing colleges under the Ministry of Public Health, Ministry of Defense, and Ministry of Interior who offer nursing programs. And these nursing colleges must be under, and use the same educational control system of, the Ministry of Education (Picture 1).



Picture1: The educational control of the country education by the Ministry of Education and Ministry of Public Health, Ministry of Defense and Ministry of Interior



Picture 2: The professional control of the nursing education by the Ministry of Education and Thailand Nursing Council.

## The Quality and Professional Control of Nursing Education

All these nursing educational institutes must conform their educational services to the professional standards

set-forth by Thailand Nursing Council or TNC and they must be accredited by the TNC (Picture 2). The TNC will accredit the nursing education arrangement, and nursing faculty and staff of the school every 5 years.

### **Milestones of Faculty of Nursing, PSU:**

Faculty of Nursing, PSU was established in 1973 as a Nursing Department, under the Faculty of Medicine. This model is almost everywhere throughout Thailand. Most nursing schools were born under the medical profession and later on was separated to be on their own unique profession. The establishment and development of the Faculty of Nursing, Prince of Songkla University is summarized on Table 1.

In 1973, at the beginning, we offered a 3-year, Diploma program.

In 1974, we moved forward to upgrade nursing educational level to be a 4-year Bachelor degree, but at that time, since it was new to us, and the body of nursing knowledge was not yet clear and strong, the contents being taught were mostly borrowed from other disciplines and the degree granted was Bachelor of Science.

In 1980, we celebrated our Faculty's Day on October 7 of 1980 and we annually celebrate since then.

Starting in the year 1986 and 1987, we offered two continuing education programs for 3-year, diploma nurses and 2-year, technical nurses to get the bachelor degree. This is to help them upgrade the career ladder and it was conformed to the government policy to upgrade nursing personnel to the degree level. The one-year program was offered for about 3 batches, once the need wasn't there, it was closed. But the 2-year program had been running for some longer times and now it is closed.

One year later, in 1988, we implemented the newly revised bachelor program, moving from the Bachelor of Science to be Bachelor of Nursing Degree where we can make our profession to be distinguishable from other health professions. Nursing is a practice, humanistic discipline that has its own unique body of knowledge working together with other medical-related disciplines. So, the BN degree has been granted since then. The curriculum has been revised every 5-6 years afterwards.

After working hard with the basic curriculum, while preparing our staff for higher education both master and doctoral degree, in 1990 we were able to offer master of nursing program. We started with opening maternal and child nursing, community health nursing, and adult nursing, and later on expand to other areas of nursing specialty.

In the same year (1990), we collaborated with other Faculty of Nursing in Thailand (such as Mahidol University, Chiangmai University, Ramathibodi, School of Nursing, and Khon-Kan University to conduct the first PhD in Nursing Program in Thailand. This was to share the resources, particularly human resources for teaching to help accelerate the number of doctoral-prepared faculty needed within the country during that period of time. After some years, once each school has increased their own capacity, each school independently opens their PhD program.

In 1998, the Master of Nursing Science, International Program was started. This program has been running for 10 years already with 2 revisions of the curriculum over these years. We have enrolled students from Indonesia, Malaysia, Bhutan, China, Pakistan, and Bangladesh. Since the year 1998 that we have been offering the international program, and we have had more doctoral-prepared faculty, we have been ready to offer more programs. These include the PhD international programs, the international short course training programs. We also have been elaborating more international collaborations with our neighboring countries and western countries.

### **Current stage of Faculty of Nursing, PSU:**

Presently, we have 7 academic nursing departments namely; Medical, Surgical, Pediatric, Community Health, Obstetric-Gynecological, Mental Health and Psychiatric Nursing, and Nursing Administration Department. Altogether we have 127 teaching staff. There are 15 supporting units dealing with all the managerial, financial, and academic support to the work of our school.

We also have offered three community services, including the elderly health center for promoting health of elders; child development center for taking care of the pre-kindergarten kids (nursery); and the center for holistic health and eastern wisdom.

Programs being currently offered:

- 1) BN: 4-year program
- 2) MNs: 2-year program:
  - 2.1) Thai-regular program
  - 2.2) Thai-special program
  - 2.3) International Program
- 3) MSc: 2-year program (Health System Research)
- 4) PhD: 3-year program (International)

For the programs being offered, we have the Bachelor of Nursing Program; Master of Nursing Science Program; this one we have Thai program, running on the regular working days (Monday to Friday). We also provide opportunity for nurses who cannot take study leave to have them study on the weekend called "special program." And we have international master program. For these three programs, we offer several areas of nursing specialties including adult nursing, pediatric nursing, midwifery, nursing administration, and mental health and psychiatric nursing.

For master degree, we also have a master of science program. It is major in health system research. This program has been offered to serve the needs of our government in preparing public health personnel in this area. The last formal degree offered is the PhD program.

