

University Accreditation Results
(Results for Certified Evaluation and Accreditation for university)

Yamagata Prefectural University of Health Sciences



Basic Information of the Institution	
Ownership: Public	Location: Yamagata, Japan
Accreditation Status	
Year of the Review: 2016	
Accreditation Status: accredited (Accreditation Period: April.01.2017 – March.31.2024)	

Certified Evaluation and Accreditation Results for Yamagata Prefectural University of Health Sciences

Overview

Yamagata Prefectural University of Health Sciences (hereafter, the University) was founded in 2000 as a university with a single faculty for Health Sciences in the city of Yamagata, Yamagata Prefecture, by reorganizing its predecessor, Yamagata Prefectural Junior College of Health Sciences. The University established the master's program in the Graduate School of Health Sciences in 2004 and was incorporated as a public university in 2009. Throughout its reorganization, the University has conducted its educational and research activities with the aim of education for professionals in health sciences.

After its accreditation review by Japan University Accreditation Association (JUAA) in 2009, the University has worked to enhance its educational system and curriculum. The University has developed a system for improvements led by the Evaluation Committee. Improvements include stipulating and publishing the policies on degree award, the curriculum design policy and its admission policies, as well as clarified its criteria for examining dissertations in the graduate schools.

As for the University's efforts, it is commendable that the University, by establishing the subject "Interprofessional Collaboration in Medical and Health Practice," has established team medical activities in tangible medical fields, and has worked actively for practical cooperative education among a variety of professionals while also taking advantage of faculty expertise in three departments including nursing physical therapy and occupational therapy. The University has also designed a curriculum named "Program for Fostering Local Nurses from Yamagata," to contribute to local medical health and welfare, and has played a role in the community as a university specializing in these fields. JUAA hopes that the program will develop further.

However, the University still has several issues to address. Consecutive activities are expected to broaden its globalized views. In regards to the system for self-study, JUAA hopes that the University publicly shares a wide range of information across the entire university, which will lead to notable improvements.

Notable Strengths

Educational Content, Methods, and Outcome

- It is commendable that the University implements a curriculum that has achieved significant educational goals through cooperative education among a variety of professionals. From the perspective of its "educational aims," which intends "to foster human talents who understand roles played by a variety of health workers, as well as those who have and practice skills needed for team medical care," the University has established the "Interprofessional Collaboration in Medical and Health Practice" course for third-grade students. This subject, which is common in the three departments, required for graduation, and administered in cooperation with various health institutions, gives students the opportunities to participate in team activities for nutrition support, infection control, and respiratory care etc. and to develop care plans with teams mixed of students from the three departments. It is also commendable that as an effort to realize its educational aims, the University has consistently shown ingenuity to enhance its educational initiatives, such as compiling an annual "Report on Learning Achievements in Intern-Professional Collaboration in Medical and Health Practice" and reviewing education content.

Suggestions for Improvement

Educational Content, Methods, and Outcome

- With regard to the syllabus of the Graduate School of Health Sciences, the quality of common description varies between classes. For example, the description in some classes lacks specificity in the categories of “learning content and learning methods” and “assessment policy, evaluation method, and criteria,” and in some cases the description neglects the category “learning outside of the class.” This should be improved.

Enrollment

- The ratio of transfer students to the transfer student admission cap is low at 0.25 in the Department of Nursing in the Faculty of Health Sciences. This ratio should be improved.