

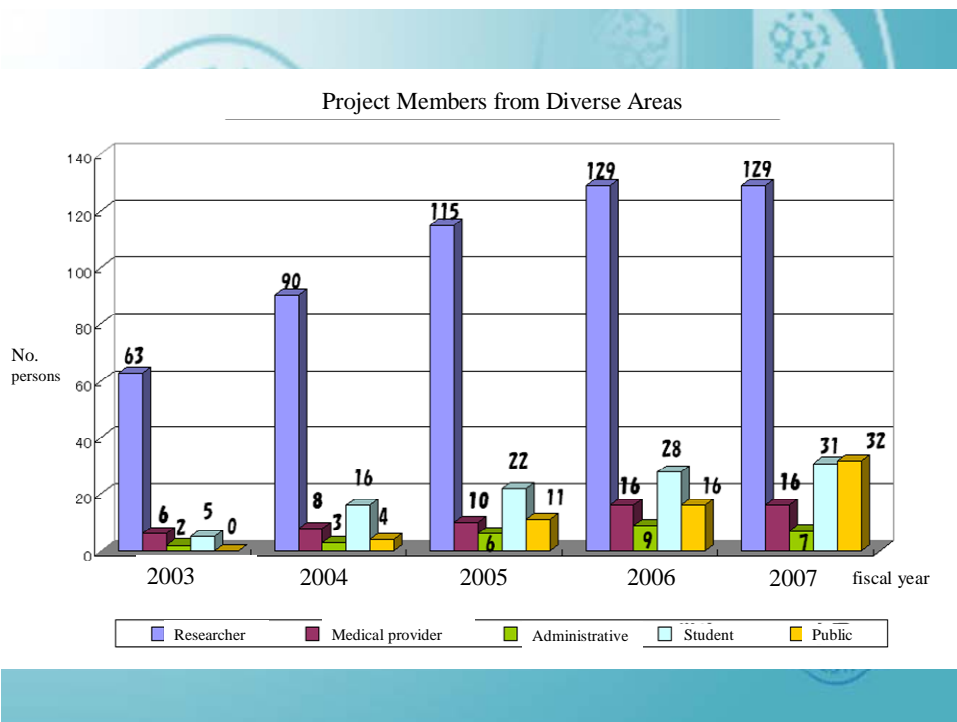
Development of Novice Researchers

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One of the major objectives of the 21st Century Center of Excellence Program is the development of novice researchers. In terms of graduate school doctoral education, the period prior to 2003 till the present day has witnessed dramatic changes, both qualitatively and quantitatively. We have focused on the development of novice researchers within the overall framework of COE activities. Educational consortiums were established to develop human resources who will, in the future, be involved in people-centered care services as well as those who will work internationally. Support has been provided in the areas of research and education, nursing practice and development, and international exchanges.

This figure depicts the transition in the number of research project members over the past five years. These members were involved in significant activities such as research planning, data accumulation, writing papers, and conducting symposiums and seminars. As can be seen from the graph, the number of members from diverse fields increased. In particular, there was an increase in administrative officers, students, and general consumers between 2006 and 2007.

