Research on the Transformation and Development of Newly-built Local Medical Colleges to Applied Technology University under the Background of "Double-class"

Huiyu Yang

ABSTRACT

Under the background of "Double First-Class" college construction, new local medical colleges and universities should carefully study their own characteristics and deficiencies, accurately position themselves, build a curriculum system and curriculum quality standards system centered on the outstanding doctor training system. Vigorously push forward the training model of general practitioners, give full play to the basic social service functions, strengthen the construction of dual-qualified teams, to make the transition to apply technology universities, give full play to their Characteristics, and promote the development of medical education.¹

KEYWORDS

Double first class; newly built local medical colleges; applied technology university; transformation.

INTRODUCTION

In 2006, the State Council issued the Interim Provisions on the Establishment of Ordinary Undergraduate Schools. It can be seen that the classification of higher education in China divides higher education institutions into ordinary higher education institutions and higher vocational and technical schools. The former is mainly oriented to academic type, while the latter is mainly located in academic

¹Huiyu Yang, Xi'an Medical College, Shanxi, China.
Skill type. The Outline of the National Medium- and Long-Term Education Reform and Development Plan (2010-2020) states: “It is necessary to establish a classification system for colleges and universities, implement classified management, and play the role of policy guidance and resource allocation to guide the rational positioning of universities and overcome the tendency of homogenization. Forming their own educational concepts and styles, creating characteristics at different levels and in different fields, striving for first-class.” In February 2014, Premier Li Keqiang hosted a standing meeting to clearly put forward "leading a group of ordinary colleges and universities to apply technology the topic of university transformation. In the same year, the main idea of the State Council's "Decision on Accelerating the Development of Modern Vocational Education" was to focus on promoting undergraduate vocational education, using pilot programs, leading demonstrations and other means to guide a group of ordinary undergraduate colleges to transform into applied technology universities.

Since the implementation of the reform of higher education management system and the expansion of colleges and universities in China since 1999, China has established a number of new undergraduate colleges. From the perspective of the number of schools and the scale of training talents, new undergraduate colleges and universities account for the total amount of all undergraduate education. About 1/3. Most of the newly-built undergraduate colleges are upgraded, merged and transformed by specialized colleges. “There are three main types: the first category is a single-subject or vocational high-level specialization, and the second category is the higher-level undergraduate specialization. The third category is the merger of the former two into the undergraduate [1].

Under the background of the country's major policies and two-class background, "new local medical colleges should change the mode of running schools with emphasis on academic application and light theory, and strive to transform to applied technology universities [2]." Cultivating outstanding medical innovation talents is the point of departure. “Applied Technology University” was a new type of university proposed in the mid-1960s. It was produced along with the process of industrialization and higher education in European countries. China's "Applied Technology University" proposed late, and in June 2013, the National Applied Technology University (College) Alliance was established in Tianjin. According to statistics, so far, more than 100 schools have joined the National Association of Applied Technology (Academic), which wants to develop towards Applied Technology University, but it is not a so-called true applied technology university. “The University of Applied Technology is still in the stage of theoretical construction in China, and it is still a development concept. It is an ideal model for the future transformation of new undergraduate colleges in China [3].” Applied Technology University is a new type of university system that is different from academic and research universities. “The fundamental task of the University of Applied Technology is to cultivate applied technology talents.” The main purpose of the University of Applied Technology to carry out scientific research is to promote
teaching and improve the quality of applied technical personnel training. In the social service function of the University of Applied Technology, with the platform of social service, the application of the benign interaction between the school and the industry, the training mode of technical talents, and the competitiveness of the applied technical talents will be established.

THE SPECIFIC IMPLEMENTATION PLAN FOR THE TRANSFORMATION OF NEW LOCAL MEDICAL COLLEGES TO APPLIED TECHNOLOGY UNIVERSITIES

The orientation and goal of the university's schooling is achieved through the orientation and goals of the discipline, major, and curriculum. The newly-built local medical colleges transforming and applied technology universities are different from academic and research universities in terms of school orientation, professional setup, curriculum system construction, teacher team building, and personnel training. "In the specific implementation plan, talent training should emphasize "technical"; the curriculum system emphasizes "practical"; the professional setting highlights "industriality"; the faculty team highlights "double teacher nature."

CONSTRUCTION OF A SUPERIOR DOCTOR TRAINING SYSTEM

For the reform of the five-year clinical medical professional training model, the “Zhuo Medical Plan” emphasizes the strengthening of medical literacy and clinical practice ability, including a series of comprehensive reforms of teaching elements and links. The teaching concept should establish the concept that "student is the main body of teaching"; the teaching content should strengthen the cultivation of medical literacy and clinical practice ability; the curriculum system should promote the integration of medical basics and clinical courses; the teaching method should be student-centered, carry out heuristics and exploration style, discussion, participatory teaching, advocating small class teaching, small class discussion, giving full play to students' independent learning ability; assessment method establishes a whole process evaluation system combining formation and finality.

STRENGTHEN THE CONSTRUCTION OF THE CURRICULUM SYSTEM

"The development of curriculum reform is the most fundamental factor in promoting the development of education." Curriculum system construction is the core of medical education reform. If the major is the basic unit of school personnel training, the curriculum is a professional cell, and curriculum construction is the heart of school education. The reform of medical education should be carried out at the level of discipline, curriculum, and classroom. Traditional medicine courses are
based on disciplines, and basic medicine and clinical medicine are severely separated. The course at the University of California, Los Angeles (UCLA) School of Medicine is divided into two phases, preclinical and clinical, each lasting two years. Driven by clinical issues, it integrates multidisciplinary modular curriculums such as medicine, public health, humanities and social sciences, emphasizing the cultivation of students' self-learning and lifelong learning abilities. Modular course in the “4+4” training mode of Zhejiang University School of Medicine, consisting of 2 medical basic modules, 2 cardiovascular, respiratory and renal medicine modules, 2 digestive, endocrine and reproductive medicine modules and 2 medical neurosciences. It consists of 8 modules, including the behavior module, each of which lasts for 8 weeks. The curriculum design in each module is different, but the teaching forms are basically the same, including the problem-oriented learning method (PBL), theory class, experimental class, and doctoring. PBL's teaching methods are used throughout the modular curriculum to train students' ability to discover, analyze, and solve problems, while developing team learning and coordination skills, access to professional literature, and access to medical information. Preclinical courses outside the modular curriculum include doctoring, clinical foundation, public health, and ethics. Among them, the teaching of medical navigation is extensive, involving training on students' clinical thinking, doctor-patient communication skills, and other social issues such as health education, disease prevention, medical ethics, and medical insurance. At the same time, special courses such as death, psychology of cancer patients, drug addiction, etc.[4]

BUILD A NEW SYSTEM OF PRACTICAL TEACHING

Medicine is an applied discipline with strong practicality. Students are required to apply knowledge to the clinic to solve patient problems. To this end, while learning the basic theoretical knowledge, strengthen clinical practice teaching to improve students' clinical practice quality. The construction of a new practice teaching system must be carried out through clinical internships and clinical internship assessments. The clinical internship phase is an important stage in cultivating medical professionals. After the training of clinical basic theories and basic skills and the training of clinical trainees, students have basically acquired the ability of clinical interns. The clinical teaching form commonly practiced in developed countries is “Clerkship”. When entering the clinical stage, it is directly into clinical practice. By directly participating in medical work to complete clinical teaching, interns learn while working in the hospital and become The composition of medical work and effective strength, this teaching method is the full embodiment of the "learning by doing” education principle in the field of clinical teaching.
REFERENCES