



IB推進室 NEWSLETTER

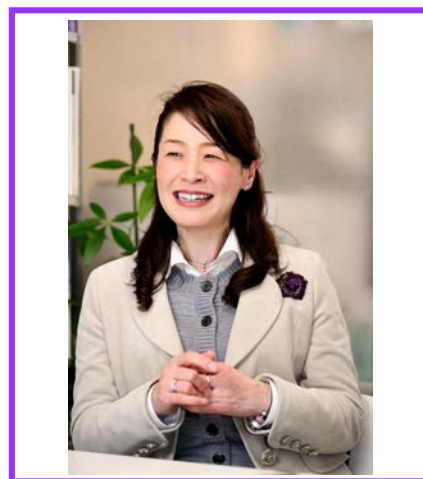


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4# EDITION FEATURE

*A look into the lives of
IB students in the*

*Faculty of Health
Sciences*



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1. Why did your Faculty decide to take IB students?

One significant reason is that the IB Learner Profile has many things in common with the type of student we wish to cultivate in the Faculty of Health Sciences. While they naturally possess the communication skills necessary to cope with globalization, we believe that IB students who have pursued various interests through the IB program and maintain the proactive attitude and capabilities developed therein would bring a breath of fresh air to the faculty.

The Faculty of Health Sciences consists of three departments: Nursing, Radiological Technology, and Medical Technology.

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Q & A with Prof. Morimoto

While the Faculty of Health Sciences seeks to train medical personnel (nurses, radiology technicians, and laboratory technicians) with a richly humanistic outlook and problem-solving ability, we are also committed to international exchange and aim to train people who will be able to spread their wings around the world. This is partly why the Faculty of Health Sciences decided to introduce the IB Selection Examination in 2012.

2. What qualities does your faculty look for in IB Students?

The Faculty of Health Sciences enrolled its first IB student in the Department of Nursing in 2015. Currently, we have IB students in all three departments. Two of our IB student alumni have already earned national nursing qualifications and are now working in the Okayama University Hospital. Both alumni are currently at the stage of gaining experience as nurses, and we fully expect them to build on the skills they have developed in the IB program to further their careers in other departments elsewhere.

Students in the Faculty of Health Sciences are required to take a national examination in the February before graduation (in Year 4) to obtain a national certification as professionals. This is a unique feature of our faculty. To this end, our educational emphasis tends to prioritize the acquisition of specialist knowledge and skills. However, the faculty also emphasizes the need for students to be inquisitive about the fast-evolving nature of medicine, be compassionate towards those in need of medical care, and be able to reflect on their own actions, and as such, prioritizes characteristics consistent with the philosophy of IB education. Moreover, the Faculty of Health Sciences is also committed to multidisciplinary care, which we believe can capitalize on the characteristics of IB students, who are able to assert themselves while maintaining a cooperative attitude. In fact, I have witnessed IB students giving impactful and engaging presentations. We have great confidence in IB students' eagerness and ability to take on various new challenges.

3. What does your faculty think about IB Education?

The compulsory requirements of IB education are TOK (Theory of Knowledge), EE (Extended Essay), and CAS (Creativity, Activity, Service).

The skills that such an approach seeks to cultivate are also what we look for in students of the Faculty of Health Sciences. Even though it is true that there is much that students have to "learn" to become professionals as they advance in their studies, they will encounter more exercises and practical work as well as more opportunities to learn from practice in clinical settings. This demands a great deal of thought, reflection, and discussion, and students will keenly appreciate that the skills they learned in the IB are being put to practical use. The academic staff members of the Faculty of Health Sciences are looking forward to learning together with all of our IB students and to further improving the quality of their education.

4. How do you think IB students can influence other students in your faculty?

I believe that IB students can offer their peers more opportunities to look at the world at large, inspire their classmates to adopt a global perspective and confidently take on various challenges with students from other faculties, and encourage them to collaborate with a broader range of people and independently take on new challenges. IB students will have had opportunities to interact with people of different cultures and values and hence should tolerate diversity. We believe that the attitudes and skills of IB students will be recognized and replicated by other students through their joint participation in group discussions and projects. At the Faculty of Health Sciences, we believe that there are even greater expectations on us to be deliberate in preparing opportunities for IB students to exert a positive influence on other students.

5. What do you think about the increasing number of IB students at Okayama University?

As mentioned above, we already have two IB students as alumni of the Faculty of Health Sciences. As of the 2021 academic year, there are seven IB students in our faculty (five in Nursing, one in Radiological Technology, and one in Medical Technology). Although we have only a limited number of spaces available for applicants to the Faculty's IB-oriented entrance examination, I would like to see a higher enrolment of IB students to positively influence other students in the Faculty of Health Sciences. I am looking forward to seeing an increase in IB applicants.



IB STUDENT LIFE

Student Name: **Haruna Asahi**



1. Self Introduction

Hello, everyone! My name is Haruna Asahi, and I am currently a third-year nursing student from the Faculty of Health Sciences. Before entering Okayama University, I went to an International School in Singapore for seven years, where I was able to experience a variety of cultures and values.

2. Why I applied to Okayama University

I was attracted by various globalization programs that the university offered, such as team medical exercises and overseas programs in Thailand. Through these overseas programs, I thought I would become a medical professional who could provide nursing care that transcends racial barriers by seeing the current state and problems of healthcare around the world.

