

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

Jichi Medical University



Basic Information of the Institution	
Ownership: Private	Location: Tochigi, Japan
Accreditation Status	
Year of the Review: 2013	
Accreditation Status: accredited (Accreditation Period: April.01.2014 – March.31.2021)	

Certified Evaluation and Accreditation Results for Jichi Medical University

Notable Strengths

Education and research organization

- It is commendable that the School of Medicine in Jichi Medical University (hereafter, the University) trains students in simulated medical situations whereby each student needs to respond without the help of others. In addition to supporting the basic education of students and the acquisition of skills by healthcare professionals, the Medical Simulation Center equips students with simulators for emergency resuscitation, using high fidelity patients. The Center conducts training for the auscultatory method and ultrasonic diagnosis. It also conducts simulations in multiple-emergency situations and with a series of responses to patients whose condition may suddenly change. In addition, since 2011 fourth-year students in the School of Medicine have been required to take “PreBSL (Bed Side Learning)” as a practicum of pathognomy, before taking “BSL.” The above efforts are commendable in the fulfillment of the founding spirit of the University, whose mission, in part, is to “foster doctors who . . . have sophisticated clinical competencies.”

Educational content, methods, and outcome

- It is commendable that the School of Medicine implements seventy-two weeks of clinical training throughout students’ fourth and fifth years. This satisfies the international standard that Jichi Medical University will introduce in the future. It is also commendable that the University designs and implements an appropriate curriculum to achieve the educational purpose of fostering outstanding clinical doctors who can work as generalists in community healthcare. The third year curriculum contains “PBL (Problem Based Learning) Tutorial,” in which clinical cases are introduced to help students systematically master clinical competencies. The clinical training, which is a part of the fourth and fifth year curriculum, emphasizes the importance of communication with patients and ways to respond to them from the perspective of cultivating ethical practices and social skills.

Social cooperation and contribution

- It is commendable that about one third of the graduates from the School of Medicine who obtained student loans through the University still work or practice medicine in remote rural areas even after their obligatory work period is completed (they are fully exempt from paying their loans when the period is completed). This reflects the founding spirit of the University, “fostering doctors who maintain the high morals of the medical profession, have sophisticated clinical competencies, and are willing to contribute to the medical care and welfare of the local community.”

Suggestions for Improvement

Educational content, methods, and outcome

- In their degree granting policies, neither the School of Medicine nor the Graduate School of Medicine define the requirements to complete the programs. In addition,

with regard to the policies for designing and implementing the curriculum, the basic ideas concerning educational content and methods are not stated. The University should establish appropriate policies to improve the situation.

- Both the Master's program and the doctoral program of the Graduate School of Medicine use common criteria to examine degree-seeking theses and dissertations. Each program should establish its own criteria.

Enrollment

- The ratio of enrolled students to the student enrollment cap is high at 1.02 in the School of Medicine. This situation should be improved.