# カリキュラム進度表

＊実習を除いた授業科目

| 分野 | 授業科目 | 単位 | 時間 | 1年生 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 2年生 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 3年生 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 人間の理解 | 生命の神秘 | 1 | 15 | ← | → | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | こころの機能 | 1 | 30 | ← | | | | | → | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 看護と物理 | 1 | 30 | ← | | → | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 思考と論理 | 1 | 30 | ← | | | | | → | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 教育の基礎 | 1 | 15 | | | ← | | | → | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | ボディワーク | 1 | 15 | | | | | | | | | | | | | | ← | → | | | | | | | | | | | | | | | | | | | | | |
| | 生化学 | 1 | 15 | | | | | | ← | | | → | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 人類と微生物 | 1 | 30 | ← | | | | | → | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 食とからだ | 1 | 30 | | | | | | | | | | | | | | | | | ← | | | | | → | | | | | | | | | | | | | | |
| くらしの理解 | 京都文化の探求 | 1 | 15 | ← | | → | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 情報リテラシー | 1 | 15 | ← | | → | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 情報と医療 | 1 | 30 | | | | | | | | | | | | | | | ← | | | | | → | | | | | | | | | | | | | | | | |
| | 社会の変化とくらし | 1 | 15 | ← | | → | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 英会話 | 1 | 15 | | | | | | | | | | | | | | | | | | | | | | | | | ← | → | | | | | ← | → | | | | |
| | 中国語(選択) | 1 | 15 | | | ← | | → | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 韓国語(選択) | 1 | 15 | | | ← | | → | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 多様化する家族 | 1 | 15 | | | | | | ← | | → | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 医療のしくみと未来 | 1 | 15 | ← | | | | → | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 公衆衛生 | 1 | 30 | | | | | | | | | | | | | ← | | | | | → | | | | | | | | | | | | | | | | | | |
| | 福祉制度の実際 | 1 | 15 | | | | | | | | | | | | | | ← | → | | | | | | | | | | | | | | | | | | | | | |
| | 社会福祉 | 1 | 15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | ← | → | | |
| | 関係法規 | 1 | 15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | ← | → | | |
| 健康の理解 | 呼吸循環血液の解剖生理 | 1 | 30 | | ← | | | | → | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 脳神経運動消化の解剖生理 | 1 | 30 | ← | | | → | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 腎内分泌の解剖生理 | 1 | 30 | | | | | | ← | | | | → | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 病理学 | 1 | 30 | | | | | | | | | | | | | | | | | | ← | | | | → | | | | | | | | | | | | | | |
| | 呼吸循環の病態生理 | 1 | 30 | | | | | | ← | | → | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 消化代謝の病態生理 | 1 | 30 | | | | | | ← | | | | → | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 体液調整免疫の病態生理 | 1 | 30 | | | | | | ← | | | | → | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 脳神経骨筋肉の病態生理 | 1 | 30 | | | | | | ← | | | | → | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | こころの病態生理 | 1 | 15 | | | | | | | ← | | → | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | くすりと人体 | 1 | 30 | | | | | | | | | | | | | ← | | | | | → | | | | | | | | | | | | | | | | | | |
| | くすりと看護 | 1 | 15 | | | | | | | ← | | → | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 検査と看護 | 1 | 30 | | | | | | | | | | | | | ← | | | | | → | | | | | | | | | | | | | | | | | | |
| | 呼吸器循環器血液系の疾患と治療 | 1 | 30 | | | | | | | | | | | | | | ← | | → | | | | | | | | | | | | | | | | | | | | |
| | 消化器腎泌尿器系の疾患と治療 | 1 | 15 | | | | | | | | | | | | | | | ← | → | | | | | | | | | | | | | | | | | | | | |
| | 脳神経運動器系の疾患と治療 | 1 | 15 | | | | | | | | | | | | | | ← | | → | | | | | | | | | | | | | | | | | | | | |
| | 女性に関わる疾患と治療 | 1 | 15 | | | | | | | | | | | | | | | | | | ← | | → | | | | | | | | | | | | | | | | |
| | 子どもの健康障害 | 1 | 15 | | | | | | | | | | | | | | | | | | ← | | → | | | | | | | | | | | | | | | | |
| | 精神機能障害の理解 | 1 | 15 | | | | | | | | | | | | | | | | | | ← | | → | | | | | | | | | | | | | | | | |
