For entrants in FY 2025

Appended Form 1

Specifications for Major Program

Name of School (Program) [School of Medicine, Program of Health Sciences,

Occupational Therapy Course

| Program name (Japanese) | 作業療法学プログラム |
|-------------------------|----------------------------------|
| (English) | Program for Occupational Therapy |

1. Degree to be obtained:

Bachelor of Health Science

145 credits or more (38 credits or more in liberal arts education subjects, 44 credits or more in specialized fundamental subjects, and 63 credits or more in specialized subjects)

2. Overview

The educational program provided in the Occupational Therapy Course in the Program of Health Sciences aims to educate students to become occupational therapists capable of working in the areas of medicine, medical care, health care, and welfare and contributing to the development of occupational therapy in the future. Students are expected to acquire all the items listed in section 8 "Study achievement" related to fundamental knowledge, skills, attitudes, and practice by the time of graduation.

- 3. Diploma policy (policy for degree conferment and target to be achieved in program)
- The Occupational Therapy Program educates students to allow them to acquire the fundamental knowledge, skills, and attitudes required of experts in occupational therapy, and to become people of talent who are capable of exercising their scientific intelligence and creativity. Based on the aim above, this program will award the degree of bachelor of health sciences to students who have earned the required number of credits for both the liberal arts education course, which is provided for developing a wide range of profound intelligence, a global perspective with a desire for peace, comprehensive judging ability, and rich humanity, and the specialized education course, and who have acquired the abilities listed below:
- 1) Understanding of the theories and skills required for exploring human beings as workers, and for helping people acquire health and well-being through occupational therapy;
- 2) Capability for integrating a wide range of knowledge to specifically identify and solve issues people have with undertaking an occupation, as well as the fundamental knowledge and skills required to give occupational therapy;
- 3) An ethical, sincere, sympathetic, and devoted clinical manner that respects rights and identity of each person required of a professional, and the ability to contribute, in cooperation with other experts, to the development of various areas of the profession;
- 4) A basic ability to cope with changes in international and local communities, and to confront issues in the clinical fields always with scientific thinking; and
- 5) The ability to appropriately understand changing social needs, to evaluate their own knowledge, skills, and attitude, and to be engaged in autonomous and continuous study.

4. Curriculum policy (policy for arranging and implementing the curriculum)

To enable students to achieve the objectives for the Occupational Therapy Program, the educational courses are organized and implemented according to the following policies:

- In the first year, intelligence and basic academic skills are developed through liberal arts education. In addition, basic attitudes towards identifying and solving problems from the viewpoint of occupational therapy are nurtured through specialized fundamental subjects, such as "Anatomy," "Physiology" and "Principles of Rehabilitation," and specialized subjects, such as "Outline of Occupational Therapy" and "Basic human Occupation." Students who have entered the program through the admission office entrance system (continuing education to graduate school) are given the opportunity to observe activities in research laboratory from the first year to stimulate their interest in the research at an early stage of education.
- In the second year, fundamental knowledge, skills, and attitudes in the specialized areas are developed through subjects, such as "Anatomy," "Physiology," "Kinesiology," "Orthopedics and Rehabilitation," "Psychiatry for Rehabilitation," and "Neurology." Also, occupational therapy for individuals who stay home is learned through a community based occupational therapy practical training. In addition, research opportunities are provided to develop research skills necessary in graduate school, and/or TOEIC classes are provided to improve English skills for study abroad.
- In the third year, specialized subjects mainly related to such fields as occupational therapy for physical disability, occupational therapy for mental dysfunction, developmental occupational therapy, occupational therapy for geriatric dysfunction, and evaluation of activities of daily living, are provided to enable students to acquire the fundamental knowledge, skills, and attitudes regarding the gathering, evaluation, and reporting of information and evidence-based treatment required in occupational therapy. In addition, short-term clinical evaluation practices are provided in the second semester to allow students to develop occupational therapy evaluation skills for physical disability and mental dysfunction. Moreover, "Neurorehabilitation Science" and "Behavioral Change Science" are established as courses that contribute to various areas of practice.
- In the fourth year, it is planned to provide long-term clinical practices. Based on the knowledge, skills, and attitudes that students have learned up to the end of the third year, students engage in actual practice of the processes of occupational therapy under instruction from their instructors in order to integrate their knowledge, skills, and attitudes into actual clinical practice. They also foster understanding of the importance of communication with the patient and his/her family, and with experts in other professions, through this practice. Through such experiences, students are expected to enhance their qualities and awareness to the level required of experts in occupational therapy who are engaged in the fields of health care, medical service, and welfare. Furthermore, through their graduation research started in the third year, students are expected to acquire the ability to understand and organize problems related to professional areas, and to solve these problems based on such activities as examination, analysis, and experimentation. They also study the intent and significance of occupational therapy as an academic subject. Furthermore, "International Occupational Therapy Training Program" is offered as an elective required course, , designed to cultivate professionals with a global perspective.

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 time and acceptance conditions

Students are allocated to the Occupational Therapy Program in the first year. Students are expected to have mastered the subjects listed below up to high school level. Students designated by the Program of Health Sciences may have to take the subjects, "Foundation Physics for Life Science" or "Foundation Biology for Life Science." Students who enter through the admission office entrance system (continuing education to graduate school) are expected to enter the graduate school (Master' Course) after graduating from the bachelor course. Requirements for a student of Hiroshima

University who chooses this program are separately stipulated based on the provisions regarding transfer between schools and departments. The capacity (upper limit) of this Program is 30 students.

6. Obtainable qualification

Qualification for national examination for occupational therapists

- 7. Class subjects and their contents
- * For the class subjects, refer to the subject table in Attachment 1.
- * For the details of the class subjects, refer to the syllabus that is published for each academic year.
- 8. Academic achievement

The evaluation criteria are specified for each evaluation item for academic achievement, and the achievement level against the criteria is designated at the end of the semester.

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

The evaluation score for each evaluation item is converted to a numerical value (S = 4, A = 3, B = 2, and C = 1) and the evaluation standard for the study achievement, from the time the student entered the university to the end of the last semester, is determined using these values while applying weightings. The evaluation standards consist of three levels, i.e. Excellent, Very Good, and Good.

| Achievement evaluation | Numerical |
|----------------------------------|------------|
| | conversion |
| S (Excellent: 90 or more points) | 4 |
| A (Very good: 80 - 89 points) | 3 |
| B (Good: 70 - 79 points) | 2 |
| C (Passed: 60 - 69 points) | 1 |

- o Knowledge & understanding
- 1. Knowledge and understanding related to structure and functions of the human body
- 2. Knowledge and understanding related to causes of illnesses and pathologies
- 3. Knowledge and understanding related to the health and medical care system
- 4. Knowledge and understanding related to the academic background of occupational therapy
- 5. Knowledge and understanding related to communication in foreign languages
- o Abilities and skills
- 1. Abilities and skills for exploring human beings as workers based on the academic background of occupational therapy
- 2. Abilities and skills for integrating knowledge to solve issues with undertaking an occupation
- 3. Abilities and skills for identifying issues with undertaking an occupation based on evidence
- 4. Abilities and skills for communication with others and with experts in other professions
- 5. Abilities and skills for collecting and recording information required to give occupational therapy
- 6. Abilities and skills for planning and conducting an occupational therapy program
- o Comprehensive capabilities
- 1. The ability to take action based on ethical judgment regarding health and medical care
- 2. An inquisitive mind for medical and health care, welfare, and education, and the ability to get things done in occupational therapy
- 3. The abilities and attitude required to cooperate with others and experts in other professions as a member of a medical team
- 4. An ability for creative and scientific problem solving

- 9. Graduation thesis (graduation research) (meaning, student allocation, timing, etc.)
 - Meaning (purpose)

Students are expected to apply all the knowledge that they have learned regarding occupational therapy so far and consider how to contribute to a clinical situation (society) (consideration on clinical meaning of occupational therapy). In addition, they are expected to acquire the ability to solve problems based on scientific evidence and to foster an attitude and skills for improving their personal quality as a professional (establishment of professionalism).

