

Undergraduate School & Graduate School

NIIGATA UNIVERSITY OF HEALTH AND WELFARE

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Message from the President

As the President of the Niigata University of Health and Welfare, it is my great pleasure to introduce our university to you. Our university was established in 2001 and the spirit of its foundation is to cultivate “effective QOL supporters”, health care professionals who can assist and enrich Quality of Life of their clients in the field of comprehensive health care systems of Japan and throughout the world.

Our Undergraduate School now has six Faculties (Rehabilitation Sciences, Medical Technologies, Health Sciences, Nursing, Social Welfare, and Healthcare Management) and 13 Departments. The total number of students is about 4,500 and they are taking a wide variety of courses in these Departments.

The Graduate School was opened in 2005, and now has four master’s courses with majors in Medical and Rehabilitation Sciences (Master of Medical Science / Rehabilitation Science), Health Sciences (Master of Health Science / Science in Nursing), Social Welfare (Master of Social Work), and Health Informatics and Business Administration (Master of Health Informatics and Business Administration). In addition, the Graduate School has one doctoral course with a major in Health and Welfare (Doctor of Health Science). As of July 1, 2020, there are 98 students in the master’s courses and 52 in the doctoral course.

Our faculty members and staff have been making enormous efforts as “One Team” in “One Campus” to foster effective QOL supporters. To this end, a great emphasis has been placed on Interprofessional Education (IPE) in the university curriculum since its foundation because IPE is regarded as the most effective way to have the students learn team approach beyond borders among Departments.

We would like to encourage students with scientific interests in professional health care to participate in actual fields of health care as “effective QOL supporters” in the future. We have been promoting worldwide collaborative research with professionals abroad, especially with those of Asian countries. We are looking forward to producing scientific achievements with international communities of health care professionals who share a common interest in health science and care.

Masatoyo Nishizawa , MD, PhD

President of Niigata University of Health and Welfare



Voices of International Students

No. 1

Sa Rigai from China

Hello, everyone, my name is Sa Rigai. I came from Inner Mongolia, China. I graduated from the Inner Mongolia University of Medical, majoring in nursing. When I was a university student, I got a preliminary understanding of midwifery through the clinical training in hospitals and had a strong interest in that field. After the graduation, I decided to study in Japan to deepen my knowledge.

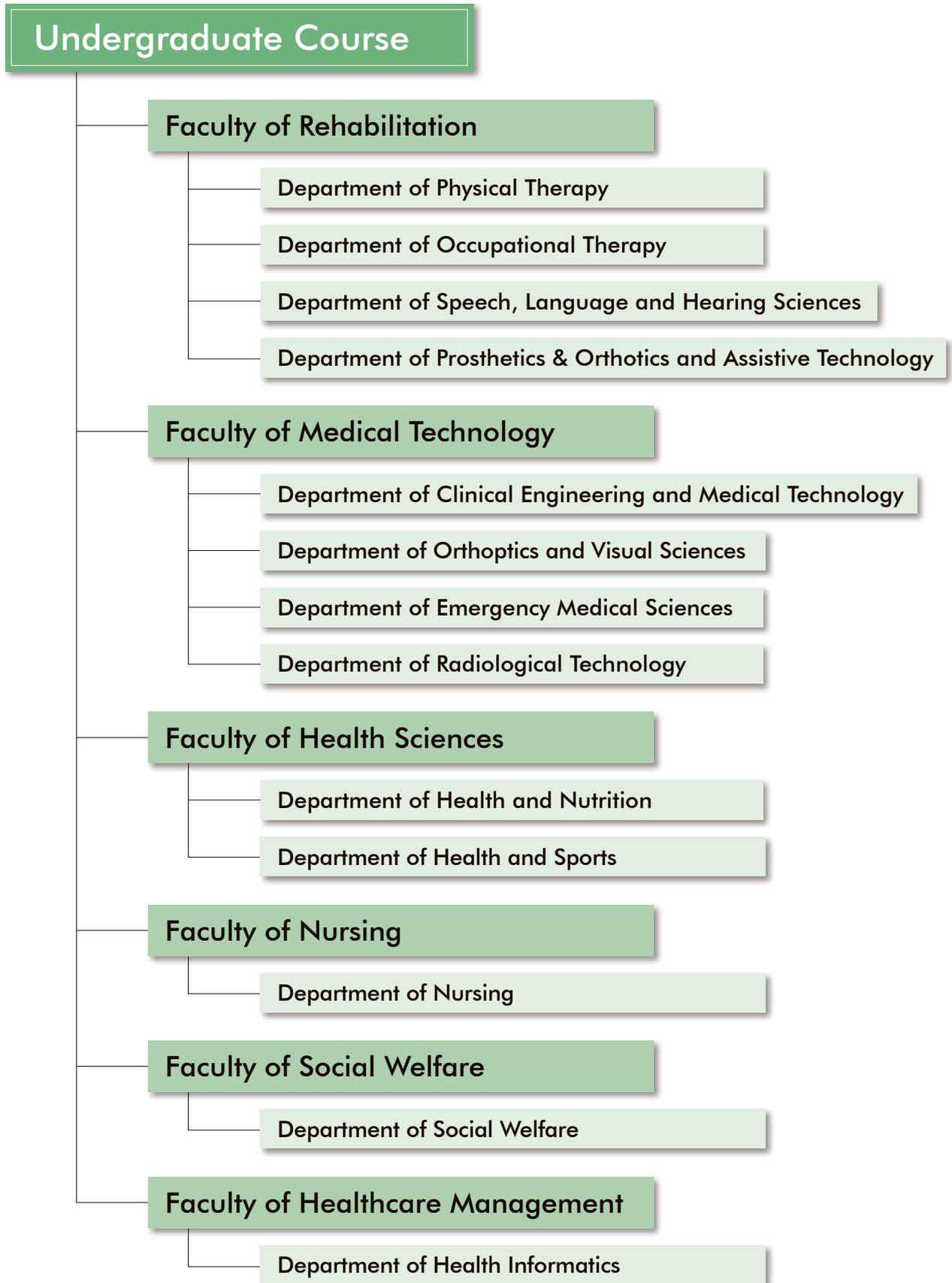
When I studied Japanese language in Tokyo, I was so lucky to meet one of the staff of Niigata University of Health and Welfare. She introduced me to a brilliant professor from the Department of Nursing. I was so happy to know the serious and thoughtful teacher.

Now I am a research student and preparing to attend graduate school. I hope that I can get my master's degree successfully and go back to my country to work as a midwife. I really like the learning environment here in Niigata. I am truly grateful for this opportunity to study in Niigata University of Health and Welfare. I will study hard to live up to the teachers' expectations.



