

Doctoral Program in Nursing Science

■ Doctor of Philosophy in Nursing

Program Educational Objectives

There is a need for health care professionals who can respond creatively, scientifically, and flexibly to the diverse medical needs of people from various cultural backgrounds. Based on an interdisciplinary and international perspective, this degree program will train students to become advanced professionals in nursing, educators, researchers, and nursing and medical experts in the fields of policy and administration who not only possess specialized knowledge and skills, but who are also capable of constantly examining nursing practice with a research mindset. In addition, we will develop individuals who can develop new nursing techniques, education, and research methods based on “interdisciplinarity” and “science”, not only in the specialized fields of nursing.

Graduate Profile	Individuals who can become educators, researchers, and high-level professionals who can serve as bridges between practice and theory, with the ability to systematize education and research methods that form the basis for the creation of new knowledge and technological development required for the next generation.
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Diploma Policy

The degree of Doctor of Philosophy in Nursing is commenced to those who have fulfilled the requirements for the completion of the Doctoral programs, as set out in the Graduate School Regulations of the University of Tsukuba and related university regulations, and who are deemed to have the following competences.

	Competences	Evaluation perspectives
Knowledge and Skills	1. Knowledge creation competence: Ability to create new knowledge that can contribute to future society	① Are there any research findings that can be considered new knowledge? ② Can we expect you to create knowledge that will contribute to future society?
	2. Management competence: Ability to plan and implement measures to identify and solve challenges from a higher perspective	① Can you make and implement long-term plans for critical challenges? ② Can you identify challenges, even in other areas of expertise, and solve them from a higher perspective?
	3. Communication competence: Ability to express the true nature of academic findings positively and clearly	① Can you explain the true nature of research content and specialized knowledge clearly and logically to researchers from different areas and to people other than researchers? ② Do you proactively share your findings with researchers and experts from your field of expertise and accurately answer questions?
	4. Leadership competence: Ability to have objectives get accomplished under your leadership	① Can you set attractive and compelling goals? ② Are you capable of building systems to realize goals and accomplish objectives as the leader?
	5. Internationality competence: Possession of a high level of awareness and motivation to be internationally active and contribute to international society	① Do you have strong awareness and motivation to contribute to international society and international activities? ② Have you obtained adequate linguistic skills for international information collection and action?
	6. Ability to create scientific evidence: Research ability to create new knowledge that will become the basis for nursing practice.	① Do you have results that can be regarded as the creation of new knowledge? ② Is the research expected to create knowledge that will contribute to the development of nursing science?
	7. Expertise in nursing science: Ability to deepen advanced expertise in nursing science.	① Can you explore the essence of expertise in nursing science? ② Can you grasp the phenomena of nursing science and make them concrete and abstract?

	Competences	Evaluation perspectives
Knowledge and Skills	8. Ethics as a researcher and educator: Ability to conduct research and education with a solid sense of ethics	① Can you make decisions and take actions based on ethical standards that protect human dignity? ② Can you formulate a research plan that takes research ethics into consideration and carry it out appropriately for an advanced research project?
	9. International research and practice skills: Ability to conduct research and practice at an international level	① Can you disseminate his/her achievements in international academic exchange? ② Can you discuss his/her expertise with students and researchers whose native language is not Japanese?
Guidelines for Assessing Learning Outcomes	<p>Each knowledge and competence outlined in the “Degree Conferment Policy” is evaluated using the following indicators and methods.</p> <p>[Assessment by Numerical Indicators]</p> <p>Numerical indicators are established for each competence item across all courses and student learning activities to conduct objective evaluations. Achievement target benchmark values are set for each knowledge and competence item to quantitatively measure students' attainment levels.</p> <p>[Assessment Process]</p> <p>« Annual Assessment »</p> <p>Once a year, supervisory faculty and the Academic Affairs Committee collaborate to confirm and evaluate each student's competence attainment level. The assessment is conducted from the following perspectives:</p> <ul style="list-style-type: none"> - Achievement status of numerical indicators in each course - Attainment level against established benchmark values - Demonstration of knowledge and competences in research activities <p>« Final Assessment »</p> <p>During the dissertation examination, the Dissertation Review Committee confirms that all competences have achieved the benchmark values. The committee comprehensively evaluates quantitative assessment results based on numerical indicators and the manifestation of knowledge and competences in the dissertation to determine the final level of achievement.</p>	

