



TEACHING INTERCULTURAL UNDERSTANDING IN A COURSE ON INTERNATIONAL NURSING

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ABSTRACT

In Japanese nursing schools, there are classes on international nursing theory. In international nursing theory, lectures were often given on nurses working overseas. 10 years ago, international nursing theory classes were built around the content of nurses working overseas, but this no longer fits with the current social situation. Currently, there are nearly 3 million foreigners in Japan. Some nursing students who take the International Nursing Theory course will be faced with the situation where they will have to deal with foreign patients as soon as they start working. It is becoming more necessary for nursing students to explain how Japanese nurses who work with foreign patients in Japan, rather than nurses who work overseas, should deal with foreign patients. It is important for nurses to understand different cultures and respect foreign patients as a way of dealing with them. I designed the class to be experiential, incorporating workshops and guest speakers to allow students to experience cross-cultural understanding. I reported on my reflections on the content of the class and my outlook for the future.

KEYWORD: Intercultural, International nursing, Nursing students.

INTRODUCTION

As the threat of coronavirus infection subsides, the number of travelers to Japan is recovering at a rate that returns to what it was before the coronavirus spread. Many foreign travelers stay in Japan for various purposes, including tourism, business, and training. Some of the foreign residents have been living in Japan for many years. Although some of them have gained some understanding of Japanese, we believe that it is quite difficult for them to live in Japanese, which is not their mother tongue. In addition, illness or injury can completely change their daily lives. Illness and injury can occur not only to foreigners living in Japan, but also to foreigners who come to Japan for tourism or business.

Prior to 2000, most "international nursing" classes in nursing schools taught about nurses who go abroad from Japan to work in foreign countries. The target of international nursing was people in developing countries, and nursing as international cooperation was the mainstream. However, with the enactment of the Basic Law for the Promotion of Tourism in Japan in 2006, Japan began a full-scale effort to promote inbound tourism, and the number of foreigners visiting Japan from abroad has increased dramatically. In 2023, the number of foreign residents in Japan will exceed 3

million. And the number of foreign patients visiting Japan who cannot speak Japanese has also increased in Japanese hospitals. They now have to provide nursing care to foreigners while in Japan. In addition, the Internet has become remarkably popular in recent years, making it easier to obtain information about other countries. The wave of globalization has brought us to an era in which we must think of international nursing while in Japan, rather than international nursing as nursing that involves international cooperation in some foreign country.

Here, a major problem looms. This is the fact that Japan is an island nation geographically closed to the rest of the world, where most people use the Japanese language and were born and raised in Japan. The geographical condition of Japan as an island nation has made it difficult to live in a multicultural and multilingual society. The widespread use of the Internet has made it possible to gather information on other cultures, religions, and languages, but many Japanese do not know how to communicate cross-culturally because they have not had the opportunity to actually engage in multicultural and multilingual interactions. One of the roles of nurses is to communicate with patients. If communication with patients is not smooth, it can greatly affect treatment and procedures. Even among Japanese, it

is difficult to communicate with patients who are in pain and suffering. When dealing with foreign patients who do not understand Japanese, communication becomes even more difficult. Before the inbound policy was promoted, nursing schools focused on medical English, and it is assumed that students thought that learning English would help them to communicate well with foreign patients. There are few books that mention it. However, nurses who do not understand the cultural backgrounds and religious differences of their patients, even if they can speak English, will not be able to communicate well with foreign patients. Cross-cultural understanding is necessary to be able to explain differences to foreigners who do not understand the Japanese medical system, such as cultural differences and religious issues, while respecting their culture.

With the increase in the number of foreign patients visiting Japanese medical institutions, international nursing will target all non-native speakers of Japanese, including not only foreigners visiting Japan for tourism, business, or training, but also those living in Japan. Therefore, the ability to adapt to various issues such as language problems and differences in cultural backgrounds is required. This is because learning medical English alone is not enough to cope with foreigner-related problems.