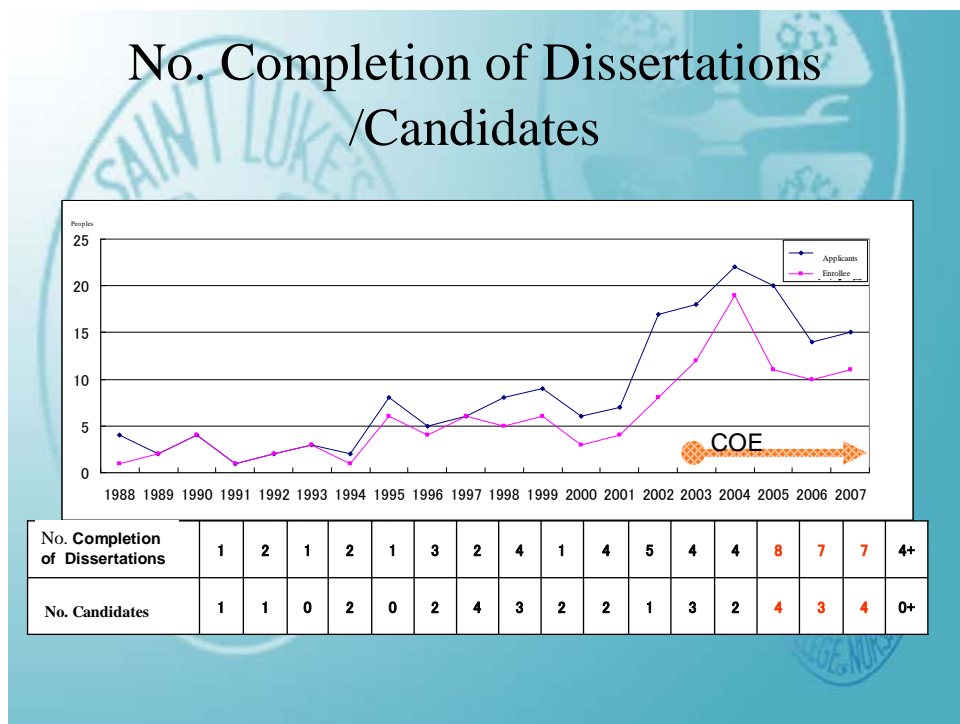


Transition in Doctoral Course Applicants, Enrollees, and Degree Holders

This graph presents the transition in the number of doctoral course applicants and enrollees. In 1988, St Luke's College of Nursing began its doctoral program. It is interesting to note that after a 10-year

delay, the number of applicants began increasing in 1998. In particular, the numbers rapidly increased for five years starting in 2003, when the COE Program was launched. In the last several years, this has increased the capacity (in terms of number) per academic year from four to ten.

The figures provided at the bottom of the following chart indicate the number of students who have completed their dissertations (obtained their doctoral degrees) and those who have obtained their credits but have not completed their dissertations (candidates for doctoral degrees). Both of these numbers were less than five for a period of ten years after the launch of the doctoral program; however, they exceeded ten after 2003.



Novice Researcher Incentive Grants and Completion of Dissertations

The following table shows the names of the novice researchers receiving incentive grants and the status of their degree-holding (dissertation). Students with crowns beside their names have obtained their degrees (completed their dissertations) while those with books beside their names have submitted their research plans and passed the screening to write their doctoral dissertations. Under this system, research plans are invited from doctoral program students in their academic year or above, and grants up to a maximum amount of 1 million yen are provided to successful research plans. In the past five years, 29 students have been given grants, and from these, 69% or 20 students have completed their dissertations, and about 21% or 6 students have passed the screening of

research plans for dissertation submissions.

Novice Researcher Incentive Grants and Dissertations

2003 (9名)	2004 (19人)	2005(8人)	2006 (7人)	2007 (9人)
片岡				
堀内				
小野(智)	小野(智)			
大森	大森			
長岡	長岡			
大久保	大久保	大久保		
宇城	宇城	宇城		
	岡田	岡田	岡田	
	鈴木	鈴木	鈴木	
	加賀谷		加賀谷	加賀谷
	中川	中川		
	谷口(好)			
	大金	関森	関森	
有江	有江	大金	大金	
片桐	片桐			
	長谷川			長谷川
	太田			太田
			飯岡	飯岡
	小山田			
	栗生田	西田		
				杉本
				辻
				土江田
				小野(和)
	竹内			
	谷口(珠)		谷口(珠)	藤原

 : Dissertations

 : Candidates

Support Measures for Study from the International Perspective: Library Services

The library—which includes a search on support and educational information—is a support tool that enables students to adopt an international perspective in their studies. It allows library users to investigate the opinions of researchers worldwide, the subjects they are pursuing, and to what extent they are successful in this regard. Searching for information on the Internet, in particular, requires productive databases and independent users.

The library service provides individualized consultation as well as small-group guidance courses that can be selected at will. These are one-year courses; examples include Introduction to PubMed and other selective courses that enable students to improve on their developmental areas.

Other library services include e-journals and improvement of the database. St Luke's College of Nursing installed the EBSCO Nursing & Allied Health Collection in fiscal 2005, enabling information retrieval from approximately 400 e-journals such as the CINAHL records. In addition, literature can now be copied, received, and mailed online, and hence, used at any time and in any place.

This figure shows the main page of the recently revamped library. The left side of the page lists the databases and the center lists the e-journals. It is user-friendly.

