



# FD Mother Map for Nursing Education

Center for Education and Research in Nursing Practice  
Graduate School of Nursing, Chiba University

# FD Mother Map for Nursing Education



## FD Mother Map for Nursing Education

### 1. Fundamentals

Fundamentals			
Elements	Level I Knowing	Level II Being independent	Level III Being able to support, provide guidance and expand
<b>1. Fundamental abilities as a nursing university faculty member</b>			
<b>Having an essential understanding of nursing studies</b>	<b>Fundamentals 1-1.1</b> (1) Know that nursing studies is a science that pursues the basics of the practice of nursing and aims to create and develop nursing values. (2) Know the particular significance and role that nursing studies has in relation to other sciences.	<b>Fundamentals 1-1.2</b> (1) Be able to carry out activities as a faculty member recognizing that nursing studies is a science that pursues the basics of the practice of nursing and aims to create and develop nursing values. (2) Be able to carry out activities as a faculty member recognizing the particular significance and role that nursing studies has in relation to other sciences.	<b>Fundamentals 1-1.3</b> (1) Be able to support other faculty members, recognizing that nursing studies is a science that pursues the basics of the practice of nursing and aims to create and develop nursing values. (2) Be able to support other faculty members, being self-aware of the particular significance and role of nursing studies.
<b>Maintaining interest in nursing studies</b>	<b>Fundamentals 1-2.1</b> (1) Know that one's interest in nursing studies influences the way one acts as a faculty member.	<b>Fundamentals 1-2.2</b> (1) Be able to continue deepening and developing an interest in nursing studies through one's activities as a faculty member.	<b>Fundamentals 1-2.3</b> (1) Be able to support other faculty members through one's activities as a faculty member, so as to continue to deepen and develop an interest in nursing studies.
<b>Keeping a balance between educational and research activities</b>	<b>Fundamentals 1-3.1</b> (1) Understand that the major responsibility of a nursing university faculty member is education and research related to nursing studies, and know the need to think realistically about how to divide time between education and research.	<b>Fundamentals 1-3.2</b> (1) Actively carry out well-balanced activities as a faculty member, realistically examining the distribution of time spent on education and research.	<b>Fundamentals 1-3.3</b> (1) Be able to support other faculty members, developing an environment where they can carry out well-balanced education and research activities.
<b>Evaluating one's activities as a faculty member</b>	<b>Fundamentals 1-4.1</b> (1) Know the significance and methods of evaluating and improving one's activities as a faculty member, based on one's personal experiences and ability, as well as the social role of the nursing profession, and the situation of one's university, etc. (2) Know about the existence of the FD and learning resources to continuously improve one's activities as a faculty member.	<b>Fundamentals 1-4.2</b> (1) Be able to evaluate and improve one's personal activities as a faculty member, based on one's personal experiences and ability, as well as the social role of the nursing profession, the situation of one's university, etc. (2) Be able to continuously improve one's activities as a faculty member, making use of the FD and learning resources as necessary.	<b>Fundamentals 1-4.3</b> (1) Be able to support other faculty members, advising how to evaluate and improve their activities based on their personal experiences and ability, as well as the social role of the nursing profession, the situation of the university, etc. (2) Be able to support other faculty members, organizing an FD program and learning resources.
<b>Developing one's career development as a nursing university faculty member</b>	<b>Fundamentals 1-5.1</b> (1) Know the need to flexibly examine one's learning needs and career path based on one's personal experiences and ability, as well as the social role of the nursing profession, the situation of one's university, the work-life balance, etc.	<b>Fundamentals 1-5.2</b> (1) Be able to flexibly examine and put into action one's learning needs and career path, based on one's personal experiences and ability, as well as the social role of the nursing profession, the situation of one's university, the work-life balance, etc.	<b>Fundamentals 1-5.3</b> (1) Be able to support other faculty members, helping their career development based on their experience and ability, as well as the social role of the nursing profession, the situation of the university, the work-life balance, etc.

