

**HOKKAIDO UNIVERSITY
SCHOOL OF MEDICINE
DEPARTMENT OF HEALTH SCIENCES**

**STUDENT HANDBOOK
(EXCERPTED)**

April 2023

(Part I and II omitted)

III. KEY PRINCIPLES AND OVERVIEW

1. Educational Objectives

The Department of Health Sciences, School of Medicine (hereinafter referred to as “Department of Health Sciences”) has determined the following educational objectives to produce healthcare human resources with capacity and motivation in the area of health sciences in response to societal demand. They are based on the core principles of Hokkaido University (hereinafter “HU”) and the proud legacies from Sapporo Agricultural College - “Frontier Spirit”, “Global Perspectives”, “All-Round Education” and “Practical Learning”.

1) All-Round Education to develop good human qualities

Healthcare professions require good human qualities of healthcare professionals to be able to fully understand patients’ feelings and high ethicality. We are committed to conducting the All-Round Education to help students better understand individuals, community and the environment and acquire excellent insight and a capacity for sound judgment through four-year education programs.

2) Education to develop a comprehensive perspective of healthcare and specialized knowledge and expertise

There has been a remarkable advancement in medical science and healthcare to date which requires of healthcare professionals that they gain highly specialized skills and knowledge and an overall view from healthcare to social welfare. To respond to that HU provides education to develop a broad view and good knowledge of and good skills in healthcare.

3) Production of healthcare workers with a global perspective

Healthcare professionals in the 21st century must possess an ever more global perspective and engage themselves in exchanges with developed countries or assisting developing countries. Department of Health Sciences conducts education to develop a global mindset in its students through HU’s general education courses in languages and liberal arts together with specialized courses such as International Health Sciences.

4) Development of teaching professionals and education researchers with Frontier Spirit

Department of Health Sciences aims to pursue research to establish health sciences, enhance advanced technologies and theory and develop teaching professionals and education researchers who can teach following generations.

2. Admissions Policy

Our vision

At the Department of Health Sciences, we are committed to contributing to human welfare and well-being through the development of advanced healthcare and the production of healthcare professionals with good human qualities and high ethical standards as well as research-oriented human resources.

Educational objectives

In today's dramatically evolving healthcare industry, we strive to produce nurses, clinical radiologists, clinical laboratory technologists, physical therapists, occupational therapists and research-oriented human resources who not only acquire highly specialized knowledge and skills but also possess a sense of clinical inquiry, high ethical standards, good human qualities, global perspectives and a sense of social responsibility and contribute to the healthcare practice and development with a broad perspective of the challenges facing the health and welfare of the global community.

Students we are seeking

1) Knowledge and skills

We seek to identify students who meet the necessary basic scholastic proficiency and skill levels to acquire a wide spectrum of basic knowledge and specialized knowledge.

2) Thinking skills, judgment and expressiveness

Demonstrate skills to find ever-growing complex and diversified challenges and analyze their nature as well as make decisions over and resolve the challenges.

3) Initiatives for collaborative learning in a diverse environment

Skills to gather the necessary information to the solution to challenges and achieve a goal in collaboration with others with diverse values are key traits we seek.

4) Ethics and empathy

High ethical standards and empathy as good human qualities to understand other people's pain are also expected.

Academic skills students are expected to have learned before starting university

Students should broadly acquire basic academic competence through school subjects in high school since science, math and English are essential basic learning to gain advanced knowledge for healthcare professionals. International mindset, broad perspectives and communication skills are also considered

important.

Basic Admissions Policy

1) General student admissions (home student selection for each undergraduate school at the early scheduled entry):

Home student applicants shall be screened through a set of the Common Test for University Admissions and HU's second stage examination to have their academic skills and knowledge, thinking skills, judgment and expressiveness assessed.

2) Frontier admissions Type I (holistic admissions):

Home student applicants shall be screened through a set of the Common Test for University Admissions to have their academic skills and knowledge assessed, a transcript, competency evaluation and an interview to have their thinking skills, judgment and expressiveness assessed as well as their initiative, respect for diversity, collaboration, active collaborative learning approaches in a diverse environment and a sense of responsibility.

3) Returnee admissions:

Returnee applicants shall be screened through a set of a certificate of academic qualification, a transcript and an interview to have their academic skills and knowledge assessed. Other requirements are a personal statement and an essay on a given subject for the thinking skills, judgment and expressiveness assessment and an extracurricular/off-school activity record and an interview to evaluate the initiative, respect for diversity, active collaborative learning approaches in a diverse environment and a sense of responsibility.

4) Self-supported overseas student admissions:

Overseas student applicants shall be screened through a set of an external English proficiency test score, an Examination for Japanese University Admission for International Students (EJU) score and an interview to have their academic skills and knowledge assessed. Another requirement is an essay on a given topic for the thinking skills, judgment and expressiveness assessment. Applicant's initiative, respect for diversity, active collaborative learning approaches in a diverse environment and a sense of responsibility will be evaluated in the interview.

