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| <b>For entrants in FY 2022</b> |
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Appended Form 1

## Specifications for Major Programs

Name of School (Program) [School of Medicine (Program for Medicine)]

|  |                      |
|--|----------------------|
| Program name (Japanese)  | 医学プログラム              |
| (English)  | Program for Medicine |
| 1. Degree: Bachelor (medicine)   |                      |
| 2. Outline<br><p>This program aims to develop human resources who possess ethical values and qualities (consideration, sympathy, devotion, and a sense of mission) suitable as medical professionals, and who have acquired advanced medical knowledge and skills, who conduct research to solve problems on their own initiative, and who will contribute to the improvement of regional health and medicine and to the enhancement of medical standards both inside and outside Japan.</p> <p>This program consists of eight subject groups according to purpose. In Liberal Arts Education Subjects, students form the foundations for academic research at the university and for social activities, while acquiring the basic knowledge to deepen their understanding of and interests in medical science and medical treatment, and to study medical science in the Introductory Medical Subjects. In Subjects for Basics &amp; General Theory of Medicine, students study the basic medical knowledge required for clinical medicine in a comprehensive fashion. In the first year, although students mainly take liberal arts education subjects, they also begin taking introductory medical subjects and subjects for basics &amp; general theory of medicine. While students take introductory medical subjects and subjects for basics &amp; general theory of medicine in the second year, they go on to take General Subjects for Medicine, in which they study knowledge of clinical medicine required to give medical treatment in a comprehensive way, and Subjects for Social Medicine in the third year. In the first half of the fourth year, students are assigned to laboratories inside and outside the university, and conduct Medical Research Practice in which they engage in actual research activities for four months. Subjects for Teaching Professionalism, intended to impart the attitude, ethics, communication skills, medical teamwork, and medical examination skills, are continuously provided from the first year through the fourth year. From January in the fourth year, students devote themselves to Clinical Practice at medical sites such as the university hospital. In clinical practice, students mainly engage in participatory medical care practice in which they participate in actual medical examination of patients as members of the medical staff. The language used for lectures and practical trainings in this program is Level B (English and Japanese Both).</p> |                      |
| 3. Diploma policies (degree conferment policy & program attainment goals)<br><p>Qualities and skills to be acquired before graduation in the Program of Medicine shall be as follows:<br/>         Students shall:</p> <ol style="list-style-type: none"> <li>1) Have developed rounded characters and a broad liberal arts education, and be aware of their duties as a doctor who protects people's lives and health,</li> <li>2) Have acquired specialized medical knowledge and basic medical treatment skills,</li> <li>3) Understand the medical insurance system, and have acquired the ability to contribute to regional medical treatment in cooperation with local residents and local governments,</li> <li>4) Have acquired communication skills needed to build good relationships with patients and their families, as well as their coworkers,</li> <li>5) Have acquired practical English skills, and international exchange skills,</li> <li>6) Have acquired the ability to identify problems for themselves and to solve those problems through the ability to think</li> </ol>   |                      |

and decide scientifically, and

7) Have acquired the motivation to continue to improve themselves and the attitude to mentor their successors over their lifetime.

A (medical) Bachelor degree shall be conferred on students who pass the graduation examination and have acquired these abilities through taking all required subjects and by obtaining the prescribed number of credits during the six-year period.

