

Thematic Issue: Outbound Study Abroad

Nursing English Nexus

Edited by Mike Guest

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Welcome to the first ever edition of NEXUS, the e-magazine of the Japan Association for Nursing English Teaching (JANET). We hope that you enjoy it and welcome your feedback and suggestions. Our goal is to make this e-magazine a bi-annual production and you can help us do that by contributing an article, review or report (see the submission guidelines and information on page 27). The e-magazine is fully accredited so we hope to make NEXUS, and the entire JANET organization, the hub of nursing English resources in Japan. Come along for the ride!

Mike Guest

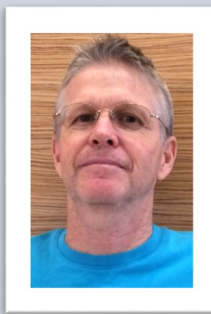
Editor, *Nursing English Nexus*

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Editor's Introduction

When I first began teaching Nursing English in Japan 15 years ago there was not a clear concept as to what teaching ENP entailed. At the time, most simply appended general English courses to the nursing curricula. Textbooks tended to focus upon contrived conversations between Japanese nurses and foreign patients apparently in the belief that on the rare occasion in which a nurse encounters a non-Japanese speaking patient certain catchphrases would be duly retrieved and applied.

The notion of an ENP curriculum has come a long way since then. Not only has the study and practice of ESP in general and ENP in particular become more sophisticated, many courses have expanded to include various types of hands-on training and real-time interactions with non-Japanese peers. The number of exchange programs which serve to provide nursing students and trainees with experiences enabling the practical application of nursing English has increased exponentially as ENP outgrows the classroom and the textbook, seeking wider grounds of expression.

Our first ever issue of Nexus reflects this new reality. Six writers have outlined the hows and whats of their institutions' international exchange and research programs. The hope is that you, the reader, may find an insight or a practice herein that you might be able to apply to your

own teaching situation and thereby put your students' English to work in the wider world of healthcare.

Mike Guest

Call for Papers

The next issue of Nursing English Nexus, our first general issue, will be released in April 2018. The deadline for submissions is February 28, 2018.

We are seeking:

- Research articles (between 1500-3000 words)
- Reports (up to 1500 words)
- Introduction of current research projects (up to 1000 words)
- Discussion / observations / polemics / opinions (up to 1000 words)
- Short summaries or reviews of books or articles (up to 1000 words)
- Interviews with nursing educators (up to 1000 words)
- Reviews of nursing English materials and / or technologies (up to 1000 words)
- Short, practical teaching tips (up to 750 words)

Guidelines can be found at janetorg.com/nexus.

A Message from the JANET Coordinator

Welcome to the inaugural issue of JANET's Nursing English Nexus. We hope it's another big step in providing a much-needed stimulus for professional development, and a meeting place where we can share ideas, experiences and the challenges that face teachers of nursing English in Japan.

Since JANET was launched in December 2016, we've experienced steady growth, and at the time of going to press, have approximately 70 members, from universities all over Japan. As an organisation, we've continued to consolidate, producing 8 monthly newsletters (since February 2017), convening nursing English roundtables at the 2016 and 2017 JALT International Conferences, and we are now in the process of planning a nursing English symposium in Fukui in July 2018.

We've also gathered a team of officers, who have each volunteered their services in the hope that we can make this community one which will have a lasting, positive effect on the way that student and practicing nurses can use English in their professional lives. But there's always room for more volunteers, so if you'd like to join us and offer a little time, energy and know-how, please drop us a line. We'd be delighted to hear from you.

No time to volunteer? You can still help us. If you have a colleague or friend who is

teaching nursing English, please tell them about JANET. We'll all thank you for it!

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Mission

The Japan Association for Nursing English Teaching (JANET) was formed in order to provide a forum for improving the quality of teaching, learning and research in the field of nursing English education in Japan. We aim to encourage collaboration between English teachers and nursing professionals, and support teachers to better serve the needs of the Japanese nursing community.

The English Café and Its Role in Preparing Japanese Nursing Students for Study Abroad



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The purpose of this paper is to share our experience and observations from a short-term, intensive study abroad Seminar in Practical Nursing English. In this program, third-year nursing students from Miyagi University go to Tampere University of Applied Sciences in Finland for two weeks in the summer. The information about how the EFL component of our program evolved is intended to be descriptive rather than prescriptive, and the data more qualitative than quantitative in nature. It is hoped that the case study presented here will serve to help other English teachers, especially in terms of English teaching approach and educational design, when preparing their nursing students for overseas study. It is also envisioned that our experiences and lessons learned would be of use to other universities in Japan planning to initiate study abroad programs of their own.

(Keywords: English as a foreign language, foreign language fluency, communicative competence, nursing English, study abroad)

Background: The Recent Global Trend Among Nursing Students

In the past, the prevalent attitude regarding the necessity of English study for our university nursing students was that it should be an elective, not a required subject. The thinking was that nursing students had very little time for English since their major field of study required much time for laboratories, practicums, licensing preparation, and hospital training. Besides, almost all necessary information was available in Japanese. Graduates expected to be working solely in Japan caring for Japanese patients. Therefore, from a practical point of view, nursing students had neither the time nor need for English study.

However, there has been a visible turnaround among nursing students in interest and perceived need concerning English in recent years. When Miyagi University offered a year-long extracurricular English conversation program two years ago, forty to fifty percent of the students who attended regularly were nursing students. In an eight-week, non-credit, special evening class for improving practical English and discussion skills, which was offered last year to students in the colleges of Nursing, Business, Food and Environmental Science, and graduate school, thirty percent of the enrollees were nursing students.

Compared to the business and food-environmental science majors, the percentage of nursing students who took part in overseas study tours and programs

was also notable. Now, incoming students show particular interest in the fields of Disaster Nursing and International Nursing. They express a desire to be able to interact and communicate effectively and fluently with other professionals, scholars, and visitors to Japan. They also welcome and seek opportunities to go abroad for study and observation in order to gain knowledge and skills to bring back to Japan, particularly in the health care field.

Although based on informal observation, one posited reason for the trend is that students naturally wonder about and express an interest in learning from other countries about how to manage and deal with shared social problems and related health care issues such as caring for the elderly in an aging society, the declining childbirth rate and fertility, maternity care, public health systems and policies, group home facilities, and more. In addition, with news about natural and man-made disasters in Japan and around the world made more accessible, immediate, and personal through the internet and modern communication systems, more and more students are aware of and concerned about how to prepare for and respond to community emergencies and relief activities that require international communication and cooperation.