| 看護の基礎 | 看護と倫理 | 1 | 15 | | ← | | → | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 看護への招待 | 1 | 15 | ← | | → | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | リフレクション | 1 | 15 | | | ← | | | → | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 人間関係を成立発展させる技術 | 1 | 15 | ← | | → | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 感染予防技術 | 1 | 15 | ← | | → | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 看護展開プロセス | 1 | 30 | | | | | | ← | | | | → | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 呼吸・循環器系フィジカルアセスメント | 1 | 30 | | ← | | | | → | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 消化器・脳神経・運動器系フィジカルアセスメント | 1 | 30 | ← | | | → | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 呼吸・循環を整える技術 | 1 | 30 | | | | ← | | | | → | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 与薬における技術 | 1 | 30 | | | | | | | ← | | → | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 環境と活動を援助する技術 | 1 | 30 | | | | | | | ← | | → | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 清潔を援助する技術 | 1 | 30 | | | | | | | | | | | | | ← | | → | | | | | | | | | | | | | | | | | | | | | |
| | 食と排泄を援助する技術 | 1 | 30 | | | | | | | | | | | | | ← | | → | | | | | | | | | | | | | | | | | | | | | |
| | 身近な人の健康を守る | 1 | 30 | | | ← | | | | | | → | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 地域でくらす人の健康を守る | 1 | 30 | ← | | | | | → | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 急激な健康破綻状態を支える看護 | 1 | 30 | | | | | | | | | | | | | ← | | | | | → | | | | | | | | | | | | | | | | | | |
| | セルフマネジメントを支える看護 | 1 | 30 | | | | | | | | | | | | | | | ← | | | | | → | | | | | | | | | | | | | | | | |
| | 人生の最期を支える看護 | 1 | 30 | | | | | | | | | | | | | | | | | | | ← | | → | | | | | | | | | | | | | | | |
| | 障がいを抱えた人の回復を支える看護 | 1 | 30 | | | | | | | | | | | | | ← | | | | | → | | | | | | | | | | | | | | | | | | |
| 対象に応じた看護 | 在宅看護の実際 | 1 | 30 | | | | | | | | | | | | | | | | | | ← | | | → | | | | | | | | | | | | | | | |
| | 在宅看護のプロセス | 1 | 15 | | | | | | | | | | | | | | | | | | | | | | ← | → | | | | | | | | | | | | | |
| | おとなの特徴と健康支援 | 1 | 30 | | | | | | ← | | | | → | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 老いを生きる | 1 | 30 | | | | | | ← | | | | → | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 高齢者の生活機能を支える看護 | 1 | 30 | | | | | | | | | | | | | ← | | | | | → | | | | | | | | | | | | | | | | | | |
| | 入院治療が必要な高齢者の看護実践 | 1 | 15 | | | | | | | | | | | | | | | | | | | | | | ← | → | | | | | | | | | | | | | |
| | 子どもの成長・発達と健康支援 | 1 | 30 | | | | | | | | | | | | | ← | | | | | → | | | | | | | | | | | | | | | | | | |
| | 健康障害をもつ子どもと家族の看護 | 1 | 15 | | | | | | | | | | | | | | | | | | ← | | → | | | | | | | | | | | | | | | | |
| | 健康障害をもつ子どもと家族の看護実践 | 1 | 30 | | | | | | | | | | | | | | | | | | | ← | | → | | | | | | | | | | | | | | | |
| | 母性の対象とヘルスプロモーション | 1 | 30 | | | | | | | | | | | | | ← | | | | | → | | | | | | | | | | | | | | | | | | |
| | 母性看護の実際 | 1 | 30 | | | | | | | | | | | | | | | ← | | | | | → | | | | | | | | | | | | | | | | |
| | 母性看護技術の実践 | 1 | 30 | | | | | | | | | | | | | | | | | | | ← | | → | | | | | | | | | | | | | | | |
| | ライフサイクルとこころの健康 | 1 | 15 | | | | | | | | | | | | | ← | | → | | | | | | | | | | | | | | | | | | | | | |
| | こころの健康障害と看護 | 1 | 30 | | | | | | | | | | | | | | ← | | → | | | | | | | | | | | | | | | | | | | | | |
| | こころの健康障害と看護実践 | 1 | 30 | | | | | | | | | | | | | | | | | | | ← | | → | | | | | | | | | | | | | | | |
| 看護の追求 | 医療安全と看護 | 1 | 15 | | | | | | | | ← | → | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 医療安全看護実践 | 1 | 30 | | | | | | | | | | | | | ← | | | | | | | | | | → | | | | | | | | | | | | | |
| | 災害医療と看護 | 1 | 15 | | | | | | | | | | | | | | | | | | | | | ← | | → | | | | | | | | | | | | | |
| | 教育的ケア | 1 | 30 | | | | | | | | | | | | | ← | | | | | | | | | | → | | | | | | | | | | | | | |
| | 臨床判断トレーニング | 1 | 30 | | | | | | | | | | | | | | | ← | | | | | | | | → | | | | | | | | | | | | | |
| | 看護マネジメント | 1 | 15 | | | | | | | | | | | | | | | | | | | | | | | | | ← | → | | | | | ← | → | ← | → | | |
| | 看護の探求 | 1 | 30 | | | | | | | | | | | | | ← | | | | | | | | | | → | | | | | | | | | | | | | |
| | チーム医療演習 | 1 | 30 | | | | | | | | | | | | | | | | | | | | | | | | | ← | → | | | | | ← | → | ← | → | | |