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President’s Message

On behalf of my colleagues at Niigata University of Health and Welfare, I am very pleased to welcome you to our University. The University was established in 2001 to train future health professionals in the field of health and social welfare sciences. Currently more than 4,000 graduates are working, not only in Japan but also in foreign countries, as “QOL (quality of life) supporters” involved in the care of the elderly, patients undergoing medical treatment, and the handicapped. Fostering “qualified QOL supporters” has been our university’s major emphasis since its foundation.

The Undergraduate School has four faculties. They are the Faculties of Medical Technology, Health Sciences, Social Welfare, and Healthcare Management. There are about 3,400 students now taking a wide range of courses in these faculties.

Our graduate school started in 2005, and now has four master’s courses with majors in Rehabilitation Sciences (Master of Rehabilitation Science), Social Welfare (Master of Social Work), Health Sciences (Master of Health Science), and Health Informatics and Business Administration (Master of Health Informatics and Business Administration), which was just established. In addition, the School has one doctoral course with a major in Health and Welfare (Doctor of Health Science). In total, out of 102 students, 74 are in the master’s courses and 28 in the doctoral course, as of April 1, 2014.

We would like to encourage students with scientific interests in improving people’s health to become “qualified QOL supporters” with the intent to work worldwide in the future. We have been conducting collaborative research with international professionals, especially with those from countries in Asia and the Pacific region. We are, therefore, looking forward to producing modern scientific and technological achievements with the international community of health professionals who share a common interest in health science and health care.

Masaharu Yamamoto, MD, MPH, PhD
President of Niigata University of Health and Welfare
Huong from Vietnam

Hi, everybody! My name is Huong, and I’m from Vietnam. I’ve been in the master’s course at NUHW since April 2014. Now I’m very happy with my choice. In this university, I can do my best to learn and carry out my research because there are all kinds of necessary equipment for my studies. All the students are given a key to their laboratory, so that they can come and leave any time they like. Furthermore, if you become a student of this university, you can use the gym and the swimming pool, too. It’s great to exercise and refresh after a tiring day of learning, studying and researching. You can also join and become a member of many clubs like music, dance, volunteering and culture and—make friends with many young people. Your life will be much more interesting than before. How about becoming a new member of this university? I hope I can see you soon!
2. Undergraduate School

2.1. Organization

Undergraduate School of NUHW

- Faculty of Medical Technology
  - Department of Physical Therapy
  - Department of Occupational Therapy
  - Department of Speech, Language and Hearing Sciences
  - Department of Prosthetics & Orthotics and Assistive Technology
  - Department of Clinical Engineering and Medical Technology
  - Department of Orthoptics and Visual Sciences

- Faculty of Health Sciences
  - Department of Health and Nutrition
  - Department of Health and Sports
  - Department of Nursing

- Faculty of Social Welfare
  - Department of Social Welfare

- Faculty of Healthcare Management
  - Department of Health Informatics
2.2. Department of Physical Therapy

2.2.1. Objectives
The objective of our program is to nurture clinicians with a broad knowledge of and competence in physical therapy. Our students are guided by the principle of compassion so that they can work as members of medical and health service teams. In addition, we develop their potential as experimental and clinical researchers so that they may become major contributors to moving the field of physical therapy forward.

2.2.2. Characteristics of the Curriculum
Our motion analysis lab is equipped with a VICON motion capture system and embedded force plates, which are ready for use. The brain function analysis lab is equipped with a near-infrared spectroscopy (NIRS) to identify areas of the brain responsible for generating human movements. These facilities are accessible for students to get hands-on training and conduct their projects. From the very beginning of the academic year, students are divided into groups of seven. A faculty member is assigned to each group and gives them advice on every aspect of their campus life. In order to maximize the competency of students in clinical settings, we adopt the Objective Structured Clinical Examination (OSCE) in our curriculum. Students need to establish communication with ‘simulated’ patients and demonstrate necessary clinical skills in front of examiners.

2.2.3. Qualifications and Careers
Upon successful completion of our program, students are eligible for the national physical therapy licensure examination. Our exam pass rate has been over 90%, which is far higher than the national average. A major portion of our graduates start their careers at various hospitals.

2.2.4. International Activities
In order to have our students view physical therapy from much wider perspectives, we annually take groups of students to such foreign countries as the U.S.A. the Philippine Islands, and Australia.
2.3. Department of Occupational Therapy

2.3.1. Objectives and Characteristics of the Curriculum

The objective of the Department of Occupational Therapy is to nurture competent occupational therapists (OTRs), and to that end our curriculum is stratified to make gradual development of professional competency possible. It is built for the students to proceed from basics to application. This concept is depicted in Fig. 1.

2.3.2. Qualifications and Careers

Upon successful completion of our program, students are eligible for the national licensure examination for registered occupational therapists. And our alumni work in a variety of areas including medical agencies, healthcare centers, assisted-living facilities, and domiciliary care services.

2.3.3. International Activities

In March 2012, the department took several students to Mid-Western University at Phoenix, Arizona, and also in September 2013, to Queen’s University, Ontario, Canada.

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Fig. 1. Characteristics of the curriculum
2.4. Department of Speech, Language, and Hearing Sciences

2.4.1. Objectives
The objective of the Department of Speech, Language, and Hearing Sciences is to make our students become clinical specialists who can take a leading role in advanced medical care by coping with increasingly complex and diverse needs in the field of speech, language, and hearing sciences. In order to become professionals in this field, students must have fundamental knowledge across diverse fields and a deep insight into speech-language pathology and audiology.

2.4.2. Characteristics of the Curriculum
The Speech, Language, and Hearing Sciences Program focuses on acquiring knowledge about the basic and clinical medicine as well as a wide range of special subjects. Our clinical training offers the students opportunities for on-site experiences in which they can practice what they have learned through the coursework. The training is given on the campus as well as outside.