- o Overview
 - ① Considerations on clinical meaning of occupational therapy

Students examine occupational therapy and its clinical meaning through literature based research according to their chosen topic.

- ② Experience of research activities based on scientific evidence and acquisition of required skills Students experience a program of research that consists of research planning, execution of research processes, preparation of the thesis, and oral presentation on the research topic, in order to acquire the fundamental knowledge, attitude, and skills required for research activities
- o Student allocation timing and method

Students submit a laboratory preference during the first semester of their third year, and fully allocated in the second semester. Based on the capacity limits provided by faculty members, students discuss and coordinate among themselves to adjust the number of students assigned to each laboratory. The final laboratory placements are officially determined after obtaining approval from the department faculty meeting.

10. Responsibility

Responsibility for PDCA (plan, do, check, and act) cycle

The processes of the PDCA cycle are conducted by the members of the Occupational Therapy committee and the committee of the Program of Health Sciences.

| | | | | Therapy | | | | | | Year | in which | the su | bject is t | aken (N | lote 1) | |
|---------------------------------|--|--|--------------|---------------------------------------|--------------------|--|---------------|-------------------|--------|------|----------|--------|------------|---------|---------|---------|
| Туре | | | | Subject Type | Required No. of | Class subjects,etc. | No. of | Type of course | 1st g | rade | 2nd g | grade | 3rd g | grade | 4th ş | grade |
| 1,700 | | | | Europe Type | credits | olass susjects, etc. | credits | registration | Spring | Fall | Spring | Fall | Spring | Fall | Spring | Fall |
| | | | P | eace Science Courses | 2 | | 2 | Elective/Required | | | 0 | | | | | |
| | from | Intr | oducti | on to University Education | 2 | Introduction to University Education | 2 | Required | 0 | | | | | | | <u></u> |
| | Basic Courses in University Education | Intr | oducto | ry Seminar for First-Year Students | 2 | Introductory Seminar for First-Year Students | 2 | Required | 0 | | | | | | | |
| | Bas | Adv | anced | Seminar | | | Free Elective | 0 | 0 | | | | | | | |
| | | Are | a Cour | ses | 8 | 2 or more subjects from Courses in Arts and Humanities/Social Sciences 2 or more subjects from Courses in Natural Sciences | lor2 | Elective/Required | 0 | 0 | | | | | | |
| | | | | | | Basic English Usage I | 1 | | 0 | | | | | | | |
| | | | e 2) | Communication Basis | 2 | Basic English Usage II | 1 | Required | | 0 | | | | | | |
| | | cts | English(Note | Communication I | 2 | Communication IA | 1 | Required | 0 | | | | | | | |
| ects | | ubje | dish | Communication 1 | 2 | Communication IB | 1 | nequired | 0 | | | | | | | |
| Subj | | ge S | Eng | Communication II | 2 | Communication IIA | 1 | Required | | 0 | | | | | | |
| ion | cts | ngu | | | | Communication IIB | 1 | | | 0 | | | | | | |
| ducat | ubje | ımon Subjects Foreign Language Subjects | | | | Basic Foreign Language I | 1 | | 0 | | | | | | | |
| rts Ec | S uou | oreig | Initial | Foreign Languages(Select one language | (0) | Basic Foreign Language II | 1 | Free Elective | 0 | | | | | | | |
| Liberal Arts Education Subjects | Common | H | from (| German, French, Chinese) | (0) | Basic Foreign Language III | 1 | Tiee Elective | | 0 | | | | | | |
| Libe | | | | | | Basic Foreign Language IV | 1 | | | 0 | | | | | | |
| | | | | | | Introduction to Information and Data Sciences | 2 | | 0 | | | | | | | |
| | | Info | rmatio | on and Data Science Courses | 6 | Ground zero programming | 2 | Required | | 0 | | | | | | |
| | | | | | | Fundamental Data Science | 2 | | | 0 | | | | | | |
| | | Hea | lth & | Sports Subjects | 2 | | 2 | Required | 0 | | | | | | | |
| | | Soci | ial Coo | peration Subjects | (0) | | 1 0r 2 | Free Elective | 0 | 0 | | | | | | |
| | | | | | 2 | Psychology for Medical Care Workers (Note 3) | 2 | Required | | 0 | | | | | | |
| | Basic S | ubjec | ts | | 2 | Foundation physics for life science | 2 | Elective/Required | 0 | | | | | | | |
| | | | | | | Foundation biology for life science | 2 | (Note 4) | 0 | | | | | | | |
| | Total of | Requ | ired & | Elective/Required subjects | 32 | | | · | | | | | | | | |
| total | Total of | Free | Electi | ve | 6 | (Note 5) | | · | | | | | | | | |
| | Total(Liberal Arts Education Subjects) | | | Education Subjects) | 38 | | | | | | | | | | | |

- Note 1: The semester indicated with a circle mark represents that in which students typically take the subject. If they have failed to earn the credit in the semester, it is allowed to take the subject after the semester. It is required to confirm the semester in which the subject is provided in the class schedule for liberal arts education subjects that is published for every academic year, because some subjects might be provided in another semester than that indicated in this document.
- Note 2: The credit for "Field Research in the English speaking World" that is earned through such activities as a short-term study abroad, and that for "Online English Seminar A" and "Online English Seminar B" that are earned through self-study, are accepted as the credit for English required for graduation (6 credits). Only one credit for each subject is accepted (it is not allowed to earn the credit for the same subject two or more times). Achievement in a foreign language skill test and language training might be accepted as a credit. For the details, refer to the description regarding English subjects in liberal arts education in the Student Handbook.
- Note 3: Only when failing to earn the credit for "Psychology for Medical Care Workers," the credit for the subject "Introduction to Psychology A" or "Introduction to Psychology B" is accepted as that for the disciplinary subjects required for graduation (2 credits).
- Note 4: The students designated by the Program of Health Sciences must take the subject "Foundation physics for life science," and/or "Foundation biology for life science,"
- Note 5: For free elective subjects, it is required to earn 6 or more credits in Area Courses, basic foreign language subjects, information subjects, health and sports subjects, and society-related subjects, as well as Basic Subjects that are not specified in the required subject table, in addition to the required credits.

