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The Issues and Optimization Strategies of Graduate Education Management in Clinical Medical Professional Degree

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Abstract: The graduate education of clinical medicine professional degree is an important part of higher medical education in China, which has trained a large number of medical talents for medical institutions in China. With the continuous deepening of education reforms, the teaching quality of colleges and universities has been significantly improved, but there are certain problems in the development of teaching management, which is not conducive to the normal implementation of the graduate teaching management of clinical medicine professional degree. In view of this, this study takes a medical school in a university as a case to analyze the problems existing in teaching management, and it proposes corresponding optimization strategies to improve the efficiency and quality of teaching management.

Keywords: Graduate Students in Professional Clinical Medicine Degree; Education Management Work; Management Issues; Novel Strategies

Introduction

In recent years, with the introduction of the graduate enrollment expansion policy by the Ministry of Education of the People's Republic of China, the enrollment of clinical medicine graduates has become a common phenomenon, and the scale of clinical medicine graduates has continued to expand. This phenomenon promotes the enrichment of training levels of graduates in clinical medicine and educated excellent medical talents; however, it also puts forward higher requirements and standards for the graduate teaching management mode of clinical medical professional degree ^[1]. In view of this, this article takes a medical school in a university as an example, and it summarizes the problems and optimization strategies in the graduate teaching management of clinical medical professional degree.

1. Problems existing in teaching management of postgraduate students of clinical medicine specialty

Rigorous and efficient teaching management lays the foundation for the normal development of medical school teaching in colleges and universities. A scientific and reasonable teaching management model plays a central role in improving teaching quality, and it will directly affect whether college medical schools can achieve educational goals ^[2]. In recent years, a medical school in a university has achieved certain educational achievements since the establishment of graduate clinical medical degree, but there are still some problems in the daily teaching management work.

1.1 Teachers and students lack a clear understanding of the concept of clinical medicine professional postgraduate

Improving clinical capabilities is the focus of training graduates in clinical medicine, but most tutors and students do not fully understand this degree, nor do they fully grasp characteristics of graduate training in clinical medicine field. The main reason for this phenomenon is that tutors usually have dual identities, playing the roles of doctors and teachers. They do not distinguish the nature of medical students when educating medical students, so that the students led by tutors are mixed with

scientific graduate students and professional graduate students. Under the pressure of busy clinical work and scientific research, it is difficult for the supervisors to train scientific graduate students and professional graduate students separately. In the process of teaching, there is a phenomenon of "making light of clinical training but focusing on scientific research", resulting in all graduate students being sent to the laboratory to do experiments or publish articles ^[3].

1.2 The classified management of teaching plans lacks guarantee conditions

In the teaching management of a medical school in a university, teaching plan management is an important content. In the whole teaching process, the teaching plan is a prerequisite for the implementation of the teaching process, which provides a blueprint for the implementation of clinical training talents, and it also provides a basis for the development of teaching content, teaching activities and related work ^[4]. During the implementation of the teaching management of graduate clinical medical professional degree, different training objectives, training programs and teaching courses have been formulated for graduates with different types of degrees. However, in the actual operation of the teaching plan, since the course study and clinical practice environment of scientific graduate students and professional graduate students are the same, the teaching conditions and personnel training plans are basically similar. Therefore, whether it is the teaching management department of a school or the teaching department of a hospital, it is very difficult to implement classified training and management for graduate students of different degrees.

2. Strategies for optimizing the graduate teaching management of clinical medical professional degree

2.1 Strengthening the construction of teachers' team

First, we plan to establish and improve the teaching reward and punishment system, directly link the teaching effect with performance, attract the attention of clinical teachers, and increase their input and attention to teaching; secondly, we plan to establish and improve the teacher training system, and organize young clinical teachers to study and train in related teaching field from time to time, continuously improve the teaching level of young clinical teachers; and we can also hire high-level clinicians with rich clinical experience and strong interest in teaching to join the graduate teaching team of clinical medicine; finally, we plan to refine professional instructors and academic instructors, so that they can better undertake the guidance tasks of different degree types of graduates, and continuously improve the professional standards of guidance teachers^[5].

2.2. Classification management and hierarchical training of graduate students in clinical medicine degree

For professional graduates, it is necessary to formulate a teaching plan for cultivating clinical capabilities; at the same time, with combined with post competency, it provides them with a more targeted training plan and set scientific courses. College medical schools should make full use of the advantages and characteristics of comprehensive universities, offer inter-professional courses for medical students, enhance the education of humanistic concepts, build knowledge framework as well as structure, and lay the foundation for future clinical work. At the same time, it is necessary to shorten the theoretical class hours of medical students in school, extend the clinical practice time, and provide more clinical practice opportunities.

2.3 Strengthen the management of graduate students in clinical medicine professional degree

(1) Focusing on clinical rotation: When cultivating clinical medical degree graduate students, it is necessary to urge medical students to complete the rotation of clinical departments in strict accordance with the teaching plan, and we shall

require the rotation departments to conduct department exit assessment and evaluate the degree of completion of the teaching objectives according to the results of the department exit assessment. In addition, we need to establish and improve the teaching inspection system, regularly check the clinical rotation of graduates, promptly discover and feedback departments that do not meet the training requirements or graduates who violate relevant systems, and correct deficiencies^[6].

(2) Strengthening the assessment of clinical skills: The clinical skills assessment of graduates in clinical medicine should be organized and completed by the school, and clinical experts with high medical skills and high medical ethics will be selected to form an assessment committee to be responsible for relevant assessment matters. A certain re-examination rate and failure rate should be implemented in the examination of clinical skills to ensure that the assessment of clinical skills can be implemented rather than sticking to "formalization".

(3) Focusing on the thesis prospectus: When choosing a thesis topic for a graduate student in clinical medicine, emphasis is placed on choosing a clinically practical research topic; taking improving the level of clinical diagnosis and treatment and enriching technical means as the starting point of the research, we should require combination of clinical practice and find research topics in clinical practice to solve clinical problems. A high-level expert group is selected to review the scientific nature of the prospectus, as well as the practicability and operability of the subject.

3. Summary

To sum up, since the implementation of the graduate system of clinical medicine professional degree in China, large number of medical talents have been trained for medical institutions in China, and they have gradually become the mainstay of clinicians in China. At present, there are many problems exposed in the teaching management of graduates in clinical medicine, and we are constantly exploring novel strategies to solve problems, which may provide new ideas and directions to improve the training system for training graduates in clinical medicine.

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