Admissions Slots, Assessment Methods, Desired Applicants and Levels of Significance Applied to the Bachelor's Degree Program Admissions

◎ = highly significantly weighed ○ = significantly weighed

Admissions Slot	Assessment Methods	Students We Are Seeking			
		1) Academic knowledge and skills	2) Thinking skills, judgment and expressiveness	3) Initiative and active collaborative learning approaches in a diverse environment	4) Ethics and empathy
General student admissions (home student selection for each undergraduate school at the early scheduled entry)	·Common Test for University Admissions ·HU's second stage examination	○ ○	○	○	○
Frontier admissions Type I	·Common Test for University Admissions ·Transcript ·Competency assessment ·Interview	○	◎ ◎ ◎	◎ ◎ ◎	◎ ◎ ◎
Returnee admissions	·Certificate of academic qualification and transcript ·Interview ·Personal statement ·Essay on a given subject ·Extracurricular and off-school activity record	○ ○	◎ ○ ◎	◎ ◎ ○	◎ ◎ ○
Self-supported overseas student admissions	·External English proficiency exam scores ·Examination for Japanese University Admission for International Students (EJU) ·Essay ·Interview	○ ○ ◎	◎ ◎	○	◎

3. Diploma Policy (DP) and Curriculum Policy (CP)

1) School of Medicine Diploma Policy

Under Hokkaido University's four core principles (Frontier Spirit, Global Perspectives, All-Round Education and Practical Learning), the School of Medicine sets educational objectives to develop human resources with good human qualities, high ethical standards and global perspectives who contribute to medical science, healthcare and life science practice and development through systematic education to serve human health enhancement.

Having the degree conferment requirements for bachelor's degree programs established with the concrete competence profiles required for the type of human resources set for each department by the educational objectives, the School awards bachelor's degrees to those who possess the competence and complete the

required course credits.

2) Degree conferment requirements applicable to the students in the Department of Health Sciences

Based on the educational objectives of the School of Medicine, the Department of Health Sciences sets its educational objectives including:

- a) All-Round Education to develop good human qualities;
- b) Education to gain perspective on healthcare and specialized knowledge and skills;
- c) Development of healthcare professionals with Global Perspectives; and
- d) Development of leaders and education researchers with Frontier Spirit.

And as the capacities described below, the Department awards bachelor's degrees to the students who:

Knowledge and understanding

- Have a broad general knowledge and a high degree of professional qualities as a leader in health sciences and nursing sciences;
- Have expertise and a body of knowledge essential for health science and nursing science practitioners; and
- Understand the cultural, historical, societal and environmental contexts which affect health sciences and nursing sciences.

Versatile skills

- Have abilities to identify ever-growing complex and diversified challenges and gain insight into their true nature;
- Demonstrate skills to gather the necessary information to the solution to challenges as well as to analyze, make decisions over and resolve them; and
- Possess the academic and clinical spirit of inquiry and capacity to extensively contribute back to society.

Soft skills

- Lead academic nursing and health sciences with the capacity to perform team medicine;
- Have a sense of social responsibility and self-management skills as a practitioner and researcher of health sciences and nursing;
- Possess high ethical values and practice high ethical standards while facing diversified values in communities; and
- Keep up with the latest studies in health sciences and nursing and put them into practice for their entire career.

School of Medicine Curriculum Policy

In the School of Medicine, to achieve the educational goals, we have established the Faculty of Medicine to study medicine, and the Department of Health Sciences to study nursing, radiological technology, medical technology, physical therapy, and occupational therapy. We implement a systematic educational approach to train professionals and researchers. The undergraduate curriculum (six years in the Faculty of Medicine, four years in the Department of Health Sciences) consists of “general education courses” and systematic series of “specialized courses”. For specialized courses, each faculty/department defines a curriculum policy and designs curriculums to meet its objectives.

Department of Health Sciences Curriculum Policy

The Department of Health Sciences designs and implements the curriculum described below aiming at the development of human resources whose capabilities meet the Department’s degree conferment requirements.

- HU organizes a curriculum with general education courses which are available mainly to first-year students regardless of their major. It aims that every student gains the knowledge and awareness required for those who study at HU including strong communication skills, respect for human and community diversity, creative and critical thinking, a sense of social responsibility and ethical standards. To be specific, HU offers liberal arts courses (Core Curriculum) in the categories such as “Freshman Seminar”, Interdisciplinary Subjects, Specific Themes, Foreign Language Subjects, Foreign Language Seminars and General Subjects. HU also provides students with foundation courses to help them prepare themselves for studying specialized courses and help them gain basic knowledge.
- In the second year and onwards, the Department allocates students to 5 divisions including Nursing, Radiological Technology, Medical Technology, Physical Therapy and Occupational Therapy. They study specialized courses to strengthen their expertise in their fields. We design the curriculum with specialized courses aiming to help students develop good human qualities for healthcare workers and gain medical knowledge and skills in advanced healthcare.

Nursing Division

In the second year of the degree program, the following courses covering basic nursing skills are provided:

- Social Security and Social Welfare, Introduction to Health Sciences and Medicine, Public Health and Hygienics, Medical Statistics and Nutrition for the fundamental understanding of the healthcare and welfare field;
- Basic Anatomy, Physiology, Pharmacology, Medical Disorders in Nursing and Basic Pathology for further understanding of the structure and function of the human body, diseases and pathological conditions;
- Introduction to Nursing Science and Nursing Process as the foundation of nursing science;
- Nursing Health Assessment and Basic Skills of Nursing Practice to learn basic nursing skills; and
- Fundamentals Nursing Practice I to understand the settings and patients in nursing practice.