4. Curriculum policies (policies for organizing & providing curricula)

- 1) Aim is for students to form a sense of mission and a sense of responsibility to protect people's health as a professional through clinical practice at actual medical sites from the early stages after admission, and by cultivating the temperament required for a doctor.
- 2) Aim is for students to acquire a comprehensive knowledge free from established concepts in their specialist fields through an integrated lecture system that has been constructed through cooperation between several courses and medical treatment divisions.
- 3) Clinical practice is intended for students to acquire practical knowledge, skills, and the right attitude through participatory medical care practice. Through communicating with actual patients, students will acquire the ability to build good relationships with patients.
- 4) Enable students to fulfill their responsibilities as a team member and to acquire the right attitude to contribute to their team by introducing group studies with the lower classes.
- 5) Enable students to understand the significance and importance of medical research and develop the spirit to voluntarily contribute to the development of medicine by assigning them to laboratories inside and outside the university and allowing them to engage in research activities for a certain period during their fourth year. This program will also improve their abilities in international exchanges through research by allowing students to choose research at an overseas research facility during this period.
- 6) Encourage students to think about health and medical problems in the local community and about the role of doctors by sending them for regional medical practice in medical institutions in various places in the prefecture.
- 7) Enable students to acquire an attitude of self-development and learning in which each student sets problems for themselves based on a related event, and selects what to study through discussion by introducing problem-based PBL tutorials in class subjects in several divisions.
- 8) Enable students to acquire English communication skills by cultivating practical English skills through discussions on medical topics in English and English conversation practice with patients at clinical sites in the third year.

In the curriculum described above, teaching and learning will be implemented by utilizing active learning, experiential learning and online classes, depending on the delivery methods of each program, such as lectures, practical skill courses and seminars.

In addition to strict grading using the standards clearly outlined in the syllabus, learning outcomes are evaluated based on the degree to which the goals set by each educational program are achieved.

5. Start of the program / Admission conditions

First year (at the time of admission) / To be enrolled in the university as a student on the Program of Medicine, School of Medicine.

6. Qualification(s)

Students will qualify to take the National Medical Practitioners Qualifying Examination after graduating from the Program of Medicine, School of Medicine (including anticipated graduations).

7. Class subjects and class content

\* See the Table of Registration Standards on Attached Sheet 1 for your class subjects.

\* See the syllabus announced in each fiscal year for the class content.

## 8. Academic achievements

At the end of each semester, evaluation criteria will be shown with a clear indication of attainment standards according to the evaluation items for academic achievements.

Students' academic achievements from admission to the current semester will be indicated as one of three levels: "Excellent," "Very Good," and "Good," based on evaluation criteria calculated by adding the weighted values to numerically converted evaluations of their academic achievements (S = 4, A = 3, B = 2, and C = 1) in each subject being evaluated.

| Evaluation of academic achievement  | Converted value |
|-------------------------------------|-----------------|
| S (Excellent: 90 points or higher)  | 4               |
| A (Superior: 80 points - 89 points) | 3               |
| B (Good: 70 points - 79 points)     | 2               |
| C (Fair: 60 points - 69 points)     | 1               |

| Academic achievement | Evaluation criteria |
|----------------------|---------------------|
| Excellent            | 3.00 - 4.00         |
| Very Good            | 2.00 - 2.99         |
| Good                 | 1.00 - 1.99         |

- \* See the relationships between the evaluation items and evaluation criteria on Attached Sheet 2.
- \* See the relationships between the evaluation items and class subjects on Attached Sheet 3.
- \* See the Curriculum Map on Attached Sheet 4.

## 9. Graduation thesis (graduation research) (placement and method & time of assignment)

No graduation thesis is required.

## 10. Responsibility system

- \* See Attached Sheet 5.

