

and rapid diagnosis in their professional career in the future.

Faculty

For the teaching purpose, our department invites professors worked in national universities and specialists worked in Bureau of Infectious Diseases Control, Taiwan to participate in our lecture courses due to too few staff; additionally, full- and part-time teachers are also engaged in participating in various workshops related to research and teaching-promotion ability to enhance individual's research and teaching potentials. Until the end of August, 2009, our department has 2 full-time staff including one professor and one lecturer, 2 part-time staff including one professor and one lecturer, and one chair professor of United States of America is recently recruited in our department. In addition, one technician with medical technologist license works in the department.

Distinctive Feature of Research

Basic medical research, clinical diagnosis, and epidemiological investigations may be undertaken in the department simultaneously. Professor Fan has established animal models of "toxocaral granulomatous hepatitis and myositis", "ocular toxocariasis", and "cerebral neurotoxocariasis" that may be applied in molecular and in immunopathological studies in various parasitic diseases. In addition, Professor Fan led all of the staff and graduate students to the Kingdom of Swaziland, Southern Africa to undertake field-based parasitological academic research during July-August, 2009, through international cooperative opportunities promotes the international perspective and academic research potential of the department. All of the academic achievements can be consulted from this website

<https://rdsys.tmu.edu.tw/sci/s3/default.asp>.

Prospect

Our department is the most professional organization for disciplining traditional parasitic morphology and histology in Taiwan, and gains the outstanding achievements related to diagnosis and research of molecular and immunological studies in various parasitic diseases. Nowadays, our department aims reaching toward globalization and we gained excellent achievements in epidemiological studies in the Kingdom of Swaziland, Southern Africa during July-August, 2009. Wish the department become the most professional and important academic organization of Parasitology and Tropical Medicine research in Taiwan and even in the world in the coming future.

(Chia-Kwung Fan, Director/Professor)

公共衛生學科

簡史及概況

台北醫學院成立於民國四十九年，並於民國五十二年八月正式成立公共衛生學科，為醫學系八個基礎學科之一。公共衛生學科第一任主任為王耀東教授(52-58)，歷經洪清霖教授(58-72, 74-78)、葉錦瑩教授(73, 82-83)、許東榮教授(78-82)、邱文達教授(83-85)、韓柏檉教授(85-94)，邱弘毅教授(94-98)，民國九十八年八月由薛玉梅教授擔任公共衛生學科主任。

教學目標

培養醫學系學生具有臨床醫學資料整理、統計分析與結果判讀的能力。

訓練醫學系學生擁有流行病學研究方法與疾病調查的能力。

使醫學系學生瞭解如何經由各種環境暴露因素之控制及改善，達到健康促進的目的。

架構"基礎醫學"與"臨床醫學"間的連繫橋樑，養成醫學生未來臨床階段預防醫學應用的能力。

使醫學系學生對職業病及職業病之預防與控制有所了解，啟發對職業醫學之興趣。

使醫學生能真正體會預防重於治療的現代公共衛生精神，成為具有社會觀的醫者。

教學特色

醫學系學生過去必修公共衛生學相關課程共八學分，均由公共衛生學科專任教師主授，內容包括生物統計學二學分、環境醫學二學分、流行病學一學分、實際公共衛生學二學分以及預防醫學一學分等。目前醫學系學生必修公共衛生學相關課程共八學分，由公共衛

生學科與公共衛生學系專任教師共同主授，內容包括生物統計學二學分、環境醫學二學分、流行病學二學分、實際公共衛生學二學分，以及選修的職業醫學概論二學分等。

公共衛生學科相關課程之教學方式是依各科目性質而定，二年級下學期生物統計學以 power point 講授為主，期末讓學生分組上台報告發表在國際學術期刊之論文或分析資料檔案的結果，討論國內外常見之醫學生物統計學實例，讓學生能將上課之理論應用於實際的案例。三年級上學期環境醫學，以 power point 講授為主，做書面專題報告為輔。三年級下學期流行病學，以 power point 講授為主，期末讓學生分組上台報告與流行病學相關發表在國際學術期刊之論文。四年級上學期實際公共衛生學以專家學者專題演講為主。五年級上學期職業醫學概論，聘請專家學者及專任教師以 power point 講授為主。