2.4.3. Qualifications and Careers
The students who have completed the accredited academic and clinical program can apply for taking the National License Examination for Speech-Language-Hearing Therapists. Upon graduation, the students will be able to work in a variety of health care facilities, including rehabilitation hospitals, institutions for hearing impaired children and rehabilitation centers for speech/language disorders.

2.4.4. International Activities
Our international program provides students with opportunities to visit educational institutions and university hospitals that specialize in speech/language and hearing impairments in addition to other clinical facilities in the United States. This exchange program helps students renew and enlarge their perspectives on the profession of speech-language pathology and/or audiology through firsthand observation of the advanced technology in this field.
2.5. Department of Prosthetics & Orthotics and Assistive Technology

2.5.1. Objectives
The number of elderly people in Japan is growing rapidly. Therefore, maintaining the QOL is the most urgent issue for our society. For this purpose we need quite a number of health care professionals who know much about assistive devices, who are able to evaluate the capabilities of physically disadvantaged people, and who can communicate effectively with their families and other professionals.

2.5.2. Characteristics of the Curriculum
As required by the Ministry of Health, Labor and Welfare, our school curriculum contains all of the specific educational subjects related to medicine, engineering and prosthetics & orthotics. In addition, our curriculum includes subjects covering liberal arts, and health and welfare.

2.5.3. Qualifications and Careers
Our students aim to qualify to take the national examination for certified prosthetists and orthotists, and Assistive Products Consultants, Assistive Products Planners, and Housing Environment Coordinators for Elderly and Disabled People. The university has received many job advertisements for our graduates from a wide range of welfare facilities, such as welfare centers, assistive care centers, hospitals, rehabilitation centers, car industries, house industries, and so on.

2.5.4. International Activities
At the University of Pittsburgh, the US, Adjunct Professor H. Ohnabe guides our students in the Department of Rehabilitation Science and Technology, Human Engineering Research Laboratory, QOL Technology Center and Sports Arena. The students can attend lectures given by university professors and learn about the latest technologies. We also have a program of short-term visits to Germany, where we visit several manufactures, including the largest companies in the P&O field, and welfare facilities. With the Sirindhorn National Medical Rehabilitation Centre (SNMRC) in Thailand, we promote mutual cooperation on research of motion analysis and enjoy a collaborative program focusing on Gait Analysis Technologies. We started holding some technical workshops to enhance better understanding on the basic physics of human movement dynamics.
2.6. Department of Clinical Engineering and Medical Technology

2.6.1 Objectives

The aim of our department is to educate students to become clinical engineers and medical technologists, and we intend to develop a new type of specialists with double licenses. One is for clinical engineers who operate life supporting devices. The other is for medical technologists who perform clinical examinations at a laboratory. We have a strong belief that in the near future this new type of specialists will play an important role in medical care.

2.6.2. Characteristics of the Curriculum

Our academic disciplines compose of compulsory subjects that can be completed in four years. In their first year, students take such subjects as introduction to medicine, electrical engineering, introduction to biomedical engineering, physiology, biochemistry, and anatomy. In their 2nd and 3rd years, they take special subjects such as mechanical engineering, material engineering, clinical hematology, clinical chemistry, clinical immunology, and so on. In their final year, they go out for clinical training to hospitals in order to acquire practical skills.

2.6.3. Qualification and Careers

We aim for the qualifications of the Certified National Clinical Engineers and the Certified National Medical Technologists. Prospective places of employment are: university hospitals, specialty hospitals, medical examination centers, food companies, pharmaceutical companies, medical equipment manufacturers, public health centers, public offices, educational institutions and research institutions.

2.6.4. International Activities

We provide students with opportunities to meet clinical engineers and medical technologists in other countries. We especially aim to enhance their foreign-language skills through students’ exchanges.
2.7 Department of Orthoptics and Visual Sciences

2.7.1 Objectives
The Department of Orthoptics and Visual Sciences aims to produce medical technicians with the national qualification of orthoptists, and the qualification of accompanying support workers (visual disorder) as stipulated by an Ordinance of the Ministry of Health, Labour and Welfare. This department cultivates orthoptists that can adequately respond to the arrival of an aging society and an increase in composite illnesses with visual disorders resulting from changes in the structure of diseases.

2.7.2. Characteristics of the Curriculum
We set up courses for students so that they can acquire the qualification for the accompanying support workers (visual disorder), receive on-campus practical training in small groups to develop sophisticated skills in ophthalmologic examination techniques, and foster research skills. We offer a phased clinical internship program for the students in their second year, who are later required to complete graduation research work on a theme aligned with the needs of society. We also have courses for the students in the third and fourth years to prepare them for the national examination for orthoptists.

2.7.3. Qualifications and Careers
This department aims to prepare students for taking the national orthoptist examination and to acquire the qualification for the accompanying support workers (visual disorder).

2.7.4. International Activities
Students of this department are taken along with the teaching staff to participate in overseas academic conferences on visual functions and disorders. We are also conducting joint research with the University of Tübingen, the Institute for Ophthalmic Research, in Germany, and are planning a study tour for students to this university.
2.8. Department of Health and Nutrition

2.8.1. Objectives

The Department of Health and Nutrition trains students to become registered dietitians with comprehensive knowledge of nutrition and basic skills of diet-management. We offer programs that make students capable of contributing to rehabilitation of patients, cure of diseases, promotion of health, and improvement of quality of life (QOL).

2.8.2. Characteristics of the Curriculum

Our systematic curricula corresponding to all fields of health, medicine and social welfare are shown in the following table.