Table of Registration Standards for Liberal Arts Education Subjects

Program for Medicine

| Type                            | Subject type                          |                                      | Required No. of credits  | Class subjects, etc.                            | No. of credits  | Type of course registration  | Year in which the subject is taken(Note 1)  |                           |                               |      |           |      |           |      |  |  |  |  |  |  |  |
|---------------------------------|---------------------------------------|--------------------------------------|--|---|---|--|---|---------------------------|-------------------------------|------|-----------|------|-----------|------|--|--|--|--|--|--|--|
|                                 |                                       |                                      |  |   |   |  | 1st grade   |                           | 2nd grade                     |      | 3rd grade |      | 4th grade |      |  |  |  |  |  |  |  |
|                                 |                                       |                                      |  |   |   |  | Spring  | Fall                      | Spring                        | Fall | Spring    | Fall | Spring    | Fall |  |  |  |  |  |  |  |
| Liberal Arts Education Subjects | Peace Science Courses                 |                                      | 2  |   | 2   | Elective/required  |   |                           | ○                             |      |           |      |           |      |  |  |  |  |  |  |  |
|                                 | Basic Courses in University Education | Introduction to University Education |  | 2   | Introduction to University Education  | 2  | Required  | ○                         |                               |      |           |      |           |      |  |  |  |  |  |  |  |
|                                 |                                       | Liberal Arts Education               |  | 2   | Introductory Seminar for First-Year Students  | 2  | Required  | ○                         |                               |      |           |      |           |      |  |  |  |  |  |  |  |
|                                 | Common subjects                       | Area Courses                         |  | 8   | 2 or more subjects from Courses in Arts and Humanities/Social Sciences<br>2 or more subjects from Courses in Natural Sciences | 1or2   | Elective/required<br>Elective/required  | ○                         | ○                             |      |           |      |           |      |  |  |  |  |  |  |  |
|                                 |                                       | Foreign Language Subjects            | English (Note 2)   | Communication Seminar                           | 2   | Communication Seminar I<br>Communication Seminar II                        | 1<br>1  | Required                  | ○                             |      |           |      |           |      |  |  |  |  |  |  |  |
|                                 |                                       |                                      |  | Communication I                                 | 2   | Communication IA<br>Communication IB                                       | 1<br>1  | Required                  | ○                             |      |           |      |           |      |  |  |  |  |  |  |  |
|                                 |                                       |                                      | Communication II   | 2   | Communication IIA<br>Communication IIB  | 1<br>1   | Required  |                           | ○                             |      |           |      |           |      |  |  |  |  |  |  |  |
|                                 |                                       |                                      | Initial Program Languages (Select one language from German and French) |   |   | 4  | Basic Foreign Language I<br>Basic Foreign Language II<br>Basic Foreign Language III<br>Basic Foreign Language IV  | 1<br>1<br>1<br>1          | Elective/required             | ○    |           |      |           |      |  |  |  |  |  |  |  |
|                                 |                                       |                                      |  | Information and Data sciences Subjects (Note 3) |   | 2  | Introduction to Information and Data Sciences<br>Ground zero programming<br>Fundamental Data Science  | 2<br>2<br>2               | required<br>elective/required | ○    |           |      |           |      |  |  |  |  |  |  |  |
|                                 |                                       |                                      |  | Health & Sports Subjects                        |   | 2  |   | 1or2                      | Elective/required             | ○    | ○         |      |           |      |  |  |  |  |  |  |  |
|                                 |                                       | Basic Subjects (Note 5)              |  |   |   | 6  | Cell Science<br>Psychology for Medical Care Workers (Note 4)<br>Human body anatomy for understanding human I<br>Human body anatomy for understanding human II | 2<br>2<br>1<br>1          | Required                      |      | ○         |      |           |      |  |  |  |  |  |  |  |
|                                 |                                       |                                      |  |   | 2   | Foundation physics for life science<br>Foundation biology for life science | 2<br>2  | Elective/required (Note6) | ○                             |      |           |      |           |      |  |  |  |  |  |  |  |
|                                 |                                       |                                      |  |   | 2   | Statistics<br>Basic Calculus   | 2<br>2  | Elective/required         | ○                             |      | ○         |      |           |      |  |  |  |  |  |  |  |
|                                 |                                       |                                      |  |   | 1 subjects from the two subjects above  |  |   |                           |                               |      |           |      |           |      |  |  |  |  |  |  |  |
|                                 |                                       |                                      | Total(Liberal Arts Education Subjects)                                 |   | 40  |  |   |                           |                               |      |           |      |           |      |  |  |  |  |  |  |  |

Note 1: Semesters marked with ○ are the standard semesters for taking related subjects. If you failed to obtain a credit(s) in said semester, you may take the subject again after that semester. Since the semester in which the subject is actually provided may be changed, you should confirm the semesters in which the subjects are provided by the relevant documents such as annual class tables.

Note 2: You can substitute the credits which you have obtained by taking the "Field Research in the English-speaking World" based on shortterm language study abroad or other relevant program, or by taking the "Online English Course A & B" based on self-learning for English credits (8 credits) necessary for graduation. Also, there is a Credit Transfer System based on foreign language proficiency tests and language training. For details, see items related to English in Liberal Arts Education appearing in the Handbook for Students.

