

Master's Program in Psychology

■ Master of Arts in Psychology

Program Educational Objectives

This program cultivates highly specialized professionals who possess the expertise to understand, explain, identify issues, and empirically examine various phenomena related to human minds and behaviors using the latest psychological knowledge and methodologies. They collaborate with people across borders, cultures, academic disciplines, and professional fields, applying psychological insights and providing psychological support with high ethical standards to address diverse challenges concerning minds and behaviors in Japan and around the world.

Graduate Profile	Based on the above objectives for talent development, we cultivate highly specialized professionals who master the latest psychological methodologies, knowledge, and skills. These professionals contribute to problem-solving and value creation by collaborating with experts from other fields in private companies, government agencies, clinical psychology settings, and other relevant environments.
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Diploma Policy

The Master of Psychology degree shall be conferred upon those who have satisfied the requirements for completion of the Master's Program as stipulated in the University of Tsukuba Graduate School Academic Regulations and related rules, and who are recognized as possessing the following knowledge and abilities.

	Competences	Evaluation perspectives
Knowledge and Skills	1. Knowledge application competence: Ability to contribute to society with advanced knowledge	① Can you apply knowledge gained through research and other activities in society? ② Can you identify new problems, even in other fields of expertise, based on broad knowledge?
	2. Management competence: Ability to appropriately address challenges from broad standpoints	① Can you take on major tasks with systematic planning? ② Can you understand and solve problems from multiple perspectives?
	3. Communication competence: Ability to accurately and clearly communicate expert knowledge	① Are you capable of efficient communication for research purposes? ② Can you discuss research or research-specific knowledge with experts from your own field and from other fields?
	4. Teamwork competence: Ability to work with a team and actively contribute to the achievement of goals	① Do you have experience cooperatively and actively working on challenges as part of a team? ② Have you helped promote projects and activities other than your own research?
	5. Internationality competence: Willingness to contribute to international society	① Are you aware of making contributions to international society and getting involved in international activities? ② Have you obtained the linguistic skills necessary for international information collection and action?
	6. Psychological understanding of human nature and problem-finding ability: Ability to scientifically understand human minds and behaviors and discover unresolved psychological problems.	① Can you acquire research methods and specialized knowledge across diverse fields of psychology, enabling you to scientifically understand various phenomena of human mind and behavior from a psychological perspective? ② Can you identify unresolved problems within specific domains of psychology?

	Competences	Evaluation perspectives
Knowledge and Skills	7. Psychological problem-solving ability: Ability to adhere to research ethics and resolve issues concerning human minds and behavior by utilizing psychological methodologies, theories, and findings.	① Can you formulate and execute a plan to solve unresolved issues concerning human minds and behavior by utilizing psychological methodology and knowledge? ② Can you objectively observe and record the results of implemented solutions and acquired insights, add valid analysis, and evaluate and revise the solutions and insights?
	8. Psychological clinical support ability: Ability to adhere to the ethics of a clinical psychology practitioner, utilize psychological knowledge, methodology, and clinical skills, and provide clinical psychological support.	① Do you understand the professional ethics required of a clinical psychologist? ② Can you effectively implement psychological assessment methods and psychological support techniques?
	9. Psychological information dissemination ability: Ability to adhere to research ethics, communicate psychological theories, methodologies, and research findings, and explain them in a way that is understandable even to those without a background in psychology.	① Can you adhere to research ethics and summarise and inform psychological theories, methodologies, and research findings into study group materials, conference abstracts, papers, etc., ? ② Can you explain psychological insights in a way that is understandable even to those without psychological knowledge?
	10. Multidisciplinary communication ability: As a psychology professional, the ability to discuss and collaborate with experts from other fields and multiple professions.	① Can you explain psychological insights in a way that experts from other fields and disciplines can understand, answer their questions, and engage in discussion? ② Can you respect experts from other fields, listen to their perspectives, ask questions about unclear points, and deepen your understanding?