What must be learned in international nursing theory is not a foreign language or other languages, but an attitude of respect for others, a desire to get to know others, and a desire to be close to and understand them. Since the course Medical English is a required course, we decided to plan a lesson plan for International Nursing Theory

focusing on cross-cultural communication and understanding. We report here as an opportunity to consider what nurses who will support the medical care of foreigners in Japan in the future must learn in International Nursing Theory.

1. Course Subjects Credits, Hours, and Number of Classes International Nursing Theory, 2 credits, 30 hours, 15 lessons Classes are held on Wednesday.

2. Targeted students

73 fourth-year university students.

3. Evaluation

In all 15 classes, students were required to submit a report at the end of each class period. Students were asked to freely write what they learned, thought, or thought in the class. The time allotted was 30 minutes, and the evaluation score for each report was 6 points. In addition, the students' comments and positive attitude in class were added and evaluated on a 100-point scale. No examinations were given, and the evaluation was based on the submission of all 15 reports and class attitude. 4.

4. Learning Goals

1. To be able to explain about international nurses who are active at home and abroad.
2. To be able to explain the medical situation surrounding foreign patients at home and abroad.
3. To be able to understand different cultures and explain how to interact with foreign patients.
4. To be able to explain knowledge and skills of cross-cultural communication.

5. Syllabus

1st lecture	period International Nursing Guidance & Medical Care for Foreigners Evaluation: reports, attendance and attitude Explanation of guest speaker and workshop
2nd lecture	period International Nursing Overseas Medical Care To be able to consider the differences between Japan and other countries in terms of
3rd class	medical insurance, systems, hospitals, doctors, nurses, examinations, hospital food, and costs.
4th	Workshop "Let's explain in easy Japanese International Nursing - Easy Japanese
Lecture 5th class	Understand that there are foreign patients who cannot receive medical care due to language barriers, and be able to use easy Japanese and communication. Guest Speaker 1 "About different cultures" Sri Lankan, Bhutanese
	Intercultural exchange Living in Japan as a foreigner
	About medical professionals and medical facilities in Japan
6th lecture	Period International Nursing Current Situation of Medical Interpretation To be able to know the current situation of medical interpreting in Japan and abroad, and to be able to consider the issues.
7th class	DVD "If there were interpreters in hospitals DVD "Useful in the Field 2 Workshop "Let's use an interpreter
8th lecture	Period International Nursing Intercultural Communication Students will be able to examine intercultural communication for surviving in a multicultural society.
9th	

class	Intercultural Understanding Video DVD "Useful in the Field 1 Workshop "Intercultural Communication
10th lecture	Think about what foreign patients want from nurses and what intercultural understanding means.
11th class	Guest speaker 2 "About different cultures" Paraguayan Paraguayan culture, Paraguayan healthcare
12th lecture	Intercultural understanding DVD "Useful in the field 3
13th class	Workshop "Intercultural Understanding" Interaction with the islands Assignment "Intercultural Understanding Issues" Answer the questions
14th	International Nursing Cross-cultural Understanding
Lecture 15th	Intercultural understanding can be discussed based on the results of the questionnaire. Intercultural understanding Disclose results
lecture	

4. Lesson Content

(1) Workshops

Workshops were held in the 3rd, 7th, 9th, and 13th sessions of the class. The content of the workshops, which were held four times in total, was designed so that all students could think by themselves and communicate with other students to complete their assignments each time.

(2) Guest Speakers

Of the 15 classes, two classes were given by guest speakers: the first was a foreigner working in Japan, and the second was a foreigner who came to Japan as a child with his parents and has been living in Japan ever since.

Total of 15 lessons The 1st

The first lecture provided an overview of international nursing theory. The history of international nursing theory, the places where international nurses work, the work of international nurses, and the work of nurses around the world were introduced, though only partially. He then explained the class procedures, evaluation criteria, and workshops based on the syllabus. In addition, two of the 15 classes will each be taught by a guest speaker. He briefly introduced what kind of classes the guest speakers would be teaching.