At present, altogether we have about >700 students at our school, approximately 600 bachelor's degree students, almost 200 graduate students (PhD around 15).

We have several international short-course training. Most of these courses are offered to meet the needs of our collaborating institutions.

Short training courses being offered (6-16 weeks):

- 1) Infectious, pediatric nursing
- 2) Critical care nursing (Thai and International Program)
- 3) Gerontological nursing
- 4) Emergency and trauma nursing
- 5) Teaching in nursing education
- 6) Mental health and psychiatric nursing

### **International Collaboration:**

The Faculty of Nursing, PSU values academic collaboration between nursing institutes because it helps strengthen teaching, research, clinical practice and nursing profession as a whole. We are aware that every institute has strength in different areas and is expert in different specialties. When we collaborate by sharing our knowledge, experiences and resources, we can both benefit from each other. We value mutual collaboration even though we may not benefit equally from each other but we always learn from each other. Thus when join together, we both always win. It is a kind of win...win relationships.

Faculty of Nursing has active collaboration with many countries in both eastern and western countries. In Asian region, we have been collaborating with Bangladesh, China, Indonesia, and Malaysia. With western countries, we have been collaborating with the USA and Australia. And we are about to have a collaboration with University of Miyazaki (Picture 3).

Picture 3: Current international collaborations between Faculty of Nursing, PSU and its partner nursing schools in both western and eastern countries List of universities in the collaborating countries that has MOU with the Faculty of Nursing, PSU:

#### **USA:**

- Florida Atlantic University
- University of Missouri-Columbia

- University of Texas Health Science Center at Houston
- University of Texas Women Health at Houston
- University of California at San Francisco

**China:**

- Kunming Medical College
- Shandong Medical College

**Indonesia:**

- North Sumatera University
- Syiah Kuala University

**Bangladesh:**

- Directorate of Nursing and Bangladesh Nursing Council

**Malaysia:**

- University of Science Malaysia

**Areas of collaboration:**

- 1) Staff Exchange
  - Study visit
  - Training: Graduate study and short course program
- 2) Student Exchange
- 3) Joint research

**A prospect of Collaboration with UOM**

Possibilities for collaboration between School of Nursing, UOM and Faculty of Nursing, PSU

- 1) Student exchange
- 2) Staff exchange
- 3) Joint research
- 4) Sharing experts/ resources/ information
- 5) Promoting linkage in teaching, research, cultural and social activities
- 6) Other academic activities, e.g., seminar, conference, workshop

Even though the MOU between both institutes have not yet been signed, many collaborations have been conducted by these two institutes, for examples; we received a nursing student from the School of Nursing, UOM for a study visit for 2 weeks in October, 2008. There were a few staff visits to the Faculty of Nursing led by Professor Hifumi Kusaba since 2007. Currently both institutes have been working together in organizing an international conference on "2010 International Conference: Diversity and Dynamic in Nursing Science and Art" held during 8-10 April, 2010 at Phuket, Thailand. We hope that the collaboration between School of Nursing, UOM and Faculty of Nursing, PSU will be active and last long relationship.



Picture 3



# Internationalization of Japanese University

Norihiko Shimizu

Assistant Secretary General, Japanese National Commission for UNESCO

Deputy Director-General, Office of International Affairs

Ministry of Education, Culture, Sports, Science and Technology (MEXT)

It is a great pleasure for me to be invited to this International Symposium and to give a presentation to you. First of all, I would like to offer my congratulations on this successful international symposium.

My name is Norihiko Shimizu, Deputy Director General for International Affairs, Ministry of Education, Culture, Sports, Science and Technology (MEXT). Our office is mainly in charge of UNESCO affairs, so I am also serving as Assistant Secretary General of Japanese National Commission for UNESCO.

Today, I would like to explain about Internationalization of Japanese University. Please let me excuse that unfortunately, I am not a specialist of higher education policy, but I will try to talk this topic based on my 3-year experience as a head of International Affairs Division of the University of Tokyo and from my point of view in my present task for UNESCO.

I will talk with this order. First, background of internationalization of Japanese university, second, action for internationalization in from governmental level, university level, faculty level and so on. Third, I will introduce the possible cooperation with international agencies such as UNESCO programs. I think the University of Miyazaki and universities participants belong are making an effort to internationalize and I would be grateful if my presentation could be made use of it.



## **I. Background of Internationalization: Globalization / Incorporatization of National University**

First of all I would like to give you my basic ideas about background of university internationalization. Because of globalization, we can say that there are currently many urgent issues of global-scale confronting humanity such as environmental degradation, decline in the food self-sufficiency ratio, economic and welfare issues. The constant flow of people and goods across borders is facilitating the globalization of education and research. Human



interaction is increasing year by year. The same thing happens in university. Faculty members, researchers and students are moving all over the world to seek more attractive education and research environments intellectual alliances.