2. Undergraduate School

2.1. Structural Chart





2.2. Department of Physical Therapy

2.2.1. Objectives

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

2.2.2. Characteristics of the Curriculum

Students have many opportunities to be involved in various research fields including:

- 1) Three-dimensional motion analysis
- 2) Injured prevention and treatment for athletes
- 3) Structural and functional anatomy
- 4) Brain function in motion, perception, and emotion
- 5) Histology of neuromuscular system; and
- 6) Pain Research.

Our department has labs equipped with superb instruments such as VICON for motion analysis, TMS/tDCS and gene analysis system for brain function, AMTI force plates/BIODEX/ultrasound image apparatus for athlete support, fluorescence microscope for histological study, and the animal experiment facility for electrophysiological study. These facilities are accessible to students for the purpose of hands-on training and research projects.

From the very beginning of the academic year, students are divided into small groups. A faculty member is assigned to each group and gives them advice on every aspect of their campus life. In order to maximize the competency of students in clinical settings, we adopt the Objective Structured Clinical Examination (OSCE) in our curriculum. Students need to establish communication with 'simulated' patients and demonstrate necessary clinical skills in front of examiners.

2.2.3. Qualifications and Careers

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

2.2.4. International Activities

In order to have our students see physical therapy from much wider perspectives, we annually take them to such foreign countries as the U.S.A, the Philippines, and Australia.





2.3. Department of Occupational Therapy

2.3.1. Objectives and Characteristics of the Curriculum

The objective of our program is to nurture competent Occupational Therapists (OTRs). Toward this goal, our curriculum is stratified to make gradual development of professional competency possible. This is built for the students to proceed from basics to professional knowledge and skills. This concept is depicted in Fig.1. Ultimately, through graduation thesis writing, students will build the necessary skills not only as a clinician but also as a researcher.

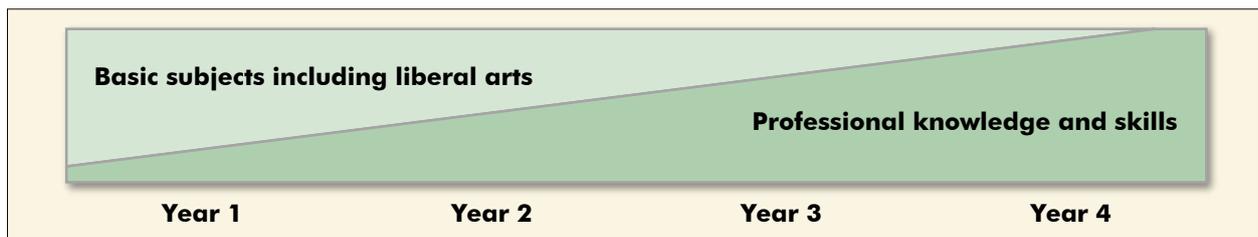


Fig. 1 Characteristics of the Curriculum

2.3.2. Qualifications and Careers

Upon successful completion of our program, including nearly 1,000 hours of fieldwork, students are eligible for the national licensure examination for OTR. As a result of careful educational practice, our exam pass rate has been over 90% in the last five years. Our alumni work in a variety of areas including medical agencies, healthcare centers, assisted-living facilities, and domiciliary care. Our graduate school is also one of the choices available for the graduates.

2.3.3. International Activities

Until now we have conducted international exchange programs with two foreign universities, namely, Mid-Western University at Phoenix, Arizona, USA, and Queen's University, Kingston, Ontario, Canada. We offer students opportunities to meet OTRs in other countries. Each program provides the students with rewarding experiences and the hope for their career in the future. In addition, we aim to improve their English-speaking skills through interactions with students of these universities.



NUHW students visiting a children's OT room at Hotel Dieu Hospital, Kingston (Sep, 2016)



OT Delegation from Queen's University (July, 2018)



2.4. Department of Speech, Language, and Hearing Sciences

2.4.1. Objectives

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

2.4.2. Characteristics of the Curriculum

Our program focuses on acquiring knowledge about the basic and clinical medicine as well as a wide range of special subjects. Our clinical training offers the students opportunities for on-site experiences in which they can practice what they have learned through the coursework. The training is conducted on and off the campus.

2.4.3. Qualifications and Careers

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

2.4.4. International Activities

Our international program provides students with opportunities to visit educational institutions, university hospitals, and other clinical facilities in the United States that specialize in speech/language and hearing impairments. This exchange program helps the participants renew and enlarge their perspectives on the profession of speech-language pathology and/or audiology through firsthand observation of the advanced technology in this field.





2.5. Department of Prosthetics & Orthotics and Assistive Technology

2.5.1. Objectives

The number of elderly people in Japan is growing rapidly. Therefore, to maintain and improve their quality of life (QOL) is the most urgent issue for our society. For this purpose, we need quite a number of health care professionals who know much about assistive devices, who are able to evaluate the capabilities of physically disadvantaged people, and who can communicate effectively with their families and other professionals. The objective of our department is to help the students become such health care professionals.

2.5.2. Characteristics of the Curriculum

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

This department has been certified to be in "ISPO Category I", which is the highest standard of educational institutions for training prosthetists and orthotists by the International Society of Prosthetics and Orthotics (ISPO). This is the first certification awarded to a Japanese university.



2.5.3. Qualifications and Careers

Our students aim to qualify to take the national examination for certified prosthetists and orthotists, and Assistive Products Consultants, Assistive Products Planner, and Housing Environment Coordinator for Elderly and Disabled People. By doing so, our graduates have received many job offers from a wide range of welfare facilities, such as welfare centers, assistive care centers, hospitals, rehabilitation centers, car industries, house industries, and so on.

2.5.4. International Activities

We have some international programs of short-term visits to foreign countries, where we visit several universities, welfare facilities, and manufactures, including the largest companies in the P&O field. We also promote research cooperation with the Sirindhorn National Medical Rehabilitation Centre (SNMRC) in Thailand on motion analysis and National Taipei Veterans General Hospital in Taiwan on prosthetics and orthotics.



2.6. Department of Clinical Engineering and Medical Technology

2.6.1. Objectives

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

2.6.2. Characteristics of the Curriculum

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

2.6.3. Qualification and Careers

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

2.6.4. International Activities

We provide students with opportunities to meet clinical engineers and medical technologists in other countries. We especially aim to enhance their foreign-language skills through students' exchanges.





2.7. Department of Orthoptics and Visual Sciences

2.7.1. Objectives

The Department of Orthoptics and Visual Sciences aims to nurture health professionals with the national license for certified orthoptists, and the public qualification for the accompanying supporters for the visually impaired. Our department trains orthoptists who are able to manage a wide range of issues including the increasing number of people with visual impairments.

