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研究課題名(和文) Assessment of a new nursing English curriculum focusing on intercultural competence

研究課題名(英文) Assessment of a new nursing English curriculum focusing on intercultural competence

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研究成果の概要(和文)：50人のボランティアの学部生から完全な量的および質的調査データを収集しました。データは、選択科目を受講する学生による学術目的での看護英語の使用に焦点を当てており、2つのスピーキングコース、1つのライティングコース、1つのプレゼンテーションコース、および1つのWebベースの交換プログラム(Collaborative Online International Learning)の学生が含まれていました。新しい英語カリキュラムは、言語的または非言語的なコミュニケーションに対する学生の開放性を高め、批判的思考と文化的自己認識を促進し、看護の文脈で英語を使用するための実践的なスキルを習得するという点で、共通語としての英語への継続的かつ効果的なつながりを開発することが示されました。

研究成果の学術的意義や社会的意義

Our results support the implementation of English language courses in nursing education to facilitate the acquisition of general openness in Japanese students at the undergraduate and graduate levels.

研究成果の概要(英文)：We collected complete quantitative and qualitative survey data from 50 volunteer undergraduate students over 2 years. The data focused on the usage of nursing English for academic purposes by students enrolled in elective courses and the data included students from two speaking courses, one writing course, one presentation course, and one web-based exchange program (Collaborative Online International Learning). The new English curriculum at Chiba University School of Nursing was shown to provide a continuous and impactful connection to English as a lingua franca in terms of increasing students' openness to other ways of communicating verbally or non-verbally, promoting critical thinking and cultural self-awareness, and acquiring practical skills to use English in a nursing context. Our results were shared in international conferences and published in science education outlets.

研究分野：Curriculum design

キーワード：Nursing education Nursing English Cultural competence

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様式 C - 19、F - 19 - 1、Z - 19 (共通)

1 . 研究開始当初の背景

Among health professionals, the ability to communicate cross-culturally used to be labeled cultural competence. This concept has never been clearly defined but was generally understood as the acquisition of knowledge, skills, and attitudes necessary for providing care to members of a cultural minority. However, contemporary literature has challenged the concept of cultural competence as it mostly focuses on **developing expert knowledge about the patient's culture rather than addressing the healthcare provider's** ability to respectfully consider and act towards members of other cultures. As a result, the new concepts of cultural safety or cultural humility have been introduced to describe the practice of healthcare providers, critically reflecting on their own cultural identity and the impact of that culture on the care practice. In this study, we will consider cultural humility as a lifelong self-reflection process to critique the power relationship between patients and healthcare providers as well as the privileges and biases introduced by **the providers' cultural identity.**

Learners can further their cultural humility through interactions, and cultural humility allows them to become more aware of multiple perspectives and sustain durable growth. Simulation activities or active learning exercises allow learners to enhance their cultural awareness. More extensively, study abroad programs are generally thought to provide authentic opportunities for learners to engage with others in meaningful ways, affecting personal growth. Despite these clear transformative benefits, study abroad programs are restricted to a few learners due to financial, logistical, or personal barriers. Therefore, many **higher education institutions have developed programs aimed at "integrating international and intercultural dimensions into the formal and informal curriculum for all students within domestic environments."**

2 . 研究の目的

This project aims to describe the transformational effect of the new English curriculum on Japanese nursing students' attitudes and beliefs regarding intercultural communication for academic purposes.

3 . 研究の方法

This article reports the changes in attitudes and beliefs of nursing students at Chiba University School of Nursing after engaging in one of the seven new courses that compose the new English curriculum. This study focuses on survey questionnaire data to establish the program's impact on **students' openness, self-awareness, willingness to grow, capacity for self-reflection or self-renewal, and respect for different views or opinions.** All these elements **have been selected as important components of students' capacity to** acquire a more intercultural perspective.

3.1 Population

Participants in this program assessment were 77 Japanese (63 2nd- and 3rd-year undergraduate, and 14 graduate students in the Master course) nursing students who engaged in the new English curriculum between April 2019 and March 2021. Enrolment in the course was voluntary, and so was participation in the survey.

3.2 Survey questionnaire

Our survey questionnaire was modified after the questionnaire produced by Fanitini to assess cultural competence. It included a demographic section followed by four sections and 111 questions or statements that participants could answer or agree with using a 6-point Likert scale. We specifically investigated four psychometric dimensions that were presented in the Beliefs, Events, and Values Inventory (BEVI). The first psychometric dimension relates to students with a strong sense of will, low tolerance for mistakes, generally positive thinking, and a tendency to analyze things (BEVI Self-Certitude) superficially. The second dimension relates to students displaying introspection, awareness of the complexity of self, consideration for human experiences, and tolerance for uncomfortable thoughts (BEVI Self-Awareness). The third **dimension considers students' awareness of self and others and their ability to perceive the world in a non-Manichean way (BEVI Socioemotional Convergence).** Finally, the fourth dimension relates to students' ability to hold progressive points of view regarding social and cultural issues (BEVI Sociocultural Openness). Some examples of questions for each psychometric dimension are shown in Table 1.

While the first three sections examined how Japanese students perceived their own personalities, their motivation towards using English to communicate internationally, and communication strategies, the last section of the questionnaire required students to assess how they altered their communication strategies over the seven 8-session courses.