Another element which makes university to internationalize is incorporatization of National University. National universities were incorporatized on 1 April 2004. Incorporatization removes national universities from the national government organizational framework and greatly expands the independence and autonomy of each university. Incorporatization was carried out with the objective of enabling national universities to improve the quality of their education and research, build appealing national universities rich in individuality and play a greater role in meeting the expectations of the people and society in a more competitive environment. Midterm Goals and

Plans were formulated in order to realize this mission. In the 21st century, national universities as well as public and private universities are responsible for the "creation and handing-down of academic knowledge" and their role is extremely important. In this context, many universities in Japan take internationalization as one of priorities in their goals and plan.

Internationalization is an essential element for the future development of university.

## **II. Action for Internationalization (1)**

Let's move on to the action for internationalization. It can be said that various kinds of action has been taken. It is necessary for MEXT to support the efforts toward various reforms by the universities.

Internationalization is closely connected with university reform. In this sense, MEXT provides universities with programs as shown on the slide. These programs directly or indirectly concern with internationalization. For example,

"University Education Internationalization Promotion Program", this program supports efforts to further internationalize university education through overseas dispatches of students and school staff, active cooperation with overseas universities and so on. We have GP program. I learn this international symposium is organized under the fund of GP program.

MEXT sincerely hope that output of GP project is to be visible for outside/society and so on.

Apart from MEXT, various kinds of funding agencies, such as JICA, JSPS, JST, Japan Foundation, provide universities with program for internationalization.

## **Action for Internationalization (2)**

In each university makes great effort for internalization. It tries to promote academic exchange agreements both numerically and substantially. Establish overseas offices and bases so that they can obtain excellent students and encourage exchange of faculties. It is also important for universities to promote internal internationalization as well as cooperation with overseas universities and institutions.

Improve the environment for international support services within the University, such as the strengthening and development of organic cooperation systems in the University for services, like training of administrative staff to improve English skills, and development of more documents translated into other languages, preparing for residences for international students and foreign researchers.

Improvement of infrastructure minimizes the obstacles that international students and foreign researchers might encounter at the University, and create an attractive, comfortable international educational and research environment for them within the University.

## **Action for Internationalization (3)**

Please let me introduce you some other possibilities for university internationalization. It is the use of international university alliances. I would like to show you some examples.

IAU is a worldwide association of higher education institutes. 43 Japanese universities join this alliance out 609 members in the world. It provides future oriented collective action, including conferences and meetings, information services, policy discussion, research and publications.

APRU is the Association of Pacific Rim Universities (APRU) is a



consortium of 42 leading research universities in the Pacific Rim. APRU aims to foster education, research and enterprise thereby contributing to the economic, scientific and cultural advancement in the Pacific Rim. 6 Japanese universities participate in the consortium.

AEARU aims at forming a forum for the presidents of leading research-oriented universities in East Asia and of carrying out mutual exchanges between the major universities in the region. 6 Japanese universities participate in the consortium out of 17 members.

Through these alliances, universities can enjoy opportunities of presidents meeting, academic exchanges, research cooperation, exchange of information, research symposia/seminars and so on.



### **III. Cooperation through International Agencies**

The other aspect of university internationalization is making use of international organization such as United Nation, UN agencies. But in this presentation, I would like pick up practice of cooperation with UNESCO programs.

UNESCO, United Nations Educational, Cultural and Scientific Organization, is one of UN organizations. Today, UNESCO functions as a laboratory of ideas and a standard-setter to forge universal agreements on emerging ethical issues. In short, UNESCO promotes international co-operation among its 193\* Member States and six Associate Members in the fields of education, science, culture and communication.

There are 3 main program related to higher education which Japanese University could apply, namely 1) UNITWIN network, 2) UNESCO Chairs and 3) Education for Sustainable Development (ESD) through ASPnet (UNESCO Associate School program).

#### **Cooperation with UNESCO**

The concept of UNITWIN and UNESCO Chair program is to implement advance research, training and program development in higher education by building university networks and encouraging inter-university cooperation through transfer knowledge across borders.

##### **(1) UNITWIN**

UNITWIN means University twining and networking. There 60 networks under the UNESCO auspice and 3 in Japanese University.

##### **(2) UNESCO Chair**

A UNESCO Chair may be developed within a university department by reinforcing an existing teaching/research programme in a particular field within the domains of competence of UNESCO, and giving it an international dimension.

Concerning UNESCO Chair, there are 626 chairs all over the world and 4 in Japanese University. UNESCO gives its title to the chair based on the selection of application. A UNESCO Chair may be developed within a university department by reinforcing an existing teaching/research program in a particular field within the domains of competence of UNESCO, and giving it an international dimension.

This is the list of UNESCO Chairs in Japanese Universities.