Seminar in Practical Nursing English: Japanese Students Going Abroad

The Seminar in Practical Nursing English (PNE) is a course offered to third-year nursing students at Miyagi University

(MYU). This summer seminar enables them to study abroad for two weeks in August in Finland at the Tampere University of Applied Sciences (TAMK). Students pay their own expenses including tuition, travel, insurance, and housing. Although the first group of PNE students did not go abroad until 2012, groundwork for cooperation and exchange began one to two years earlier. Professors and administrators from the TAMK met with those at MYU to discuss potential and practical aspects of initiating research collaboration and student exchange. The PNE program is one of the resulting programs, which focuses on sending Japanese students to TAMK for short term study where they are accepted as summer school students.

MYU students apply for the PNE program in February before the beginning of the academic year in April. Applicants are considered based on their academic record, TOEIC scores, and English essays in which they give a self-introduction, a self-evaluation of their English ability, and their reasons for wanting to participate in the program. Interviews are also conducted in the selection process, and students are screened for their communicative ability, strength of motivation, and clarity of purpose for participating in the program. Experience, perceived adaptability and receptiveness to different cultural ways of thinking and customs, as gleaned from the written application and interview, are also taken into account. Since each year's group members will be working closely

together on the program, their personalities, individual strengths and weaknesses, and compatibility are also considered. Due to the great amount of time and preparation required of teaching faculty and administrators in both countries for planning, coordinating, and administering the program, the maximum number of accepted applicants has been limited to between six and eight students.

Although the students do not go to Finland until mid-August, the course itself is semester-long and starts at the beginning of the school year in April. In the syllabus, there are sixteen lessons or sessions, with the two-week seminar at TAMK counted as the fifteenth session. The last session takes place after the students return to Japan when they give a final presentation in English about their overseas seminar experience. In the months during the semester from April until before departure in early to mid-August, the students meet weekly for program orientation, pre-departure information, English lessons, special guest lectures, and preparations for their own presentations about nursing in Japan that they will deliver during their study abroad. At present, three MYU nursing professors administer the program by overseeing the students' pre-departure preparations, sharing teaching responsibilities, and staying in contact with the students during their seminar abroad.

While in Finland, students are required to keep a Daily Record of Activities in English about their experiences, observations,

and impressions, which are sent regularly back to MYU teachers. The students work closely under the guidance of the supervising TAMK teacher and attend workshops and classes to learn about nursing education, first-aid, elderly care, palliative care, pregnancy and childbirth, the social welfare and health care system, and the Finnish "neuvola" or maternity and child health clinic. Study tours include visits to a hospice, elderly care homes, hospital maternity wards, and a "neuvola." There is also time in the schedule for cultural experiences, such as a visit to Moominworld and to interact with other international students. The Japanese students stay in an international youth hostel near the university where they can shop and cook for themselves during their stay in Tampere.

Preparatory English Language

Component: Two Approaches Compared

As the course title suggests, one of the main purposes of the program is to give the participating nursing students actual experience in English while learning about different aspects of the field of nursing in another country. It seemed, then, that the first and most important thing that Japanese students would need in preparing for their practical nursing seminar at TAMK would be extensive study of medical English terminology in order to understand the content of their lectures and observational study tours of medical and health facilities in Tampere. Accordingly, in the early years of the PNE program, the

preparatory classes in Japan focused on health-care related English vocabulary study and pronunciation along with comparative literature research about the health care systems in Japan and Finland, and practical pre-departure information sessions. In other words, the preparation was very technical and oriented towards the nursing specialty. The English lesson content and materials were selected primarily from English for specific purposes (ESP) textbooks for nursing students.

In 2015, a new strand of English speaking support classes was added in conjunction with the already existing ESP and pre-departure preparation classes. These additional classes, which were taught by a native speaker of English, were held weekly and supplemented the original course syllabus. The following is a description of two different teaching approaches that were employed in two consecutive years for this new strand of classes. Although the evidence is qualitative and anecdotal, the results provide an interesting point of discussion for English teaching and future program planning and consideration.

Year 1: Focus on language structure and accuracy

In the first year of the new strand, the focus of the weekly lessons was on language structure and presentation preparation. From the results of error analysis, students received feedback and correction hints on their written scripts for their presentations

which introduced the Japanese nursing system. They would then reflect on and correct their errors, rewrite their presentation scripts, and practice delivering their presentations. They also received coaching on pronunciation and presentation style.

Further speaking activities were based on communicative pattern practice, for example, in the form of information gaps or communicative games. The activities were structured and content was pre-determined. Students had remarked in the past that they could not respond quickly enough in conversation since they often felt at a loss for knowing what to say next. It was reasoned that giving students study in vocabulary and language structures, and providing them with the “what” through practice and repetition would give them the experience and confidence in knowing “what to say” when they went abroad for their PNE seminar. Further, the students seemed to appreciate the structure and security of knowing which language targets were to be the focus of practice.

Year 2: Focus on interpersonal communication skills and fluency

The following year, however, an entirely different approach was taken. Very little attention was given to “correct” grammatical language structure and pattern practice. Rather, adequately intelligible utterances and timely transmission of ideas were the goals. It was reasoned that the Japanese students would be interacting mainly with other teachers and students who, like our

students, would be speakers of English as a foreign language. The main purpose and focus of our nursing students' communication was for academic and cultural exchange during their short term of study in Finland.

A special lecture by the director of the Finnish Institute in Japan was introduced in the pre-departure course syllabus. The lecture, given in English, on Finnish culture and identity included an overview of the country and its people through education, special events, customs, and social welfare and health care systems. Afterwards, students were given the opportunity to ask questions. Follow-up reflection essays for the special lecture were also written by the students to further reinforce and enhance learning. Teacher feedback on the essays focused on the content of students' thoughts and impressions. As for grammar, only major errors that interfered with understanding were given attention.

Students were still requested to prepare presentations to introduce the Japanese nursing system when they went to TAMK. They had the opportunity to hear the experiences of students from previous years and were surprised when advised to "relax, don't worry," "don't take it too seriously," and "just enjoy the experience." These comments reflect the senior students' observations about the differences in sensibility, manner, and culture between Japan and Finland.

The English Café

As noted earlier, students seemed to

appreciate the security that a grammatical syllabus offered in that they could know what language pattern or phrases they were expected to produce; yet if English lessons focused too much on structurally accurate responses, the students became very self-conscious and fluency decreased to such a degree that communication sometimes broke down or ceased altogether. Most notably, the wait time for a response was problematic. In the real communication situations that they would be faced with during their practical seminar in Finland, rapid and smooth exchange of ideas was essential.

