日本赤十字九州国際看護大学/Japanese Red Cross Kyushu International College of Nursing

日本での看護博士課程教育の一経験；ナムディン看護大学におけるベトナムでの研究教育を考える

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Some experience of Japan in doctoral of nursing education: Quest of balanced research education in coming doctoral course in Nam Dinh University of Nursing, Vietnam*

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日本での看護博士課程教育の一経験；ナムディン看護大学における ベトナムで最初の看護博士課程での研究教育を考える

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Abstract: As a pioneer of higher nursing education in Vietnam, Nam Dinh University of Nursing (NDUN) started the first MSc in Vietnam in 2015, and on December 28, 2018, NDUN has held a conference to prepare for the first doctoral program in Vietnam. This essay was reported at the conference to introduce Japanese experience of higher nursing education. As for the <numbers>, from 1993 to 2018, numbers of master courses increased from 7 to 175, and doctor courses increased from 3 to 94 in Japan (MECSSTJ 2018). A similar increase might be expected in Vietnam. Then what about <research content> there? From my previous experiences of an intensive lecture at NDUN in 2016, quantitative research is valued in Vietnam but students are willing to learn about qualitative research as well (Moriyama 2016). In order to respond to this balanced needs of research and interests, I introduced a case of St. Luke's Nursing University, a pioneer of nursing education in Japan, based on research of Arimori (Arimori et al. 2002). Under the trend of the rapid ageing of society, nursing research that can solve problems in response to the social needs is required. It is not desirable to be biased toward either quantitative research or qualitative research.

Key words: doctoral education, nursing, research method, Vietnam, experience of Japan

抄録： ナムディン看護大学（NDUN）は 2015 年にベトナムで最初の修士課程を発足させ、2018 年 12 月には博士課程発足に向けて、ベトナム国内外の博士課程の状況を分析し今後を展望する学術集会を開催した。同学術集会発表の本稿ではまず＜数＞を取り上げ、1995 年

以来、看護大学や看護の大学院がほぼ直線的に増加している日本の状況を示した(MECSSTJ, 2018)。ベトナムでも同様の増加が今後予測される。ではそこでの＜研究内容＞はどうだろうか。筆者はナムディン看護大学での 2016 年の集中講義の経験より、ベトナムでは量的研究が重視されるが、受講生は質的研究についても学ぶ意欲が高いことを報告している(Moriyama, 2016)。本稿では、日本で量と質のバランスが取れた看護研究を発展させた大学院の例として、聖路加看護大学の博士課程設立から 10 年間を有森の研究(Arimori et al. 2002)をもとに紹介した。ベトナムでも人口の高齢化が進行しつつある。高齢化社会における今後の社会状況を考えたとき、量と質のバランスが取れた看護研究の発展が望まれる。

キーワード：　博士課程教育、看護、研究方法、ベトナム、日本の経験

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The aim of this paper is to reflect Japanese experience toward higher nursing education, to clarify the importance of balanced research education, and to apply these experiences for the establishment of new doctoral course at Nam Dinh Nursing University in Vietnam.

1. Trend toward higher nursing education in Japan

In Japan, after World War II, licenses for nurses (including public health nurses and midwives) became national licenses in 1948. College-level nursing education in Japan started in the 1950s (Sakagaki 2015). In 1952, section of sanitary nursing was opened in department of home economics, Kochi Women 's University. In 1953, department of sanitary nursing was established in faculty of medicine, University of Tokyo. In 1954, St. Luke's Women's Vocational School, a pioneer of nursing education since before World War II, was reorganized as St. Luke's Women's Junior College (Sakagaki 2015).

The rapid increase of nursing university started in the early 1990's.

----Figure 1 will be inserted in here. ----

In 1991 the number of nursing universities throughout Japan was 11 and the number of students was 558. After that, the increase advanced linearly, and in 2018 the number of nursing colleges reached 263 and that of students reached 23,667. (MECSSTJ 2018, page 6)

With the rapid increase of nursing universities since the 1990s, the role of universities in nursing education has increased.

----Figure 2 will be inserted in here. ----

In 1991, only 558 university students (1.37%) were among the 40,605 learners of the whole nursing training course, but in 2017 the number of college students increased to 22,481 (33.9%) among 66,412 learners (MECSSTJ 2018, page 7).

2. Trend toward increase of nursing graduate schools in Japan

In Japan, the increase in nursing graduate schools began in 1993.