- ◆UNESCO Chair on Environmental Management and Infrastructure Development Engineering (1997), Saitama University
- ◆UNESCO Chair on Naval Architecture and Ocean Engineering (1997), Hiroshima University



- ◆UNESCO Chair on Cultural Heritage and Risk Management (2006), Ritsumeikan University, Research Center for Disaster Mitigation of Urban Cultural Heritage, Kyoto
- ◆UNESCO Chair in Research and Education for Sustainable Development (2007), the Okayama University

### **(3) Education for Sustainable Development (ESD)**

Move onto the third element concerning UNESCO program; Education for Sustainable Development (ESD) and ASPnet (UNESCO Associate School network). ESD is one of UNESCO's priorities which Japanese government strongly supports. It is to foster each individual to take part in creating a sustainable society. ESD is a new concept and integration of various fields of education including environment, energy, culture, economy, international understanding etc so that we can create sustainable society for future.

#### **For Further Promotion of ESD**

In order to promote and dissemination of ESD, these kinds of scheme are used. And we consider that UNESCO Associate School network is very suitable scheme in Japan under the implementation of flagship project or model project.

#### **Measures for Promoting ESD**

The objective of ASPnet, we call it "UNESCO School", is to realize the UNESCO doctrine and promote both peace and international cooperation through practical application at schools. Domestically: Construction of a network between schools and exchanges of information, regionally: Strengthening regional solidarity, globally: Promotion of information exchanges, strengthening solidarity.

Main Themes; Understanding global-scale problems, international understanding education, World Heritage education, environmental education, education for human rights, democracy and tolerance, etc. Through this scheme, network link to the world can be created.

### **Conclusion**

In conclusion, likewise, it is very useful way for universities in Japan to make use of various funds by the government and funding agencies and to participate in these kinds of international university alliances or consortiums. This leads university promoting academic exchanges and internationalization, so that university can be active and contribute to global development though excellent human resources, conducting high-level research and cooperative activities with society and community.

### **VI. Additional Information**

This is additional information about UNESCO activities. UNESCO activities are carried out by the national government, local government and non-governmental organization/individuals. There are 5 UNESCO associations in Miyazaki. They are non-governmental bodies and if you are interested in UNESCO activities, please make contact with them.

#### **UNESCO Associations in Miyazaki**

- ◆Saito UNESCO Association
- ◆Nichinan UNESCO Association
- ◆Miyakonojo UNESCO Association
- ◆Takanabe UNESCO Association
- ◆Nobeoka UNESCO Association



Thank you very much for your attention. I sincerely hope that this symposium will be a productive one.

**Session II:**  
**Voice of Students**

# Experience in Canada and suggestions for the present curriculum

Emi Ishiguro

Student of Miyazaki Municipal University



## **Topics**

- 1, Experience in Canada
- 2, Chigusa high school and the reasons why I decided to go abroad to work
- 3, Suggestions for the present university curriculum and English education

## **Experience in Canada**

After I entered Miyazaki Municipal University, I decided to go to Vancouver as a Japanese teacher. JEC, the Japanese school that I worked at is one of the private Japanese schools in Vancouver and it has 4 branch schools in North Vancouver, Richmond, Coquitlam and White Rock. In British Columbia, there are many Japanese learners and children who have a Japanese parent, so Japanese education is pretty popular there. Their purposes to study Japanese were really various, such as for business, examinations, and just for fun.

I taught students Japanese both in Japanese and English because the levels of students' Japanese abilities were all different. I had classes such as private classes (for adults), fundamental course, regular course and kindergarten course (for children). Through communicating with a lot of kinds of people, I got to know the interest of teaching and I also felt responsibility to work at the same time. And more than anything, I noticed that being a student is such a wonderful thing and there are still so many things I should learn as a student. That is why I decided to come back to Japan a year later.

## **Chigusa high school and the reasons I worked in abroad**

I graduated Chigusa high school which is one of the public high schools in Aichi prefecture and selected as a SELHi in 2003. The school has multi-cultural course and its English education system is quite unique. In the course, students study with returnee students and exchange students in the same class. Teachers are from various countries such as USA and South Africa. There are unique classes such as Public Speaking, Model United Nations, Regional studies and Second foreign languages. They learn them in English and have to speak up in the class. Through these classes, I realized the importance to learn something in English, inputting-outputting and interactions during classes. However, many Japanese schools focus on inputting and grammar things so much. Unfortunately my university does, too. We have a lot of English classes, but few In-English classes. I really wanted to do something in English and studying English with Japanese students in foreign county was not meaningful for me at that time. That is why I decided to work in abroad.

## **Some suggestions**

-Curriculum

- 1, need to change the system of long-term registered absence from school/returning to school
- 2, need to change the system of entrance and graduation in summer
- 3, need to have more sister schools in abroad

-English education in university

- 1, In-English study
- 2, Learners need inputting and outputting at the same time.
- 3, interactions/communication

# Studying in PSU. How the experience influence my residency

Marie Yamashita

Resident of Tokyo Medical and Dental University Hospital

Almost a year has past since I graduated and started working as a doctor. There is a new finding every day. Sometimes I feel helpless to do anything and that depresses me. However, I am really enjoying my work.