Professional training subject study standard list

 \bigcirc Number is Required Subject

Program for Occupational Therapy

| | Subject | an | No.of | Type of course | | | | | e subje | | | |
|--------------------------------|---------------------------|---|---------|----------------------|--|--|-------|-------|----------|----------|----------|----|
| ype | type | Class subjects,etc | credits | registration | | grade | | grade | | grade | 4th g | _ |
| | | Anatomy I | 2 | required | sprin ② | Fall | sprin | Fall | sprin | Fall | sprin | F. |
| | | Anatomy II | 2 | required | <i>\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\</i> | (2) | | | | | | |
| | | Practice of anatomy I | 1 | required | | | (1) | | | | | |
| | | Practice of anatomy II | 1 | required | | | | 1 | | | | |
| | | Physiology I | 2 | required | 2 | | | | | | | |
| | | Physiology II | 2 | required | | 2 | | | | | | |
| | | Practice of Physiology | 1 | required | | | 1 | | | | | |
| | | Basic kinesiology for rehabilitation | 2 | required | | | 2 | (I) | | | | _ |
| | | Practice of kinesiology Developmental Disorders | 1 2 | required | | 2 | | 1 | <u> </u> | | | - |
| | | Introduction to rehabilitation sciences | 1 | required required | (1) | (2) | | | | | | |
| | | Pathology | 1 | required | (I) | | (1) | | | | | 1 |
| | | Internal medicine I | 2 | required | | | 2 | | | | | |
| | t | Internal medicine II | 2 | required | | | 9 | (2) | | | | |
| | ıbje | Rehabilitation for internal disorders | 2 | required | | | | | (2) | | | |
| | ns : | General Orthopedics for Rehabilitation | 2 | required | | | 2 | | | | | |
| | asic | Particular Orthopedics for Rehabilitation | 2 | required | | | | 2 | | | | |
| | l be | Neurology for rehabilitation | 2 | required | | | 2 | | | | | |
| | zec | Psychiatry for rehabilitation generalities- | 2 | required | | | | 2 | | | | |
| | iali | Psychiatry for rehabilitation particulars- | 2 | required | | | | | 2 | | | |
| | Specialized basic subject | Nutrition | 2 | required | <u> </u> | <u> </u> | 2 | | | <u> </u> | <u> </u> | L |
| | Š | Clinical pharmacology | 2 | required | | 1 | 2 | | | | | ₽ |
| | | Principles of Rehabilitation Interprofessional collaboration in healthcare | 1 | required | | 1 | | | | | (I) | ╀ |
| | | Statistics for health sciences | 2 | required | | | | | (2) | - | (I) | ╁ |
| | | Health Policies (Note 2) | 2 | required | | | | | (2) | (2) | | H |
| | | Social Welfare (Note 2) | 2 | Elective/Required | | | | (2) | | ٧ | | t |
| | | English for health sciences | 1 | Choice | | | 1 | | | | | t |
| | | Introduction to Epidemiology and Population Sciences | 2 | Choice | | | | 2 | | | | T |
| | | Global Health and Current Public Health Issues | 2 | Choice | | | | | 2 | | | Т |
| | | Undergraduate research opportunities program I | 1 | Choice | | 1 | | | | | | |
| | | Undergraduate research opportunities program I | 1 | Choice | | | 1 | | | | | |
| 23 | | Undergraduate research opportunities program Ⅲ | 1 | Choice | | | | 1 | | | | |
| 12. | | Undergraduate research opportunities program IV | 1 | Choice | | | | | 1 | | | L |
| me | | Undergraduate research opportunities program V | 1 | Choice | | | | | | 1 | | L |
| 1 | | Outline of occupational therapy | 1 | required | 1 | | | | | | | L |
| Specialized Education Subjects | | Occupational therapy management | 1 | required | | | | | | 1 | | L |
| ž n | | Practice of major crafts as occupational therapy media | 2 | required | | | 2 | | | | | 1 |
| 3 | | Practice of minor crafts as occupational therapy media | 1 | required | | (1) | | 2 | <u> </u> | | | ╀ |
| n n | | Outline of human occupation Theories and models in Occupational Therapy | 1 | required required | | (1) | | (1) | | | | ۲ |
| Ē | | Emergency Medicine and risk management | 1 | required | | | | (1) | | | | H |
| 3 | | Seminar of evaluation in activities of daily living | 1 | required | | | | · · | (I) | | | t |
| 2 | | Seminar of evaluation in activities of daily life performance | 1 | required | | | | | | (1) | | t |
| | | Seminar of community collaboration activities | 1 | required | | | | | | (1) | | T |
| | | Seminar of vocational rehabilitation | 1 | required | | | | | | 1 | | T |
| | | Seminar of community occupational therapy | 1 | required | | | | | | 1 | | T |
| | | Practice of occupational therapy assessment for physical dysfunction I | 2 | required | | | | 2 | | | | |
| | | Practice of occupational therapy assessment for physical dysfunction I | 2 | required | | | | | 2 | | | L |
| | | Neurorehabilitation | 1 | required | | | | | | 1 | | L |
| | ct | Behavior Change Studies | 1 | required | | | | | | 1 | | Ļ |
| | bje | Seminar of occulational therapy for physical dysfunction I | 1 | required | <u> </u> | <u> </u> | | | 1 | | <u> </u> | Ł |
| | ns | Seminar of occulational therapy for physical dysfunction II | 1 | required | | | | | (T) | 1 | | Ł |
| | zeo | Occupational therapy for internal disorders Prosthetics and orthotics | 1 | required required | | | | | (I) | - | - | t |
| | Specialized subject | Occupational therapy assessment for geriatric disorders | 1 1 | required | | | | (1) | T) | | | t |
| | eci | Seminar of occupational therapy for geriatric disorders | 1 | required | | | | T) | | (1) | | t |
| | $_{ m p}$ | Seminar of higher brain dysfunction I | 1 | required | | | | | (1) | · · | | t |
| | | Seminar of higher brain dysfunction I | 1 | required | | | | | ٠ | (1) | | t |
| | | Occupational therapy for psychiatric dysfunction | 2 | required | | | | 2 | | Ľ | | T |
| | | Seminar of Occupational Therapy for mental dysfunction | 1 | required | | | | | 1 | | | Γ |
| | | Seminar of occupational therapy for psychiatric dysfunction | 1 | required | | | | | | 1 | | Γ |
| | | Seminar of Occupational therapy assessment for developmental disorders | 1 | required | | | | 1 | | | | Ĺ |
| | | Seminar of occupational therapy for developmental disorders | 1 | required | <u> </u> | <u> </u> | | | 1 | <u> </u> | <u> </u> | Ļ |
| | | Intoroduction to research methods in occupational therapy I | 1 | required | <u> </u> | <u> </u> | | | 1 | | <u> </u> | Ł |
| | | Intoroduction to research methods in occupational therapy II Occupational therapy international training program (Note 4) | 1 | required | | | | | | 1 | | Ł |
| | | 31 3 | 4 | Elective/Required | - | | | | - | | | ł |
| | | Preliminary Research Practice (Note 4) Practice of community-based occupational therapy | 1 | required | | | | (1) | | | | t |
| | | Practice of clinical clerkship I | 2 | required | | | | U | | 2 | | t |
| | | Practice of clinical clerkship I | 2 | required | | | | | | 2 | - | t |
| | | Clinical practice I | 9 | required | | | | | | | (9) | t |
| | | Clinical practice II | 9 | required | | | | | | | 9 | t |
| Ì | Specializ | zed basic subject The number of the establishment units Required: 42 Elective | | | • | • | | | | • | . – | • |
| | | zed subject The number of the establishment units Required: 59 Elective/Re | | | | | | | | | | |
| Į | | | | | | | | | | | | _ |

Note1 It might not be allowed to take a practice and exercise subject when the student has not earned the credit(s) required for the exercise subject. (See the syllabus.)

