

TOMODACHI J&J Disaster Nursing Training Program

| Commemorative publication |



**TOMO
DACHI**

Johnson & Johnson
FAMILY OF COMPANIES IN JAPAN

Study Disaster Nursing

Japan is a nation frequently affected by earthquakes and other disasters. Many precious lives were lost in 2011 after the Tohoku earthquake, the Great East Japan Earthquake. However, many lives were also saved by the doctors and nurses from around the country who rushed to the area to lend a hand.

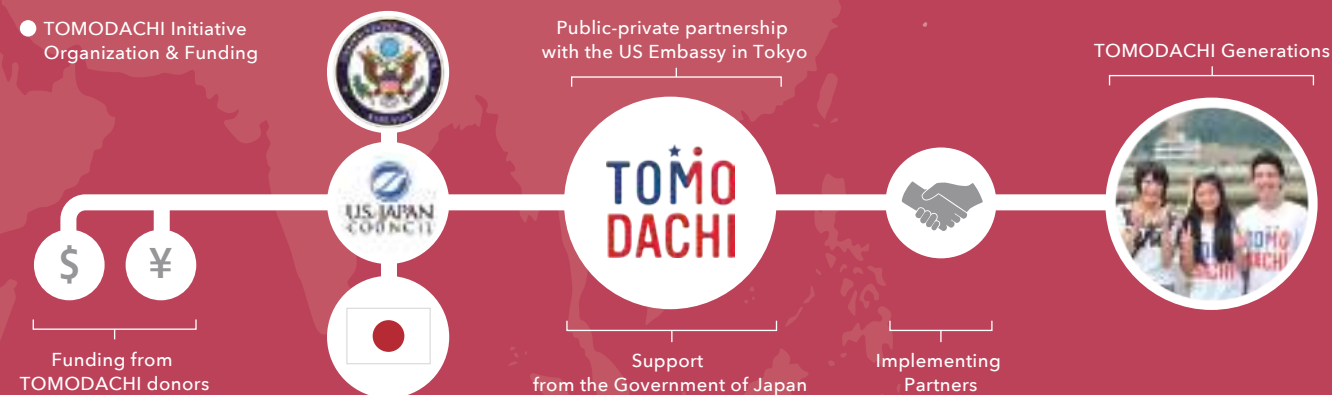
The TOMODACHI J&J Disaster Nursing Training Program was launched in 2015, and in the following three years, a total of 28 students have joined the program to study disaster nursing. The program provides them with a deeper understanding of what it means to provide nursing care in a time of disaster, and the knowledge they need to do so. It is our greatest wish that these students will lead the field of disaster nursing in Japan into the future.

Table of Contents

03	What is the TOMODACHI Initiative?	25	Future of the Program
05	History of the Program	27	Future Direction
07	Program Participants	29	Post-program Life for Participants
13	Program Mentors	31	Special Thanks
15	Program Flow	34	Sponsorship and Support
17	Pre-Trip Seminars		
19	U.S. Study Tour		
23	Post-Trip Seminars		

What's "TOMODACHI"?

The TOMODACHI Initiative is a public-private partnership between the U.S.-Japan Council and the U.S. Embassy in Tokyo, with support from the Government of Japan. Born out of support for Japan's recovery from the Great East Japan Earthquake, TOMODACHI invests in the next generation of Japanese and American leaders through educational and cultural exchanges as well as leadership programs. The initiative seeks to foster a "TOMODACHI Generation" of young American and Japanese leaders who are committed to and engaged in strengthening U.S.-Japan relations, appreciate each other's countries and cultures, and possess the global skills and mindsets needed to contribute to and thrive in a more cooperative, prosperous, and secure world.



Aya Hashimoto

Program Manager,
TOMODACHI Initiative

Supported by a staff who has experiences and achievements in the field

PROFILE

Aya Hashimoto is a Program Manager for the TOMODACHI Initiative. She manages and executes TOMODACHI Initiative programs geared toward developing high school, college students and young professionals. Prior to joining TOMODACHI Initiative, Ms. Hashimoto served with the U.S. Forces Japan. During her time with U.S. Forces Japan, she managed and was responsible for several projects and initiatives including a mentoring program that was recognized as a best practice. She participated in Operation Tomodachi in 2011 as a Logistics Coordinator. Ms. Hashimoto has 20 years of business experience in the U.S. and Japan's private and government sectors holding positions directly reporting to senior management, including company presidents and military high-ranking officials. She holds a Bachelor's Degree in Humanities from Keisen Woman's College and a Master of Business Administration from the University of Phoenix.

[TOMODACHI Initiative Website] www.tomodachi.org

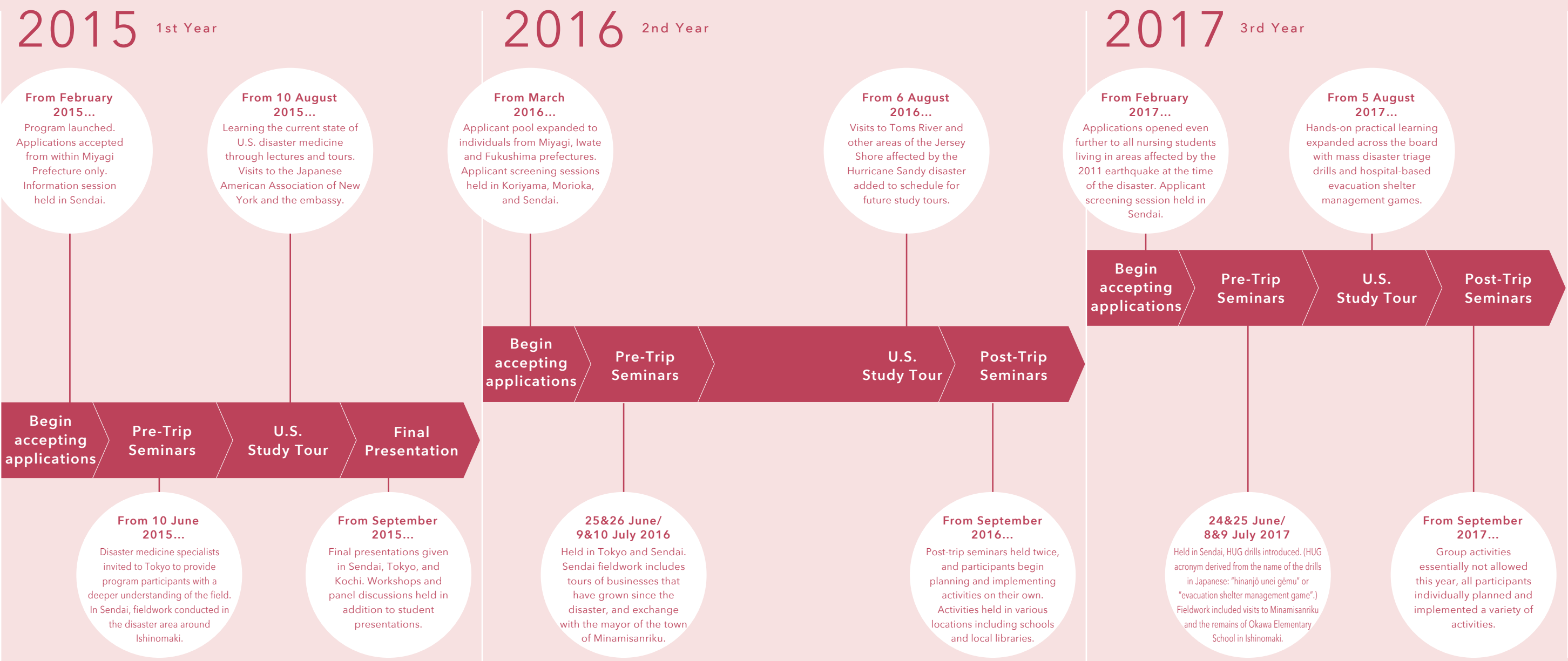
TOMODACHI J&J Disaster Nursing Training Program

Many medical facilities were adversely affected during Great East Japan Earthquake in 2011, and the residents of the region were exposed to some serious health concerns. In addition, even before the disaster, it had been pointed out that the coastal areas of Tohoku were suffering from insufficient medical care coverage, and the disaster only exacerbated the situation. These conditions led to the realization that the cultivation and training of nursing staff who have close relationships with the people of a community can contribute greatly to future regional reconstruction and revitalization. In collaboration with Tohoku University Professor Junichi Sugawara, a healthcare professional who is engaged in community medicine, an educational program was created to develop the abilities and leadership skills of nursing students. The TOMODACHI J&J Disaster Nursing Training Program was launched in 2015. The program consists of three main components - Pre-Trip Seminar, a Study Tour in the United States, and Post-Trip Seminar. The program aims to provide nursing students with the deeper, specialized knowledge in the field of disaster recovery, and to nurture the next-generation of nursing leaders. During the final presentations given during the Post-Trip Seminar, presenters share what they learn during the program with audiences including nursing students, disaster medicine specialists, and others with an interest in disaster nursing.

