

## Research on Humanistic Education for Medical Students in Post-epidemic Era

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**Abstract:** The COVID-19 pandemic, which started in early 2020, has not stopped. The need of safety makes people hold on to medicine. People urgently need doctors with noble medical ethics and superb medical skills. The epidemic has brought about changes, but the essence of medical education has not changed. Medical students should not only have medical knowledge and excellent technical level, but also have extensive humanistic feelings and caring ability. Medical education is rooted in humanity. It is of great importance how to improve medical students' humanistic education in further higher education reform.

**Keywords:** Medical humanities education medical students.

### INTRODUCTION

In face of the coronavirus disease outbreak and new developments of medicine in the world, we can say health care is a politically sensitive issue. In China, the government is speeding up medical education from focus on disease treatment to focus on health promotion. It aims to establish a talent training system for medical prevention, diagnosis, treatment, and public health which services the whole life cycle. Medical education is related to national governance capacity, and shows the strength of a nation.

Martha Craven Nussbaum, an American Philosopher, endows humanities education with the Core Position in all education. She said, "Humanities education is essential for developing and shaping critical authority, intercultural understanding, and the ability to view and deal with complex question in the world from the perspective of the human community as a whole humanities education" [1]. In the 21st century, medicine is no longer a complex scientific and technological system while it becomes a huge social service system. Medical humanistic education aims at cultivating medical students' humanistic knowledge, ability and comprehensive accomplishment, get adjustments with the development of medical education as well. The nature of medicine is the science oriented to people. People are the research object, as well as the service subject. Medicine is humanology,

focusing on those who are struggling in pain and need help, so it is considered as the most traditional humanities about humanistic spirit.

Medical humanities is the soul of medicine, a vital force in advancing Health care. Recently, the construction of medical humanities has made good progress, at the same time, more and more doctors realize the importance of medical humanities in the process of practicing medicine. All the time, medical education is strongly calling for the return of humanistic spirit. In 2001, Global Minimum Essential Requirements issued by Institute for International Medical Education, advocated to cultivate medical compound talents with humanistic spirit, scientific accomplishment, innovative spirit and ability. In 2016, China approved the plan for Healthy China 2030, which emphasized the significance of medical humanistic education. In the course of promoting the construction of healthy China and the development of medicine in the future [2].

Altogether, medical humanities education has become an essential constituent of modern higher medical education, meanwhile, the education occupies an important fundamental status in medical education. Medical education must interject with humanistic education for cultivating the eligible medical persons in new century [3]. Therefore, the medical humanities education needs for deeper study and discussion to

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cultive medical humanistic spirit in medical education reform.

### **Construction of medical humanities curriculum**

The education of medical humanity in many countries is in a underway and exploring stage, and it is mainly carried out by lecture. In the second half of the 20th century, with the rapid development of science and medicine, medical educators constantly modified the curriculum content and set up more and more courses, and medical humanistic education gradually lost its territory. From the 1960s, medical education reformed again in America. Courses such as popular medicine, social medicine, medical ethics and medical history were reset. In 1965, a medical education and theology commission as established to study the issue of medical education. The commission pointed out that the curriculum that focuses on human values should be added in medical education. After the 1980s, curriculum reform has been explored at Harvard Medical School focusing on physician-patient relationship[4]. The School also provides courses for medical students on how to recognize and understand social, economic, and technological change in multicultural contexts. In 1993, the Medical Association put forward a guiding document for medical education -- Tomorrow's Doctor in Britain, which said that it was necessary to master relevant behavioral and social science knowledge, and to use this knowledge to integrate and evaluate evidence in order to build a solid foundation for medical practice [5]. According to the proportion of humanities courses released by the Ministry of Education of China, the proportion in China (7.54%) is much lower than that in Europe and America (20%-26%). Especially at the stage of clinical education, which needs to pay more attention to medical humanities, only 5% of the humanities courses are offered. In June 2020, China Clinical Medical Professional Accreditation Committee got the accreditation from World Federation for Medical Education (WFME). This provides Chinese medical graduates a passport for the mobility in the world. So, humanities courses must be emphasized.

A set of teaching materials about core courses for humanistic medicine should be needed, such as introduction to medicine, history of medicine, philosophy of medicine, medical sociology and so on [6]. These ensure the integration of medical and humanistic contents, and the integration of humanistic medicine courses with clinical medical practice.

The curriculum of medical humanities is constructed to actively cultivate and practice the medical humanistic spirit from the cultural level, and focus on cultivating the students' spirit of cherishing life, sincere care for the mass. This guides students to prevent disease, relieve pain, and to maintain healthy people as their sacred duty. The humanities courses are integrated into the goal of life and health education, humanitarianism. All in the form of a joint force, leading the new development of humanistic medical

education. Through sorting out and formulating relevant documents, the connotation construction of humanistic courses will be continuously promoted, including the key teaching links such as standardizing teaching materials, revising syllabus, assessment and evaluation, and feedback to realize the scientific and standardized teaching process of humanistic courses, so we can really do practical work and put it into practice. Moreover, we should make full use of the advantages of Internet Information, sharing high-quality teaching resources, improving the efficiency of online course education, and cultivating students' humanistic spirit. The teaching contents are interspersed with the inheritance of the medical spirit which bring the positive energy of the times and society into the classroom [7]. Moreover, we make full use of the advantages of the Internet. Medicine students can not only share high-quality teaching resources but also improve online courses by online course platform.