In the third year, the following courses are provided to understand nursing care receivers and the environment they are in, practice evidence-based nursing science and learn specialist's ethics in addition to the basic knowledge acquired in the second year:

- Adult Nursing Care Theory I, II&III, Gerontological Nursing Theory for Exercise, Psychiatric Mental Health Nursing Care, Maternal Nursing, Method in Child Health Care and Home Care Nursing which are associated with clinical nursing science;
- Environmental Health and Population Health and Epidemiology which are associated with environmental and community issues; and
- Fundamentals Nursing Practice II, Adult Nursing Practice I, Maternal Care Nursing Practice, Child Nursing Practice and Community Health Nursing Practice to gain basic skills associated with practical nursing.

These courses are aimed at upgrading the students' knowledge and understanding to the levels prescribed in the aforementioned Degree Conferment Requirements through the course of study in their second and third years.

In the fourth year, the following "Nursing Practice" and graduation research project "Nursing Research" courses beside optional courses are provided to improve students' "versatile skills" and "soft skills" set in the said Degree Conferment Requirements:

- Adult Nursing Practice II, Gerontological Nursing Practice, Psychiatric and Mental Health Nursing Practice, Home Health Nursing Practicum and Integrated Nursing Practicum for the fundamental skills to perform team-based care in collaboration with other healthcare specialists and manage healthcare services while dealing with health support needs varying from the acute care provided at university hospitals to the home care in the communities;
- Nursing Ethics, Education and Nursing Management, Advanced Medicine and Nursing, Disaster Nursing, Health Promotion Nursing, Rehabilitation Nursing, End of Life Care and Practical Medical English to keep up with advancing healthcare technology and trends and work with a global perspective; and
- Nursing Research for upskilling in research expertise to seek students' challenges and research the challenges in nursing science.

Learning outcome assessment policy

a. Academic assessment criteria

i. We use an academic skills assessment with the set learning objectives for each course to meet the specific skills required for the type of human resources we develop prescribed in our department's academic assessment criteria in the "School of Medicine Diploma Policy" to measure the learning outcome quality (achievement levels) of course registered students.

ii. Specialized courses for the Nursing Division are assessed on an eleven-point achievement scale which set concrete learning objectives to see whether the students demonstrate the knowledge, specialized skills and soft skills required of nursing professionals. No grade distribution shall be provided.

iii. A pass/fail assessment is conducted for Nursing Research II, III and IV courses as exceptions.

iv. With appropriate learning objectives determined for each course, the academic assessment committee examines the academic assessment based on the learning objectives every semester. The committee may

request course supervisors to conduct a review of learning objectives if necessary.

b. Academic assessment method

- i. Academic assessment uses the marks from exams, report writing and presentation and the learning approach scores. The marks shall be given to the students with two-thirds class attendance or higher.
- ii. Faculty in charge cannot simply quantify class attendance and use it for academic assessment.
- iii. The course supervisor is responsible for determining the assessment method for each course.

Radiological Technology Division

In the second year of the degree program, the following courses covering basic radiological technology skills are provided:

- Medical science courses such as Anatomy, Physiology, Biochemistry, Pathology and Imaging Anatomy;
- Science courses such as Radiation Physics, Radiochemistry and Radiation Biology; and
- Engineering courses such as Electromagnetism, Radiology Equipment, Image Processing and Radiation Detection and Dosimetry.

In the third year, the following courses are provided:

- Courses in the radiological technology field such as Image Diagnostics, Imaging Technology, Nuclear Medicine, Radiation Oncology and Radiation Therapy Technology to develop practical skills to integrate the basic knowledge gained in the second year into radiological technology science; and
- Radiation-related courses such as Radiation Protection and Radiological Regulations to adequately use radiation in medical practice.

These courses are aimed at upgrading the students' knowledge and understanding to the levels prescribed in the aforementioned Degree Conferment Requirements through the course of study in their second and third years.

In the fourth year, "Clinical Practice" and "Graduation Research" courses are provided to develop students' "versatile skills" and "soft skills" set in the said Degree Conferment Requirements:

- Clinical Practice to enhance capacity to perform team-based care, a sense of social responsibility and self-management skills through hands-on clinical work experience with high ethical standards; and
- Graduation Research to enhance academic and clinical research capacity for information search, analysis, judgment and resolution through addressing the challenges in advancing radiological technology.

Learning outcome assessment policy

a. Academic assessment criteria

- i. We use an academic skills assessment with the set learning objectives for each course to meet the specific skills required for the type of human resources we develop prescribed in our department's academic assessment criteria in the "School of Medicine Diploma Policy" to measure the learning outcome quality

(achievement levels) of course registered students.

ii. Specialized courses for the Radiological Technology Division are assessed on an eleven-point achievement scale which set concrete learning objectives to see whether the students demonstrate the knowledge required of radiological technology professionals.

iii. A pass/fail assessment is conducted for Graduation Research and the courses involving on-the-job training in hospitals as exceptions.

iv. With appropriate learning objectives determined for each course, the academic assessment committee examines the academic assessment based on the learning objectives every semester. The committee may request course supervisors to conduct a review of learning objectives if necessary.

b. Academic assessment method

i. Academic assessment uses the marks from exams, report writing and presentation and the learning approach scores.

ii. Faculty in charge cannot simply quantify class attendance and use it for academic assessment.

iii. The course supervisor is responsible for determining the assessment method for each course.

