

College of Nursing

- Bachelor of Science in Nursing
- Bachelor of Science in Healthcare

Program Educational Objectives

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.

Graduate Profile	<p>The College of Nursing seeks to cultivate individuals who, grounded in a broad liberal arts education and a deep understanding of people, can play active roles in diverse fields such as health, medical, and welfare settings, local communities, and international arenas, thereby contributing to the improvement of people's health and well-being. To achieve this, students are expected to acquire the ability to assume leadership roles as educators, researchers, and administrators, along with the following qualities:</p> <ul style="list-style-type: none"> A rich humanity that respects fundamental human rights and embraces empathy and acceptance The ability to act based on high ethical standards The knowledge and skills required of nursing professionals and the ability to make appropriate judgments in nursing practice The ability to assist people in maintaining healthy lives and contribute to improving quality of life (QOL) The capacity to adapt to social changes and scientific and technological advances, and to develop new nursing practices The ability to collaborate with professionals in health, medical, and welfare fields and to demonstrate leadership Research literacy and the ability to continue self-directed learning throughout life An international outlook and the ability to respond to global standards
Career Paths after Graduation / Completion	<p>Approximately 65% of graduates gain employment as nurses or other professionals in hospitals and medical facilities, about 10% become public health nurses or school health teachers in governmental, educational, or corporate institutions, and around 15% pursue graduate studies. Some graduates also continue their studies at graduate school while working in hospitals. The pass rate for the national examinations for nurses and public health nurses has been 100% (FY2024). Examples of Career Destinations: University of Tsukuba Hospital, Chiba University Hospital, Tokyo Medical and Dental University Hospital, Keio University Hospital, Tsukuba Medical Center Hospital, Toranomom Hospital, National Cancer Center Hospital, positions as public health nurses in local government, occupational health nurses, and school health teachers.</p> <p>The Graduate Program in Nursing Science, offered within the Graduate School of Comprehensive Human Sciences at the University of Tsukuba, collaborates with the University of Tsukuba Hospital to provide a course that allows students to complete the Master's Program in Nursing Science while working.</p>

Diploma Policy

We grant diplomas for Bachelor of Science in Nursing who have acquired the knowledge and skills (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.

Specialized Competences:

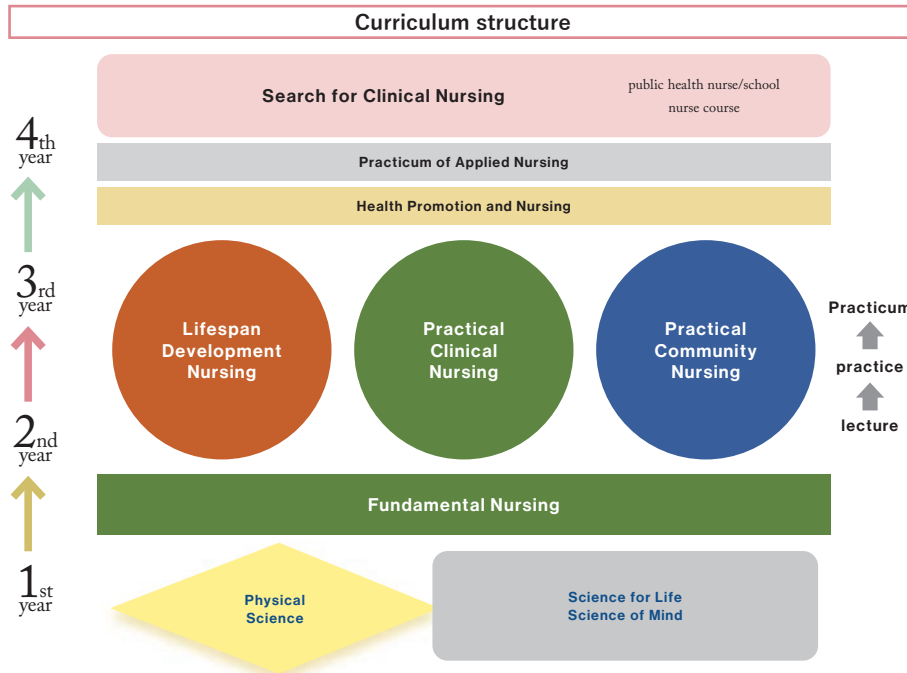
Knowledge and Skills (Specialized Competences)	1. Understanding of the subject in nursing	Broad education relating to the people who are the subjects of nursing, and ability to have a deep understanding of them
	2. Expertise and skills in nursing	Ability to provide nursing care to individuals, families, groups, and communities by utilizing a wide range of specialized knowledge and skills for the purpose of maintaining and improving people's health and preventing health problems
	3. Ability to practice nursing based on scientific evidence	Ability to analyze and systematically practice nursing required for the characteristics and conditions of the subject using scientific knowledge and skills
	4. Cooperation and collaboration in medical treatment	High level of communication skills and the ability to collaborate with other professionals in the health, medical, and social care fields to serve as a team leader, member, and coordinator
	5. Nursing ethics and caring	Ability to respect the diverse values of people from different life backgrounds and to advocate for the dignity and rights of the people who are the subjects of nursing care
	6. International nursing perspectives	Ability to learn and explore the role of nursing from a variety of perspectives, including learning about international trends in nursing, understanding of the globalization and internationalization of society, and differences in how cultures view health and nursing
	7. Ability to develop a career in nursing	Ability to independently and continuously develop professional competence as a nurse throughout life
Guidelines for Assessing Learning Outcomes	<p>Learning outcomes related to the knowledge and skills (competences) are assessed based on students' performance in courses aligned with each competence, as well as in practicum courses in each specialized field.</p> <p>Furthermore, learning outcomes related to the competences are evaluated through the final presentation of the graduation research project. The graduation research project is assessed by two faculty members of the College of Nursing other than the student's academic supervisor, and the results are reflected in the evaluation of the achievement of learning outcomes.</p>	

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.

<p>Curriculum Design Framework</p>	<p>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.</p> <p>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.</p> <p>The correspondence between specific competences and courses is as follows.</p> <ul style="list-style-type: none"> - Understanding of the Subject in Nursing This competence is primarily taught through courses in the Foundation Subjects for Major, including Behavioral Sciences, Human Physiology, Human Anatomy, and Metabolism and Nutrition of the Human Body, as well as through courses in the Major Subjects, including Introduction to Clinical Nursing, Clinical Nursing, Life-span Development & Family Support, Principles of Community and Home Nursing, and Exploration of Nursing. - Expertise and Skills in Nursing This competence is primarily taught through courses in the Foundation Subjects for Major, including Human Physiology and Human Anatomy, and through courses in the Major Subjects, including Lecture of Basic Nursing Skills, Practice of Basic Nursing Skills, Physical Assessment, Nursing Process, Clinical Nursing, and related nursing practicum courses. - Ability to Practice Nursing Based on Scientific Evidence This competence is primarily taught through courses in the Major Subjects, including Health Statistics, Epidemiology, Introduction to Nursing Research Methodology, Exploration of Nursing, Practice on Exploration of Nursing, and Practice on Applied Nursing I and Practice on Applied Nursing II. - Cooperation and Collaboration in Medical Treatment This competence is primarily taught through courses in the Foundation Subjects for Major, including Community Empowerment and Global Health, and through courses in the Major Subjects, including Teamwork Practice, Nursing Leadership and Management, Public Health Nursing, and Activity Methodology for Public Health Nursing. - Nursing Ethics and Caring This competence is primarily taught through courses in the Major Subjects, including Bioethics in Nursing, Family Relationships and Mental Health, Psychiatric Nursing Care, Women's Health Nursing, Gerontological Nursing, and related nursing practicum courses. - International Nursing Perspectives This competence is primarily taught through courses in the Foundation Subjects for Major, including Global Health and Health Economics, and through courses in the Major Subjects, including Global Health Nursing and Disaster Nursing. - Ability to Develop a Career in Nursing This competence is primarily taught through courses in the Major Subjects, including Nursing Leadership and Management, Practicum on Applied Nursing, Public Health Nursing Management, and Public Health Nursing Practicum.
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<p>Curriculum Design Framework</p>	<p>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.</p>
<p>Teaching and Learning Methods</p>	<p>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.</p>