----Figure 3 will be inserted in here. ----

In 1993, there were 7 master courses and 3 doctor courses in all over Japan. After 1993, the number of master courses increased linearly, and in 2018, there are 175 master courses hosting 2,722 master students. The number of doctor courses also increased, and in 2018, there are 94 doctor courses hosting 625 doctoral students (MECSSTJ 2018, page 10).

3. Important things in research methodology in establishing a doctoral course of nursing in Nam Dinh University

How to educate research methods in a newly establishing doctoral course at Nam Dinh University? What is the Japanese model that Nam Dinh University can refer to?

Most of the students who have studied at the Nam Dinh University's master's program are likely to go on to a doctoral program to be established in the near future. Then, what kind of graduate-level education they want about research methods? The following quote is my experience three years ago (Moriyama 2016).

> I was invited to give an intensive lecture for 10 days to 57 students of the master's course at a Nursing University in Vietnam. The lecture topic was specified as "approaches of research, research methods" and there was no further request beforehand. Therefore, I prepared my lecture topics starting from the participatory and qualitative approach of research.
>
> On June 20, 2016, Monday, the first day of my lecture, at about 11 a.m. in the morning, one of the students (Mrs. M) raised her hand and said: "We want to study is quantitative research, not qualitative research". Therefore, I suddenly switched my lecture topic, and I talked about quantitative research with special reference to the questionnaire survey until Thursday noon (June 23). Then several students, including Mrs M, came to me and said "My teacher, now it is enough for quantitative matters. We students would like to learn about qualitative research this time. Please teach us according to the theme you prepared first."

This episode shows the larger needs toward quantitative research methods in Vietnam, one of the reason is that, after students completed course work at NDUN, most of the students go back to their parent organization (hospital, vocational nursing school, college, etc.) and continue their thesis research under the guidance of mostly medical doctors, who are good at quantitative research methods.

This episode also shows the student's willingness of learning qualitative methods even if qualitative methods are not so popular in doing nursing research in 2016.

4. St. Luke Nursing University, a model of establishing balanced research methods education

At this moment, there are limited studies regarding the research topics and research methods used by nursing doctoral students in Japan. Here, the author will introduce a case of St. Luke's Nursing University, a pioneer of nursing education and research in Japan since before World War II.

The following graph was drawn based on a report (Arimori et al. 2002)

----Figure 4 will be inserted in here. ----

The master's thesis was submitted for the first time in this university in 1982, and among the total six master theses, quantitative analysis was used in two of them, qualitative analysis was used in four. The following trend is shown in Fig.4. From 1982 to 2001, a total of 278 master's theses were submitted and a total of 341 analyzes were conducted (Arimori et al. 2002). Among the 341 analyzes, 128 (37.5%) were quantitative and 213 (62.5%) were quantitative (Arimori et al. pp.64-65.)

The methodology used in the doctoral thesis is shown in figure 5.

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The first doctoral thesis was submitted in 1992, and since then, 24 doctoral theses have been submitted. The breakdown of the methodology used was 33% for correlational studies, 25% for numerical methodological studies such as scale development, 25% for qualitative descriptive studies, 13% for quasi-experimental studies and 4% for experimental studies (Arimori et al. p.69)

5. Coming doctoral course studies in the near future.

Many factors will influence the direction of nursing research that is needed in the near future. Especially in Japan, the population is aging rapidly, and nursing research that can solve problems in response to the needs of medical care and nursing in an aging society is required (COJ 2017, MHWJ 2017).

Nursing research is also greatly affected by the direction of medicine and medical research. Recently in Japanese medical schools, evidence-based medicine is valued than ever before (JSME 2015), and nursing research in Japan is also under the influence of evidence-based medicine. In that case, quantitative research and experimental approach will be required more. However, while cooperating with medical research, nursing research also needs to cherish unique fields that can only be done by nursing researchers. In advanced nursing universities such as St. Luke’s University in Japan, many qualitative researches have been conducted along with quantitative researches since just after doctorate course of nursing was established, and these research methodologies continue to evolve. It is not desirable to be biased toward either quantitative research or qualitative research. In the coming doctoral course, further research should be developed with both sides in mind.