The 2nd

I explained the medical situation overseas. Information on overseas medical situations was collected from the Internet and other sources. The countries where information was collected were China, Vietnam, India, Brazil, Germany, South Africa, Australia, and the United States. Slides were made comparing medical conditions in overseas countries with those in Japan in terms of insurance systems, hospital structures, characteristics of doctors, nurses, hospital examinations, hospital food, and costs.

The 3rd

Lecture, a workshop on easy Japanese was conducted in conjunction with the 5th guest speaker. Students paired up and played a game in which they converted given medical technical terms into easy Japanese and asked their paired partner to guess the original medical

technical term. The words included simple words such as blood pressure, electrocardiogram, and pharmacist, as well as more difficult words such as cerebral infarction and prescription.

The 4th

In the lecture, we reviewed easy Japanese before the guest speaker's lecture. He explained why easy Japanese is useful for foreigners living in Japan. The lecture also reminded the students that learning medical English is not the only important thing.

The 5th

The guest speakers were a Sri Lankan and a Bhutanese who have been in Japan for 5 years. They talked about their reasons for coming to Japan, learning Japanese, how they spent their five years in Japan, and what they do in Japan. They also explained the differences between the medical systems in Sri Lanka, Bhutan and Japan, and the differences in obtaining a nursing license. The students spent time conversing with Sri Lankans and Bhutanese in easy Japanese.

The 6th

In the lecture, the current status of medical interpreting in Japan was explained. Medical interpretation is not legally established in Japan and is still in the developing stage. The students were asked to think about what problems occur when foreign patients who cannot understand Japanese come to a hospital for illness or injury. Having full-time medical interpreters at hospitals is impossible in Japan today. Instead, the students were asked to think about the fact that medical facilities are now able to talk with foreign patients using translators because the accuracy of translators has improved.

The 7th

In the workshop, students were divided into three roles: medical interpreter, foreign patient, and nurse, and were asked to experience each role. The medical interpreter should remember that he/she is talking with the foreign patient, not the nurse. Foreign patients know how difficult it is to communicate their symptoms when they are in pain. The nurse is not an interpreter, but tries to understand what the foreign patient is trying to

communicate. Experiencing each role will lead them to reflect on their own behavior.

The 8th

In the lecture, the key word was multicultural society, explaining the differences in religion and health care systems that nurses need to know about different cultures. I explained that it is difficult for nurses to deal with foreign patients without understanding their cultural backgrounds. 1 volume of DVD "Communicating with Foreign Patients Useful in the Field" was viewed by the students. The DVD shows a scene in which a foreign patient comes to the hospital in detail.

The 9th

The workshop was an experience about community culture. Foreigners living in Japan came together with people from the same country, and as they helped each other, they came to live in the same place. Community has become a place where foreigners feel safe and can help each other. To give them an experience of community, we handed out cards with the names of cities from countries around the world and asked them to play a game in which they had to go on a journey to find someone who had a card from the same country. The names of cities and countries were made as unfamiliar as possible. Students struggled and took a long time to find 5 people from the same country out of 73 people.

The 10th

Foreigners living in Japan or visiting Japan for tourism visit medical facilities for one reason or another. Unlike Japanese patients, nurses sometimes hesitate to deal with them simply because they are foreign patients who do not understand Japanese. However, it is not only language problems, but also cultural differences that cause nurses to be at a loss. Using examples, the lecturer explained what kind of cross-cultural understanding is required.

The 11th

The guest speaker was a Paraguayan of Japanese descent who immigrated to Japan with his family when he was a child. He still has relatives in Paraguay, so he sometimes visits Paraguay. He talked about the differences between life in Japan and life in Paraguay. The guest speaker lives between Paraguay and Japan due to his work. He explained that Paraguay's medical care system, medical insurance system, and nursing license system are different from those in Japan.

The 12th

During the lecture, the second volume of the DVD "Communicating with Foreign Patients in the Field" was shown to the students, using actual cases to illustrate that if medical professionals do not explain cultural differences to foreign patients, misunderstandings will occur between them and foreign patients.

