

Doctoral Program in Human Care Science

Name of the degree to be conferred	Doctor of Philosophy in Human Care Science
Educational purpose	To cultivate university teachers, researchers, and highly professional educators who have the ability to comprehensively and interdisciplinary elucidate and creatively develop issues related to human care and interpersonal support from the perspective of academic integration in specialized fields such as pedagogy, psychology, welfare, medicine, nursing, and health.
Vision of human resources development	Individuals with highly specialized knowledge of the problems and issues faced by people, research skills and techniques for clarifying issues, methods and techniques for providing care and support to people, and highly specialized knowledge and techniques for teaching.
Diploma Policy	
The degree of Doctor of Philosophy in Human Care Science is commenced to those who have fulfilled the requirements for the completion of the Doctoral programs, as set out in the Graduate School Regulations of the University of Tsukuba and related university regulations, and who are deemed to have the following competencies.	
Competencies	Evaluation perspectives
1. Knowledge creation competence: Ability to create new knowledge that can contribute to future society	① Are there any research findings that can be considered new knowledge? ② Can we expect you to create knowledge that will contribute to future society?
2. Management competence: Ability to plan and implement measures to identify and solve challenges from a higher perspective	① Can you make and implement long-term plans for critical challenges? ② Can you identify challenges, even in other areas of expertise, and solve them from a higher perspective?
3. Communication competence: Ability to express the true nature of academic findings positively and clearly	① Can you explain the true nature of research content and specialized knowledge clearly and logically to researchers from different areas and to people other than researchers? ② Do you proactively share your findings with researchers and experts from your field of expertise and accurately answer questions?
4. Leadership competence: Ability to have objectives get accomplished under your leadership	① Can you set attractive and compelling goals? ② Are you capable of building systems to realize goals and accomplish objectives as the leader?
5. Internationality competence: Possession of a high level of awareness and motivation to be internationally active and contribute to international society	① Do you have strong awareness and motivation to contribute to international society and international activities? ② Have you obtained adequate linguistic skills for international information collection and action?
6. Research skills: Ability to set contemporary and future research questions based on the latest expertise in the field of human care science, and to carry out research plans independently.	① Can the student identify contemporary and future issues in the field of human care science based on the latest expertise? ② Can the student independently carry out a research plan for the research topic set?
7. Expertise: Advanced and specialized knowledge in the field of human care science and interdisciplinary expertise in related sciences.	① Does the student have advanced and specialized knowledge in the field of human care science? ② Does the student have interdisciplinary expertise in related sciences?

8. Ethics: Ethical awareness and knowledge appropriate for a researcher in the field of human care science, and in-depth ethical knowledge of the specific field of study.	① Does the student have in-depth ethical knowledge in the field of human care science? ② Does the student have a sense of ethics and ethical knowledge about the specific field of their major?
9. Interdisciplinary application skills: Ability to apply interdisciplinary knowledge and skills related to human care science to the solution of contemporary and future problems.	① Is the student addressing contemporary and future issues in human care science from an interdisciplinary perspective? ② Is the student attempting to apply interdisciplinary and comprehensive approaches to solving contemporary and future issues in human care science?

Dissertation evaluation criteria

After satisfying the requirements stipulated in the Graduate School Regulations of the University of Tsukuba, the dissertation review committee, consisting of one primary examiner and at least three secondary examiners, must confirm that the dissertation meets the following evaluation criteria, and the final examination must result in a passing grade.

1. In human care science, which is an interdisciplinary and multidisciplinary field of study, the dissertation must have a purpose that is sufficiently based on relevant previous research and a theme that is original and novel.
2. The background, objectives, methods, results, discussion, and conclusions of the research should be logically organized in the form of a dissertation.
3. The research should be recognized as contributing to the resolution of issues in human support and human care by obtaining results that contribute to society through appropriate research methods in human care science.
4. The research must be fair and free from ethical problems.

Curriculum Policy

In collaboration with the Doctoral Program in Public Health, education and research guidance will be provided to cultivate interdisciplinary expertise, advanced research skills, ethical perspectives, and problem-solving abilities in human care science by faculty members from across multiple fields of human, physical, and medical sciences.