Medical Technology Division

In the second year of the degree program, the following specialized foundation courses are offered to provide a foundation in medical technology:

- Basic Anatomy, Physiology, Biochemistry, Medical Physiology, Histological Anatomy, Seminar on Histology and Introduction to Biomedical Measurements and Instrumentation mostly in the first semester to understand the structure and functioning of the human body;
- Basic Pathology and Clinical Pathophysiology in the second semester to learn how illnesses and disorders arise and develop;
- Introduction to Health Sciences and Medicine, Social Security and Social Welfare, Public Health, Informatics of Health Sciences and Clinical Psychology in the second year which form part of the healthcare foundation courses provided in the period between the second and the fourth years;
- Introduction to Laboratory Examination, Laboratory Instruments, Introduction to Medical Engineering, Analytical Biochemistry, Clinical Hematology, Practice in Biochemistry and Practice in Laboratory Examination as the specialized courses for learning the basics of medical technology; and
- Clinical Chemistry, Laboratory Immunology and Microbiology in the second semester to learn medical technology.

In the third year, the following courses are provided to undertake further study with the basic knowledge acquired in the second year:

- Organ System Pathology to learn how illnesses and disorders arise and develop;
- Practice in Medical Engineering, Practice in Clinical Hematology, Practice in Medical Physiology, Seminar on Pathology and Seminar on Histocytology as practicum courses to cover medical technology basics;
- Practice in Clinical Chemistry, Clinical Microbiology, Clinical Physiology, Laboratory Management, Lecture and Seminar on Diagnostic Cytology, Gene Analysis, Medical Zoology, Medical Imaging, Practical

Training in Microbiology, Seminar on Medical Zoology, Seminar on Laboratory Immunology and Practice in Clinical Physiology and Imaging to learn medical technology; and

- Practice in Public Health, Medical Statistics, Research Strategies in Community Health, Laws in Functional Foods and “Functional Foods” to cover healthcare basics.

These courses are aimed at upgrading the students’ knowledge and understanding to the levels prescribed in the aforementioned Degree Conferment Requirements through the course of study in their second and third years.

In the fourth year, “Clinical Practice” and “Graduation Research” courses are provided to develop students’ “versatile skills” and “soft skills” set in the said Degree Conferment Requirements:

- Clinical Practice requires practical training in clinical practice represented by Hokkaido University Hospital and its Department of Clinical Laboratory and Blood Transfusion, Department of Surgical Pathology and Diagnostic Center for Sonography aiming at enhancing capacity to perform team-based care, a sense of social responsibility and self-management skills through hands-on clinical work experience with high ethical standards; and
- Graduation Research to enhance academic and clinical research capacity for information search, analysis, judgment and resolution through addressing the challenges in advancing medical technology.

Laws in Medical Technology, Seminar in Global Health and Elements of Team Medical Care replace the courses covering healthcare basics in the fourth year.

Learning outcome assessment policy

a. Academic assessment criteria

i. We use an academic skills assessment with the set learning objectives for each course to meet the specific skills required for the type of human resources we develop prescribed in our department’s academic assessment criteria in the “School of Medicine Diploma Policy” to measure the learning outcome quality (achievement levels) of course registered students.

ii. Specialized courses for the Medical Technology Division are assessed on an eleven-point achievement scale which set concrete learning objectives to see whether the students demonstrate the knowledge required of medical technology professionals. No grade distribution shall be provided.

iii. With appropriate learning objectives determined for each course, the academic assessment committee examines the academic assessment based on the learning objectives every semester. The committee may request course supervisors to conduct a review of learning objectives if necessary.

b. Academic assessment method

i. Academic assessment uses the marks from exams, report writing, presentation and the learning approach scores. The marks shall be given to the students with two-thirds class attendance or higher.

ii. Faculty in charge cannot simply quantify class attendance and use it for academic assessment.

iii. The course supervisor is responsible for determining the assessment method for each course.

Physical Therapy Division

In the second year of the degree program, the following specialized foundation courses are offered to provide a foundation in physical therapy. Specialized Foundation Courses comprise Departmental Common Courses and Specialized Courses:

- Departmental Common Courses for further understanding of health sciences and medicine, social security and social welfare, public health and team-based care; and
- Specialized Courses including those in anatomy, physiology and disorder studies for further understanding of the structure and function of the human body, diseases and pathological conditions as well as kinesiology and evaluation studies to gain a basic understanding of physical therapy.

In the third year, the following courses are provided to undertake further study with the basic knowledge acquired in the second year:

- Practical courses to gain knowledge in therapeutic treatment, physical modalities, prosthetics and orthotics and to experience physical therapy through practical training and seminars;
- Courses to learn the evaluation and medical treatment of physical therapy in specialized areas of orthopedic physical therapy, neurotherapeutics, physical therapy for internal disorders and sports physical therapy; and
- Seminars to learn about trends in the international arena of physical therapy and its research methods.

These courses are aimed at upgrading the students' knowledge and understanding to the levels prescribed in the aforementioned Degree Conferment Requirements through the course of study in their second and third years.