<b>2. Fundamental abilities as a nursing professional</b>			
<b>Managing one's health as a nursing professional</b>	<b>Fundamentals 2-1.1</b> (1) Understand the special characteristics of one's lifestyle and the workplace environment, understanding the trends of changes therein, and know the relation of those with one's health. (2) Know the principles of health through one's 24-hour lifestyle. (3) Know the issues in social role at each stage of growth and development, being aware of the special characteristics of the physical and mental changes. (4) Know the need to explore the fundamental causes of health problems and stress that arise, rather than carrying out supportive care (symptomatic treatment) .	<b>Fundamentals 2-1.2</b> (1) Be able to adjust one's lifestyle and the workplace environment, understanding the trends of changes therein, in a way that promotes a better health condition. (2) Be able to adjust to external changes, examining the principles of a healthy lifestyle amidst one's daily life. (3) Be able to continue and develop home and occupational lifestyles in a way that maintains a physical and mental balance, knowing the social role at each stage of growth and development. (4) Be able to create a condition of harmony between oneself and the surrounding natural and social environments, exploring the fundamental causes of health problems and stress.	<b>Fundamentals 2-1.3</b> (1) Be able to demonstrate to students and other faculty members the significance of adjusting their lifestyle to a healthier condition, understanding changes and trends in the special characteristics of the lifestyle and workplace environments. (2) Be able to demonstrate to students and other faculty members the significance of adjusting to external changes, examining the principles of a healthy lifestyle amidst their daily lives. (3) Be able to support students and other faculty members in continuing and developing home and occupational lifestyles in a way that maintains their physical and mental balance, helping them know the social role at each stage of growth and development. (4) Be able to demonstrate to students and other faculty members the significance of creating a condition in harmony between themselves and the surrounding natural and social environments, exploring the fundamental causes of health problems and stress.
<b>Having a vision of nursing</b>	<b>Fundamentals 2-2.1</b> (1) Be able to verbalize one's personal nursing vision, reflecting on one's experience, based on the fact that nursing functions to maintain and promote people's health.	<b>Fundamentals 2-2.2</b> (1) Be able to deepen one's personal vision of nursing, integrating the practice of nursing experience with the educational experience, etc.	<b>Fundamentals 2-2.3</b> (1) Be able to demonstrate, from an educational perspective, how to deepen the nursing vision integrating experiences in the practice of nursing and education.
<b>Taking a social role as a nursing professional</b>	<b>Fundamentals 2-3.1</b> (1) Be self-aware of the role that a nursing professional should play in society. (2) Understand the latest developments in and research on health, medicine and welfare.	<b>Fundamentals 2-3.2</b> (1) Be self-aware of the role a nursing professional should play in society, and carry out nursing activities conscious of them. (2) Always understand the latest developments in and research on health, medicine and welfare, and be able to carry out nursing activities conscious of them.	<b>Fundamentals 2-3.3</b> (1) Be self-aware of the role that a nursing professional should play in society, and be able to develop an environment where faculty activities can be carried out conscious of them.
<b>Maintaining autonomy as a nursing professional</b>	<b>Fundamentals 2-4.2</b> (1) Be able to state one's ideas about autonomy as a nursing professional. (2) Always pursue better nursing, being able to continuously evaluate one's nursing activities.		<b>Fundamentals 2-4.3</b> (1) Be able to respect the autonomy of subordinates and juniors. (2) Always pursue better nursing, being able to demonstrate to other faculty members the attitude that one is evaluating one's nursing activities.
<b>Having an ethical vision as a nursing professional</b>	<b>Fundamentals 2-5.1</b> (1) Be able to verbalize one's ethical vision as a nursing professional. (2) Know the ethical problems likely to arise during nursing and nursing education.	<b>Fundamentals 2-5.2</b> (1) Be able to act always keeping in mind one's ethical vision as a nursing professional. (2) Be able to appropriately deal with the ethical problems arising in nursing and nursing education.	<b>Fundamentals 2-5.3</b> (1) Always take actions as a nursing professional with an ethical outlook in mind, being able to advise other faculty members, serving as a model for them. (2) Act appropriately upon ethical problems arising in nursing and nursing education, being able to advise other faculty members, serving as a model for them.
<b>Understanding the importance of skills in nursing practice</b>	<b>Fundamentals 2-6.1</b> (1) Know the importance of skills in the practice of nursing.	<b>Fundamentals 2-6.2</b> (1) Be able to strive to maintain and improve the practice of nursing skills to the maximum extent possible.	<b>Fundamentals 2-6.3</b> (1) Be able to support other faculty members, developing an environment to maintain and improve the practice of nursing skills.

## 2. Education

Education			
Elements	Level I Knowing	Level II Being independent	Level III Being able to support, provide guidance and expand
1. Having an educator's mind	<b>Education 1-1.1</b> (1) Know the need of having an educator's mind, understanding that education is for the support of others. (2) Understand the emphasis on an educator's mind at one's university.	<b>Education 1-1.2</b> (1) Have an educator's mind. (2) Be able to understand and explain the emphasis on an educator's mind at one's university.	<b>Education 1-1.3</b> (1) Be able to support the development of an educator's mind in others. (2) Be able to examine the emphasis on an educator's mind at one's university.
	<b>Examples of an educator's mind:</b> <ul style="list-style-type: none"> <li>· Fostering the humanity that emphasizes the dignity and diversity of human beings.</li> <li>· Fostering the basic ability to provide nursing to various kinds of people.</li> <li>· Implementing education that stresses creativity and logical thinking.</li> <li>· Fostering human resources who can contribute proactively to society and the development of nursing.</li> </ul>		
2. Structuring curriculum	<b>Education 2-1.1</b> (1) Know how the curriculum is designed based on the curriculum policy of each university and the requirements for eligibility to take national licensing examinations (according to the regulations for schools designated to train public health nurses, midwives and nurses). (2) Know the special characteristics and need for strategies to teach nursing studies, based on the fundamentals of lifestyle support, to diverse students with different lifestyle backgrounds and life experiences.	<b>Education 2-1.2</b> (1) Be able to devise a curriculum based on the curriculum policy of each university and the requirements for eligibility to take national licensing examinations (according to the regulations for schools designated to train public health nurses, midwives and nurses) (2) Be able to understand and explain the special characteristics and need for strategies to teach nursing studies, based on the fundamentals of lifestyle support, to diverse students with different lifestyle backgrounds and life experiences.	<b>Education 2-1.3</b> (1) Be able to advise other faculty members how to design a curriculum based on the curriculum policy of each university and the requirements for eligibility to take national licensing examinations (according to the regulations for schools designated to train public health nurses, midwives and nurses). (2) Be able to advise other faculty members about the special characteristics and need for strategies to teach nursing studies, based on the fundamentals of lifestyle support, to diverse students with different lifestyle backgrounds and life experiences.
3. Selecting students for admission	<b>Education 3-1.1</b> (1) Know how the objectives to be reached by graduation are determined, as well as admission policy, based on the special characteristics and regional nature of one's university. (2) Know about the selection method depending on the admission policy. (3) Know the need to publicize the admission policy in various places. (4) Know the organizations related to the entrance examination for one's university.	<b>Education 3-1.2</b> (1) Be able to understand and explain how the objectives to be reached by graduation are determined, as well as admission policy, based on the special characteristics and regional nature of one's university. (2) Be able to make selection based on admission policy. (3) Be able to publicize the admission policy in various places. (4) Be able to carry out activities in the organizations related to the entrance examination for one's university.	<b>Education 3-1.3</b> (1) Be able to develop measures for the objectives to be reached by graduation are determined, as well as admission policy, based on the special characteristics and regional nature of one's university. (2) Be able to arrange an environment in which selection can take place depending on the admission policy. (3) Develop an environment where the admission policy can be publicized in diverse places. (4) Be able to organize committees, working groups, etc. related to the entrance examinations at one's university.

