



REPORT

INTER-UNIVERSITY EXCHANGE PROGRAM

*Towards Medical and Dental
Networking in Southeast Asia 2014*



*at the University of Indonesia
August 27th – 31st, 2014*



ASEAN STUDIES CENTER
CHULALONGKORN UNIVERSITY

ศูนย์อาเซียนศึกษา จุฬาลงกรณ์มหาวิทยาลัย



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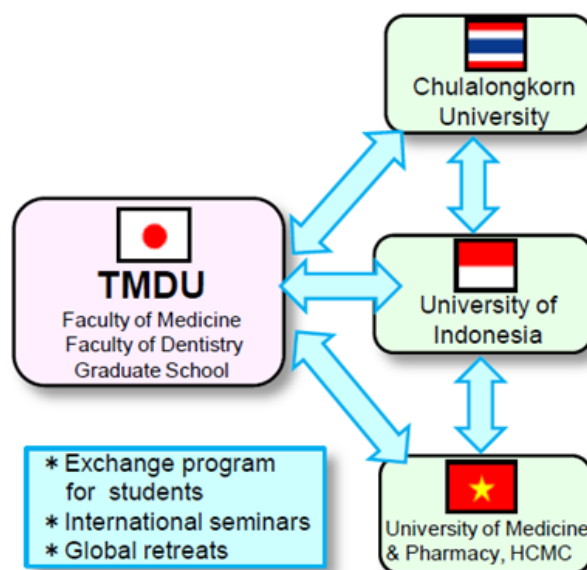
INTER-UNIVERSITY EXCHANGE PROGRAM

Towards Medical and Dental Networking in Southeast Asia

I. INTRODUCTION OF THE PROGRAM

With the aim of strengthening Japan's global presence in the fields of medicine and dentistry, Tokyo Medical and Dental University (TMDU) has formed a consortium with Chulalongkorn University (CU), the University of Indonesia (UI), and the University of Medicine and Pharmacy at Ho Chi Minh City (UMP) in 2012. This consortium established a network based on Japan's strengths in such areas as medical and dental technology, materials, and equipment. To enhance the knowledge and skills of students, academic meetings with

appropriate themes have been organized in the four countries. Global retreats have been held each year in different countries to inspire interest among young people in international exchange, which is conducive to network formation. The program began with the first Global retreat activities held in Japan, hosted by Tokyo Medical and Dental University, in 2012. Subsequently, the Global retreat was hosted in Thailand by Chulalongkorn University in 2013. The University of Indonesia was the host for the Global retreat in Indonesia in 2014.





Information about the Program

- Program length at the University of Indonesia: August 27th–31st, 2014.
- Tokyo Medical and Dental University supported accommodation costs for the last two nights of the program.
- The Asean Studies Center of Chulalongkorn University supported all expenses including air tickets from Bangkok, Thailand–Jakarta, Indonesia and accommodation costs for the first two nights of the program.

Thai Participants from the Faculty of Dentistry, Chulalongkorn University

1. Assist. Prof. Suchit Poolthong	Dean
2. Dr. Soranun Chantarangsu	Academic staff
3. Miss Charuta Kiatnimitra	4 th year student
4. Miss Dollaphat Helen Jenner	4 th year student
5. Miss Niphaphat Chitchutrakul	4 th year student
6. Miss Pathiyatorn Kaewphanao	4 th year student
7. Miss Siriwadee Prathompat	4 th year student
8. Mr Theerachai Kanoknatheesawat	4 th year student





Schedule Student Exchange

Date	AM (08.00-12.00)	PM (13.00-16.00)	Extra
Wed, 27 Aug		14.45 Arrival (CU) 16.40 Arrival (TMDU) • Pick up at airport by University big yellow bus	Dinner with Indonesian students
Thu, 28 Aug	GLOBAL RETREAT: • Opening ceremony: education system at the Faculty of Dentistry Universitas Indonesia • Hospital tour	City Tour Jakarta	Dinner with Indonesian students
Fri, 29 Aug	GLOBAL RETREAT: • Moving to Universitas Indonesia, Depok campus • Campus tour • Library tour	Attending graduation ceremony	17.00 Cultural night and dinner
Sat, 30 Aug	GLOBAL RETREAT: • Lecture about dental situation in Indonesia • Group work (7-8 students/group): Discussion about Active learning	Group Work Presentation Closing ceremony (presentation of certificate)	Dinner with Indonesian students
Sun, 31 Aug	Go to Amusement park at Dufan		16.45 Departure (CU)

Figure 1. Program Schedule.



II. ACTIVITIES DURING THE PROGRAM

First Meeting

The first meeting was held at dinner on the first day of our arrival. Prior to dinner, everyone introduced themselves to the others. This made it easier for us to get to know each other. The meal was Indonesian food and drink, featuring the well-known dish of Satay. Indonesian people typically eat with their hands but they used forks and spoons instead. Because Indonesia is a Muslim country, pork is rarely served; chicken or lamb is more popular. Indonesian food is quite similar to Thai food – spicy and tasty.



