

On the Integration of Innovation and Entrepreneurship Education with Excellent Medical Students

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Abstract: Medical colleges and universities should cultivate professional and practical talents. It is very important to pay attention to the cultivation of professional practice ability and innovation ability of medical students. One of the effective ways is to carry out the integration of innovative entrepreneurship courses and outstanding talents, especially the innovation and entrepreneurial practice activities of medical specialty. College students' entrepreneurial practice base is the carrier of innovative medical students' innovation and entrepreneurship, and has played an important role in the innovation and entrepreneurial activities of excellent medical students. However, for medical colleges and universities, the entrepreneurial base that simply provides venues, office conditions, entrepreneurial training, financing, and other popular services is far from meeting the needs of innovative medical students. This paper clarifies the significance of integration of outstanding talents with innovation and entrepreneurship education, and studies the problems of medical college innovation and entrepreneurship integration. For example, most of them do not have their own entrepreneurial bases, and some colleges and universities' entrepreneurial bases are mostly empty shelves because of insufficient professional equipment, limited resources, and limited venues. The method of merging innovative entrepreneurship education with outstanding medical talents is proposed.

1. Introduction

The "Excellent Physician Education and Training Program" is a guidance document issued by the Ministry of Education and the Health and Development Commission in 2012 on how to cultivate high-level medical talents adapted to the development of China's medical and health undertakings. The plan has become an important measure for the implementation of the national long-term education plan and reform of the medical and health system, accelerating the comprehensive reform of clinical medicine education, and innovating the personnel training model. Medical higher education is an important part of university education. The integration of innovation and entrepreneurship education in the process of training outstanding medical students in higher medical colleges and universities is both a great enrichment of their respective connotations and an inevitable necessity for the progress of the times.

The "Excellent Physician Education and Training Program" puts forward clear requirements for the cultivation of innovative medical talent standards in medical colleges and universities. Innovative medical talents not only need to have a complete medical knowledge structure, but also need innovative thinking, divergent thinking, and positive and optimistic character. The cultivation of traditional medical students has obviously failed to keep pace with the development of modern medicine and social progress. Medical colleges face many challenges in carrying out innovation and entrepreneurship education. The integration of innovative entrepreneurship education and the training of outstanding medical students is not only a powerful response to the era of higher education reform, but also can promote the overall development and self-worth of medical students. The realization of this will better restore the nature of medical education.

2. The Practical Significance of the Fusion of the Two

2.1 Strong Response to the Call of the Times.

The promotion of "mass entrepreneurship and innovation" is an important strategic plan made by the Party Central Committee and the State Council under the new economic normal conditions, and it is also the only way for the country to implement innovation-driven development strategies. We are in an era that calls for reform and innovation. Innovators and entrepreneurs naturally have a broad arena to use. The process of training medical students in medical colleges is also a process of inheriting science and technology, promoting social progress, and deepening the reform of medical and health care. Medical colleges and universities have natural discipline advantages in promoting the construction of an innovative country. Medical talents are senior social talents. Young people represented by medical students bear endless wisdom and vitality. They are the power source for China's future development. They should keep up with the trend of the times and seize the precious opportunities for the great rejuvenation of the Chinese nation. Courage to promote the social progress of the tide, in the realization of the individual dream and the Chinese dream of a unified historical process, to achieve their own life value.

2.2 The Need for Restoration of Medical Education.

A mature society's judging criteria for talents is not limited to academic qualifications, but focuses more on examining the "transferability" of the talents' own communicative, organizational, determinant, and innovative capabilities. It is impossible to achieve through classroom teaching.

In the innovation and entrepreneurship education, the innovative thinking of college students will be affirmed, the students' initiative in learning will be effectively stimulated, and the university students' pursuit of new knowledge will become self-published, and they will be able to better realize the "unification of knowledge and practice". In the medical and health field, on the one hand, advances in medical technology mean that human exploration of the field of life is endless. On the other hand, it also calls for medical talents to outdo blue and blue.