Part of the EMP program 2008, I've got a wonderful chance to be a "Teacher". Now I scarcely have a time to speak English for my daily work, or almost never think about my future in English. So this is a good opportunity for me to think about those again.

I have been to PSU April, 2007. I have found some difference between Studying medicine in Thailand and in Japan, mainly in 3 points.



## **Opportunity**

I've heard that there are not enough doctors in Thailand. Therefore, the medical student in Thailand have more chance to join the treatment. Ward work is their important job. In the plastic Surgery Department, wound dressing is student's job. Also, in community hospitals such as Sichon Hospital, Extern students get a chance to be the main operator of simple operation such as Saesarean section or Appendicitis. There is more chance to be "a part of the team."

## **Education**

As I wrote previously, I got a chance to be a teacher. Then I realized that teaching is way more difficult than being taught. When I went to PSU, I felt that the education system is very "Tight". Doctors and residents teach externs, and the older student take care of the younger. That might be the reason they look very close as a team.

## **Responsibility**

Giving more opportunity which is supported by tight education system may lead to "Responsibility." As a part of a team, I am pretty sure they have responsibility to the patients more than the students in Japan.

In Japan, two years of clinical rotation is resident's duty now. The purpose of this system is that to make us the generalists. But at the same time, this system generates the "guest" residents. Because even if you have made up your mind about which department you want to study by the time you graduate, you have to go through the departments those they think we should study to be a generalists.

One year has passed since I become a doctor. I've heard that not a few doctors feel difficulty making relationship between the "guest" residents and them, or tend to hesitate being too strict. The less opportunity might be given, and I am afraid to say that there can be the less responsibility.

Nowadays, medical education system in Japan is in transition looking for the best way to breed up doctors who can be a part of the team soon.

I'm sure I can say that the EMP program can be the role model of the new educational system because this program can provide those 3 points above.

I hope this program lasts for long, and many students in both universities get a chance to find something.

# Experience of Learning in UOM and suggestions for improvement of the program and the present curriculum

Dr. Tharntip Sangsuwan

Residents of Faculty of Medicine, PSU.

Good Afternoon ladies and gentlemen. I feel very honoured today to be given the opportunity to address this symposium and to share my experience as an exchange student here 2 years ago.

In August 2007, I came here to Miyazaki University as an exchange student from PSU, Songkhla, Thailand. During the 4 weeks of my stay here, I had the chance to join the medical team here in many sections in the hospital. I observed in the operating room and in the OPD, I rounded the ward and joined the morning conference. These were very valuable experience. I had many memorable time here.

On my first day here, we were warmly greeted at the welcome party. This created a very good first impression in my heart and surely in everybody else's. I really appreciated the introduction to the hospital, the medical team and the students.

It made me felt more at home on the first day in a foreign country. At the end of the party, I said my thank you and also promised that I would come back. OI always keep my words so here I am.

When thinking about other things which impressed me during my stay, I can easily say that there are too many. But today I will choose to talk about some, which have stayed vividly in my mind throughout these 2 years. The first thing is how well this hospital is run. Miyazaki hospital clearly enjoys high standard management. The OPD is systematically and orderly run. Never too crowded, so that each patient is given careful examination. Yet everything is run smoothly and quickly. I noticed that the patients were very satisfied with the service.

The infectious controlled system of the hospital is also very efficient. From my observation is the operation in the operating room, all equipments were disposable in order to create a very safe and steriled environment for the patients. The technology utilized in the hospital is very advanced and of a very high quality. Some of the technology used here, I believe can be very useful to the advancement of medical technology in Thailand.

The second good impression draws from my personal experience during my last stay. The exchanged

students were taken cared of very well by both the doctors and the medical students. Everyone made the best effort of communicate with us –foreigners from Thailand. The morning conference was always conducted in English so that we would understand and could participate in the discussion.

Apart from that, the medical students spent a lot of time with us to ensure our pleasant stay. We all went to class and went for lunch/dinner together. They kindly helped me and catered for my special diet –I don't eat



beef. I greatly appreciated this.

Beyond the help we received around the hospital, the medical students also showed us around the city and took us on many sightseeing trips. They taught us some Japanese and they were also very eager to learn some Thai. They were interested in my university, PSU, and asked many questions about it. I assured them that my university is safe, despite the news about the situation in the south of Thailand, and they showed their interest in visiting my university in the future.

Thirdly, I was very impressed by, and would like to say thank you to, the medical team who I worked with during my duty. Everyone was very patient with me and was very eager to help.

Since there are many good memories, I believe that this exchanged program should continue. The program encourages the exchange of knowledge and culture between Thai and Japanese medical students and establishes a good understanding between the two universities. I was given the chance to show to Japanese people Thai culture and Thai cuisine, which increases the understanding about Thailand. I am also proud of acting as an ambassador to my faculty, to tell the Japanese people why my country and my university worth visiting.

