

Analysis of the Problems and Countermeasures of Medical Ethics Education in Medical Schools



Lei Chen¹ & Zhongshan Zhang^{1,*}
¹Southwest Medical University, China

Abstract: In the current social environment, the relationship between doctors and patients is gradually strained, and strengthening the work of medical ethics education for medical students can be effectively alleviated from the education of improving the professional quality and moral quality of medical personnel. Therefore, this paper analyzes the problems in the current medical ethics education work in medical schools and gives specific countermeasure strategies combined with teaching practice, aiming to promote the effective improvement of medical ethics level of medical students in this way.

Keywords: medical school; medical ethics education; problems; countermeasures

1. Introduction

With the rapid development of the economy and society, the medical model is also gradually changing. In this context, medical ethics education for medical students can guide students to establish a high sense of social responsibility and social moral consciousness, which is of great practical value to improve students' moral cultivation and the medical level of the whole society.

2. Analysis of the problems in the process of medical ethics education in medical schools

2.1 Insufficient understanding of medical ethics among medical students

Although many medical students know that medical ethics has important value for their own work and development, due to the lack of practical teaching and case teaching in the process of daily study, many students' understanding of medical ethics still remains on the surface of ideological cognition and ignore the important value of medical ethics education in their own development. This lack of in-depth consideration and understanding is to a certain extent due to the lack of in-depth medical education in colleges and universities, coupled with the relatively complex curriculum system of some institutions and the heavy study tasks of some medical students, many students focus on some

medical professional courses and neglect some basic courses such as medical ethics education. These problems can directly reflect that many medical students lack sufficient attention to the study of medical ethics and neglect the importance of medical ethics learning in the process of learning the curriculum system.

2.2 Lack of systematic and coherent medical ethics education

In the process of education and teaching, many medical ethics courses are taught by theoretical teachers, who lack professional knowledge of medical knowledge and do not understand the actual situation of students' clinical work, and are unable to combine actual medical teaching cases to educate students about medical ethics, resulting in the development of classroom teaching work, many teachers only pass some theoretical knowledge from textbooks to medical students. As a result, in the process of classroom teaching, many teachers only pass some theoretical knowledge from textbooks to medical students, and many students lack practicality in the process of understanding medical ethics knowledge, which is not conducive to medical students to internalize these specialized theoretical knowledge into their own professional ethics and ideology, and also cannot play a good educational teaching effect. In addition, many medical students receive theoretical education on medical ethics within the campus, and in the process of entering hospital practice, many students tend to focus

Corresponding Author: Zhongshan Zhang
Southwest Medical University, China
Email: 895444001@qq.com

excessively on the improvement of their own medical technology when they are engaged in clinical work, while neglecting the cultivation of medical ethics, these problems are important factors affecting medical ethics education. These problems are important factors affecting medical ethics education, and in addition, at this stage, there is a large degree of discontinuity in medical ethics education in many medical schools, and many medical ethics education systems lack coherence, which to a certain extent affects the smooth development of medical ethics education work (Liu & Hu, 2022).

2.3 Single mode of medical ethics education

Medical ethics education is a compulsory public course with relatively little time in the curriculum, often only one semester of courses to cultivate students' awareness of medical ethics, this single teaching mode to a certain extent affects the effective improvement of students' medical ethics, and also fails to integrate medical ethics education throughout the medical process of students, which will not only affect the effective improvement of students' medical ethics in the medical curriculum system, but also It will make students unable to get good medical ethics training work due to the lack of attention to medical ethics education work, which to a certain extent can not stimulate students' interest in participation, but also affects students' enthusiasm for medical ethics learning, and can not play a good education and teaching effect (Wang et al., 2021). At the same time, in the process of the construction of the curriculum system, many medical teachers also one-sidedly emphasize the importance of medical technology, that as a doctor as long as the medical skill is superb will meet the basic requirements, this single teaching concept to a certain extent affects the effective cultivation of medical ethics of medical students, for the students of humanistic moral qualities there is a certain neglect, seriously affecting the cultivation of students' medical ethics in all aspects.

3. Analysis of optimal countermeasures in the process of medical ethics education in medical schools

3.1 Strengthen the relevance and effectiveness of medical ethics education and improve the quality of classroom teaching

The main purpose of these courses is to help medical students fully understand medical ethical issues and guide them to take some moral obligations and social responsibilities actively through the effective improvement of their analytical ability. Therefore, in the process of strengthening medical ethics education for medical students, some institutions need to combine the teaching characteristics and the learning reality of medical students to provide effective guidance and education in terms of professional ideals, professional ethics

and professional regulations to effectively improve the effectiveness of medical ethics education and teaching (Feng, 2021), and teachers can choose some excellent full-time teachers to serve as the teachers of the course "Medical Ethics" in the process of strengthening medical ethics education. This can not only effectively stimulate medical students' curiosity, but also enhance the overall quality of medical ethics education by improving students' interest in learning (Zhang, 2018). On the other hand, teachers should also continue to improve their own professional quality, and schools can organize students to actively attend some humanities colleges for further study, so as to effectively expand the professional knowledge of some teachers through the in-depth grasp and all-round understanding of some medical courses, which can not only help make up for the lack of professional knowledge of teachers, but also improve the relevance and comprehensiveness of education by raising the awareness of medical ethics education of some teachers (Lv et al., 2013).

