

Research on the Status Quo and Countermeasures of Medical Ethics Education for Medical Students

Juning Wang¹, Bin Yao¹

¹ School of Medicine, Xi'an Peihua University, Xi'an, Shaanxi, 710125

Keywords: Status Quo, Medical Ethics, Medical Students

Abstract: Through the investigation and study of the medical ethics and medical ethics education of current medical students, this paper analyzes the current medical ethics education rigorously and rationally, provides rich materials for scholars who conduct medical ethics education, and cultivates excellent new era. The medical staff provided a new approach.

1. Introduction

Medical ethics demonstrates the attitude of a medical staff to patients, work, and their own responsibilities. In other words, the ability and value of a medical staff is directly affected by his own level of medical ethics. However, what is unsatisfactory is that in the long-term social development, China ignores medical ethics education and causes the irrational knowledge structure of medical students, which makes the idea of "heavy skills and light enthusiasm" gradually manifest itself in medical practice activities. Medical students lack medical quality, professional ethics decline, and lack a complete and comprehensive medical ethics education system. Not only that, the lack of medical ethics education has led to the voice of the people in the real society who are dissatisfied with the working attitude and moral literacy of medical personnel. In his report to the 19th National Congress of the Communist Party of China, General Secretary Xi pointed out: "We must implement the Healthy China Strategy, deepen the reform of the medical and health system, and comprehensively establish a quality and efficient medical and health service system." In order to achieve the high quality and efficiency mentioned in the strategy, It is especially important for medical students to develop their medical education and further promote the development of excellent medical talents. Medical colleges and universities are the only way for medical staff to grow up. The education of them has a great influence on the medical ethics of medical staff throughout their lives. Through the education of colleges and universities, medical students are deeply aware that they shoulder the mission of saving patients' life and health and carrying forward scientific research. At the same time, they undertake the future medical research and clinical work, and should strive to cultivate themselves as an academic and technical, High-level medical talents with ideological and moral development, bear in mind the "Medical Medical Oath" and strive for the healthy development of the medical and health undertakings of the motherland.

2. Basic concept definition

Occupation is a social work that has long been engaged in people's specialized business and specific duties due to social division of labor and division of labor within production. The particularity of this kind of social labor makes the social people engaged in professional activities put forward certain professional standards and requirements, and professional ethics arises. Professional ethics is not only the behavioral requirements of practitioners in professional activities, but also the moral responsibilities and obligations of specific occupations to society. How many professions, there are many kinds of professional ethics, compared with other ethics, certain professional ethics rules only apply to specific industry fields and have the characteristics of continuous development and continuation of generations. The expression of professional ethics is diverse and common. There are regulations, codes, etc. Although it is not legally mandated, it restricts people's behavioral norms in real life.

Medical ethics is the ideological and moral quality that medical personnel should possess. It is the sum of the moral elements that regulate the relationship between medical staff and patients, society and medical personnel. Due to the particularity of the industry, medical ethics has its own characteristics in addition to the above-mentioned professional ethics. Medicine is "the study of lover" and "the study of humanity." All actions of medical staff are beneficial to the health of patients. As stated in "The Medical Decade": doctors are not for themselves, but for others, which is determined by the professional nature. "Medical ethics is humane; medical ethics is universal and serves the whole human race. The Geneva Accord Act stipulates: "Between my duties and my patients, religion, nationality, race, political parties and society are not allowed. Party factors are considered to be doped. "Medical services for human health cannot be used as tools for specific classes and party struggles. Medical ethics has autonomy. The Tokyo Declaration emphasizes that physicians have medical responsibility for the patients they treat, and when they make treatment decisions, they are Autonomous. Medical ethics is produced, accumulated and developed in long-term medical and health service activities. It has strong practicality. Compared with other professional ethics, society has higher requirements for it, and morality in the whole society. The system occupies an important position. This is because the work of medical staff is directly related to people's health and the survival of patients, and it is related to the joys and sorrows of the people. Therefore, the famous medical scientists both at home and abroad have emphasized and attached importance to medical ethics. They can be noble. The combination of medical ethics and superb medical skills regards the rescue of the wounded, the relief of the patient's disease, and the maintenance of the patient's health as their sacred duty.

