Inje University College of Medicine

[Map showing locations of different hospitals related to Inje University College of Medicine]
Inje University College of Medicine

• Mission of medical college (医科大学 使命)
• History and current status (歴史と現状)
• Medical education (醫學教育)
• Medical research (醫學研究)
• Oversea service (海外奉仕)
Mission of Inje University College of Medicine

• To foster ‘good doctors’ meeting the current and future health needs of global community on the basis of humanity, virtue and healing art

(仁德濟世と仁術濟世)
History and current status
(歴史と現状)
Paik Hospital

- 1932 ‘Paik Inje’ Surgical Hospital in Seoul
- 1946 Paik Hospital in Seoul with the first non-profit foundation in Korea (韓國初の民立公益法人)

Founder: Inje Paik, MD, PhD
Professor of Surgery, Gyungsung Junior Medical College & Seoul National University College of Medicine
Inje University College of Medicine

- 1979  Inje Medical College (Department of Medicine) in Busan
- 1994  Department of Nursing

Co-Founders: Nak-Hwan Paik, MD, PhD (Surgery, left) and Nak-Jo Paik, MD, PhD (Internal Medicine, right)
Currently appointed officers

**Hyucksang Lee, MD, PhD, FACS**
Chairman Board of Trustees
Inje University and Paik Hospitals
(Surgery)

**In-June Cha, MD, PhD**
President
Inje University
(Pharmacology)

**Byoung Doo Rhee, MD, PhD**
Vice-President for Medical & Pharmaceutical Affairs
Dean of Medical College
Inje University
(Internal Medicine)
Inje University overview

- Undergraduate studies
  - 8 colleges: Medicine, Pharmacy, Biomedical Sciences & Engineering, Engineering, Liberal arts & Sciences, Social Sciences, Design, Global Business
  - 15 schools
  - 29 departments
- Graduate/professional schools
  - General, Public health, Social Welfare, Business Administration, Education
- Total enrollment: 15,446 (undergraduate: 13,978 / graduate and professional: 1,468)
- Faculty and staff: 1,256 (faculty: 994 / staff: 262)
- School site (Gimhae campus): 71.07 acres (287,603 m²)
- Buildings (Gimhae campus): Indanggwan (main building) and 21 other buildings
- Graduates (1985 – present): 51,829 (Bachelor 43,296; Master, 7,548; PhD, 985)
## Full-time faculties (Dept. of Medicine)

(June 1, 2015)

<table>
<thead>
<tr>
<th>Specialty</th>
<th>No. of faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic medical sciences</td>
<td>55</td>
</tr>
<tr>
<td>Seoul Paik Hospital</td>
<td>68</td>
</tr>
<tr>
<td>Busan Paik Hospital</td>
<td>180</td>
</tr>
<tr>
<td>Clinical medicine</td>
<td></td>
</tr>
<tr>
<td>Sanggye Paik Hospital</td>
<td>133</td>
</tr>
<tr>
<td>Ilsen Paik Hospital</td>
<td>129</td>
</tr>
<tr>
<td>Haeundae Paik Hospital</td>
<td>147</td>
</tr>
<tr>
<td>Total</td>
<td>712</td>
</tr>
</tbody>
</table>

Inje University College of Medicine, 2015
Medical students

(June 1, 2015)

<table>
<thead>
<tr>
<th>Academic year</th>
<th>No. of student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Premedical</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>103</td>
</tr>
<tr>
<td>2</td>
<td>103</td>
</tr>
<tr>
<td>Medical</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>106</td>
</tr>
<tr>
<td>4</td>
<td>113</td>
</tr>
<tr>
<td>5</td>
<td>101</td>
</tr>
<tr>
<td>6</td>
<td>94</td>
</tr>
<tr>
<td>Total</td>
<td>620</td>
</tr>
</tbody>
</table>

*Graduates since 1985: 3,059*
Affiliated hospitals

<table>
<thead>
<tr>
<th>Hospital</th>
<th>Location</th>
<th>Total No. of beds</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seoul Paik</td>
<td>Seoul</td>
<td>293</td>
<td>1932</td>
</tr>
<tr>
<td>Busan Paik</td>
<td>Busan</td>
<td>901</td>
<td>1979</td>
</tr>
<tr>
<td>Sanggye Paik</td>
<td>Seoul</td>
<td>678</td>
<td>1989</td>
</tr>
<tr>
<td>Ilsan Paik</td>
<td>Ilsan</td>
<td>646</td>
<td>1999</td>
</tr>
<tr>
<td>Haeundae Paik</td>
<td>Busan</td>
<td>877</td>
<td>2010</td>
</tr>
<tr>
<td>Total No. of beds</td>
<td></td>
<td>3,395</td>
<td></td>
</tr>
</tbody>
</table>