Note 3: Only if you fail to obtain a credit in "Introduction to Information and Data Sciences," you can replace the credit obtained by taking "Ground zero programming" or "Fundamental Data Science"(2 credits)  
If you gain more than two credits "Ground zero programming" or "Fundamental Data Science", up to two of these credits can be regarded as gained through taking Field Subjects(Natural Sciences).

Note 4: Only if you fail to obtain a credit in "Psychology for Healthcare Professionals," you can replace the credit obtained by taking "Psychology A" or "Psychology B" for the credits required for graduation (2 credits).

Note 5: If you gain credits in Basic Subjects that are not specified in the Table of Registration Standards, or if you gain more than two credits in the fundamental elective / required subjects specified in the Table of Registration Standards, up to two of these credits can be regarded as gained through taking Field Subjects.

Note 6: Subjects to be obtained shall be specified from the "Initial Physics" or "Initial Biology" by the faculty. Credits of subjects in this category other than those specified will not be accepted as credits required.



Academic achievements of Program for Medicine

Relationships between the evaluation items and evaluation criteria

| Academic achievements       |   | Evaluation criteria  |   |   |
|-----------------------------|---|--|---|---|
| Evaluation items            |   | Excellent  | Very Good   | Good  |
| Knowledge and Understanding | (1) Acquire the intellectual abilities which serve as a basis for conducting research activities and social activities at a university. | Being able to broadly understand and give explanation not only on studies in the field of natural science but also on various studies including arts and social sciences. Also, having an understanding of different cultures and values and, in the context of diversity, being able to explain one's own culture and value. Furthermore, making them as one's own code of conduct, having an ability to reflect them to one's own way of learning and social life. | Being able to broadly understand and give explanation not only on studies in the field of natural sciences but also on various studies including arts and social sciences.                      | Being able to broadly understand and give explanation not only on studies in the field of natural science but also on various studies including arts and social sciences. Also, having an understanding of different cultures and values and, in the context of diversity, being able to explain one's own culture and value. |
|                             | (2) Knowledge and understanding of human body structure.  | Being able to give applicative explanation on each endpoint relating to other items.   | Being able to give explanation on each endpoint relating to other items.  | Being able to explain basic points on each endpoint.  |
|                             | (3) Knowledge and understanding of functions of cells and tissues.  |  |   |   |
|                             | (4) Knowledge and understanding of living organism.   |  |   |   |
|                             | (5) Understanding and knowledge of diseases and pathological conditions   |  |   |   |
|                             | (6) The knowledge and understanding related to organs and systems and diseases caused by the bankruptcy of them.                        |  |   |   |
|                             | (7) Understanding and knowledge of systemic diseases and how to regulate the diseases   |  |   |   |
|                             | (8) The knowledge·understanding on health policies and social medical systems   |  |   |   |
| Abilities and Skills        | (1) Problem-solving ability   |  |   |   |
|                             | (2) The ability of carrying out research (planning, data analysis, summary)   | Being able to make research plans and explain the meaning and positioning in the medicine. Being able to collect data, conduct analytical processing in a proper way and interpret the results. Being able to consider the results and develop them to a new research plan.  | Being able to make research plans and explain the meaning and positioning in the medicine. Being able to collect data, conduct analytical processing in a proper way and interpret the results. | Being able to make research plans and collect data based on the plans.  |
|                             | (3) Basic treatment skills  | To be able to select appropriate treatment methods in accordance with a situation. Also, to be able to obtain required observation appropriately and efficiently   | Being able to appropriately conduct basic treatment skills and get exact opinions.  | Being able to show ways on basic treatment skills.  |

