

Research Note

Learning difficulties in learning of international nursing students from interviews with nursing teachers: Aiming to develop writing materials for international nursing students

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Abstract

Objective: Compared to research on international nurses under economic partnership agreements, there are few studies on international nursing students in Japanese universities. Therefore, the difficulties they face are unclear. Moreover, to clarify and improve the situation, the perspectives of teachers involved in the process are indispensable. Therefore, the purpose of this study was to analyze interviews with nursing faculty members to clarify the difficulties of international nursing students in classes, exercises, and practice, with a view to developing writing materials that are expected to be particularly difficult.

Methods : Four nursing faculty members who were in charge of educating international students in the nursing department of a university were interviewed by a Japanese language faculty member. Their utterances, including difficulties in educating international nursing students, were analyzed using the Steps for Coding and Theorization (SCAT) method.

Results : As a result, storylines were created with 78 constructs from four perspectives: “problems international students face,” “problems caused by a typical nursing education,” “problems in the educational system and environment,” and “problems of the nursing faculty themselves.” By subdividing each of these storylines, 24 hypotheses concerning the educational difficulties that nursing faculty perceive for international nursing students were developed. The hypothesis of this study suggested the usefulness of incorporating peripheral skills in writing materials for international nursing students. The importance of collaboration between nursing faculty and Japanese language faculty in supporting the learning of international nursing students was also discussed.

Keywords : Nursing Education, Japanese Language Education, International Nursing Students, Steps for Coding and Theorization (SCAT), Writing Resources Development