2.3 Realizing the Inner Drive of Self-Worth of Medical Students.

If all educational activities in medical colleges are to achieve the full development of medical students, the standards of medical students should be defined as: having a noble character, having a systematic medical knowledge structure, persistence in life sciences, the determination to strive for life in medicine. If the "self-actualization demand" expressed in Maslow's hierarchy of needs is the highest level of human needs. Therefore, it is the belief in the highly responsible life and the "perfecting the perfection of human health" that it is the faith that carries medical students to realize their self-worth. The stimulation of students' self-reliance, self-reliance, and self-improvement in the process of innovation and entrepreneurship education is conducive to helping medical students establish a correct life value orientation and happiness pursuit.

3. Analysis on the Status Quo of Innovation and Entrepreneurship Education in Medical Colleges

3.1 Insufficient Understanding of Innovation and Entrepreneurship Education, Goal Utilitarianization.

At present, many medical colleges and universities carry out innovation and entrepreneurship education just because they are under pressure from various competitions. As a result, some colleges and universities will increase the possibility of winning through an elitist education model, instead of universalizing innovation and entrepreneurship education among students. The pursuit of various awards has become the starting point for colleges and universities to carry out innovation and entrepreneurship education. This practice has seriously masked the nature of innovation and entrepreneurship education, leading to the utilitarianization of innovation and entrepreneurship education. Under this utilitarian thinking, many participating projects are completely out of touch with the medical profession.

3.2 Innovation and Entrepreneurship Education Form a Single, Curriculum Marginalization.

A common phenomenon in medical colleges and universities is that innovation and entrepreneurship education is not as important as other professional courses. It is often a supplementary link in the career guidance course. This makes innovation and entrepreneurship education marginalized in the education system of the overall higher education institutions. The specific performance is as follows. Firstly, there is no consistent teaching content, mature teaching methods and scientific and effective evaluation criteria; Secondly, the teaching form is mainly theoretical teaching and less teaching time. Thirdly, in the selection of teaching teachers, are cross-major or temporary transfer, and the teacher structure is not reasonable. This makes innovation and entrepreneurship education lag behind other courses.

3.3 Innovation and Entrepreneurship Education Platform is Limited, and Practice is Limited.

The implementation of innovation and entrepreneurship education requires schools to invest in special education funds. The practice of innovation and entrepreneurship education requires a broad platform. However, the current status quo is that there is less investment in special funds, and there is a lack of innovation and entrepreneurship education practice bases such as business incubation parks and school-run enterprises. It is difficult to provide students with a large number of opportunities for innovation and entrepreneurship, which seriously hampers the cultivation of students' ability to innovate and start a business.

3.4 Marginalization of General Education Courses such as Innovation and Entrepreneurship.

The employment rate is highly concerned and the social division of labor changes frequently. Many university majors are narrowed to job placement education, and the general education curriculum is seriously inadequate. There is a large number of situations in which the use of Chinese characters and punctuation cannot be correctly applied. Historical and artistic cultures are lacking. It is understandable that the public, colleges, and medical students themselves place professional learning in the most important position of university career. However, medical colleges and universities are very different from ordinary higher education institutions and vocational education schools. The most important of these is: Combining general education with professional education, and cultivating high-level talent with both culture, knowledge, and skills. Inspiring the innovative consciousness of medical students, cultivating the innovative spirit of medical students, and improving the ability of medical students to innovate and innovate are the goals of innovation and entrepreneurship education, and they are also an important part of medical students' humanistic quality education. In recent years, the doctor-patient relationship disputes in China have caused a large number of tragedies for wounded doctors, and put forward new requirements for medical students' humanities and literacy education. It is urgent to strengthen general education in medical colleges.

4. A Brief Discussion on the Integration of Innovation and Entrepreneurship Education and Outstanding Medical Students in Medical Colleges

4.1 Improve the Innovation and Entrepreneurship System and Strengthen the "Three Creations" Campaign on Campus.

Improve the mechanism of campus innovation and entrepreneurship education

Reforming the traditional curriculum system and setting up the "Three Creations" curriculum that combines the needs of students with the combination of theory and practice, namely the "Innovation, Entrepreneurship, and Creation" curriculum system, building a creative entrepreneurship education curriculum system that is progressive, organically connected, and scientific and rational.