- **Program Venue**
[Pre-Trip Seminars]
Miyagi Prefecture (Sendai, Minamisanriku, Ishinomaki), Tokyo
[U.S. Study Tour]
New York, New Jersey, Washington D.C.
[Post-Trip Seminars]
Sendai
- **Organizers**
U.S.-Japan Council (Japan),
TOMODACHI Initiative
- **Sponsorship and Support**
Johnson & Johnson Family of
Companies in Japan
- **Implementation and Administration Organization**
Laurasian Institution
Children's National Health System

History of the Program

The TOMODACHI J&J Disaster Nursing Training Program was held each year from 2015 to 2017, with many nursing students taking part. The program has evolved bit by bit over the course of these three years in an attempt to make the training provided even more fulfilling. This section provides a glimpse into how the program has become what it is today.



MESSAGE



Megumi Komatsu, RN, MSN
Mentor & Advisor
Assistant Professor
Division of Fundamental Nursing, School of Nursing
Iwate Medical University

This program has been offered for the last three years (with each year's students participating for approximately eight months) in a three-stage structure. First is the

Pre-Trip Seminars that the participants engage to prepare for their visit to the U.S.A.; second is the two-week U.S. Study Tour; and third is the Post-Trip Seminars (including a final presentation), which serves to wrap up what the participants learned in the first two stages of the program. The first year was operated through trial and error as there were no precedent-setting overseas training programs specializing in disaster nursing at the time. As the only mentor, I did have a few concerns, but I also remember that my expectations for this new program were much bigger - I knew it could become

something great. In the second year, we managed to refine the hectic training schedule, streamline the destinations visited and training provided, and provide more time for reflection. In doing so, participants were able to gain a deeper understanding of the program content and the experiences they had, and during the Post-Trip Seminar, participants designed and implemented activities as part of a plan to apply what they learned in the program in their own communities. In the third year of the program, lectures by mentors with experience in DMAT and disaster recovery were added to the Pre-Trip Seminars,

and HUG implementation and other practical training elements were prepared. The U.S. training regimen is also evolving, allowing for the learning of both theory and practice with the addition of practical work. Everyone has been able to contribute to making the program better, with content reviewed by stakeholders in the U.S. and Japan, and student feedback being used to refine the program. I believe that this program will satisfy the requirements of any active nurses looking to learn more about disaster nursing. I greatly appreciate having had the opportunity to participate in this valuable experience.

Program Participants

The TOMODACHI J&J Disaster Nursing Training Program is open to nursing students studying in the Tohoku region. This section provides profiles of the participants - 8 from Year 1, 12 from Year 2, and 8 from Year 3 - along with their impressions of the program.

*School affiliations and year of study reflect status when participating in the program.

Year 1



Ayana Iwabuchi

2nd year nursing student
Ishinomaki Red Cross
Nursing School
Hometown: Ishinomaki,
Miyagi Prefecture

Participating in this program helped me get a clearer idea of my goals and my plan for the future, and I learned who I want to be and what I want to do. I learned more about disaster nursing and mental health care than I learn in my classes, and because I learned it in a practical way, I'm hoping to be able to apply to my future studies, practical training, and further studies. I feel like I've taken another step towards my own future, so I see this experience as an asset as I continue to reach for my goal of becoming a nurse.



Nao Onodera

2nd year nursing student
Kesennuma City Hospital
Nursing School
Hometown: Kesennuma,
Miyagi Prefecture

I learned that it is important to try and bring my ideas to life, and not to think that I am just a student and can't do anything. In the future, I want to remain close to the people I met through this program and actively participate in new challenges my friends want to take up. And when I myself have something new to start, I hope to make a good appeal and gather around myself lots of people who will work together. I also want to be the kind of nurse that can take the initiative to go to the people who really need nursing care and offer it myself.



Ikumi Hoshi

2nd year nursing student
Sendai Tokushu
Nursing College
Hometown: Sendai,
Miyagi Prefecture

I really learned a lot. I keep reflecting on the experience, and I will keep doing so until the day I become a nurse myself. After I become a nurse and look back on this program, I think I'll get an even better appreciation for the amazing facilities we visited and the amazing things I learned. I want to harness my nursing skills and the things I learned in this program to help save many lives in times of disaster.



Soyoka Fujisawa

4th year nursing student
Miyagi University School
of Nursing
Hometown: Sendai,
Miyagi Prefecture

I had been interested in disaster nursing for a long time, but I didn't really have a clear idea of how I could learn more about it. However, this program helped bring my future path into sight. I think the potential of nursing to go to better places is unlimited, and I truly believed that I wanted to be one of the people who would help tap that potential. I don't think many nursing students get to take part in experiences like this one, but I hope to contribute to the vitalization of the nursing world through harnessing the experiences I share with various other people.



Natsumi Miyakawa

2nd year nursing student
Ishinomaki Red Cross
Nursing School
Hometown: Ishinomaki,
Miyagi Prefecture

This program has given me various ideas for the future. When I become fully qualified as a nurse, I hope to work around the world, and use my nursing skills to try to reduce the number of people who are suffering to the best of my ability. There's no way I could completely express my gratitude to all of the people who provided me with this incredible opportunity, so I hope to take that feeling of gratitude and return it to the communities I will work in. I also hope that I will be able to offer opportunities to others as well.



Mari Miura

3rd year nursing student
Sendai Medical Center,
School of Nursing
and Midwifery
Hometown: Sendai,
Miyagi Prefecture

First, I'd like to teach people what I have learned in an easy-to-understand way, and hopefully, bit-by-bit, help change the thinking that disasters are something that other people need to worry about. I learned more about how necessary it is to be prepared, and that's something I'd particularly like to emphasize to people. I would like to be able to do my utmost to help save lives in the event of a disaster, regardless of the scale, and be able to offer sustained support in terms of assessing psychological and social needs.



Mikiko Sato

4th year nursing student
Miyagi University School
of Nursing
Hometown: Sendai,
Miyagi Prefecture

It was a new realization for me that I could share what I have learned with the people around me, and I was able to learn more and find new goals for myself. I'd like to use what I learned here when I work as a public health nurse, visiting disaster areas and public disaster housing, interacting with residents and helping them deal with emotional needs, and in planning disaster drills and other activities. I want to take the things I learned and apply them in real situations in cooperation with the other participants, fellow nurses, and other professionals.



Marina Sugawara

3rd year nursing student
Sendai Seiyō Gakuin College
Hometown: Sendai,
Miyagi Prefecture

Looking back on what I learned during the training program, I think that I would like to use it all in the communities I work in in the future. Through the program as a whole, I met many people in the U.S. and in Japan, and we became close. I wrote about the idea of "interpersonal thinking" in my motivation letter with my application to the program, and I think taking part in it helped me come to a new understanding of that idea as more of a concept of people connecting with each other. I will continue to treasure the relationships I've built so far and the relationships I will make in the future.

Year 2



Miku Aihara

3rd year nursing student
School of Nursing,
Fukushima Medical University
Hometown: Fukushima City,
Fukushima Prefecture

Before I could only think about working as a nurse overseas, but this program sort of stopped me in my tracks, in a good way. It made me question whether I should really be this ignorant about my own hometown, and that maybe I should be trying to do more for the community. However, I was also painfully aware that I still had a lot of growing to do. I think it is important for me to take the initiative on my own, and work in medical care in Fukushima.



Miki Akeshita

4th year nursing student
Faculty of Nursing,
Iwate Prefectural University
Hometown: Miyako,
Iwate Prefecture

This program helped me distill my vague ideas into a real vision for the future, and at the same time, I was able to clarify the issues that I face myself. I also realized that communicating clearly with others is a necessary skill in teaching others about issues in disaster countermeasures and ways to prepare for disasters. I also felt that the participants in the program were learning from each other as we trained. My future goals are to continue to face my own challenges as I improve my skills, and to take action to implement disaster countermeasures in the field of home care.