公共衛生學科相關課程，每堂課除酌發上課內容講義外，並將每週上課之 power point 檔，在上課前上傳在 MYTMU 的看板中，讓醫學系學生自行下載與瀏覽。

師資

公共衛生學科目前專任教授 1 名、副教授 1 名、助理教授 1 名、講師 1 名、技正 1 名、及兼任教師多名。過去負責醫學系並支援其他各學系與公共衛生相關之教學、討論、實驗及見習等課程，內容涵蓋預防醫學、流行病學、環境衛生、衛生行政、生物統計、電腦概論等課程。

研究特色

公共衛生學科無論新進人員或資深教師均能互相琢磨砥礪，以期能呈現精緻化的教學品質及國際化的研究水準，此認真教學、樂於服務、勤於研究及不斷求進步的精神為本學科一大特色。由於公共衛生學科教師除了擔任醫學系的公共衛生相關課程之外，還須支援校內其他學系、所之生物統計學、流行病學、公共衛生概論等科目教學，在課餘時間又常需接受校內同仁及研究生的統計諮詢，教學負荷較重。自民國七十八年成立公共衛生學系，並於民國八十五年成立公共衛生學系碩士班與九十一年成立公共衛生學系博士班。科系之教師實際上在教學任務分配不分彼此，共同分擔全校公共衛生相關課程並接受校內同仁及研究生的統計諮詢，共同為公共衛生的教學奮鬥努力。

公共衛生學科教師建立環境衛生與流行病學實驗室，研究領域有癌症流行病學、慢性病流行病學、砷相關癌症與心血管疾病、香菸與香菸代謝物相關健康危害等研究。公共衛生學科教師每週均與研究生進行定期書報討論與實驗進度報告。公共衛生學科教師也接受 International Federation of Medical Students' Association 的 Standing Committee on Research Exchange (SCORE) 計畫交換學生暑期實習。公共衛生學科教師除近年來發表之國際學術期刊論文逐年增加外，也積極參與研究計畫。

展望

公共衛生學科於民國五十二年八月成立以來，對培養新血不遺餘力，提供新進教師發展空間並增強琢磨其教學能力，且資深教師亦持續進修成長，以期呈現精緻化的教學品質。公共衛生學科教師在課餘時間除經常相互切磋及研究生資料分析的統計諮詢外，並積極參與各項研究。未來擬秉持教學與研究並重的原則，將發展重點放在流行病學與環境醫學上，不斷努力創新，以奠定學生預防醫學之基礎。

公共衛生學為基礎醫學及臨床醫學的橋樑，故今後在醫學系的教學研究上將以提昇基礎醫學學術品質及增加臨床醫學應用性為標竿而努力。鼓勵公共衛生學科系教師與臨床醫師及基礎醫學老師合力組成研究團隊，參與整合型研究計畫加強研究能量。

(薛玉梅 主任/教授)

Department of Public Health

History and Overview

Taipei Medical College was first established since 1960, and the Department of Public Health was founded in 1963. It's one of the eight fundamental disciplines for School of Medicine. The department was chaired by Prof. Yao-Dong Wang during 1963 to 1969, Prof. Ching-Lin Hong (1969-1983 and 1985-1989), Prof. Ching-Ying Yeh (1984 and 1993-1994), Prof. Dong-Rong Shu (1989-1993), Prof. Wen-Da Chiu (1994-1996), Prof. Bor-Cheng Han (1996-2005), Prof. Hung-Yi Chiou (2005-2009), Prof. Yu-Mei Hsueh is now served as the chair of the department.