 $Note 2 \quad Students \ must \ acquire \ two \ credits \ from \ two \ elective \ required \ courses \ in \ the \ "Basic Specialty \ Courses": Health \ Policies \ and \ Social \ Welfare.$

 $Note 3 \quad \text{For elective subjects, it is recommended to take subjects specified for Occupational Therapy Course.}$

Note4 For the required elective courses in the "Specialized subject" section, students must earn 4 credits from one course from "Occupational therapy international training program" and "Preliminary Research Practice".

Relationships between the evaluation items and evaluation criteria

| | Result of the learning | Evaluation standard | | | | | | | | | |
|-----------|--|--|---|---|--|--|--|--|--|--|--|
| | End-point | Excellent | Very Good | Good | | | | | | | |
| <u>8</u> | Knowledge and understanding related to structure and the function of the human body | | | | | | | | | | |
| rstanding | (2) Knowledge and understanding related causes of illness and pathologies | | | | | | | | | | |
| e & under | Knowledge and understanding related to health and | An examination based on objectives of occupational therapy program is conducted. She/he can fully explain and discuss with relevance to other related factors. | therapy program is conducted. She/he can partly explain | An examination based on objectives of occupational therapy program is conducted. She/he can explain the basics. | | | | | | | |
| Knowledge | Knowledge and understanding related to the academic background of occupational therapy | | | | | | | | | | |
| Α (| Knowledge and understanding related to communication in foreign language | | | | | | | | | | |

| | Result of the learning | Evaluation standard | | | | | | | | | |
|--------------------|---|---|--|---|--|--|--|--|--|--|--|
| | End-point | Excellent | Very Good | Good | | | | | | | |
| | (1) Abilities and skills for exploring human beings as workers based on the academic background of occupational therapy | | | | | | | | | | |
| | (2) Abilities and skills for integrating knowledge to solve issues with undertaking an occupation In 1. | An examination based on objectives of occupational herapy program is conducted. She/he can fully explain and discuss with relevance to other related factors. In practice and clearkship, I. She/He understands the purpose, and | An examination based on objectives of occupational therapy program is conducted. She/he can partly explain and discuss with relevance to other related factors. In practice and clearkship, 1. She/He understands the purpose, and | An examination based on objectives of occupational therapy program is conducted. She/he can explain the basics. In practice and clearkship, | | | | | | | |
| Abilities & skills | (3) Abilities and skills for identifying issues with undertaking an occupation based on evidence | can theoretically discuss about obtained results and can make a report. can discuss about unexpected results. can make and explan new hypothesis from the unexpected results. 2. She/He can answer more than 90% of questions regarding the practice and clearkship. | can theoretically discuss about obtained results and can make a report. can discuss about unexpected results. 2. She/He can answer more than 70% of questions regarding the practice and clearkship. | She/He understands the purpose and can theoretically discuss about obtained results and can make a report. She/He can answer more than 60% of questions regarding the practice and clearkship. | | | | | | | |
| Abilities | (4) Abilities and skills for communication with others and with experts in other professions | | | | | | | | | | |
| | (5) Abilities and skills for collecting and recording information required to give occupational therapy | Using the obrained knowledge, she/he can collect and record information necessary for occupational therapy oractice by her/himself. | Based on the obrained knowledge, she/he can collect and record information necessary for occupational therapy practice with small help of clinical practice trainer. | She/he has knowledge and can collect and record information necessary for occupational therapy practice with considerable help of clinical practice trainer. | | | | | | | |
| | 1(6) | Using the obrained knowledge, she/he can create occupational therapy programs by her/himself. | Based on the obrained knowledge, she/he can create occupational therapy program with small help of clinical practice trainer. | She/he has knowledge and can create occupational therapy programs with considerable help of clinical practice trainer. | | | | | | | |

| | | Result of the learning | | Evaluation standard | |
|----------------------------|-----|---|---|---|--|
| | | End-point | Excellent | Very Good | Good |
| | (1) | Acting power based on an ethical judgment in the health medical care | In clinical practice, she/he can make appropriate decision and action based on the ethics of health care. | She/he can make appropriate decision based on the ethics of health care. | She/he understands ethical judgments in health care. |
| | (2) | | An inquisitive mind toward problems in medical care, health, welfare, and education, and a positive attitude toward occupational therapy practice are routinely observed. | health, welfare, and education, and an attitude toward | An inquisitive mind toward problems in medical care, health, welfare, and education, and a motivation toward occupational therapy practice are observed. |
| Comprehensive capabilities | (3) | The abilities and attitude required to cooperate with others and experts in other professions as a member of a medical team | As a member of medical team, she/he can build a coorperative relationship with other professionals and can actively communicate with other members. In addition, she/he can take actions while following rules and manners of the team. | As a member of medical team, she/he can build a coorperative relationship with other professionals. In addition, she/he can take actions while following rules and manners of the team. | As a member of medical team, she/he can coorperatively interact with other professionals. |
| Compre | (4) | | She/he can investigate and evaluate results of the past research. She/he can extract problems that needs to be resolved to achieve an objective. She/he can make a plan to solve a problem. She/he can implement the plan. She/he can interpret and theoretically discuss results. She/he can interpret results and give presentation about them. She/he can create new hypotheses from obtained results. | 3. She/he can make a plan to solve a problem. 4. She/he can implement the plan. 5. She/he can interpret and theoretically discuss results. | She/he can investigate and evaluate results of the past research. She/he can extract problems that needs to be resolved to achieve an objective. She/he can make a plan to solve a problem. She/he can implement the plan. She/he can interpret and theoretically discuss results. |

Positioning of liberal arts education in the main program

In this Program, students study liberal arts subjects in the first year with other students in the other departments on Higashi Senda and Higashi Hiroshima Campuses, not only to acquire the fundamental knowledge and skills required to work as an occupational therapist in the areas of health care, medicine, and welfare, but also to develop themselves into flexible and creative people who will autonomously continue to study for whole their lives and acquire a wide ranging and profound intelligence, a global perspective with a desire for peace, and comprehensive judgment, which are required in or der to contribute to the development of occupational therapy.

