

## Doctoral Program in Psychology

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### ■ Doctor of Philosophy in Psychology

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#### Program Educational Objectives

To cultivate psychology researchers and highly specialized professionals who, from a psychological perspective, identify new challenges concerning unresolved academic and social issues facing modern Japan and the world regarding human minds and behavior. To achieve this, they will collaborate across national borders, cultures, academic disciplines, and professional fields, guided by high ethical standards, to create new psychological theories, methodologies, and support technologies. This will enable the resolution of various conflicts and contribute to the development of Japan and the world.

<b>Graduate Profile</b>	Based on the educational objectives of above degree programs, we cultivate independent researchers who can master the latest psychological methodologies, knowledge, and skills. By incorporating interdisciplinary perspectives, they will independently define problems, generate insights, create new value, and excel on the international stage. Specifically, we cultivate highly specialized professionals and doctoral-level leaders who can creatively solve challenges faced in private companies, government agencies, clinical psychology settings, and other fields through advanced psychological research capabilities, thereby contributing broadly to society.
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**Diploma Policy**

The degree of Doctor of Philosophy in Psychology is commenced to those who have fulfilled the requirements for the completion of the Doctoral 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 creation competence: Ability to create new knowledge that can contribute to future society	① Are there any research findings that can be considered new knowledge? ② Can we expect you to create knowledge that will contribute to future society?
	2. Management competence: Ability to plan and implement measures to identify and solve challenges from a higher perspective	① Can you make and implement long-term plans for critical challenges? ② Can you identify challenges, even in other areas of expertise, and solve them from a higher perspective?
	3. Communication competence: Ability to express the true nature of academic findings positively and clearly	① Can you explain the true nature of research content and specialized knowledge clearly and logically to researchers from different areas and to people other than researchers? ② Do you proactively share your findings with researchers and experts from your field of expertise and accurately answer questions?
	4. Leadership competence: Ability to have objectives get accomplished under your leadership	① Can you set attractive and compelling goals? ② Are you capable of building systems to realize goals and accomplish objectives as the leader?
	5. Internationality competence: Possession of a high level of awareness and motivation to be internationally active and contribute to international society	① Do you have strong awareness and motivation to contribute to international society and international activities? ② Have you obtained adequate linguistic skills 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 independently discover unresolved psychological problems.	① Can you identify unresolved critical issues facing people in modern society, understand them from a psychological perspective, and independently formulate research questions? ② Have you comprehensively and systematically researched and grasped the current state and background of the independently formulated psychological issue both domestically and internationally?

	Competences	Evaluation perspectives
<b>Knowledge and Skills</b>	<p>7. Psychological problem-solving ability: Ability to adhere to research ethics, independently solve problems concerning human minds and behavior by utilizing psychological methodologies, theories, and findings, and contribute to contemporary society.</p>	<p>Can you adhere to research ethics and accomplish the following?</p> <p>① Can you formulate and execute a well-structured, original solution to an unresolved, significant problem concerning human mind and behavior, utilizing psychological methodology and knowledge?</p> <p>② Can you objectively observe and record the results of the executed solution and the findings gained, apply valid analysis, evaluate and revise the solution and findings, and contribute to contemporary society?</p>
	<p>8. Psychological clinical support ability: Ability to practice psychological clinical support as an independent practitioner, adhering to professional ethics while utilizing psychological knowledge, methodology, and clinical skills, and to support colleagues and junior practitioners.</p>	<p>Can you adhere to professional ethics and do the following?</p> <p>① Can you practice psychological clinical support as an independent psychological clinician?</p> <p>② Can you provide advice and support regarding psychological clinical support to colleagues and junior practitioners?</p>
	<p>9. Psychological information dissemination skills: The ability to contribute to and lead society by disseminating psychological knowledge, methods and results with high ethical standards</p>	<p>Can you adhere to research ethics and accomplish the following domestically and internationally?</p> <p>① Can you summarise and inform psychological theories, methodologies, and research findings through papers and books?</p> <p>② Are you attempting to influence society by communicating psychological theories, methodologies, and research findings to people?</p>
	<p>10. Multidisciplinary communication ability: Ability to leverage expertise in psychology to engage in discussion, collaborate, and lead professionals from other fields and occupations.</p>	<p>① As a psychology expert, can you communicate, discuss, and synthesize information in a way that professionals from other fields and disciplines can understand?</p> <p>② As a psychology expert, can you collaborate with and lead professionals from other fields and disciplines while respecting them?</p>