- Korean Bagram Hospital (30 beds) Afghanistan, 2010
- Korean Bangladesh Friendship Hospital (50 beds) Bangladesh, 2016

Under construction

(30 beds)

Inje University College of Medicine, 2015
Medical education
(醫學教育)
The changes in medical education (1)

- 1979 Flexner’s 2 + 2 curriculum model
- 1991 Pre-clerkship curriculum: Organ-system-based curriculum model
- 1997 3-week course of problem-based learning (PBL)
- 2001 Office of Medical Education
- 2002 Pre-clerkship curriculum: Hybrid curriculum of organ-system based integrated course, PBL, and case-based e-learning (CBeL)
  - ‘Introduction to clinical clerkship’ course
  - ‘Basic course for physician scientist’
  - Modified essay question (MEQ)
  - Comprehensive basic science examination & comprehensive clinical science examination
  - Objective structured clinical examination (OSCE)
- 2004 The 1st cycle medical education accreditation
  - Clinical performance examination (CPX)
The changes in medical education (2)

• 2006 Planning for competency-based medical education (CBME)
• 2007 Core clinical clerkship: Clinical presentation curriculum model PBL: problem presented using a multimedia-approach with a video-tape Paper-portfolio
• 2009 The 2\textsuperscript{nd} cycle medical education accreditation Gradual implementation of CBME Standardized patient-based instruction
• 2010 Progress test: Computer-based test (CBT), OSCE & CPX
• 2011 Department of Medical Education
• 2012 Advanced course for physician scientist
• 2013 Ubiquitous-based test (UBT) using multimedia items PBL: problem presented using standardized patients
• 2014 Post-2\textsuperscript{nd} cycle medical education accreditation u-Portfolio during clinical clerkship
Competency framework for graduation (2009)

**Moral human beings**
- Life long, self-directed learning with reflection
- Professionalism

**Collaborative human beings**
- Communication & interpersonal skills
- Leadership

**Practical human beings**
- Understanding & application of scientific methods
- Critical thinking and problem solving
- Using basic sciences in the practice of medicine
- Patient care

*Inje University College of Medicine, 2009*
1. Competency-based education

2. Real-world problem solving ability

3. Integrated learning: Biomedical, humanities, and social

4. Capability for physician-scientist
### In-Duck-Je-Se (仁德濟世) Medical Curriculum

#### Premedical Course

<table>
<thead>
<tr>
<th>Course</th>
<th>Duration</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal arts</td>
<td>1-1</td>
<td>16 weeks</td>
<td>Campus life and career development, Excellent learning of medical students I</td>
</tr>
<tr>
<td>English</td>
<td>1-2</td>
<td>16 weeks</td>
<td>Speech and Writing, Excellent learning of medical students II</td>
</tr>
<tr>
<td>Medical humanities</td>
<td>2-1</td>
<td>16 weeks</td>
<td>Logical thinking, English speech, Patient and Ethics</td>
</tr>
<tr>
<td>Basic science/Basic medical science</td>
<td>2-2</td>
<td>16 weeks</td>
<td>Logical thinking, English speech, Patient and Ethics</td>
</tr>
</tbody>
</table>

### Basic Science/Basic Medical Science

<table>
<thead>
<tr>
<th>Course</th>
<th>Duration</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology I/Introductory chemistry I/Physics I</td>
<td>1-1</td>
<td>16 weeks</td>
<td>History of Medicine, Human and Ethics, Inquiry into physician role model</td>
</tr>
<tr>
<td>Biology II/Advanced general chemistry II</td>
<td>1-2</td>
<td>16 weeks</td>
<td>Introduction to medicine I, Introduction to medicine II</td>
</tr>
<tr>
<td>Structure and function of cell</td>
<td>2-1</td>
<td>16 weeks</td>
<td>Structure and function of cell, Structure and function of locomotor system</td>
</tr>
<tr>
<td>Structure and function of life conservation</td>
<td>2-2</td>
<td>16 weeks</td>
<td>Structure and function of life conservation, Structure and Function of nervous system</td>
</tr>
</tbody>
</table>