With this shift in focus, students in Year 2 of the new speaking strand now met weekly to either plan or host cross-cultural exchange events called "English Café," which were held once or twice per month. The PNE students were in charge of event planning and leading the activities during these English Cafés. They planned and prepared games and entertainment for the party, welcomed guests, and explained the rules or instructions of the activities. Non-Japanese local residents and university international students, as well as other Japanese students and, sometimes, teachers participated in the English Cafés and, on occasion, in the planning sessions. In this way, PNE students received real communication practice not only in language structure and forms (grammatical competence), but also in social language skills (sociolinguistic competence) and communication strategies as they hosted and led the English Café events.

For example, if someone did not understand the rules of play before the ice-breaker game, the PNE student leading the activity had to think of ways to rephrase or simplify the explanation to make it understandable to participants (strategic competence). International students who took part in the English Café also served naturally as English conversation partners for the PNE students. Japanese students were sometimes able to give advice and help to the international students for questions and problems concerning campus life and Japan culture and customs. Discussion content was unscripted and spontaneous. Rather than focusing on *what* language structure or pattern to use, PNE students had to think about *how* to communicate most efficiently and effectively. In the course of their spontaneous conversation exchanges, they also had to understand the intent or purpose — the *why* — of the interlocutor's utterance (discourse competence). In the English Café, students were not focused on studying English per se, but rather on successfully negotiating real communicative interchange in English as they met new acquaintances and sometimes even made lasting friendships. After each Café, the PNE students were requested to write reflection papers about their role and activity or performance in the Café event.

After the English Café experiences and activities, we observed that the students' confidence in using English as a medium for communication had increased. They maintained more eye contact when

speaking with others and appeared more at ease when using English for communication. Additionally, they showed continued interest in participating in international events for meeting new people and learning about other countries and cultures. We also observed the presence of a lasting sense of community among the English Café members and participants.

Observations and Discussion

After Year 2 of the new strand of speaking support classes was introduced, a meeting was held among the supervising teachers of both visiting and hosting universities. At this meeting, the head teacher of the hosting institution opened with the comment that the recent group of students on the program was more proactive in that they were more willing to speak and take initiative. Compared to their predecessors, they were able to express their thoughts and requests more openly and with less hesitation. In other words, they were more willing to negotiate meaning. Previously, students had a tendency to make one or two attempts to express their ideas in English, but then would at times lose confidence and give up if asked for more clarification. From the feedback we received at the teachers meeting, we were greatly encouraged to continue with the changes we had made in the supporting speaking classes to shift our focus beyond vocabulary and language structure.

The positive feedback regarding our

change in approach and focus also reflects the changing trend in university nursing programs and students' interests towards incorporating more global-oriented liberal arts education that recognizes the need for communication skills. Although students are expected to be knowledgeable in the nursing specialty, they are increasingly faced with the challenge of having to deal with illnesses and diseases that have no boundaries. More and more, students must be both specialists and generalists. Nowadays, good medical practitioners do not just treat a specific ailing body part or organ. They must also examine and take into consideration the entire organism, the patient, as a whole person in order to make an accurate diagnosis and prescribe proper treatment. To do this, good communication is essential between healthcare-giver and patient. The doctor or nurse must communicate effectively in order to get information to be able to evaluate the entirety of the patient's physical condition as well as lifestyle factors that could have caused the illness. Good communication skills are also needed in order to help patients understand the importance of taking prescribed medication properly. Without such understanding, patient compliance and successful treatment may not occur.

We felt that the English Café events and activities provided the students with the practice they needed to develop all the components of Canale and Swain's four-point model of communicative competence, that is, the grammatical (following the rules

of language structure), the sociolinguistic (using language appropriately in social context), strategic (navigating communication barriers and breakdowns) (Canale and Swain, 1980), and discourse (understanding how the parts contribute to the whole meaning) (Canale, 1983). As noted by Hymes (1971, p. 278), there are "rules of language use without which the rules of grammar are useless." Widdowson (1978) also distinguished between "usage" or "knowledge of the grammatical rules of the language" (p.3), and "use" or "the ability to use the language for communicative purposes" (p. 15). The English Café served well as a natural and sustainable method for building communicative competence and developing skills in language use, especially beyond grammar, in an enjoyable way while experiencing interpersonal cross-cultural exchange and learning about the world around them in a memorable way. The communication skills that the students gained from the English Café would serve them well not only in their study abroad seminar in Finland, but also in their future careers when communicating with patients and clients

Conclusion

As mentioned in the introduction, the information in this paper, based on observations, faculty comments, and student feedback, is intended to describe our experience in utilizing the English Café to equip students with the communicative skills they need for short-term study

abroad. Although we are still in the process of ongoing change and improvement, the past experience has been invaluable in serving as a compass to point us in the right direction for our ongoing efforts to help students develop confidence and communicative competence for interacting with others in new and unfamiliar situations.

Preparing for and conducting English Café events requires interest and willingness on the part of the students, and some event planning and organizational skill and experience on the part of the teacher. As the participants become more familiar with the events from repeated participation, set-up and conducting the Café will also become smoother and more routine as members learn how to work together as a team. The English Café builds bridges for student life and peer support by fostering natural cross-cultural communication between Japanese and international students. Most of all, it promotes the development of students' communication and interpersonal skills which they can use in their future wherever they may go.

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Study Abroad Program Administration: An Approach to Setting Up a Nursing and English Study Abroad Program



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Individual educators or committees of educators are often responsible for designing and managing study abroad programs despite this being outside their training or experience. Leaving this task to non-specialists risks them being unaware of best practices to ensure high quality program design and management. This personal narrative introduces an approach based on market research methodology and benchmarking the author used to compensate for his lack of specialist skills.

How do nursing programs "do" study abroad? This was the question I asked myself as I was tasked with creating my nursing university's first annual study abroad program. I joined the faculty at Fukuoka Jo Gakuin Nursing University, a Christian women's university established in 2008 comprising a single nursing faculty of 400 students, in 2015. Soon after, I was placed on a newly established international exchange committee and asked to create a study abroad program for our first- and second-year students.

Although I had been involved with study abroad programs at other Japanese universities, those were multi-faculty universities, often maintaining decades-long relationships with multiple partner universities and supported by dedicated administrative staff. When working on those programs, I encountered operational challenges – communicating our needs with the host university, promoting the program to our students and parents, recruiting and preparing participants, and ensuring program quality and participant satisfaction. Eventually, my new program would also be facing these challenges, but first I needed to submit a program proposal to the international exchange committee.

An essential step in creating a proposal for a new program is to identify stakeholders and investigate their needs and expectations for the program. Doing so will expose a range of issues from administrators, teachers, students, and parents, including chaperoning, risk management, recognizing and granting credit, program goals and objectives, pre-departure orientations, post-return projects, and overall cost performance. Then, program designers can select programming characteristics that respond to these needs and expectations.