Admission Policy

Desired Student Profile	<ul style="list-style-type: none"> - 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 individuals who possess sufficient basic academic abilities, including scientific knowledge and linguistic skills, and who have a deep interest in and commitment to healthcare. Such individuals are expected to have the ability and motivation to explore and develop healthcare services from an international perspective. 	
Student Evaluation and Selection	Individual Achievement Test First Round	Applicants are evaluated primarily on their academic proficiency in Japanese, science, and English to assess their fundamental academic ability. In addition, they are comprehensively assessed on their motivation to pursue nursing, aptitude, sensitivity, social adaptability, and overall personal qualities.
	Entrance Examination by School Recommendation	Applicants are evaluated on their clear problem awareness and outstanding insight required in fields related to nursing. In addition, their achievements in extracurricular activities, community involvement, and social activities are also assessed.
	Entrance Examination for IB Students	Applicants are comprehensively evaluated on their clear problem awareness and excellent insight required in fields related to nursing, as well as on the fundamental knowledge, thinking skills, and academic ability necessary to study nursing at the university level.
	Transfer examination	In addition to applicants' motivation to further advance as healthcare professionals, they are comprehensively evaluated on the fundamental knowledge, thinking skills, and academic ability necessary to study nursing at the university level.

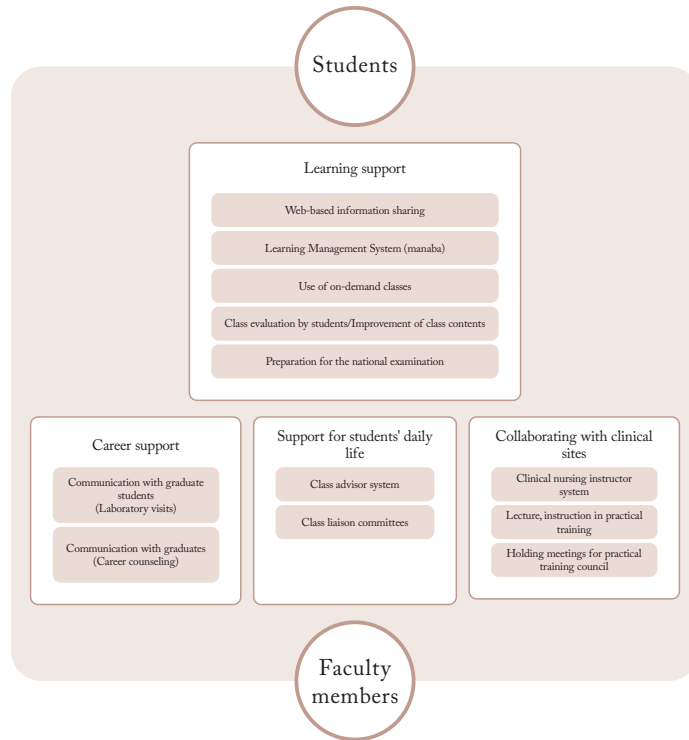
Learning Support Framework

Academic Support	Classes provide guidance on presentations and report writing, and small-group work under the supervision of faculty enables students with diverse strengths to complement one another and maximize their potential. In collaboration with the Office for the Promotion of Human Empowerment, support is also provided for students who require reasonable accommodation in coping with the physical demands of study and clinical training.
Opportunities for Peer Interaction	From the second year, classes increasingly incorporate group work to promote cooperation and peer learning. Student-led initiatives such as flipped classrooms and exam question creation are also implemented. In addition, opportunities for exchange are offered through joint classes with students from the Healthcare Course and through programs with visiting students from the JST Sakura Science Program.

Opportunities for Student-Faculty Interaction

A class advisor system ensures regular interaction between students and faculty. In the second year, the course “Introduction to Nursing Inquiry” introduces students to the research activities of individual faculty members, which forms the basis for choosing a laboratory for their graduation research. Depending on their interests, students may also participate in research activities from an early stage through the Advanced Researcher Experience (ARE) program, which provides opportunities to engage in research prior to graduation projects.

