

## Educational purpose

School of Medicine and Health Sciences cultivates good medical professionals, that is, those who can deal with every person backed up by solid communication ability in addition to outstanding medical skills in adherence with the global standards, as well as the world's level researchers in the disciplines of medicine, nursing and medical sciences.

# College of Nursing

■ Bachelor of Science in Nursing

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■ Bachelor of Science in Healthcare

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## Educational purpose

College of Nursing is designed to cultivate outstanding nursing professionals who are founded on the liberal arts in a broad range of areas and the deep understanding of people and thereby can provide quality nursing that meets people's needs in cooperation with others as a member of a health, medical or welfare team and also cultivate the human resources who contribute to the society widely in the areas of health and medicine, such as civil officials and nursing professionals working from an international viewpoint, interdisciplinary researchers and educators who nurture the next generation.

## Desired students

■ We seek those who possess sufficient basic academic abilities including scientific knowledge and linguistic skill along with deep interest and concern for nursing science and have the ability and motivation to pursue and develop novel nursing for supporting new health, medical and welfare.

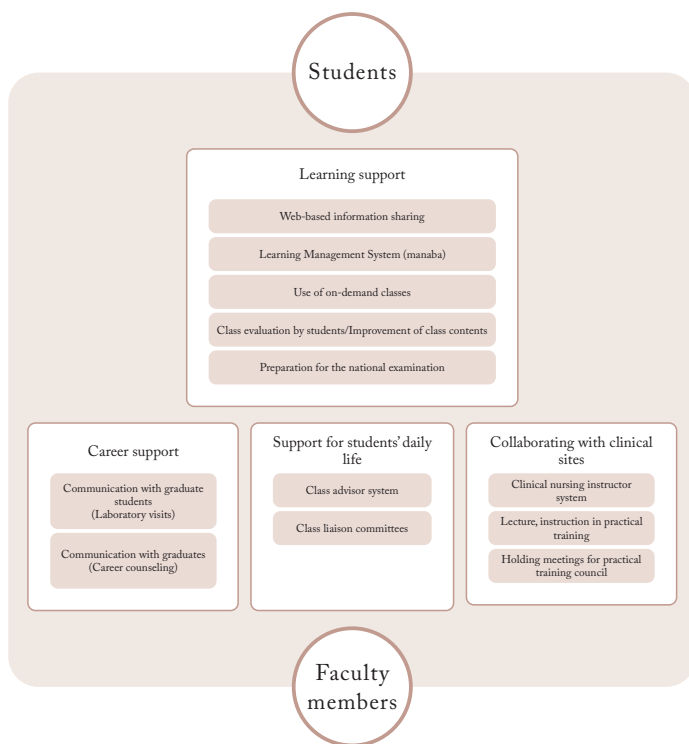
■ We seek those who possess sufficient basic academic abilities including scientific knowledge and linguistic skill along with deep interest and concern for nursing science and have the ability and motivation to pursue and develop nursing for supporting new health, medical and welfare.

## Measures to ensure and improve the quality of education

Student-centered class evaluations are conducted, and student opinions are fed back to the faculty through class liaison meetings (this is possible because of the class advisor system) and are used to improve education.

In addition, to ensure the quality of education, we have established the Office of Planning and Coordination for Medical Education, where specialized staff work on curriculum planning, and support the implementation of various educational programs and evaluation. Specifically, the Office plans new programs to meet the needs of society (e.g., a joint course by the three colleges in the School of Medicine and Health Sciences), improves current programs based on evaluation results, trains tutors, holds faculty training sessions, and conducts follow-up surveys of graduates.

### Ensuring the quality of education at College of Nursing



# Bachelor of Science in Nursing

## Diploma Policy

We grant diplomas for Bachelor of Science in Nursing who have acquired the knowledge and abilities (that is, Generic Competences) to become learned based on the educational purpose for undergraduate students of the University of Tsukuba. In their learning outcomes, they will achieve the following goals based on the educational purpose of our school and college.

- Has taken major subjects based on the premise of liberal arts studies.
- Possesses knowledge and skills based on scientific evidence as well as the ethical view and attitude appropriate to an advanced nursing professional.
- Possesses the attitude and habit of learning new knowledge and skills in one's own right and has gained the ability to solve unknown problems.
- Possesses the ability to continue self-learning throughout one's life.
- Possesses the ability to pursue the role of nursing from diverse viewpoints including the understanding of international trends.

## Curriculum Policy

We organize and implement curricula based on the following policies for programs that allow students to acquire learning outcomes related to Bachelor of Science in Nursing.