I addressed student needs by surveying the current first and second-year cohorts using a market research survey I had designed for my previous university where the number of recruits for a longstanding program had been declining. That survey

explored three topics: students' current interest in study abroad, awareness and interest in university and non-university programs, and study abroad preferences. The responses provided insights into program characteristics such as price points, length, group tours, and accommodation (Porter, 2015). By eliminating items related to existing programs, the survey became an appropriate tool to gather data from current students. Meanwhile, the needs and expectations of our new international exchange committee, which consisted of university administrators and professors, became clear through discussions at committee meetings. These mainly focused on safety, risk management, alleviating parental anxiety, and program objectives.

While gathering data and feedback from stakeholders, I also set out to identify exceptional approaches to study abroad developed within comparable nursing programs – a targeted benchmark that we could use to develop and later evaluate our program. I started by examining nursing program websites to see what other universities were doing. However, unlike the websites of liberal arts programs, the international activities sections on nursing program websites, if they existed, often lacked detailed program descriptions, suggesting study abroad is not a priority. Having little success identifying the exceptional, I changed my approach to identifying the average with the aim of constructing a baseline program so that our university could at least offer a

program similar to ones offered within other nursing programs.

In order to create this baseline program, I chose five universities based on their student capacity, years in operation, selectivity, location, and number of faculties, and was able to identify four approaches to study abroad based on the programs they offered: English-speaking destination, non-English-speaking destination, field work, and domestic programs, with a variety of attributes including program length and inclusion of visits to health care facilities (Porter, 2017). I then surveyed the incoming first-year cohort to measure which programs were most attractive and realistic to them. With this data, I was able to propose short-, mid-, and long-term goals for international exchange activities to the committee, resulting in the creation of an affordable two-week program in March at Queensland University of Technology in Brisbane, Australia, focusing on nursing English and including site visits to medical facilities. Students would stay with host families and would be accompanied by a bilingual chaperone.

Once the initial group returned, I gathered anonymous feedback from the twenty participants and had discussions with administrators, teachers, and parents. To alleviate the anxiety of administrators and parents, I constructed a private Google Site with a map of key locations in Brisbane, a calendar of events, and a daily slide show comprising one slide created by each student, who would upload their best picture from the day and write a short

bilingual description. This proved instrumental in satisfying parents and administrators. Students expressed a high degree of satisfaction with the overall program, but pointed out three areas in need of improvement – preparation, facility visits, and curriculum, areas that will be addressed in the next iteration of the program.

My goal in sharing this experience is to promote administrative decision-making based on data collection to both novice and experienced administrator-educators. Market research is concerned with defining and understanding your market and developing a service (or product) that meets the needs for that market. It calls for a systematic and objective approach to data collection as well as the creation of actionable items based on an analysis of the data. Benchmarking also results in the creation of actionable items based on data gathered through comparisons of your school's programs, services, and processes with established benchmarks or through the process of working with others in your field to create new benchmarks. I would like to suggest that educators working in nursing programs actively share not only the kinds of study abroad programs we offer to nursing students but also work towards identifying best practices in all aspects of program administration.

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An Overview of a Nursing Exchange Program with a Health Science University in the US



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This short report overviews a 10-day nursing exchange program in the United States in partnership with Samuel Merritt University (SMU), a 4-year private health science university in Oakland, California. This is one of the study abroad programs offered at Seirei Christopher University (SCU), a 4-year private health science university in Hamamatsu, Shizuoka. The international academic exchange agreement between SCU and SMU was signed in 2013. In this report, the history, content and challenges of the program will be introduced.

Along with social changes in the era of globalization, the roles and expectations of nurses have expanded in Japan. The model core curriculum currently in the process of development clearly states that nursing students need to acquire understanding of global health problems and skills to provide care for patients with diverse cultural backgrounds (Ministry of Education, Sports, Culture, Science and Technology, 2017). Higher education in nursing has a responsibility to provide these learning opportunities. Seirei Christopher University

(SCU), a 4-year private health science university in Hamamatsu, Shizuoka, has a history of exchange programs and offers short study abroad trips as well as clinical attachments in the United States, Singapore, and China. This report overviews a 10-day nursing exchange program with Samuel Merritt University (SMU), a 4-year private health science university in the United States, based on an international academic exchange agreement

History

In the beginning of this exchange program with SMU, there was an academic mentoring relationship between two Japanese nursing researchers at SCU and SMU. In November 2012, a delegation from SCU, including the president, the dean of the School of Nursing along with other chairs from the School of Rehabilitation and the Director of the International Exchange Center, visited SMU. They observed classroom lectures, lab teaching, and clinical learning; toured the Health Science Simulation Center; and attended several meetings with SMU faculty members and senior administrators. Their mission was to explore the possibility of a future partnership, including student exchanges, continuing education opportunities for graduates, academic staff exchanges, and collaborations on projects and research. In the following year, when the delegation from SMU visited SCU and related health care facilities, the universities concluded an international academic exchange agreement.

The first student visit to SMU was carried out the subsequent year in March 2015 (2014-2015 academic year) with four participants. Thanks to promotional efforts including these participants, the number of applicants in the following years increased, exceeding the capacity of 10 students. Participants were selected through applicant screenings with interviews conducted partly in English. The group was accompanied by two teachers.

Program

Objectives

The learning objective of this program is for students to develop intercultural understanding and global health awareness. They learn about the medical system, roles and practice of nursing, and interprofessional teamwork in the U.S. The goals of this program are as follows:

- To compare nursing roles and practice in the US and Japanese healthcare systems
- To learn about various healthcare professionals and their roles in patient care
- To understand the lifestyles, society, and diverse values in the US through cross-cultural experiences
- To reflect on Japanese culture, values, and family lives
- To actively participate using English.

Program Schedule

Activities

Day	TIME	ACTION
1	AM	Depart Japan
	PM	Arrive San Francisco
2	AM	Orientation, Campus tour
	PM	Lecture of "The Role of RNs in the US Healthcare System"
		Welcome party
3	AM	SIM Lab: IV, IV pumps, IVPB, IM injections
	PM	SIM Lab Cardiac/Lung assessment
4	AM	Tour of George Mark Children's House
	PM	Class Lecture: Healthcare in the USA
5	AM	"Healthcare in USA" – Student clinical experience
	PM	Shopping/Sightseeing in SF
6	AM	Shopping/Sightseeing in SF
	PM	Homestay meeting
7		Spend with host family
8		Tour of John Muir Concord (Nurse shadowing)
9	AM	Tour of St. Mary's Center and St. Paul Tower
	PM	Farewell reception
10		Return to Japan

The program is held on the SMU campus in Oakland, California or at nearby facilities for study tours and nurse shadowing. There are three main activities arranged for the trip: lectures and simulation lab exercises on campus, healthcare facility visits and nurse shadowing, and social events.

