

Basic Outline for Medical and Welfare Courses

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Key words : Motto of the University, QOL supporters, Core curriculum, Collaborative education between health, medical and welfare service

Renewal of curriculum has continued from 2002, to prepare for the start of a graduate school in 2005. The work began with an understanding of the targets and procedures in “committee for Core Curriculum” within a division of the Review Committee for Future Planning for core and advanced subjects.

The major task was the preparation of a core curriculum within which the university’s motto should be clearly presented. Also, it hoped the faculty and students will continue the idea of the university which should be handed down from generation to generation.

1. How the groups of classes were established.

1) Naming and grouping.

A light shines in the pentagonal roof of the library building in evening This is a symbol of our campus, dedicated by our first president, Hideaki Takahashi, who wishes to present the university to as many people as possible.

The pentagonal shape represents first five departments founded at the start of the campus; however, the number of departments has increased since then to produce professionals in main areas of health, medical and welfare services.

“Basic subjects for medical and welfare services” assigned at the beginning are considered as an equivalent to a core curriculum. This is aimed at provisional cross-education crossing

between different specialized fields, avoiding segregation. Thus, the establishment of basic subjects for medical and welfare service contains the hope that students learn together and share knowledge and ideas to serve our society. The idea is to persuade students about cooperation and for our university to raise QOL supporters who can share the pain and difficulties with people. The graduates must be capable of sharing and collaborating with each other as QOL supporter for people as individuals and to develop self-motivation.

2) Improvement towards 2005 curriculum.

In the later half of 2002, the university started a special study group for future planning and development of joint curriculum, aiming for 2006, the year of completion of the original planning. The following committees were assigned under the study group of joint curriculum:

- I. Departmental study committee for the curriculum,
- II. 1) Study group for general education I.
2) Study group for general education II.
3) Study group for core curriculum.
4) Study group for common education.

Study group II-4 (common education) consisted of one person from each department and worked together in the activities below:

Work 1. Unification of meaning of common

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education.

Work 2. Reduction of the number of title, units and class hours from basic course group of medical and welfare service (less than 210 class-hours).

Work 3. Selection of core titles by the department.

Work 6. Presentation of a final proposal.

Note: In relation to work 1, the members visited Dr. Shokichi Kinukawa, ex-president of International Christian University, and Dr. kyozo Yonemoto, ex-president of Tokyo Metropolitan University of Health Science, currently of Metropolitan University of Tokyo for their valuable suggestions.

The following portions are to introduce the discussion on the 4th core curriculum committee:

2. New curriculum for 2005 academic year and action.

1) Introduction of individual titles of new basic courses for medical and welfare service.

The final proposal of the committee has established for 13 topics, 14 units and 210 hours of classes after adjustment from the general curriculum assembly. The numbers of units from the following topics has been assigned as core courses, however, some other topics are assigned as electives, depending on the department. Those can be taken during freshman or sophomore years as electives.

2) Preparation of overview of topics.

The representing member of each department was responsible for preparing the introduction of course(s) related to the own special field. Each syllabus can be prepared with the teacher in charge, following the general guidelines but both the university motto and expectation of students should be included in all courses(Table 1).

2. Future task for the basic topics group for

medical and welfare service(Table 2).

1) Review of core courses included in core curriculums.

2) Adjustment between the introduction to each topic and syllabus.

3) Survey of the outcome of student-education after including every course (Preparation of the standard for survey)

4) Review of the total structure.

5) Review of relationship between courses under the motto of this university and the demands of our society.

The university motto should encompass the requirements and humanity being asked of the students and should be enhanced over the time. Request from society as a whole, and our university's ideology will be studied in advance and our courses will be altered continuously in relation to such ideas.

2) University structure and function within curriculum.

Core curriculum is a reflection of educational ideas which are common throughout every student regardless of their fields. In addition, teachers and staff of all areas must keep those ideas in their mind, whenever they are in or out of classes, to transmit such ideas and ways of thinking. During their teaching of professional courses, it is important that such ideas should be included. Graduates must enter society with pride and ability obtained from ideal education to make some contribution. To achieve this, a good organization of courses and an idea are not enough but support systems for proper education and faculty are indispensable. Further, a review of collaboration in the university must be performed.