| Academic achievements   |  | Evaluation criteria   |   |   |
|-------------------------|--|---|---|---|
| Evaluation items        |  | Excellent   | Very Good   | Good  |
| Abilities and Skills    | (4) Communication skills                     | Based on appropriate communication, to be able to built good relationships with patients and their family members.  | Being able to make communication with patients and their families.  | Being able to use basic communication skills.   |
|                         | (5) Diagnosis skills                         | Being able to exactly collect information to the point necessary for treatment at a medical interview and select necessary ones to summarize and make a simple history of the disease.                        | Being able to select necessary ones to the point among several information on histories of diseases such as chief complaints, current clinical histories, anamnestic cases, family histories, social histories and system reviewing at a medical interview. | Being able to collect histories of diseases such as chief complaints, current clinical histories, anamnestic cases, family histories, social histories and system reviewing at a medical interview. |
|                         | (6) Record of medical treatments             | By extracting problems from collected diagnosis information, to be able to organize problem-oriented medical records, which are based on daily treatments, data analysis, treatment plans, etc.               | To be able to record subjective diagnosis, objective diagnosis, assessment, and plan repeatedly.  | Being able to explain importance of making medical records of problem oriented model  |
|                         | (7) Presentation skills                      | To be able to select what is to be disclosed from diagnosis and to be able to explain items Clearly and explicitly with in time limits.<br>Also, to be able to deliver information appropriately and briefly. | To be able to select and give oral explanations what's to be disclosed from diagnosis.  | To be able to clarify which information to be disclosed with in diagnosis.  |
| Attitudes               | (1) Empathy and consideration                | Being able to conduct medical treatment empathizing with and giving consideration to pains and sickness of patients from patients and their family's standpoint.  | Being able to empathize with and give consideration to pains and sickness of patients.  | Being able to state the importance of empathizing with and giving consideration to pains and sickness of patients.  |
|                         | (2) Professionalism                          | Based on an understanding of one's own limitations, to be able to improve oneself by accepting feedback from others.  | Taking responsibility as a medical worker, to be able to accomplish tasks in a reliable way.  | Being able to understand the common goods, morality and specialty required for doctors and to mention action and attitude which doctors should take.  |
|                         | (3) Cooperation with medical teams or others | To be able to establish collaborative and reliable relationships with colleagues, senior doctors and other medical workers by sharing information.  | By communicating with workers including colleagues, senior doctors and other medical workers, to be able to share information effectively.  | To be able to communicate with workers including colleagues, senior doctors and other medical workers.  |
| Comprehensive Abilities | (1) Comprehensive diagnosis ability          | By integrating knowledge, understanding, abilities, skills, behavior, and professionalism mentioned above, to be able to conduct medical treatment based on one's own decisions in various cases.             | By integrating knowledge, understanding, abilities, skills, behavior, and professionalism mentioned above, to be able to conduct medical treatment based on one's own decisions in basic cases.   | By integrating knowledge, understanding, abilities, skills, behavior, and professionalism mentioned above, to be able to conduct medical treatment with assistance and advice by a supervisor.      |

### Placement of Liberal Arts Education in the Major Program

To perform the duties of a doctor properly, it is desirable first to have a broad education as a mature member of society, as well as the ability to look at medical problems from a broad perspective. To this end, you are required to have a comprehensive grounding in looking at problems from the perspective of nature, society and the humanities. You are also required to establish an educational foundation for studying medical sciences such as chemistry, physics, mathematics, and statistics in the early stage. You may also need to receive supportive education in subjects that you did not take in high school so that your lack of knowledge of these subjects will not interfere with the special education offered in this university. For students to acquire this grounding, a Liberal Arts Education will be provided mainly in the first year. However, since students may reaffirm the importance of a Liberal Arts Education when they develop some sense of self-awareness as a trainee doctor in the future, the Liberal Arts Education will continue to be provided in parallel with special education in and after the second year.