<p>Evaluation Criteria for Degree Theses/ Dissertations</p>	<p>(Evaluation criteria)</p> <ol style="list-style-type: none">1. The contents of research contribute to nursing science.2. The dissertation must be original and the arguments supporting the originality must be sound.3. The significance and purpose of the research must be clearly defined, the research must be conducted using appropriate methods, and the paper must be written using the appropriate format and notation.4. The data used must have been collected by the applicant in accordance with the purpose of the research. The data used should have been collected by the applicant in accordance with the purpose of the research. On the other hand, if the data includes data from the past (before entering the second semester), the analysis of the data should be new.5. There should be no ethical issues in conducting the research or publishing the results. <p>(Review Procedure)</p> <ul style="list-style-type: none">- In the research protocol review, a review committee consisting of one primary examiner and one secondary examiner will be organized to review the research protocol and the presentation at the research protocol review meeting together.- After the research protocol review meeting, the review committee decides whether to accept or re-examine based on the evaluation criteria.- The acceptance or rejection of a dissertation is determined by a preliminary examination by the Preliminary Dissertation Examination Committee (hereinafter referred to as the "Preliminary Examination Committee"), followed by a dissertation examination and final examination by the Dissertation Examination Committee.- The role of the Preliminary Examination Committee is to confirm the eligibility of the applicant and to confirm that the dissertation submitted is of a level worthy of examination by the Dissertation Examination Committee. In order to improve the quality of the dissertation, the student may be required to revise the submitted dissertation within a certain period of time.- The Preliminary Examination Committee will consist of three or four faculty members in charge of the nursing science degree program other than the advisor and the secondary advisor. Of these, the primary examiner and one secondary examiner will be members of the research proposal review committee.- At the Preliminary Examination Committee, a presentation session will be held to allow the applicant to explain the contents of his/her research and to answer questions about related matters. In principle, the presentation session will be open to the public, and the date, time, place, title of the dissertation, and name of the applicant will be posted in advance.
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<p>Evaluation Criteria for Degree Theses/ Dissertations</p>	<ul style="list-style-type: none"> - In principle, the Preliminary Examination Committee shall consist of four or five faculty members in charge of the Master's Program in Nursing Science other than the advisor and the secondary advisor. The primary examiner shall be the faculty member in charge of research guidance for the Master's Program in Nursing Science. The primary examiner and two secondary examiners shall be members of the Preliminary Examination Committee for the relevant dissertation, and one or more faculty members from other degree programs of the university or from outside the university shall be included as new secondary examiners. In principle, the examiners should have doctoral degrees. - The expert committee shall have the applicant explain the contents of the research by holding a presentation and carrying out question-and-answer sessions on the matters related to such contents. The presentation shall be open to the public in principle and be announced in advance by releasing the date, place, title of the research assignment, and the applicant's name. The deliberation by the primary and secondary examiner after the presentation to determine the pass/fail will be closed to the public. If, by consensus of the reviewers, the submitted paper is judged to require additional revisions, the reviewers may request the applicant to make such revisions within a certain period.
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Curriculum Policy

The curriculum shall be designed to enable students to work toward the creation of a new nursing science by emphasizing academic fusion and interdisciplinary ideas. As a measure to enhance learning, the curriculum will be structured to enable students to deepen their learning of theory based on scientific evidence and to develop nursing science as a practical science, with the aim of developing individuals with a true balance between practice and theory, beyond the narrow framework of academic disciplines. In addition, the program will provide an environment to cultivate research skills of an international standard by invigorating academic exchange related to education and research, as well as allowing students to study abroad at universities with which we have academic agreements.

<p>Curriculum Design Framework</p>	<ul style="list-style-type: none"> - The curriculum will be organized to emphasize integration and interdisciplinary thinking, with the entire educational program as one area (nursing science), without being bound by existing nursing science fields. - Students are required to take two or more credits from Graduate General Education Courses, Degree Programs' Common Courses, and Inter-disciplinary Foundation Courses in order to contribute to the cultivation of basic knowledge, broad perspectives, and general knowledge and abilities in related fields with the major field of study as the axis.
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<p>Curriculum Design Framework</p>	<ul style="list-style-type: none"> - Students will acquire the ability to deepen their expertise in nursing science through “Foundations and Principles of Nursing Science”, and acquire the competence of knowledge creation based on scientific evidence through “Advanced Research Methods in Nursing Science”. In addition, students will acquire a sense of ethics as researchers and educators through “Advanced Nursing Education” and ability to perform advanced statistical analysis through “Application of Statistics in Nursing Research”, and focus on improving their basic abilities and qualities as researchers and educators. - Based on the knowledge and abilities acquired in the Foundation Subjects for Major, students will develop advanced knowledge of nursing and research skills to create scientific evidence for the basis of nursing practice through Major Subjects such as “Advanced Topics in Nursing Science”, “Advanced Seminars in Nursing Science I”, and “Advanced Seminars in Nursing Science II” . - Students will acquire international-level research skills in the process of working on their dissertations through Major Subjects such as “Research in Advanced Nursing Science”, seminars in research groups, and special lectures by lecturers from academic partner universities. - Students will also acquire research skills backed by solid ethics and value standards through Graduate General Education Courses, eAPRIN, ethics in clinical research courses, and “Advanced Seminars in Research Ethics” .
<p>Teaching and Learning Methods</p>	<ul style="list-style-type: none"> - The number of credits necessary for completion of doctoral degree course shall be 25 or more - Students are required to take at least ten credits of foundation subjects for their major. The “Foundations and Principles of Nursing Science” (2 credits) and “Advanced Research Methods in Nursing Science” (2 credits)” are required. Others are selected from the elective subjects “Advanced Nursing Education” (2 credits), “Application of Statistics in Nursing Research” (2 credits), Graduate General Education Courses, Degree Programs' Common Courses, and Inter-disciplinary Foundation Courses. Students are encouraged to take the foundation subjects for their major in the first half of the first year. - The minimum number of Major Subjects to be taken for completion is 15 credits, including “Advanced Topics in Nursing Science” (2 credits), “Advanced Seminars in Nursing Science I” (2 credits), “Advanced Seminars in Nursing Science II” (1 credit), “Advanced Seminars in Research Ethics” (1 credit), and “Research in Advanced Nursing Science” (9 credits). - In the second half of the first year, students take “Advanced Seminars in Nursing Science I”, in which they review domestic and international papers on research topics, systematically and logically plan and present their research objectives and methods, and constructively discuss their research plan for review. - Students who are able to draft a research plan will present their research plan at the research plan review meeting and have their research plan reviewed.