Lectures and simulation lab exercises on campus. The themes of the lectures given by SMU faculty in the 2016-2017 academic year (March, 2017) were, "The Role of RN

in the US Healthcare System” and “Healthcare in the US.” The skills practiced at the simulation lab were IV, IV pumps, IVPB, IM injections, and Cardinal/Lung Assessment. A SCU faculty member also gave a presentation on community healthcare in Japan for SMU faculty and students. Selection of the lecture themes is made on the request of SCU according to the program objective and goals. The menu of the skill lab exercises, however, is arranged by SMU.

Healthcare facility visits and nurse shadowing. There were four facilities visited in the 2016-2017 academic year: 1) John Muir Medical Center, Concord, a general hospital, 2) George Mark Children’s House, a pediatric palliative care center, 3) St. Mary’s Center, a social service organization to support low-income seniors, children, and their families, and 4) St. Paul’s Tower, a nursing home. Four-hour nurse shadowing was implemented at John Muir Medical Center, Concord, where a nurse was paired with a SCU students without a translator accompanied. The time length of nurse shadowing will probably be shortened in the 2017-2018 academic year. Students visited the other sites for 1 to 2 hours.

Social events. There are many social events prepared for SCU students to experience American culture, communicate in English, and build friendships with SMU students and faculty, including homestay experiences over a weekend. In the 2016-

2017 academic year, for example, a welcome party and a farewell reception were prepared along with a symposium run by SMU students.

Program Administration

Nursing and English faculty members on the International Exchange Committee are responsible for running this program with the support of the International Exchange Center.

Preparation

There are three areas of focus in preparation for the program: 1) general, 2) academic, and 3) linguistic. Students attend eight training sessions to learn about 1) traveling abroad, including information about the destination, safety and security, passports, ESTA, insurance, and money matters, which are prepared by the International Office. As for 2), nursing faculty provide lectures on the medical system and nursing roles in the US, followed by group learning and giving a presentation on these themes. 3) English faculty teach classes for general and nursing purposes with assignments. An English simulation lab session is conducted in collaboration between nursing and English faculties.

Costs and financing

The travel cost is about 300,000 yen, with some fluctuation depending on the exchange rate. This mainly covers air, hotel and interpreter fees with no program cost

required, which is prescribed in the partnership agreement. The International Office has applied for scholarships from the Japan Student Service Organization but none have yet been approved.

Academic credits

Participants submit a report to nursing faculty after the trip. The program is recognized as equivalent to the Global Health Nursing class at SCU, so participants are granted one academic credit, based on their performance and assignment achievement. SCU is currently revising its curriculum and a credit-bearing course based on this study abroad program is being developed.

Challenges

This program faces three major challenges: lack of financial support, health requirements for hospital visits, and lack of language proficiency.

The high participant fee is a problem for many students even though the program has been rated as highly satisfactory by participants. In order to obtain a scholarship from the Japan Student Service Organization, it seems necessary to grant independent academic credit for this program to assure that a formal evaluation has been used to assess learning.

Hospital visits demand that all the participants meet certain health requirements. The following is a list of health requirements as of the 2016-2017

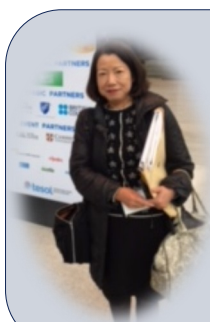
academic year: flu vaccine, Tdap (Tetanus, Diphtheria and Pertussis) vaccine, Hepatitis B (3 doses) vaccine, MMRV (Measles, Mumps, and Rubella, Varicella) vaccine, Tuberculosis Skin Test (TST) aka PPD, and the University Medical History and Physical Examination Form. Administrators need to carefully manage these requirements because it may take months to meet some of these requirements.

Lack of language proficiency/training is a problem for most of the students, who have difficulty understanding lectures and actively participating in the simulation lab training without the support of translators. It is desirable for students to learn English more independently and overcome communication challenges by themselves. However, there is no set language requirement for the current program, nor any linguistic assessment on performances and assignments during and after the program. This might be an area that should be addressed in the near future.

Reference

Ministry of Education, Culture, Sports, Science and Technology (2017). Model Core Curriculum in Nursing Education (Proposed). http://www.mext.go.jp/b_menu/shingi/chousa/koutou/078/gijiroku/__icsFiles/afieldfile/2017/06/20/1386898_01.pdf

Report on an Outbound Program in the Field of Nursing



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This report outlines an outbound programme conducted at Hong Kong Polytechnic University in the academic year 2016 after the Faculty of Health and Welfare, Okayama Prefectural University, concluded an academic student exchange agreement with the School of Nursing, Hong Kong Polytechnic University in the academic year 2015. Okayama Prefectural University subsequently endorsed this programme as accredited subjects for graduation.

Background

A survey conducted at the beginning and the end of the year 2016 examined the change in beliefs among first-year Okayama Prefectural University students about learning English after finishing one year of English program conducted on campus. The first-year students were asked to complete a questionnaire with 31 statements in the classroom. A four-point Likert-scale was used to record the students' responses, indicating the extent to which they agreed or disagreed with the statements.

Compared with similar data collected at the beginning of the year, the students'

responses collected at the end of the year indicated a significant difference in response to the statements such as "I'm studying English so that I can understand English lectures and write academic papers" and "I'm studying English just because it's a required subject". According to the in-house survey, students showed a less active inclination toward studying general English, but at the same time expressed a greater wish to study English because of their subject field. As the students became accustomed to college life, their interest in content learning increased, and most of them lost their motivation to learn general English. Thus, it was assumed that their motivation to learn English would be enhanced if they were exposed to field-specific English. The results of the 2016 follow-up survey (Takahashi, Sugimura, Kazahaya) imply that it is essential to introduce a special programme (study-abroad programmes and field-specific lectures or practice sessions) for improving student motivation to learn English, otherwise they may begin to lose interest. This report provides the details of such an outbound programme that focused on nursing English.

Programme

The 2016 Okayama Prefectural University outbound programme was conducted at the School of Nursing, Hong Kong Polytechnic University, Hong Kong. This programme was to serve as a pilot to determine if it would eventually work as a fully accredited program. After on-line

Okayama Prefectural University One-Week Outbound Exchange Programme

Monday, September 19, 2016

AM	Lecture 1: Nursing curriculum and nursing education in Hong Kong
	Lecture 2: Introduction to student clinical placement and practice in Hong Kong
	Campus tour

Noon	Lunch meeting with staff members of School of Nursing
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PM	Visit 1: Simulation programme on aging
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Tuesday, September 20, 2016

AM	Workshop: Personal protective equipment practice
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PM	Lecture 3: The philosophy of traditional Chinese medicine
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Wednesday, September 21, 2016

AM	Visit 2: Hong Kong Museum of History & Hong Kong Science Museum
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PM	Visit 3: Nursing homes in Hong Kong
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Thursday, September 22, 2016

AM	Visit 4: Hospitals for convalescent patients
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PM	Visit 5: Housing Society Elderly Resources Centre
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Friday, September 23, 2016

AM	Workshop: Introduction to Aromatherapy and Integrative Health Clinic
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PM	Evaluation of the exchange programme and sharing session
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accommodation and the flight.

