

# Virtual Joint Class between UNPAZ and NCU

## ~Experiences of practical learning outside the campus

**Time & Date** 9:00~10:30, November 27, 2020

**Venues** Three campuses in Timor-Leste and Japan connected via Zoom  
Faculty of Public Health, UNPAZ  
School of Nursing, NCU  
School of Humanities and Social Sciences, NCU

**Contents**

1. Opening remarks by Dean, Faculty of Public Health, UNPAZ
2. Student presentations  
from UNPAZ
  - Community-based field practice (Daniela Rolandina Maria Umbelina Fernandes)
  - Internship at public health institutions (Eliseba Borges Ximenes) from NCU
  - School collaborative (medicine, pharmacy, nursing) community-participatory practice (Momo Ito, Kureha Tanaka, Amane Furusawa & Mahiro Yoshimura, School of Nursing)
  - Fieldwork for social research (Mai Yamamoto, School of Humanities and Social Sciences)
3. Q & A, Discussion

**Participants**

Students

- 60 from School of Nursing, NCU
- 96 from School of Humanities & Social Sciences, NCU
- 55 from Faculty of Public Health, UNPAZ

Lecturers

- Faculty of Public Health, UNPAZ
- Martinus Nahak (Dean), Cipriano Pacheco,
- Leo Ximenes
- School of Nursing, NCU
- Michiyo Higuchi, Noriyo Kaneko
- School of Humanities and Social Sciences, NCU
- Miki Enoki, Tetsu Ichikawa, Naozo Kobayashi



## Selected comments from students

(originally in Japanese, translated by Michiyo Higuchi)

### School of Nursing, NCU

It was very refreshing because it was the first time for me to have an exchange class in a foreign country. Although there were sometimes difficulties in hearing or seeing the slides during the presentations, I realized first-hand that there are people overseas who are engaged in similar health activities as we are.



I thought that the public health activities of UNPAZ were very community-based, such as living in the facilities and right to be close to the community so that we can understand the local problems. It was a valuable experience for me to know the atmosphere there through this exchange class. It was more interesting to see what kind of room they were in, how many people were there, what they were wearing, etc., when connected via ZOOM rather than looking at pictures.



I realized that although health issues differ from country to country, environment to environment, and region to region, the concept of health promotion and public health is the same. I thought that English is necessary as globalization progresses, and it would be fun to interact with people overseas.



Languages were different from each other, and there were some problems with the internet connection, but that was also fun because of the online feeling. It was interesting to see the differences in ideas, basic thoughts, and values from the differences in environment between Japan and Timor-Leste.

A student from Timor-Leste asked us if the AMEC activities had an impact on health. I don't think we could have given much of an impact, so I would like to think of more efforts to give it



back to the community in future activities.

It was kind of fun to feel connected to a foreign country through zoom. It was a day that made me want to study English more.

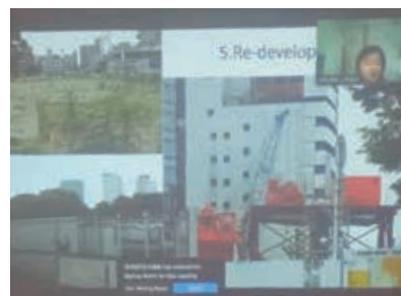
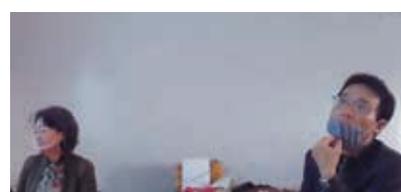
## Humanities and Social Sciences, NCU

Through the four presentations, I was reminded of the importance of analysis and reflection after the practice. By analyzing what kind of changes occurred, we could recognize our approach's meaning, and we knew that it would lead to the discovery of new issues.

We understood that the students from the Faculty of Public Health UNPAZ were going into villages to look for problems in the villages and going from house to house to provide health education and health promotion. I noticed that their practical activities seemed to be higher than ours, and I realized that we could do more.

I was surprised that the practical training was hands-on as it could be. In the presentation about the practical training in the facility, the training's purpose was explained to acquire "practical skills" along with "professional attitudes". I felt that they had a strong awareness of the actual work they would be doing in the future.