2.7.2. Characteristics of the Curriculum

In order to develop reliable skills in ophthalmologic examination techniques, we offer practical and extensive on-campus trainings conducted in small groups and step-by-step progressive off-campus internship programs in a variety of clinical institutions. To foster sophisticated research skills, students are required to write a graduation thesis on themes that meet the needs of society. Supplementary courses to secure the success in the national examination for certified orthoptists are also provided.

2.7.3. Qualifications and Careers

Students are able to acquire the public qualification for the accompanying supporters for the visually impaired, and all graduates are eligible to take the national examination for certified orthoptists.

2.7.4. International Activities

Special lectures were given on the state-of-the-art artificial retina by Prof. Eberhart Zrenner from the Institute for Ophthalmic Research, University of Tübingen, Germany, and also on the optometry education in New Zealand by Mr. Andrew Kim, an undergraduate from the University of Auckland, New Zealand. Furthermore, we are conducting a joint research project with the University of Tübingen, and are currently planning study tours for our students to a variety of universities abroad.





2.8. Department of Emergency Medical Sciences

2.8.1. Objectives

The major purposes of this course are:

- 1) To acquire a paramedic license, and
- 2) To pass the employment examination for public servants in response to the requests of students.

2.8.2. Characteristics of the Curriculum

A paramedic is a healthcare professional in the pre-hospital setting, working mainly at a fire station as a member of the ambulance crew.

In Japan, paramedics are authorized to perform the following procedures during resuscitation in accordance with the physician's instructions:

- 1) The use of suprapharyngeal airway devices, and
- 2) Ringer's lactate infusion.

Specially trained/certified paramedics can use the tracheal tubes under limited indication criteria to patients with cardiac arrest since July 2004, and the intravenous adrenaline or epinephrine since April 2006. Recently, they can also use glucose solution to hypoglycemic patients and Ringer's lactate infusion to patients in a state of shock. At all fire departments, each ambulance is usually boarded by three or more emergency medical technicians, including at least one paramedic.

Through our curriculum, therefore, students are required to acquire such technical skills and emergency medical knowledge of medical practice implementations. In addition, they must be able to properly determine a hospital that accepts an emergency patient.

2.8.3. Qualifications and Careers

In order to obtain a paramedic license, students need to pass the national exam, and if they want to become public servants such as firefighting officials, they need to pass the employment examination for public servants.

2.8.4. International Activities

Our course will provide students with opportunities to attend overseas training programs and have hands-on experiences at emergency institutions such as fire stations and ambulance companies in Los Angeles, California, and other countries. We strongly believe it is truly helpful for students to compare paramedic systems of Japan and other countries.



2.9. Department of Radiological Technology

2.9.1. Objectives

Our educational goals are to cultivate professional radiological technologists who have the knowledge of medical radiological technology, nuclear medicine technology, radiation therapeutic technology, radiation protection, radiation safety and medical physics.

2.9.2. Characteristics of the Curriculum

In order to develop the students' knowledge of professional technology, our teaching program is mainly focused on studying radiological technology, image interpretation (detection of abnormal findings etc.) and related theories. There is also some complementary laboratory work focusing on applying knowledge to practice and deepening theoretical understanding. At the end of the program, all the students are expected to have acquired sufficient knowledge to pass the national licensing examinations of radiological technologists.

2.9.3. Qualifications and Careers

Our department prepares students for a number of careers upon graduation. They may practice as radiological technologists in public/private hospitals, clinics, and health care centers or work at private medical equipment companies or biotechnology companies. And most importantly, students will be fully supported by our department to secure an employment of their own choice.

2.9.4. International Activities

We provide students with opportunities to meet radiological technologists or radiographers in other countries. In 2018, our department entered into an exchange agreement with Mahidol University in Bangkok, Thailand. Students have been there to study cross-cultural communication.





2.10. Department of Health and Nutrition

2.10.1. Objectives

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

2.10.2. Characteristics of the Curriculum

Most of our academic disciplines comprise compulsory subjects that are studied over a course of four years.

In the first and second year, students are offered subjects such as:

- 1) Biochemistry
- 2) Basic Medicine
- 3) Clinical Medicine
- 4) Anatomy and Physiology
- 5) Food Science, and
- 6) Cookery Science.

In the third and fourth year, more specialized subjects are learned such as:

- 1) Nutrition
- 2) Public Health Nutrition
- 3) Clinical Nutrition
- 4) Food Service Management
- 5) Nutrition Educational Methodology, and
- 6) Research Practicum.

In the second year, students also take Interprofessional Basic Seminar which aims to

promote collaboration with peers from other departments. To acquire practical ability, students in the third year are offered both Objective Structured Clinical Examination (OSCE) by simulated patients, and Compulsory Practicum for a total of 10 weeks in such places as hospitals, nursing facilities, administrative agencies, companies, and schools.

2.10.3. Qualifications and Careers

The department expects students to graduate with qualifications as registered dietitians, food specialists, supplement advisers, licensed dietitians, and licensed teachers of nourishment, Class I. Employment opportunities are available at medical institutions (such as hospitals), public health centers (administrative institutions), facilities for health promotion, health facilities for the elderly who need health care, research laboratories, food companies, universities, and elementary and junior high schools.

2.10.4. International Activities

Our international training program provides students who want to learn nutritional care systems in foreign countries with opportunities to visit one of the largest medical centers in the United State (cf. University of Texas Southwestern Medical Center). This program helps students enlarge their perspectives on the profession of nutritional care through firsthand observation of the advanced technology in this field.



2.11. Department of Health and Sports

2.11.1. Objectives

Sports and exercises are now part of common culture for all people, not just for the young and the athletic but for children and the elderly. They are also indispensable for everyone to lead healthy, rich, and vibrant lives in the 21st century.

In our department, students explore their potential in competitive sport fields and endeavor to develop their expertise in health, management, and education. Our department aims at nurturing practicing professionals with high level of knowledge and skills that can promote people's quality of life (QOL) through sports and exercises.

2.11.2. Characteristics of the Curriculum

Students learn:

- 1) Health Medicine and Sciences to investigate sports and exercises from the viewpoints of anatomy, physiology, psychology and medicine for health;
- 2) Coaching Sciences to examine sports and exercises from the viewpoints of physiology, psychology, biomechanics and nutrition;
- 3) Sports Management to promote skills for management of sports facilities, local sports, and professional teams from the viewpoints of sports management, industry and culture; and
- 4) Sports Pedagogy to obtain teaching licenses in PE and elementary school.

2.11.3. Qualifications and Careers

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

2.11.4. International Activities

The faculty conducts an overseas training program for students aspiring to be athletic trainers in which they attend classes and observe facilities for athletic trainers at various universities. In this program, the participants can experience different sports cultures by watching games and interacting with professional athletic trainers.





2.12. Department of Nursing

2.12.1. Objectives

Our department aims to nurture nursing professionals who are capable of thinking independently and practicing on their own through a special simulation training program. Furthermore, students are encouraged to actively contribute to medical and health service teams while collaborating with various specialists in all areas.