In the fourth year, comprehensive "Clinical Training" and "Seminar in Research Methods of Physical Therapy" (Graduation Research) courses are provided to develop students' "versatile skills" and "soft skills" set in the said Degree Conferment Requirements:

- Clinical Training aiming at enhancing capacity to perform team-based care, a sense of social responsibility and self-management skills through hands-on clinical work experience with high ethical standards;
- Graduation Research to enhance academic and clinical research capacity for information search, analysis, judgment and resolution through addressing the domestic and global challenges in the advancing physical therapy field; and
- Seminar in Global Health to develop globally competent human resources who take a leading role in the physical therapy domain.

Learning outcome assessment policy

a. Academic assessment criteria

i. We use an academic skills assessment with the set learning objectives for each course to meet the specific skills required for the type of human resources we develop prescribed in our department's academic

assessment criteria in the “School of Medicine Diploma Policy” to measure the learning outcome quality (achievement levels) of course registered students.

ii. Specialized courses for the Physical Therapy Division are assessed on an eleven-point achievement scale which set concrete learning objectives to see whether the students demonstrate the knowledge required of physical therapy professionals. No grade distribution shall be provided.

iii. A pass/fail assessment is conducted for Research Methods of Physical Therapy as exceptions.

iv. With appropriate learning objectives determined for each course, the academic assessment committee examines the academic assessment based on the learning objectives every semester. The committee may request course supervisors to conduct a review of learning objectives if necessary.

b. Academic assessment method

The academic assessment uses the marks from exams, report writing and presentation and the learning approach scores.

ii. Faculty in charge cannot simply quantify class attendance and use it for academic assessment.

iii. The course supervisor is responsible for determining the assessment method for each course.

Occupational Therapy Division

In the second year of the degree program, the following specialized foundation courses are offered to provide a foundation in occupational therapy. Specialized Foundation Courses comprise:

- Basic medicine courses such as Anatomy and Physiology;
- Psychology courses such as Clinical Psychology and Human Development;
- Clinical medicine courses such as Psychiatry; and
- Social welfare courses.

There are also specialized courses which form the basis for studying occupational therapy including Introduction to Occupational Therapy.

In the third year, the following courses are offered:

- Clinical medicine courses continuously offered in the first half of the third year;
- Specialized lecture/practical training courses of evaluation studies and therapeutics in Occupational Therapy to learn occupational therapy practice using the foundation knowledge taught in the second year or the first half of the third year; and
- Research strategy courses and research methodology courses which form the foundation of graduation research projects in the fourth year.

These courses are aimed at upgrading the students' knowledge and understanding to the levels prescribed in the aforementioned Degree Conferment Requirements through the course of study in their second and third years.

In the fourth year, comprehensive “Clinical Training” and “Graduation Research” courses are provided to develop students' “versatile skills” and “soft skills” set in the said Degree Conferment Requirements:

- Clinical Training aiming at enhancing capacity to perform team-based care, a sense of social

responsibility and self-management skills through hands-on clinical work experience with high ethical standards; and

- Graduation Research to enhance academic and clinical research capacity for information search, analysis, judgment and resolution through addressing the challenges in the advancing occupational therapy field.

Learning outcome assessment policy

a. Academic assessment criteria

i. We use an academic skills assessment with the set learning objectives for each course to meet the specific skills required for the type of human resources we develop prescribed in our department's academic assessment criteria in the "School of Medicine Diploma Policy" to measure the learning outcome quality (achievement levels) of course registered students.

ii. Specialized courses for the Occupational Therapy Division are assessed on an eleven-point achievement scale which set concrete learning objectives to see whether the students demonstrate the knowledge required of occupational therapy professionals. No grade distribution shall be provided.

iii. With appropriate learning objectives determined for each course, the academic assessment committee examines the academic assessment based on the learning objectives every semester. The committee may request course supervisors to conduct a review of learning objectives if necessary.

b. Academic assessment method

i. Academic assessment uses the marks from exams, report writing and presentation and the learning approach scores.

ii. Faculty in charge cannot simply quantify class attendance and use it for academic assessment.

iii. The course supervisor is responsible for determining the assessment method for each course.

4. Definitions of Academic Disciplines and Aims of Divisions

1) Nursing Division

Nursing science is an academic discipline which scientifically explores the way to help people in various health conditions and environment enhance vigor and get the best out of themselves.

We aim at producing nurses with advanced practical nursing skills to serve various social needs and global perspectives. We also aim at developing human resources who can explore nursing science as educators and/or researchers and expediting the establishment of nursing science and the development of nursing techniques as well as contributing to improving healthcare and welfare thereupon.

2) Radiological Technology Division

Radiological technology science is an applied science which puts radiation, electromagnetic waves, sound

wave and computer technology to use in healthcare and medical science. It is also a cross-disciplinary science over science and engineering and life science.

We aim at producing clinical radiologists who can collect necessary biological information of patients for diagnosis using clinical laboratory equipment and provide advanced medical treatment with radiation. We also strive to develop human resources who can be successful in firms such as medical equipment manufacturers and medical information system developers.

3) Medical Technology Division

Medical technology science is an academic discipline to study methods of collecting valid medical information from the human body and its analysis. It is also an indispensable field of study to scientifically make disease diagnostic decisions and lay out disease treatment policies.

We aim at producing clinical laboratory technologists who build a leadership position in medical technology science upon the acquisition of various clinical examination techniques. We also strive to develop human resources who can contribute to the development of medicine and healthcare sciences as educators and/or researchers.