Figure 2. Dinner at our first meeting.

Accommodation

The first day that we arrived in Jakarta, we were assigned to stay with Japanese roommates. On the first night, we found that it was hard to understand each other's

accents but we adjusted by using body language, and eventually could understand each other.



Dental Situation in Indonesia

Indonesia, officially named the Republic of Indonesia, is an archipelago comprising 17,504 islands with an estimated population of 233 million people. Indonesia consists of hundreds of distinct native ethnic and linguistic groups. Currently there are approximately 23,262 general dentists and 1,956 dental specialists in Indonesia. The proportion of dental personnel including dentists, dental technicians/assistants and related occupations to the population is 1.0:10,000

In our opinion, this affects the dental situation in Indonesia because Indonesia consists of many islands and ethnic groups. There is only one dentist or none in some remote islands, but in areas such as the capital city and islands popular with tourists, there is much more dental accessibility. In addition to limited accessibility, the many languages spoken in local areas may be a reason for inadequate dental distribution in Indonesia.

Dental Education in University of Indonesia

There are 26 dental faculties, including 14 public universities and 12 private universities, throughout Indonesia. The dental students attend a 5-year curriculum and there are approximately 700 new graduates each year.

The University of Indonesia has two campuses; one is in the central business area in Jakarta (Salemba) and the other is located in the Depok area (West Java). The Faculty of Dentistry operates at both campuses. However, the dental hospital is only located only at the Jakarta campus. The curriculum is held at both campuses, thus the students have to travel between the 2 campuses by local train.

In 2013, the University of Indonesia began implementation of the Inter-Professional Education (IPE) in the undergraduate program. The IPE is a learning program

that combines 5 health related Faculties; Faculty of Medicine, Faculty of Dentistry, Faculty of Nursing, Faculty of Pharmacy, and Faculty of Public Health. Students from the 5 Faculties study in some didactic subjects together. The didactic portion of the dental undergraduate students consists of studying both basic and clinical dental science. They learn using the Problem Based Learning (PBL) method in small discussion groups. The didactic requirement of The National Curriculum is required to be at least 4 years long. Subsequently, they continue with the clinical portion consisting of clinical work and patient care. This portion is completed in 1.5 years. Therefore, it can take 5.5 years to complete the curriculum. However, the curriculum could be prolonged due to lack of patient availability.



Figure 3. Laboratory and dental unit at the Jakarta campus.



Figure 4. Laboratory and dental unit at the Depok campus.



Hospital Tour

The dental hospital is located at the Jakarta campus. We started the hospital tour at the reception area, which is composed of a single dental unit staffed by one general dentist, who diagnoses the patients and decides if they should be treated by undergraduate students or a specialist. We next entered the specialists' working area, followed by the undergraduate clinic, which is open from 9.00-14.00. The dental units are shared among the students (1 dental unit for 2 students) and the students have to schedule their own patients for each day. There are professors in a private room who evaluate the student's work before and after

each patient's treatment. We then visited the pediatric clinic, which was decorated with colorful drawings, and proceeded to the laboratories, including the operative and endodontic, prosthetic, and microbiology laboratories. We also visited the library and the radiology department and finished with the discussion room for the problem-based learning.

Having the chance to experience the hospital atmosphere in Indonesia was extremely interesting. We were able to see how dental students there study. This can help give us ideas to improve our Faculty as well.

Cultural Night

At the cultural night, each country prepared their traditional shows for the audience. The Indonesians began a performance of Enggang dance from Kalimantan province. The story behind the dance is about how the Dayak people in Kalimantan move from one place to another in groups. They live nomadically; not staying permanently in one area. Subsequently, the Thai students took the stage. We performed a traditional Thai dance, Laoduangdeun from central region and Esarn-Serng from northeast region. We also asked other delegates to join our dance and they were enthusiastic to dance with us. Finally, it was the Japanese show, Bon-odori. This dance is held to pray for the repose of the souls of ancestors. Originally, it was a folk song sung by a miner. The name of

this song is Tankoubushi. Tankou means coal mine shaft and Bushi means song. However, it was not initially a Bon festival dance song. It emerged as a traditional passionate long song after the war. This song is now known as the most standard musical piece of the Bon festival dance in the whole country. Our Japanese friends taught us to sing and dance the easier version "dig, dig, shoulder, shoulder, back, back, push, push".

The cultural night is one of our valuable memories in this trip. Life as dental students is stressful and requires much effort. Although this activity helped us relax, it also expanded our world, helping us to appreciate and enjoy the differences in cultures, and enjoy each other's company. This is reminiscent of the saying: "work hard, play harder".