<p><b>Guidelines for Assessing Learning Outcomes</b></p>	<p>① At each doctoral thesis review meeting (interim/preliminary) held during the academic year, all faculty members serving as primary and secondary advisors will evaluate each student's submitted materials, presentation, and Q&amp;A session according to the rubric to determine their attainment of general competences and specialized competences.</p> <p>② Two associate examiners will evaluate the candidate's achievement of general competences and specialized competences by comprehensively assessing the content of the doctoral dissertation submitted during the academic year, along with the presentation and Q&amp;A session at the examination committee. Additionally, they will consider dissertation publication, conference presentations, applications for and acquisition of competitive funding, awards, etc., as supplementary indicators demonstrating learning outcomes.</p>
<p><b>Evaluation Criteria for Degree Theses/ Dissertations</b></p>	<p>Upon fulfilling all requirements stipulated in the Tsukuba University Graduate School Regulations, a candidate shall be judged to have passed if their thesis is deemed appropriate based on the following evaluation criteria and if they are confirmed to have met the two standards below in the final examination.</p> <p>&lt; Passing Standards for the Final Examination &gt;</p> <ol style="list-style-type: none"> <li>1. The thesis sufficiently contains new academic insights within the field of psychology.</li> <li>2. The candidate possesses advanced research capabilities sufficient to conduct research activities as an independent researcher in the field of psychology.</li> </ol> <p>&lt;Evaluation Criteria&gt;</p> <ol style="list-style-type: none"> <li>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 related fields. Furthermore, the candidate must not have engaged in research misconduct (fabrication, falsification, plagiarism) or other harmful research activities throughout the entire thesis preparation process.</li> <li>2. The paper contains original research findings contributing to the advancement of psychology, presented at a level and volume appropriate for publication as an academic paper.</li> <li>3. The discussion of the research results is appropriate, and the conclusions are derived based on objective and logical reasoning.</li> <li>4. The background, purpose, methods, results, discussion, conclusions, and references of the research are appropriately organized in a format and at a level suitable for a doctoral dissertation in the field of psychology.</li> </ol> <p>Applicants for dissertation review must have passed the preliminary review within the degree program beforehand.</p> <p>&lt;Thesis Examination System&gt;</p> <p>The thesis examination committee established to evaluate doctoral dissertations consists of one chair and at least three co-examiners. As a basic principle, two co-examiners are selected from the Psychology Degree Program (DP) and one from another degree program. With the approval of the Education Council, co-examiners may also be appointed from outside the university.</p> <p>&lt;Thesis Evaluation Method&gt;</p> <ol style="list-style-type: none"> <li>① Evaluation of the Thesis Itself: All examiners who reviewed the thesis will grade it according to the rubrics for the four evaluation criteria listed above.</li> <li>② Evaluation of the Presentation and Q&amp;A at the Preliminary Review Meeting: All faculty members of the Psychology Degree Program at the rank of Primary Supervisor or Research Advisor Assistant and above will grade the content of the presentation, the manner of delivery, and the Q&amp;A session at the preliminary review meeting according to the rubric. The overall evaluation of the doctoral thesis will be based on the combined results of evaluations ① and ②.</li> </ol>

### Curriculum Policy

In the Program in Psychology, students will deepen their knowledge, methodology, skills, and values across the entire field of psychology in order to question what the mind is as the key to human understanding and clarify the function of the mind, and will develop problem-solving skills that can contribute to society as experts in the human sciences, while maintaining diverse and close relationships with adjacent fields and multidisciplinary research.