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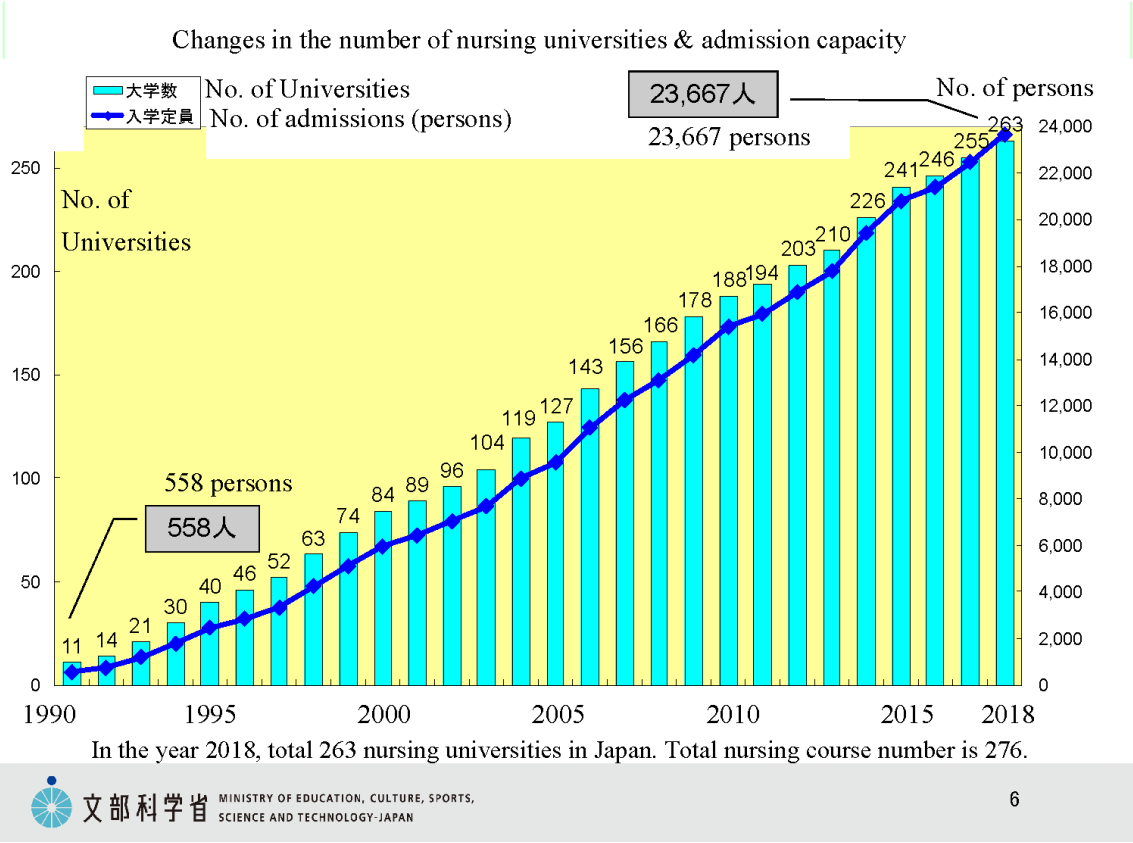

Fig.1. Changes in the number of nursing universities and admission capacity (MECSSTJ 2018).