- **Specialized subjects**

<table>
<thead>
<tr>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
<th>Fourth Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lecture subjects</strong></td>
<td><strong>Biochemistry II</strong></td>
<td><strong>Statistics in Nutritional Science</strong></td>
<td><strong>Seminar on Clinical Nutrition Management</strong></td>
</tr>
<tr>
<td>Systems of Working and Living</td>
<td>Exercise Physiology I, II</td>
<td>Applied Nutrition IV</td>
<td>Emergency Resuscitation</td>
</tr>
<tr>
<td>Public Health</td>
<td>Clinical Medicine I</td>
<td>Nutrition Educational</td>
<td>Research Practicum</td>
</tr>
<tr>
<td>Introduction to Health Management</td>
<td>Food Processing</td>
<td>Methodology II</td>
<td>Clinical Nutrition I</td>
</tr>
<tr>
<td>Biochemistry I</td>
<td>Nutrition Educational</td>
<td>Clinical Medicine I, II</td>
<td>Food Service Management II</td>
</tr>
<tr>
<td>Anatomy and Physiology I, II</td>
<td>Methodology I</td>
<td>Clinical Nutrition II</td>
<td>Food Coordination</td>
</tr>
<tr>
<td>Basic Medicine</td>
<td></td>
<td>Public Health Nutrition I</td>
<td></td>
</tr>
<tr>
<td>Dietary Habits and Science</td>
<td></td>
<td>Food Service</td>
<td></td>
</tr>
<tr>
<td>Food Science I, II</td>
<td></td>
<td>Research Practicum</td>
<td></td>
</tr>
<tr>
<td>Cookery and Theory</td>
<td></td>
<td>Clinical Psychology</td>
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<tr>
<td>Food Hygiene</td>
<td></td>
<td>Fitness and Training</td>
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<tr>
<td>Basic Nutritional Science</td>
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</tbody>
</table>

- **Practice and laboratory subjects**

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<thead>
<tr>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
<th>Fourth Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice of Nutritional Science</td>
<td>Experiments on Food Science</td>
<td>Methodology II</td>
<td>Emergency Resuscitation</td>
</tr>
<tr>
<td>Practicum of Health professions</td>
<td>Experiments on Food Hygiene</td>
<td>Practicum of Public</td>
<td>Research Practicum</td>
</tr>
<tr>
<td>Practicum of Cookery I, II</td>
<td>Practicum of Food</td>
<td>Health Nutrition I</td>
<td></td>
</tr>
<tr>
<td>Experiments on Cookery</td>
<td>Practicum of Food Processing</td>
<td>Practicum of Food Service</td>
<td></td>
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<tr>
<td></td>
<td>Practicum of Nutritional</td>
<td>Management I</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Science I, II</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Menu Planning</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Practicum of Nutrition</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Educational Methodology I</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Fitness and Training</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Practicum of Clinical Nutrition</td>
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</tbody>
</table>

- **Research Practicum**


2.8.3. Qualifications and Careers

We expect our students to qualify as registered dietitians, food specialists, supplement advisers, licensed dietitians, and licensed teachers of nourishment, Class I. The possible employment careers are at medical institutions (hospitals etc.), public health centers (administrative institutions), facilities for health promotion, health facilities for the elderly who need health care, research laboratories, food companies, universities, and elementary and junior high schools.

2.8.4. International Activities

Overseas training programs are conducted every second year. The most recent overseas training program took place in California during the spring vacation in 2013. The program consisted of visits to the Nutritional Department of Loma Linda University and nutrition-related facilities (Children's hospital Hospital, Toyota Motor Sales, Riverside Unified School District, Keiro Retirement Homes). The program focused on discussions with registered dieticians and nutrition-major college students.
2.9. Department of Health and Sports

2.9.1. Objectives

Our department aims at nurturing practicing professionals with high level of knowledge and skills that can promote quality of life (QOL) of the people through sports and exercises. Sports and exercises are indispensable for people to lead rich and vibrant lives. The QOL supporters play an important role in helping people enjoy exercises and sports in their daily lives. In our department, students not only explore their potential in competitive sport fields, but also improve their expertise as QOL supporters. We aim to promote the talents that can contribute to the improvement of people’s QOL.

2.9.2. Characteristics of the Curriculum

The students learn 1) Coaching Sciences in order to investigate sports and exercises from the viewpoints of physiology, psychology, biomechanics and nutrition, 2) Health Medicine and Sciences in order to investigate sports and exercises from the viewpoints of anatomy, physiology, psychology and medicine for health, 3) Sports Management in order to conduct research on sports from the viewpoints of sports management, industry and culture so that we can nurture professionals in sports management in the next generation, and 4) Sports Pedagogy in order to learn sports pedagogy so that students can obtain licenses as physical education teachers and elementary school teachers.

2.9.3. Qualifications and Careers

Upon successful completion of our programs, all of our students can obtain licenses of PE teachers. They will also be eligible for licensure examinations for athletic trainers authorized by the JASA, health fitness programmers and instructors authorized by the Japan Health Promotion and Fitness Foundation, CSCS and CPT authorized by the NSCA, JFA C-license authorized by JFA, etc. Our graduates start their careers in various workplaces such as companies, schools, sports and health industries, manufactures, service businesses, and governmental offices. However, as the number of elderly people increases in Japan, experts for health and exercise are required in much wider areas, including private and public health service facilities.

2.9.4. International Activities

In addition to various international conferences, the faculty held an exchange program (athletic trainer) with Arizona University. In this program, the participants attended anatomy seminars, observed a laboratory for human performance, and learned about the current status of trainers to view athletes’ support system from much wider perspectives.
2.10. Department of Nursing

2.10.1. Objectives
The Department of Nursing strives to foster nurses with superior specialized knowledge, practical abilities, high ethical standards, and rich humanity.

2.10.2. Characteristics of the Curriculum
Our curriculum enables students to acquire various certifications. This integrated curriculum ensures that all students can acquire the necessary qualifications to take national examinations for registered nurses and public health nurses, so that they may contribute broadly to the nursing profession. Some students may also take elective courses for midwives and school nurses. From the first year, we adopt the Problem-Based Learning (PBL) approach, which is conducted in small groups. Our integrated and progressive nursing courses encourage students to study and synthesize knowledge and obtain technological skills in a manner similar to what would be demanded in a clinical setting.

2.10.3. Qualifications and Careers
The students can acquire necessary qualifications to take the national examinations for registered nurses and public health nurses. In addition, those who take elective courses can gain qualifications for the national examination for midwives. License of School Nurse, Type I, is also obtainable. Most graduates work as registered nurses or midwives at university hospitals, general hospitals, or clinics. Some graduates advance to schools of midwifery. The placement rate for job applicants is 100%.