3.2 Strengthening medical ethics education stem work and enhancing the ability to practice medical ethics

Strengthening medical ethics education for medical students and continuously improving their ability to practice medical ethics are of great value to effectively solve some doctor-patient conflicts in modern society. On the one hand, in the process of medical ethics education, some institutions need to actively organize medical students to participate in a variety of social practice activities, through in-depth and detailed investigation to understand the hospital work of various medical ethics issues arise in the scene, and let students experience medical ethics emotions in an immersive way, so that not only can the practical education to promote the students to medical ethics knowledge theory and behavior norms effectively. On the other hand, teachers also need to guide students to fully understand the importance of medical ethics education for their own development in the process of cultivating students' ability to practice medical ethics, especially in the process of enterprise development, medical ethics as In the process of medical ethics education, teachers should guide medical students to establish correct political orientation and ambitions, and regulate their medical ethics behavior with good moral quality requirements, so that students can not only reflect effectively in the process of moral practice, but also through a variety of moral practice activities to This will not only enable students to reflect on their moral practice and cultivate their medical ethics through various moral practice activities, but also enable them to realize the all-round cultivation of their own medical ethics from the perspective of self-learning and self-improvement (Niu & Yu, 2022).

3.3 Strengthen the construction of campus medical ethics culture and enhance the function of cultural education

In the process of medical ethics education for medical students, campus culture can be strengthened to give full play to the nurturing function of campus culture for students and to promote the effective formation of medical ethics of medical students. On the one hand, schools can strengthen the atmosphere of medical ethics education in the process of campus culture construction, for example, by holding medical students' oath education activities to guide students to establish a good sense of medical ethics responsibility, and can also carry out some series of activities with the theme of medical ethics education to strengthen students' effective knowledge and understanding of medical ethics behavior, so that in the process of various social practices, students can not only On the other hand, in the process of campus culture construction, schools can also rely on some club activities and publicity activities to promote the humanistic spirit, so that students can improve themselves in the process of daily For example, the school can make use of the debate club to carry out debates on the theme of medical ethics, so that students can deepen their knowledge and understanding of the teaching course of Medical Ethics.(Ma et al., 2022) Under the guidance of a strong campus cultural atmosphere, students can actively understand and master some famous quotes of medical ethics and deeply understand the importance of medical ethics education through the in-depth study of various medical ethics cases, which can not only enrich students' spare time cultural activities, but also form a fun and educational atmosphere by effectively enhancing the infiltration function of medical ethics education, which is of great value in enhancing students' initiative. It has an important promotion value.

3.4 Strengthen the cultivation of students' medical ethics and pay attention to the graduation internship

On the one hand, medical schools need to fully grasp the pre-practice medical ethics education pre-service training work, and actively explain to students the importance of medical ethics education in the process of clinical practice, so that students can not only apply theoretical knowledge to practice in the process of participating in medical ethics education, but also can effectively cultivate students' professional On the other hand, the school also needs to grasp the medical ethics education work in the clinical internship, encourage students to contact patients in all aspects in the internship process, and establish good interpersonal relationship with patients by strengthening communication and exchange with them, which can help students understand the specific situation of patients in detail

and accurately, so as to accurately grasp the diagnosis and diagnosis of diseases. This can help students to understand the specific situation of patients in detail and accurately, so that they can accurately grasp the diagnosis and examination aspects of the disease, and has an important value in promoting the cultivation of students' medical ethics attitude and medical ethics practice ability.

4. Conclusion

In conclusion, medical ethics education occupies a very important position in the curriculum of medical schools, which is both an important foundation for students' medical technology improvement and an important direction for students' professional ethics training. It is necessary for medical schools to fully enhance the understanding of medical ethics education in the process of curriculum construction, guide teachers to take the initiative to innovate teaching methods and practical contents in accordance with the actual situation, and strengthen the participation of medical students with rich and diverse medical ethics education activities, so as to improve the level of medical ethics of medical students.

Conflict of Interest

The authors declare that they have no conflicts of interest to this work.

References

- Liu, H., & Hu, Y. (2022). The mutual promotion and integration between labor education and medical ethics education in medical schools. *Chinese Medicine*, 35(4), 4.
- Wang, C., Cheng, M., & Zhou, B. (2021). Exploration of medical ethics and medical style education in medical schools. *General Project of Philosophical and Social Science Research in Jiangsu Universities*, 4(6), 461–464.
- Feng, X. (2021). An analysis of the implementation strategy of medical ethics education in ideological and political education in medical schools. *Invention and Innovation-Education Informatization*, 000(002), 129–130.
- Zhang, J. (2018). Study on the strategy of strengthening medical ethics education for medical students from the perspective of Chinese excellent traditional culture. *Proceedings of the 2018 Annual Conference on Oral Pathology and the 12th National Oral Pathology Academic Conference*.
- Lv, S., Han, L., & Song, Y. (2013). The current situation and countermeasures of medical ethics education in medical schools. *Journal of Mudanjiang Medical College*, 34(5), 2.

- Niu, L., & Yu, R. (2022). The path of medical ethics education for medical students in the “micro era.” *New Silk Road: The First Half*, 3, 3.
- Ma, S., Zhu, W., & Zhao, Y. (2022). The consideration and discussion of medical ethics education for medical students based on contemporary doctor-patient relationship. *China Continuing Medical Education*, 14(13), 4.

How to Cite: Chen, L., & Zhang, Z. (2023). Analysis of the problems and countermeasures of medical ethics education in medical schools. *Contemporary Education and Teaching Research*, 4(1), 5–8.
<https://doi.org/10.47852/bonviewCETR2023040102>