There were similarities between the Faculty of Public Health, UNPAZ and Nagoya City University School of Nursing. However, both have different problems to face. And there were also similarities between the Schools of Public Health and Nursing and Department of Contemporary Sociology regardless of their different academic fields. The process of doing field surveys and quantitative analysis to understand the situation, deciding on the direction of activities in line with the



actual problem, and then actually running health promotion activities (or policy recommendations and advice in the case of sociology) for the people in the field, is a common approach among different academic areas.



In the practical training and internship programs presented, the step for searching issues that need to be improved or doing the field surveys on residents and communities was a basis of activities. I found a common approach to proactively solve the problem by the activity participants and community members.



I felt that the activities to take actions focusing on the community and people and was the core of every presentation.

## Discussion

(S=Student, F= Faculty member, NCU=Nagoya City University, UNPAZ= Universidade da Paz)

- Q** (F, NCU) What are the differences between "physical activities" and "non-physical activities" ?
- A** (S, UNPAZ) Physical activities are activities to make the community well and healthy. Garbage, clean water, facilities for basic sanitation. And non-physical activities mean health promotion and prevention. We teach the community how to live a healthy life and avoid non-communicable and communicable diseases.
- Q** (S, UNPAZ) Did your organization development (AMEC activities) impact health?
- A** (S, NCU) In my group, they gave a brochure from a hospital to communities. They had some conversation about health with people in the community, so I thought that we had some impacts on health in the community.



**Q** (S, UNPAZ) Regarding KISSA, how do you make sure about a small local restaurant's food safety? Do you have any food standards?

**A** (S, NCU) Since foods are provided and prepared in the store properly, so are hygienically safe. And materials are from agricultural farmers directly, so the quality of foods and vegetables is very much sufficient. (F, NCU) In Japanese laws, every restaurant should be registered and is monitored by health centers.



## Presenters from UNPAZ

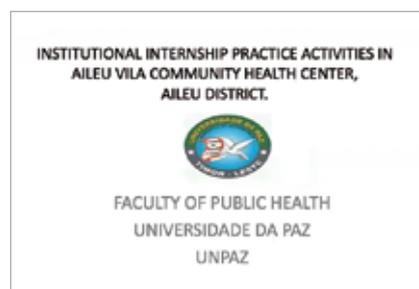
### Daniela Rolandia Maria Umbelina Fernandes



I was very happy because it is the first time I follow the virtual class exchange with abroad students from Nagoya University. I can meet up with students and the lectures to share the subjects and knowledge we got in our class and field practice and share via zoom meeting. I'm very happy, and I'm so interested in this virtual class. I hope that through this virtual we can have a good relationship to develop more our share subject to each other the best from before, and hopefully that next time we can maintain and continue this virtual to become the best one. (a message from Daniela)



### Eliseba Borges Ximenes



## History of Inter-University Exchange

August 2016	Preparatory visit by three faculty members from the School of Nursing
August 2017	Visit by two faculty members from Schools of Nursing and Humanity and Social Science to discuss Academic Exchange Agreement, A pilot study tour (two students from the School of Nursing)
March 2017	Establishment of Academic Exchange Agreement
October 2018	Invitation by "Grant-in-Aid for Research in Nagoya City University" and Sakura Science Program (four students and two faculty members from Faculty of Public Health, UNPAZ)
September 2019	1 <sup>st</sup> study tour (two students and one faculty member form the School of Nursing)



## Universidade da Paz (UNPAZ) & Nagoya City University (NCU)

 Dili, Timor-Leste	Location	 Nagoya, Japan
2004	Founding Year	1950
Economics, Humanities and Social Sciences, Public Health, Engineering, Law, Agricultural Technology	Schools/ Faculties	Medicine, Pharmaceutical Sciences, Economics, Humanities and Social Sciences, Design and Architecture, Nursing, Biology and Integrated Sciences
7,700 (undergraduate)	No. of students	3,877 (undergraduate) 732 (graduate)
NA	No. of faculty members	525