Curriculum Map of Program for Medicine

| Academic achievements                                | 1st grade   |  | 2nd grade  |  | 3rd grade                       |                     | 4th grade              |   | 5th grade                                   |   | 6th grade                                   |                         |                        |
|--|---|--|--|--|---------------------------------|---------------------|------------------------|---|---|---|---|-------------------------|------------------------|
|  | Spring semester   | Fall semester  | Spring semester                                  | Fall semester  | Spring semester                 | Fall semester       | Spring semester        | Fall semester                               | Spring semester                             | Fall semester                               | Spring semester                             | Fall semester           |                        |
| Knowledge and Understanding                          | Acquire the intellectual abilities which serve as a basis for conducting research activities and social activities at a university. | Introductory Seminar for First-Year Students (㉔)                             |  |  |                                 |                     |                        |   |   |   |   |                         |                        |
|  |   | Introduction to University Education (㉔)                                     |  | Peace Science Courses (O)                              |                                 |                     |                        |   |   |   |   |                         |                        |
|  |   | Foreign Languages (㉔)  | Foreign Languages (㉔)                            | Foreign Languages (㉔)                                  | Foreign Languages (㉔)           |                     |                        |   |   |   |   |                         |                        |
|  |   | Information and Data Sciences  |  |  |                                 |                     |                        |   |   |   |   |                         |                        |
|  |   | Area Courses (O)   | Area Courses (O)                                 |  |                                 |                     |                        |   |   |   |   |                         |                        |
|  |   | Health and Sports Courses (O)  | Health and Sports Courses (O)                    |  |                                 |                     |                        |   |   |   |   |                         |                        |
|  |   | Cell Science (㉔)   |  |  |                                 |                     |                        |   |   |   |   |                         |                        |
|  |   | Psychology for Medical Care Workers (㉔)                                      |  |  |                                 |                     |                        |   |   |   |   |                         |                        |
|  |   | Foundation physics for life science/Foundation biology for life sciences (O) |  |  |                                 |                     |                        |   |   |   |   |                         |                        |
|  |   | Statistics/Basic Calculus (O)  | Statistics/Basic Calculus (O)                    |  |                                 |                     |                        |   |   |   |   |                         |                        |
| Knowledge and understanding of human body structure. | Outline of the Global Leadership  |  |  |  |                                 |                     |                        |   |   |   |   |                         |                        |
|  |   | Human body anatomy for understanding Human body anatomy for understanding    | Structure of human body (㉔)                      |  |                                 |                     |                        |   |   |   |   |                         |                        |
|  |   |  | Medical Neuroscience II (㉔)                      |  |                                 |                     |                        |   |   |   |   |                         |                        |
|  |   | Structure of human body (㉔)  |  |  |                                 |                     |                        |   |   |   |   |                         |                        |
|  |   | Medical Neuroscience I (㉔)   |  |  |                                 |                     |                        |   |   |   |   |                         |                        |
|  | Knowledge and understanding of functions of cells and tissues.  | Cell Science (㉔)   |  | Physiology and Biochemistry (㉔)                        | Physiology and Biochemistry (㉔) |                     |                        |   |   |   |   |                         |                        |
|  | Knowledge and understanding of living organism.   |  |  | Human anatomy (㉔)                                      |                                 |                     |                        |   |   |   |   |                         |                        |
|  | Understanding and knowledge of diseases and pathological conditions   |  |  | Radiation Biology & Radiation Health Risk Sciences (㉔) | Biological Responses (㉔)        |                     |                        |   |   |   |   |                         |                        |
|  | The knowledge and understanding related to organs and systems and diseases caused by the bankruptcy of them.                        |  |  |  | Pathology (㉔)                   |                     | Clinical Pathology (㉔) |   |   |   |   |                         |                        |
|  | Understanding and knowledge of systemic diseases and how to regulate the diseases   |  |  |  |                                 |                     |                        |   |   |   |   |                         |                        |
| Abilities and Skills                                 | The knowledge• understanding on health  |  |  |  |                                 |                     |                        |   |   |   |   |                         |                        |
|  | Problem-solving ability   |  |  |  |                                 |                     |                        | Symptomatology, Diagnosis and Treatment (㉔) | Symptomatology, Diagnosis and Treatment (㉔) | Bedside Learning I (㉔)                      | Bedside Learning I (㉔)                      | Bedside Learning II (O) |                        |
|  | The ability of carrying out research (planning, data analysis, summary)   | Introduction for medical research (㉔)  |  |  |                                 |                     |                        |   |   |   |   |                         |                        |
|  |   |  |  |  |                                 |                     |                        |   |   |   |   |                         |                        |
|  | Basic treatment skills  |  |  |  |                                 |                     |                        |   |   |   |   |                         |                        |
|  | Communication skills  |  | Medical Communication (㉔)                        |  |                                 | Medical English (㉔) | Medical English (㉔)    |   |   |   |   |                         |                        |
|  | Diagnosis skills  |  |  |  |                                 |                     |                        |   |   |   |   |                         |                        |
|  | Record of medical treatments  |  |  |  |                                 |                     |                        |   |   |   |   |                         |                        |
|  | Presentation skills   |  |  |  |                                 |                     |                        |   |   |   |   |                         |                        |
|  | Attitudes   | Empathy and consideration  | Introductory Seminar for First-Year Students (㉔) | Early exposure of undergraduates to medicine (㉔)       |                                 |                     |                        |   | Clinical diagnosis and treatment I (㉔)      | Clinical diagnosis and treatment I (㉔)      |   |                         |                        |
| Professionalism                                      |   | Medical Professionalism (㉔)  |  |  |                                 |                     |                        |   |   |   |   |                         |                        |
| Cooperation with medical teams or others             |   | Introductory Seminar for First-Year Students (㉔)                             | Early exposure of undergraduates to medicine (㉔) |  |                                 |                     |                        | Clinical diagnosis and treatment I (㉔)      | Clinical diagnosis and treatment I (㉔)      | Symptomatology, Diagnosis and Treatment (㉔) | Symptomatology, Diagnosis and Treatment (㉔) | Bedside Learning I (㉔)  | Bedside Learning I (㉔) |
| Comprehensive diagnosis ability                      |   | Medical Professionalism (㉔)  |  |  |                                 |                     |                        |   |   |   |   |                         |                        |
| Comprehensive Ability                                |   |  | Early exposure of undergraduates to medicine (㉔) |  |                                 |                     |                        |   |   |   |   |                         |                        |