4) Physical Therapy Division

Physical therapy is an academic discipline to help people with physical malfunction or disability owing to impaired growth, illnesses, injuries or ageing restore basic motor functions through kinesitherapy and physical therapy and readapt to home life and social life.

We aim at producing physical therapists with broad knowledge and highly developed techniques in healthcare, medical care, social welfare and education as well as good human qualities and the knowledge and awareness required for a globally competent individual. We also strive to develop leaders in clinical practice as well as educators and/or researchers.

5) Occupational Therapy Division

Occupational therapy is an academic discipline which scientifically explores the way to help the physically or mentally challenged regain essential daily life activities being lost because of their disabilities. Occupational therapy defines the said essential daily life activities as “occupations” which cover self-care, housework, leisure and work.

We aim to produce occupational therapists with broad knowledge, understanding of people, sophisticated expertise and specialized skills as well as global perspectives. We also strive to develop educators and researchers who seek theories and methods of advanced occupational therapy as a science of healthcare studies.

5. Qualifications and Career Paths after Graduation

1) Degrees conferred and eligibility upon graduation

a) Bachelor's degrees:

Nursing Division - The degree of Bachelor of Nursing

Radiological Technology - The degree of Bachelor of Health Sciences

Medical Technology - The degree of Bachelor of Health Sciences

Physical Therapy - The degree of Bachelor of Health Sciences

Occupational Therapy - The degree of Bachelor of Health Sciences

b) Successful completion of degree programs fulfills requirements regarding the professional qualifications or the prerequisites for the eligibility shown below.

Nursing Division

- Eligibility to take the national nursing examination

Radiological Technology Division

- Eligibility to take the national clinical radiologist examination

Medical Technology Division

- Eligibility to take the national clinical laboratory technologist examination

- Food production quality controller

- Food quarantine inspector (qualification to sit the government job exam)

- Eligibility to take the Functional Food Consultant examination (exam eligibility is granted provided the required course credits are earned)

Physical Therapy Division

- Eligibility to take the national physical therapist examination

Occupational Therapy Division

- Eligibility to take the national occupational therapist examination

2) Career paths after graduation

a) Nursing Division

Employment at national/local governmental/private health service hospitals, clinics, pediatric treatment facilities or geriatric healthcare facilities, or continued studies in a professional graduate program for public health nurses, midwives or Yogo Teachers (a.k.a. school nurses) as well as at a graduate school of nursing, health sciences, psychology or social welfare.

b) Radiological Technology Division

Employment with healthcare providers such as national/local governmental/private health service hospitals, clinics or medical checkup centers along with medical device manufacturers/providers, or continued studies at a graduate school of health sciences, medicine, science or engineering.

c) Medical Technology Division

Employment at national/local governmental/private health service hospitals, clinics, medical checkup centers, blood centers, public health offices, healthcare institutions such as health centers, sanitation facilities, research institutes or other organizations in the healthcare industry, or continued studies at a graduate school of health sciences, medicine or science.

d) Physical Therapy Division

Employment at national/local governmental/private hospitals, clinics, rehabilitation facilities, pediatric treatment facilities, geriatric healthcare facilities, public health offices, health centers or special schools, or continued studies at a graduate school of health sciences, medicine, sports sciences or engineering.

e) Occupational Therapy Division

Employment at national/local governmental/private hospitals, clinics, rehabilitation facilities, facilities for people with mental disorders, pediatric treatment facilities, nursing homes, public health offices, health care centers or special needs schools, or continued studies at a graduate school of health sciences, medicine, education, psychology or social welfare.

CHAPTER 1

GUIDE TO UNDERGRADUATE STUDY

1. Curriculum and Courses

(Paragraphs 1) to 4) omitted)

5) School of Medicine recommended courses

The following courses are recommended for the reason that they make students more prepared with basic knowledge for the rigors of coursework in the second year and onwards and national professional exams.

Nursing Division: Biology I and Biology II

Radiological Technology Division: Linear Algebra I, Calculus I, Physics I and Physics II

Medical Technology Division: Chemistry I, Chemistry II, Biology I and Biology II

Physical Therapy Division: Calculus I, Physics I, Physics II and Biology I

Occupational Therapy Division: Physics I, Biology I and Biology II

6) Degree and major requirements

Students in the Department of Health Sciences must meet the following degree requirements in a) and academic achievement standards in b) below.

a) Degree Requirements

- Enrolment requirement of 4 full-time years or longer
- Completion of required courses
- 40 credits or more from General Education courses besides the number of units of credits from specialized courses prescribed for each division: 100 credits or more for Nursing, 110 credits or more for Radiological Technology, 109 credits or more for Medical Technology, 99 credits or more for Physical Therapy and 98 credits or more for Occupational Therapy (see the breakdown of credits shown in the below table