Since my last visit, I have tried to give something in return to this program. I keep in touch with Thai exchanged students from the following years in order to share my experience with them and prepare them for the trip. I also participated in welcoming Japanese students who come to PSU. I really want them to feel as welcomed as I felt when I was at Miyazaki University.

Finally I would like to thank you again for the opportunity given to me to visit this hospital last time, and also for the kind invitation for me to come back here now for the second time. I will always cherish this memory forever.  
Thank you.



# Experience of learning in foreign country and suggestions for improvement of the program and the present curriculum

Mayumi Suyama

Student of Miyazaki prefecture Nursing University

My name is Mayumi Suyama. I am a third year Miyazaki Prefecture Nursing University student. My university has an economic aid scholarship program that started in 2004 to support students' various dreams to help them achieve success in their future. Students, like myself, have dreams of learning abroad for our future. Students, like myself, also think that studying abroad can give us the chance of feeling what we have learned in university classes. We also think that learning outside in more of a hands-on atmosphere can give us a fresh impetus for our daily studies. Upon our return, we can share our experiences and studies with other students. So, this program helps students achieve these dreams and offers one of the many possible positive and progressive approaches of study for student's future.



Before I applied for this scholarship program, when I was a freshman, I took a class called English for Study Abroad. In this class, we planned our trip by ourselves. We were free to plan it any way we wanted. Before visiting the country, we researched culture, belief and life of that country along with English. Then I went to Fiji. I looked around at a few hospitals in Fiji during my home stay. I also went to a hospital that was to be built by the Official Development Assistance, or ODA. I heard a lot about hospitals, nursing care, and medical system in Fiji from nurses and hospital staff, the Japan Industrial Counselors Association staff, and my home stay's family. During this time in Fiji, I had a strong feeling of going to an advanced country, but I didn't have enough money. And so I applied for this scholarship program in the following year and went to the USA last March during spring vacation when I was a sophomore. In the beginning, I planned to do volunteer work at The Free Clinic in Los Angeles, California. This clinic offers medical care for people from the local community without pay. This clinic also accepted volunteers from the world. I had contacted to this clinic when I was a freshman and they said "Yes, please come." When I contacted them again, they told me Japanese volunteers needed to go through a Japanese company. So I contacted the



Japanese company. The company wanted me to pay money to be a volunteer. This fee was too expensive for me. I tried to offer alternative proposals to the company and the clinic, but my effort was not successful. So, I had to think my plan over again, what I wanted to do and study and to learn through my trip.

In Japan, especially in Kanto region, we often hear about hospital volunteers, but in Miyazaki, we don't often hear about hospital volunteers. I think that hospital volunteers will become more important in Miyazaki, too, and it will be incorporated into medical practice. I researched about hospital volunteer work through publications by a hospital volunteer association. I then decided to study about volunteer work, searched for information again, and chose a plan that met my purposes.

Before I went back to Japan, I planned to visit Canada to see the hospital volunteer system there and I thought that I needed to know more about the Japanese hospital volunteer work. So, in my plan, I contacted a university hospital in Tokyo that had a volunteer system to visit there before I went back to Miyazaki.

With my plan finally set, I went to Los Angeles in America. I did volunteer work at a nursing home for Japanese American people in an area that has over 30,000 Japanese Americans living there. This nursing home offers 24-hour care with a culturally sensitive approach with familiar language, food, and values. This nursing home embraces the importance of showing dignity and respect for elders, making the nursing home a "home away from home". Caring staff members and volunteers engage the residents in a variety of stimulating activities, including traditional Japanese arts, music therapy, and so on. This nursing home has 100 volunteers who belong to the Recreation Activity Department. The volunteer workers are a wide-range of people. It would not be an overstatement to say that the Recreation Activity Department is almost totally supported by volunteers. The thought of this nursing home, designed not only for residents but also their families, was of very high quality and was shared by all staff members and volunteers.

I learned many things by taking part in volunteer work there, but I especially learned three things. First, many staff work there and all staff do their best for all residents and resident's families. Second, residents enjoy nursing home's life day after day, especially their meals and activities. These daily activity programs are needed by residents for their health. In return, all the residents were so kind, nice looking and motivated. And finally, each of residents had their own vital processes taken care of each day. These vital processes of each individual had commonality. So we need to respect each resident and their own will regardless of their medical conditions. We always need to listen carefully to the residents' voices and to watch carefully about their conditions and behaviors. Regardless if they can talk or not, we need hear all the voices without any preconceptions in order to build better relations and understandings so we can offer better nursing care. I think that people are likely to be influenced by preconceived ideas. If we talk to residents with such preconceptions, we can't seriously understand them. If we can't seriously understand the residents, we can't offer true nursing care that the residents need. These things were exactly what I had learned in our normal university classroom. And through this outside experience, I can now feel the basis of my in class studies much clearer.

