Exploration on Cultivation Mode of Clinical Interns’ Professional Quality Based on Competence

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Abstract. In the process of medical education, it’s a widespread problem that the teaching of professional knowledge might be paid more attention and the cultivation of humanistic knowledge may be neglected. As a result, medical education in China is not coordinated and there are many problems in training medical students' professional quality. Which seems more obviously that the scientific system has not yet been established, the direction of training mode is not clear, the professional quality is lacking, and the occupational orientation is vague. The purpose of this study is to explore the cultivation mode of clinical interns’ professional quality with post competence, and to provide reference for teaching hospitals.

Introduction

Currently, our country is undergoing a period of rapid social transformation, along with the rapid social progress, a series of social contradictions were caused. Under such circumstances and background, the medical industry will bear the characteristics and imprints of the social transformation period, the outstanding manifestations are the lack of trust between doctors and patients and the intensification of contradictions between doctors and patients. In recent years, the number of conflicts between doctors and patients had been increasing. How to effectively avoid these sharp contradictions, with the common efforts of the whole society, has put forward higher requirements for the professional quality of medical staffs. Establishing a perfect system of medical students’ professional quality cultivation could determine the direction of clinical training for medical students and should be helpful training more responsible medical workers for clinical practice[1].

In our country, education of professional quality has been paid more and more attentions. “The Chinese Undergraduate Medical Education Standard - Clinical Medicine Specialty”, issued by the Ministry of Education and the National Health Commission, requires medical graduates to have the professionalism of preliminary clinical ability, lifelong learning ability and good professional quality. The basic requirements are divided into four areas: science and academia, clinical competence, health and society, and professional quality[2].

The Connotation of Post Competence and Professional Quality

The concept of competence was put forward by Robert White in 1959. It refers to the potential and deep-seated characteristics of the individual that can be distinguished as job performers from ordinary people. In 1973, Professor Me Clelland, a famous American psychologist, put forward a famous quality iceberg model. The iceberg part on the water is the visible quality model, while the iceberg part under the water is a deep-seated feature which plays a key role in people's work performance. The effect would get more and more obviously as the job position promoted[3].

Professional quality is widely used, but it seems difficult to define it accurately. Some researchers...
prefer that professional quality might be divided into broad sense and narrow sense. In broad sense, professional qualities include knowledge, skills and attitudes. In narrow sense, professional quality refers to morality, attitude beyond knowledge, skills et al[4].

The Chinese General Secretary Xi Jinping emphasized that “No person can succeed without virtue, no country get prosperity without virtue”, in the process of cultivating students' professional qualities, it is very important to cultivate students' moral character and attitude besides their skills.

The Importance of Training about Interns' Professional Quality

Medical students all over the world need to have basic professional qualities, perfect medical theory knowledge, skilled clinical operation ability and basic doctor-patient communication skills when they graduate from school. A person with sound personality and high social adaptability should be required in clinical work.

A qualified medical student should possess not only solid professional knowledge and skilled clinical operation ability, but also noble professional ethics, rich humanistic quality, good psychological quality, interpersonal communication ability and innovative scientific research ability. Only with these abilities should medical students cope with the pressure from the social environment, maintain their loyalty to their profession and keep their initiative of employment, and even bring positive energies to the patients. With the transformation of medical model, new requirements had been put forward for doctors' professional ethics. Clinical practitioners need to strengthen their own moral accomplishment and professional qualities[5]. Therefore, during clinical teaching work, the training of medical students' professional qualities is placed in a very important position. As the decision-maker of treatment and the health guardian, health care workers are the people who provide health services for patients, so they must insist on putting the interests of patients on the first mind.

Problems Existed in the Training of Professional Qualities of Clinical Interns in China

The Perfect Training Mode Yet Not Been Established.

The Ministry of Education of China had put forward new requirements for clinical medicine teaching. It is pointed out that only by deepening the reform of medical education, promoting quality education and cultivating talents with comprehensive qualities can the development of clinical medicine be promoted. Therefore, more attention was paid on the education of medical students' professional quality. Nevertheless, there's still no complete and scientific training mode of professional quality, which couldn’t match the development of health education in China.