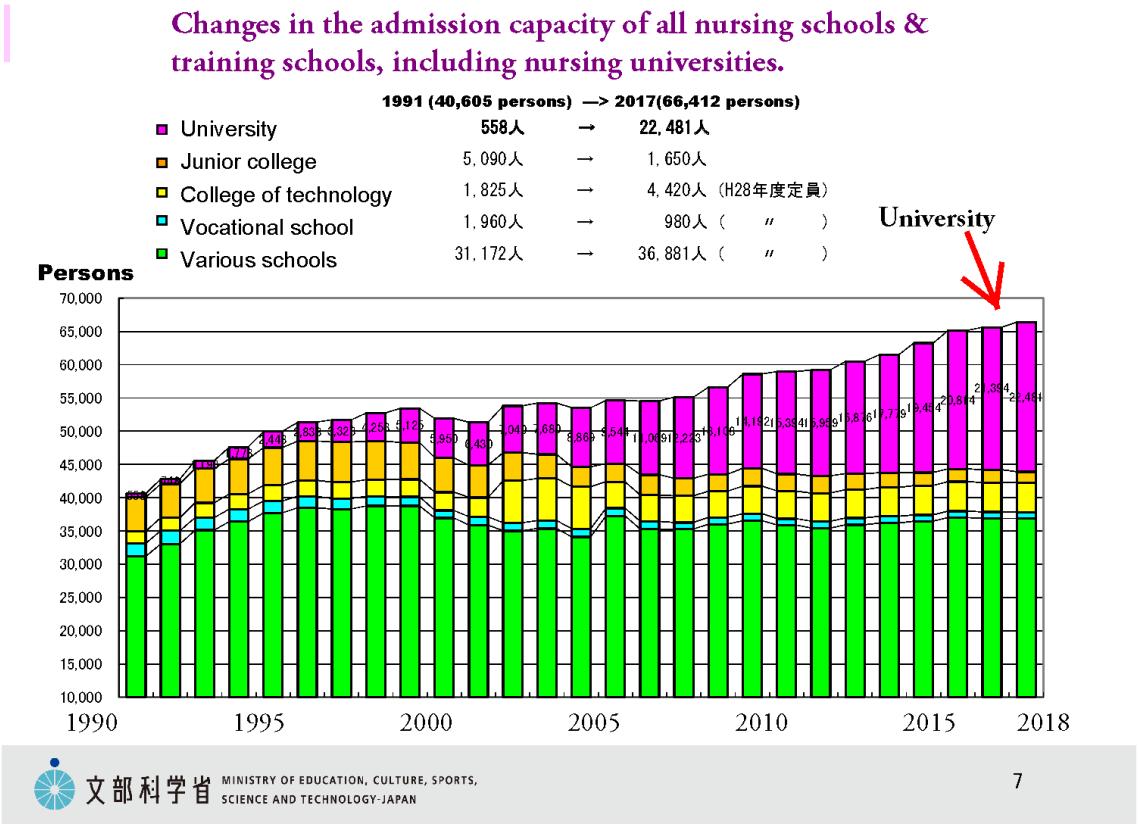

Fig.2. Changes in the admission capacity of all nursing schools and training schools, including nursing universities in Japan (MECSSTJ 2018).

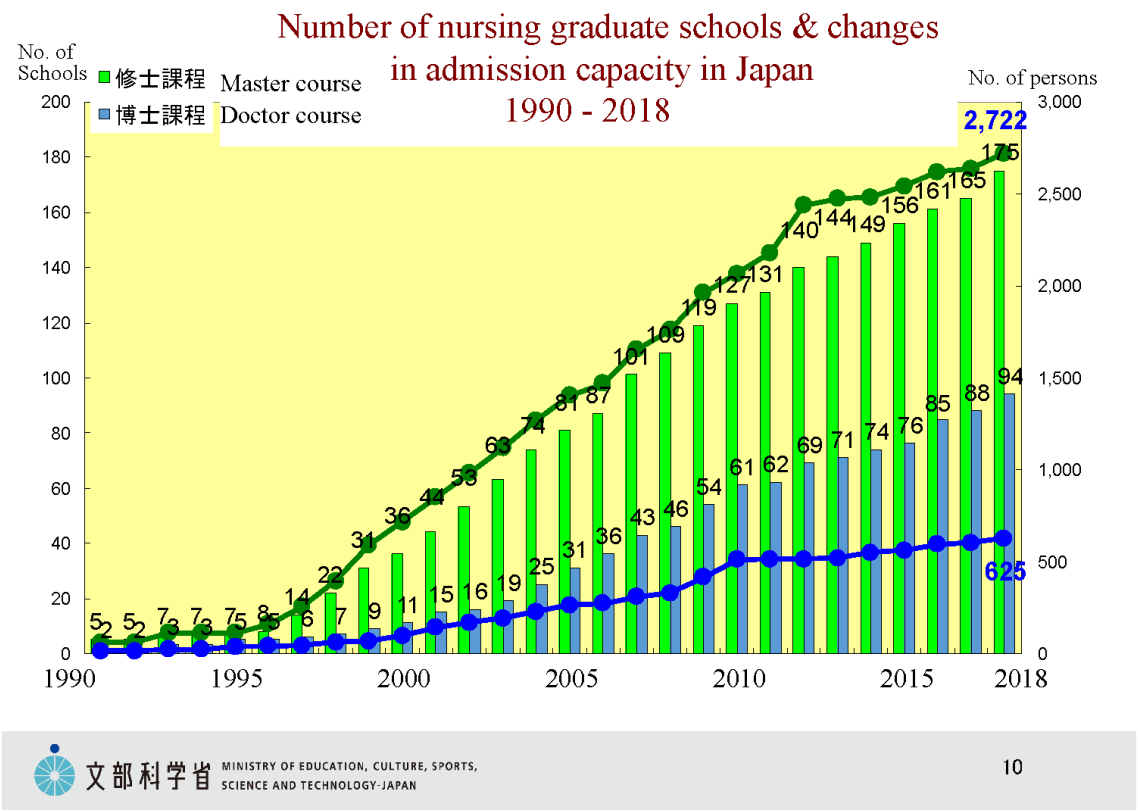

Fig.3. Increase of master course and doctor course of nursing in Japan, from 1990 to 2018 (MECSSTJ 2018).