Program Participants



Rina Ishikawa
3rd year nursing student
Department of Nursing,
Faculty of Health Sciences,
Tohoku Fukushi University
Hometown: Shiogama,
Miyagi Prefecture

I joined the program and was stimulated by all the people I met, who provided us with support. That helped me confirm my desire to become a nurse capable of providing disaster support. The program is over, but I feel like I’m just getting started. I’ll use what I’ve learned to take a leadership role in helping my community and working as a nurse. I will never forget how thankful I am for this chance, and will use that to become the best nurse I can be.



Yuka Takae
4th year nursing student
Department of Nursing,
Tohoku University School
of Health Sciences
Hometown: Minamisoma,
Fukushima Prefecture

During the final presentation, I was told that even after the training program was finished, we were just getting started, and that it is important for us to make use of the things we learned in our work in the future. That left a great impression on me. We learned about the differences and similarities in the fields of medicine in the U.S. and Japan, and that nursing work includes many activities outside of hospitals as well. I want to help lead and inspire the next generation of health-care professionals.



Kurumi Oikawa
3rd year nursing student
Department of Nursing,
Tohoku University School
of Health Sciences
Hometown: Ofunato,
Iwate Prefecture

I think that this program changed my attitude towards learning. Before I’d always taken a passive stance to learning, but I’d like to learn taking a more proactive path in the future. I also learned that in order to respond to disasters, you have to be thoroughly familiar with the local area. I want to start by learning more about my own community. Right now I am able to think about what I can do in the future, and I will continue to try my best.



Nao Chiba
4th year nursing student
Miyagi University School
of Nursing
Hometown: Ishinomaki,
Miyagi Prefecture

During our training, I was shocked to learn that the sadness caused by 9/11 has continued for over a decade, and that made me profoundly understand that the sadness from the Tohoku earthquake would continue as well. However, that also helped me reaffirm the importance of future mental health care. I will start my career as a nurse next year, and I think I’ll learn more about my own immaturity then. But my goal is to take a broader perspective, and always remember that the work of nurses isn’t just done in hospitals, but also in the community itself.



Chiharu Sasaki
4th year nursing student
Faculty of Nursing,
Iwate Prefectural University
Hometown: Iwaki,
Fukushima Prefecture

This training let me look back at my former self and think about what I want to be in the future. I think that for the future of Tohoku, we have to come up with and put into practice whatever we can for children and other people who have had the same experiences as me. I want to help protect the physical and mental health of people involved, be able to act on my own initiative, and become a school nurse. Also, I want to stay in touch with all the people I met and helped me during the program.



Hitomi Baba
2nd year nursing student
School of Nursing, Fukushima
Hospital Nursing School
Hometown: Koriyama,
Fukushima Prefecture

I really didn’t know much about the field of disaster nursing, but I think I was able to get through it thanks to all the other people who participated in the program and helped each other. I also received the help of many people through the program, and feel that every encounter I had was a valuable one. Those people will be important to me forever, and after I become a nurse, it would be great if we could have a mutually-beneficial influence on each other. I will never forget what I learned here, and will continue to work hard into the future.



Haruki Sawada
2nd year nursing student
Sendai Medical Center,
School of Nursing
and Midwifery,
Hometown: Toda District,
Miyagi Prefecture

This training program helped me come to the realization that when I become a nurse, I want to be able to come up with disaster countermeasures for Tohoku. From that, I started thinking about the things I personally can do right now. I want to work hard using my own natural perseverance to pass on what I have learned to the people of the community. I want to express my gratitude for having had the chance to meet the other 11 people on the program, who were both fellow participants, but also friends who worked together to help each other grow.



Yuka Midorikawa
2nd year nursing student
Nursing Department,
Nursing School,
Shirakawa Kosei General Hospital
Hometown: Ishikawa District,
Fukushima Prefecture

We went to various places and I really feel that we learned a lot. It was especially memorable for me to learn the different ways of coping with the different needs of people and the different ways of communicating in a multicultural country like the U.S. My dream for the future is to be a nurse with an international education, and to do that, I decided that I will continue to work hard, staying close with the people I built relationships with during the program, and always keeping in mind the knowledge I gained and the results I achieved.



Aoi Suto
3rd year nursing student
Department of Nursing,
Sendai Seiyō Gakuin College
Hometown: Motoyoshi District,
Miyagi Prefecture

I learned that I don’t always have to do everything perfectly, but that success comes from starting from zero and building from there, bit by bit. That made me want to challenge myself to try many things. In the future, I want to work in a DMAT and register as a JICA Japan Disaster Relief Team member. I want to work as a nurse both in Japan and overseas, flying to wherever disasters occur. I can share my experiences and feelings and help people alleviate the emotional issues that lead to stress.



Kaho Yokoyama
2nd year nursing student
Department of Nursing,
Tohoku University School
of Health Sciences
Hometown: Natori,
Miyagi Prefecture

Looking back, it felt like it was over before I knew it. It was a wonderful experience, and I will never forget any of it as long as I live. Also, through this program, I had the chance to meet people who I wouldn’t have the opportunity to meet through university, so I’m very grateful for that. I want to work hard to share what I learn with others, learn how to provide disaster relief as a nurse, and on a local and national level, gain a deep understanding of patient backgrounds and provide medical care tailored to the needs of each individual.

Program Participants

Year 3



Misa Abe
2nd year nursing student
Ishinomaki Red Cross
Nursing School
Hometown: Minamisoma,
Fukushima Prefecture

I learned about the importance of collaboration and cooperation, and I want to help build an environment that will bring many people together to learn from each other. I learned to look at things from various perspectives, as things that everyone can do together, which leads to big success, the gaining of knowledge, and a broader mind. My future goals are to continue doing what I do, and to work as an alumnus of the TOMODACHI program, to expand my own network and increase my opportunities to work in different places.



Naho Shigihara
2nd year nursing student
College of Nursing,
St. Luke's International University
Hometown: Minamisoma,
Fukushima Prefecture

I learned a lot in this program, not only about disaster nursing but about other fields as well. It has marked a big turning point in my life, and helped me get a better understanding of my goals and direction, but it also showed me that it is important to think about how I should act in accordance with those goals and that direction. I gained the ability to put things into practice, and to act on my own initiative, and I will thoroughly use those skills to achieve my goals. I will never forget my appreciation for this chance as I continue forward every day.



Kaoru Omiya
2nd year nursing student
Sendai Medical Center,
School of Nursing
and Midwifery,
Hometown: Shibata,
Miyagi Prefecture

I feel like I grew as a person, and also got a better idea of what kind of nurse I want to be in the future. My dream is to help people live and stay healthy in times of disaster. I'm now sure that I want to be a public health nurse, and be able to look at the many different ways people live, and come up with the most appropriate way of providing each person with the support they need. The eight people who participated in the program will all be taking different paths in the future, but if we meet again, I want to be able to tell them all about what I'm working hard to do.



Minami Shida
4th year nursing student
Faculty of Nursing,
Iwate Prefectural University
Hometown: Kamaishi,
Iwate Prefecture

The training program was a real trial for me, but what I gained from it was much bigger than anything difficult I had to deal with. I learned how to give presentations, learned the importance of preparation, and learned some of the things I will need to know after I graduate and get a job. The training program really taught a lot of things I didn't know. I will work as a nurse in the future, and I want to make the most of what I learned and pass it on to others.



Kaho Kobayashi
4th year nursing student
Faculty of Nursing,
Iwate Prefectural University
Hometown: Inawashiro,
Fukushima Prefecture

It was the first time I'd faced my own earthquake experience. I realized that I was unconsciously keeping my real feelings bottled up, and I learned more about myself, I found it incredibly valuable being able to feel safe as I shared my emotions with others, having a place where I could just cry, and learned how important it is for people to share their feelings. I'll start working as a nurse from next year, and I hope I'll be able to read and accept how my patients are feeling. I'm also going to try hard to be able to understand how the people close to me feel as well.



Tomoka Yamaguchi
2nd year nursing student
Sendai Medical Center,
School of Nursing
and Midwifery
Hometown: Osaki,
Miyagi Prefecture

The entire program was very densely-packed, and it was a lot of hard work, but I found it a rewarding experience to learn and grow, and I'm really happy to have made so many wonderful friends. One of the mentors told me that it is up to me to either harness this experience or let it go to waste. I hope that I'll be able to lend a hand during the next disaster. I'll use what I've learned, keep the people I've connected to close, and with a broader perspective of the world, I'll keep moving forward and become the type of nurse I aim to be.