Ensuring the quality of education at College of Nursing



Approaches to Assuring and Enhancing Educational Quality

The Curriculum Committee reviews the status of achievement of learning outcomes and continuously conducts inspection and improvement of educational activities as a whole. Through these systematic and ongoing efforts, the quality of education is ensured, and the framework for achieving the objectives of the College is strengthened.

Student-centered class evaluations are conducted, and student feedback is shared with faculty members through class liaison meetings, which are facilitated by the class advisor system, and is used to improve educational practices.

In addition, to ensure the quality of education, the Office of Planning and Coordination for Medical Education has been established, where specialized staff engage in curriculum planning and support the implementation and evaluation of various educational programs. Specifically, the Office plans new programs to meet societal needs (e.g., a joint course offered by the three colleges within the School of Medicine and Health Sciences), improves existing programs based on evaluation results, provides tutor training, organizes faculty development sessions, and conducts follow-up surveys of graduates.

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Knowledge and Skills (Specialized Competences)	1. Understanding of health care needs	Broad education relating to, and ability to gain a deep understanding of, the life backgrounds, growth and developmental stages, and mental and physical conditions of the people targeted in the health, medical, educational, and welfare fields
	2. Healthcare expertise and skills	Ability to use a wide range of knowledge and skills to plan and implement support methods that meet the needs of target individuals, families, groups, and communities
	3. Health care based on an interdisciplinary perspective	Ability to develop an understanding of pedagogy, the humanities, the social sciences, the natural sciences, and multiculturalism and interculturalism, and to apply this understanding to education, policy, and administration in accordance with the characteristics of nations, cultures, regions, and institutions
	4. Ability to collaborate in healthcare	High-level communication skills and the ability to collaborate with other professions in the fields of health, medicine, education, and welfare
	5. Health care and ethics	Ability to respect the diverse values of people with various life backgrounds and to advocate for the dignity and rights of target people in the fields of health, medicine, education, and welfare
	6. International health care perspectives	Understanding of international trends in the healthcare field, globalization of society, and internationalization, as well as the ability to learn about and explore diverse perspectives, such as differences in how cultures view health, medicine, education, and welfare
	7. Career development skills in healthcare settings	Ability to deepen one's own learning independently and continuously throughout one's life, and to develop new knowledge about educational methods, policies, and managerial positions in the areas of health, medicine, education, and welfare
Guidelines for Assessing 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.	

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<p>Curriculum Design Framework</p>	<p>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.</p> <p>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 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. The correspondence between specific competences and courses is as follows.</p> <ul style="list-style-type: none"> - Understanding of Healthcare Needs This competence is primarily taught through courses in the Foundation Subjects for Major, including Science of Mind and Behavior and Human and Life Sciences, as well as through courses in the Major Subjects, including Clinical Nursing Practice, Lifespan Developmental Nursing, Community Nursing Practice, and Healthcare Principles. - Expertise and Skills in Healthcare This competence is primarily taught through courses in the Foundation Subjects for Major, including Human and Life Sciences, and through courses in the Major Subjects, including Clinical Nursing Practice, Lifespan Developmental Nursing, Community Nursing Practice, Advanced Nursing, and Healthcare Principles. - Interdisciplinary Healthcare Perspectives This competence is primarily taught through courses in the Major Subjects, including Clinical Nursing Practice, Lifespan Developmental Nursing, and Community Nursing Practice. - Collaboration in Healthcare Settings This competence is primarily taught through courses in the Foundation Subjects for Major, including Life Support Sciences, and through courses in the Major Subjects, including Community Nursing Practice, Advanced Nursing, and Healthcare Principles. - Healthcare and Ethics This competence is primarily taught through courses in the Major Subjects, including Clinical Nursing Practice, Lifespan Developmental Nursing, Community Nursing Practice, and Healthcare Principles. - International Healthcare Perspectives This competence is primarily taught through courses in the Foundation Subjects for Major, including Life Support Sciences, and through courses in the Major Subjects, including Advanced Nursing. - Ability to Develop a Career in Healthcare Settings This competence is primarily taught through courses in the Major Subjects, including Advanced Nursing.
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<p>Curriculum Design Framework</p>	<p>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.</p>
<p>Teaching and Learning Methods</p>	<p>To deepen students' understanding of healthcare needs, specialized knowledge and skills in healthcare, and healthcare services from an international perspective, a number of joint classes with students from the College of Nursing are offered beginning in the second year. In addition, the Healthcare Course conducts its own practical training in medical and welfare facilities, providing opportunities to examine issues and solutions in clinical practice from a global viewpoint. After graduation, some students re-enroll in the College of Nursing to pursue national nursing licensure, while others choose employment in companies or advancement to graduate school.</p>