Division		Nursing			Radiological Technology			Medical Technology			Physical Therapy			Occupational Therapy				
		Required	Required Elective	Elective	Required	Required Elective	Elective	Required	Required Elective	Elective	Required	Required Elective	Elective	Required	Required Elective	Elective		
Course																		
General Education Course	Liberal Arts Course (Core Curriculum)	Introductory Course: Learning at Hokkaido University	1			1			1			1			1			
		Freshman Seminar			3			3			3			3			3	
		Interdisciplinary Course																3
		Specific Themes			4 credits from 2 courses			4 credits from 2 courses			4 credits from 2 courses			4 credits from 2 courses			4 credits from 2 courses	3
		(Thesis Advisory*)			(2)			(2)			(2)			(2)			(2)	3
		General Course	4		1	4		1	4		1	4		1	4		1	3
		Foreign Language	2	4		2	4		2	4		2	4		2	4		3
		Foreign Language Seminar	2		2	2		2	2		2	2		2	2		2	3
		Foundation Course†	2	12		2	12		2	12		2	12		2	12		3
		Sub Total	11	16	10	11	16	10	11	16	10	11	16	10	11	16	10	3
		40			40			40			40			40				
Specialized Education Course	Departmental Common Course	17	0		13	0	2	12	2	0	13	0		11	0			
	Specialized course	83	0	0	95	0	0	95	0	0	84	0	2	85	0	2		
	Sub Total	100	0	0	108	0	2	107	2	0	97	0	2	96	0	2		
Total		110	16	14	118	16	16	117	18	14	107	16	16	106	16	16		
Credits Required for Graduation		140			150			149			139			138				

*Select one of the courses under "Specific Themes" or "Freshman Seminar" for the above "Thesis Advisory" under "General Education Course". The number of credits the "Thesis Advisory" provides can be included in the total credits for "Specific Themes" or "Freshman Seminar".

†A minimum of 14 Foundation Course credits should be taken: 12 credits from Introductory Linear Algebra, Introductory Calculus, Introductory Linear Algebra I & II, Calculus I & II, Physics I & II, Chemistry I & II, Biology I & II and Basic Earth and Planetary Science I & II in addition to 2 credits from one of the Laboratory Exercise in Natural Science courses (each course covers 2 fields of science such as physics and chemistry, and gives 2 units of credit). Note that students other than those in Nursing Division and Occupational Therapy Division cannot include the credits from Introductory Linear Algebra or Introductory Calculus in the credits required for moving up a year/graduation.

Note: The credits from Internship A and B cannot be added to the number of credits required for moving up a year or graduation.

b) Academic Achievement Standards for degree conferment at the Department of Health Sciences

The student's final GPA must be 2.0 or higher (when a student does not meet the requirements above, the total GPA acquired between the second and fourth years – the specialized education period – must be 2.0 or higher).

c) Time of Graduation

Scheduled in March and September. If the desired graduation date is in September, students are expected

to meet both a) and b) requirements above at the time of September in the graduation year.

(Subdivision 2 omitted)

3. Specialized Education Courses

(Paragraph 1) omitted)

2) Course credit units

Credit unit calculation varies by the instructional modes of classes as prescribed below.

a) Lecture/seminar: 1 credit unit equates to 15 or 30 class time

b) Experiments/practical training/advanced lecture/research: 1 credit unit equates to 30 or 45 class time

3) Course taking policy

a) Course credit limit

Department of Health Sciences allows its students in the second year and above to register for courses with no course credit limit.

b) Course registration

Regarding the Specialized Education Courses, the Health Sciences Academic Affairs Office handles the “required course” registration so that the students will be automatically registered. The students however need to register for Elective Courses using HU’s Web Registration System within a period of time advised on the notice board.

3) Course deregistration

Obtain a course deregistration form from the Health Sciences Academic Affairs Office, complete and hand it in to the Office before the deregistration period ends.

a) Deregistration Period: The period ends a month after the first class day of the concerned course. The instructions will be posted on the notice board.

b) You cannot deregister from the Required Courses.

4. Academic Assessment and GPA

GPA (Grade Point Average) is an academic assessment tool widely used by universities in the United States. It provides each student with the mean value of academic results obtained through courses taken by the students. To calculate a GPA for a student for one term, multiply the prescribed Grade Point (GP) value of a letter grade given for a course taken by the number of credit hours of the course. The result is the quality points earned. Add up the quality points for all the courses while adding up the credit hours for those same courses. Divide the sum of the quality points by the sum of the credit hours.

1) Method of academic assessment

Course grades are determined by a comprehensive assessment using class attendance records and exam scores.

2) Grading scale and GPA

Our undergraduate program courses assess the results of students assigning a rating on an 11-point scale with a letter grade A+, A, A-, B+, B, B-, C+, C, D, D- or F. Each letter grade corresponds with a GP as shown in the below table.

3) Academic assessment criteria

The faculty members in charge of each course shall prescribe a set of academic assessment criteria in the course syllabus after deliberations. The criteria include the point of whether absolute grading or relative grading applies; assessment criteria set for absolute grading, those for relative grading and the ratio between two gradings.