| | | | | | | | 1) | (| 2) | ge and U | | (4) | | (5) | | 1) | (2 Weighte | | (3) | veies and | (4) | | 5) | (e Waighta | 3) | | 1) | (2) |) | (3) | | (4) |
|---------------------------------------|--|-----------|-----------------------------|------------------------|-------------------|---|---|--|----------|-----------------------------|--|---|--|--|----------|----------------------------|--|--|-----------------------------|--|--|--|---------------------|--|---|----------------|---------------------------------------|--------------------------|--|--|--|---|
| Subject assification | Subject Name | Credits | Type of course registration | Grade | Major Subjects | Weighte d values of evaluati on items in the subject | Weighte d values of evaluati o n items | Weighte d values of evaluati o n items in the subject | d values | of dv evaluati on eva | weight d valuation of evaluation on items the subjections. | es Weigh d value iti of evalua in on items | es of evaluati ti on items in | s Weighte d values i of evaluati n on items | evaluati | d values of evaluati | Weighte d values of evaluati o n items in the subject | Weighte of values of evaluati on items | of dv evaluati on eva | weighte d valuation of evaluation on item the subj | dues Weight d value ati of evalue s in o n items | es of evaluati ti on items in | Weighte d values | Weighte d values of evaluati o n items in the subject | Weighte d values of evaluati o n items | of evaluati | Weighte d values of evaluati | of evaluati on eitems in | Weighte d d values of everaluati on it items | of dvi valuati on eva tems in c | ighte d valuation of evaluation on items ems the subjection of the | es Weigh d value ati of evalua in on items |
| iberal Arts Education | Introductory Seminar for First-Year Students | 2 | Required | 1semester | | | | | | | | | | | | | | | | | | | | | | 25 | 1 | 25 | 1 | 25 | 1 25 | 1 |
| beral Arts Education beral Arts | Peace Science Courses | 2 | Elective/Required | 3semester 1semester | | | | | | | | | | | | | | | | | | | | | | 50 | 1 | 05 | 1 | 05 | 50 | _ |
| ducation beral Arts | Introduction to University Education Foreign Language Subjects | 6 | Required | 1.2semester | r | | | | | | | | 50 | 1 | | | | | | 50 | 0 1 | | | | | 25 | 1 | 25 | 1 | 25 | 1 25 | 1 |
| ducation beral Arts ducation | Introduction to Information and Data Sciences | 2 | Free Elective Required | 1·2semeste | + | | | | | | | | | | | | | | | | | | | | | | | | | | 100 | 1 |
| eral Arts lucation | Ground zero programming | 2 | Required | 1·2semeste | r | | | | | | | | | | | | | | | | | | | | | | | | | | 100 | 1 |
| eral Arts lucation | Fundamental Data Science | 2 | Required | 1·2semeste | r | | | | | | | | | | | | | | | | | | | | | | | | | | 100 | _ |
| beral Arts ducation beral Arts | Area Courses | 8 | Elective/Required | 1·2semeste | | | | | | | | | | | | | | | | | | | | | | | | | | | 100 | _ |
| ducation peral Arts | Health & Sports Subjects Social Cooperation Subjects | 2 1or2 | Required Free Elective | 1·2semeste | | | | | | | | | | | | | | | | | | | | | | | | | | | 100 | _ |
| ducation peral Arts | Psychology for Medical Care Workers | 2 | Required | 2semester | | 50 | 1 | 50 | 1 | | | | | | | | | | | | | | | | | | | | | | 100 | 1 |
| ducation eral Arts ducation | Foundation physics for life science | 2 | Elective/Required | 1semester | | 50 | 1 | | | | 50 | 1 | | | | | | | | | | | | | | | | | | | | |
| eral Arts ducation | Foundation biology for life science | 2 | Elective/Required | 1semester | | 50 | 1 | | | | 50 | 1 | | | | | | | | | | | | | | | | | | | | |
| lucation | Anatomy I | 2 | Required | 1semester | 0 | 100 | 1 | | | | | | | | | | | | | | | | | | | | | | | | | |
| ucation chanżea | Anatomy II | 2 | Required | 2semester | 0 | 100 | 1 | | | | | | | | | | | | | | | | | | | | | | | | | |
| lucation ecianzea | Practice of anatomy I | 1 | Required | 3semester | | | | | | | | | | | 100 | 1 | | | | | | | | | | | | | | | | |
| ducation ecianzea ducation | Practice of anatomy II Physiology I | 2 | Required | 4semester 1semester | 0 | 100 | 1 | | | | | | | | 100 | 1 | | | | | | | | | | | | | | | | |
| schanzea ucation | Physiology II | 2 | Required | 2semester | 0 | 100 | 1 | | | | | | | | | | | | | | | | | | | | | | | | | |
| dianzea ucation | Practice of Physiology | 1 | Required | 3semester | 0 | | | | | | | | | | 100 | 1 | | | | | | | | | | | | | | | | |
| ucation scianzea | Basic kinesiology for rehabilitation | 2 | Required | 3semester | 0 | 100 | 1 | | | | | | | | | | | | | | | | | | | | | | | | | |
| ucation chanted | Practice of kinesiology | 1 | Required | 4semester | 0 | | | | | | | | | | 100 | 1 | | | | | | | | | | | | | | | | |
| lucation echanizea | Developmental Disorders Introduction to rehabilitation sciences | 2 | Required | 2semester | 0 | 100 | 1 | | | | | | | | | | | | | | | | | | | | | | | | | |
| ucation cianzea ucation | Introduction to rehabilitation sciences Pathology | 2 | Required | 1semester 3semester | 0 | 100 | 1 | 100 | 1 | | | | | | | | | | | | | | | | | | | + | | | | |
| ecianzea lucation | Internal medicine I | 2 | Required | 3semester | 0 | | | 100 | 1 | | | | | | | | | | | | | | | | | | | \dashv | | | | |
| ecianzea ucation | Internal medicine II | 2 | Required | 4semester | 0 | | | 100 | 1 | | | | | | | | | | | | | | | | | | | | | | | |
| lucation | Rehabilitation for internal disorders | 2 | Required | 5semester | 0 | | | 100 | 1 | | | | | | | | | | | | | | | | | | | | | | | |
| lucation ecianzea | General Orthopedics for Rehabilitation | 2 | Required | 3semester | 0 | | | 100 | 1 | | | | | | | | | | | | | | | | | | | \Box | | | | |
| ducation ecianzea | Particular Orthopedics for Rehabilitation | 2 | Required | 4semester | 0 | | | 100 | 1 | | | | | | | | | | | | | | | | | | | _ | | | | |
| lucation edianzea lucation | Neurology for rehabilitation Psychiatry for rehabilitation *generalities* | 2 | Required | 3semester 4semester | 0 | | | 100 | 1 | | | | | | | | | | + | | | | | | | | | | | | | |
| ection ectionzea ducation | Psychiatry for rehabilitation 'generalities' Psychiatry for rehabilitation 'particulars' | 2 | Required | 5semester | | | | 100 | 1 | | | | | | | | | | | | | | | | | | | | | | | |
| ecianzea lucation | Nutrition | 2 | Required | 3semester | 0 | | | 100 | 1 | | | | | | | | | | | | | | | | | | | | | | | |
| cianzea ucation cianzea | Clinical pharmacology | 2 | Required | 3semester | 0 | | | 100 | 1 | | | | | | | | | | | | | | | | | | | | | | | |
| ucation diantea | Principles of Rehabilitation | 1 | Required | 2semester | 0 | | | | | | 100 | 1 | | | | | | | | | | | | | | | | | | | | |
| lucation ecianzea | Interprofessional collaboration | 1 | Required | 7semester | 0 | | | | | | | | | | | | | | | | | | | | | 25 | 1 | 25 | 1 | 25 | 1 25 | 1 |
| lucation ecianzea lucation | Health Policies Social Welfare | 2 | Elective/Required | 6semester 4semester | | | | | | | 1 | | | | | | | | | | | | | | | | | | | | | |