### **Requirements for clinical teachers**

Teacher's status of number and quality is the main factors of the medical education, which directly influenced the result of humanistic spirit cultivation. As the guide of medical students, teachers set an example and moral norms for students. They should have not only correct practice concept but also establish good medical ethics in clinical work [8]. They can also adhere to medical principles and combine clinical practice and medical principles. The cultivation of humanistic spirit should run through every stage of medical education, and teachers' humanistic knowledge training should be strengthened in various ways. So teachers' teaching ability training will be carried out regularly to improve education efficiency.

Teaching hospitals constantly hold training courses for teachers' humanistic quality, meanwhile organize medical humanities lectures, and organize dialogue meetings between clinical teachers and humanities and social science teachers to broaden teachers' horizons, consolidate humanistic foundation and improve the level of teachers [9]. At the same time, through organizing and carrying out a series of activities such as humanities and medical education research topics exchange meeting, curriculum teaching plan competition, curriculum demonstration lectures and demonstration lesson preparation, teachers are encouraged to exchange ideas and methods of curriculum ideological and political education, and improve their education level and energy efficiency.

Hospital culture is the soul of a hospital. A good hospital, full of humanistic spirit, has a good guiding and edification effect on medical students in clinical practice stage. As a teaching hospital, humanistic care should form clear construction objectives and operation requirements to standardize and guide clinical practice. We will build a system of humanistic care institution from the aspects of cultural

system and doctor-patient communication. This can provide theoretical basis and system guarantee for medical staff to improve the ability and level of humanistic care in clinical practice. Otherwise, the index system and corresponding evaluation system of hospital humanistic care are established from doctor-patient communication and humanistic quality which can provide the basis of evaluation for the medical staff to improve the ability and level of humanistic care in practice [10]. To strictly control the quality of teaching by improving teaching evaluation and incentive mechanism, we should strengthen the supervision of clinical teaching by combining regular or random inspection.

### **Humanistic education at the clinical practice stage**

At the stage of clinical practice, medical students begin to contact with patients. It is important to practice medical humanities. The clinical teachers has an important effect on speciality attitude for students.

It is necessary not only to impart professional knowledge, but also to train clinical medical students to form good professional ethics. Clinical practice is the main carrier of Medical humanistic education. Medical humanistic education is actually the ideology and superstructure of medicine, which can be guided in an open way by knowledge explanation, classic study, story sharing, empathy experience, participation in teaching and so on.

Clinical students exerts a subtle influence on students in daily contact. They can teach the students how to feel with their heart, hear with their ears, communicate with their mouth, observe with their eyes, operate with their hands, and think with their brain. In teaching, we should guide the medical students to respect, understand and care for patients, and pay attention to the means in the daily communication with patients and their families, let students experience the value of humanistic care in their personal experience [11].

At this stage, "Bedside Teaching" should be advocated. The model of "Bedside Teaching" needs clinical teachers to guide students to carry out practice beside the sickbed, meanwhile, clinical teachers shows the medical humanistic qualities by communication between the teachers, patients and family members. This teaching mode edifies students the humanistic spirit. Therefore, we should constantly strengthen "Bedside teaching" in order to achieve the goal of training the humanistic care consciousness of clinical medical students.

To maximize the humanistic influence of "bedside teaching" and maximize the utilization of clinical resources, firstly, the hospital management should provide the objective conditions of bedside teaching for teachers students. Secondly, teachers

should have good medical humanistic quality and teaching awareness, play an exemplary role. Finally, clinical medical students should correctly understand and strengthen their ability of doctor-patient communication, clinical practice and self-study through bedside teaching [12].

### **Supervision and management system for humanistic education**

Strengthen professionalism supervision system and form a series of effective supervise, control and ensure system. Searching for norms about humanistic education, we need the supervision and management system to guarantee it [13]. In recent years, medical colleges and universities attach great importance on humanistic education and have issued documents to bring it into the teaching quality control system. For example, special inspection content of humanistic education on professional courses is arranged in teaching inspection. Humanistic quality education option is added in the evaluation table of the course teaching quality, and humanistic quality education is selected as a special option in teacher teaching competition [14].

Humanistic care should be given to clinical medical students so that they can realize the combination of self-discipline and heteronomy. To establish the system of humanistic care, effect evaluation and feedback for students, we stive to make humanistic care have content, action, effect and feedback. The supervision and assessment mechanism should be established to improve clinical teachers and students' attention to humanistic care education. In order to push the mode which can promote enthusiasm and autonomy as well as evaluate the humanistic level, we can abandon the traditional mode.

### **CONCLUSION**

It is a long-term and arduous task to strengthen the humanistic quality training. Medical students are an important force to promote medical humanities. They are the future and hope of medical humanities construction [15]. The humanistic care consciousness and ability are closely related to the level of national civilization and the a harmonious society. We should establish the concept of great health, and speed up the transformation of medical education from "disease treatment as the center" to "health promotion as the center".

Medical education is longer than any other profession. Being a doctor is a career of lifelong learning. Cultivation of humanistic spirit of medical students should run through the whole process of medical education, so as to comprehensively improve the quality of medical personnel. As medical colleges and universities, they should have the responsibility and obligation to help clinical medical students establish good medical ethics, form a good sense of

responsibility and professional ethics, combine medical professional knowledge and skills with humanistic care.

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