In concern of the teaching about medical students' professional quality in China, the definition of professional quality is not clear, the content of classroom education is too empty, and there is no basic teaching theory about it. Therefore, the teaching of medical students' professional quality in China lacking of characteristics and practical basis, couldn’t meet the requirements of the Ministry of Education about Vocational quality education.

Job Competency Is Lack, Training Objectives Are Not Clear

In recent years, Chinese clinical medicine has made considerable progress, but at the same time there are some impetuous social phenomena, along with the development of the situation, which might become a major obstacle to social harmony. The negative impact of hospital-marketization also has a serious impact on the education of professional quality. Some medical students lack professionalism couldn’t maintain their loyalty to the profession. They shouldn’t put the interests of patients in the first place in their work and couldn’t serve the patients wholeheartedly, that is also the most lacking professionalism of medical students. Medical students without correct
understanding of their profession and occupation, and lack the thought of devoting themselves to their work, might get wrong definition of their own profession.

**Insufficient Attention Were Paid on Professional Quality at the Learning Stage in Medical Colleges and Universities**

Because the purpose of vocational education training was not clear in most medical colleges, as the result more funds were invested in area to improve the postgraduate entrance rate and school reputation. Professional quality education wasn’t paid enough attention, the curriculum is not set perfectly, and the certain teaching staffs were lack. In some schools, in order to compensate the imperfection of vocational quality education, more courses of humanities and social sciences were added, which runs counter to the original intention of setting up vocational quality education. Therefore, it couldn’t achieve the desired effect.

**Measures to Improve the Professional Qualities of Clinical Interns**

**Establishing the Training Plan and Training Objectives during the Learning Stage in the Universities**

For medical students from the beginning of the clerkship, we attached importance to strengthen the training of professional quality, to improve the students' ability of planning their own occupation and determining their own employment goals. Before entering the internship, medical students should attach importance to improve the ability of adapting to clinical needs, to strengthen the training of students' clinical operation skills, and at the same time to train the ability of doctor-patient communication as well as scientific research thinking. Attention should be paid to the cultivation of students' loyalty to their profession, the ability to bear the pressure and their dedication to work.

**Emphasizing the Cultivation of Professional Ethics Is the Foundation of Improving Professional Quality**

Medical education should attach importance to the cultivation of students' moral quality in the medical university. Try to set up correct professional ethics for medical students and integrate it into clinical practice, so as to standardize their own behavior and establish correct professional attitude.

**Strengthening the Professional Ethics Education of Medical Students in the Whole Course of Clinical Teaching**

Strengthen the pre-intern training of clinical interns, and carried out special education about dedication and professional ethics. During daily intern teaching, we should carry out the second classroom, giving fully play to teachers' imperceptible role, in order to let the students understand how to learn, how to do things, and how to behave. Improve the professional moral quality of medical students by following the guiding role of teachers. As clinical teaching job, we should pay attention to cultivating students' service consciousness and dedication spirit. Teachers should penetrate their love for the medical cause into the teaching process. They should penetrate humanistic care and spirit into the learning process to form the consciousness of caring for life and generate the behavior of caring for people, so as to strengthen the experience of life, suffering and death.

**Innovating the Training Model and Developing the Evaluation of Interns' Professional Quality**

The formation of professional quality is restricted by many factors. Compared with professional knowledge and clinical skills assessment, medical professional quality assessment is more difficult to be operated.

For a long time, we only pay attention to the cultivation of medical students' professional
knowledge and skills during medical education in China. Examination-oriented methods are often used in assessing students' abilities and qualities, which is limited to assessing students' intelligence level because the cultivation and assessment of other non-intellectual occupational related qualities or abilities are seldom involved. Therefore, it is necessary to explore the criteria and methods of students' professional quality assessment. By strengthen the awareness of professional quality by means of procedural assessment and timely feedback of the results, to promote the improvement of students' professional quality.

**Result**

To explore a new mode of training medical students' professional quality based on their post competence is of great fundamental significance to the training of medical talents. Establishing a set of relatively perfect training mode of interns' professional quality can determine the direction of medical students' professional training in teaching hospitals, and can provide guarantee for training more medical workers with noble professional ethics and sense of responsibility.

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