<b>Curriculum Design Framework</b>	<p>Doctoral Program in Psychology offers common courses shared by both the Psychological Basic Science Subprogram and the Psychological Clinical Studies Subprogram. Additionally, each subprogram offers specialized courses specific to that subprogram. By completing the common courses “Advanced Research in Psychology 1”, “Advanced Research in Psychology 2”, “Advanced Research in Psychology 3”, and “Applied Statistics in Psychology”, students primarily acquire psychological understanding of human nature and problem-identification skills. The practical courses within the common subjects— “Psychology Experiment Practicum”, “Psychology Research Management Practicum 1”, and “Psychology Management Practicum 2” —guide psychology students through statistical exercises and group research. Completing these courses primarily develops clinical psychological practice skills, psychological information dissemination capabilities, and interdisciplinary communication skills. The seminar courses within the common subjects— “Special Research in Psychology D1” and “Special Research in Psychology D2” — “Special Research in Psychology D3” are seminar courses for doctoral thesis guidance by the primary and secondary supervisors. Through completing these courses and participating in presentations and Q&amp;A sessions during review meetings such as the concept presentation, interim presentation, and preliminary examination, students acquire psychological understanding of human nature, problem-identification skills, psychological problem-solving abilities, psychological information dissemination skills, and interdisciplinary communication skills. In addition, courses such as “Psychology English Presentation 1”, “Psychology English Presentation 2”, and “Psychology English Presentation 3” are offered to enhance research communication skills in English, particularly for international conferences. The Psychological Basic Science Subprogram includes “Psychological Basic Science English 1” and “Psychological Basic Science English 2”, which grant credits for activities at international conferences and completion of overseas on-demand courses, fostering international competence as a general competence. Furthermore, the “Psychology Internship” course is offered to enhance all five specialized competences in real-world settings. Within the Clinical Psychology Subprogram's specialized courses, students acquire advanced specialized knowledge in clinical psychology through the lecture course “Special Topics in Clinical Psychology D”. They gain practical clinical skills specifically through the practicum courses “Clinical Psychology Practicum D1” and “Clinical Psychology Practicum D2”. Evaluation for each course is based on multiple-choice tests, reports, other deliverables, practical skills, and behavioral observations during practicum sessions. The specific evaluation methods are detailed in each course's syllabus.</p>
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<p><b>Teaching and Learning Methods</b></p>	<p>The learning methods in the Psychology Degree Program (Doctoral Program) are broadly categorized into lectures, seminars, and practical training. Lecture courses include “Advanced Research in Psychology 1”, “Advanced Research in Psychology 2”, “Advanced Research in Psychology 3”, and “Special Topics in Clinical Psychology D”. These courses involve lectures and Q&amp;A sessions led by the instructor, followed by discussions among students. Seminar courses include “Special Research in Psychology D1”, “Special Research in Psychology D2”, “Special Research in Psychology D3”, “Psychology English Presentation 1”, “Psychology English Presentation 2”, and “Psychology English Presentation 3”. In these seminars, students take the lead in proposing topics, presenting assigned sections, conducting demonstrations, and leading discussions. Among the practicum courses, “Psychology Experiment Practicum”, “Psychology Research Management Practicum I”, and “Psychology Research Management Practicum II” provide graduate students with experience instructing undergraduate psychology students in statistical exercises and group research. The Clinical Psychology Subprogram’s “Clinical Psychology Practicum 1” and “Clinical Psychology Practicum 2” provide experience in psychological clinical activities primarily at the University of Tsukuba Counseling Center, the University of Tsukuba Child Counseling Center, or external facilities, under faculty supervision. The distinctive curriculum features of the Psychology Degree Program are as follows:</p> <ol style="list-style-type: none"> <li>① “Psychology Internship” grants credits for internship experience at companies or organizations meeting specific criteria.</li> <li>② “Fundamental Psychological Science English 1” and “Fundamental Psychological Science English 2” grant credits for presentations and activities at international conferences meeting specific criteria, or for completing courses offered by overseas universities.</li> <li>③ Achievement levels for general competences and specialized competences are assessed through self-evaluation upon admission, followed by self-confirmation using the TWINS achievement assessment support system at the time of advancement to the second year, advancement to the third year, and preliminary examination. The level of competence achievement is shared with the student’s advisor at each stage, who provides guidance and advice on course selection and other matters.</li> <li>④ For doctoral thesis supervision, a co-advisor is selected early after enrollment. Intensive research guidance is provided through a joint supervision system involving both the primary advisor and the co-advisor.</li> <li>⑤ The degree program as a whole establishes a three-stage review process—conceptual, interim, and preliminary—to ensure the quality of doctoral theses. The Concept Presentation is held in the first year to review the overall thesis concept. The Interim Presentation is held in the second year for those who passed the Concept Presentation, reviewing progress and other aspects. The Preliminary Review is typically held in the third year for those who passed the Interim Presentation and who meet the requirements for reference papers, competence achievement level, and expected fulfillment of graduation requirements. It assesses whether the thesis meets the standards defined in the internal regulations.</li> </ol>
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**Admission Policy**

<b>Desired Student Profile</b>	The Doctoral Program in Psychology seeks individuals aspiring to become researchers, university faculty members, highly specialized professionals, or doctoral-level leaders in psychology. We welcome not only recent graduates of master's programs in psychology-related fields, but also professionals already engaged in psychology-related specialized work.
<b>Student Selection Process</b>	Admission is conducted through both the general entrance examination and the internal advancement entrance examination. The general entrance examination selects candidates based on specialized foreign language (English) proficiency and an oral examination. It comprehensively evaluates foreign language ability relevant to the field of study, research capabilities for thesis writing, and communication skills. The internal advancement entrance examination selects particularly outstanding students from the Psychology Degree Program (Master's Program) through an oral examination, comprehensively evaluating research capabilities for thesis writing and communication skills.

**Learning Support Framework**

<b>Academic Support</b>	<p>By the following methods, effective learning support is being provided.</p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>③ A career support committee has been established to provide information on various career support initiatives within the university.</li> </ul>
<b>Opportunities for Peer Interaction</b>	Two secondary examiners will assess the level of achievement in general competences and specialized competences by comprehensively evaluating the content of the doctoral dissertation submitted during the academic year, along with the presentation and Q&A during the examination committee. They will also take into account dissertation publication, conference presentations, applications for and acquisition of competitive funding, awards, etc., using these as supplementary outcome indicators to demonstrate learning achievements.

<p><b>Opportunities for Student-Faculty Interaction</b></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"> <li>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.</li> <li>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.</li> <li>③ Participation in the “Student Gathering” hosted by the Faculty of Arts and Sciences is encouraged to promote interaction with faculty members across disciplines.</li> <li>④ Faculty members participate in student-organized social events, such as new student welcome parties, to foster interaction.</li> </ul>
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**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 of the doctoral dissertation examination 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.