**Overseas study & training**

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*Inje University College of Medicine, 2015*
In-Duck-Je-Se (仁德濟世) medical curriculum -Pre-clerkship course-

**Phase 1**
- **3-1** 19 weeks: Response to injury (4 weeks)
- **3-2** 18 weeks: Hematopoietic system and neoplasm (4 weeks)
- **4-1** 19 weeks: Disease prevention and health promotion (3 weeks)
- **4-2** 18 weeks: Basic course for physician scientist (3 weeks)

**Phase 2**
- **3-1** 19 weeks: Physicians competency development (4 weeks)
- **3-2** 18 weeks: Gastrointestinal system (5 weeks)
- **4-1** 19 weeks: The kidney and urinary tract (4 weeks)
- **4-2** 18 weeks: Nervous system (4 weeks)

**Longitudinal course:**
- Medical Humanities
- Foundation of clinical medicine

Inje University College of Medicine, 2015
Progress test

3rd yr (integrated course with PBL)

4th yr (integrated course with PBL)

5th yr (core clerkship)

6th yr (elective clerkship, integrated course of clinical medicine)

- Comprehensive basic science examination (UBT)
- Comprehensive clinical science examination I (UBT using multimedia items)
- Comprehensive clinical science examination II (paper-and-pencil test)
- Clinical competence assessment (OSCE, CPX)
‘Inje University College of Medicine is the only medical school fully meeting excellence criteria of educational objectives and curriculum in the 2\textsuperscript{nd} cycle accreditation of medical education in Korea.’

‘唯一の医学教育優秀大学’

December 13, 2012
Korean Institute of Medical Education and Evaluation
The 2014 Outstanding Research and Theory Division sponsored accepted proposal winner

- 2014 AECT (Association for Educational Communication and Technology) Convention, Jacksonville, Florida, USA
- November 6, 2014

Using standardized patients vs. video cases as a method of representing clinical problems in problem-based learning
Medical research
(醫學研究)
External research funding of 41 medical schools in Korea (2013)

(KRW, Billion)
Research papers published in indexed journals of 41 medical schools in Korea (2013)

National Research Foundation of Korea, December 31, 2014
Selection of universities included in the ranking

The 750 universities included in the Leiden Ranking 2015 were selected based on their publication output in the period 2010-2013. Only so-called core publications were counted, which are publications in international scientific journals. Also, only research articles and review articles were taken into account. Other types of publications were not considered. Furthermore, collaborative publications were counted fractionally. For instance, if a publication includes three addresses of which two belong to a particular university, the publication was counted with a weight of $2/3=0.67$ for that university. About 1100 fractionally counted publications were required for a university to be included in the Leiden Ranking 2015.

Size-independent ranking
In this ranking the performance of a university does not depend on the size of its publication output

Size-dependent ranking
In this ranking universities with a larger publication output generally perform better than universities with a smaller publication output