3. Analysis of the causes of medical ethics education in medical students

In the current medical college education, classroom teaching is the most common method of education, which is the "cramming" teaching in the usual sense. This kind of teaching method focuses on the teaching of the teacher, and the situation that the students truly grasp and absorb, the performance of the students in the classroom, and the students' understanding of the knowledge are not valued by the teacher. Everything has its causes, so why does this "cramming" teaching method occur and continue to this day? The reason is that the "teacher-centered" thinking in the traditional education concept still stubbornly exists in the hearts of some teachers. Under the traditional education mode, teachers are the main body of the classroom. Teachers' teaching of knowledge is also the main content of the classroom. However, as the students' self-awareness grows, their expectations of the educational model have also changed, unilaterally imparting knowledge. The model is no longer satisfactory to students. They expect teachers to regard them as equal and independent individuals, not only strictly demanding their studies, but also giving them full respect, trust and care. Because the teacher still regards himself as the center of the classroom, the classroom of moral education is only the stage of the teacher alone, so the students can not achieve psychological recognition of the knowledge they teach, lacking this sense of identity, the students will not Will actively participate in the classroom learning, which in turn makes it impossible for teachers and students to communicate effectively.

As a humanities course, moral education is regarded as a relatively small degree in the medical colleges of science, and the school is relatively insufficient in its investment. The curriculum of humanities and social sciences is relatively weak. Its weakness is mainly manifested in the fact that the number of medical ethics teachers is obviously insufficient. There are very few professional teachers who are committed to the development of medical ethics education courses and professors. In fact, these two aspects have complicated relationships. In this kind of teacher situation, it is the normal state of medical colleges to not teach medical ethics courses, or to have medical ethics courses without professional teachers. Of course, there are some medical colleges, although there is a lack of professional medical ethics teachers, but because of the medical ethics in the doctor profession The importance of career, and therefore the method of hiring part-time medical teachers to teach, this method, although the starting point is good, but can not achieve the desired results. In the teaching process, there is no special instructor for such courses. They can only rely on medical

teachers for part-time teaching. The teaching of part-time teachers has its own inevitable limitations. Due to their different professional backgrounds, such teachers lack professional knowledge of medical ethics education, and cannot make clear and effective education guidance for medical students. Secondly, in the classroom of medical ethics education, teachers' "speaking and teaching" is considered to be effective. Teaching methods, but most of the part-time medical ethics teachers' own medical ethics awareness is rather weak, obviously unable to achieve the goal of moral education. These kinds of factors lead to the weakness of the medical ethics education, which brings certain deviations to the teaching. In addition, part-time medical ethics teachers lack sufficient time and energy to effectively guide students, and at the same time make the academic atmosphere of medical ethics education in schools very lacking. Most teachers engaged in medical ethics education are based on the original academic background in the teaching process. This situation is difficult for medical ethics education to have its unique background. In the course of the development of medical ethics education courses, medical colleges and universities are mostly based on the premise of professional medical content and purpose. It is difficult to form an independent disciplinary system, which also restricts the development space of medical ethics teachers. At the same time, a large part of medical professional teachers only pay attention to the medical skills training of students. When practicing in practice, they usually ignore medical ethics education. In summary, we can also see that it is particularly important to strengthen the medical ethics education awareness of medical professional teachers.