2.12.2. Characteristics of the Curriculum

Our curriculum enables students to selectively acquire various certifications. This integrated curriculum ensures that all students will acquire the necessary qualifications to take national examinations for registered nurses so that they make a broad contribution to the nursing profession. Additionally, students may take elective courses for public health nurses, midwives and school nurse. From the first year of studies, we adopt the simulation training program which reproduces various clinical situations. Our integrated and progressive nursing courses encourage students to study and synthesize knowledge and obtain technological skills in a manner similar to what would be demanded in actual clinical settings.

2.12.3. Qualifications and Careers

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

2.12.4. International Activities

The nursing department annually conducts three short-term training sessions abroad:

- 1) Observational study tour at the pediatric specialty hospital, hospice, the United States. (2011-present)
- 2) Exchange program with the University of East Anglia (UEA), UK. (2011- present)
- 3) Exchange program with the Hong Bang International University, Vietnam. (2016- present)

Learning the realities of medical care in foreign cultures leaves a great impact on the participants. In line with the agreement of international exchange programs, we have begun exchanging staff and students and launched joint research on nursing.



2.13. Department of Social Welfare

2.13.1. Objectives

The mission of the Department of Social Welfare is to educate students to become professional social workers with national qualifications. The department addresses the issue of the enrichment of quality of life (QOL) of all people, especially those in need of support because of various forms of life difficulties. We educate our students so that they can 1) acquire technical knowledge and skills they will need in the fields of social work and 2) cultivate an appropriate sense of values. We also enhance career education including various social activities so that they can find solutions to social problems.

2.13.2. Characteristics of the Curriculum

- 1) Students are to fulfill the requirements to take the national examination of the certified social worker as a prerequisite for graduation.
- 2) Students will be qualified to take the national examination for the certified psychiatric social worker and care worker if they take one of the two additional courses.
- 3) Students can build their future careers by learning, in their first year, ethics, theories and practical skills necessary for certified social workers.
- 4) Students work in small groups and develop practical problem-solving and communicative skills in classes and seminars.
- 5) Students can acquire real work skills through social welfare fieldwork and internships.

2.13.3. Qualifications and Careers

Students aim to qualify as certified social workers, psychiatric social workers, care workers, social welfare secretaries, and child guidance counselors. Graduates find employment at prefectural and municipal governments, social welfare councils, child welfare facilities, disability welfare facilities, elderly care facilities, medical institutions, among many other workplaces.

2.13.4. International Activities

Students travel overseas, for instance, to the U.S.A., the U.K., and Denmark to study cross-cultural communication with their counterparts at the Department of Physical Therapy and Nursing. In 2015, our department concluded the academic exchange agreement with Kyonggi University in Suwon, South Korea.





2.14. Department of Health Informatics

2.14.1. Objectives

Two types of medical qualifications are mainly aimed for:

<1. Health Information Manager>

The main duty of health information managers (HIM) in hospitals/clinics is to manage and secure patient records. They work with computers to comply with federal mandates for electronic storage of patient information. HIMs must make sure not only that these records are accurate and complete because they may be used for research or quality management but also must that databases are secure and can only be accessed by authorized personnel.

<2. Medical Clerk>

Medical services are essential for the well-being and happiness of people. Presently, there are several issues in the field of medical services in Japan: a shortage of medical doctors, too heavy a burden on them, drastic changes in the environment of medical services, and problems surrounding medical insurance. To supply quality medical services, it is necessary to reduce the burden on administrative work on medical doctors and let them devote themselves to medical diagnosis and treatment. Under these circumstances, the profession of “Medical Clerk” such as Medical/Doctor’s Clerk is being highlighted. Medical clerks have sufficient knowledge of health, welfare and medical information technology, so that they can not only assist medical doctors greatly but also give patients dependable services with a profound knowledge of medicine-related sciences. Furthermore, they are able to alleviate the burden on medical doctors by doing various office works. This department aims to train our students to become such highly skilled medical clerks.

2.14.2. Characteristic of the Curriculum

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

2.14.3. Qualifications

We aim for the qualifications for medical clerks, doctor’s clerks, Health information managers, Healthcare Information Technologists, and Information Technology Specialists.

2.14.4. International Activities

The department tries to collaborate with foreign universities and institutes for mutual development in education and research. In fact, the department has been in educational and research cooperation with Far Eastern State Medical University in Russia since 2017 (short-term study abroad, conference presentations, etc.). In addition, the department has an international exchange agreement with Fooyin University in Taiwan since 2019.

Voices of International Students

No.2

Thiet from Vietnam

Hello everyone. My name is Le Van Thiet. I am from Viet Nam. I am pursuing a master's degree in the Field of Physical Therapy at Niigata University of Health and Welfare. I graduated from Hai Duong Medical Technical University, and then I worked as a physiotherapist in Hai Duong Medical Technical University Hospital for four years.

I've been receiving so much help from International Centre of NUHW since I applied for MEXT scholarship in 2019. My dream to study abroad came true at NUHW. I felt very happy when I finally came to Japan. In here, there are distinguished professors who always share their great knowledge with students, affable friends and responsible office staff who provide great support to me when I face difficulty in studying and daily living. Equipment and instruments for studying are modern and standard. In addition, international students can get some financial support from NUHW, such as reducing tuition. I believe that NUHW is one of the best medical universities in Japan for international students.