| deation deation | English for health sciences | 1 | Choice | 3semester | | | | | | 100 | • | | 100 | 1 | | | | | | | | | | | | | | | | | | |
| edianzea lucation | Statistics for health sciences | 2 | Required | 5semester | 0 | | | | | | | | | | | | 100 | 1 | | | | | | | | | | | | | | |
| ducation decianzed | Introduction to Epidemiology and Population Sciences | 2 | Choice | 4semester | | | | | | 50 | 1 | | 50 | 1 | | | | | | | | | | | | | | | | | | |
| ducation lecianizeu | Global Health and Current Public Health Issues | 2 | Choice | 5semester | | | | | | 50 | 1 | | 50 | 1 | | | | | | | | | | | | | | | | | | |
| ducation lecianzea | Undergraduate research opportunities program I Undergraduate research opportunities | 1 | Choice | 2semester | | | | | | | | | | | | | | | | | | | | | | 20 | 1 | 20 | 1 | | 60 | |
| ducation ecianzea ducation | program II Undergraduate research opportunities | 1 | Choice | 3semester 4semester | | | | | | | | | | | | | | | | | | | | | | 20 | 1 | 20 | 1 | | 60 | _ |
| ecianzea lucation | program III Undergraduate research opportunities program IV | 1 | Choice | 5semester | | | | | | | | | | | | | | | | | | | | | | 20 | 1 | 20 | 1 | | 60 | |
| ecianzea lucation | Undergraduate research opportunities program V | 1 | Choice | 6semester | | | | | | | | | | | | | | | | | | | | | | 20 | 1 | 20 | 1 | | 60 | 1 |
| ecianzea lucation ecimzea | Outline of occupational therapy | 1 | Required | 4semester | 0 | | | | | | 100 | 1 | | | | | | | | | | | | | | | | | | | | |
| ducation | Occupational therapy management | 1 | Required | 6semester | 0 | | | | | | | | | | | | | | | | | | | | | 100 | 1 | | | | | |
| ducation ecianzea | Practice of major crafts as occupational therapy media I Practice of minor crafts as occupational | 2 | Required | 3semester | 0 | | | | | | | | | | | | 100 | 1 | | | | | | | | | | | | | | |
| lucation ecianzea lucation | therapy media II Outline of human occupation | 2 | Required Required | 4semester 2semester | 0 | | | | | | 25 | 1 | | | | | 100 50 | 1 | | | | 25 | 1 | | | | | | | | | |
| edianzea lucation | Theories and models in Occupational Therapy | 1 | Required | 4semester | | | | | | | 100 | _ | | | | | | | | | | | | | | | | | | | | |
| ucation | Emergency Medicine and risk management | 1 | Required | 4semester | 0 | | | | | 100 | 1 | | | | | | | | | | | | | | | | | | | | | |
| ucation dianted | Seminar of evaluation in activities of daily living | 1 | Required | 5semester | 0 | | | | | | | | | | | | | | 50 | 1 | | 50 | 1 | | | | | | | | | |
| lucation edianżea | Seminar of management tool for daily life performance Seminar of community collaboration | 1 | Required | 6semester | 0 | | | | | | | | | | | | | | | 1 | | 30 | 1 | 30 | 1 | | | | | | | |
| ucation cianzea | activities | 1 | Required | 6semester | 0 | | | | | | | | | | | | | | | 1 | | 30 | 1 | 30 | 1 | | | | | | | |
| lucation ecianizea lucation | Seminar of vocational rehabilitation Seminar of community occupational therapy | 1 | Required Required | 6semester | 0 | | | | | | | | | | | | | | 40 | 1 | | 30 | 1 | 30 | 1 | | | \dashv | | | | |
| ucation | Practice of occupational therapy assessment for physical dysfunction I | 2 | Required | 4semester | 0 | | | | | | | | | | | | | | | 1 | | 50 | 1 | | | | | \dashv | | | | |
| dianżea ucation | Practice of occupational therapy assessment for physical dysfunction II | 2 | Required | 5semester | 0 | | | | | | | | | | | | | | 25 | 1 | | 50 | 1 | 25 | 1 | | | | | | | |
| ecianzea lucation ecianzea | Neurorehabilitation | 1 | Required | 5semester | | | | | | | | | | | | | | | | 1 | | 50 | 1 | 25 | 1 | | | | | | | |
| lucation ecianzea | Behavior Change Studies Seminar of occupational therapy for | 1 | Required | 5semester | 0 | | | | | | | | | | | | | | 25 | 1 | | 50 | 1 | 25 | 1 | | | | | | | |
| ducation lecianzea | physical dysfunction I Seminar of occupational therapy for | 1 | Required | 5semester 6semester | 0 | | | | | | | | | | | | | | | | | 50 50 | 1 | 50 50 | 1 | | | | | | | |
| lucation echanized lucation | physical dysfunction II Occupational therapy for internal disorders | 1 | Required | 5semester | 0 | | | | | | | | | | | | | | 25 | 1 | | 50 | 1 | 50 25 | 1 | | | | | | | |
| ucation | Prosthetics and orthotics | 1 | Required | 5semester | 0 | | | | | | | | | | | | | | 25 | 1 | | 50 | 1 | 25 | 1 | | | | | | | |
| ecianzea lucation ecianzea | Occupational therapy assessment for geriatric disorders | 1 | Required | 4semester | 0 | | | | | | | | | | | | | | 100 | 1 | | | | | | | | | | | | |
| ucation dianżea | Seminar of occupational therapy for geriatric disorders | 1 | Required | 6semester | 0 | | | | | | | | | | | | | | | 1 | | 30 | 1 | 30 | 1 | | | | | | | |
| ucation cianżea | Seminar of higher brain dysfunction I | 1 | Required | 5semester | 0 | | | | | | | | | | | | | | | 1 | | | | | | | | | | | | |
| ucation cianżea | Seminar of higher brain dysfunction II Occupational therapy for psychiatric | 2 | Required | 6semester 4semester | 0 | | | | | | | | | | | | | | 100 | 1 | | 30 | 1 | 30 | 1 | | | | | | | |
| lucation ediantea lucation | dysfunction Mental disorder occupational therapy | 1 | Required | 4semester 5semester | | | | | | | | | | | | | | | 50 | 1 | | 50 | 1 | | | | | | | | | |
| ecianzea ucation | evaluation studies Seminar of occupational therapy for psychiatric dysfunction | 1 | Required | 6semester | 0 | | | | | | | | | | | | | | | | | 50 | 1 | 50 | 1 | | | | | | | |
| ducation | Occupational therapy assessment for developmental disorders | 1 | Required | 4semester | 0 | | | | | | | | | | | | | | 100 | 1 | | | | | | | | | | | | |
| ducation decianzea | Seminar of occupational therapy for developmental disorders | 1 | Required | 5semester | 0 | | | | | | | | | | | | | | 40 | 1 | | 30 | 1 | 30 | 1 | | | | | | | |
| ducation Sectionized | Intoroduction to research methods in occupational therapy I Intoroduction to research methods in | 1 | Required | 5semester | 0 | | | | | | | | | | | | | | | | | | | | | | | 50 | 1 | | 50 | |
| ducation Sectionized | Intoroduction to research methods in occupational therapy II Occupational therapy international training | 1 | Required | 6semester | | | | | | | | | | | | | | | | | | | | | | -0.5 | | 50 | 1 | 00 | 50 | |
| ducation decianzea ducation | program | 4 | Elective/Required | 8semester 8semester | | | | | | | | | | | | | | | | | | | | | | 20 | 1 | 20 | 1 | 20 | 1 40 | |
| ecianzea lucation | Preliminary Research Practice Practice of community based occupational | 1 | Required | 8semester 4semester | | | | | | 20 | 1 | | | | | | | | | | | | | | | 20 | 1 | 20 | | 20 | 1 20 | |
| cianżea ucation | Practice of clinical clerkship I | 2 | Required | 6semester | | | | | | | | | | | | | | | 20 | 1 | | 20 | 1 | | | 15 | 1 | 15 | | | 1 15 | |
| ediánžea | Practice of clinical clerkship II | 2 | Required | 6semester | 0 | | | | | | | | | | | | | | | 1 | | 20 | 1 | | | 15 | 1 | 15 | | | 1 15 | |
| ucation cianzea | | | | | + | | | | | | | _ | | | | | | | | _ | | _ | | | | | | | | | | |