Tomoyuki Sato
4th year nursing student
Faculty of Nursing,
Iwate Prefectural University
Hometown: Rikuzentakata,
Iwate Prefecture

I was supported by the many people I connected with, was able to see the parts of me that still need work, thought about what it means to be a leader, and was able to truly think about the things I'd always avoided facing. I'll finally start working as a nurse next spring. This experience will sustain me as I work hard in clinical medicine in order to achieve my goal of becoming a DMAT nurse, and to gain the qualifications I need to as a specialist in the field of disaster nursing. I also hope I can serve as an example to the students who will participate in Year 4 of the program and beyond.



Mika Sato
4th year nursing student
Miyagi University School
of Nursing
Hometown: Tome,
Miyagi Prefecture

Naturally I learned about disaster nursing, but many people also encouraged me to think about what kind of person I want to be. When you start working as a nurse, it's a big, heavy responsibility to stand in front of patients in your role as a medical professional. Next, it will be my turn to return something to society. I will never forget what I learned here, and will continue forward in my career on my own two feet. I will never forget the moment I wanted to become a nurse as I push on into the future.



BLOG

Check out the students reports on the blog!

The participant blog was updated as the program of Year 1, Year 2, or Year 3 was underway. Each post includes information about the training program, and photos taken on site by the participants themselves. Read about what they learned and felt in their own words.

Access

Visit the URL below or scan the QR code on the right.

TOMODACHI J&J Disaster Nursing Program

<https://tjdnt2015.wordpress.com/>



Program Mentors



01

Mentor and Advisor / Years 1-3
Megumi Komatsu,
RN, MSN

Mentor & Advisor
Assistant Professor
Division of Fundamental Nursing,
School of Nursing
Iwate Medical University

As the final year of the original program, I felt that we really had to complete something. It was my third year as a mentor, and as advisor, I was able to get a better overall grasp on the program and communication with the program staff became smoother too, which raised our expectations for the students too. It provided me with the opportunity to think about the mentoring and guidance I have provided up until now. I was able to think about how to best guide the students, through how I taught and through interacting with the students in a way tailored to the personality of each person. I realized that I couldn't just rely on what I'd done before, and I became more self-aware as an educator. All of the students tackled difficult problems and worked very hard, but I think that the experience will have given them a better understanding of the rules and etiquette they need to know as working adults in a specialized profession, and I sincerely hope they will all become trustworthy individuals. They need to have the courage to face themselves, to clearly understand their own strengths and weaknesses, and be conscious of what they are truly thinking. Only by doing so will they be able to understand what others are thinking. I will keep my eye on them and watch them continue to grow.

PROFILE

Working in clinical nursing for 15 years before moving to the US in 1999. Trained at Infection Control at St. Luke's-Roosevelt Hospital, began working at an NGO, then became qualified as a Registered Nurse (RN) in the state of New York State. Returned to Japan in 2007, entered Tohoku University School of Medicine, and was awarded her master's degree. Worked as a nurse and as a teacher at a school of nursing, and has been working on her Ph.D. at Tohoku University's Graduate School of Education since 2015. Has been an instructor at Iwate Medical University since 2016.



02

Mentor / Year 2
Chieri Yamada

Professor, Disaster &
Radiation Exposure Medicine
International Public Health Nursing
for Radiation Exposure course,
Graduate School of Medicine,
Fukushima Medical University

Being able to join the program as a mentor in 2016 was a really good experience for me. I owe much to the other two mentors I worked alongside, and I think I sort of served as a cheering section for the students that took part that year. I didn't do it intentionally, but because I was usually thinking that the students were already aware of a lot. By encouraging them to put that into words, they would become more conscious of what they already knew, and would gain the skills they needed to explain what they mean to others. Each of the students who took part in the program had their own way of learning, level of sensitivity and way of thinking, and showed a range of diversity that needed no standards of comparative superiority or inferiority. The students gradually absorbed more and more of what the people from Johnson & Johnson and other institutions provided them, and as the program progressed, they became better able to put their thoughts into word and communicate. All of the students seem to have felt that they gained much from the program. They are all very happy about what they learned, and are ready to take their next steps. It will help them drive themselves forward, whatever stage of their career they find themselves in. I expect that they will all maintain broader perspectives as nurses as they become active members of society.

PROFILE

Born in Morioka, Iwate Prefecture. Began working at St. Luke's International Hospital after graduating from Hirosaki University. Was later dispatched to Paraguay in South American as a member of the Japan Overseas Cooperation Volunteers corps. Returned to Japan, and worked in 12 different developing countries as a JICA technical expert. During that period, she also completed graduate degrees in public health at UCLA and the University of Tokyo. Began working at Fukushima Medical University after joining the international cooperative efforts launched after the Great East Japan Earthquake. Teaches in a course on international public health nursing for disaster and radiation exposure.



03

Mentor / Year 3
Miki Kosaka

Research Assistant
Division of Fundamental Nursing,
School of Nursing
Iwate Medical University

I participated in the program as a mentor in 2017, and I was very surprised and moved by how much each and every student grew. I feel that the reason they were able to grow so much is because of their own passion and hard work, and also because of the support they received from those connected to the program staff and the rich content of the program itself. The program allows students to actively experience and participate in their learning through a study tour in the U.S., tours of disaster areas, workshops on managing evacuation shelters, group discussions and more. Student-centered learning can be difficult because it must be tailored to the individuality and level of proficiency of each student, but I think that the multiple-mentor system in place helped support it. The experience served as a foundation and launch point for learning, and help me gain a deeper, more comprehensive understanding, but it was also difficult because it took a lot of time and effort in communication and coordination, checking student understanding, teaching about etiquette and other things. The people involved in the program provided the backup needed to ensure that it progressed smoothly. I expect that the students who took part will playing leading roles in the future of the still-evolving field of disaster nursing.

PROFILE

Graduated from the School of Nursing at Yamagata University's Faculty of Medicine, then worked as a hospital nurse and as public health nurse. Earned her master's degree in nursing at Iwate Prefectural University's Graduate School of Nursing. Worked as a nurse at Iwate Medical University Hospital, Iwate Prefectural Ofunato Hospital and other institutions (Emergency Center, CCU, Chemotherapy Department, etc.). Took position as assistant professor in the School of Nursing at Iwate Medical University in 2017. Disaster Support Nurse with the Iwate Nursing Association, and Iwate DMAT member.



04

Mentor / Year 3
Chikako Sugawara

Cooperative Doctoral Course
in Disaster Nursing
Graduate School of
Health Care Sciences
Tokyo Medical and Dental University

I first joined the program as a mentor in 2017. I am a graduate student in disaster nursing, and so I learn about various disaster phenomena every day, but it was my first time to see firsthand what it is like in the U.S. In a way, I think might have been more excited to take part than any of the students in the program. The program itself was amazing and met all my expectations. The content included fundamental lectures and practical exercises, and many people were involved with everything from daily diet to providing emotional support in order to ensure that the students would continue to increase their understanding. There are still some things that I think I could have improved upon as a mentor, but I was inspired every day by the passion that everyone brought to the program. I treasure having been able to witness how much the students improved daily as they strived to meet expectations. I am eternally grateful to everyone for giving me the opportunities to have such a great many precious opportunities.

PROFILE

Gained clinical experience at a general hospital in Tokyo, then travelled to the Dominican Republic as a Japan Overseas Cooperation Volunteer nurse. Returned to her hometown of Kesennuma in Miyagi Prefecture to provide medical support after the Great East Japan Earthquake, and is currently studying disaster nursing at in the Graduate School of Health Care Sciences at Tokyo Medical and Dental University.

The Three Steps to Improvement

The TOMODACHI J&J Disaster Nursing Training Program is comprised of three separate training stages. First, the students learn the fundamental knowledge they need before travelling to the United States. In the U.S., they tour and experience disaster nursing in the field, and then they return to Japan to present what they learned. The goal of this three-step training program is not only to help the participants improve their disaster nursing skills. We also aim to cultivate their presentation skills, give them a more international perspective, and teach them about what leadership truly means, in order to nurture them into the next generation of leaders. In the following section we take a closer look at what the program offered each of the previous three years.