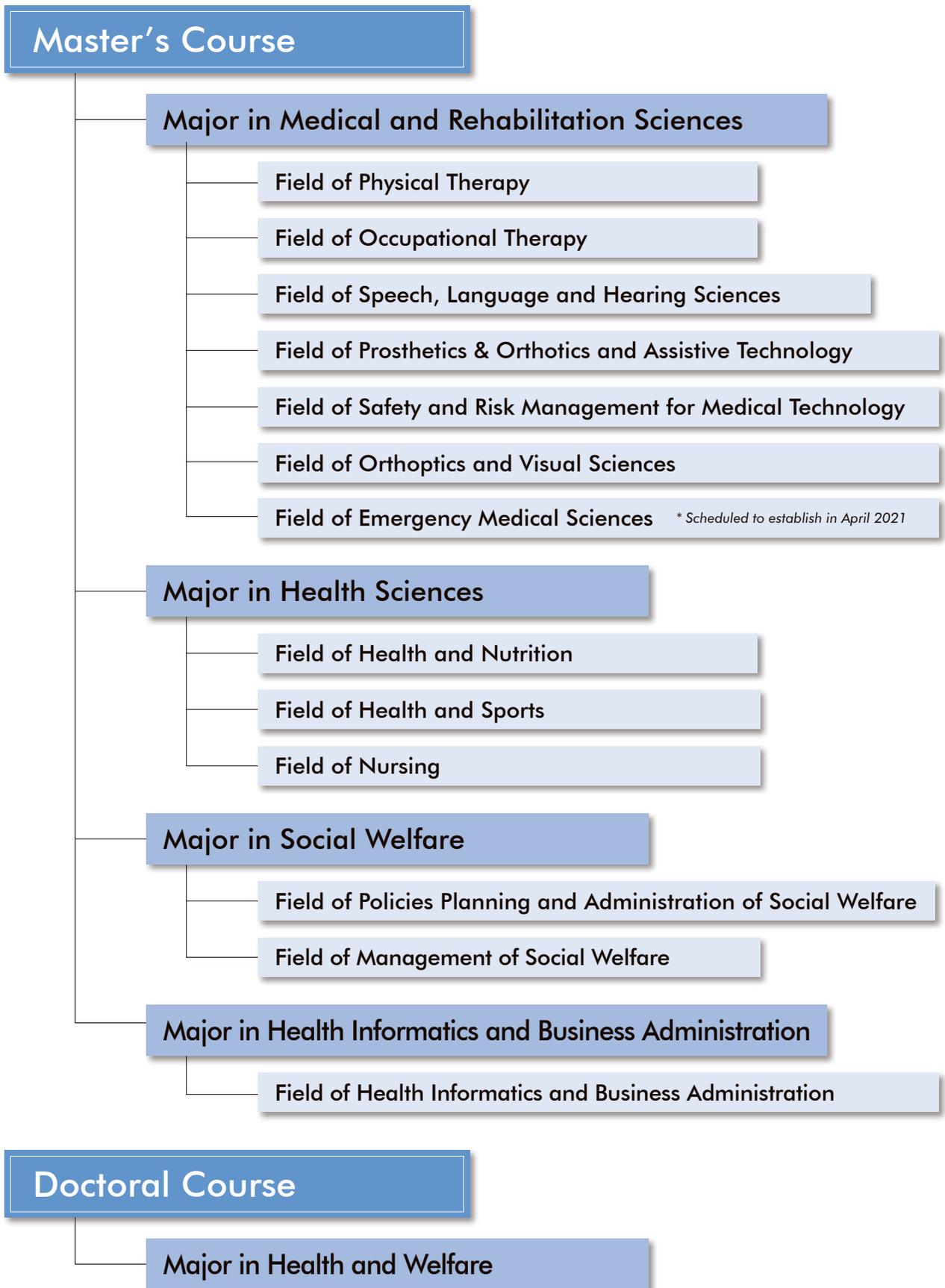


3. Graduate School

3.1. Structural Chart

Undergraduate School

Graduate School



3.2. Master's Course



3.2.1. Objectives and Principles of Establishment

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

● Characteristics of the Curriculum

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

● General description of the common courses

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

● Overview of the specialized courses

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

● Interdisciplinary research

We are conducting several interdisciplinary research projects with many graduate students.

3.2.2.

Major in Medical and Rehabilitation Sciences



1) Field of Physical Therapy

● Overview

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

● Characteristics

Motion analysis

We use a combination of various measurement tools, including a three-dimensional movement analysis device with nine cameras and six force plates, EMG, stabilograph and BIODEX.

Cerebral function analysis

For the purpose of analyzing variations of cerebral activities during motor learning, we make full use of 48-channel near-infrared light spectroscopy imaging devices and a brain electromagnetic stimulation device.

Prevention of falls and arthralgia

We conduct field research pertaining to the prevention of falls of elderly people and preventive intervention against arthralgia.

Clinical studies based on evidence

We provide the knowledge and skills necessary to validate all the accumulated experiences effectively and scientifically and to address questions that arise from clinical activities in each area of physical therapy.

● Master's Degree

Master of Rehabilitation Science (M.Rehab.Sc.) in Physical Therapy

2) Field of Occupational Therapy

● Overview

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

● Characteristics

In the field of occupational therapy, experts in each area teach students the knowledge and skills to verify effectively and scientifically the life functions of the clients in order to respond to the needs of the real world.

● Conducting research in a wide range of specialties

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

● Education provided by experts in each area

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

● Master's Degree

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

3) Field of Speech, Language, and Hearing Sciences

● Overview

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

● Characteristics

Development of human resources equipped with professional expertise and applied skills

We promote basic and practical research and clinical studies. Our goal is to train human resources with deeper knowledge and applied skills.

Practice of wide-scope research rooted in clinical studies

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

● Master's Degree

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



4) Field of Prosthetics & Orthotics and Assistive Technology

● Overview

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

● Characteristics

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

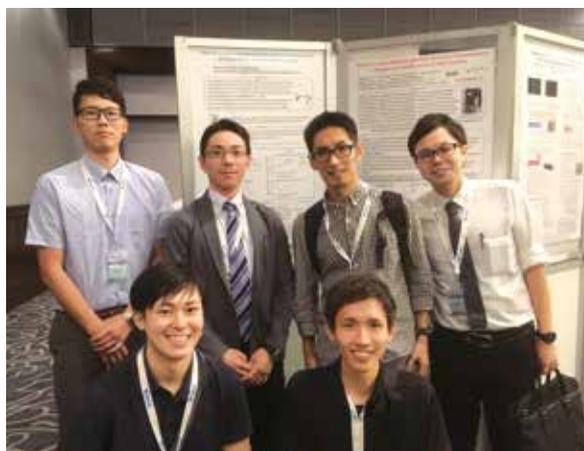
For the first time in Japan, we have opened a course on shoes and gait. Ahead of all graduate schools throughout the country, we started a “the Human Science of Shoes” in anticipation of the future fusion of expertise in the manufacturing of shoes and prostheses.

● Facilities

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

● Master’s Degree

Master of Rehabilitation Science (M.Rehab. Sc.) in Prosthetics and Orthotics



5) Field of Safety and Risk Management for Medical Technology

● Overview

This field was established in a master's course at a graduate school for the first time in Japan. Currently, in the field of medical technology in hospitals in Japan, the concepts of quality control, risk management, safety management and international standardization are being introduced for the improvement of medical safety.

Medical technology safety management is indispensable especially for advanced medical treatment. We will train our students to become professionals with expertise in this field who can offer safe medical treatment to patients. We also believe that our contribution to the international medical community will be further accelerated by incorporating the concept of international standards in our current medical technology.

● Characteristics

In order to provide safe team medical treatment to patients, it is necessary for staff members to understand each other's specialty and cooperate with one other. And the operation of risk management system is essential, too. With this consideration in mind, we engage in constructing a medical safety management system, analyzed factors in medical accidents and incidents, providing guidance on the acquisition of ISO 15189 accreditation, and conducting research on quality control, safety management of medical devices, medical safety, inter-occupational communication, and international standards for medical examinations. In particular, we endeavor to advance our research at a global level, keeping abreast with the domestic and international trends in medical technology and the latest development of international standards.