Letter grade	Level of academic achievement	Grade Point (GP)	Raw score in 0-100 scale (rough equivalent)	Result (pass/fail)
A+	Demonstrates an exceptional level of academic achievement against all course learning objectives	4.3	95-100	Pass
A	Demonstrates an excellent level of academic achievement against all course learning objectives	4.0	90-94	
A-	Demonstrates an excellent level of academic achievement against most of the course learning objectives although rated good in part.	3.7	85-89	
B+	Demonstrates a good level of academic achievement against all course learning objectives	3.3	80-84	
B	Demonstrates a good level of academic achievement against most of the course learning objectives although rated below good in part.	3.0	75-79	
B-	Demonstrates a good level of academic achievement against some of the course learning objectives but rated	2.7	70-74	

	below good overall.			
C+	Demonstrates a minimum satisfactory level of academic achievement against most of the course learning objectives despite being rated good for some areas.	2.3	65-69	
C	Demonstrates a minimum satisfactory level of academic achievement against all course learning objectives	2.0	60-64	
D	Demonstrates a below minimum satisfactory level of academic achievement against the overall learning objectives of the course	1.0	50-59	Fail: However, the given GPs are counted in computing the Cumulative GPA and Semester GPA of the student
D-	Did not demonstrate a minimum satisfactory level of academic achievement against most or all of course learning objectives	0.7	0-49	
F	No academic achievement recorded e.g. exam absence, insufficient class attendance	0	N/A	

(Subdivision 4 omitted)

5. Moving on to the Next Year, Period of Attendance and Leave of Absence

1) Moving on to the next year

The Department of Health Sciences conducts end-of-year student assessments for moving on to the next year at each phase indicated in the below table. The conditions vary between the divisions.

a) At the end of Semester 2 in the second year: Students can move on to the third year provided they complete required courses and obtain a required number of credits during one year (or more) period of attendance after moving to the Department of Health Sciences from the General Education (the first year).

b) At the end of Semester 2 in the third year: Students can move on to the fourth year provided they complete the required courses and obtain a required number of credits during one year (or more) period of attendance after moving on to the third year.

		Time of assessment	The end of the 2nd semester in the 2nd year	The end of the 2nd semester in the 3rd year
		Department Course	Prerequisites for moving on to the 3rd year	Prerequisites for moving on to the 4th year
Nursing	General Education		40 graduation required credits earned	
	Specialized		All required courses offered by the end of the 2nd semester in the 2nd year completed	All required courses offered by the end of the 2nd semester in the 3rd year completed

Radiological Technology	General Education	40 graduation required credits earned	
	Specialized	All required courses offered by the end of the 2nd semester in the 2nd year completed	All required courses offered by the end of the 2nd semester in the 3rd year completed
Medical Technology	General Education	40 graduation required credits earned	
	Specialized	All required courses offered by the end of the 2nd semester in the 2nd year completed	All required courses offered by the end of the 2nd semester in the 3rd year completed
Physical Therapy	General Education	40 graduation required credits earned	
	Specialized	All required courses offered by the end of the 2nd semester in the 2nd year completed	All required courses offered by the end of the 2nd semester in the 3rd year completed
Occupational Therapy	General Education	40 graduation required credits earned	
	Specialized	All required courses offered by the end of the 2nd semester in the 2nd year completed	All required courses offered by the end of the 2nd semester in the 3rd year completed

CHAPTER 2

GUIDE TO STUDENT LIFE

(Subdivisions 1 to 4 omitted)

5. Immunity Tests

The students of the Department of Health Sciences must take a set of immunity tests to participate in the on-the-job clinical training and practical training in non-clinical settings required by their courses. Take the tests at the nearest healthcare provider or medical checkup center by March in their first year, fill in the designated form "Proof of Immunity Test and Vaccination" with details including the test date, lab data and antigen/antibody status and bring it with you to your second-year guidance session.

1) Instructions

Required tests include:

- Measles immunity test;
- Rubella (German measles) immunity test;
- Varicella zoster (hereinafter referred to as "chickenpox") immunity test ;
- Mumps immunity test;
- Hepatitis B antigen test; and
- Hepatitis B immunity test.

Testing methods:

Make sure the testing methods are the ones specified under the "Testing Method" in the form "Proof of Immunity Test and Vaccination". If any method other than those listed on the form has been used, the Department will not approve the test result until the student goes through the concerned test again by the specified testing method.

"Proof of Immunity Test and Vaccination" form:

Hand in the form to a healthcare (testing service) provider when taking tests and get it filled in with a test date, lab data and antigen/antibody status. The minimum levels specified on the form are those required by the organizations in which you carry out training. You may be given a (\pm) or (-) status when your test result is below the required level.

2) Vaccination

Take a vaccine against each infection for which your immunity test result was below the minimum required level showing (\pm) or (-) on the form.

a) Measles, rubella, chickenpox and mumps

Have one dose of a vaccine when given a test result of (\pm). Have two doses if the result was (-). It is recommended that you receive at least the first dose within the first year of your degree program. Antibody tests are waived after vaccination.

b) Hepatitis B

Take three doses of vaccine and a post-vaccination antibody test. If the test gives a (\pm) or (-) result, receive three more doses of vaccine.

Note: Take three doses of Hepatitis B vaccine on the dates officially scheduled in the second year.

Instructions will be given in the second year guidance session. All students should organize their necessary vaccinations in a) and have them completed at the earliest stage possible or it may otherwise affect the b) schedule.

“Proof of Immunity Test and Vaccination” form:

Take a designated form with you to a healthcare (vaccination service) provider and get it filled in with the vaccination date and name of the healthcare provider (or seal) with a lot number sticker affixed on the form. The organizations in which you carry out training do not accept a form with missing data such as vaccination date as proof of vaccination, and hence they shall not grant the trainees permission to carry out training.

3) Cost

Students are expected to cover the cost of immunity tests, certificate fees and vaccination.