STEP 01

Preparing for the U.S. Study Tour

Pre-Trip Seminars

Before the students travel to the U.S., they take part in the Pre-Trip Seminars. During this stage, they learn the fundamental knowledge they should have to take part in lectures while they are there. In addition, they look back on their own earthquake experience to reconfirm the goals they hope to achieve by joining the program, as they prepare for the summer study trip to the U.S.

→ P17

STEP 02

Experiencing cutting-edge disaster medicine in the U.S.

U.S. Study Tour

→ P19

Students visit disaster relief facilities and organizations in New York and Washington, D.C. and learn about cutting-edge disaster medicine. They also get first-hand experience of the differences in U.S. and Japanese medical systems, thereby gaining a more international consciousness.

STEP 03

Returning to the community what they learn

Post-Trip Seminars

The goal of this part of the program is for participants to give back to their communities by passing on what they learn during the Pre-Trip Seminars and U.S. Study tour stages, and each participant plans out their own activities. Working in collaboration with mentors and other program staff, they put their plans into action, and learn more about the leadership skills needed to motivate people.

→ P23

Learning the basics before the U.S. Study Tour

The Pre-Trip Seminars program can be generally described as being made up of four parts: lectures, training, interactions, and site visits. In each part, participants learn about disasters and disaster nursing to prepare for the summer U.S. Study Tour.

Training

Year 2, 3

Gaining practical knowledge through speech practice and HUG experience

Participants began giving speeches during the U.S. Study Tour in Year 2 of the program. To prepare, the students began learning how to convey their ideas to an audience. First, participants each prepared and presented a speech on their own earthquake experiences. Afterwards, the lecturers taught the presenters how facial expressions and gestures can make a speech more effective, and about the effect of speaking speed, intonation, and other auditory elements. In addition, Year 3 saw the implementation of the evacuation shelter management exercises known as HUG in Japan. These drills simulate the situation in an evacuation shelter at a school, and participants learn how to ensure the shelter operates smoothly, all while handling the continuous stream of evacuees arriving at the shelter and any events that may occur. While they are only drills, they provide participants with the opportunity to think about how best to act when in a realistically tense environment.



VOICE

Minami Shida

4th year nursing student
Faculty of Nursing, Iwate Prefectural University
Hometown: Kamaishi, Iwate Prefecture

The HUG exercises taught me how important it is to make decisions quickly and to pass on information accurately when operating an evacuation shelter in a disaster area. It is difficult to respond appropriately to problems as they arise, one after another, and that really brought home to me how important it is to keep a broad perspective. I am going to keep thinking about how I as a nurse working in an evacuation shelter can support people who need medical care and people who face special challenges during disasters.



Lecture

Year 1-3

Reviewing the concept of disaster nursing and mastering the basics before the U.S. Study Tour

During the Pre-Trip Seminars, the program invited professors with a long history of work in disaster nursing and those familiar with medicine and nursing in the U.S. to give lectures to the participants. During the lectures, the students acquire the fundamental knowledge they need to know about disaster nursing and the philosophical differences between nursing in the U.S. and nursing in Japan. With this knowledge, participants were able to have an entirely richer learning experience in the U.S.

Interaction

Year 2, 3

Gaining a deeper understanding of the program through speeches by former participants

Participants hear speeches presented by participants from the previous year. In addition, they have the opportunity to talk about what the former participants saw and learned, and about what they have been doing since returned from the U.S. This allows participants to imagine how they will grow over the coming year.



Interaction

Year 1-3

Gaining a multifaceted perspective by hearing the stories of those who experienced the earthquake

Participants are given the chance to hear the stories of individuals involved in life-saving operations after the Great East Japan Earthquake, and to speak with the mayor of the town of Minamisanriku. Simply describing someone as having "experience the earthquake" does not capture the sheer range of experiences had by different people. Hearing the stories of many who went through the disaster provided participants with a broader understanding of the events, and allowed them to reconsider the disaster from various viewpoints.



Site visits

Year 1-3

Visiting disaster areas and getting a hands-on understanding of the scale of destruction

To get a true understanding of the destruction wreaked by a disaster, it is important to visit the disaster area. For that reason, an important part of the program is to have participants visit areas during the Pre-Trip Seminars that were heavily affected by the 2011 disaster and get the opportunity to understand the scale first-hand. In Year 1, participants visited Ishinomaki and toured Hiyoriyama Park and Ishinomaki Red Cross Hospital. Year 2 participants visited temporary housing in Ishinomaki, and spoke to an individual who launched an "aquaculture experience" business in Minamisanriku after the earthquake, and actually took part. Year 3 students spoke to people who worked on the front lines of rescue operations after the disaster. After the lecture, they toured various locations in the disaster area by bus, and gained a better understanding of the disaster. The locations visited differ year by year, but these visits give participants a chance to witness the damage caused and think about what they can do.



Other training

- Talks by special lecturers
Dr. Tener Goodwin Veenema, Johns Hopkins University
Krista D. Cato, Children's National Health System
- Lecture by Professor Yasuhiro Otomo of Tokyo Medical and Dental University Graduate School
- Orientation for the U.S. trip
- Visit to Ishinomaki Red Cross Hospital
- Visit to Hiyoriyama Park
- Visit to Onagawamachi Community Medicine Center
- Participant discussions
- Discussion with Tamiko Abe, owner of seafood business Tamiko no Umi-Pack

VOICE

Misa Abe

2nd year nursing student
Ishinomaki Red Cross Nursing School
Hometown: Minamisoma, Fukushima Prefecture

During the Pre-Trip Seminars, we had the chance to talk with Seietsu Sato, who was in charge of the disaster command unit in Kesennuma. He told us that you can't just think; you have to act. If you don't know what to do, you just do something. That really stuck with me. I realized that I'd always been the kind of person who just thought about things, and never put them into action. The program made me think about what I personally can do, and that I have to learn how to act as well.



Site visits

Year 3

Speaking to disaster survivors at Okawa Elementary School

This visit to Okawa Elementary School provided students with the chance to see what the area looks like post-disaster, where they spoke with a person whose daughter was killed during the disaster. For these students looking to get involved in disaster medicine, this experience simply reinforced their resolve.



VOICE

Tomoka Yamaguchi

2nd year nursing student
Sendai Medical Center, School of Nursing and Midwifery
Hometown: Osaka, Miyagi Prefecture

We got a tour of Okawa Elementary School from a man named Toshiro Sato. He taught me that to make the most of my life, I have to take action, then pass on information about the events and harness those experiences. At the Pre-Trip Seminars stage, I still wasn't sure I could do, but I knew I wanted to do something to help people, and this opportunity helped motivate me.



Experiencing cutting-edge disaster nursing

Participants spoke to individuals who had experienced terror attacks, hurricanes, and other disasters, and took part in disaster simulation drills. In addition, they experienced medicine as it is provided in a multi-lingual, multi-cultural country, which cultivated in them leadership skills that ensure respect for other peoples' cultures.



02 Rutgers School of Nursing → P21



04 Japan Society of New York



03 NYU Langone Medical Center, NYU College of Nursing (Current: NYU Rory Meyers School of Nursing) → P21



01 VA-Fairfax County Task Force 1 International Urban Search and Rescue → P21



05 9/11 Tribute Center (Current: 9/11 Tribute Museum), National 9/11 Memorial and Museum → P21



06 Children's National → P22



07 New York Tour



08 Georgetown University



New York

Washington D.C.



09 Site Visit to New Jersey



10 Johnson & Johnson headquarters → P22



12 Goldman Sachs headquarters → P22

11 Uniformed Services University of the Health Sciences Val G. Hemming Simulation Center → P22



13 Mount Sinai Hospital



14 United Nations



01 Hearing the stories of rescuers VA-Fairfax County Task Force 1 International Urban Search and Rescue

Urban Search and Rescue Virginia Task Force 1 was established in Fairfax County, Virginia in 1986. Participants learn how the task force operates, from rescue request to deployment, and about what is important when rescuing disaster victims. The team's philosophy is to provide what a disaster area is looking for, not simply conduct the rescue operations they want to do, and left a particularly strong impression on the students, as this attitude is important for nurses to have as well.



Students also met rescue dogs.



02 Simulation training Rutgers School of Nursing

Participants gained the knowledge they need to work in disaster areas through training such as trauma simulations and drills in triage (the prioritization of which patients are treated first in a disaster). People playing the role of patients were put in special makeup which increased the tension as participants worked. In addition, Rutgers University students also took part during the two-week U.S. Study Tour. Living together helped contribute to deeper international understanding.