Curriculum organization policy	Students learn theories and research methods in a wide range of specialized fields related to the support of human life and health, such as pedagogy, psychology, physical education, health science, medicine, nursing, epidemiology, and statistics, through a cross-disciplinary faculty structure consisting of faculty members from the humanities, physical education, medicine and medical science, and the National Institute of Health Sciences. In addition to learning theories and research methods in a wide range of specialized fields related to human life and health support, such as medicine, nursing, epidemiology, and statistics, students receive research guidance from faculty members in multiple specialized fields. In this way, students will conduct research on "care" from the multifaceted perspectives of the individual, society, and the environment, and examine the essential clarification and application of care. In addition to acquiring a broad perspective of interdisciplinary integration, students will acquire advanced specialized research skills and problem-solving abilities related to human care science. • The program offers cross-disciplinary Foundation Subjects for Major ("Special Lecture", 1 unit for each course, 6 units in total, required) to study theories and research methods in a wide range of fields related to support for human life and health, and to acquire the perspective and expertise of cross-disciplinary integration. • In "Special Lecture on Human Care Science I, II, and III," students will gain expertise in various fields of human care science (Gerontological Nursing and Caring, Education for Human Coexistence, Clinical Psychology, Developmental Clinical Psychology, Social Psychiatry and Mental Health, and Stress Management). In "Public Health I, II, and III," students acquire expertise in the fields of public health (Global Health, Health Care Policy and Management, Health Sociology, Health Service Research, Exercise Nutrition, Health Promotion Sciences, Environmental Health and Sciences and Health Emergency Management).
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	• In the Major Subjects ("Seminar" and "Special Research", 3 credits each, 6 credits compulsory), students acquire cutting-edge, high-level expertise in specialized fields of human care science through the Seminar in Human Care Science, and acquire high-level research methods and ethical standards for writing and presenting papers through the "Research in Human Care Science". In addition, by receiving research guidance from multiple instructors, students acquire research skills and problem-solving abilities from a broad perspective of interdisciplinary integration.
Learning methods • Processes	In order to achieve completion (degree acquisition) in three years, which is the standard year of study, guidance will be provided systematically and continuously according to the standard academic course flowchart. Guidance will be provided by multiple faculty members, taking advantage of the characteristics of an interdisciplinary major. • The process of obtaining a degree consists roughly of mid-term examination, preliminary examination, and final examination, and students are admitted to the degree upon passing these examinations. • In order to obtain a degree, the basic requirements are: (1) 12 credits, including the 6 required credits, and (2) conducting research after undergoing an ethics review. Based on the above, the course of study is as follows • In the first year, students formulate a research plan for their dissertation, undergo a research ethics review, and begin their research. • In the first and second years, the Foundation Subjects for Major "Advanced Human Care Science I-III" and "Special Lecture on Human Care Science I-III" (6 credits) are compulsory, and students acquire specialized knowledge related to human care science and related interdisciplinary knowledge. • In the second year and thereafter, students acquire cutting-edge knowledge and research methods in their specialized fields through Major Subjects such as "Seminar on Human Care Science" and "Research in Human Care Science". • Immediately after admission, at the end of each academic year, and at the time of application for dissertation review, the student is required to submit a Competence Evaluation Form (the student's own evaluation of his/her level of achievement regarding the knowledge and abilities specified in the Diploma Policy, which is confirmed by the faculty advisor). • The student is required to submit a record of academic guidance (a record of confirmation and guidance of academic achievements and research progress by the advisory and secondary advisor) every three months until passing the midterm review meeting. • After passing the midterm examination, the preliminary examination, and the dissertation examination, students are required to make a presentation at the doctoral dissertation presentation meeting held at the end of the academic year to present the results of their interdisciplinary studies.
Evaluation of learning outcomes	• Immediately after admission, at the end of each academic year, and at the time of application for dissertation review, the achievement of the student's knowledge and abilities specified in diploma policy are submitted in the Competence Evaluation Form, and the status of each student's achievement is checked and evaluated by the faculty members at the Major education meeting. • The student's academic achievements and research progress are submitted every three months in the form of a record of academic guidance, and the status of each student's academic work and research is checked and evaluated by the faculty members at the education meeting. • The midterm review meeting is open to the public in the degree program, and the primary examiner and two secondary examiners review the overall plan of the dissertation, logical consistency of the research content, consistency with the research ethics review, and progress of at least 50% of the overall research. • The preliminary review meeting is open to the public, and the same primary and two secondary examiners as in the midterm review meeting will review the quality of the dissertation, the submission of the academic paper, and whether or not to proceed to the dissertation examination.

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- The dissertation examination is also open to the public, and a total of four members, including the primary examiner and two secondary examiners from the preliminary examination and one secondary examiner from outside this degree program, will conduct an appropriate review from an interdisciplinary perspective.

Admission Policy

Desired students We are looking for individuals with a genuine passion for addressing the pressing challenges in human care science --locally and globally --who are eager to tackle these issues through interdisciplinary research, leveraging cutting-edge expertise and methodologies. Ideal candidates have an academic background and practical experience in human care science and related disciplines.

Selection policy Selection will be based on the ability to conduct research, practice, and international collaboration, and will include written examinations in specialized fields and English, as well as an oral examination based on the research plan, for a comprehensive evaluation.