Standardize management of college students' innovation and entrepreneurship incubator bases, create space, and encourage entrepreneurial projects with medical characteristics to enter incubation bases, such as the Chinese medicine health care, experimental operation platform, sunshine love

clinic, psychological counseling and other entrepreneurial teams. We should also increase the encouragement and support for incubating projects in the incubation base for entrepreneurship. We should provide policies, venues, and financial support for self-employed students in colleges and universities. We are committed to training a group of technical service-oriented and product development entrepreneurs, and actively guide students in scientific research. The connection between innovation and market forces transforms "intelligence" into "productivity."

From "cultural and sports activities" to "innovation and entrepreneurship," we will hold scientific research lectures, entrepreneurial salons, brainstorming, pioneering interviews, entrepreneurship training camps, etc., and build a platform that integrates with college students' science and technology innovation competitions to build a systematic competition, carrying out various forms of student extracurricular academic scientific and technological works competitions to increase students' participation in scientific and technological innovation practice. It is also possible to infect and nurture everyone through entrepreneurial successes or innovation stories around them to improve students' independent innovation capabilities.

In terms of policies, the state should increase support for the innovation and entrepreneurship of young college students, especially medical students, and should increase investment in funding. Medical colleges and universities should set up a special fund for science and technology innovation to fund student research projects, plan student scientific research projects, and encourage students to declare and support them to conduct project research. At the same time, the contents of innovative learning in medical schools will be expanded, theoretical learning and clinical practice will be innovated, and financial support for clinical operations will be intensified. Governments at all levels should actively respond to the call of the country and propose that units at or above the county level set up business incubators or technological innovation parks so as to provide opportunities and exchange platforms for local innovation and entrepreneurship.

4.2 Starting from the Basic Links to Improve Teaching Quality.

Since the development of innovation and entrepreneurship education, it has surpassed the initial goal of the initial call for entrepreneurship. It is more to improve the overall quality of students, guide students to transform their knowledge into applicable abilities, develop personal potential in multiple ways, and better adapt to society. And realize personal value. The knowledge taught by teachers needs to jump out of the limits of entrepreneurial knowledge, expand the fields of psychology, history, literature, economics, management, and more. It is even more important to prompt students how to use these knowledge to serve life and learning, and to highlight the importance of cultural literacy in social activities.

4.3 Skillfully Searching for the Junction between Medicine and Entrepreneurship.

The growth experience of medical students and other professional college students is very similar. To touch their hearts, they must find cases and entrepreneurial projects that are close to their own background. For example, pharmacy students have unique advantages in pharmaceutical production and sales, and even research and development. Nursing students are more suitable for the development of pension programs. Taobao and micro-business users have more say in common and common things in their daily life. Teachers can also conduct entrepreneurial practices. They can experience the different feelings of entrepreneurship during practice, summarize lessons learned, test the entrepreneurial theories they teach, and discuss entrepreneurial experiences as a teaching case with students and other innovative and entrepreneurial teachers inside and outside the university.

4.4 Achieve Inter-Professional Student Cooperation and Expand the Coverage of Entrepreneurial projects.

The platform can cover all majors of medical colleges, including medical edge subjects and medical majors such as public utilities management, information management and information systems, pharmaceutical marketing, medical psychology, and pharmaceutical specialty, including medicine, laboratory science, clinical medicine, nursing and other medical related disciplines.

Multiple professional students work together. Through this platform, members of the Innovation and Entrepreneurship Project Team can give full play to their professional expertise, make joint use of resources such as venues and equipment, work in collaboration and achieve entrepreneurship.

5. Summary

Innovation and entrepreneurship is an eternal educational topic. This paper describes the research and development of an innovative and entrepreneurial platform based on medicine, which can provide a new idea for innovation and entrepreneurship education in medical schools. It integrates education, entrepreneurship and innovation organically through the platform.

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