Thanks to the exchange agreement with Hong Kong Polytechnic University, Okayama Prefectural University did not have to pay the tuition fees.

Grants from the university: Each student was provided 30,000 yen by the university.

Accommodation: Students stayed at a hotel close to the university.

Chaperones: Two teachers from Okayama Prefectural University (one from general Education and the other from nursing) accompanied the students to determine whether the pilot programme was helpful.

Students' comments

On the final day, the participating students were asked to give a presentation about (1) the Japanese nursing system and (2) what they have learnt and felt during this outbound programme. The audience included the staff of School of Nursing, some nursing students from Hong Kong Polytechnic University, and the chaperones from Okayama Prefectural University. The

discussion was conducted several times, a detailed schedule was constructed and organized by the staff of the School of Nursing, Hong Kong Polytechnic University, Hong Kong. Details of the dates, participants, fees, accommodation, chaperones, and schedule were as follows.

Dates: September 19, 2016 to September 23, 2016.

Participants: One graduate student and two undergraduate students majoring in nursing science.

Fees: Students had to pay for the



students were also requested to complete an evaluation sheet prepared by the School of Nursing, Hong Kong Polytechnic University, Hong Kong. All the participants were satisfied with the programme, particularly because they could comprehend the content of the classes and were fully involved in observation at the sites they visited. They also felt that they needed to increase their language proficiency.

Although they could understand the content, they could not express what they thought or felt in English. One student commented that she got full marks in a written quiz in one class and she was awarded a prize. Although she wanted to say that she had learned the content previously and comprehended the whole, all she could say was just "I'm happy." Afterwards, she mentioned that she was frustrated with her poor English skills and therefore decided to study English harder.

Teachers' Comments

Two teachers audited some lectures and joined in all the visits. The teachers perceived that the students comprehended the content, but that they could not make themselves understood because of poor

productive English skills. This was also confirmed by the students' comments.

Conclusion

In short, the results of this outbound programme indicate that increased opportunities for using all four English skills in actual content-based interactive programs might be beneficial in renewing student motivation to learn English.

Reference

Takahashi, S., Sugimura, A, & Kazahaya, Y. (2016). *Change in 2016 Okayama Prefectural University first-year students' beliefs in learning English*. OPU Forum, Okayama Prefectural University.



Overseas Study Programs at the Japanese Red Cross Hiroshima College of Nursing



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The Japanese Red Cross Hiroshima College of Nursing is a four-year university with a graduate school and doctoral programme. We have a total enrolment of approximately 565 undergraduates and a faculty numbering slightly over 50. Coming as we do, under the aegis of the Red Cross movement, our college places great emphasis on cultivating an international mindset among our students, and prides itself on providing opportunities for students to engage in a wide range of intercultural communication courses and cross-cultural programmes.

We currently offer three overseas study programmes, and all are either directly or indirectly related to the 2009 award of a 3-

year Ministry of Education, Culture, Sports, Science and Technology grant. This award financed the creation of an International Disaster Relief Nursing Preparatory Program, which would familiarise students with the type of relief operations carried out by International Committee of the Red Cross (ICRC) and the International Federation of Red Cross (IFRC), and prepare them for possible entry to the Japanese Red Cross Basic Training Course for International Relief Activities.

In short, our college offers three opportunities to students to take part in overseas study programmes: a first-year language study programme in the UK, a third-year field work programme based on observation of the work of Red Cross delegates in the Philippines, and a fourth-year programme visiting a variety of international relief organizations in Geneva, Switzerland.

English Study Abroad in Canterbury Christ Church University (CCCU), UK

Our English study programme was originally



to take place at the University of Canterbury, in Christchurch, New Zealand. However, our inaugural visit, scheduled for late February 2011, was cancelled as a result of the major earthquake that hit Christchurch on February 11th. A decision was then made to relocate the programme, (entirely coincidentally), to Canterbury Christ Church University (CCCU) in the UK.

Despite some confusion surrounding the names of the two institutions, this programme has, since March 2012, offered first year students the opportunity to improve their English language skills in the historic city of Canterbury, approximately one hour by train south-west of London. The originally three- but now two-week homestay programme involves full time language study in the CCCU English Language Centre, and, when circumstances permit, includes a short seminar on the work of the British Red Cross. The programme is managed as part of a credited first-semester Intercultural Communication course, and the visit itself takes place in September. It involves no

specific nursing English language training, preferring to focus on the development of fluency, communication skills and cultural awareness.

International Primary Health Care Study in the Philippines

Our third year students have the opportunity to join our International Primary Health Care Study programme in the Philippines. Although originally conceived as an immersive language and cultural experience in a predominantly Islamic state in Malaysia, when the opportunity to collaborate with Japanese delegates engaged in Philippine Red Cross fieldwork activities arose, the programme rapidly morphed into a study of primary health care in the Philippines.

The 10-day programme, which began in 2008, allows students to engage with issues related to primary healthcare, nursing and disaster relief. Students also take part in lectures with the Philippine National Red Cross, engage in site visits to learn about the issues facing people who

make a living as garbage pickers on the dump site known as Smokey Mountain, and take part in volunteer activity in two Mother Teresa centres (for the elderly and for children). Students also visit other local health institutions, both in Manila and in the far north of the Philippines, where they can gain firsthand understanding and experience of the Red Cross delegate fieldwork, and the lives of their hosts.

International Red Cross and the United Nations, Geneva, Switzerland

While all our study programs aim to encourage students to learn about health issues from a global perspective, we also aim to deepen their awareness of Red Cross humanitarian principles and activities. Fourth year students interested in learning more about this area have an opportunity to join our International Red Cross and United Nations programme in Geneva, Switzerland.

In this programme, students visit various international organizations, among them the International Committee of the Red Cross (ICRC), the International Federation of the Red Cross (IFRC), the World Health Organization (WHO), the United Nations and the United Nations High Commissioner for Refugees (UNHCR).

Participants can learn about the history of the International Red Cross Movement and the roles of these organizations in international health by listening to lectures and taking part in guided tours. The 9-day tour also make a brief visit to Italy, to visit

the site of the Battle of Solferino, the battle which was instrumental in inspiring Henri Dunant to create the Red Cross.