<p>Guidelines for Assessing Learning Outcomes</p>	<p>At the master's thesis examination held during the relevant academic year, the former faculty members serving as research supervisors and research assistant supervisors shall evaluate each student's achievement of general competences and specialized competences based on the materials submitted, the presentation, and the question-and-answer session, using the rubric. The two secondary examiners will also assess the level of achievement in general competences and specialized competences regarding the content of the thesis itself, following the rubric. They will also take note of thesis publication, conference presentations, applications for and acquisition of competitive funding, awards, etc., and use these as supplementary outcome indicators demonstrating learning achievements.</p>
<p>Evaluation Criteria for Degree Theses/ Dissertations</p>	<p>The Master's degree shall be conferred upon a candidate who has satisfied all requirements stipulated in the Graduate School Regulations of the University of Tsukuba, whose thesis is deemed appropriate based on the following evaluation criteria, and who has passed the final examination.</p> <p><Evaluation Criteria></p> <ol style="list-style-type: none"> 1. The thesis clearly articulates the academic significance and positioning of the research within the field of psychology, based on an accurate understanding of domestic and international research trends and prior studies in the relevant field. Furthermore, the entire thesis preparation process must be free from research misconduct (fabrication, falsification, plagiarism) or other harmful research activities. 2. The thesis must contain original research findings contributing to the advancement of psychology, presented at an appropriate level and volume for a master's thesis. 3. The discussion of research results must be valid, and conclusions must be derived based on objective and logical reasoning. 4. The thesis must be appropriately structured in a format and at a level suitable for a master's thesis in psychology, including the background, purpose, methods, results, discussion, conclusions, and references. <p><Master's Thesis Review System></p> <p>The Thesis Review Committee established to evaluate master's theses shall consist of one primary supervisor and two or more secondary supervisors. In principle, at least two secondary supervisors shall be selected from faculty members belonging to the Psychology Degree Program. However, with the approval of the Education Council, faculty members outside the degree program may also be appointed as secondary supervisors.</p> <p><Thesis Evaluation Method></p> <ol style="list-style-type: none"> ① Evaluation of the Thesis: The thesis undergoes peer review by two secondary examiners, who grade it according to the rubrics for each of the four evaluation criteria listed above. ② Evaluation of the Presentation and Q&A at the Final Examination: All primary and research assistant faculty members of Master's Program in Psychology evaluate the presentation and Q&A at the final examination using the rubrics. The overall evaluation of the master's thesis is determined by combining the results of evaluations ① and ②.

Curriculum Policy

In order to explore what mind is and clarify functions of mind as being crucial for understanding human beings, Master's Program in Psychology shall enable students to acquire necessary knowledge/ methodologies/ skills/sense of values and develop an ability for problem-solving which can contribute to society as experts of human sciences while having simultaneously various and close relationships with adjacent areas and multidisciplinary which can develop as interdisciplinary research.