<b>4. Managing classes</b>			
<b>Designing classes</b>	<p><b>Education 4-1.1</b></p> <ol style="list-style-type: none"> <li>(1) Know the need to understand the personal experiences and lifestyles of nursing students, as a basic step toward supporting their lifestyle.</li> <li>(2) Know the need to understand the subjects already learned by students and how much they have mastered their studies.</li> <li>(3) Know the need to set goals and objectives for the courses one is teaching based on the readiness of students in each subject before they take those courses.</li> <li>(4) Know the need to design classes understanding the relationship with the contents of other subjects and related areas of knowledge.</li> <li>(5) Know the need to draw up effective teaching materials that allow students to connect nursing concepts to actual nursing phenomena.</li> <li>(6) Know the need to use, in class, the latest developments and research in health, medicine and welfare.</li> </ol>	<p><b>Education 4-1.2</b></p> <ol style="list-style-type: none"> <li>(1) Be able to understand the personal experiences and lifestyles of nursing students, as a basic step toward supporting their lifestyle.</li> <li>(2) Be able to understand the subjects already learned by students and how much they have mastered their studies.</li> <li>(3) Be able to set goals and objectives for the courses one is teaching based on the readiness of students in each subject before they take those courses.</li> <li>(4) Be able to design classes understanding the relationship with the contents of other subjects and related areas of knowledge.</li> <li>(5) Be able to draw up effective teaching materials that allow students to connect nursing concepts to actual nursing phenomena.</li> <li>(6) Be able to use, in class, the latest developments and research in health, medicine and welfare.</li> </ol>	<p><b>Education 4-1.3</b></p> <ol style="list-style-type: none"> <li>(1) Be able to advise other faculty members about how to understand the personal experiences and lifestyles of nursing students, as a basic step toward supporting their lifestyle.</li> <li>(2) Be able to advise other faculty members about how to understand the subjects already learned by students and how much they have mastered their studies.</li> <li>(3) Be able to advise other faculty members about how to set goals and objectives for the courses they are teaching based on the readiness of students in each subject before they take those courses.</li> <li>(4) Be able to advise other faculty members how to design classes understanding the relationship with the contents of other subjects and related areas of knowledge.</li> <li>(5) Be able to advise other faculty members about how to draw up effective teaching materials that allow students to connect nursing concepts to actual nursing phenomena.</li> <li>(6) Be able to advise other faculty members how to use, in class, the latest developments and research in health, medicine and welfare.</li> </ol>
<b>Developing classes</b>	<p><b>Education 4-2.1</b></p> <ol style="list-style-type: none"> <li>(1) Know the need to clearly demonstrate the goals and objectives of the subjects one is teaching and heighten students' desire for learning.</li> <li>(2) Know the need to explain the connection between nursing concepts and nursing phenomena, both logically and with the sense of being there.</li> <li>(3) Know the need to support proactive learning (the special characteristic of nursing education being the point of fostering the autonomy of the nursing professional).</li> <li>(4) Know the necessity for learning support that emphasizes the ethical nature of actions, while respecting the independence of students, when learning about helping others.</li> <li>(5) Know the need to give students the necessary learning support during practice sessions for helping others, letting them ascertain the issues as a supporter through mutual interaction with the care recipient.</li> </ol>	<p><b>Education 4-2.2</b></p> <ol style="list-style-type: none"> <li>(1) Be able to clearly demonstrate the goals and objectives of the subjects one is teaching and heighten students' desire for learning.</li> <li>(2) Be able to explain the connection between nursing concepts and nursing phenomena, both logically and with the sense of being there.</li> <li>(3) Be able to support proactive learning (the special characteristic of nursing education being the point of fostering the autonomy of the nursing professional).</li> <li>(4) Be able to give learning support that emphasizes the ethical nature of actions, while respecting the independence of students, when learning about helping others.</li> <li>(5) Be able to give students the necessary learning support during practice sessions for helping others, letting them ascertain the issues as a supporter through mutual interaction with the care recipient.</li> </ol>	<p><b>Education 4-2.3</b></p> <ol style="list-style-type: none"> <li>(1) Be able to advise other faculty members how to clearly demonstrate the goals and objectives of the subjects they are teaching and heighten students' desire for learning.</li> <li>(2) Be able to advise other faculty members how to explain the connection between nursing concepts and nursing phenomena, both logically and with the sense of being there.</li> <li>(3) Be able to advise other faculty members how to support proactive learning (the special characteristic of nursing education being the point of fostering the autonomy of the nursing professional).</li> <li>(4) Be able to advise other faculty members how to give learning support that emphasizes the ethical nature of actions, while respecting the independence of students, when learning about helping others.</li> <li>(5) Be able to advise other faculty members how to give students the necessary learning support during practice sessions for helping others, letting them ascertain the issues as a supporter through mutual interaction with the care recipient.</li> </ol>
<b>Giving evaluation and feedback</b>	<p><b>Education 4-3.1</b></p> <ol style="list-style-type: none"> <li>(1) Know how to evaluate the extent to which students have reached the objectives of the courses one is teaching.</li> <li>(2) Know the importance of giving feedback to students about the evaluation given in the courses one is teaching, based on the diploma policy.</li> <li>(3) Know the need to motivate students to continue independent study after enrolling in the courses one is teaching.</li> </ol>	<p><b>Education 4-3.2</b></p> <ol style="list-style-type: none"> <li>(1) Be able to evaluate the extent to which students have reached the objectives of the courses one is teaching.</li> <li>(2) Be able to give feedback to students about the evaluation given in the courses one is teaching, based on the diploma policy.</li> <li>(3) Be able to motivate students to continue independent study after enrolling in the courses one is teaching.</li> </ol>	<p><b>Education 4-3.3</b></p> <ol style="list-style-type: none"> <li>(1) Be able to advise other faculty members how to evaluate the extent to which students have reached the objectives of the courses they are teaching.</li> <li>(2) Be able to advise other faculty members how to give feedback to students about the evaluation given in the courses they are teaching, based on the diploma policy.</li> <li>(3) Be able to advise other faculty members how to motivate students to continue independent study after enrolling in the courses they are teaching.</li> </ol>