2.10.4. International Activities
As part of the International Nursing Theory classes, the nursing department conducts a short-term training session abroad, which includes observation tours at the pediatric specialty hospital, hospice, university hospital of the University of California, Los Angeles (UCLA) in the United States. Learning the realities of medical care in a foreign culture leaves a great impact on our students. In 2011, our university signed an international exchange agreement with the University of East Anglia (UEA), UK. In line with this agreement, we have begun exchanging staff and students and launched joint research on nursing. Since then every year teachers and students of the Nursing Department of NUHW visit UEA. Since 2009, as requested by the Japan International Cooperation Agency (JICA), we have been having a training course called “Prevention Strategies for Lifestyle-related Diseases in Community Health in Oceania”.
2.11. Department of Social Welfare

2.11.1. Objectives
The mission of the Department of Social Welfare is to educate students to become qualified social work professionals. The department is dedicated to the enrichment of quality of life (QOL) of all people, particularly those who need support to lead a healthy and independent life. We train students to develop technical skills (including communication skills) and basic medical knowledge as required in the areas of social work. We also help them to acquire research-based knowledge so that they can find solutions to social problems.

2.11.2. Characteristics of the Curriculum
- A prerequisite for graduation is to meet the requirements of the national examination for certified social workers.
- Students can be qualified to take the national examination for certified psychiatrics, care workers and social workers by selecting one of the two additional courses.
- Students can build their future careers through learning ethics, theories and practical skills that are required for social workers starting the first year.
- Students can develop practical problem-solving and communicative competence through small-group classes and seminars.
- Through social work internships and care work training, students can acquire skills that are directly applicable to work.

2.11.3. Qualifications and Careers
Our students aim to qualify as certified social workers, psychiatric social workers, care workers, social welfare secretaries, and child counselors. Graduates find employment in such places as prefectural and city governments, prefectural and city councils of social welfare, child welfare facilities, disability welfare facilities, elderly care facilities, medical institutions, and many others.

2.11.4. International Activities
Our students have travelled overseas to the U.S.A., the U.K., and Denmark to study cross-cultural communication with foreign students at the Department of Physical Therapy and Nursing.
2.12. Department of Health Informatics

2.12.1. Objectives
Medical services are essential for the well-being and happiness of people. Presently, there are several issues in the field of medical services in Japan. They include a shortage of medical doctors, too heavy a burden on them, drastic changes in the environment of medical services, and the issues surrounding medical insurance. To supply quality medical services, it is necessary to reduce the burden on medical doctors from administrative work and let them devote themselves to medical diagnosis and treatment. Under these circumstances, the profession of “Medical Clerk” is being highlighted. Medical clerks have sufficient knowledge of health, welfare and medical information technology, and they are able to assist medical doctors greatly. Medical clerks are able to give patients dependable services with a profound knowledge of medicine-related sciences. Also they are able to alleviate the burden on medical doctors by doing various office work. This department aims to train our students to become such highly skilled medical clerks.

2.12.2. Characteristic of the Curriculum
The Department of Health Informatics has subjects related to medical clerks such as information technology on medical services and social work and hospital management. One of the distinctive features of the curriculum is the variety of subjects in inter-related areas. Students can select subjects according to their own interests.

2.12.3. Qualifications
We aim for the qualifications for medical clerks, doctor’s clerks, medical information administrators, medical information technicians, and information technology specialists.

2.12.4. International Activities
The department is cooperating with foreign universities and institutes for mutual development in education and research. In addition, the department sends students to the College of English Education at the University of Hawaii, USA, every year.
Ahего from Togo

“Fostering world’s quality of life from NUHW”

I am Akouetevi Aduayom-Ahего from Togo. I am majoring in Prosthetics and Orthotics & Assistive Technology Master’s Course with concentration on motion analysis. I am upgrading my professional skills and at the same time experiencing Japanese culture with great passion. Though the professors have tight schedule, they always listen to us and help us solve our problems. With flexible modules we have opportunities to take courses with undergraduate students. You can also take part in leisure activities to improve Japanese language skills. The quality of teaching here is excellent. The lecturers and tutors are experts in their areas, always supportive and committed to teaching. At NUHW we are inheriting prestigious education for a global workplace to change lives. As part of future health service leading team, I aim at excellent education for improving quality of life and broadening academic, professional and intellectual horizons.
3. Graduate School

3.1. Organization

Master’s Course

 Major in Rehabilitation Sciences
  - Field of Physical Therapy
  - Field of Occupational Therapy
  - Field of Speech, Language and Hearing Sciences
  - Field of Prosthetics & Orthotics and Assistive Technology

 Major in Health Sciences
  - Field of Health and Nutrition
  - Field of Health and Sports
  - Field of Nursing

 Major in Social Welfare
  - Field of Policies Planning and Administration of Social Welfare
  - Field of Management of Social Welfare

 Major in Health Informatics and Business Administration
  - Field of Health Informatics and Business Administration

Doctoral Course

 Major in Health and Welfare
3.2. Master’s Course

3.2.1. Objectives and Principles of Establishment
The Master’s Degree Course in our graduate school was established in April 2005. Currently, the Graduate School of Health and Welfare consists of ten fields in four majors. We have produced a large number of human resources contributing to the development of communities and societies. A total care aimed at the protection of citizens’ lives and the promotion of their health through an integrated social policy are the common goals in the fields of Health and Welfare. To achieve these goals, various areas of specialty in all disciplines are required to cooperate with each other through a team approach. In the graduate school we aim to achieve an even higher level by providing an environment where the students are involved in interdisciplinary education and research.

● Characteristics of the curriculum
The curriculum of the Master’s Degree Course is focused on training researchers, educators and highly specialized professionals. Therefore, students can look ahead to their career options and select their subjects well in advance.