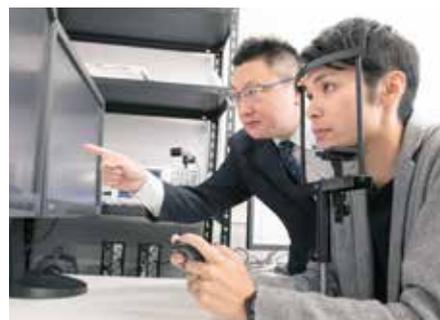
● Master’s Degree

Master of Medical Science (M.M.Sc.) in Safety and Risk Management for Medical Technology

6) Field of Orthoptics and Visual Sciences

● Overview

This field is not only for orthoptists but also for anybody who is interested in visual sciences. The interdisciplinary curriculum is focused both on the clinical ophthalmology and on the fundamental visual sciences, including physiology, psychology, physics, and computer science. The goal of the field is to raise competent international-minded QOL supporters who can deal flexibly with the needs of society and who can engage in team medicine and team care.



● Characteristics

Invention of new inspection methods in ophthalmology

The orthoptist is an expert in the inspection of visual performance. However, many of the current inspection methods are often difficult to apply to the elderly people and small children. This is because these methods require subjective responses from those people and their responses are often not adequate or accurate for effective diagnoses. Therefore, clinical sites need inspection methods that can evaluate visual performance efficiently and accurately in a short time. Our field aims to find principles of visual performance and to develop new methods of visual performance inspection.

Development of new testing equipment in visual engineering and optics

In ophthalmology, new testing methods have been developed one after another such as optical coherence tomography. However, for the developer of testing equipment, it is difficult to examine the clinical content. In our field, students can receive guidance from the interdisciplinary supervisors with a variety of backgrounds, including clinical medicine and optical engineering.

Study of the visual brain function

Visual information first enters the eye and go through the complex processes in the brain, then the processed information is outputted as motor responses such as the movement of eyes, hands, or and other organs. The study of vision is comprised of not only the study of eye balls but also that of the whole brain functions. We examine the visual brain functions with the methods of psychophysics, electrophysiology, and functional brain imaging.

● Master's Degree

Master of Medical Science (M.M.Sc.) in Orthoptics and Visual Sciences

7) Field of Emergency Medical Sciences * Scheduled to establish in April 2021

● Overview

In the Field of Emergency Medical Sciences, we develop effective paramedic operation systems and foster human resources with scientific thinking skills. To provide paramedical activities effectively, it is important for paramedics to acquire knowledge of emergency medical sciences and emergency medical service (EMS) system, and skills needed for intervention and transportation. Such knowledge and skills should be improved through this field of ours and on-the-job training. In addition to this, it is necessary to develop more effective activities through discovery from cumulated data and its generalization and systematization to create appropriate EMS system and academic frameworks corresponding to changes and development of medical environment.

● Characteristics

The Field of Emergency Medical Sciences includes several research fields, such as resuscitation, civil education regarding the “chain-of-survival” concept and disaster medicine.

In this field, research subjects are as follows:

- Prompt prediction of successful defibrillation from VF waveform in adult patients with out-of-hospital sudden cardiac arrest.
- Development of effective off-the-job training methods for emergency medical personnel in disasters.
- Establishment of the optimum “Medical Control” system according to the medical resources of each rural area.
- Analysis of physical demands related to EMT's activities.

In the field, the faculty members play an active and leading role in each area of expertise, including the studies of resuscitation, disasters and so on.

● Master's Degree

Master of Medical Science (M.M.Sc.) in Emergency Medical Sciences

3.2.3.

Major in Health Sciences



1) Field of Health and Nutrition

● Overview

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

● Characteristics

Fostering highly trained educators and researchers

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

Fostering professionally trained registered dietitians

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

● Master’s Degree

Master of Health Science (M.H.Sc.) in Nutrition

2) Field of Health and Sports

● Overview

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



● Characteristics

Acquisition of specialized licenses (health and physical education)

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

Plenty of opportunities for employment

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

● Master's Degree

Master of Health Science (M.H.Sc.) in Sports

3) Field of Nursing

● Overview

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

● Characteristics

There are eight specialized areas in our field: cancer nursing, women's health nursing, child nursing, nursing management, geriatric nursing, mental health nursing, chronic care nursing, and community care.

● Master's Degree

Master of Science in Nursing (MSN)



3.2.4.

Major in Social Welfare



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

● Overview

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

2) Field of Management for Health and Welfare

● Overview

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

● Characteristics

Diversified teaching staff and multidisciplinary education/research system

In our field, the staff with specialized expertise provides education and works on research integrating theory and practice in various sciences.

Respect for individuality and interactive communication

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

Selection of career options using highly-specialized knowledge

In choosing their careers, many graduate students make use of the knowledge and the research results that obtained in this specialty. As a result, they have a good chance of finding a suitable job.

● Master's Degree

Master of Social Work (M.S.W.)

Major in Health Informatics and Business Administration



1) Field of Health Informatics and Business Administration

● Overview

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

● Characteristics

Coping with advancement of research, medical practice and education

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

In addition, we developed external education with a system composed of CISCO and two cloud systems (Dropbox and Google drive) in 2017. This system is for advanced research meetings and is expected to be effectively utilized for research and education externally.

Coping with systematic and organizational prevention of medical accidents/malpractices

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

Coping with medical insurance system

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

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

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

Coping with changing social conditions and system reforms

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

● Master's Degree

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

3.3. Educational Programs

3.3.1. Education Research Program

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

3.3.2. Advanced Specialized Professional Program

● Clinical Nurse Specialist (Cancer Nursing) Course

The Clinical Nurse Specialist (CNS) is a qualification awarded to nurses who have passed the Clinical Nurse Specialist Qualification review conducted by the Japanese Nursing Association. To obtain this qualification it is necessary to complete a master's program at a nursing graduate school granted by the Japan Association of Nursing Programs in Universities. The cancer nursing curriculum of this university satisfies this condition.

● Clinical Manual Therapy Course

The Clinical Manual Therapy Course includes clinical practice and is more practical than the Education Research Program which concentrates on research. The goal of this course is to acquire advanced knowledge and skills useful in clinical practices, which has been a long-standing need of front-line physiotherapists.

● Acute Phase Physical Therapy Course

Acute Phase Physical Therapy Course is based on clinical practice and clinical research provided in Kobe City General Hospital and our university. The goal of this course is to acquire advanced knowledge and skills in acute phase physical therapy and in clinical research, which has been a long-standing need from front-line physical therapists working in acute phase.