<b>5. Supervising clinical practice</b>			
<b>Developing the environment and organizing a system for practical learning</b>	<p><b>Education 5-1.1</b></p> <ol style="list-style-type: none"> <li>(1) Know the need to select practical learning facilities based on the goals and objectives of practical learning.</li> <li>(2) Know the importance of understanding the special characteristics of practical learning facilities.</li> <li>(3) Know the need to coordinate and collaborate with the people related to practical learning facilities.</li> <li>(4) Know the need to cooperate and support the training of practical learning instructors, so as to improve the quality of nursing at practical learning facilities.</li> <li>(5) Know the need to develop a system of reporting, consulting, and acting upon incidents and accidents that happen during practical learning.</li> </ol>	<p><b>Education 5-1.2</b></p> <ol style="list-style-type: none"> <li>(1) Be able to select practical learning facilities based on the goals and objectives of practical learning.</li> <li>(2) Be able to understand and explain the special characteristics of practical learning facilities.</li> <li>(3) Be able to promote coordination and collaboration with the people related to practical learning facilities.</li> <li>(4) Be able to cooperate and support the training of practical learning instructors, so as to improve the quality of nursing at practical learning facilities.</li> <li>(5) Be able to develop a system of reporting, consulting, and acting upon incidents and accidents that happen during practical learning.</li> </ol>	<p><b>Education 5-1.3</b></p> <ol style="list-style-type: none"> <li>(1) Be able to advise other faculty members how to select practical learning facilities based on the goals and objectives of practical learning.</li> <li>(2) Be able to advise other faculty members how to understand the special characteristics of practical learning facilities.</li> <li>(3) Be able to advise other faculty members how to coordinate and collaborate with the people related to practical learning facilities.</li> <li>(4) Be able to advise other faculty members how to cooperate and support the training of practical learning instructors, so as to improve the quality of nursing at practical learning facilities.</li> <li>(5) Be able to advise other faculty members about system of reporting, consulting, and acting upon incidents and accidents that happen during practical learning.</li> </ol>
<b>Devising flexible support method strategies for clinical practice</b>	<p><b>Education 5-2.1</b></p> <ol style="list-style-type: none"> <li>(1) Know the need to anticipate the nursing phenomena students may encounter.</li> <li>(2) Know the need to understand the everyday readiness of students.</li> <li>(3) Know the need to understand students' interactions with related people.</li> <li>(4) Know the need to give guidance based on the division of responsibilities with related people.</li> <li>(5) Know the need to develop teaching materials for the judgment and action of those practicing.</li> </ol>	<p><b>Education 5-2.2</b></p> <ol style="list-style-type: none"> <li>(1) Be able to anticipate the nursing phenomena students may encounter.</li> <li>(2) Be able to understand the everyday readiness of students.</li> <li>(3) Be able to understand students' interactions with related people.</li> <li>(4) Be able to give guidance based on the division of responsibilities with related people.</li> <li>(5) Be able to develop teaching materials for the judgment and action of those practicing.</li> </ol>	<p><b>Education 5-2.3</b></p> <ol style="list-style-type: none"> <li>(1) Be able to advise other faculty members how to anticipate the nursing phenomena students may encounter.</li> <li>(2) Be able to advise other faculty members how to understand the everyday readiness of students.</li> <li>(3) Be able to advise other faculty members how to understand students' interactions with related people.</li> <li>(4) Be able to advise other faculty members how to give guidance based on the division of responsibilities with related people.</li> <li>(5) Be able to advise other faculty members how to develop teaching materials for the judgment and action of those practicing.</li> </ol>
<b>Supporting study to link students' practical learning experiences with nursing concepts</b>	<p><b>Education 5-3.1</b></p> <ol style="list-style-type: none"> <li>(1) Know the need to select both necessary and important situations for learning about nursing during personal experiences of practical learning.</li> <li>(2) Know the need to support the promotion of reflection and independent study, ascertaining the best timing for students to learn.</li> <li>(3) Know the need to connect students' personal experiences with the nursing concepts being learned, supporting the ability of students to attach meaning to what they carry out and observe.</li> </ol>	<p><b>Education 5-3.2</b></p> <ol style="list-style-type: none"> <li>(1) Be able to select both necessary and important situations for learning about nursing during personal experiences of practical learning.</li> <li>(2) Be able to support the promotion of reflection and independent study, ascertaining the best timing for students to learn.</li> <li>(3) Be able to connect students' personal experiences with the nursing concepts being learned, supporting the ability of students to attach meaning to what they carry out and observe.</li> </ol>	<p><b>Education 5-3.3</b></p> <ol style="list-style-type: none"> <li>(1) Be able to advise other faculty members how to select both necessary and important situations for learning about nursing during personal experiences of practical learning.</li> <li>(2) Be able to advise other faculty members how to support the promotion of reflection and independent study, ascertaining the best timing for students to learn.</li> <li>(3) Be able to advise other faculty members how to connect students' personal experiences with the nursing concepts being learned, supporting the ability of students to attach meaning to what they carry out and observe.</li> </ol>
<b>Giving support to proactive learning while on practice</b>	<p><b>Education 5-4.1</b></p> <ol style="list-style-type: none"> <li>(1) Know the need to support learning by promoting self-evaluation based on facts, given time constraints and the influence of the mutual interaction with those being cared for.</li> </ol>	<p><b>Education 5-4.2</b></p> <ol style="list-style-type: none"> <li>(1) Be able to support learning by promoting self-evaluation based on facts, given time constraints and the influence of the mutual interaction with those being cared for.</li> </ol>	<p><b>Education 5-4.3</b></p> <ol style="list-style-type: none"> <li>(1) Be able to advise other faculty members how to support learning by promoting self-evaluation based on facts, given time constraints and the influence of the mutual interaction with those being cared for.</li> </ol>