Curriculum Map of Program for Occupational Therapy

| the result learning | of Program for Occ | 1st | grade | | | 2nd | grade | | | 3rd | grade | 4th | grade | |
|---|---|---|---|---|--|--|--|---|--|---|---------------------------|-----------------------------|-----------------|------------------|
| the learning point end point | Spring 1Term | semester 2Term | Fall s 3Term | emester 4Term | Spring 1Term | semester 2Term | Fall: | semester 4Term | Spring 1Term | g semester 2Term | Fall semester 3Term 4Term | Spring semester 1Term 2Term | Fall s 3Term | emester 4Term |
| | Foundation physics for life science(O) | Social Cooperation Subjects(Δ) | Fundamental Data Science (○) | Fundamental Data Science (○) | | Peace Science Courses (O) | | | | | | | | |
| | Foundation biology for life science(O) | Health & Sports Subjects(♥) | Ground zero programming (○) | Ground zero programming (○) | | | | | | | | | | |
| | Introduction to Information and Data Sciences(@) | | Social Cooperation Subjects (Δ) | Social Cooperation Subjects(Δ) | | | | | | | | | | |
| Ability for scientific and creative solution to the problem | Social Cooperation Subjects (Δ) | | Health & Sports Subjects(♥) | Health & Sports Subjects(♥) | | | | | | | | | | |
| | Health & Sports Subjects(♥) | | Statistics(©) | | | | | | | | | | | |
| | Foundation Mathematics for Health Science (O) | | Psychology for Medical Care Workers(⊜) | | | | | | | | | | | |
| | Introduction to University Education (©) | | | | | | | | | | | | | |
| | Anatomy I(♥) | Anatomy I(⊕) | Anatomy II (♥) | Anatomy II (♥) | Basic kinesiology for rehabilitation (⊕) | Basic kinesiology for rehabilitation (⊕) | Practice of anatomy II (⊜) | Practice of anatomy II (⊕) | | | | | | |
| Knowledge, understanding | Physiology I(⊗) | Physiology I(S) | Physiology II (♥) | Physiology II (⊜) | Nutrition(®) | Nutrition(⑤) | Practice of kinesiology(⊗) | Practice of kinesiology(⊗) | | | | | | |
| knowledge, understanding | | | Developmental disorders (③) | Developmental disorders (⑤) | Practice of anatomy I(⊚) | Practice of anatomy I(⊚) | | | | | | | | |
| | | | | | Practice of Physiology(©) | Practice of Physiology(⑤) | | | | | | | | |
| | | | Principles of Rehabilitation(⊚) | Principles of Rehabilitation (③) | Pathology(⊜) | Pathology(©) | Internal medicine II(©) | Internal medicine II(@) | Rehabilitation for internal disorders (③) | Rehabilitation for internal disorders (③) | | | | |
| | | | | | Internal medicine I(⊕) | Internal medicine I(@) | Particular Orthopedics for Rehabilitation (③) | Particular Orthopedics for Rehabilitation (⊜) | Psychiatry for rehabilitation - particulars (③) | Psychiatry for rehabilitation · particulars (③) | | | | |
| Knowledge, understanding about an etiology and the condition of a patient | | | | | General Orthopedics for Rehabilitation(♥) | General Orthopedics for Rehabilitation (③) | Psychiatry for rehabilitation - generalities ((②) | Psychiatry for rehabilitation - generalities (③) | | | | | | |
| or a patient | | | | | Neurology for rehabilitation (@) | Neurology for rehabilitaion(@) | | | | | | | | |
| | | | | | Clinical pharmacology (③) | Clinical pharmacology(♥) | | | | | | | | |
| | | | | | | | Social Welfare(O) | Social Welfare(Q) | Global Health and Current Public Health Issues(△) | Global Health and Current Public Health Issues(Δ) | | | | |
| Knowledge, understanding | | | | | | | Introduction to Epidemiology and Population Sciences (Δ) | Introduction to Epidemiology and Population Sciences(Δ) | Global Health and Current Public Health Issues(△) | Global Health and Current Public Health Issues(Δ) | Health Policies (O) | | | |
| about health, the medical system | | | | | | | | | Statistics for health sciences (Δ) | Statistics for health sciences (Δ) | | | | |
| | | | | | | | | | | | | | | |
| | Basic English Usage I(⊜) | Basic English Usage I(⊜) | Basic English Usage II(⊗) | Basic English Usage II(⊗) | | | | | | | | | | |
| Knowledge, understanding about the | Communication IA(♥) | Communication IA(⑤) | Communication IIA(**) | Communication IIA(③) | | | | | | | | | | |
| communication with the foreign language | Communication IB(♥) | Communication IB(⑤) | Communication IIB(③) | Communication IIB(@) | | | | | | | | | | |
| | Basic Foreign Language $I(\Delta)$ | Basic Foreign Language $I(\Delta)$ | Basic Foreign Language $\Pi(\Delta)$ | Basic Foreign Language $\Pi(\Delta)$ | English for health sciences (Δ) | English for health sciences (Δ) | Introduction to Epidemiology and Population Sciences (Δ) | Introduction to Epidemiology and Population Sciences (Δ) | | | | | | |
| Academic Background of Occupational Therapy | Outline of occupational therapy | | | Outline of human occupation | | | Outline of occupational therapy | | | | | | | |
| Creative work | | | | | Practice of major crafts as occupational therapy media(③) | Practice of major crafts as occupational therapy media(©) | Practice of minor crafts as occupational therapy media(⑤) | Practice of minor crafts as occupational therapy media(⑤) | | | | | | |