I learned so much outside of the normal class setting. Actually, in the last summer vacation, half a year after I participated in the scholarship program, I visited the nursing home again to meet all the residents and staff again and did volunteer work for my 2<sup>nd</sup> year in a row. Obviously, the experiences that I could get through this program are not over. These experiences continue to grow and have become a part of what I want my future life to be. I am feeling through these experiences that it is important to take advantage of opportunities that come to you at any given time. This opportunity has not only given me hope for my future but has also taught me important lessons of life to think back over from my past.

I will put this experience to use for my future.



# Lunch Time







# Signing Ceremony for Academic Cooperation



# Reception





The symposium was introduced in the local newspaper  
on the following day.

(Miyazaki Nichinichi Shimbun Daily Newspaper)



# Participants list

## International Collaboration and University Education

—Thai- Japan Joint Symposium—

Feb. 22nd, 2009

Miyazaki kanko Hotel, Miyazaki, Japan

### External Personnel

1	Ministry of Education, Culture, Sports, Science and Technology-Japan	Norihiko Shimizu
2	Residents of Tokyo Medical and Dental University	Marie Yamashita
3	Miyazaki Municipal University	Hugh Nicoll
4	Miyazaki Municipal University	Emi Ishiguro
5	Miyazaki Municipal University	Yoshiko Takenouchi
6	Miyazaki Prefectural Nursing University	Eric Larson
7	Miyazaki Prefectural Nursing University	Mayumi Suyama
8	Miyazaki Prefectural Nursing University	Hiromi Ogasawara
9	Miyazaki Prefectural Nursing University	Kayo Shirasaka
10	Miyazaki Prefectural Nursing University	Naoko Kawakita
11	Faculty of Medicine, PSU	Suvina Ratanachaiyavong
12	Faculty of Medicine, PSU	Sunton Wongsiri
13	Faculty of Medicine, PSU	Maliwan Oofuvong
14	Faculty of Medicine, PSU	Tharntip Sangsuwan
15	Faculty of Nursing, PSU	Ladawan Prateepchaikul
16	Faculty of Nursing, PSU	Urai Hatthakit
17	Faculty of Nursing, PSU	Wongchan Petpichetchien
18	Nursing Services, PSU Hospital	Somsamai Sutherasan
19	University of California ·Irvine Health Affairs	Lawrence H. Gold

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### Internal Personnel

20	Vice President	Tatsuo Suganuma
21	Dean, Faculty of Medicine	Tsuyomu Ikenoue
22	Vice Dean, Faculty of Medicine	Hiroaki Kataoka
23	Vice Dean, Faculty of Medicine	Masugi Maruyama
24	Faculty of Medicine	Katsuhiko Hayashi
25	Faculty of Medicine	Haruhiko Maruyama
26	Faculty of Medicine	Joji Kato
27	Faculty of Medicine	Hiroshi Samejima
28	Faculty of Medicine	Yoshiyuki Tamada
29	Faculty of Medicine	Shozo Yokoyama
30	Faculty of Medicine	Michael Guest
31	Faculty of Medicine	Richard White
32	Faculty of Medicine	Miyuki Nambu
33	School of Nursing	Hifumi Kusaba
34	School of Nursing	Keiko Hyodo
35	School of Nursing	Yachiyo Tsuchiya
36	School of Nursing	Yuriko Ohkawa
37	School of Nursing	Miyuki Yamada
38	School of Nursing	Nozomi Yoshida
39	School of Nursing	Rinko Uchida
40	School of Nursing	Shoko Ogata
41	School of Nursing	Akemi Yano
42	School of Nursing	Chikaho Nomaguchi
43	School of Nursing	Kiyoko Mizuhata
44	School of Nursing	Tsuyako Nagase
45	School of Nursing	Rieko Kojima
46	School of Nursing	Kanako Fujii
47	School of Nursing	Kurumi Tsuruta
48	School of Nursing	Masumi Kamohara
49	School of Nursing	Tamayo Hasegawa
50	School of Nursing	Tazuko Murakata
51	School of Nursing	Tomoko Shiomitsu
52	Department of Nursing, University of Miyazaki Hospital	Mamiko Hidaka
53	Department of Nursing, University of Miyazaki Hospital	Atsuko Kubo
54	Department of Nursing, University of Miyazaki Hospital	Miwa Fukumitsu