<b>Giving support to ethical study while on practice</b>	<b>Education 5-5.1</b> (1) Know the need to explain to students, judging how much to make up for insufficiencies in their care, so that they can realize nursing for those being cared for. (2) Know the need to ensure students' safety. (3) Know the need to give guidance to students about how to prevent and deal with harassment by themselves. (4) Know the need to give guidance to students so as to arouse their awareness of incidents and accidents and deal with them, etc.	<b>Education 5-5.2</b> (1) Be able to explain to students, judging how much to supplement insufficiencies in their care, so that they can realize nursing for those being cared for. (2) Be able to ensure students' safety. (3) Be able to give guidance to students about how to prevent and deal with harassment by themselves. (4) Be able to give guidance to students so as to arouse their awareness of incidents and accidents and deal with them, etc.	<b>Education 5-5.3</b> (1) Be able to advise other faculty members about the need how to supplement insufficiencies in students' care, so that they can realize nursing for those being cared for. (2) Be able to advise other faculty members how to ensure students' safety. (3) Be able to advise other faculty members how to give guidance to students about how to prevent and deal with harassment by themselves. (4) Be able to advise other faculty members how to give guidance to students so as to arouse their awareness of incidents and accidents and act upon them, etc.
<b>6. Giving students support</b>			
<b>Supporting student lifestyles</b>	<b>Education 6-1.1</b> (1) Know the attitudes and responses of a faculty member required for student consultation. (2) Know the extent of roles and responsibilities of the system and faculty members for student consultation (methods of coordinating with committees and specialists, not keeping everything to themselves, etc.). (3) Know the needs for student consultation (health problems, mental health, harassment, economic hardship, etc.).	<b>Education 6-1.2</b> (1) Be able to carry out the attitudes and responses of a faculty member required for student consultation. (2) Be able to support students, understanding the extent of roles and responsibilities of the system and faculty members for student consultation (methods of coordinating with committees and specialists, not keeping everything to themselves, etc.). (3) Be able to support the resolution of problems, understanding the needs for student consultation (health problems, mental health, harassment, economic hardship, etc.).	<b>Education 6-1.3</b> (1) Be able to advise other faculty members about the attitudes and responses of a faculty member required for student consultation. (2) Be able to advise other faculty members how to understand the extent of roles and responsibilities of the system and faculty members for student consultation (methods of coordinating with committees and specialists, not keeping everything to themselves, etc.). (3) Understand the needs for student consultation (health problems, mental health, harassment, economic hardship, etc.), and be able to lead that to the resolution of organizational problems.
<b>Giving career support</b>	<b>Education 6-2.1</b> (1) Know the methods of supporting students' future career building (relaying information about diverse nursing professional career paths, switching majors and transferring schools) (2) Be able to understand basic information related to taking national examinations (schedule, trends in the types of questions, mock examinations, etc.) (3) Know the importance of job-hunting support specific to nursing (transmission of relevant information, advice on job hunting, etc.).	<b>Education 6-2.2</b> (1) Be able to give students information and advise them on future career building (including support for students not desiring to become nursing professionals, etc.) (2) Be able to give support related to taking national examinations (relaying relevant information, supporting independent study, understanding the connection with the courses they are teaching, etc.) (3) Be able to give job-hunting support specific to nursing (transmission of relevant information, advice on job hunting, etc.).	<b>Education 6-2.3</b> (1) Be able to advise other faculty members how to give students information and advise them about future career building (including support for students not desiring to become nursing professionals, etc.) (2) Be able to advise other faculty members how to give support related to national examinations (relaying relevant information, supporting independent study, understanding the connection with the courses they are teaching, etc.) (3) Be able to advise other faculty members how to give job-hunting support specific to nursing (relaying relevant information, advising about job hunting, etc.) (4) Be able to relay information and give advice to other faculty members about how to exchange information about neighboring regions, related organizations of health, medicine and welfare, and job hunting.
<b>Promoting international exchanges</b>	<b>Education 6-3.1</b> (1) Know the need to give support to foreign students, considering their culture and lifestyle. (2) Know the need to give support that deepens foreign students' attraction to Japan, understanding what attracts them. (3) Understand the support necessary for the promotion of students' international exchanges. (4) Know the need to organizationally implement international exchanges.	<b>Education 6-3.2</b> (1) Be able to give support to foreign students, considering their culture and lifestyle. (2) Be able to give support that deepens foreign students' attraction to Japan, understanding what attracts them. (3) Be able to give the support necessary for the promotion of students' international exchanges. (4) Be able to cooperate so as to organizationally implement international exchanges.	<b>Education 6-3.3</b> (1) Be able to advise other faculty members how to give support to foreign students considering their culture and lifestyle. (2) Be able to advise other faculty members how to give support that deepens foreign students' attraction to Japan, understanding what attracts them. (3) Be able to advise other faculty members how to give the support necessary for the promotion of students' international exchanges. (4) Be able to develop the environment and system so as to organizationally implement international exchanges.



### 3. Research

Research			
Elements	Level I Knowing	Level II Being independent	Level III Being able to support, give guidance, and promote (develop)
<b>1. Having a researcher's mind</b>	<b>Research 1-1.1</b> (1) Know the need to have a researcher's mind	<b>Research 1-1.2</b> (1) Be able to pursue research with a researcher's mind.	<b>Research 1-1.3</b> (1) Be able to support the development of a researcher's mind.
	Examples of a researcher's mind: <ul style="list-style-type: none"> <li>• Carrying out critical thinking.</li> <li>• Pursuing truth and adopting an attitude of not being affected by prejudice, stereotypes or worldly common sense.</li> <li>• Having an attitude of respecting different opinions and other people.</li> </ul>		
<b>2. Having the ability to conduct research</b>			
<b>Understanding nursing research</b>	<b>Research 2-1.1</b> (1) Know what nursing research is and can do.	<b>Research 2-1.2</b> (1) Be able to understand and research what nursing research is and can do.	<b>Research 2-1.3</b> (1) Be able to give advice on what nursing research is and can do.
<b>Identifying issues for nursing research</b>	<b>Research 2-2.1</b> (1) Know how to choose original and creative issues for nursing research.	<b>Research 2-2.2</b> (1) Be able to choose original and creative issues for nursing research.	<b>Research 2-2.2</b> (1) Be able to choose original and creative issues for nursing research.
<b>Conducting cross-disciplinary research</b>	<b>Research 2-3.1</b> (1) Know about cross-disciplinary research.	<b>Research 2-3.2</b> (1) Be able to participate in cross-disciplinary research.	<b>Research 2-3.3</b> (1) Be able to plan and manage cross-disciplinary research.
<b>Establishing links to research fields</b>	<b>Research 2-4.1</b> (1) Know how to establish links with research fields.	<b>Research 2-4.2</b> (1) Be able to maintain good relations with research fields.	<b>Research 2-4.3</b> (1) Be able to support and develop good relations with research fields.
<b>Knowing methods of handling data</b>	<b>Research 2-5.1</b> (1) Know the appropriate analytical methods corresponding to the data properties.	<b>Research 2-5.2</b> (1) Be able carry out appropriate analysis corresponding to the data properties.	<b>Research 2-5.3</b> (1) Be able to support the appropriate analysis corresponding to the data properties..
<b>Understanding ethical considerations (including intellectual property rights, conflicts of interest, and authorship)</b>	<b>Research 2-6.1</b> (1) Know about ethics in nursing research.	<b>Research 2-6.2</b> (1) Be able to conduct research nursing grounded in research ethics.	<b>Research 2-6.3</b> (1) Be able to give advice about ethics in nursing research.
<b>Writing nursing research papers</b>	<b>Research 2-7.1</b> (1) Know about how to write and publish academic papers.	<b>Research 2-7.2</b> (1) Be able to write and publish academic papers.	<b>Research 2-7.3</b> (1) Be able to give advice about academic writing and publishing.
<b>Critiquing and reviewing research papers</b>	<b>Research 2-8.1</b> (1) Know how to critique and review research papers.	<b>Research 2-8.2</b> (1) Be able to critique and review research papers.	<b>Research 2-8.3</b> (1) Be able to give advice about critiquing and reviewing research papers.
<b>Committing to the practice of nursing based on research</b>	<b>Research 2-9.1</b> (1) Know the importance of reaping the benefits of research, committing oneself to places of nursing practice where research is used.	<b>Research 2-9.2</b> (1) Be able to reap the benefits of research, committing oneself to places of nursing practice where research is used.	<b>Research 2-9.3</b> (1) Be able to give advice about and promote the benefits of research, committing oneself to places of nursing practice where research is used.