Providing treatment during triage drills



06 Learning about disaster response at a pediatric hospital Children's National

Children's National is one of the top pediatric hospitals in the U.S., and participants put on protective clothing to learn how to handle patients contaminated with chemical substances and other dangerous materials. In addition, using a piece of evacuation equipment called a MedSled, they practiced evacuations in which they had to transport patients down flights of stairs. A few of the students gave speeches during a large welcome party held in a hall at the hospital, during which they spoke about their thoughts at the time.

Decontamination exercises using rescue mannequins



10 Learning the history of improvements made in environmental hygiene Johnson & Johnson headquarters

Participants visited the head office of Johnson & Johnson, the program's sponsor, where they learned about the history of improvements made in environmental hygiene and the company's contributions to the community. In addition, they attended a talk given by an individual from the National Student Nurses Association, which works to advance medical care from the perspective of nursing students, which addressed by "what student nurses believe are important leadership qualities". These opinions from an individual in a similar situation to the participants gave them the opportunity to think about what kind of leaders they want to become.



Attending a talk given by nursing students



U.S. Study Tour PICK UP

03 Making improvements by reflecting on past disasters NYU Langone Medical Center, NYU College of Nursing (Current: NYU Rory Meyers School of Nursing)

New York University Langone Medical Center faced many problems when Hurricane Irene struck the area directly in 2011. The center used the lessons learned during those events to implement improvements in patient evacuation methods by the time Hurricane Sandy hit the area years later. Participants were taught how important it is to learn from past disasters and implement those lessons in subsequent disaster response operations. The School of Nursing at NYU sent students to lend a hand in the disaster response during the hurricane, and program participants heard about how they saved the lives of five elderly individuals.

Touring the center after the talk



05 Realizing the importance of keeping memories alive 9/11 Tribute Center, (Current: 9/11 Tribute Museum) National 9/11 Memorial and Museum

Participants visited 9/11 Memorial Museum and 9/11 Tribute Center, institutions dedicated to providing the details around the multiple terrorist attacks on the 11th of September 2001. Visitors can find exhibits of steel bent by the impact of the aircraft, photographs of victims, and other displays that communicate the extent of the damage suffered. They also provide facilities for people connected to or familiar with the events to come together and share their thoughts. The exhibits provide a raw look at the result of the attacks, and students learned how important it is to keep such memories alive.



Multiple origami cranes show the bond between the U.S. and Japan



11 Drills simulating all types of scenarios Uniformed Services University of the Health Sciences Val G. Hemming Simulation Center

Simulations are conducted at this facility using actors playing patients, mannequins, and computers that make the training as close to real as possible, for what is important during simulations is to respond flexibly while imagining what sorts of people will be treated. In addition, students also learned what sorts of approaches medical professionals should take when an emergency situation arises.



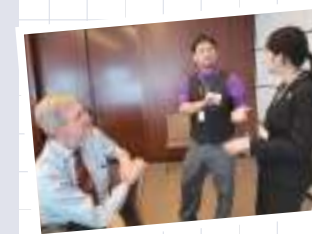
Checking emergency Go Bags



12 Sharing disaster experiences between people from different countries Goldman Sachs headquarters

The disaster experienced on 9/11 was one of the worst ever faced in the U.S., and participants heard stories about that day in an office at the Goldman Sachs headquarters near the site of the former World Trade Center. In Years 2 and 3, students shared their own earthquake experiences in speeches. While the details and locations of the disasters are different, what is similar are the wounds left by experiencing such unpredictable events, and the pain of having lost loved ones. Students learned this through communicating in this way.

Students were able to empathize with the pain of other survivors by sharing their experiences.



Practicing the lessons learned in the U.S.

The program is nearing its conclusion, and during this stage, participants individually plan and implement activities that will let them put into practice the lessons they learned during their trip in the U.S. This stage is separated into three sections: planning, implementation, and presentation.

Planning

Giving presentations about events being planned

In the first part of the Post-Trip Seminars, participants give presentations about the activities they are planning at that point in time. Many of the students struggled with this as it was their first time to create such a plan, but they were able to polish up their work through feedback received from the mentors.

VOICE

We had to give a summary of our plans in three minutes, and I hadn't realized how hard it is to explain something in such a short time. Other people offered their opinions, and through that I found areas that I could improve. I incorporated the things I learned during the Post-Trip Seminars into my own plan, and reworked my activities to make sure they would have a positive effect both on the people running them, and on the people participating.

Naho Shigihara

2nd year nursing student
College of Nursing,
St. Luke's International University
Hometown: Minamisoma,
Fukushima Prefecture



Implementation

Sharing what was learned in the program to a large group of people

The students gave presentations and spoke about what they learned throughout the program, about events that left a strong impression, and about the thoughts they wanted to share. Compared to the speeches they gave at the beginning of the program, it was obvious that their presentation skills had improved across the board.

VOICE

During the final presentations, I spoke about relationships, connections, and friends. I chose that theme because the connections I'd made with others had helped me through the program, from our mentors, to the staff who worked on the planning and administration, and the other Year 3 participants. During the year I was a part of the program, I learned where I need to improve, and learned to really think about the things I'd always tried to avoid thinking about.

Tomoyuki Sato

4th year nursing student
Faculty of Nursing,
Iwate Prefectural University
Hometown: Rikuzentakata,
Iwate Prefecture



Presentation

Putting lessons learned to work in the community in various ways

The students launched a variety of activities, from workshops and study meetings, to lectures. Each and every one clearly reflected how enthusiastic the students were to share what they had learned through the program with others. Here we look at examples of activities designed by two participants.

Examples of activities run

- Information sessions in various locations
- Study session on the nuclear power plant disaster
- Disaster education lecture for high school students (conducted at student's former high school)
- HUG (evacuation shelter management drill) workshop
- Case study (on mental health care during the disaster response)
- Review of a disaster response manual (conducted at cram school where participant was working part-time)
- Workshop on improving disaster awareness
- Briefing session on training/Study group on disaster nursing
- Go Bag workshop
- Establishment of a disaster response club at an affiliated school (NS-ACT)
- Disaster response workshop/presentations for international students
- Introduction to Donate a Photo (a charity app operated by Johnson & Johnson)
- Workshop titled "What can you do to save your own life?"

Radiation hazard case study

After returning from the U.S. Study Tour, this student conducted a case study titled, "Dealing with radiation hazards in nursing." The study targeted 13 students from Sendai Medical Center, School of Nursing and Midwifery, who gathered to exchange opinions. The student who ran the case study spoke to an individual who had been affected by the radiation hazards in Fukushima Prefecture when creating the materials, and passed that real experience on to the participants in the case study.

VOICE

I wanted to get across two things through this activity. First, only having correct information isn't enough to save people both physically and mentally, and second, nurses can offer more intimate support to patients who remain anxious. I learned both of these things during the U.S. Study Tour, and I was able to present these ideas in my own words and share them with the study participants.



Kaoru Omiya

2nd year nursing student
Sendai Medical Center,
School of Nursing and Midwifery
Hometown: Shibata,
Miyagi Prefecture

Triage simulations with first year and fourth year university students

Triage simulations were conducted with first year and fourth year students from the School of Nursing at Miyagi University. Fourth year students conducted triage on real people during the simulation, while the first-year students watched and learned the methods being used. Student remarks included, "I couldn't make the correct judgements because I was impatient and nervous" and "I saw how difficult it is to find information in the chaos of a disaster area."

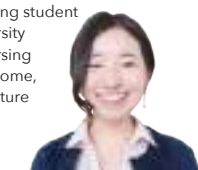
VOICE


While I was at Rutgers University, I saw a patient crying and screaming but I couldn't do anything, and I really regretted that. You can't learn something just from books, so my activity was designed to get across the importance of conducting drills that are as close to real as possible. I felt that I'd done my job well when one of the participants said that the practical training helped them realized that there's a big difference between that and what we learn in the classroom.



Mika Sato

4th year nursing student
Miyagi University
School of Nursing
Hometown: Tome,
Miyagi Prefecture





The program helped me realize
I have lots of choices available
to me in the future.

The program teaches
participants about the ability
to empathize,
which is a necessary nursing skill.

I learned that talking about it
because it's a disaster can help
with mental health care.

Whenever I feel confused
about what to do on the job,
I'll remember my experience
with the program.

I joined a disaster recovery
training program
with other former participants
in the TOMODACHI program.