Issues and Considerations

All our programmes are carried out as part of elective courses, and are escorted by faculty members. All programmes require a minimum of 10 student participants, with upper limits varying according to the capacity of the programme. The language study programme has an upper limit of 20. On occasions programmes have been cancelled due to lack of participants, and (in the case of the Philippines) safety concerns; recruitment remains an ongoing issue. In the case of the Geneva programme, this has been partially alleviated by offering the programme as a collaboration with one of our sister colleges.

In the absence of a designated international office, all recruitment, planning and liaison with local coordinators is carried out by the faculty member(s) responsible for the programme. Administrative support from our college's educational / student affairs department and the financial sections is also both available and invaluable.

All costs for the programmes are borne by students, and while we make every effort to reduce costs, affordability is an issue for many. In order to limit the costs of such programmes, and in order to ensure fairness in the bidding procedure, a tender for bids is put out to a number of travel

agents in the early stages of programme planning.

Another issue in developing international programmes is the need for genuinely engaged, internationally minded faculty who are capable of both initiating and maintaining such programmes. While many feel their workload to be prohibitively demanding, lack of adequate language ability is also often cited as a stumbling block for faculty participation in such programmes. It is, however, incumbent on us as an institution to develop these skills, and we are hopeful that our future direction will go some way towards addressing this problem.

Future Directions

Building on the success of these overseas study programmes, we are now looking to broaden the options available to our students by welcoming inbound students. In previous years we have hosted brief visits from nursing students of the Swedish Red Cross, making us aware that while our students undoubtedly benefit from overseas visits, a far greater number can enjoy an international experience as a result of hosting.

To this end, our English home page offers a warm welcome to potential collaborators, and features a downloadable pamphlet outlining the various fields that could form the basis for an inbound study programme for visiting faculty and students. We are currently engaged in negotiations with two universities, one

European and one Asian, with a view to realising a genuinely mutual exchange of both in-bound and out-bound students.

Study Abroad Programs at Miyazaki Prefectural Nursing University



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Here at Miyazaki Prefectural Nursing University (MPNU), where we have a single Department of Nursing and only 400 students, there are two types of short-term study abroad programs organized by our International Exchange Committee: a one-week group program hosted, at least in part, by partner institutions, and an individual several-weekscholarship program.

Group Programs

Participation in each group varies by year, and has ranged between three and 20 students (plus an accompanying faculty member). Usually, though, there are around 10 students per program. All the programs include MPNU students giving a presentation about Japan, Miyazaki, and our university, as well as a cultural exchange or performance, such as a traditional dance. These programs can also be used as elective credits toward foreign language courses. Regardless of whether students choose to use the trip as a credit (most do), there are a series of classes to help them prepare for the program. Then, while students are abroad, we ask them to note any instance in which they perceive a

cultural difference or are left with an impression from some experience. Groups discuss these notes with the accompanying faculty member while abroad, and then use them upon returning as a basis for writing an individual report and making a group poster about their experience. The posters are then put up in the hallway outside the Language Lab throughout the school year as well as displayed as part of the school festival. However, since none of the programs are exactly alike, I will introduce each in turn.

Chiang Mai, Thailand

Our longest-running and most successful program is an exchange with the Chiang Mai University (CMU) Faculty of Nursing in Thailand. This is a reciprocal exchange, and we usually host a group of CMU students for a week at the end of May.

While at MPNU, the Thai students stay with student volunteer hosts and attend lectures on the national health care system, nursing education, and the labs/practice courses at MPNU. We also take them on site visits to hospitals, health care facilities, and community centers. Then in late August a group of MPNU students are hosted by CMU, where the program events run similarly.

One major difference is that our MPNU students stay in a dormitory on the CMU campus while in Thailand, as opposed to being hosted by CMU students. This is because many of the CMU nursing students live in campus housing and do not

have the space to accommodate guests. Both of these programs usually run from weekend to weekend, with most of the academic and nursing content held Monday through Friday. Student exchanges and cultural activities usually take place in the evenings and on the weekends, including student exchange parties and sightseeing.

What helps make this program so successful is the overlap between MPNU students who host CMU guests in May, and then visit Chiang Mai themselves in August; when the MPNU group arrives in Chiang Mai, a large part of the group already knows their Thai hosts, some of whom greet the MPNU group at the airport. This reunion of sorts allows the week to begin with a group cohesion already in place and allows the students to go out and experience the culture with their Thai counterparts from day one. This program typically costs students around ¥110,000.

South Korea

Another increasingly popular program is a visit to South Korea in two parts. While the schedule varies from year to year, this year's program will begin with an exchange at Chosun Nursing College (CNC) in Gwangju, with which we also have a reciprocal program (they will send a group to Miyazaki in December). Our MPNU students will be visiting CNC in the first part of a week in late August/early September, learning about the nursing program there over two days. For the

second part of the week, our students travel to Seoul, where they participate in a homestay with Korean host families. This latter part is much more culturally-focused and includes a visit to the Demilitarized Zone, as well as independent days, which students plan with the aid of teachers and program organizers. For these days, we recommend students visit sites related to traditional medicine, such as local markets selling herbal remedies. Sometimes host families join students on these independent excursions as well. This program also usually costs students about ¥110,000.

San Jose, California

We also send a group annually to San Jose, California, and, while the order varies, this program usually includes a visit to the nursing and/or Japanese program at San Jose State University, cultural exchange with the Japanese language program at a local high school, and volunteering at a retirement home for Japanese Americans. This program is entirely homestay-based, and also includes "host family days" at the beginning and end of the week. As travel to America is more expensive, this program usually costs students about ¥280,000.

Jakarta, Indonesia

This year, a newly established program will begin in Jakarta, Indonesia, organized by a former MPNU faculty member currently working at a hospital there which also dispatches Indonesian nurses to Japan. It is



shaping up to be a mix of history, culture, and nursing study. Our students will visit the Museum Batik Danar Hadi, and Mie Gakuen to learn about Indonesia's religious and cultural history, as well as the Japanese people who remained in Jakarta after World War II. Interested students will also take an optional tour to Yogyakarta and learn about Indonesia's complex religious history. There will be a cultural exchange with students at the foreign language university STBA LIA. Nursing study will include learning about the nursing licensure requirements in Indonesia and visiting STIKES IMC Bintaro, a nursing university, Kaiko-kai Clinic Senayan, part of a Japan-based hospital group, and a senior club, as well as participating in community activities organized by a local health center. The final cost for this program has not yet been finalized, but we estimate it will cost students around ¥100,000.