● General description of the common courses
Some of the common courses are chosen and studied concurrently in each specialty. The purpose is to acquire, in an integrated manner, the knowledge which is necessary for advanced professionals and for those who aspire to become researchers and educators. The framework is composed of three basic specialties: studies on research methods, studies on a team approach and team medical care, and studies on basic knowledge for advanced technical knowledge.

● Overview of the specialized courses
The purposes of the specialized courses are to study the leading-edge theories and technologies in each area of expertise and to provide guidance for the improvement of students’ capabilities and practical competence to conduct investigative research. Ultimately, in special research, we teach students how to complete a master’s thesis, which is a compilation of each student’s research project based on all the theoretical concepts and methods the student will have learnt by then.

● Interdisciplinary research
We are conducting several interdisciplinary research projects with many graduate students.
3.2.2. Major in Rehabilitation Sciences

1) Field of Physical Therapy
   ● Overview
   For deeper insight into the disorders of pathophysiology and pathokinesiology, we in the Field of Physical Therapy conduct basic and clinical research on physical disorders of clients. We educate our students to become highly skilled professionals capable of expanding the scientific basis of physiotherapy and coordinating multiple resources available in order to maximize the level of activities of daily living (ADL) and the quality of life (QOL) of our clients.

   ● Characteristics
     Motion analysis
     We use a combination of various measurement tools, including a three-dimensional movement analysis device with nine cameras and six force plates, EMG, stabilograph and BIODEX.
     Cerebral function analysis
     For the purpose of analyzing variations of cerebral activities during motor learning, we make full use of 48-channel near-infrared light spectroscopy imaging devices and a brain electromagnetic stimulation device.
     Prevention of falls and arthralgia
     We conduct field research pertaining to the prevention of falls of elderly people and preventive intervention against arthralgia.
     Clinical studies based on evidence
     We provide the knowledge and skills necessary to validate all the accumulated experiences effectively and scientifically and to address questions that arise from clinical activities in each area of physical therapy.

   ● Master's Degree
     Master of Rehabilitation Science (M.Rehab.Sc.) in Physical Therapy

2) Field of Occupational Therapy
   ● Overview
   Occupational therapy is the art and science aiming at the re-construction of the occupational (life-related) functions of people with physical or mental disorders. It is the field in which treatment, guidance and support are performed through the engagement in meaningful and purposeful activities in accordance with the clients' needs. In the field of occupational therapy, we conduct both basic and clinical research for the evaluation and treatment of life dysfunctions caused by physical or mental disorders. In this field, we raise highly skilled professionals capable of conducting evaluation, treatment, guidance and support not only from the perspectives of physical and mental functions, but also from those of human activities and society. In addition, on the basis of highly specialized knowledge, we educate brilliant researchers capable of contributing to the development of occupational therapy, and competent educators in charge of the training and education of occupational therapists.
Characteristics
In the field of occupational therapy, experts in each area teach students the knowledge and skills to verify effectively and scientifically the life functions of the clients in order to respond to the needs of the real world.

Conducting research in a wide range of specialties
In the field of occupational therapy, both basic research (e.g., kinesiology) and clinical studies (e.g., research on the hand surgery) are conducted.

Education provided by experts in each area
In the field of occupational therapy, the teaching staff plays an active and leading role in each academic society in the fields of hand therapy, study of higher brain functions, study of internal organ disorders, and sensory integration and ADL.

Master's Degree
Master of Rehabilitation Science (M.Rehab.Sc.) in Occupational Therapy

3) Field of Speech, Language, and Hearing Sciences

Overview
In addition to conducting experimental research and clinical studies on the structures, functions and pathological conditions affecting the language and auditory systems, the Field of Speech, Language, and Hearing Sciences also aims at determining the scientifically and clinically closely related “eating” and “deglutition” functions, and the principles of higher brain functions. It involves interdisciplinary research on the disorders, mechanisms, evaluation, training, methods of treatment of those functions. By elucidating the mechanism of mutually associated disorders of various types, the Field of Speech, Language, and Hearing Sciences educates human resources capable of implementing effective treatments and support aimed at improving the QOL of people with disabilities in the language, hearing, deglutition and cognitive functions.

Characteristics
Development of human resources equipped with professional expertise and applied skills
We promote basic and practical research and clinical studies. Our goal is to train human resources with deeper knowledge and applied skills.

Practice of wide-scope research rooted in clinical studies
We are engaged in wide-scope and clinically-rooted research themes. Hence, our research is not only limited to language and hearing disabilities or to the evaluation of the dysfunction and training.

Master's Degree
Master of Rehabilitation Science (M.Rehab.Sc.) in Speech-Language Pathology and Audiology

4) Field of Prosthetics & Orthotics and Assistive Technology

Overview
The "Support for Self-Reliance", which is our aim in the Field of Prosthetics & Orthotics and Assistive Technology, not only aims to achieve partial functional improvement, but also supports the elderly and people with physical disabilities through the utilization of prostheses and welfare devices so that they may live on their own in all life scenarios. This field offers the possibility of analyzing scientific evidence pertaining to the human body and aims to train highly specialized professionals capable of providing multifaceted support to the targeted individuals in terms of their QOL and self-reliance. This is conducted through the collaboration with specialized professionals such as medical doctors, physiotherapists and occupational therapists and human resources capable of applying the results of research to the creation and adaptation of prostheses and welfare devices.

Characteristics
We educate human resources who will possess not only production-oriented skills in medicine and welfare devices but also the ability to cooperate with other types of professionals. The teaching staff possesses a variety of skills and plays an active and leading role overseas. Most professors have engaged in some kind of international activities (e.g., studying abroad, education, activities with NGOs) and hence can provide proper advice to the students who are interested in working abroad.

For the first time in Japan, we have opened a course on shoes and gait. Ahead of all graduate schools throughout the country, we started a course on “the Human Science of Shoes” in anticipation of the future fusion of expertise in the manufacturing of shoes and prostheses.