4. Countermeasures and Suggestions on Strengthening Medical Students' Moral Education

In the teaching of humanities courses in schools, it is necessary to firmly grasp the connection between teachers and students. In the classroom, teachers can use a variety of teaching methods, such as organizing students to discuss collectively, in the classroom, to motivate the students, to analyze and discuss the classic medical ethics case, so that students can feel the medical ethics more directly. In this process, students with different personality characteristics adopt different medical ethics cases, actively guide students to carefully analyze the patient's condition and psychological characteristics, carry out self-evaluation activities in the medical process, and further deepen the understanding of the importance of medical ethics. In addition, by creating characters and conducting a simulated demonstration of the situational teaching mode, students can experience the actual medical ethics incidents and record the whole process, which makes it easier to analyze the specific performance of each student in a more detailed manner, so that students can improve themselves. It is conducive to the further deepening of medical ethics education by transforming the external medical ethics principle into its own internal cultivation. Teachers can also organize students to conduct ethics-themed debates, speech contests, and drama performances to mobilize their own enthusiasm, and to self-absorb and independently explore the medical ethics content. Through these methods, students can further deepen their understanding of medical ethics.

The power of the example cannot be underestimated. To commend and set an example for advanced individuals, on the one hand, it is an affirmation and an incentive for the advanced individuals themselves, on the other hand, it can play a role in setting standards. The role model has a leading role and can effectively inspire more individuals and Units rushed into the first column. In ancient China, there was a beautiful talk about "Xinglin Spring Warm, Orange Well Spring Fragrance". Today, there are quite a few advanced model powers in the national health system: such as the capital's top ten health guards, Ma Qingjun, and the "small prescription" doctor Wang Zhengyan. Their excellent character is not only a touch, but also a shining star guiding the night, inspiring more medical staff to make extraordinary contributions in ordinary posts. The praise of medical ethics students can be seen everywhere in the teaching area and living area of our school. They have resolutely donated blood at the critical moments of their lives. They have taken the initiative to visit the elderly in the nursing home since high school. They treat the patients as family members in the critical condition of the patients. They all work in the name of the people. The doctors practice the practice of "health, life and life", taking the patient's life and health as their responsibility, and let the patient feel the warmth of family. The important measures of inspiring and

motivating role models can be achieved by nurturing and discovering more advanced collectives and individuals. The power of the example is endless. As long as we create a good medical ethics, and use the power of example to inspire morale, inspire people, and establish an industry trend of saving lives, people-oriented, and practicing medicine, we can effectively carry out medical ethics education.

5. Conclusion

Medical ethics education must be a long and rugged road. Forming a good medical ethics requires a lifelong learning process. As a special ideology, medical ethics is not static, but will be influenced by many parties. After the medical students leave the school and really enter the job, the bad factors from the social environment, the medical system, and the specific family situation will inevitably affect the educational achievements of medical ethics education. Therefore, the construction of a good social environment and medical environment is the result of ensuring medical ethics education. An indispensable factor. At the same time, we also believe that under the unremitting efforts of medical ethics educators, and in the society as the society continues to increase the emphasis on medical ethics education, in the future China will have a large number of comprehensive high-level medical talents in the new era, they will have more noble The medical ethics and more sophisticated medical technology, the contradiction between doctors and patients in our society will also be correspondingly alleviated.

Acknowledgements

Fund Project: Xi'an Peihua College 2018 annual school counselor work special research project, project name: the construction of "three in one" innovative medical education model, project number: PHSZ201816

References

- [1] Ji Chunyuan, Du Wei, Peng Huidan. Comparison of Chinese and foreign medical ethics education [J]. High Teaching Journal, 2015-04, (1)
- [2] Sun Yingwei, Hu Zhengjuan, Liu Fang, et al. Understanding and thinking about the results of interviews on medical ethics education in medical colleges in China and the United States [J]. Chinese Medical Ethics, 2017 (4): 45.
- [3] Li Zhanze. International comparison and experience enlightenment of medical ethics education [J]. People's Forum, 2015 (02): 245-247.
- [4] Zheng Zhibo. Historical evolution and model analysis of foreign medical ethics education [J]. China Market, 2014 (29): 92-93.
- [5] Wang Xin, Huang Lei Lei Anglo American Medical Kai Tak education mode for my German State Medical education is shown [J] Education Science, 2014,30 (01): 84-88.