The 13th

In the workshop, we played the cross-cultural communication game "Baanga. The game is a card game that allows participants to experience how they feel, what kind of responses they can take, and what kind of responses they should take when assumptions and rules that they usually consider common sense do not apply.

The 14th

In the lecture, the 73 students were asked to find out the culture in their daily lives and learn the differences from other students. They learned that there are cultural differences even among the same Japanese, the same sex, and the same age. The lecture was not about what is good and what is bad, but about how everything is different and how everything should be respected.

The 15th

In the final lecture, I summarized all 15 sessions. Looking back on all the lectures and workshops, I asked the students to discuss how their ideas had changed. Working with foreign patients is inevitable when working as a nurse in a medical facility. I talked about the importance for nurses to understand the different cultures of foreign patients and to treat them with an attitude of respect.

5. Students' Reactions in Class

Nursing students thought that the image of International Nursing Theory was as follows. The course is a subject to strengthen English, to acquire the knowledge necessary to engage in nursing activities overseas, to obtain information for working as nurses overseas, and so on. However, in this International Nursing Theory class, the objective was not to focus on nurses working overseas, but to learn the knowledge and ways to deal with foreign patients in Japan, so the following impressions emerged halfway through the lecture. I could not imagine what nursing activities overseas would be like, but learning how to work with foreign patients in Japan is very interesting. I can think of it as something familiar to me, so I no longer have a sense of dislike toward international nursing theory. It is not only nurses who work overseas, but also nurses who work with foreign patients in Japan can easily imagine what it is like to work with foreign patients because it is something they are involved in. In addition, the hands-on workshops were well received by the students. The following are students' comments on the workshops. This was the first time in my four years of teaching that I was able to use my whole body to understand the content of the class. I enjoyed learning and communicating with my classmates. Through the workshop, I was able to understand the feelings and behaviors of foreign patients. The workshop gave me an opportunity to think about how I should deal with foreign patients.

6. Outlook for the Future

Students tend to think that the International Nursing Theory lecture is a class for "learning about nurses

working abroad. Not only in international nursing theory, but also in medical English lectures for nursing students, there is a preconceived notion of English-speaking foreign patients. In today's world of diverse cultures, this may instill too narrow a mindset in future nurses.

With the spread of the Internet and advances in AI technology, globalization is evolving at a tremendous pace. International nurses must now not only suppress overseas trends and develop the ability to respond to overseas medical situations, but must also consider how to deal with foreign patients in Japan. There is a medical English class as a subject connected to the international nursing theory lecture, but instead of focusing on English, students must learn how to communicate with foreign patients. The methods of communication must focus on non-verbal communication, not verbal communication. Even if a medical professional tries to translate medical terminology using a translator, it will not be translated into a language that a foreign patient can understand; AI is evolving every day, but depending on how it is used, it can lead to misunderstandings. I would like to teach nursing students how to use AI and other translators by not inputting medical terminology directly into the translator, but rather by translating it into easy Japanese that even a Japanese child around 10 years old can understand before inputting it into the translator. Without understanding the fact that there are many foreign patients in Japan who do not speak English, communication in English between non-native English speakers may lead to accidents in medical care. It was more than 10 years ago that nurses said they could not deal with foreign patients unless they could speak English. Being able to speak English is not the most important issue. How to communicate with foreign patients is more important. Using a translator, knowing religious differences, and understanding cultural differences are more important. If you master the use of a translator, you may be able to understand the language. However, in communicating with foreign patients, I must consider how much the nurse's behavior and attitude affect the psychological aspects of the foreign patient as non-verbal communication. Beyond language, nurses are expected to have respect for the other person and cross-cultural understanding. It is not possible to deal with the Japanese medical system without knowing that foreign medical systems are different from the Japanese system. While acknowledging the differences between Japan and other countries, we want to train nurses who can focus on understanding each other, rather than on the fact that being different is bad.

I would like to continue to offer classes that incorporate hands-on workshops and guest speaker lectures where students can hear real voices from actual foreigners, while developing classes that foster an attitude of trying to understand different cultures.

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