Facilities
We use state-of-the-art tools made in Germany and the Netherlands. We consider ourselves as one of the best institutions in the world in terms of the number of machines and the breadth of working space per student.

Master's Degree
Master of Rehabilitation Science (M.Rehab.Sc.) in Prosthetics and Orthotics
3.2.3. Major in Health Sciences

1) Field of Health and Nutrition

- Overview
  The Field of Health and Nutrition consists of two courses: the “Education Researcher Course” and the “Clinical Nutrition Specialist Course”. The former offers programs for advanced study in health science that prepares graduates for teaching, research, administrative, and leadership positions at academic, medical, public health, and other institutions. The latter course provides professionally trained registered dieticians with comprehensive knowledge about clinical nutrition and advanced skills in nutritional treatment. This course prepares graduates to be successful in nutrition support teams (NST) in medical institutes. Each faculty member in this field is an experienced professional who has been involved in research of food science, cookery science, clinical nutrition, cancer epidemiology, nutritional education, nutrition physiology, exercise physiology, bone metabolism, glucose metabolism, and other nutrition-related areas.

- Characteristics
  Fostering highly trained educators and researchers
  The “Education Researcher Course” fosters highly trained educators and researchers in health science related to diet, nutrition and exercise. Specifically, career options at various universities and vocational schools are conceivable. It is necessary for these professionals to be able to find their own research theme and conduct research on their own, organize the results into a research paper and publish it. The “Education Researcher Course” offers programs for developing basic skills involved in research.

  Fostering professionally trained registered dietitians
  Recently, emphasis has been placed on the importance of nutrition support teams (NST) for a better nutritional care and management of patients. Therefore, highly trained registered dieticians are in a great demand in medical institutions. Dieticians in NST require comprehensive knowledge about clinical nutrition and advanced skills in nutritional treatment. The goal of the “Clinical Nutrition Specialized Course” is to provide professionally trained registered dietitians with the knowledge and skills necessary for employment by hospitals or nursing care facilities.

- Master’s Degree
  Master of Health Science (M.H.Sc.) in Nutrition
2) Field of Health and Sports

● Overview
In the Field of Health and Sports, we provide education and research on human science, social science, and natural science involved in sports and exercises. We reinforce the scientific base of health and sports through research on methodological problems in sport science, and at the same time, we train highly skilled professionals who will coordinate sports and exercises in a multidisciplinary manner. In addition, we conduct research on kinematics in physical training, health education, and coach training.

● Characteristics
Acquisition of specialized licenses (health and physical education)
By obtaining a predetermined unit score, people who already have one type of teacher’s license for junior and/or high schools (health and physical education) can be granted specialized licenses (health and physical education). It classified according to academic frameworks, the field of health and sports that responds to a wide range of research needs involved in sports would be multidisciplinary and connected to all fields. In order to answer to various needs of graduate students, we have further divided the field into three areas: the system of sports medical sciences, sports management, and sports pedagogy. Outstanding staff members capable of responding to various tasks are assigned as supervisors.

Plenty of opportunities for employment
Because of its multi-disciplinary nature, our field is related to multifaceted jobs. The graduates are expected to start careers in a wide variety of places such as educational institutions, government offices, companies in general, and many others.

● Master’s Degree
Master of Health Science (M.H.Sc.) in Sports

3) Field of Nursing

● Overview
We have designed a special course in the Field of Nursing. Specialized courses comprise of cancer nursing, maternal and child nursing, nursing management, geriatric nursing, mental health nursing and chronic care nursing. Health problems and life problems have become diversified and complicated and, consequently, the environment surrounding nursing has changed dramatically. In this field, we expect the students to acquire the ability to conduct theoretical research for nursing practices as well as practical capabilities in nursing. We also emphasize the ability to solve problems in terms of the QOL of the people with complex nursing problems at all levels of health, i.e. from the period of disease prevention, recovery, and up to the end stage of diseases.

● Characteristics
There are six specialized areas in our field: cancer nursing, maternal and child nursing, nursing management, geriatric nursing, mental health nursing, and chronic care nursing.

● Master’s Degree
Master of Health Science (M.H.Sc.) in Nursing
3.2.4. Major in Social Welfare

1) Field of Policies Planning and Administration for Health and Welfare

**Overview**
In the Field of Policies Planning and Administration for Health and Welfare, we conduct interdisciplinary research on the development and implementation of health care and welfare policies at the local and national levels. By providing the students with necessary skills, we educate government administrators with advanced skills as policy-makers, who are competent in project development, its implementation and evaluation. We also train administrators with managerial abilities in charge of the administrative operations of healthcare and welfare institutions.

2) Field of Management for Health and Welfare

**Overview**
In the Field of Management for Health and Welfare we conduct research on the theory of social work and on practical examples with the main focus on generalist social work practice. In addition, we conduct theoretical and practical research on care management methods and technology in each field of health and welfare. And we educate leaders in lifelong training, such as supervisors, instructors, and care managers in areas related to health and welfare, assistance for the elderly, and support for people with disabilities.

**Characteristics**

- Diversified teaching staff and multidisciplinary education/research system
  In our field, the staff with specialized expertise provides education and works on research integrating theory and practice in various sciences.

- Respect for individuality and interactive communication
  Classes are given not as a one-sided lecture, but as an opportunity for active discussions and Q & A’s between graduate students and teachers, or among graduate students themselves.

- Selection of career options using highly-specialized knowledge
  In choosing their careers, many graduate students make use of the knowledge and the research results they obtained in this specialty. As a result, they have a good chance of finding a suitable job.

**Master’s Degree**
Master of Social Work (M.S.W.)
3.2.5. Major in Health Informatics and Business Administration

1) Field of Health Informatics and Business Administration

**Overview**

The Major in Health Informatics and Business Administration opened in April 2014. In the Field of Health Informatics and Business Administration, we train specialists for a new era of medical services in which health information and hospital management require highly specialized knowledge and skills. The purpose of this field is to foster health information managers who can not only help determine critical paths which delay the improvement of patient satisfaction and quality and efficiency of hospital management, but also assess possible shortcuts for better services.