Goal of Education

In support of the school's mission, our goals are the following:

To train the ability of dealing with clinical medical information, statistical analysis and results presentation for medical students.

To make medical students familiar with epidemiological research methods.

To introduce medical students how to control and improve various environmental exposure and to achieve goal of health promotion.

To construct the connection between "fundamental medicine" and "clinical medicine",

to improve the ability of applying prevention medicine for medical students in the future clinical stage.

Occupational injury and disease introduction, control and prevention. To train medical students to realize "prevention is more important than treatment" the modern spirit of public health, and become a physician with social perspectives.

Distinctive Features of Education

The medical students had finished eight public health related credits, including biostatistics (2 credits), environmental medicine (2 credits), epidemiology (1 credit), practical public health (2 credits) and prevention medicine (1 credit) coordinated by faculty of department of public health before. Now there are 8 required credits for medical students coordinated by faculty of department of public health, including biostatistics (2 credits), environmental medicine (2 credits), epidemiology (2 credit), practical public health (2 credits) and an elective course—introduction of occupation health (2 credits).

The teaching processes are depends on the courses characteristics. Biostatistics in the 2nd semester, the second grade was processed by instructor's lecture principally. At the end of the semester, Students have to present the original papers published on international academic journals by groups. They will practice statistical analysis and discuss the clinical examples of medical data and apply the theory to the real state. Environmental medicine in the 1st semester, the third grade was processed by instructor's lecture principally accompanied with written-form reports. Epidemiology in the 2nd semester, the third grade was processed by instructors' lecture principally. At the end of the semester, Students have to present the epidemiology related papers published on international academic journals by groups. Practical public health in the 1st semester, the fourth grade was processed by experts' special lecture principally. Introduction of occupation

medicine in the 1st semester, the fifth grade was processed by our instructors' and experts' lecture. The hand-outs were delivered on class and the power point file will be uploaded in the My TMU and My2 TMU Web Board. Medical students can download and view those materials freely.

Faculty

On August 30, 2009, the Department of Public Health has 4 full-time faculty, including 1 professor, 1 associate professor, 1 assistant professor, and 1 instructor, and several part-time faculty. They were in charge of public health related courses for School of Medicine and have to support lecture, seminar, laboratory and experiment of those for the other departments including prevention medicine, epidemiology, environmental health, health administration, biostatistics, and et al.

Distinctive Features of Research

The senior and junior teaching staff in Department of Public Health encouraged each other to improve our quality of teaching and researches. The spirit of teaching hard, being delighted to serve, involving in the research actively and making progress continuously was distinctive characteristics of our department. Environmental and epidemiology laboratories set up by teaching staffs. The main research interests were cancer epidemiology, chronic disease epidemiology, arsenic related cancer and cardiovascular disease, cigarette and its metabolites related health hazard. Teaching staff of department of public health hold a weekly meeting with graduate students to discuss the research progress. Teaching staff of department of public health also accept exchange students for summer program from the one of International Federation of Medical Students' Association program—Standing Committee on Research Exchange (SCORE). We also encourage faculty members to participate workshops, symposia and international conference on medical research and education

to improve teaching skill and research energy.

Prospect

Public Health Department did our best to train the junior staff members, to provide them new space and enhance their teaching ability. And the senior staff members keep pursuing further education to improve quality of teaching. All the staff members learn from each other by exchanging views and discussing the research materials of graduate students, and conduct research grant actively. Our development strategies will focus on improving the quality of teaching and research. Environmental medicine and epidemiology will be the main areas. We have kept on devoting effort to establish foundation of prevention medicine for medical students.

Public Health is the important linkage between fundamental medicine and clinical medicine. In the teaching and research for School of Medicine we will elevate research quality of fundamental medicine and enhance application of clinical medicine. We also encourage our staff members to increase research power by integrating a research team with clinical physicians and teachers of other fundamental disciplines, and participating collaborating research plan.