Admission Policy

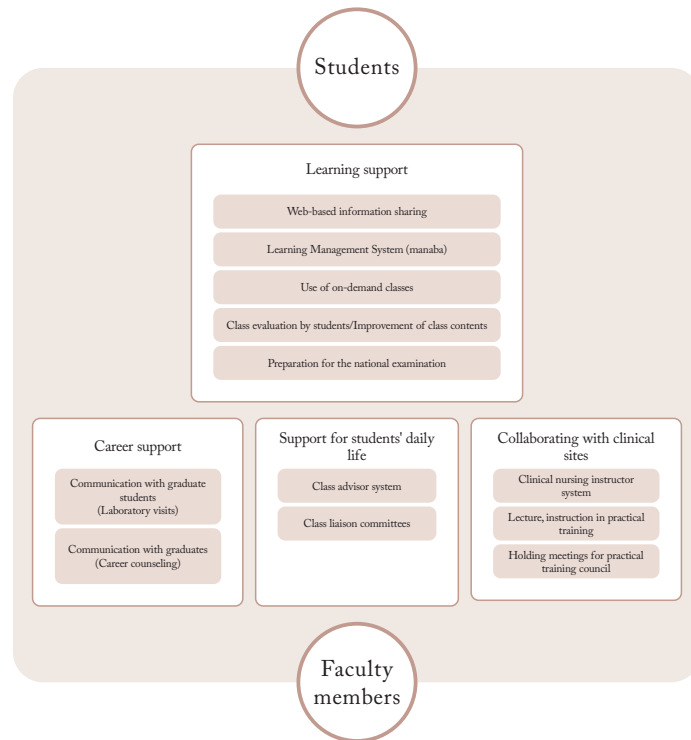
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<p>Student Evaluation and Selection</p>	<p>Japan-Expert Bachelor's Program</p>	<p>Applicants are comprehensively evaluated on their fundamental academic ability; their motivation to study healthcare systems and healthcare technologies; their ability to study in Japanese; their aptitude, sensitivity, social adaptability; and their overall personal qualities.</p>

Learning Support Framework

<p>Academic Support</p>	<p>Classes provide guidance on presentations and report writing, and small-group work under the supervision of faculty enables students with diverse strengths to complement one another and maximize their potential. In collaboration with the Office for the Promotion of Human Empowerment, support is also provided for students who require reasonable accommodation in coping with the physical demands of study and clinical training.</p>
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<p>Opportunities for Peer Interaction</p>	<p>From the second year, classes increasingly incorporate group work to promote cooperation and peer learning. Student-led initiatives such as flipped classrooms and exam question creation are also implemented. In addition, opportunities for exchange are offered through joint classes with students from the Healthcare Course and through programs with visiting students from the JST Sakura Science Program.</p>
<p>Opportunities for Student-Faculty Interaction</p>	<p>A class advisor system ensures regular interaction between students and faculty. In the second year, the course “Introduction to Nursing Inquiry” introduces students to the research activities of individual faculty members, which forms the basis for choosing a laboratory for their graduation research. Depending on their interests, students may also participate in research activities from an early stage through the Advanced Researcher Experience (ARE) program, which provides opportunities to engage in research prior to graduation projects.</p>

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