55	Department of Nursing, University of Miyazaki Hospital	Minako Uehara
56	Department of Nursing, University of Miyazaki Hospital	Emi Sato
57	Resident, University of Miyazaki Hospital	Kiyosumi Ochi
58	School of Medicine 5yr	Nobuyuki Ishii
59	School of Medicine 5yr	Mizue Kanai
60	School of Medicine 5yr	Masahiro Sanagawa
61	School of Medicine 5yr	Akiko Tanaka
62	School of Medicine 5yr	Ikue Naganawa
63	School of Medicine 5yr	Kentaro Narita
64	School of Medicine 5yr	Naoko Hayashi
65	School of Medicine 5yr	Akari Wada
66	School of Medicine 4yr	Fumiaki Ikawa
67	School of Medicine 4yr	Reiko Ishii
68	School of Medicine 4yr	Chika Shinoda
69	School of Medicine 4yr	Masanao Shinohara
70	School of Medicine 4yr	Yukie Shirasaki
71	School of Medicine 4yr	Reiko Nagoshi
72	School of Medicine 4yr	Ayako Matsushima
73	School of Medicine 4yr	Naoya Mochizuki
74	School of Medicine 4yr	Keita Yamada
75	School of Medicine 4yr	Kazunori Bessho
76	School of Nursing 3yr	Mano Saiki
77	School of Nursing 3yr	Haruka Mizoguchi
78	School of Nursing 3yr	Nozomi Yoshida
79	Research Assistance Department	Yoshitake Mizui
80	General Affairs Division	Kiyoshi Ono
81	General Affairs Division	Hiroataka Tatsumoto
82	General Affairs Division	Koichi Samejima
83	General Affairs Division	Noriyuki Hashimoto
84	Student Affairs Division	Saki Ishikawa
85	Student Affairs Division	Takaharu Harada
86	Student Affairs Division	Yukio Kawano
87	Student Affairs Division	Kazuya Kosaki
88	Student Affairs Division	Saori Nashiro

The students looked satisfied with the symposium. Most of them remarked that they were impressed. From their reactions it seemed that the symposium was a success.

Universities exist for the students, but they should not necessarily be aware of the university's desperate efforts to try to achieve various goals imposed by outside evaluation systems, to try to invite high-rank officials from the Ministry of Education, Culture, Sports, Science, and Technology for the next budgets, and to try to ask university office staff to attend the symposium simply to meet participant expeditions. Those efforts are beyond their imagination. So in that sense, It was... OK.

What impressed the participating students were the sincere remarks from participating doctors such as Dr. Sameshima, Dr. Suvina, Dr. Sunton, and Dr. Maliwan who had shared the EMP classes with them. Their efforts in bedside teaching were the backbone of our student exchange program. They were also impressed with the honest speeches of various coordinators who have supported this program; Prof. Ikenoue, the Dean, Dr. Suganuma, the vice president and Dr. Maruyama, the committee chief of International affairs, who negotiated to establish the program, Dr. Hayashi, in charge of the Medical Education Reform Center, Dr. Kataoka, in charge of Student and Education Affairs, and our colleague in the English section in charge of the EMP program. All have made efforts and helped each other for the success of this Japan-Thai exchange program.

And impressive talks from guest speakers, the main characters of this symposium, reached the hearts of the audience. Ms Ishiguro, a student of Miyazaki Municipal University, pointed out the importance of output from students in the present university educational system based on her experiences in Canada. Ms. Suyama, a student of Miyazaki Prefectural Nursing University, talked about some hope for her future and important lessons in life she has received through the exchange program and experiences in foreign countries.

Dr. Yamashita, a resident of Tokyo Medical and Dental University, and Dr. Tharntip Sangsuwan (usually called Be, a resident of the Faculty of Med. PSU, one of two former program exchange students who were invited to lead EMP classes as doctors, talked about the preciousness of mutual close relationships made through the student exchange and EMP programs. Dr. Yamashita said, "It's very important for older students to teach younger students through these programs." Her remark serves as a good advice for the EMP program and hinted at reform for the presently disputed two year training system for residents, in which clinical rotation is compulsory and "not a few doctors feel difficulty making relationships between the 'guest' residents and themselves, or tend to hesitate to be strict."

It's been only four years since we started this student exchange program, so we can say this symposium was more successful than we had imagined. I hope this will lead to developments, which will benefit the students.

We were able to hold the symposium on a Sunday at the Miyazaki Kanko Hotel. I heard that the Major League baseball player, Ichiro, was staying there at the time, but we were surprisingly able to reserve the reception halls due to the anniversary of Buddha's death, which is believed to be the most unlucky day in the Japanese calendar and thus no weddings or banquets are held. Students enjoyed a gorgeous buffet at the reception party thanks to the university which despite try to achieve various goals imposed by the outside evaluation system and the Ministry of Education, Culture, Sports, Science, and Technology which created the evaluation system. It is due to the budget of the "Support Program for Distinctive University Education 2008" that we were able to invite many speakers to the symposium and lecturers to the actual EMP sessions both from inside Japan and outside Japan.

It's rather strange Japanese native speakers and Thai native speakers to hold a symposium in English. Regardless it was a surprisingly great success with more than 80 participants. I would like to say my thanks to the symposium coordinator, Dr. Maruyama (Maruyama san).

I appreciate the work of the university staff members of the students affairs division who supported the symposium, even on a Sunday. Thank you to Mr. Samejima of General Affairs section who, coordinated the event and negotiated it with Miyazaki Kanko Hotel.

March 11, 2009 (the anniversary of the Buddha's death)