● Clinical Nutrition Specialist Course

Emphasis has recently been placed on the importance of nutrition support team (NST) in the nutritional care and management of patients. The dieticians in NST require comprehensive knowledge about clinical nutrition and advanced skills in nutritional treatment. The goal of this program is to provide these knowledge and skills to professionally trained registered dieticians who may be employed at hospitals or nursing care facilities.

● Certified Social Worker Course

The purpose of this course is to provide counseling and assistance. By drawing on their highly specialized knowledge and skills, the workers are able to provide personalized support, coordinate with experts in other fields, and enhance community welfare in dealing with welfare issues in many areas. Our graduate students can earn credits (common core courses and specialized courses in welfare for the elderly) to become certified social workers by taking certain courses in the graduate program in social work.

3.3.3. Collaborating Program with the Japan International Cooperation Agency

● Purpose of the program

The graduate students who take this program can work in their assigned foreign country as a member of the Japan Overseas Cooperation Volunteers (JOCV). The purpose of this program is to enhance the student's qualities and skills as a valuable human asset for international health cooperation through practical experiences in a foreign country.

● Characteristics

1. The students can receive instructions from the graduate course teachers while staying in an assigned country and obtain the master's degree by summarizing their experiences and reflections into a research paper.
2. They can improve skills for effective international health cooperation before/after starting their new posts as members of JOCV by through practical exercises focused on health problems in developing countries.
3. They can refer to the experiences of others through the network of people related to the graduate course and JOCV when they need to consider their local duties and future careers.

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



3.4. Doctoral Course

3.4.1. Objectives

● Philosophy and purpose

In the Doctoral Course, our philosophy is to go beyond the framework of each field (i.e. health, medical care and welfare) and provide integrated services to citizens according to their lifestyles, diseases or disorders. We educate the students and have them carry out research in interdisciplinary areas. We train outstanding educators, researchers and professional leaders.

There are three interdisciplinary research fields. First, in the field of “Mind and Body Functions” we conduct research on motion, behavior, sensation and higher brain functions through basic and clinical studies, with the purpose of preventing and reducing disorders. Second, in the field of the “Welfare Ergonomics”, we aim to support elderly people and those with disabilities so that they can live independently. We do so through an effective adaptation of a barrier-free environment and welfare tools. Thirdly, in the field of “Community and Global Health and Welfare”, we research on the evidence, projects and policies related to health promotion and welfare in the region. This is to build up a better society. We teach scientific theories about health and welfare, and apply them to basic research, clinical studies, and investigative research, which are the core of professional learning in each specialty. In addition, our aim is to produce results that can contribute to the development of the society.

3.4.2. Major in Health and Welfare

● Overview

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

● Characteristics

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

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

Curriculum focused on research and on research theses

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

Flexible timetable with a small number of students

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

Professors from various academic disciplines providing support for research

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

● Doctoral Degree

Doctor of Health Science (D.H.Sc)

Voices of International Students

No. 3

Sandani from Sri Lanka

Hi, my name is Sandani Samarasinghe. I came from Sri Lanka. I had wanted to go to Japan since I was a high school student and started learning Japanese. I graduated from University of Kelaniya, Sri Lanka, and worked as a Japanese instructor in the bureau of foreign employment. At that time there was a technical internship program between Japan and Sri Lanka. I got a rare opportunity to be a part of the program and it made me interested in the field of elderly care and care giving. I was able to find the information about NUHW and due to my past working experience of Japanese student visa field I have heard a lot about NSG Group.

Currently I'm doing my research and continuing thesis in the field of social welfare, under the supervision and guidance of people who are experts in their area of studies. Also I have valuable opportunities to improve my Japanese proficiency as well as English by joining university English club. There are so many activities and student support programs in NUHW and I can highly recommend them to international students. Niigata, Japan, itself is a very nice city with two million inhabitants, and is one of the greenest among Japanese cities. In summary, I will always keep my stay in Niigata in good memories. I have gathered a lot of experiences. They are not only a benefit to my knowledge but also in my character. I will try to keep up some habits I have learned in Japan.



4. Special Features of NUHW

4.1. University-Designated Sports Clubs

Our university designates 10 competitive sport clubs as enhanced support clubs with the aim to foster top athletes and instructors. Taking full advantage of being a comprehensive university specialized in the fields of medicine, welfare, sports, and nutrition, NUHW is well organized to support its athletes by multi-professional specialized staff including sports trainers, rehabilitators, and nutrition counselors.

Swimming Club

The 30th Universiade Napoli 2019:

Men's 50m Freestyle, Men's 50m Butterfly and Women's 100m Breaststroke: Silver Medal

Track and Field Club

The 87th All Japan University (national intercollegiate) 2018:

Men's High-jump: Gold Medal

The 88th Japan National University Championships 2019:

Men's High-jump: Gold Medal

Men's Soccer Club

Produced many J.LEAGUE (professional soccer league) players

Women's Soccer Club

Produced many Nadeshiko LEAGUE (women's soccer league) players

Men's Basketball Club

The 70th All Japan University (national intercollegiate) Men's Basketball Tournaments:

5th Participation since the creation of the club in 2005

Women's Basketball Club

The 71st All Japan University (national intercollegiate) Women's Basketball Tournament:

11th Participation since the creation of the club in 2005

Women's Volleyball Club

Produced many V.LEAGUE (professional volleyball league) players

The 66th Imperial Princess Chichibu Cup All Japan University (national Intercollegiate) Women's Volleyball Championship:

Participated for six consecutive years

Baseball Club

Produced two NPB (Nippon Professional Baseball) players

Dance Club

The 32nd All Japan Dance Festival Kobe / Original Dance Competition University Section:

Won the Special Award

Table Tennis Club

The 67th Fall Session of Hokushinetsu Regional Student Table Tennis Championship 2019 (Division 2):

Won the 1st place and promoted to Division 1



4.2. Interprofessional Education

Learning Team Approach in Interprofessional Education (IPE)–Beyond the Departmental Borders

Since NUHW is a comprehensive university consisted of various departments related to health, welfare and sports professions, students are expected to learn some of the characteristics of other professions as well as practical skills useful for team work to serve as a member of “QOL supporters” in the future. As is shown in the Fig. 1 below, the core curriculum is composed of subjects related to IPE and are cumulatively learned from the first year onwards, aiming to produce competent team workers.

In IPE Seminar II, an IPE subject for seniors, the students from different departments make teams and try to solve some specific problems that clients, real or virtual, may experience in life. Throughout this seminar, the participants discuss the problems of the clients and/or their families earnestly in order to establish the best care plans for them. They make presentations of the plans on the last day of the seminar.