E-journals published by the leading English publisher, Blackwell, can be accessed directly. Journals from other leading publishers, like Elsevier, can be mutually loaned between hospital libraries, and therefore, can be obtained with a delay of only one day. The satisfaction involved in being able to access the required papers at the required time has boosted students' research ambitions.

Support Measures for Studying from a Global Perspective: International Dissemination of Research Achievements

Another support measure for studying from an international perspective includes inculcating an environment that will foster mutual cooperation among top researchers from abroad. This includes the provision of numerous opportunities for overseas lecturers to hold lectures with regard to various existing projects as well as for them to provide consultation services. Some examples include the international relay symposiums, WHO Center workshops, and open seminars.

Students are also provided with many opportunities to accompany their teachers who lecture at international conferences. In 2006, students applied for a total of 45 overseas business trips. Student participation in international conferences is highly encouraged. In order to provide support to students in writing English papers, two native English professors have been instituted as guides even after the completion of doctoral program.

Supporting Novice Researchers in Acquiring Skills

An example of support provided to novice researchers in terms of skill acquisition includes the research and educational support provided at the research center. This includes field support, education and advice on research theories, support on how to acquire external research grants, and guidance on writing research plans.

Another example is providing motivation and support to students to continue their research. Novice researchers are encouraged to participate in the research projects of experienced researchers as well as to pursue their own research themes. Information on opportunities for novice researchers to enhance their careers is also provided.

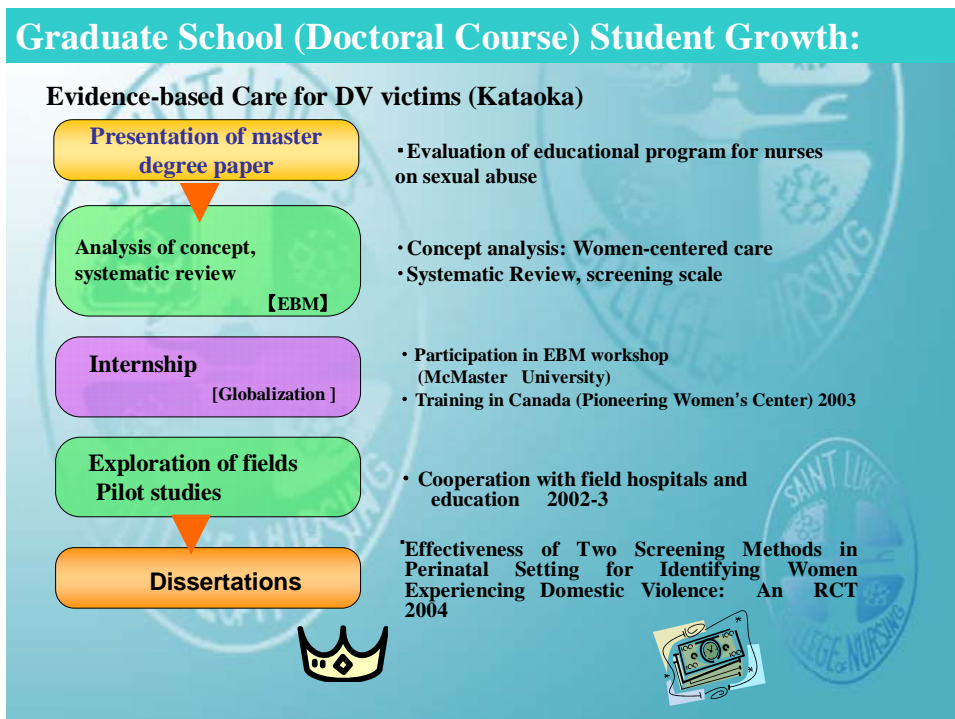
Novice researchers are also enthusiastically recommended as candidates for awards at various

conferences and committees. These are intended to increase incentives for novice researchers.

Example of the Encouragement of the Development of Novice Researchers (While in the Doctoral Course)

The following paragraphs introduce examples in which the development of the novice researcher is encouraged.

One student has been conducting research on domestic violence (DV) related themes since the beginning of her doctoral course. She had developed a perinatal screening method based on her research theme of care for female victims of DV. As shown in the figure below, her research process is based on the concept of women-centered care. Systematic review is indispensable to the development of new nursing practices. For her doctorate thesis, she conducted a randomized controlled trial (RCT) to evaluate the appropriateness of the practical application of her developed screening method, and submitted her dissertation in English. In 2003, during the third academic year of her doctoral course, she obtained the COE novice researcher incentive grant to pursue her research further.