Table 1: Samples of questions or statements used in the first three sections. Questions pertain to how students view themselves, view others belonging to the same culture, and view students from another cultural background

	Section sampled	Question type	Question sample
Self Certitude	1	Personality	In front of a Japanese audience, I look self-reliant
	1	Personality	In front of an American audience, I seem set in my ways
Self Awareness	2	Motivation to engage	During the interactions, I survived as best as I could
	2	Motivation to engage	After COIL, I want to improve my linguistic skills
Socioemotional Convergence	3	Communication strategies	In academic arguments in English, the main idea is usually stated first
	3	Communication strategies	When speaking with people from ≠ cultural backgrounds, American students usually adapt the type of eye contact
Sociocultural Openness	3	Communication strategies	When speaking with people from different cult. background, I stay closer to other Japanese students
	1	Personality	In front of a Japanese audience, I appear open-minded

The questionnaire was administered to Japanese students after completing the program by an independent assessor, following the guidelines of the ethics board at Chiba University School of Nursing.

3.3 Data analysis

For the first three sections, we used paired t-tests to investigate whether student perceived a difference in the way they saw themselves (reflection) and the way they believed foreign student peers viewed them (imagined external point of view). Any statistical difference between responses would relate to perceived **distinctions between the “Japanese” and the “imagined non-Japanese” points of view.**

In the last section, pre-post paired t-tests were conducted to examine whether students perceived any improvement in their academic communication strategies. All calculations were conducted using the online program JASP.

4 . 研究成果

Due to the small sample size (N=77) the significance of our survey results cannot be generalized. However, our findings may suggest interesting effects of language education on Japanese nursing students and act as a basis for further studies.

Our analysis of students’ responses in the first three sections following the demographic data entry revealed that Japanese students perceived their communicative attitudes as indistinguishable from their American counterparts. In all four psychometric scales that we considered, the higher levels of similarity were observed for the category called Self-Certitude in the BEVI (73% of responses are statistically indistinguishable). This suggests that either Japanese students indeed are perceived the same way, or that they are not aware of the behavioral distinctions that may exist. Japanese students perceived more distinctions for questions pertaining to the other three psychometric dimensions: Socioemotional Convergence, Self-Awareness, and Sociocultural Openness (respectively 50%, 57%, and 53% indistinguishable).

Notably, Japanese students believed that American students viewed them as more set in their ways and more self-reliant as they perceive themselves. They also believed that they appeared more open-minded and adaptable to other ways to American students than to other Japanese peers. Finally, Japanese students felt that they appeared **less self-reliant or respectful of others’ opinions when interacting with American students** than Japanese students. Further research is needed to confirm the emerging trends observed in this study due to the very small sample size.

For the pre-post paired t-test, across all dimensions, Japanese students perceived significant decreases in Self Certitude and increases in Socioemotional Convergence, Self-Awareness, and Sociocultural Openness (Table 2). This suggests that interacting with nursing students from a different cultural background motivated Japanese students to share and exchange opinions and compare communication strategies.

Table 2: Change Δ in attitudes and beliefs related to academic communication using English as measured using the four psychometric dimensions included in this study. Change is understood as a comparison between student situations before the program and after the program. Negative change (=decrease) was only observed for Self Certitude. p values indicate the likelihood of the change being due to the observed variability within the sample.

	Question	p(T<=t)	Change Δ		Question	p(T<=t)	Change Δ		Question	p(T<=t)
Self Certitude	V-2-05	8.00E-02	(0.75)	Socioemotional Convergence	V-1-03	3.30E-02	1.00	Sociocultural Openness	V-1-01	1.85E-02
	V-2-09	1.50E-02	(1.13)		V-1-04	5.10E-02	1.13		V-1-02	7.25E-03
	V-3-01	1.36E-04	(1.38)		V-1-05	1.40E-01	0.63		V-1-07	3.31E-02
	V-3-02	6.00E-03	(0.88)		V-1-06	9.50E-02	0.63		V-1-08	6.20E-03
	V-3-06	1.10E-02	(1.25)		V-2-02	3.00E-03	0.75		V-2-07	1.99E-02
Self Awareness	V-2-01	4.80E-02	0.75		V-2-06	3.30E-02	0.50			
	V-2-03	4.27E-05	1.13		V-2-10	2.60E-02	1.13			
	V-2-04	2.10E-02	0.88		V-3-03	4.90E-02	0.63			
	V-2-08	1.00E-03	1.00		V-3-04	3.60E-02	1.38			
	V-3-05	2.00E-02	0.75		V-3-07	3.30E-02	0.50			
				V-3-08	1.00E-03	1.75				
				V-3-09	5.00E-03	1.25				

This preliminary examination of a newly developed COIL program for nursing students suggests that this virtual course may change students' attitudes and beliefs towards higher levels of openness and awareness. Further research is required to validate the findings of this study for both Japanese students and their American counterparts. Those studies may gain in integrating a control group as part of their design to unequivocally ascertain the impact of COIL on the cultural humility of nursing students.

5. 主な発表論文等

〔雑誌論文〕 計3件（うち査読付論文 3件/うち国際共著 3件/うちオープンアクセス 3件）

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2. 論文標題 Changes in attitudes and beliefs regarding intercultural academic communication in nursing: assessing a collaborative online international learning (COIL) program between Japan and the USA	5. 発行年 2023年
3. 雑誌名 Conference Proceedings. New Perspectives in Science Education 2023	6. 最初と最後の頁 21-25
掲載論文のDOI（デジタルオブジェクト識別子） 10.26352/H316_2384-9509	査読の有無 有
オープンアクセス オープンアクセスとしている（また、その予定である）	国際共著 該当する

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〔図書〕 計0件

〔産業財産権〕

〔その他〕

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6. 研究組織

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7. 科研費を使用して開催した国際研究集会

〔国際研究集会〕 計0件

8. 本研究に関連して実施した国際共同研究の実施状況

共同研究相手国	相手方研究機関
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