A smooth alteration of themes, [Idea], [educational system] and [conscience and achievement of teaching faculty], may continuously promote university spirit into students.

Future Planning Organization · Study Group for Curriculum

Date: April 10th,2003 (Thursday) 5:00—7:00 P.M.

Place : Rm208, Building E

Participant: Makita(PT), Yatani(T), Murayama(HN), Yokoyama(SW)

I. Reported items:

Agreed upon the request from Study Group for Curriculum to discuss about basic seminar I and II within Core Curriculum Study Committee.

II Discussion items:

(1) Study about core curriculum.

① Investigation to applicable topics.

Discussion about classification of current basic courses of medical and welfare services under the new core curriculum. The courses along with ideas of new curriculum were left on the list and the remainder were subjected to new classification. Further, courses that should be included in core curriculum were reviewed . (Example: QOL and the related courses)

② The contents of individual courses within core curriculum.

Preparation of overviews for selected courses for core curriculum became a work load.

③ Arranging the overview of courses.

A summary of the work was presented as a table.

④ Number of units, year assignment.

- The results of discussion are presented in the separate material. The number of units can be readjusted in the final review by the Future Planning Organization.
- Year assignment of courses was left to a decision by the Future Planning Organization. (Due to the addition of basic seminars into core curriculum, some new options are introduced, like courses should be assigned in higher grade year, and it should be considered in context with the course for team work).

⑤ Assignment of the cores or electives.

(2) Others.

Next meeting: It will be held at a n appropriate time depending upon the progress of the Future Planning Organization and thye report from the.m.

Table 1. Future Planning Organization · Study Group for Curriculum
The 5th Core Curriculum Study Committee's Report

Table 2. Basic Courses in Health and Welfare

Course name	Unit	Overview of course	hours
Statistics	2	Basic statistics required universally for study of health and welfare. In detail, statistical thinking, basic concepts and theory of statistics, major statistical analysis will be studied together with practice.training.	30
QOL studies	1	Study typical examples of making contribution to societal development, letting people know a life worth living, happiness of life and satisfaction, and to understand QOL. Study the difference between unhealthy QOL and healthy QOL to understand the problems of patients and clients of all ages.	15
Integrated learning seminar	1	Based on self promotion and responsibility of [QOL supporter] which is motto of this university, various professional collaboration (teamwork) learned under an integrated system.	15
Humanity	1	Discussion about humans as an interaction of humans, starting from Martin Boomer’s concept “ You and Me”	15
Understanding and support to human	1	Learn basics of interaction with patients and persons needing support. Learn what is required to understand and to support these people.	15
Counseling techniques	1	Understand general counseling and the basic attitude and technique of counseling to deal with client’s psychological problems..	15
Health, welfare and man	1	Total policy on health , medical and welfare. We will learn the concept of medical welfare and health welfare, and study from evidences from the side of patients and the supporters.	15
Science of living	1	Learn scientifically the essence, objects and structure of living, like eating, clothing and inhabitnce, that are essential biologically and sociologically. From scientific view and importance of living and consideration in the case when these activities are inhibited by disease or wound, how we should recognize human life and the system of living.	15
Overview of social welfare	1	Discuss on the view-points, the basics, required to understand social welfare and the development of ideas.	15
Overview of cooperation in health and welfare	1	Study the indispensability of team-works in rehabilitation works. The theory and practice will be learned via hypothetical work, observation and learning experience. Mutual understanding of each department’s activities and respecting each other will create a feeling of team-work.	15
Communication in health and welfare	1	Study principles of communication, understanding of different people and cultures, perception subjectively and objectively. Learn necessary technique and guidance for patients and their kin and friends.	15
Services in health and welfare	1	Following the study of concept in health and welfare (health, welfare and man), here we focus on learning via evidence based practice. We learn systematically about services under the current policy of health and welfare	15
Advanced course of health and welfare	1	Professionals in health, medical and welfare must have good general education and, on top of that, learning and clinical practice on site. We study advanced information and knowledge in various fields to obtain the qualification of a general practitioners.	15
Total	14		210