I started
a disaster response club
at my school
using my experiences.

There is no end to learning

Participants don't stop learning after they complete the TOMODACHI J&J Disaster Nursing Training Program. In fact, it is only when the program is complete that they can take what they learned and use it in real life. On the next pages, you will find some of the participants who learned about disaster nursing through the program. They are currently applying what they learned through the program in their work and studies. In addition, at the end of Year 3, it was announced that the program would continue. Our challenges will continue as we work to further develop disaster nursing in Japan.

Aiming to further develop disaster nursing

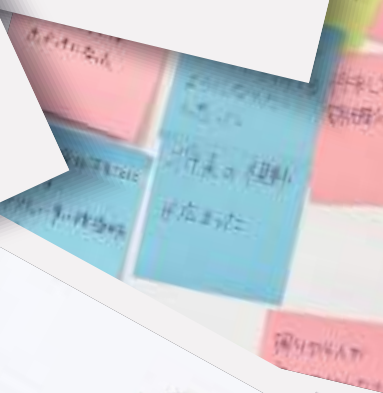
Around
60
alumni
by 2020

Participants

Leaders of the Next Generation

Participants who complete the program are known as program alumni. These alumni share the knowledge they gain with participants in subsequent years, and harness what they learned to help their communities over the long-term.

After participants are selected, they take part in the program for approximately eight months. They learn about disaster nursing and leadership, and gain the skills they will need to lead the next generation of disaster nursing professionals.



Post-program Life for Participants

Alumni apply their new knowledge in the future

Learning about the wealth of options available

When I took part in the disaster nursing training program in 2015, I got a real feel for how I am not limited to becoming a nurse in the future – I have a lot of options open to me. The program showed how I have to think about my options not only now but in the future, and about the necessity of being prepared. Also, the other participants who I spent that year with all have different ideal goals, and I got a lot of inspiration from them. Even now, I still get updates on what the other students in my year are doing, and the students from Year 2 and Year 3, and that keeps me on my toes. Since the program ended, I started studying to become a midwife. I'm learning about various new things every day, including reproductive health, work-life balance, and the importance of educational outreach programs.



Year 1 Student

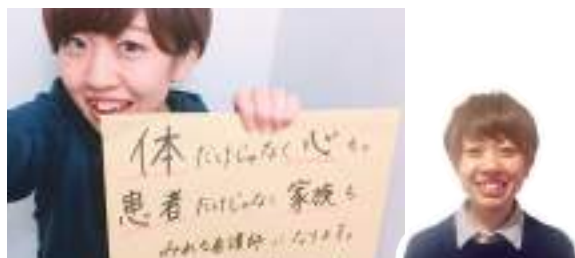
Natsumi Miyakawa

Currently at Department of Midwifery nursing student at Sendai Medical Center, School of Nursing and Midwifery, (Graduating in March 2018)



Learning about the importance of listening and using that on the job

The biggest thing I learned during this program was that you really have to talk to someone after you experience a disaster, and that talking can help with mental health care. I'm a nurse now, and I actively tell patients that they should feel free to talk to me. When I listen to what they have to say, many of them thank me and say that talking to me took a bit of weight of their minds. That's when I really understand what we learned during the program about the importance of talking. At the same time, I discovered that a lot of people don't want to bother the nurses by talking to us, or that they don't feel right because other people are in the same situation as they are. So, I have to actively try and give them a place they can feel free to talk. I am going to keep working hard to make sure I don't look only at my patients' physical needs, but also at their emotional needs too.



Year 1 Student

Ikumi Hoshi

Currently employed as a nurse at Tokyo Nishi Tokushukai Hospital.



Year 2 Student

Yuka Takae

Currently employed as a nurse at Tohoku University Hospital



Remaining aware while visiting facilities on the U.S. Study Tour

After the program, I found a job as a nurse in a pediatric ward. Every day is really busy at work, so it's difficult to say if I'm really conscious of what I learned or making the best use of what I learned during the program. But, I sometimes think back to the visit to Children's National we made during the U.S. Study Tour, where I watched how the medical staff interact with the children and about how important it is to make sure the children live a normal active life even while they're in the hospital. Also, we sometimes have patients from other countries admitted, so we have to show an understanding for cultural differences. I think that's when I really use what I learned during the program. In the future, I hope to apply more of the knowledge I gained through the program as I work.

Former program participants remain active in various areas. We asked some Year 1 and Year 2 participants about how they have used what they learned in the program in their work and academic career.

When in doubt, use what you learned

When I work, I think it's very important to always be ready for an emergency and to prepare as best I can. Children come to the nurse's office for various reasons. I always have to be ready to make a judgement right then and there, and when I don't know what to do, I think back to my experience on the program. Back then, I learned that it is necessary to have a good system in place in the school, to prepare in a concrete way, and to prepare myself mentally as well. I also learned how important it is to remain connected to all the people involved with the children every day, and I still feel this every day. I'm only started my job, but my goal is to work hard and always have a smile on my face, and to never forget my experiences on the program, all the motivation I received, and the people I met.



Year 2 Student

Chiharu Sasaki

Currently employed as a school nurse at a public elementary school



Year 2 Student

Rina Ishikawa

Currently at Tohoku Fukushi University (Graduating in March 2018)



Becoming a nurse who can respond during disaster

After I finished the TOMODACHI J&J Disaster Nursing Training Program, I took part in disaster-prevention events, and started sharing what I learned there in the community. Last autumn, I took part in the disaster recovery training program with other TOMODACHI program participants from around the country. I will continue to think about disaster prevention from the medical and nursing viewpoints, and in the future, I would like to be able to help with disaster response as a nurse who experienced the Great East Japan Earthquake. I will start working at a hospital in Tokyo in the spring of 2018. The program teaches participants about the ability to empathize, which is a necessary nursing skill whether you're responding to a disaster or working at a hospital during regular times. As a professional nurse, I want to make sure I try to be close with my patients and their families, and always think about how my work can improve patient quality of life.

Harnessing lessons learned through club activities

This program taught me the importance of being prepared for disasters, and gave me the chance to think about what I can do now as a student. I used my experience here to launch a disaster response club (NS-ACT) at my university. We go to school festivals and health fairs at hospital and talk to people in the community about disaster prevention. We show them Go Bags to use when evacuating, show them how to provide first aid and make stretchers during disasters, and provide people with a chance to learn about these subjects through practical training. We also made a unique disaster prevention manual for nursing students. We are also working hard during practical training to make sure nurses can protect their patients and themselves. I hope that we keep working together to think of new things that we can do, and continue to take up new challenges in the future.



Year 2 Student

Haruki Sawada

Currently a nursing student at Sendai Medical Center, School of Nursing and Midwifery (Graduating in March 2018)



SPECIAL THANKS

Appreciation to people involved

The TOMODACHI J&J Disaster Nursing Training Program was only made possible through the cooperation and collaboration of individuals from universities, NPOs, and other facilities and institutions. We received the support of an incredible number of people over the three-year period from 2015 to 2017 that the first phase of the program was run in Japan and the U.S. We would like to introduce some of the people who helped, and take this opportunity to express our gratitude.

SPECIAL THANKS

MESSAGE



Professor Junichi Sugawara

Tohoku University
Tohoku Medical Megabank Organization
Director of Community
Medicine Support Department
Professor of Feto-Maternal Medical Science

After the Great East Japan Earthquake, I struggled day and night in the Perinatal Center at Tohoku University Hospital to ensure deliveries went without issues and to protect the mothers and their children. I have used those experiences to give presentations on disaster response in perinatal medicine and wrote a manual on how to treat expectant and nursing mothers living in evacuation shelters, and have written a paper on the effect of disasters on mothers and their children. Since 2012, I have helped launch the TOMODACHI-GE Miyagi Perinatal Program, and have held counselling sessions and seminars in the areas affected by the tsunami. In 2014 and 2015, I was a part of bringing this program to life. It has been run annually for three years, and I find myself overwhelmed by the feeling of fulfillment at what we accomplished. I have thoroughly enjoyed seeing the alumni grow, and I hope to continue to contribute to the program in whatever way I can into the future.

PROFILE

A specialist in perinatal care, Professor Sugawara is an obstetrician and gynecologist, and since the Great East Japan Earthquake, he has been actively working to better protect mothers and children in times of disaster. After graduating from Tohoku University School of Medicine, worked as an adjunct at the same School of Medicine, and at Stanford University Medical Center (U.S.A.) and KU Leuven (Belgium), before becoming a lecturer at Tohoku University's Graduate School of Medicine, and then taking his current position in 2012. Serves on the boards of numerous obstetrics and gynecological associations, and continues to expand his field of activity.