Liberal Arts Education Basic Specialized Sub Specialized Education Graduation thesis (㉔) Required (O) Elective/required (Δ) Elective

## Faculty member list

| name               | Position  | tel  | Laboratory name   | mail                         |
|--------------------|-----------|------|---|------------------------------|
| Kazuo Awai         | Professor | 5255 | Diagnostic Radiology                                    | awai@hiroshima-u.ac.jp       |
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| Kouichi Hashimoto  | Professor | 5125 | Neurophysiology   | hashik@hiroshima-u.ac.jp     |
| Kazunori Imaizumi  | Professor | 5130 | Biochemistry  | imaizumi@hiroshima-u.ac.jp   |
| Tomoichiro Asano   | Professor | 5135 | Biomedical Chemistry                                    | tasano@hiroshima-u.ac.jp     |
| Norio Sakai        | Professor | 5140 | Molecular and pharmacological neuroscience              | nsakai@hiroshima-u.ac.jp     |
| Naohide Oue        | Professor | 5145 | Molecular Pathology                                     | naoue@hiroshima-u.ac.jp      |
| Yukio Takeshima    | Professor | 5152 | Pathology   | ykotake@hiroshima-u.ac.jp    |
| Takemasa Sakaguchi | Professor | 5155 | Virology  | tsaka@hiroshima-u.ac.jp      |
| Junko Tanaka       | Professor | 5160 | Epidemiology, Infectious Disease Control and Prevention | jun-tanaka@hiroshima-u.ac.jp |
| Tatsuhiko Kubo     | Professor | 5165 | Public Health and Health Policy                         | tkubo@hiroshima-u.ac.jp      |
| Masataka Nagao     | Professor | 5170 | Forensic Medicine                                       | nagao@hiroshima-u.ac.jp      |
| Tomoharu Yasuda    | Professor | 5175 | Immunology  | yasudat@hiroshima-u.ac.jp    |
| Noboru Hattori     | Professor | 5195 | Molecular and Internal Medicine                         | nhattori@hiroshima-u.ac.jp   |
| Hirofumi Maruyama  | Professor | 5200 | Clinical Neuroscience and Therapeutics                  | hmaru@hiroshima-u.ac.jp      |
| Yasumasa Okamoto   | Professor | 5205 | Psychiatry and Neurosciences                            | oy@hiroshima-u.ac.jp         |
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