<b>3. Having the ability to manage and adjust research</b>			
<b>Managing time</b>	<b>Research 3-1.1</b> (1) Know the need to secure enough time for research, efficiently managing time amidst practical learning and a busy curriculum.	<b>Research 3-1.2</b> (1) Be able to secure enough time for research, efficiently managing time amidst practical learning and a busy curriculum.	<b>Research 3-1.3</b> (1) Be able to support the management of time spent on research amidst practical learning and a busy curriculum.
<b>Securing and appropriately managing research funds</b>	<b>Research 3-2.1</b> (1) Know the procedures for applying for competitive funding, toward securing it. (2) Know how to appropriately manage research expenses.	<b>Research 3-2.2</b> (1) Be able to secure competitive funding. (2) Be able to appropriately manage research expenses.	<b>Research 3-2.3</b> (1) Be able to advise other faculty members about how to secure competitive funding. (2) Be able to advise other faculty members about how to appropriately manage research expenses.
<b>Building and managing research human resources</b>	<b>Research 3-3.1</b> (1) Know how to build and manage human resources.	<b>Research 3-3.2</b> (1) Be able to build and manage human resources.	<b>Research 3-3.3</b> (1) Be able to give advice and support about how to build and manage human resources.
<b>Developing a research environment</b>	<b>Research 3-4.1</b> (1) Know about resources and the environment to promote research activities.	<b>Research 3-4.2</b> (1) Be able to conduct research making use of resources and the environment to promote research activities.	<b>Research 3-4.3</b> (1) Be able to support the organization of the resources and environment to promote research, and be able to support its promotion.
<b>Promoting organizational research activities</b>	<b>Research 3-5.1</b> (1) Know the need for organizational research activities.	<b>Research 3-5.2</b> (1) Be able to participate in organizational research activities.	<b>Research 3-5.3</b> (1) Be able to advise other faculty members how to pursue organizational research activities.
<b>4. Knowing the significance of disseminating research results and understanding</b>			
<b>Understanding the social significance of disseminating research findings</b>			
<b>Improving the quality of nursing education and practice</b>	<b>Research 4-1.1</b> (1) Know the influence of research on improving the quality of nursing education and practice.	<b>Research 4-1.2</b> (1) Be able to disseminate the influence of research on improving the quality of nursing education and practice.	<b>Research 4-1.3</b> (1) Be able to use the influence of research on improving the quality of nursing education and practice, carrying out in social and government policy, as well as internationally.
<b>Carrying out nursing research</b>	<b>Research 4-2.1</b> (1) Know how one's research leads to the development of nursing research in general.	<b>Research 4-2.2</b> (1) Be able to contribute to the development of nursing research in general.	<b>Research 4-2.3</b> (1) Be able to contribute to the development of nursing research in general through one's research project.
<b>Dealing with new changes</b>	<b>Research 4-3.1</b> (1) Know how the needs and interests of nursing studies change with the era and the characteristics of one's region.	<b>Research 4-3.2</b> (1) Be able to apply research on the needs and interests of nursing studies that change with the era and the characteristics of one's region.	<b>Research 4-3.3</b> (1) Be able to support the application of research to the needs and interests of nursing studies that change with the era and the characteristics of one's region.

<b>Disseminating research findings</b>			
<b>Distributing and disseminating research in a planned and strategic manner</b>	<b>Research 4-4.1</b> (1) Know the importance of the planned and strategic distribution and dissemination of research.	<b>Research 4-4.2</b> (1) Be able to distribute and disseminate research in a planned and strategic manner.	<b>Research 4-4.3</b> (1) Be able to advise and promote the distribution and dissemination of research in a planned and strategic manner.
<b>Conducting exchanges</b>			
<b>Carrying out research workshops and academic conference activities</b>	<b>Research 4-5.1</b> (1) Know about the significance and methods of research workshops and academic conferences.	<b>Research 4-5.2</b> (1) Be able to proactively carry out activities at research workshops and academic conferences (make research presentations, present papers, etc.).	<b>Research 4-5.3</b> (1) Be able to contribute to the development of venues that can support research workshops and academic conferences, and which can distribute and disseminate research.
<b>5. Understanding internationalization</b>			
<b>Giving presentations at international academic conferences</b>	<b>Research 5-1.1</b> (1) Know about the significance and methods of participating in international academic conferences.	<b>Research 5-1.2</b> (1) Be able to participate in international academic conferences and make presentations there.	<b>Research 5-1.3</b> (1) Create venues for giving advice about making presentations at international academic conferences as well as actually making presentations (planning, management, etc.)
<b>Promoting joint international research</b>	<b>Research 5-2.1</b> (1) Know about the significance and methods of joint international research.	<b>Research 5-2.2</b> (1) Be able to play a role in international joint research.	<b>Research 5-2.3</b> (1) Be able to support and develop international joint research.
<b>Promoting international academic exchanges</b>	<b>Research 5-3.1</b> (1) Know about the significance and methods of academic international exchanges.	<b>Research 5-3.2</b> (1) Be able to play a role in academic international exchanges.	<b>Research 5-3.3</b> (1) Be able to support and develop academic international exchanges.