<p>Curriculum Design Framework</p>	<p>Master's Program in Psychology includes common required subjects for both General Psychology Subprogram and Clinical Psychology Subprogram, as well as foundational degree program subjects. Furthermore, each subprogram offers subprogram-specific common subjects and specialized subjects. Through required subjects for both subprogram “Methodologies on Psychology I” and “Methodologies on Psychology II”, along with the specialized major subjects in each subprogram (such as “Lecture on Educational Psychology”), students acquire broad methodological skills and specialized knowledge across various fields of psychology. The aim of this learning is to develop five specific competencies in psychology. The elective required courses “Basic Research in Psychology A”, “Basic Research in Psychology B”, and “Basic Research in Psychology S” consist of multiple master's thesis guidance sessions and seminars led by the supervising professor. These subjects enhance 'psychological understanding of human nature and problem-finding ability', 'ability for psychological problem-solving', 'ability for psychological problem-solving', 'psychological information dissemination ability', and 'communication skills among multiple areas', while simultaneously cultivating 'knowledge application competences', 'management competences', and 'communication competences'. Furthermore, subjects like “Psychology Internship” and “Career Development in Psychology” enhance 'Psychological information dissemination ability:psychological communication skills' and 'interdisciplinary communication abilities. Subjects such as “English Practicum in Psychology Research (General) 1” and “English Practicum in Psychology Research (General) 2 ”, aim to foster international competence. In General Psychology Subprogram, in addition to the above, “Research Seminar in Psychology (General) I” , “ Research Seminar in Psychology (General) II”, “Research Seminar in Psychology (General) III”, and “Research Seminar in Psychology (General) IV” involve specialized discussions within each field. This enhances 'psychological understanding of human nature and problem-finding ability', 'ability for psychological problem-solving', 'ability for psychological problem-solving', 'psychological information dissemination ability', while also improving generic competencies such as knowledge application skills. The Clinical Psychology Subprogram is structured to enable students to acquire specialized knowledge in clinical psychology and developmental clinical psychology, specialized knowledge in psychological support across five domains (healthcare, welfare, education, justice/criminal justice, and industry/labor), specialized knowledge and implementation skills in clinical psychological interviews and psychological assessment methods, and practical abilities as clinical psychology practitioners. This is achieved through lectures, seminars, and practicum subjects offered within the subprogram's common subjects and domain-specific subjects. The program is also designed to enable students to acquire the five specialized competencies. Furthermore, the curriculum of the Clinical Psychology Subprogram is structured to enable students to meet the eligibility requirements for both the Clinical Psychologist certification administered by Foundation of the Japanese Certification Board for Clinical Psychologists and Certified Public Psychologist. Furthermore, by completing the Graduate School Common Core Courses and Graduate School Common Courses, students will further develop management competence, communication competence, teamwork competence, and international competence. Evaluation for each course will be based on objective tests, reports, other deliverables, practical skills, and behavioral observations during practicums. The specific evaluation methods will be detailed in each course syllabus.</p>
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<p>Teaching and Learning Methods</p>	<p>The learning methods in Master's Program in Psychology are broadly categorized into lectures, seminars, and practicums. The required courses “Methodologies on Psychology I” and “Methodologies on Psychology II” are omnibus subjects where faculty members specializing in specific methodologies deliver lectures. Lectures primarily consist of explanations and Q&A sessions led by the instructor, followed by student discussions. Seminar subjects such as “Research Seminar in Psychology (General) I” and thesis guidance courses like “Basic Research in Psychology A” are, in principle, student-led, involving topic presentations, assigned section presentations, demonstrations, and discussions. The distinctive curriculum features of Master's Program in Psychology are as follows:</p> <ol style="list-style-type: none"> ① Subjects from Master's Program in Neuroscience— “Fundamentals of Neuroscience A”, “Fundamentals of Neuroscience B”, “Fundamentals of Neuroscience C”, and “Fundamentals of Neuroscience D” —can be taken as specialized subjects within the General Psychology Subprogram. ② “Psychology Internship” grants credit for internship experience at companies or organizations meeting specific criteria. ③ “English Practicum in Psychology Research (General) 1” and “English Practicum in Psychology Research (General) 2” may be credited for presentations and activities at international conferences meeting specific criteria, or for completing courses offered by overseas universities. ④ In Clinical Psychology Subprogram, students undertake on-campus training at the University of Tsukuba Counseling Center or the University of Tsukuba Child Counseling Center as part of the training required for designation as a Type 1 Clinical Psychologist. Additionally, to primarily cultivate Certified Public Psychologists, students engage in off-campus training at the Department of Psychiatry and Neurology of the University Hospital and other regional facilities to enhance their clinical psychology practice skills. ⑤ Assessment of achievement in general competencies and specialized competencies involves self-assessment upon enrollment, followed by self-confirmation using the TWINS achievement assessment support system at the time of advancement to the second year and upon submission of the master's thesis. The level of competence achievement is shared with the supervising professor at each stage, who provides guidance and advice regarding coursework and other matters. ⑥ A secondary thesis advisor is determined early after enrollment. Research guidance is conducted through a joint supervision system involving both the primary and secondary thesis advisors.
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Admission Policy