Figure 5. Indonesian students' Performance.



Figure 6. Japanese students' Performance.



Figure 7. Thai students at the cultural night with their performance Laoduangdeun and Esarn-Serng dance.



Figure 8. Group photo from the cultural night.



Group Work

During the fourth day of our visit, we were divided into 4 groups and each group was assigned to discuss and present about the educational system of their own dental school. During the group work, we exchanged information about our study methods in the pre-clinical and clinical years. Japan and Thailand have similar learning methods that is mostly based on lectures, which is a one-way method of communication. The lecture based method does not involve significant participation from the students. Therefore, we discussed ways of active learning, which comprised:

1. Question based/ Inquiry based learning is a learning method where the students are given questions by their teachers or facilitators that they need to find out the answers for by themselves (from textbooks, internet or journals) and share it with their friends in the same group in the next discussion meeting.

2. Cooperative learning is a system in which the students have to work in groups to collectively complete tasks toward academic goals. Unlike individual learning, which can be competitive, students learning cooperatively can capitalize on one another's resources and skills (asking one another for information, evaluating one another's ideas, or monitoring one another's work). Furthermore, the teacher's role changes from

giving information to promoting students' learning.

3. Collaborative learning is defined as two or more people learning or attempting to find out something together. The entire classroom will be separated in small focus groups. Each group will be given a different learning objective. The members of each group must assist each other to examine the output of their issue and then every group will come up with a different part of knowledge and present what they have determined to the class. The class will hear the ideas on each focus point and then they can draw conclusions about the entire topic.

4. Problem-based learning (PBL) is student-centered instruction in which the students learn through the experience of problem solving. Students will learn how to think and how to obtain information. The goals of PBL are to help students to develop flexible thinking, effective problem solving skills, self-directed learning, and intrinsic motivation. Working in groups, the students will identify what they already know, what they need to know, and how and where to access the information that leads to resolving the problem. The role of the instructor is to support, guide, and monitor the class. The structure of PBL is very different from traditional classroom or lecture based learning.





Figure 9. Group work discussion and presentation.



III. CONCLUSION

Participating in this program gave us a valuable experience and opportunity to exchange Thai culture with our Japanese and Indonesian counterparts. It was our great honor to be the delegates in this program. It is eye opening to become more aware of differences in learning method, the curriculum, the cultures, and of course, the people. We learned and enjoyed a lot. This program gave us more than knowledge from lectures. It is a great chance to expand our vision. In addition to knowledge about the different cultures and dental education in each country, we made new friends, which was the most valuable experience we have gained. More than just friendships, we also developed connections worldwide. To be a dentist in the expanding global environment,

knowledge in the classroom is not enough, we have to be active learners and continuously update our understanding of dental topics. Concerning the dental situation in the future, we will participate in the ASEAN community and also connect with other countries.

Due to the valuable friendship that exists between the institutions and the benefits resulting from our collaborative agreement entitled "Inter-university exchange program toward medical and dental networking in Southeast Asia", representatives of the four institutions have planned to continue our activities. We proposed to hold the next Global retreats next year (2015) at the University of Medicine and Pharmacy at Ho Chi Minh City.





IV. ACKNOWLEDGEMENTS

We would like to express our gratitude to the Dean of the Faculty of Dentistry, Tokyo Medical and Dental University; Prof. Keiji Moriyama, Prof. Yoko Kawaguchi, and the staff of International Exchange Center, Tokyo Medical and Dental University for their contribution in the establishment and continued support of this program. This program gave us more than the knowledge in the lecture room. It is a great chance to magnify our visions this repeats the conclusion. This valuable experience and opportunity will motivate us in dental education, career and life as we do our best to help our patients, our Faculty and university, our country, and people all over the world. This is more conclusion than acknowledgement

In addition, we are particularly grateful to the Dean of the Faculty of Dentistry, University of Indonesia; Dr. drg. Yosi Kusuma Eriwati, Head of Public Relations and International Affairs; Dr. Melissa Adiatman, staff and students of the Faculty of Dentistry,

University of Indonesia for their warm welcome and wonderful arrangement of this program.

Our most sincere thanks also go to the Administrative Committee of the Asean Studies Center, Chulalongkorn University for their support in this scholarship that allowed us to participate to the Inter-university Exchange Program toward Medical and Dental Networking in Southeast Asia in 2014. Finally, we would like to thank the Dean of the Faculty of Dentistry, Chulalongkorn University; Assist. Prof. Suchit Poolthong, Assoc. Dean for International Affairs and Public Relations; Assoc. Prof. Prim Auychai, the Board of International Affairs and Public Relations, the Board of Student Affairs, and all the departments at the Faculty of Dentistry, Chulalongkorn University for their arrangement in this program and offering us the opportunity, as well as their kind support before, during, and after our trip to the University of Indonesia.

