

## Educational Approaches to Developing Management Competences in Japanese Undergraduate Nursing Programs

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### Abstract:

**Aims:** Management competences are fundamental to nursing professionalism and essential for high-quality care. This study aimed to clarify how undergraduate nursing programs in Japan implement systematic education to develop these competences.

**Methods:** Semi-structured interviews were conducted with faculty members from three four-year universities that provide structured management-focused nursing education. Interview data were analyzed using a qualitative descriptive approach, and course syllabi and related materials were reviewed.

**Results:** First-year curricula emphasized the nursing process, evidence-based practice, and career planning, highlighting the nursing process as a foundational managerial thinking framework. Students also engaged in self-management activities and collaborative group work. In the second year, system thinking was fostered through content on team-based care and community-based integrated

care, with case-based group problem-solving. Third-year education focused on organizational understanding, interprofessional collaboration, nursing professionalism, and leadership, encouraging students to articulate ideas and deepen understanding. Clinical practicums reinforced application of the nursing process. In the fourth year, graduation research promoted critical thinking for improving nursing practice, while clinical training enhanced integrated learning and management of multiple tasks.

**Conclusions:** Across four years, students progressively developed multifaceted management competences, including self-management, care management, interprofessional and organizational management, and career management.

**Keywords:**

Management competences, Undergraduate nursing education, Curriculum design, Japan.