<p>Desired Student Profile</p>	<p>Master's Program in Psychology aims to cultivate individuals who aspire to become researchers pursuing advanced psychological research by proactively acquiring psychological methodologies, knowledge, and skills, and who intend to advance to the Doctoral Program. It also seeks individuals aiming to become practitioners of psychological support holding Certified Public Psychologist or Clinical Psychologist qualifications, as well as those pursuing advanced professional careers based on specialized psychological research capabilities. These include experts in affective engineering, ergonomics, cognitive engineering, specialists analyzing socio-psychological situations such as social and market research, specialists in personnel management and evaluation, and public servants with psychological expertise. We seek individuals deeply committed to psychology for understanding humanity, who can learn autonomously. We welcome not only graduates from psychology-related undergraduate programs but also those who wish to study and pursue psychology professionally.</p>
<p>Student Selection Process</p>	<p>Admission examinations are conducted through the general entrance examination. The general entrance examination selects candidates based on a specialized examination, a specialized foreign language examination (English), and an oral examination. It comprehensively evaluates fundamental knowledge of psychology as a whole, foreign language proficiency relevant to the field, research implementation ability, and communication skills.</p>

Learning Support Framework

<p>Academic Support</p>	<p>By the following methods, effective learning support is being provided.</p> <ul style="list-style-type: none"> ① By adopting a dual instructor system, we ensure that students have the opportunity to receive guidance from different perspectives than those of their main instructors. ② A student support team is formed by the degree program leader, primary and secondary instructors, and student counseling staff, providing psychological adaptation support in a manner that is optimal for each individual student. ③ A career support committee has been established to provide information on various career support initiatives within the university.
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<p>Opportunities for Peer Interaction</p>	<p>The following methods enhance peer effects among students, aiming to improve learning motivation and research quality.</p> <ul style="list-style-type: none"> ① Provide all students with a place to belong within the graduate student lounge, creating a learning environment conducive to interaction with fellow students from both the first and second semesters. ② In the first year, attendance at the master's thesis guidance sessions and examinations for second-year students in the first-year program is mandatory. Participation in and observation of the doctoral thesis preliminary examinations and examinations for second-year students in the second-year program is also facilitated, promoting research-related exchanges among students. ③ Participation in the “Student Gathering” hosted by the Graduate School is encouraged, fostering interaction with students from other degree programs.
<p>Opportunities for Student-Faculty Interaction</p>	<p>The following methods are employed to provide opportunities for interaction with faculty members, aiming to enhance learning motivation and research quality.</p> <ul style="list-style-type: none"> ① All faculty members responsible for the degree program participate in thesis guidance meetings and thesis review meetings. By posing questions and offering advice to each student, they provide opportunities for research exchange with faculty members other than the student's primary advisor. ② Student-Faculty Consultation Meetings are held to broadly gather student feedback on education, research guidance, clinical psychology practicums, and student life within the Psychology Degree Program, enabling the program to strive for improvement. ③ Participation in the “Student Gathering” hosted by the Faculty of Arts and Sciences is encouraged to promote interaction with faculty members across disciplines. ④ Faculty members participate in student-organized social events, such as new student welcome parties, to foster interaction.

Approaches to Assuring and Enhancing Educational Quality

At the end of each academic year, the Degree Program Educational Outcomes Review Committee convenes. Based on the evaluation results from the Master's Thesis Review Committee and the status of student research activities, it confirms the educational outcomes for each subprogram and for the degree program as a whole. These results are analyzed over time to identify educational strengths and areas for improvement. Necessary improvement measures are then formulated and implemented to ensure educational quality assurance.