### General policy

Taking advantage of the characteristics as a university with diverse fields, the curriculum is designed to build on students' interaction with other College students through learning of Multidisciplinary Subjects and Introductory Subjects, etc. In order not to have theory disconnected from practice, school seminars invite currently-active clinical nursing staff to direct the students to develop a realistic, practical competence that works with the present leading-edge technologies. For hospital training, the Program is deeply tied up with the university hospital and other facilities in the prefecture to offer the students opportunities to learn through the experience of the latest medicine and care.

### Course sequence policy

The curriculum for the first and second years, which is centered on the understanding of the specialized nursing roles and evolve from "living support science" as the foundations for nursing, is organized to lead students to the upcoming learning in each area of expertise. In addition, with the enrichment of specialized foundation subjects for nursing, the curriculum is also designed to allow students to understand specialized nursing science from an extensive point of view. In the third through fourth year, students acquire evidence-based advanced specialized skills in each of the areas through the learning of practical nursing science (clinical nursing, psychiatric nursing, gerontological nursing, women's health nursing, child developmental nursing). Skill acquisition is aided with the objective structured clinical examination (OSCE), etc. In addition, students learn community and home-care nursing to gain the knowledge of system of administration in health,

medicine and welfare, etc. To achieve global human resource development, the Program offers the students opportunities to learn the practice of nursing from an international viewpoint through international health care and, nursing science, international nursing training, etc. For the specialized realms of nursing, the curriculum includes subjects that allow students to pursue the practice of nursing that makes use of what they have learned so far in the fourth year.

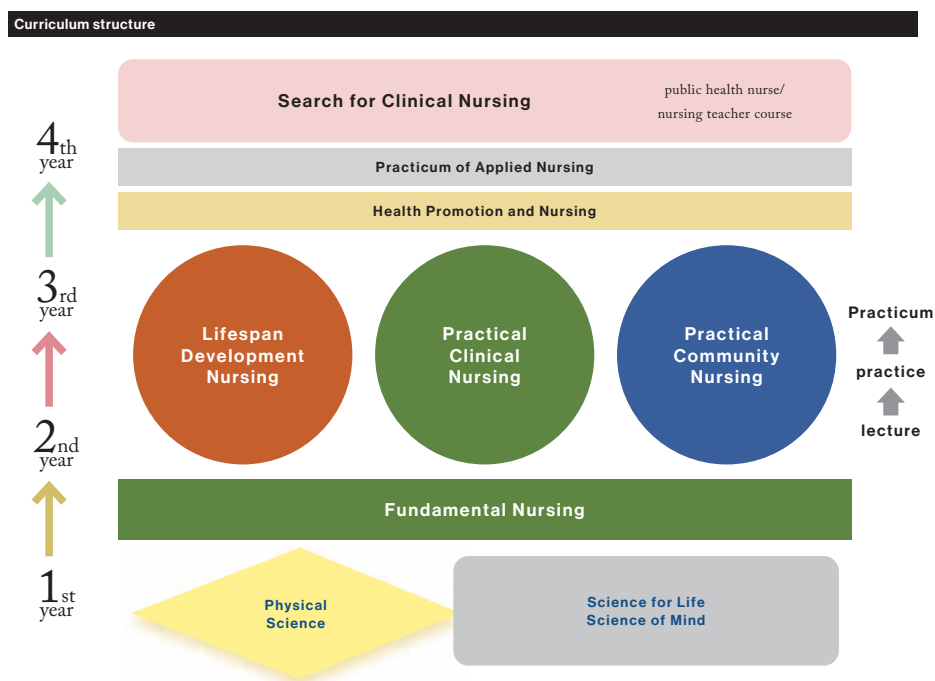
#### Implementation policy

Tutorial-type small group seminars and workshops are adopted to cultivate the attitude and habit of voluntarily learning and the ability of solving unknown problems. To support this learning, e-learning, which can effectively support students' learning via computer networks anytime and anywhere, is fulfilled, and to make possible the self-check of learning outcomes there, IBT, (Internet Based Test), with which students can take online tests, and other information

technologies are used to organize the system of learning support. In addition, to improve the instructing ability of faculty members, the Faculty Development (a study meeting for faculty members to improve teaching methods) is actively held.

#### Policy for evaluation of learning outcomes

Learning outcomes are fairly evaluated by faculty members teaching the class. For the achievement evaluation of knowledge and skills based on scientific evidence, the learning outcomes from the lectures of Foundation Subjects for Major and Major Subjects are objectively evaluated with exams, reports, etc. As for the ethical view and attitude appropriate to advanced nursing professionals, the learning outcomes from the lectures and seminars of Foundation Subjects for Major and Major Subjects are objectively evaluated with exams, reports, etc. The achievements in workshops are evaluated by multiple faculty members who are relevant to the



# Bachelor of Science in Nursing

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subject. The independence in learning and the abilities of solving unknown problems and of continuing self-learning throughout their life are evaluated with the learning outcomes of major subjects in the applied realms of nursing science and also the research seminars of nursing science. The abilities of understanding international trends and of pursuing the roles of nursing from diverse viewpoints are objectively evaluated with the exams, reports or the like in international health care science, international nursing science, etc.

