

## Master's Program in Rehabilitation Science

### ■ Master of Science in Rehabilitation

#### Program Educational Objectives

In this course, highly specialized professionals shall be trained, who provide comprehensive and fundamental education for the researchers and specialized professionals relating to rehabilitation, acquire international/interdisciplinary research outcomes and methodology in collaboration with other occupations, scientifically/practically/developmentally solve various problems in their workplace and society and contribute to society.

<b>Graduate Profile</b>	In this Degree Program, the human resources shall be trained who have comprehensive and inclusive ability necessary for correspondence and development in a broad view relating regarding various problems which working individuals in-service encounter at their workplaces and whose solutions are promptly required. In comprehensive and inclusive rehabilitation area, highly specialized professionals and faculty members with high practical R&D ability relating to scientific solution of frontline problems shall be especially trained.
-------------------------	--

**Diploma Policy**

The degree of Master of Science in Rehabilitation 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
<b>Knowledge and Skills</b>	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 ability: Basic knowledge and ability to set research tasks and carry out a research plan in the areas of rehabilitation.	① If capable of establishing appropriate research plan relating to rehabilitation and properly conveying such plan to others. ② If capable of completing appropriate master's degree relating to rehabilitation and properly make presentation of its results.
	7. Specialized knowledge: Advanced specialized knowledge and command of the areas of rehabilitation.	If capable of acquiring highly specialized knowledge relating to rehabilitation and an ability to independently disseminating it.

	Competences	Evaluation perspectives
<b>Knowledge and Skills</b>	8. Ethical view: ethical view and ethical knowledge appropriate for the human resources or highly specialized professionals who have basic research ability in the area of rehabilitation.	If having acquired basic research ability relating to rehabilitation and ethical view and ethical knowledge.
<b>Guidelines for Assessing Learning Outcomes</b>	<ul style="list-style-type: none"> <li>- Learning outcomes are assessed through achievement evaluations based on the “Achievement Evaluation Form”. This process confirms and evaluates the acquisition of competences aligned with the degree conferral policy at each stage.</li> <li>- During the fall semester of the first year in “Fundamentals of Rehabilitation Methodology II”, all faculty members provide guidance on research preparation based on the content of literature review presentations and preliminary research plan presentations.</li> <li>- Provide guidance and advice on pre-designed research plans developed by multiple faculty groups during the “Fundamentals of Rehabilitation Methodology III” course in the fall semester of the first year.</li> <li>- In the spring semester of the second year, during “Rehabilitation Research Methods II”, an interim research presentation session is held. Focused on the progress of the master's thesis, a question-and-answer session is conducted, primarily led by the secondary advisor. Based on this, the primary advisor conducts the Stage 1 Achievement Review, facilitating self-assessment of learning progress, review, and guidance.</li> <li>- In the fall semester of the second year, during “Special Rehabilitation Research”, guidance and advice on thesis writing are provided, followed by an interim presentation session. A Q&amp;A session, primarily led by the secondary advisor, is held regarding the research abstract and presentation content. Based on this, the primary advisor conducts the Stage 2 Achievement Review, facilitating self-assessment, review, and guidance on the student's learning progress.</li> <li>- At the end of the second year, the primary examiner and two secondary examiners will review the master's thesis. They will also conduct the final achievement assessment during the final presentation (including an oral examination) required for earning credits in “Special Research in Rehabilitation”.</li> </ul>	

<p><b>Evaluation Criteria for Degree Theses/ Dissertations</b></p>	<ol style="list-style-type: none"> <li>1. Based on understanding of research trend in and outside Japan preceding research in relevant area, the significance and positioning of the said research in Rehabilitation science field is clearly described.</li> <li>2. Right amount of original research outcomes that contribute to development in and outside Japan of Rehabilitation science field is contained as master's thesis.</li> <li>3. Reliability of research outcomes have been sufficiently verified based on sufficient knowledge regarding research integrity.</li> <li>4. Consideration for research outcomes is valid and conclusion is based on objective evidence.</li> <li>5. Background, purpose, method, results and conclusions etc. of the research shall be summarized in an appropriate form as master's thesis of Rehabilitation science field.</li> </ol> <p>Level standards required for the degree thesis: Both chief supervisor and sub supervisor(s) can judge that master's thesis has satisfied the above-mentioned 1 to 5.</p> <p>Review board members: One chief supervisor, two sub supervisors.</p> <p>Examination method: both the chief supervisor and sub supervisors shall comprehensively judge master's thesis, thesis presentation and oral examination.</p> <p>Examination items: master's thesis, thesis presentation and oral examination.</p>
--	--

**Curriculum Policy**

The education/research supervision shall be provided to cultivate a basic knowledge, a wide view and generic competences to support the active role in social diversified settings to develop highly specialized professionals based on interdisciplinary rehabilitation and teachers for higher education of training schools for rehabilitation professionals etc. including research ability, specialized knowledge and ethical view that cover four areas of rehabilitation (medical rehabilitation, rehabilitation for special needs education, social rehabilitation and vocational rehabilitation).