## 4. Social Contribution

Social Contribution			
Elements	Level I Knowing	Level II Being independent	Level III Being able to support, provide guidance, and expand
<b>1. Forms of social contribution</b>	<b>Social contribution 1-1.1</b> (1) Know about forms of social contribution at one's university.	<b>Social contribution 1-1.2</b> (1) Be able to carry out activities for social contribution based on one's university's principles.	<b>Social contribution 1-1.3</b> (1) Be able to develop an environment in which social contributions can be made based on one's university's principles.
<b>2. Innovation in nursing activities</b>			
<b>Methods of understanding needs</b>	<b>Social contribution 2-1.1</b> (1) Know the methods of understanding the necessary social movements for social contribution and the need for nursing professionals in society.	<b>Social contribution 2-1.2</b> (1) Be able to understand the latest social movements and the role nursing professionals should play in society.	<b>Social contribution 2-1.3</b> (1) Be able to advise other faculty members about how to understand the latest social movements and the role nursing professionals should play in society.
<b>Applications to practice</b>	<b>Social contribution 2-2.1</b> (1) Know about innovations in practice making use of the latest research. (2) Know about the necessary laws and systems when applying research.	<b>Social contribution 2-2.2</b> (1) Be able to contribute to practice innovations making use of the latest research. (2) Be able to apply research knowing about the law and systems.	<b>Social contribution 2-2.3</b> (1) Be able to advise other faculty members about innovations in practice making use of the latest research. (2) Be able to give advice about how to apply research knowing about the law and systems.
<b>Proposals for governmental policy</b>	<b>Social contribution 2-3.1</b> (1) Know about how to make proposals for government policy using research.	<b>Social contribution 2-3.2</b> (1) Be able to propose necessary policies for social reform to the government using research.	<b>Social contribution 2-3.3</b> (1) Be able to strategically make proposals about necessary policies for social reform using research.
<b>3. Local contributions</b>			
<b>Dissemination and utilization of the social role and significance (values and special qualities) of nursing</b>	<b>Social contribution 3-1.1</b> (1) Know about the dissemination of the social role and significance (values and special qualities) of nursing. (2) Know how to make use of the social role and significance (values and special qualities) of nursing.	<b>Social contribution 3-1.2</b> (1) Be able to disseminate the social role and significance (values and special qualities) of nursing to society. (2) Be able to contribute to society using the social role and significance (values and special qualities) of nursing.	<b>Social contribution 3-1.3</b> (1) Be able to advise other faculty members and develop an environment toward the dissemination of the social role and significance (values and special qualities) of nursing. (2) Be able to advise other faculty members and take an organizational approach to social contributions using the social role and significance (values and special qualities) of nursing.
<b>Role as a resource for the nursing university</b>	<b>Social contribution 3-2.1</b> (1) Know how one can make use of the nursing university as a regional resource collaborating with the region and local governments. (2) Know how to publicize for the purpose of local contributions. (3) Know about the legal and ethical problems as well as risks that may occur when making local contributions.	<b>Social contribution 3-2.2</b> (1) Be able to contribute so as to be able to make use of the nursing university as a regional resource through collaboration with the region and local governments. (2) Be able to publicize activities for the purpose of local contributions. (3) Be able to avert the risk of legal and ethical problems related to local contributions.	<b>Social contribution 3-2.3</b> (1) Be able to develop an environment where a nursing university can be used as a regional resource through collaboration with the region and local governments. (2) Be able to take an organizational approach toward publicizing, for the purpose of local contributions. (3) Be able to provide guidance and advice about averting the risks of legal and ethical problems related to local contributions.
<b>Coordinating among industry, government and academia</b>	<b>Social contribution 3-3.1</b> (1) Know about the undertakings and enterprises coordinating with corporations and governmental organizations.	<b>Social contribution 3-3.2</b> (1) Be able to carry out undertakings coordinated with corporations and governmental organizations.	<b>Social contribution 3-3.3</b> (1) Be able to plan and manage undertakings cooperating with corporations and governmental organizations.