Select field and region/country

Field: Biomedical and health sciences
Region: Asia
Country: All countries

Select indicators
Type of indicators: Impact
Ranking indicator: P
<table>
<thead>
<tr>
<th>Rank</th>
<th>University</th>
<th>Country</th>
<th>P</th>
<th>PP(top 1%)</th>
<th>PP(top 10%)</th>
<th>PP(top 50%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>76</td>
<td>Kumamoto Univ</td>
<td></td>
<td>1073</td>
<td>0.3%</td>
<td>5.4%</td>
<td>41.8%</td>
</tr>
<tr>
<td>77</td>
<td>Kitasato Univ</td>
<td></td>
<td>1018</td>
<td>0.3%</td>
<td>4.1%</td>
<td>33.4%</td>
</tr>
<tr>
<td>78</td>
<td>Tianjin Med Univ</td>
<td></td>
<td>1018</td>
<td>0.5%</td>
<td>6.2%</td>
<td>46.3%</td>
</tr>
<tr>
<td>79</td>
<td>Niigata Univ</td>
<td></td>
<td>1002</td>
<td>0.3%</td>
<td>4.6%</td>
<td>36.3%</td>
</tr>
<tr>
<td>80</td>
<td>Hanyang Univ</td>
<td></td>
<td>984</td>
<td>0.4%</td>
<td>4.7%</td>
<td>37.3%</td>
</tr>
<tr>
<td>81</td>
<td>Tsinghua Univ</td>
<td></td>
<td>978</td>
<td>0.9%</td>
<td>8.8%</td>
<td>48.3%</td>
</tr>
<tr>
<td>82</td>
<td>Ege Univ</td>
<td></td>
<td>955</td>
<td>0.2%</td>
<td>2.7%</td>
<td>30.4%</td>
</tr>
<tr>
<td>83</td>
<td>China Agr Univ</td>
<td></td>
<td>931</td>
<td>0.3%</td>
<td>5.6%</td>
<td>37.2%</td>
</tr>
<tr>
<td>84</td>
<td>China Pharmaceut Univ</td>
<td></td>
<td>926</td>
<td>0.5%</td>
<td>5.6%</td>
<td>41.3%</td>
</tr>
<tr>
<td>85</td>
<td>Shahid Beheshti Univ Med Sci</td>
<td></td>
<td>915</td>
<td>0.1%</td>
<td>3.5%</td>
<td>36.7%</td>
</tr>
<tr>
<td>86</td>
<td>Weizmann Inst Sci</td>
<td></td>
<td>897</td>
<td>2.5%</td>
<td>19.7%</td>
<td>64.6%</td>
</tr>
<tr>
<td>87</td>
<td>Chung-Ang Univ</td>
<td></td>
<td>892</td>
<td>0.1%</td>
<td>3.4%</td>
<td>32.2%</td>
</tr>
<tr>
<td>88</td>
<td>Univ Tokushima</td>
<td></td>
<td>879</td>
<td>0.1%</td>
<td>3.7%</td>
<td>39.0%</td>
</tr>
<tr>
<td>89</td>
<td>Chulalongkorn Univ</td>
<td></td>
<td>864</td>
<td>0.2%</td>
<td>4.3%</td>
<td>41.4%</td>
</tr>
<tr>
<td>90</td>
<td>Inje Univ</td>
<td></td>
<td>863</td>
<td>0.1%</td>
<td>4.1%</td>
<td>39.7%</td>
</tr>
</tbody>
</table>
### CWTS Leiden Ranking 2015

<table>
<thead>
<tr>
<th>Medical school</th>
<th>P</th>
<th>Rank</th>
<th>Japan</th>
<th>Asia</th>
<th>World</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kyushu</td>
<td>2,618</td>
<td>4</td>
<td>23</td>
<td>124</td>
<td></td>
</tr>
<tr>
<td>Chiba</td>
<td>1,351</td>
<td>11</td>
<td>58</td>
<td>270</td>
<td></td>
</tr>
<tr>
<td>Juntendo</td>
<td>1,143</td>
<td>17</td>
<td>73</td>
<td>316</td>
<td></td>
</tr>
<tr>
<td>Inje</td>
<td>863</td>
<td>(23)</td>
<td>90</td>
<td>377</td>
<td></td>
</tr>
</tbody>
</table>

*Medical Colleges/Schools: 83 in Japan, 985 in Asia, 2,368 in the world (May 31, 2015)*
Oversea service
(海外奉仕)
Official development assistance for promoting quality healthcare

- Period: November, 2008 - present
- External funding (Korean government): KRW 4.6 billion
- Twelve recipient countries: Afghanistan, Bangladesh, Cambodia, East Timor, Fiji, Guatemala, Mozambique, Paraguay, Peru, South Sudan, Sri Lanka, Uzbekistan

The 2nd International Development Cooperation Program Workshop
Colombo, Sri Lanka, July 15-17, 2014
(Collaborated with the Ministry of Health, Sri Lanka)
Volunteer medical service (oversea)
-Inje University College of Medicine & Paik Hospitals-

- Eight receiving countries: Afghanistan, Bangladesh, Cambodia, Congo, Laos, Sri Lanka, Uzbekistan, Vietnam

Phnom Penh, Cambodia, July 5-13, 2014
Volunteer medical service (oversea)
-Ten graduates of medical college-

- Eight receiving countries: Afghanistan, Bangladesh, Cambodia, Fiji, Jordan, Mongolia, South Sudan, Tanzania

Dr. Park, Moo-Yeol in Bangladesh (2000 – present)
Fr. John Lee Taesedk (1962 - 2010)

1981-1987  Inje University College of Medicine
2001-2008  Volunteer service at Tonj, South Sudan
Thank you very much for your attention

ご清聴ありがとうございます