3. Experiences at Okayama University

Since enrolling at Okayama University, I have been able to gain more diverse international experiences than ever before. In my first year, I participated in an overseas program in Thailand and team medical exercises in Taiwan. During my overseas program in Thailand, I experienced a simulation of childbirth. I visited a local general hospital, civil hospital, and nursing home, which allowed me to share the differences in religion and culture and medical issues that differ from those in Japan. Learning about the current state of medical care overseas and thinking about the relationship between medical care and the culture of that country was a

precious experience that could not be experienced through another study abroad program. With the current COVID-19 pandemic, it isn't easy to participate in overseas programs and study abroad, but thankfully, Okayama University offers many online exchange programs and lectures. I was able to join an online exchange program with a Thai nursing student in my second year.

Furthermore, I acquired English clinical skills through simulations with patients in English at the 医英会 (i-ei-kai) the Medical English Speaking Society. In addition, by joining the Global Human Resource Development Program (グローバル人材育成特別コース), I was able to maintain my English skills and make friends from other faculties. In addition, at the Share House Dormitory, where I spent a year with international students, I acquired a global sense through cross-cultural exchange, which has led to further personal growth since entering Okayama University.

I look forward to seeing more IB students in the Faculty of Health Sciences! Feel free to contact me if you have any questions!

IB STUDENT LIFE

Student Name: Sana Matsushita

Self-introduction

Hello everyone! My name is Sana; I am a final-year student majoring in the Medical Technologist (MT) course. I lived in Japan until 9th grade, then moved to Germany, where I went to Frankfurt International School for three years.

I like to play games and watch movies and sports (badminton, tennis, and skiing). I love to play games so much, so if you know anything, tell me about it!

Why I choose Okayama University

There are three reasons why I choose Okayama University.

When I was in 10th grade, a professor from Okayama University visited my international school in Germany to introduce how Okayama University would support us. I was impressed by their passion for globalizing Okayama University, and the university has a department that I want to go to.

Secondly, the MT course has anatomy dissection. I am interested in anatomy because I have always wondered about the structure of the human body. I took this class when I was a second-year student, and that turned out to be a unique experience for me.

Finally, second-year students who major in the MT course have a very long summer vacation, about four months, so many students go on an overseas trip during the break. I also went to Thailand with my friends because we wanted to go there, and my grandfather has lived in Thailand, so he guided us around the city.



Team Approach to Health Care in Taiwan

When I was a first-year student, I went to Taiwan to study at a university for three nights and four days. There were three groups in Okayama University, also three groups in a university in Taiwan. Our group decided on the theme of “hay fever.” We made a presentation about its mechanism and treatment strategy. That became a good experience for us.



The Board Examination of MT

A final-year student is so busy because we have to attend practical training in a hospital, job hunting, attend classes, and study for the board examination of MT. It was entirely a year ahead of me, but I overcame difficult times because my friends were here. I appreciate them!

IB STUDENT LIFE

Student Name: Lisa Hird



Self Introduction:

Hi everyone! My name is Lisa Hird. I am a first-year nursing student in the Faculty of Health Sciences, just about to move onto my second year. I was born in Hiroshima, Japan, then moved to the United Kingdom at six months old to live there until I was five, attending preschool and just a tiny bit of primary school. After that, I came back to Japan and have lived here ever since. I studied at Hiroshima International School for 13 years before coming to Okayama University.

Why nursing? Why Okayama University?

During my earlier high school years, I decided that I wanted to become a nurse. A significant event involving one of my best friends when I was in 8th grade made me realize that I wanted to take up a profession that would allow me to directly help people in the future, although at that point, I did not know what. After a couple of years of talking to the people around me, including my parents, my teachers, and my friends, I finally decided that I wanted to become a nurse. At the same time, I wanted to take on a job that would allow me to see the wider world and challenge myself to live my life to the fullest, which led me to think about international medical care.

Okayama University was one of the few national universities that offered a space for IB students in their Health Sciences Department, which instantly made it one of my application options. But what made Okayama University stand out from the rest was its highly supportive attitude towards IB students. Through the visits Okayama University made to my alma mater and my visits to the Okayama University campus while I was deciding on universities, I could see how genuinely interested Okayama University was in welcoming IB students. Seeing the healthy thought-out IB student support system, as well as the notable IB community within the school, I believed that Okayama University would not hesitate to help me adapt to an entirely new academic environment and will give me the support I might need in the coming years.

University Life

My first year at Okayama University has certainly been an eventful one. Although the Covid-19 pandemic has made studying a slightly more complicated matter, with lessons constantly shifting between face-to-face and online, I have learned a great deal over the past year. I am very grateful that I still get to take some classes in English at my level, thanks to the Global Human Resource Development Program, which offers many exciting courses at varying levels of English. This program has helped me maintain my English skills, even though I major in a Japanese-taught Nursing course, giving me a chance to discuss various deep topics in the English language with other students.

Of course, a university student's life doesn't only consist of academics. I have been busy with part-time jobs, including my English tutoring job at L-Cafe, a free learning space for Okadai students to learn new languages and interact with international students. This job has allowed me to interact with people from other departments I would never meet otherwise.

Club activities are also a big part of my university life. I am part of the Shikata Swimming Club, where we practice three times a week. Having an outlet for the stress that comes with studying is very important, and I find that my swimming practices are the said stress relievers for me. The relationships I've created through the swimming club go beyond club activities; most of my closest friends are from the Shikata Swimming Club and have helped shape my university life. Besides swimming, I am part of the Shikata Volleyball Circle and a medical discussion club called the Medical English Speaking Society (also known as 医英会), where we practice using English in medical environments.