	<ul style="list-style-type: none"> - Students who have passed the research proposal review (expected to be in the latter half of the second year) will take “Advanced Seminars in Nursing Science II” so that they can proceed with their research according to the research proposal, and present the originality and novelty of their research topics with evidence and discuss them constructively. - Students are required to take “Research in Advanced Nursing Science”, which is a course for writing a doctoral dissertation. In April of the first year, a faculty advisor and secondary faculty advisors (up to two) will be selected, and a system will be established for students to receive research guidance. For research projects involving human subjects, the plan must be approved by the appropriate ethics review committee before the start of the research.
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Admission Policy

Desired Student Profile	<p>Students are expected to be motivated to contribute to the knowledge system of nursing science through the creation of new knowledge by utilizing the nursing practice and research skills developed in the Master's and Doctoral programs. Furthermore, we seek students who aim to become researchers, educators, and advanced professionals who can bridge the gap between practice and theory based on an interdisciplinary and international perspective.</p>
Student Selection Process	<ul style="list-style-type: none"> - The entrance examination shall be performed in August. In the case where there are insufficient number of applicants in the examination of August, the examination shall be implemented again in the following February. - The number of applicants shall be 8. - Applicants must meet one of the following qualifications. (1) Those who have a master's degree or are expected to have a master's degree by March of the year before admission, (2) Those who have a professional degree or are expected to have a professional degree by March of the year before admission, (3) Those who have been granted a degree equivalent to a master's degree or a professional degree in a foreign country, or who are expected to do so by March of the year before admission. Those who have reached the age of 24 or who will reach the age of 24 by March of the year before admission. - In the entrance examination, academic ability and character will be assessed through written and oral examinations of specialized subjects and English. In the examination of specialized subjects, questions will be asked using texts related to nursing and medical care in order to evaluate the candidates' specialized knowledge of nursing. In the English examination, questions will be given to evaluate whether the candidate has the English ability to use academic papers from overseas. The oral examination will evaluate whether the student has the ability to conduct original research as a graduate student, and whether the student has aptitude, qualities, future potential, and a clear sense of purpose in the field of nursing science as a researcher, educator, or practitioner. - For the examinees of international students, the following shall be considered: the questions shall be in English and preparation of such questions shall be devised etc.

Learning Support Framework

<p>Academic Support</p>	<p>The following initiatives are implemented to support effective learning among graduate students.</p> <ul style="list-style-type: none"> - Individual support for research supervision and thesis/dissertation writing (one-on-one meetings). - Presentation guidance, such as rehearsal sessions before conference presentations inside and outside the university. - English writing support.
<p>Opportunities for Peer Interaction</p>	<p>The following systems and frameworks exist to enhance peer effects, which foster learning motivation and improve research quality.</p> <ul style="list-style-type: none"> - Seminars in each specialized field. - Classes that integrate special lectures and exercises across different fields, enabling student discussions. - Collaborative activities at research proposal presentations and thesis/dissertation presentation sessions. - Student tutor system.
<p>Opportunities for Student-Faculty Interaction</p>	<p>The following activities are conducted to enhance learning motivation and research quality through dialogue and supervision with faculty members.</p> <ul style="list-style-type: none"> - Development of research supervision systems and regular individual meetings. - Study groups and research meetings organized by faculty. - Social gatherings within academic fields, held once or twice a year, such as group meals. - Research project in collaboration with faculty members.

Approaches to Assuring and Enhancing Educational Quality

The following activities are carried out to assess and enhance the quality of education:

- Faculty Development (FD) activities
- Analysis of student surveys and providing feedback
- Regular review of the curriculum

At meetings of the Curriculum Committee for the Nursing Science Degree Program, student learning outcomes are evaluated, and the validity of the curriculum and the appropriateness of instruction are reviewed.

In addition, an Academic Affairs Committee has been established to ensure continuous monitoring and improvement of all educational activities, thereby guaranteeing the quality of education and strengthening the structure necessary to achieve the objectives of the degree program.