**Characteristics**

**Coping with advancement of research, medical practice and education**

While striving for an advancement in health science research and education, we train educators, researchers as well as highly specialized personnel in clinical settings.

**Coping with systematic and organizational prevention of medical accidents/malpractices**

Systematic and structural determination of the causes of medical accidents (malpractices) and their preventive measures has become an urgent matter in recent years. Experts in the health information management and hospital management are expected to be key persons in constructing a medical safety system in the hospital. Main components of clinical governance are: evidence-based medicine, clinical guideline (e.g. critical path), clinical audit, clinical indicators, and patient safety.

**Coping with medical insurance system**

Since the introduction of the new medical insurance system of DPC (Diagnosis Procedure Combination) in 2003, the work of the Health Information Manager has become essential for the smooth operation of the system. Thus, mastering the necessary knowledge and skills is highly required and this can be achieved through a better understanding of ICD-10 by WHO, knowledge of medical information technology, the medical insurance system, compliance issues for healthcare providers, and advanced skills of medical clerks for supporting doctors’ daily examination and research activities.

**Coping with advanced and increased hospital administrative work in the aging society**

As doctors’ administrative work advances and increases, we are more required to foster specialists in information technology and improve their systematic skills in order to maintain or, better yet, improve the quality of medical services and guarantee patients’ safety.

**Coping with changing social conditions and system reforms**

We aim to foster professionals with technical and comprehensive knowledge and skills required across all the services of health and welfare. We expect our students to contribute to the development and maintenance of the welfare systems of local communities.

**Master's Degree**

Master of Health Informatics and Business Administration (M.H.I. & B.A.)
3.3. Educational Programs

3.3.1. Education Research Program
This program is intended for those who want to 1) study scientific subjects of their own interest, 2) have higher professional knowledge, 3) become leading professionals or educators in their field, and 4) become researchers in the future. We support our students so that they can not only obtain higher professional knowledge but also master theories and skills needed for research and presentations. They are expected to complete a master’s thesis under the guidance of a supervisor.

3.3.2. Advanced Specialized Professional Program
- Clinical Nurse Specialist (Cancer Nursing) Course
The Clinical Nurse Specialist (CNS) is a qualification awarded to nurses who have passed the Clinical Nurse Specialist Qualification review conducted by the Japanese Nursing Association. To obtain this qualification it is necessary to complete a master’s program at a nursing graduate school granted by the Japan Association of Nursing Programs in Universities. The cancer nursing curriculum of this university satisfies this condition.
- Clinical Manual Therapy Course
The Clinical Manual Therapy Course includes clinical practice and is more practical than the Education Research Program, which concentrates on research. The goal of this course is to acquire advanced knowledge and skills useful in clinical practices, which has been a long-standing need of front-line physiotherapists.
- Clinical Nutrition Specialist Course
Emphasis has recently been placed on the importance of nutrition support teams (NST) in the nutritional care and management of patients. The dieticians in NST require comprehensive knowledge about clinical nutrition and advanced skills in nutritional treatment. The goal of this program is to provide these knowledge and skills to professionally trained registered dieticians who may be employed at hospitals or nursing care facilities.
- Certified Social Worker Course
The purpose of this course is to provide counseling and assistance. By drawing on their highly specialized knowledge and skills, the workers are able to provide personalized support, coordinate with experts in other fields, and enhance community welfare in dealing with welfare issues in many areas. Our graduate students can earn credits (common core courses and specialized courses in welfare for the elderly) to become certified social workers by taking certain courses in the graduate program in social work.

3.3.3. Collaborative Program with the Japan International Cooperation Agency
- Purpose of the program
The graduate students who take this program can work in their assigned foreign country as a member of the Japan Overseas Cooperation Volunteers (JOCV). The purpose of this program is to enhance the students’ qualities and skills as a valuable human asset for international health cooperation through practical experiences in a foreign country.
- Characteristics
1. The students can receive instructions from the course teachers while staying in an assigned country and obtain the master’s degree by summarizing their experiences and reflections into a research paper.
2. They can improve skills for effective international health cooperation before/after starting their new posts as members of JOCV through practical exercises focused on health problems in developing countries.
3. They can refer to the experiences of others through the network of people related to the graduate course and JOCV when they need to consider their local duties and future careers.
4. This is the first graduate school program in Japan realized by the collaboration of a graduate school and JICA.

Note: The applicants need to have Japanese nationality and pass the screening test by JICA.
3.4. Doctoral Course

3.4.1. Objectives

**Philosophy and purpose**

In the Doctoral Course, our philosophy is to go beyond the framework of each field (i.e. health, medical care and welfare) and provide integrated services to citizens according to their lifestyles, diseases or disorders. We educate the students and have them carry out research in interdisciplinary areas. We train outstanding educators, researchers and professional leaders. There are three interdisciplinary research fields. First, in the field of "Mind and Body Functions" we conduct research on motion, behavior, sensation and higher brain functions through basic and clinical studies, with the purpose of preventing and reducing disorders. Second, in the field of "Welfare Ergonomics", we aim to support elderly people and those with disabilities so that they can live independently. We do so through an effective adaptation of a barrier-free environment and welfare tools. Thirdly, in the field of "Community and Global Health and Welfare", we research on the evidence, projects and policies related to health promotion and welfare in the region. This is to build up a better society. We teach scientific theories about health and welfare, and apply them to basic research, clinical studies, and investigative research, which are the core of professional learning in each specialty. In addition, our aim is to produce results that can contribute to the development of the society.

3.4.2. Major in Health and Welfare

**Overview**

In this major, we aim to train human resources capable of consistent multidisciplinary care through health, medical care and welfare. Through the three fields of research mentioned above, we train professionals capable of responding to complicated environmental changes in health, medical care and welfare. As for the students’ career options after the completion of the course, they may continue to be engaged in universities, graduate schools, training institutions, research organizations, or medical institutions. As advanced professionals who share a common view, our graduates will meet the needs of the current time through multidisciplinary care and are expected to play an active role in each field.