<p><b>Curriculum Design Framework</b></p>	<p>Centering on students' majors, in order to contribute to cultivating basic knowledge and wide view, generic competences in relevant areas, it shall be recommended to take one credit from Inter-disciplinary Foundation Courses. Specific subjects to be registered and system to deploy sub supervisor(s) shall be determined based on research plans career plans of individual students etc.</p> <p>Upon determination, the followings shall be kept in mind: acquiring an ability to find problems and to solve them and research literacy such as a planning ability relating to clinical study, to create master's thesis, to enrich course work in order to acquire skills for presentation and debate communication and enhance qualifications as researchers in clinical study. Additionally, core curriculum shall be organized in order to develop competent human resources with advanced comprehensive perspective by organizing curriculum not confined to ordinary area of expertise.</p>
---	--

<p><b>Teaching and Learning Methods</b></p>	<ul style="list-style-type: none"> <li>- In order to acquire practical research ability/presentation ability relating to rehabilitation, lectures/seminars relating to various research methods shall be provided and individual and group research guidance and presentation shall be performed from the 1<sup>st</sup> year.</li> <li>- Regarding ethical consideration, training sessions and information sessions relating to ethical review shall be held in the 1<sup>st</sup> year and individual instruction shall be provided mainly by ethic committee members and supervisors.</li> <li>- Regarding cooperation/collaboration with other areas/other areas, as the area of expertise/employment of the students/graduates are diversified, information exchange and research cooperation shall be frequently conducted with the students/graduates while studying in this course.</li> <li>- For cultivating practical research ability with an international perspective, the lectures of “Rehabilitation English” shall be provided. Besides, opportunities shall be provided for students to interact with reputable overseas universities for practices/research in rehabilitation area.</li> </ul>
---	--

**Admission Policy**

<p><b>Desired Student Profile</b></p>	<p>Education shall be provided for the researchers and highly specialized professionals who have an interest in comprehensive/inclusive rehabilitation for the lifespan including elderly people/persons with disabilities/children and perspective of interdisciplinary research. In addition to the above-mentioned, education shall be provided by putting emphasis on training of the researchers and highly specialized professionals relating to rehabilitation who can cross-sectionally analyze/research the four areas of rehabilitation (medical rehabilitation, rehabilitation for special needs education, social rehabilitation and vocational rehabilitation).</p>
<p><b>Student Selection Process</b></p>	<p>Entrance examination shall be implemented for the working individuals who have practical experience of one or more years in rehabilitation-related area after graduating from universities. After releasing admission information and implementing open campus/admission guidance (April and May), acceptance of applicants shall be closed in the middle of July. The entrance examination shall be implemented at the end of August and the results shall be announced for the entrants of April in the following year in October. In the entrance examination, students shall be provided evaluation by document screening, essay examination to examine basic knowledge and interview test concerning reason for application.</p>

**Learning Support Framework**

<p><b>Academic Support</b></p>	<ul style="list-style-type: none"> <li>- By taking the “Rehabilitation Research Project” seminar course, students are given the opportunity to explore future research topics by re-presenting the actual content of their research findings previously presented at relevant conferences, including international ones. Furthermore, by taking the “Rehabilitation Case Study” seminar course, students deepen their understanding of rehabilitation practice cases from their own workplace as case studies, providing an opportunity to objectively review their own research.</li> <li>- We regularly hold faculty development programs (twice a year) that introduce, from a broad perspective including other degree programs, methods for summarizing research achievements such as paper submissions and concrete examples of career development after graduation.</li> </ul>
<p><b>Opportunities for Peer Interaction</b></p>	<ul style="list-style-type: none"> <li>- The curriculum incorporates a mechanism as a requirement for credit acquisition that provides opportunities to participate in design, midterm, and final presentations outside one's own academic year. This aims to promote collaborative research among students across grades and facilitate interaction among graduate students.</li> <li>- An alumni association is held to provide opportunities for interaction among current students and graduates of the degree program.</li> </ul>
<p><b>Opportunities for Student-Faculty Interaction</b></p>	<ul style="list-style-type: none"> <li>- The omnibus format of “Fundamentals of Rehabilitation Methodology I” increases interaction opportunities with multiple instructors. “Fundamentals of Rehabilitation Methodology II” increases interaction opportunities with the assigned instructor. The joint instruction by multiple instructors in “Fundamentals of Rehabilitation Methodology III” increases interaction opportunities with instructors whose research aligns more closely with the student's own research theme. Furthermore, following Q&amp;A sessions with all faculty members responsible for the degree program during the first-year pre-design presentation and the second-year design, interim, and final presentations, additional opportunities for exchange are provided through informal discussions.</li> <li>- An annual student-faculty discussion meeting is held, providing a relatively informal setting for discussions regarding the curriculum, improvements to the educational and research environment, and advice on advancing to the doctoral program.</li> </ul>

**Approaches to Assuring and Enhancing Educational Quality**

Student progress is reviewed at Rehabilitation Science Degree program and curriculum meetings monthly, where improvement measures are discussed as needed to prevent potential issues.