MESSAGE



Professor Shinichi Egawa

Tohoku University
International Research Institute
of Disaster Science
Professor of International Cooperation
for Disaster Medicine

In 2015, 187 countries agreed on the terms of the Sendai Framework for Disaster Risk Reduction, in which the protection of people's health was given high priority. Health care needs during disasters are not limited to deaths and injury, they span a wide range of issues, including chronic and infectious disease treatment, mental health, maternal and pediatric medicine, and rehab. Flexibility is needed in responding to situations requiring special support. Disaster response teams are comprised of professionals from multiple fields and when they are dispatched to fulfill the medical needs of a disaster area, nurses are the ones who are in closest contact with the patients, so are best placed to act and communicate important information. Preparation is an important step in making disaster response more effective. I hope that our disaster nursing training program will give participants the knowledge, skills and attitude (i.e. leadership ability) they need to help make our society healthier and more resistant to the effects of disaster.

PROFILE

Graduated from Tohoku University School of Medicine in 1987, and now works as a surgeon specializing in pancreatic medical issues. Worked at the National Cancer Research Institute and studied at the University of Pittsburgh in the U.S. Served as an assistant professor in gastroenterological science at Tohoku University, before the Tohoku earthquake on 11 March 2011 served as the catalyst to him taking up his current position in 2012. Member of the World Association for Disaster and Emergency Medicine, serves on the board of the Japanese Association for Disaster Medicine, is on the editorial board of the American Academy of Disaster Medicine, and a fellow of the American College of Surgeons.

Dr. Tener Goodwin Veenema

PhD, MPH, RN, FAA
Associate Professor
Johns Hopkins School of Nursing

Junichi Cho

Director
Ishinomaki Municipal Hospital
Kaisei Temporary Clinic

Toshiro Sato

NPO Katariba
Collabo-School Onagawa Gokakukan

Krista D. Cato

MHA, BSN, RN
Clinical Program Coordinator
Children's National Health System

Jin Sato

Mayer of
Minamisanriku-Cho

Akiko Koyanagi

President
NPO Chikyu no Gakkou

Michiko Lendenmann

Professor
School of Nursing
Iwaki Meisei University

Tamiko Abe

Entrepreneur/Business Owner
Tamiko-no Umi Pack

Yasuhiro Otomo

Professor
Department of Acute Critical Care and Disaster Medicine
Tokyo Medical and Dental University

Seietsu Sato

Earthquake Disaster Storyteller
Former Vice Chief of
Minamisanriku Fire Department

*Titles reflect status when participating in the program.

SPECIAL THANKS

Implementing Partners



Children’s National Health System

Children’s National Health System, based in Washington, DC, has been serving the nation’s children since 1870. Children’s National is ranked in the top 20 in every specialty evaluated by U.S. News & World Report—one of only four children’s hospitals in the United States to earn this distinction. Designated a Leapfrog Group Top Hospital and a two-time recipient of Magnet® status, this pediatric academic health system offers expert care through a convenient, community-based primary care network and specialty outpatient centers. Home to the Children’s Research Institute and the Sheikh Zayed Institute for Pediatric Surgical Innovation, Children’s National is one of the nation’s top NIH-funded pediatric institutions. Children’s National is recognized for its expertise and innovation in pediatric care and as a strong voice for children through advocacy at the local, regional and national levels. The Sheikh Zayed Campus for Advanced Children’s Medicine features an acute care hospital with 313 beds, a Level I pediatric trauma center which serves three states, and a critical care transport program that utilizes ambulance, helicopter and fixed-wing airplane transport.

- **Address**
111 Michigan Ave NW,
Washington, DC 20010
U.S.A.
- **TEL**
+1-202-476-5000
- **Established**
1870
- **Description of Business**
Children’s Hospital

STAFF



John Walsh

[Title] Outreach Coordinator
[Department] Cardiology



Sarah Birch, DNP, CPNP-PC, AE-C

[Title] Director
[Department] Advanced Practice Nursing
[Academic Affiliation]
The George Washington School of Medicine and Health Sciences
[Academic Title] Assistant Professor of Pediatrics



Emily J. Dorosz, MSN, RN, CPN, CPEN

[Title] Clinical Program Coordinator- EMS/Base Station
[Department] Emergency Medicine & Trauma Center



Kenta Umetsu, MS

[Title] Manager, Facility and Biosafety
[Department] Research Operations and Regulatory Affairs

*Titles reflect status as of December of 2017.



Laurasian Institution

Laurasian Institution is a not-for-profit educational organization, specializing in meaningful, high-quality, exchange and education programs driven by their curricular design. Annually, Laurasian supports approximately 2,000 participants of varying ages on short-term and group programs. In 2015, Laurasian combined its expertise in Asia and programming breadth with PAX - Program of Academic Exchange, a not-for-profit educational organization working with high school exchange students from more than 70 countries, including those through prestigious U.S. Department of State-designated Exchange Visitor Programs. Together, PAX Laurasian Exchange is uniquely positioned to achieve the ultimate goal of providing transformative international experiences that touch individuals and, through them, their communities. Tokyo office has been operating as Laurasian Institution and has been the Implementing Partner of this program since 2016.

- **Address**
5-5-17 Shimomeguro,
Meguro-ku, Tokyo
- **TEL**
+81-3-3712-6176
- **Established**
1990
- **Description of Business**
Management of
U.S.-Japan Exchange
Programs

STAFF



Yume Hidaka

Program Director



Yuki Shozaki

Program Manager

Sponsorship



FAMILY OF COMPANIES IN JAPAN

Johnson & Johnson Family of the Companies in Japan*

Responsibility as a World’s Largest Total Health Care Company

At Johnson & Johnson, we believe good health is the foundation of vibrant lives, thriving communities and forward progress. That’s why for more than 130 years, we have aimed to keep people well at every age and every stage of life. Johnson & Johnson has a responsibility to advance good health care of people of the world. We are committed to using our reach and size for good. To this end, we are committed to practice our business and fulfill our responsibility to the communities through social contributions as stated in Our Credo.

About Support for the Great East Japan Earthquake Relief Efforts

Our company has actively engaged in relief efforts of various forms, identifying the changing circumstances and needs of the disaster-struck area and catering to what’s needed at the time based on a long-term perspective of the situation. Our efforts include debris removal and securing logistical routes immediately after the disaster in order to deliver a steady supply of medical equipment and other products that we provide to affected areas, building a temporary clinic in the town of Otsuchi, Iwate Prefecture, supporting community activities at temporary housing facilities in Ofunato City, and planning baby support programs for mothers as well as growth and development programs for children in Fukushima Prefecture. Even after the disaster restoration process ends, the process of revitalization is still ongoing. Johnson & Johnson will consider what kind of support is needed right now, in addition to what we can do in preparation for the future, and will engage in relief efforts that only our company can provide.

MANAGER



Sawa Ito

Manager,
J&J
Contributions
Committee

Sawa Ito joined Johnson & Johnson K.K. in 2004. She had worked as an assistant to Chief Financial Officer for 10 years and engaged to operate Contributions Committee as well. From July, 2014, she is working as an dedicated manager to lead Contributions Committee. Mainly support projects of NPO in the area, especially Women, Children and Support for the Great East Japan Earthquake Relief Efforts. In addition of that, Sawa tries to develop culture and system to join volunteer activities easily and fun with a motto “Who can be, When can do, What can do”, such as “Volunteerism by buying product from affected area” “Program which contribute to team building internally”.

SUPPORT MEMBER



Tamotsu Hiiro

President
Johnson & Johnson K.K./
Chairman,
J&J Contributions Committee



Keiko Tsuboi



Kazuhiro Ida

*Titles reflect status as of December of 2017.

- **Address** 5-2, Nishi-kanda 3-chome, Chiyoda-ku,
Tokyo 101-0065 Japan
- **TEL** +3-4411-6720

- **Established** 1887
- **Description of Business** Manufacturing and sales, Medial Equipment,
Medicine and Healthcare Products

*Johnson & Johnson Family of Companies in Japan
Johnson & Johnson K.K. (Consumer Company, Medical Company, Vision Care Company), Janssen Pharmaceutical K.K.