## **Characteristics**

Students can select courses according to their nursing specialties. The curriculum is designed so that all students will be qualified to take the nursing license examination (the basic license requirement). Courses for those who aim to be a public health nurse or nursing teacher are offered as selective courses.

In addition, there are students who wish to go on to the graduate school of master's/doctoral program in nursing science of our university immediately after graduation or after gaining clinical nursing experience in order to obtain the midwifery license or become educators/researchers. There is a system that can support the career advancement of nursing graduates.

# Bachelor of Science in Healthcare

## Diploma Policy

We grant diplomas for Bachelor of Science in Healthcare who have acquired the knowledge and abilities (that is, Generic Competences) to become learned based on the educational purpose for undergraduate students of the University of Tsukuba. In their learning outcomes, they will achieve the following goals based on the educational purpose of our school and college.

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■ Has taken major subjects based on the premise of liberal arts studies.

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■ Possesses knowledge and skills based on scientific evidence as well as the ethical view and attitude appropriate to an advanced healthcare service professional.

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■ Possesses the attitude and habit of learning new knowledge and skills in one's own right and has gained the ability to solve unknown problems.

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■ Possesses the ability to continue self-learning throughout one's life.

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■ Possesses the ability to pursue the role of health care service profession from diverse viewpoints including the understanding of international trends.

## Curriculum Policy

We organize and implement curricula based on the following policies for programs that allow students to acquire learning outcomes related to Bachelor of Science in Healthcare.

### General policy

Taking advantage of the characteristics as a university with diverse fields, the curriculum is designed to build on students' interaction with other College students through learning of Multidisciplinary Subjects and Introductory Subjects, etc. In order not to have theory disconnected from practice, school seminars invite currently-active clinical nursing staff to direct the students to develop a realistic, practical competence that works with the present leading-edge technologies. For hospital training, the Program is deeply tied up with the university hospital and elderly care facilities to offer the students opportunities to learn through the experience of the latest healthcare services.

### Course sequence policy

The first-year students place focus of study on Japanese language. From the second year, the curriculum is structured so that students can start learning in their special areas starting with Life Support Science, a basic of healthcare courses, with other students in College of Nursing. In addition, with the enrichment of specialized foundation subjects for nursing, the curriculum is also designed to allow students to understand healthcare services from an extensive point of view. In the third through fourth year, students acquire evidence-based advanced specialized skills in each of the areas through the learning of Introduction to Global Healthcare and Healthcare Internship, etc. In addition, students learn community and home-care nursing to gain the knowledge of system of Japanese and International administration in health, medicine and welfare, etc. To achieve global human resource development, the Program offers the students opportunities to learn healthcare services from an

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international viewpoint through international health care science, nursing science, international nursing training, etc. For the specialized realms of nursing, the curriculum includes subjects that allow students to pursue the healthcare services that makes use of what they have learned so far.

## **Implementation policy**

Tutorial-type small group seminars and workshops are adopted to cultivate the attitude and habit of voluntarily learning and the ability of solving unknown problems. To support this learning, e-learning, which can effectively support students' learning via computer networks anytime and anywhere, is fulfilled, and to make possible the self-check of learning outcomes there, IBT, with which students can take online tests, and other information technologies are used to organize the system of learning support. In addition, to improve the instructing ability of faculty members, the Faculty Development (a study meeting for faculty members to improve teaching methods) is actively held. In addition, the Health Care Course has a tutor system by Japanese nursing students.

## **Policy for evaluation of learning outcomes**

Learning outcomes are fairly evaluated by faculty members teaching the class. For the achievement evaluation of knowledge and skills based on scientific evidence, the learning outcomes from the lectures of Foundation Subjects for Major and Major Subjects are objectively evaluated with exams, reports, etc. As for the ethical view and attitude appropriate to advanced nursing professionals, the learning outcomes from the lectures and seminars of Foundation Subjects for Major and Major Subjects are objectively evaluated with exams, reports, etc. The achievements in workshops are evaluated by multiple faculty members who are relevant to the subject. The independence in learning and the abilities of solving unknown problems and of continuing self-learning throughout their life are evaluated with the learning outcomes of major subjects in the applied realms of nursing science and also the research seminars of nursing science. The abilities of understanding international trends and of pursuing the roles of nursing from diverse viewpoints are objectively evaluated with the exams, reports or the like in international health care science, international nursing science, etc.