**Characteristics**

Since there are only a small number of Doctoral programs in health and welfare in Japan, our students will be able to conduct research that meets the needs of society.

The current situation is that only a few graduate schools have a Ph.D. program in this field and our university is one of them. Particularly in our university, we expect the students to become educators, researchers, highly specialized professionals and policy-makers, and to develop this field of study throughout the whole society.

**Curriculum focused on research and on research theses**

The doctoral course is a three-year program, and the curriculum is composed of 10 required credits of which six pertain to research (academic dissertation), and is mainly focused on the writing of theses.

**Flexible timetable with a small number of students**

Class schedules can be determined according to the convenience of the students and the professors who attend the course; therefore, students can also take the classes from a remote location. Because classes are given in the evenings or on Saturdays, students can also work during their period of study. In the case of foreign students from overseas, they can consult with the professors and conduct research that involves both their home country and Japan, and write a thesis.

**Specialists from various academic disciplines providing support for research**

Our graduate school has specialists who play an active role in multiple areas of specialties involved in health and welfare. Therefore, various subjects are instructed with full support of professionals from medicine, physical therapy, occupational therapy, speech therapy, nutrition, nursing, sport science, prosthetics & orthotics and assistive technology, welfare equipment technology, biomechanics, engineering, and social works.

**Doctoral Degree**

Doctor of Health Science (D.H.Sc.)
3.5. Admission Requirements for Graduate School (as of 2014)

Basic Qualifications for international applicants

3.5.1 Master’s Program
Applicants must have:
- A bachelor’s degree or academic ability equal to or higher than that of a university graduate (i.e. those who have completed or will complete a 16-year school curriculum or have the same educational level)
- Nationality other than Japanese
- The “Examination of Japanese as a Foreign Language” by the EJU held in June and November by the Japan Student Services Organization (JASSO).

3.5.2 Doctoral Program
Applicants must have:
- A master’s degree completed to or academic ability equal to or higher than that of a master’s program graduate
- Nationality other than Japanese.

3.5.3 Enrollment Test
To be admitted to the graduate programs of Niigata University of Health and Welfare, international applicants need to pass one of the examinations listed below. (*Examination fee: ¥30,000)

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<tr>
<th>Type of Examination</th>
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<tr>
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<td>Written test</td>
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<td>General Entrance Examination</td>
<td>Essay (Japanese)</td>
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<tr>
<td>Examination for Full / Part time workers (Applicants for master’s program must have working experience longer than 3 years.)</td>
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<td>Examination for experienced international contributors (Applicants need experience of international contribution longer than 1 year.)</td>
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<tr>
<td>Examination for international applicants</td>
<td>Essay (Japanese)</td>
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Voices of International Students (3)

Tsai from Taiwan

Hello! My name is Tsai Yun-chen. I'm from Taiwan, and now I'm in Master Grade 1 of the Prosthesis and Orthosis Field. I worked as a physical therapist in Taiwan, and I had long been attracted by the amazing treatment of prosthesis and orthosis. However, there was little information available of this profession in Taiwan. Then one day, fortunately, the Prosthesis and Orthosis Field of Niigata University of Health and Welfare came to Taiwan and held a seminar. I got a chance to know the professor and a student who had graduated from this university. With the help of these people, I am now able to be here to study. At first I was nervous because of the language and different culture, but the people at the university were so kind that I soon got used to everything and could focus on my study. The level of the professors and devices used here are absolutely high, and I have learned many new things. I am going to bring what I have learned and will learn back to Taiwan, and hope one day Taiwan will be at the same level as Japan.
4. International Activities

4.1. History

Niigata University of Health and Welfare was established in 2001. Just after the establishment of the university, the International Exchange Committee was organized. Since then, the committee has taken an important role in the international affairs of the university. The purposes of this committee have been to: 1) develop good relationships with foreign universities and academic institutions and upgrade the ability of research and education of the university; 2) propagate scientific knowledge and experiences of the university to the world; and 3) improve students’ proficiency in English and have them obtain sufficient ability to work internationally. The works of the committee involve an international collaboration on health issues through the Japan International Cooperation Agency (JICA) under the policies of Official Development Assistance (ODA). The committee is also responsible for establishing a memorandum of understanding (MOU) for cooperation with foreign universities.

4.2. International Collaboration

The governments of the Pacific region asked JICA (Japan International Cooperation Agency) for a training program that could help control so-called lifestyle-related diseases. Since NUHW was and has been a university with many departments related to various health issues, JICA sought our help. We had a profound knowledge in this field and in 2009 the Department of Health and Nutrition, the Department of Health and Sports, and the Department of Nursing worked together and organized a training course focusing on lifestyle-related diseases. The course was first implemented in October and November 2009 with the financial support from JICA. In the past years, we accepted participants from Kiribati, Fiji, the Solomon Islands, Vanuatu, and Tonga. This program has been repeated annually (as of 2014) and our efforts and contribution has been much appreciated by JICA.

4.3. Affiliated Universities and Institutions

NUHW has so far agreed on academic cooperation with the following six universities/faculties and two academic institutes:
1) The Far Eastern State Medical University (FESMU), Khabarovsk, Russia
2) California State University, Fresno, CA, USA
3) Angeles University Foundation (AUF), Angeles City, Philippines
4) The University of Hawai‘i, at Mānoa (UH Mānoa), Honolulu, HI, USA
5) The University of Santo Tomas (UST), Manila, Philippines
6) The University of East Anglia (UEA), Norwich, Norfolk, UK
7) The Sirindhorn National Medical Rehabilitation Center (SNMRC), Nonthaburi, Thailand
8) Taipei Veterans General Hospital, Taipei City, Taiwan
Katsuro Sato
Yoichi Nagai
Mark Surma
Michio Mineshima (Editor-in-chief)

Takashi Ito (former Committee Chairman)
Miku Suzuki (former Section Chief)
Hiroko Nozawa (former administrative assistant)

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