Individual Scholarship Program

The second type of study abroad program at MPNU is an individual scholarship-based research trip. Students apply for this

program individually by working one-on-one with a faculty member (usually an English teacher who is also a member of the International Exchange Committee) to devise a clear purpose for their trip related to their nursing study as well as a detailed plan as to how they will go about achieving that purpose. They then write an essay in English detailing the same. Typically, four or five students initially express interest in the program, with two or three ultimately completing the plan and essay. That being the case, usually two students are chosen by the International Exchange Committee to be awarded the scholarship, of which there is a total of ¥500,000 available to be allotted according to the students' plans, lengths of trip, and destinations. Students often start the application process with only a general idea of where they would like to go or what they want to research, for instance, wanting to learn about the universal health care system in a Scandinavian country or volunteering in a children's home. Students conduct research and formulate their plans during the regular semester, so it can take weeks or months for them to finalize a plan,

including travel arrangements, lodging (sometimes homestays), appointments for interviews, permission to visit sites, etc. In recent years, students have traveled to Finland, Hungary, New Zealand, America, and Nepal for a variety of research purposes including maternity health care, preschool education and day care facilities, and a home for children born with HIV.

My Impressions

We are a small university, but working hard to provide study abroad opportunities for any and all students that might be interested. Personally, as I am still relatively new to the university, I have only accompanied one study abroad trip, which I did last year to Chiang Mai, Thailand. My perspective as an English teacher is different than that of a faculty member specialized in nursing, of course, but I saw a marked increase in the interest and attitudes of the students toward intercultural communication and the possibility of interacting with patients from different cultures in the future. Our students are not English majors, so approaching communication with a positive attitude is paramount, especially when dealing with someone from another culture. In that regard, even one-week study abroad programs can have quite an impact.

Conference Report: The 20th JASMEE Academic Meeting



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On Saturday, July 22 through Sunday, July 23 JASMEE (The Japan Association of Medical English Education) hosted their 20th academic meeting at Orque d'or Salon in Nagoya which focused on cultivating international health professionals by improving their medical English education. With this in mind, we were happy to see JANET members come together and begin making headways into aiding this effort for nursing English Education in Japan. During the conference, attendees informally made introductions, shared opinions, thoughts, and suggestions. Participants also volunteered to pass out JANET pamphlets to help spread JANET's new found role. It was certainly a good stepping stone for our starting year. We are looking forward to seeing more of our members at JASMEE, and perhaps give a presentation that is within our area of interest to help enhance nursing English education in Japan.

During the day, the conference covered many aspects of medical English education, but there were some presentations that were significant and linked closely to nursing English. One presentation of note was by Ian Willey of

Kagawa University on how Japanese doctors and nurses feel about English brush up programs, their perception of English language needs, and whether or not they are interested in these programs. The results indicated that nurses, especially in the rural areas, had shown a greater doubt and disinterest due to the lack of speaking opportunities in their working environment, but at the same time encountered communication frustration when working with foreign patients. Within this backdrop, nurses wanted to improve their speaking skills, which indicated the significance of assessing learner needs when designing these brush-up programs and the need to improve EMP curricula.

Another topic of interest presented by Sabina Mahmood, Nobuko Ohi, Kyosuke Satake, and Makoto Tahara from Okayama University was on an extra-curricular active learning group focusing on nursing English education. Nursing students with an International Baccalaureate Degree (IB) formed a 10 member "Nursing English Study Group" with 7 non-IB nursing students. The presentation reported that IB students who have specialized communication skills with a well-rounded background can enhance nursing English education when learning with non-IB students while helping them improve their English communication skills. Led by a medical teacher and carried out strictly in English, topics of discussion ranged from practicing nursing English technical terms to role playing a clinical setting. After a

year, results showed that students were comfortable using their English outside the classroom environment which sharpened their English speaking skills, but at the same time also created opportunities to interact with students from different educational backgrounds. The presentation suggested strong support from educators is needed when extra-curricular activities are initiated by nursing students to help improve English nursing education.

One more presentation of note aiming in JANET's interest was a presentation by James Thomas and Timothy D. Minton from Keio University School of Medicine about using students more effectively as simulated patients. This presentation was of particular interest for those who have, or may be planning to implement nurse and native English-speaking simulated patient encounters in their course curriculum, but have faced logistical and financial issues in doing so. Though this particular presentation was on doctor-patient role playing encounters, it suggested using students more adequately and argued the educational advantages of using students to benefit their English language learning. Other advantages include developing empathy while providing an opportunity for peer feedback, self-reflection thus encouraging creativity and engagement amongst their peers. However, noted challenges were students' language limitations, confidence, motivation, realism, and the transfer of bad habits.

To conclude, the JASMEE conference

had been a great opportunity to mark JANET's first year by meeting members with common goals and aims within the field of medical English and to make JANET known among other JASMEE members. JANET hopes this small milestone will in some way encourage more members to come to JASMEE and participate with the intention that there will be more nursing English related topics to be presented. This will not only improve the quality of nursing English teaching but also help support medical English education in general as well.



Introducing the East Asian Association of Medical English Teachers (EAMET)

EAMET is a new academic association established as of the summer of 2017. The aim of EAMET is to establish a multi-national, multi-disciplinary organization which shares an interest in sharing and developing the quality of medical English teaching and learning in the East Asian region. Members are expected not only include teachers but also healthcare workers, researchers, and students

The goal is to create a hub and resource center (based at the University of Miyazaki) from which practitioners and educators who join can submit and retrieve classroom materials, research papers, engage in collaborative ideas and requests online, collect details about related conferences and seminars, with the future goal of producing a regular newsletter and, eventually, hosting a small specialized conference.

But why 'East Asia'? We believe that this part of the world shares certain defining cultural and linguistic features which impact both the nature of language pedagogy and medical education. While the region manifests the notion of unity in diversity, it also sets itself apart as distinct from other regions of the world. Rather than depend on Anglo-American models, EAMET seeks to unite medical English teachers in the region to collaborate with their peers using English to foster local management of our shared circumstances.

Outside Japan, we are trying to establish EAMET hubs within each country in the region. As of August 2017, we have established relations with Brawijaya University in Malang, Indonesia, and we will very soon establish ties with two universities in Thailand, Prince of Songkla University in Hat Yai and Thammasat University in Bangkok, as well as National Cheng Kung University in Tainan, Taiwan. Gradually, we hope to establish a hub in every country in East Asia.

EAMET's home on the Internet is <http://www.med.miyazaki-u.ac.jp/home/eamet/>, which we plan to continually expand. Click the "Join Us" link to register (for free).

In order to access or upload materials and to fully utilize the site registering yourself as a member is required, but there is no cost. Once established as a member, we hope that you will both contribute to and benefit from our site with links and uploads of content related to the topic of teaching and learning Medical English, particularly within the East Asian milieu.

We hope that more and more will develop an interest and come to actively participate in this new organization. For information contact Mike Guest at <michael@med.miyazaki-u.ac.jp>.