During the trial phase of IPE from 2004 to 2007, our university was the only one that conducted IPE in the district of Niigata. Last few years, four different universities around the city of Niigata join our IPE seminar. Moreover, international students from abroad, that is, from the Philippines (Angeles University Foundation and the University of Santo Thomas) and from Taiwan (National Yang-Ming University and Chun Shan Medical University), and from Vietnam (Hai Duong Medical Technical University) are also participating in the seminar. Thus, the circle of IPE is spreading widely.

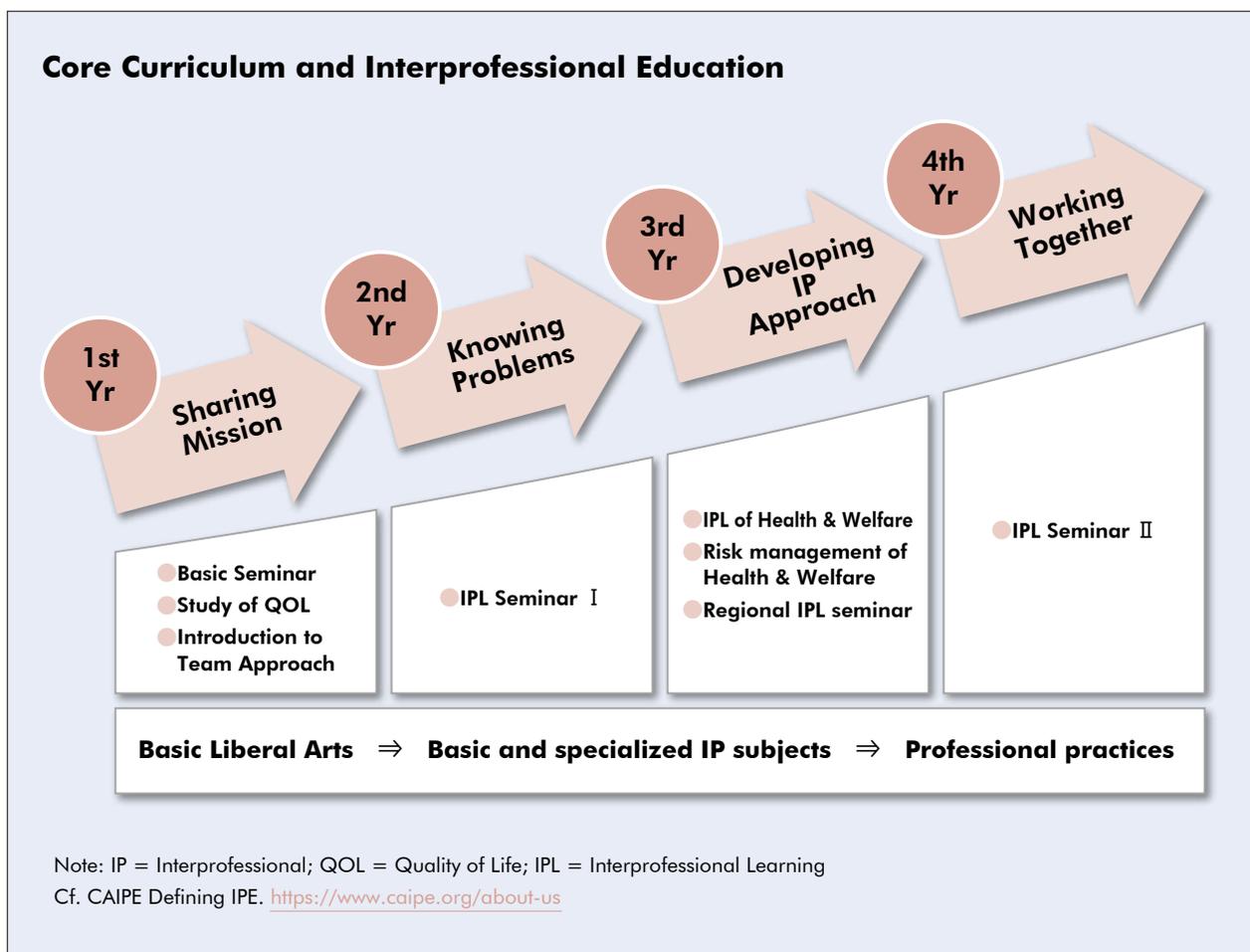


Fig. 1 Educational goals of interprofessional education and the corresponding subjects for each academic year

5. International Activities

5.1. History

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

In 2016, the International Center took over the functions of the International Exchange Committee and its acting committee was launched for the purpose of further expanding supports for international students.

5.2. International Cooperation Activities

NUHW and Hai Duong Medical Technical University in Vietnam started "The Project for Creating A Model of Visiting Home Care Patients in Hai Duong City in Cooperation with Healthcare Professionals in Communes" in 2020, which was adopted as JICA Partnership Program (JPP). JPP is a technical cooperation implemented by JICA to contribute to the social aid and economic development of developing countries at the grass-roots level in collaboration with partners in Japan.

The objective of the project is to develop an interprofessional home care model in cooperation with health workers in the local areas to support home care patients and their families through the implementation of interprofessional education (IPE) at Hai Duong Medical Technical University and home care practice in the community in Hai Duong city.



5.3. Affiliated Universities and Institutions (as of 2020)

NUHW has so far agreed on academic cooperation with the following 20 universities/faculties:

- 1) The Far Eastern State Medical University, (FESMU), Khabarovsk, Russia
- 2) California State University, Fresno, CA, U.S.A.
- 3) Angeles University Foundation (AUF), Angeles City, Philippines
- 4) The University of Hawaii, at Manoa (UH Manoa), Honolulu, HI, U.S.A.
- 5) The University of Santo Tomas (UST), Manila, Philippines
- 6) The University of East Anglia (UEA), Norwich, Norfolk, UK
- 7) Mahidol University, Salaya, Thailand
- 8) Kyonggi University, Suwon City, Korea
- 9) Hong Bang International University, Ho Chi Minh City, Vietnam
- 10) National Yang Ming University, Taipei City, Taiwan (R.O.C.)
- 11) Hai Duong Medical Technical University, Hai Duong City, Vietnam
- 12) Chung Shan Medical University, Taichung City, Taiwan (R.O.C.)
- 13) The Catholic University of Pusan, Pusan, Korea
- 14) Cyberjaya University College of Medical Science, Cyberjaya, Malaysia
- 15) Pacific National University, Khabarovsk, Russia
- 16) Hung Kuang University, Taichung City, Taiwan (R.O.C.)
- 17) Fooyin University, Kaohsiung City, Taiwan (R.O.C.)
- 18) The Sirindhorn National Medical Rehabilitation Center (SNMRC), Nonthaburi, Thailand
- 19) Taipei Veterans General Hospital, Taipei City, Taiwan (R.O.C.), and
- 20) The Philippine Cerebral Palsy Incorporated, Makati, Philippines



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Rie Imai (Proof Reader)
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