(Yu-Mei Hsueh, Director/Professor)

內科學科

簡史及概況

台北醫學院成立時醫學系即有內科學科。民國 65 年 8 月附設醫院正式開幕。初期，內科學科主任由附設醫院內科主任兼之。當時由郭宗煥醫師兼任附設醫院內科主任兼內科學科主任。內科學科之教職大多由附設醫院主治醫師具有部定資格者擔任。民國 70 年 3 月由王子哲醫師擔任附設醫院內科主任兼內科學科主任。民國 72 年 8 月由潘憲醫師擔任附醫內科主任兼內科學科主任，經過多年的努力內科學科人力漸漸充實。當時內科學科內設有消化內科、心臟內科、腎臟內科、內分泌科、及胸腔內科。民國 85 年 9 月由陳培源醫師擔任附設醫院內科主任兼內科學科主任，內科學科增設風濕免疫科、感染內科及血液腫瘤科，

內科學科之各次專科於焉完整。民國 86 年 2 月萬芳醫院成立，北醫自此時起有北萬兩院內科部。民國 88 年潘憲醫師再任內科學科主任。民國 89 年 11 月台北醫學院改制為醫學大學。民國 92 年 8 月由張念中醫師接任內科學科主任。民國 97 年 10 月雙和醫院成立，北醫自此時起有北萬雙和三院內科部。

教學目標

落實專業課程通識化，及配合以臨床實際案例學習，使醫學生早日接觸病人，求能學與用配合。培育醫學生及年輕醫師照顧病人以全人醫療為處理模式。終極目標是培育醫學生及年輕醫師具備利他主義、知識淵博、技術熟練、及負責任心。加強醫學生及年輕醫師醫病溝通能力、醫學倫理觀與人文素養。醫學倫理是以行善、無害、尊重自主及公平信義為其原則，而且藉由典範學習以達成目標。進一步拓展醫學生及年輕醫師之國際視野，培育使醫學生及年輕醫師未來在醫界居領導地位。

教學特色

將客觀結構式臨床教學及評量首次引入國內為落實醫學教育改革，內科學科張念中主任於民國 92 年夏到日本考察客觀結構式臨床測試 (Objective Structured Clinical Examination; OSCE) 教學及評量並於 92 年 10 月 18 日舉辦國內首次 OSCE 觀摩會，全國各醫學院均派人參加，盛況空前。之後全國各醫學院之 OSCE 皆以本學科之 OSCE 教材及流程為藍本。現在內科學科每年與三院 (附醫、萬芳、雙和) 共同舉辦 OSCE。
落實實地臨床教學

民國 95 年起為配合進一步之醫學教育改革，內科學科率先在醫學系各臨床學科推動大堂課濃縮課程，把內科學科八大次專科的各 16 次大堂課濃縮成 8 次大堂之核心課，設計與 8 次大堂核心課不重複的 8 次臨床之核心課程、編寫教學及學習資料、簡化學習護照內涵及設計劃一之評量標準，並且聯繫 7 院 (北醫、萬芳、雙和、馬偕、新光、國泰、奇美) 內科達成教學及評量劃一之共識。實際運作是：以統一編寫的教材 (北萬雙和各次專醫師合編) 來落實定量之教與學，求能達成各院一致性，在醫院環境內授課，與 8 次大堂不重複的 8 次臨床核心課，大堂課教基本，即教疾病機轉、病態生理學，配合臨床核心課，教應用，以實際案例，教疾病診斷及治療。並配合以實際案例教學，小組方式教學，配合國考題型之教學，啟發式教學，小型測試評量 (Mini-Clinical evaluation exercise; Mini-CEX, 迷你臨床演練評量及 Directly Observed Procedure Skills; DOPS, 直接觀察操作技能評量)，及雙向回饋式教學。
導入以實際臨床案例教全人醫療、醫學倫理及法律