Example of the Encouragement of the Development of Novice Researchers (After

Completing the Doctoral Course)

After completing her doctorate course, this student joined the faculty as a lecturer and participated in one of the COE projects. Her role in her project group was primarily to compile DV guidelines during the perinatal period. She has also presented papers related to her doctorate thesis in both Japanese and English. Unfortunately, her RCT-designed paper was rejected by the British Medical Journal. She is now submitting her paper to another journal.

She actively participates in international conferences in order to promote interchanges with researchers worldwide. She writes research plans independently and acquires new research grants in her continuous efforts to reform practices in a new field of study.

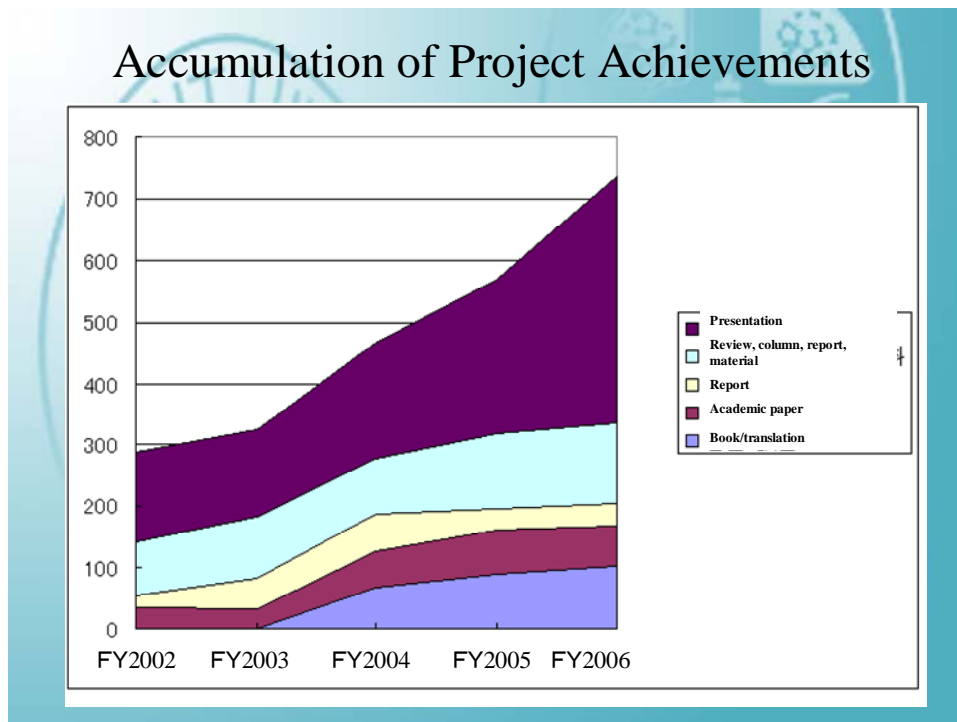
In this way, most of our doctoral course graduates continue their research as university lecturers.



Accumulation of Project Achievements

Students and novice researchers are members of different COE projects. This figure depicts the research achievements of the lecturers at our college from 2002. The number of lecturers does not change; however, the number of presentations and papers are increasing. The number of English

papers presented has also sharply increased since 2003.



Acquiring Competitive Funds for Faculty Members

The following chart presents the increase in research grants for faculty members. The research grant of 44 million yen before the COE was launched increased 2.4 times during 2007 when the COE was in progress. The percentage of new grants also sharply exceeded the national average, indicating that research grants were acquired extensively by both novice and veteran lecturers.

This study has introduced the development of the novice researchers in our college, including the fostering of an environment that will enable them to meet this objective.

Faculty Member's Research Funding

Source: Ministry of Education And Technology

Year	No. accepted	Annual research funds (Yen)	New acceptance rate (National average)
• 2001	•••16	44,000,000	50% (23.1)
• 2003	•••24	61,040,000	56% (23.7)
• 2004	•••28	96,410,000	55% (23.7)
• 2005	•••29	85,970,000	73% (24.8)
• 2006	•••29	91,890,000	75% (24.0)
• 2007	•••34	105,430,000	80% (23.5)