Curriculum Map of Program for Occupational Therapy

| Result of t | the result learning | of Program for Occ | | 1st grade | | | 2nd | grade | | | 3rd | grade | | | 4th | grade | |
|--------------|---|--|-------------------|--|--|--|--|---|--|---|---|--|---|--------------------------|---------------------------------|---|---|
| of t | the learning | Spring 1Term | semester 9Torm | Fall s 3Term | emester 4Term | Spring 1Term | semester 2Term | Fall 3Term | semester 4Term | Spring 1Term | semester 9Torm | Fall: | semester 4Term | Spri 1Term | ng semester 2Term | Fall s 3Term | emester 4Town |
| End-p | ooint end-point | Herm | 2Term | Sterm | 41 crm | Herm | 21erm | | Practice of occupational therapy assessment for physical dysfunction I (@) | | Practice of occupational therapy assessment for physical dysfunction II (©) | Seminar of home-based activities of daily living(③) | Seminar of home-based activities of daily living(③) | Clinical practice I (②) | Clinical practice H(@) | sterm | 41crm |
| | Occupational Therapy | | | | | | | Seminar of occupational therapy for developmental disorders (©) | Seminar of occupational therapy for developmental disorders (©) | Seminar of evaluation in activities of daily living(⊜) | Seminar of evaluation in activities of daily living (⊜) | Seminar of leisure related activities (③) | Seminar of leisure related activities(③) | | | | |
| kills | Evaluation | | | | | | | Occupational therapy assessment for developmental disorders(©) | Occupational therapy for psychiatric dysfunction(@) | Seminar of occupational therapy for psychiatric dysfunction(@) | Seminar of occupational therapy for psychiatric dysfunction(@) | Seminar of vocational related activities(③) | Seminar of vocational related activities(③) | | | | |
| lities and S | | | | | | | | Occupational therapy assessment for geriatric disorders(©) | Occupational therapy assessment for geriatric disorders (③) | | | for physical dysfunction II () | Seminar of occulational therapy for physical dysfunction II (⊗) | | | | |
| Abi | | | | | | | | | | Seminar of occulational therapy for physical dysfunction I (Musculoskeletal system) (②) | Seminar of occulational therapy for physical dysfunction I (Musculoskeletal system) (©) | assessment for physical | Practice of occupational therapy assessment for physical dysfunction II (Gerebrovascular system) (©) | | | | |
| | | | | | | | | | | Seminar of higher brain dysfunction I (@) | Seminar of higher brain dysfunction I (@) | Seminar of higher brain dysfunction II (♠) | Seminar of higher brain dysfunction II (⊜) | | | | |
| | | | | | | | | | | Seminar of occupational therapy for developmental disorders (©) | Seminar of occupational therapy for developmental disorders(©) | Seminar of occupational therap for geriatric disorders (⊜) | Seminar of occupational therapy for geriatric disorders (③) | , | | | |
| | | | | | | | | | | Occupational therapy for internal disorders (©) | | | Seminar of occupational therap; for psychiatric dysfunction (@: | , | | | |
| | Planning of occupational therapy programs | | | | | | | | | Prosthetics and orthotics (@) | | Seminar of applied community- based occupational therapy(O) | Seminar of applied community- based occupational therapy(O) | | | | |
| | | | | | | | | | | | | Seminar of management tool for daily life performance (©) | Seminar of management tool for daily life performance (@) | | | | |
| | | | | | | | | | | | | Seminar of community collaboration activities (**) | Seminar of community collaboration activities (**) | | | | |
| | | | | | | | | | | | | Seminar of vocational rehabilitation(@) | Seminar of vocational rehabilitation(@) | | | | |
| | | | | | | | | | | | | Neurorehabilitation(@) | Behavior Change Studies (@) | | | | |
| | Practice of occupational therapy in | | | | | | | Practice of community-based occupational therapy (©) | | | | Practice of Clinical Clerkship I (⑤) | | Clinical practice I (@) | | | |
| | medical facilities, etc. | | | | | | | | | | | Practice of Clinical Clerkship II (♥) | | Clinical practice II (♥) | | | |
| | Ethics in Health Care | | | | | | | | | | | Occupational therapy management (@) | | | | | |
| Genera | Scientific solutions to problems in the | | | | | | | | | Interoduction to research methods in occupational therapy I (@) | | Interoduction to research methods in occupational therapy II() | Interoduction to research methods in occupational therapy II() | | | Preliminary Research Practice (Δ) | Preliminary Research Practic (Δ) |
| | fields of medicine, health, welfare and education | Introduction to rehabilitation sciences(@) | | Undergraduate research opportunities program $I(\Delta)$ | Undergraduate research opportunities program $I(\Delta)$ | Undergraduate research opportunities program $\Pi(\Delta)$ | Undergraduate research opportunities program $\Pi(\Delta)$ | Undergraduate research opportunities program $\mathrm{HI}(\Delta)$ | Undergraduate research opportunities program $\mathrm{HI}(\Delta)$ | Undergraduate research opportunities program $IV(\Delta)$ | Undergraduate research opportunities program $IV(\Delta)$ | Undergraduate research opportunities program $V(\Delta)$ | Undergraduate research opportunities program $V(\Delta)$ | | | Occupational therapy international training programs (Δ) | Occupational therapy international training program (Δ) |
| | Ability to collaborate and work with people from a variety of professions | Liberal Arts Seminar(©) | | | | | | Emergency Medicine and risk management () | Emergency Medicine and risk management (@) | | | | | | Interprofessional collaboration | | |

Faculty member list

| name | Position | Laboratory name |
|--------------------|------------------------|---|
| Hikari Kirimoto | Professor | Sensorimotor Neuroscience |
| Hitoshi Okamura | Professor | Psychosocial Rehabilitation |
| Toru Sunagawa | Professor | Analysis and Control of Upper Extremity Function |
| Hideaki Hanaoka | Professor | Gerontological and Community-Based Occupational Therapy |
| Mitsunori Miyazaki | Associate Professor | Integrative Physiology |
| Fumiko Kaneko | Lecturer | Psychosocial Rehabilitation |
| Kazuya Saita | Assistant Professor | Psychosocial Rehabilitation |
| Shota Date | Assistant Professor | Integrative Physiology |
| Mineko Wada | Assistant Professor | Gerontological and Community-Based Occupational Therapy |