## 5. Management

Management			
Elements	Level I Knowing	Level II Being independent	Level III Being able to support, provide guidance and expand
<b>1. Understanding the organization and individual</b>			
<b>Understanding the history of one's university and faculty department</b>	<b>Management 1-1.1</b> (1) Know about the history of one's university and faculty department. (2) Be able to participate in venues to talk about the history of one's university and faculty department.	<b>Management 1-1.2</b> (1) Be able to speak about the history of one's university and faculty department. (2) Be able to create venues to speak about the history of one's university and faculty department.	<b>Management 1-1.3</b> (1) Be able to develop an environment in which one can speak about the history of one's university and faculty department. (2) Be able to organizationally create venues to speak about the history of one's university and faculty department.
<b>Understanding the principles of one's university and faculty department</b>	<b>Management 1-2.1</b> (1) Understand the mission of one's university, and know about the need to create the mission and strategy of one's faculty department.	<b>Management 1-2.2</b> (1) Be able to understand the mission of one's university, and participate in the creation of the mission and strategy of one's faculty department.	<b>Management 1-2.3</b> (1) Be able to understand the mission of one's university, and to organizationally develop the mission and strategy of one's faculty department.
<b>Understanding one's university's organizational system</b>	<b>Management 1-3.1</b> (1) Know how the university is managed and established depending on its organizational composition and membership. (2) Know about committees and the role to be played there. (3) Know about the decision-making organization. (4) Know about the rules pertaining to the organizational system. (5) Know the extent and contents of shared information in university management. (6) Know the possible extent of the decentralization and delegation of authority.	<b>Management 1-3.2</b> (1) Be able to explain how the university is managed and established depending on its organizational composition and membership. (2) Be able to play a role at committees. (3) Be able to relay opinions to decision-making organizations. (4) Be able to carry out activities knowing the rules of the organizational system. (5) Be able to share information about university management depending on one's position and role. (6) Be able to make proposals concerning the decentralization and delegation of authority to the possible extent.	<b>Management 1-3.3</b> (1) Be able to explain how the university is managed and established depending on its organizational composition and membership. (2) Be able to organize committees. (3) Be able to be involved in decision-making. (4) Be able to shepherd the development of organizational system rules. (5) Be able to create an efficient and effective system for the sharing of information about university management. (6) Be able to decentralize and delegate authority to the possible extent.
<b>Understanding attitudes as a member of the university's organization</b>	<b>Management 1-4.1</b> (1) Know the need to take a position and role conscious of the organization one belongs to, depending on the place and situation.	<b>Management 1-4.2</b> (1) Be able to take a position and role conscious of the organization one belongs to, depending on the place and situation.	<b>Management 1-4.3</b> (1) Be able to advise other faculty members how to take a position and role conscious of the organization they belong to, depending on the place and situation.
<b>2. Creating an organizational culture</b>			
<b>Understanding and fostering the organizational culture</b>	<b>Management 2-1.1</b> (1) Know what organizational culture is. (2) Know what contributions can be made by oneself as well to the creation of organizational culture.	<b>Management 2-1.2</b> (1) Be able to understand the organizational culture and take actions to maintain and develop it. (2) Be able to play a role to create organizational culture by oneself as well.	<b>Management 2-1.3</b> (1) Be able to develop an environment where others can understand the organizational culture and maintain and develop it. (2) Be able to develop an environment for the creation of organizational culture, supporting others while playing a role by oneself.
<b>Creating the organizational culture for one's university and faculty department</b>	<b>Management 2-2.1</b> (1) Know about the organizational culture of one's university and faculty department. (2) Know about the need to create a new organizational culture during times of reform as well as how to create the environment for that.	<b>Management 2-2.2</b> (1) Be conscious of the strengths and weaknesses of the organizational culture of one's university and faculty department. (2) Be able to judge the need for the creation of a new organizational culture during the times of reform and create venues for the free exchange of opinions for such creation.	<b>Management 2-2.3</b> (1) Be able to take action organizationally to develop the organizational culture of one's university and faculty department further, being conscious of its strengths and weaknesses. (2) Be able to develop an organizational approach to the creation of new organizational culture during times of reform, supporting other faculty members.

<b>3. Organizational management toward the resolution of issues</b>			
<b>Understanding the organization's management cycle and activities</b>	<b>Management 3-1.1</b> (1) Know about the organization's management cycle.	<b>Management 3-1.2</b> (1) Be able to understand the organizational management cycle and participate in it within the extent of one's role.	<b>Management 3-1.3</b> (1) Be able to promote the organizational management cycle
<b>Self-management issues when executing and pursuing issues and tasks</b>	<b>Management 3-2.1</b> (1) Know how to maintain motivation. (2) Know about time management. (3) Know about the work-life balance. (4) Know about effective communication (reporting, contacting, consulting, and disseminating information). (5) Know how to develop the careers of faculty members while being involved in organizational management.	<b>Management 3-2.2</b> (1) Be able to maintain motivation. (2) Be able to manage time. (3) Be able to carry out one's activities conscious of the work-life balance. (4) Be able to effectively make use of communication skills (reporting, contacting, consulting, and disseminating information). (5) Be able to develop one's career while being involved in organizational management.	<b>Management 3-2.3</b> (1) Be able to create a system to develop an environment that maintains and inspires motivation. (2) Be able to develop an environment where time can be managed. (3) Be able to advise other faculty members about the work-life balance, and develop an environment to promote it. (4) Be able to provide guidance about and adjust the environment for communication (reporting, contacting, consulting, and disseminating information). (5) Be able to develop an environment for the development of other faculty members' careers while they are involved in organizational management.
<b>Harassment measures</b>	<b>Management 3-3.1</b> (1) Know what harassment is. (2) Know the organizational response to harassment. (3) Know about measures to prevent harassment.	<b>Management 3-3.2</b> (1) Be able to understand and explain what harassment is. (2) Be able to appropriately utilize the organizational response system against harassment. (3) Be able to take measures to prevent harassment.	<b>Management 3-3.3</b> (1) Be able to advise other faculty members about what harassment is. (2) Be able to improve the system and give support to related parties so that an optimal and transparent organizational response can be made during situations of harassment. (3) Be able to create a system to prevent harassment and give support to related parties.
<b>Risk management</b>	<b>Management 3-4.1</b> (1) Know about management and the roles to be taken during disasters and everyday crises. (2) Know about the risks that may occur, including the legal system and ethical problems.	<b>Management 3-4.2</b> (1) Be able to conduct management and play a role during disasters and everyday crises. (2) Be able to deal with risk, including the legal system and ethical problems, thus minimizing the risk needed.	<b>Management 3-4.3</b> (1) Be able to develop an environment for the management of disasters and everyday crises, exercising the necessary leadership. (2) Be able to develop an environment minimizing risks, including the legal system and ethical problems.
<b>4. Leadership and being a follower during organizational reform</b>	<b>Management 4-1.1</b> (1) Know about the importance of a shared vision. (2) Know about the need to empower other members. (3) Know about the forms of leadership and the need for it. (4) Know the necessary communication skills to demonstrate leadership and being a follower.	<b>Management 4-1.2</b> (1) Be able to carry out activities based on a shared vision. (2) Be able to empower other members. (3) Be aware of the forms of leadership and the need for it by oneself, demonstrating it as necessary. (4) Have the communication skills necessary to demonstrate leadership and being a follower.	<b>Management 4-1.3</b> (1) Be able to encourage other faculty members toward a shared vision. (2) Be able to develop an organizational environment empowering other members. (3) Be able to advise other faculty members how to demonstrate leadership. (4) Be able to advise other faculty members and develop an environment supporting the improvement of the communication skills necessary to demonstrate leadership and being a follower.



## **FD Mother Map for Nursing Education**

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