

Master's Program in Counseling

■ Master of Science in Counseling

Program Educational Objectives

This program focuses on the field of counseling psychology, and provides comprehensive and fundamental education in counseling to in-service professionals and psychological clinicians. It aims to foster advanced professionals and university teachers who will acquire the results and methodologies of international and interdisciplinary research, and contribute to society through scientific, practical, and developmental solutions to various problems in the workplace and society, in cooperation with other professions.

Graduate Profile	By focusing on the specific field of counseling within psychology, students will acquire comprehensive knowledge and techniques related to the field, and have the ability to plan and conduct practice and research with ethical considerations, while building on their own rich, professional experience.
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Diploma Policy

The degree of Master of Science in Counseling is commenced to those who have fulfilled the requirements for the completion of the Master's programs, as set out in the Graduate School Regulations of the University of Tsukuba and related university regulations, and who are deemed to have the following competences.

	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. Research skills: basic knowledge and ability to set research questions and carry out research plans in the counseling field.	① Being able to formulate research questions in the field of counseling ② Acquire basic knowledge and skills to carry out a research plan in the field of counseling
	7. Expertise: High level of expertise and operational skills in the counseling field	① Advanced expertise in the field of counseling. ② Acquired advanced operational skills in the field of counseling.
	8. Ethics: A sense of ethics and ethical knowledge appropriate for personnel with basic research skills in the counseling field or advanced professionals.	① Possess basic research skills in the field of counseling ② Have acquired ethics appropriate for advanced professionals.

<p>Guidelines for Assessing Learning Outcomes</p>	<p>Learning outcomes are assessed using the Achievement Evaluation Table. At each stage, attainment is confirmed and evaluated against the competences set out in the Diploma Policy.</p> <ul style="list-style-type: none"> - In the fall semester of the first year, upon Research Plan Submission, the homeroom teacher supervises the student's self-check of research preparedness and provides review and guidance. - At the preliminary presentation held in the spring semester of the second year, the academic advisor conducts the First-Stage Achievement Review based on the abstract and the presentation, and provides self-checking, review, and guidance on the learning status. - At the interim presentation held in the fall semester of the second year, the academic advisor conducts the Second-Stage Achievement Review based on the abstract and the presentation, and provides self-checking, review, and guidance on the learning status. - At the end of the second year, the Chair and two Co-Chairs peer-review the master's thesis and, through the final presentation and oral examination, conduct the Final Achievement Review.
<p>Evaluation Criteria for Degree Theses/ Dissertations</p>	<ol style="list-style-type: none"> 1. Based on an understanding of domestic and international research trends and previous research in related fields, the significance and positioning of the relevant research in the field of counseling should be clearly stated. 2. The master's thesis should contain an appropriate amount of original research results that contribute to the development of the field of counseling in Japan and abroad. 3. The reliability of the research results has been sufficiently verified based on sufficient knowledge of research fairness. 4. The discussion of the research results is reasonable, and the conclusions are based on objective evidence. 5. The background, purpose, methods, results, discussion, and conclusions of the research should be summarized in a format appropriate for a master's thesis in the field. <p>Standard to be met by the thesis: Both the Chair and Co-Chairs must be able to judge that the thesis meets 1-5 above.</p> <p>Review committee structure: 1 The Chair, 2 Co-Chairs</p> <p>Examination method: Master's thesis, thesis presentation, and oral examination are judged by the Chair and Co-Chairs based on the academic paper standards.</p> <p>Examination items: Master's thesis, thesis presentation, oral examination</p>

Curriculum Policy

Organize coursework that enables working graduate students to acquire knowledge in counseling-related fields, acquire research literacy, and write a master's thesis.

<p>Curriculum Design Framework</p>	<p>Education and research guidance will be provided to cultivate a broad basic background in the field of counseling, a broad perspective, and general knowledge and abilities to support activities in various fields of society, as well as research skills, specialized knowledge, and ethical views in developmental psychology, social psychology, clinical psychology, industrial/organizational psychology, educational psychology, and criminal psychology.</p> <p>Specifically, students acquire research literacy skills, problem finding skills, and research planning skills in the required subjects, and research execution and presentation skills in the coursework related to the three research presentations per year. In addition, students learn about various theories of mental and physical health, psychosocial problems in the human development process and their support, various problems in modern society and issues in organizations, assessment and support planning in psychology and education, psychological research methods, and statistical analysis through discussions and exercises in elective specialized subjects. discussion and seminars. It is further recommended that students take one credit from the common specialized foundation courses of the Faculty of Arts and Sciences to contribute to the cultivation of basic knowledge, broad perspectives, and general knowledge and abilities in related fields, based on their major.</p>
<p>Teaching and Learning Methods</p>	<ul style="list-style-type: none"> - For practical research and presentation skills related to counseling, lectures and practical training on various research methods are given from the first year. Individual and group research guidance and presentations are also given. - In terms of ethical considerations, workshops and explanatory meetings related to ethical review are held in the first year, and individual guidance is provided mainly by the Ethics Committee and supervisors. - As for cooperation and collaboration with other fields and disciplines, since students and graduates have various fields of specialization and places of employment, information exchange and research collaboration among students and graduates are actively conducted from the time they are in school. - For practical research skills from an international perspective, students will be involved in activities at overseas academic conferences and exchanges with overseas universities that are highly regarded for their practice and research in the counseling field.

Admission Policy

<p>Desired Student Profile</p>	<p>We are looking for in-service professionals, psychological clinical specialists, and others who have the will and motivation to contribute to society by acquiring a broad perspective, deepening and developing expertise, and acquiring research techniques in counseling-related fields, and by solving various problems in the workplace and society in a scientific, practical, and developmental manner, based on their own abundant professional experience.</p>
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Student Selection Process	The entrance examination is conducted in two stages. In the first stage, the results of the document review and the paper examination are comprehensively judged, and in the second stage, an oral examination is conducted for those who pass the first stage of examination. Successful applicants will be determined based on the results of the oral examination and the results of the first stage examination.
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Learning Support Framework

Academic Support	<ul style="list-style-type: none"> - Opportunities are provided to participate in seminars and research presentation meetings outside one's cohort, creating occasions to reassess one's research framework objectively and supporting the deepening of research. - All faculty members, mainly homeroom teachers, will provide a system for individual ounseling on matters specific to working graduate students (balancing work and study, family situations such as childcare and nursing care). Establish an environment for data analysis rooms and graduate student laboratories so that working graduate students can come directly from their workplaces to the university for study and research activities. Secure a certain number of hours of intensive lectures on Saturdays and Sundays in relation to the workplace.
Opportunities for Peer Interaction	<ul style="list-style-type: none"> - The curriculum provides opportunities to attend presentation meetings and promotes interaction among students beyond year level. - By utilizing TAs, we create a structure that continuously generates opportunities for peer learning.
Opportunities for Student-Faculty Interaction	<ul style="list-style-type: none"> - All faculty members of the degree program participate in presentation meetings for Basic Methodology of Counseling III and Special Study on Counseling I-III, thereby providing opportunities to interact with faculty members other than the supervising professor. - An annual student-faculty roundtable is held, and students' opinions are actively incorporated.

Approaches to Assuring and Enhancing Educational Quality

- Students' study progress is reviewed at the program management meeting, and improvement measures are considered as necessary.
- At the program management meeting, students' learning outcomes are assessed, and the validity of the curriculum and the appropriateness of instruction are verified.
- Program-wide educational issues are discussed in FD activities in which all degree-program faculty members participate.