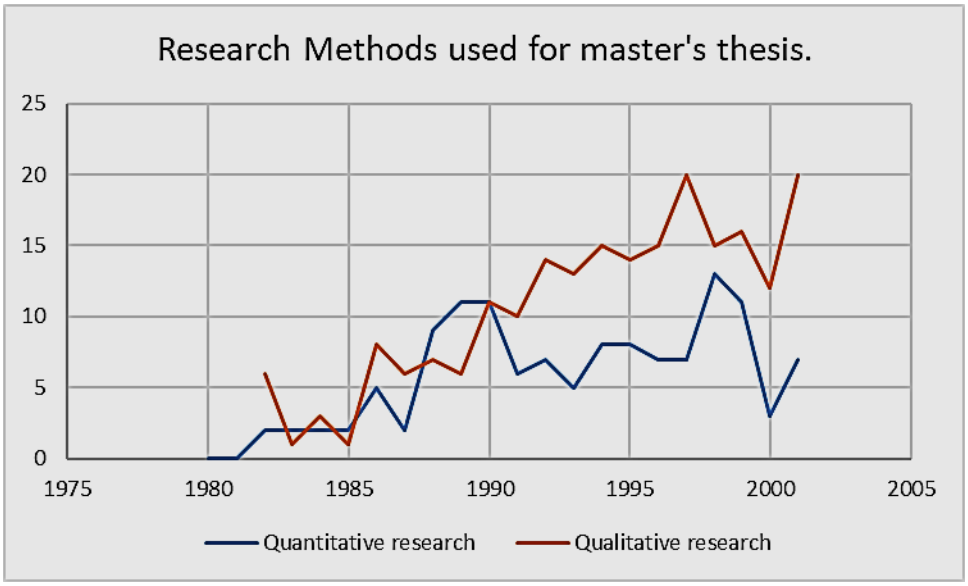

Fig.4. Research methods used for master's thesis, in a case of St. Luke's Nursing University, from 1982 to 2001.*

*Based on the data reported by Arimori et al. 2002, the author made this graph.

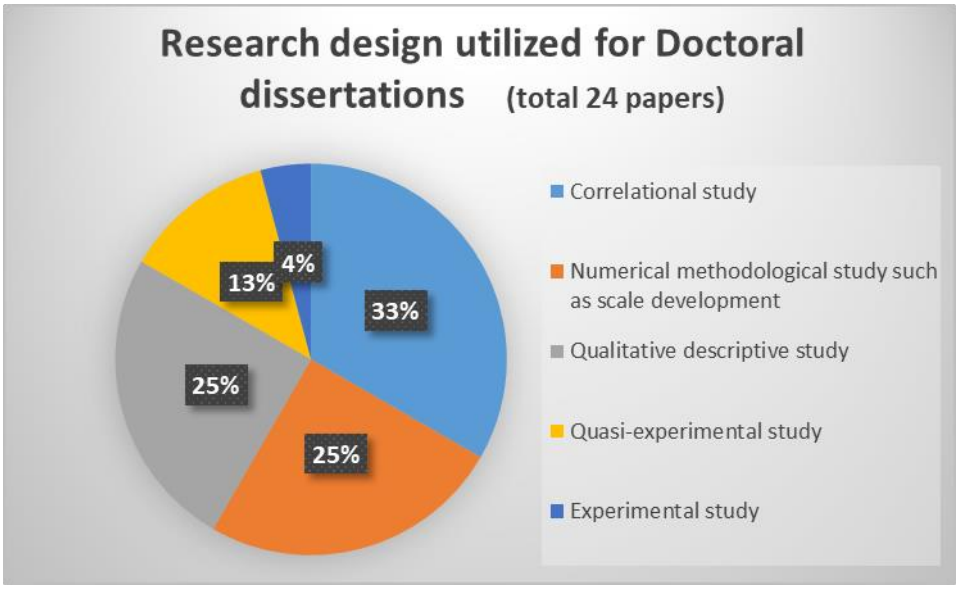

Fig.5. Research designs used for Doctoral dissertations, in case of St. Luke's Nursing University, from 1982 to 2001*.

*Based on the data reported by Arimori et al. 2002, the author made this graph.