

# The Construction of Medical Culture in Medical Education

LI, Haiyang

Department of Clinical Medicine, Xuzhou Medical University, Xuzhou 221004, Jiangsu, P. R. China

email: lihy@xzhmu.edu.cn

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**Abstract:** Medical culture is an important part of the profound Chinese culture treasures, including medical virtue, medical skills and medical efforts. In virtue of the inherent stipulation of medical education on medical humanities, the importance of medical culture in medical education and the lack of research and practice in medical education, this article aims to provides theoretical basis, channels and environmental support for high-level medical humanities education, through cultural infiltration, motional practice, optimization of platform and professional improvement, in order to construct medical culture in medical education.

"Tao" is one of the most profound and philosophical propositions in Chinese culture, including the rules about heaven, world and humanity. In terms of academic research, it is rich in many disciplines and professions. In terms of social life, it regulates people's words, deeds and behaviors. The "Medical Ethics" is also rooted in "Tao". Since ancient times, it has been respected and followed by doctors of all ages, who were committed to becoming a learner, researcher, practitioner and communicator of medical culture. In current medical education, the construction of medical culture should lead us to think deeply.

## 1. The Connotation of Medical Culture

"Medical Culture" has rich connotations. Through the tempering and accumulation of traditional Confucianism over thousands of years of practice, enlightenment, and trials, the basic theoretical system of medical culture has been formed, which involves the first good (moral/medical virtue), the way of skill (reason/medical skills), the way to struggle (road/medical road). This system develops in a different way from Western medical culture. It fulfills basic functions such as moral education, cultural infiltration, direction guidance and self-improvement. It answers the question of how to impart warm medical science, how to convey the warmth of medical science, how to warmly teach medical science and other important issues. For example, the idea of "Not to Teach People, Not to Teach Them" proposed in "Huang di's Canon of Medicine" is the ideal medical education model in medical culture. [1] In fact, the construction of TCM (traditional Chinese medicine) culture in contemporary Chinese medical education can promote the exploration and innovation of medical humanities construction systematically, comprehensively and stereoscopically, and also provide theoretical basis, channels and environmental support for high-level medical humanities education.

## 2. The Necessity of Constructing TCM Culture in Medical Education

### 2.1 The Inherent Presupposition of Medical Education on Medical Humanities

Medicine is not only science, but also humanities. Medicine is a unity of technology, benevolence and skills. Respecting life, treating diseases, saving people and maintaining health are the sacred missions of medicine. Strengthening medical humanities education is an important task for personnel training in medical colleges. From "Global Standards for Undergraduate Medical Education", "Undergraduate Medical Education Standards - Medical Education (Trial)", to "Health China 2030" Planning Outline, "to Opinions on Deepening the Cooperation of Medical Education and Further Promoting the Reform and Development of Medical Education", they all set clear requirements for the humanities of medical education.

## **2.2 The Importance of Medical Culture in Medical Education**

In virtue of the new round of worship of medical reductionism and medical technology, the diversification of medical personnel's values and the orientation of educational policy on morality, the theoretical research and educational practice of medical education in the construction of Chinese medicine and Taoism are sprouting. Moreover, with cultural self-confidence, the traditional culture is promoted by the revival of medical culture, which suits the Chinese philosophy of integrating Chinese medicine with Western wisdom. Then the construction of medical culture, the promotion of traditional culture and the realization of medical education goals will be integrated and effectively promoted. It will open up a new path for cultivating medical students with primitive clinical ability, lifelong learning ability and good professional quality.

## **2.3 The Research and Practice of Medical Culture in Medical Education**

Morality is the foundation, and ability is the means. A doctor without ability is useless, and a doctor with morality is dangerous. [2] Constructing medical culture is necessary for cultivating medical students with morality. In recent years, medical colleges, research institutes and scholars have carried out theoretical and empirical research on medical students' professional literacy, medical humanities education, etc. However, the "metaphysical" is quite lack in the study of medical culture. The research and practice of the construction of TCM culture in medical education is absent. In 2016, the author successively put forward the concept of "medical culture", which opened up the exploration of the research and practice of the construction of TCM culture in medical education.

## **3. The Path of Constructing TCM Culture in Medical Education**

### **3.1 Cultural Infiltration**

With the orientation of cultivating medical students' competence, improving the their humanistic quality, the spirit of medical science is extracted from traditional Chinese culture, and brand activities of medical culture are organized to realize gradual expansion. [3] First, brand activities are strengthened. Medical lectures and medical clinics will be set up, together with the publishing of medical journals, the management of new media platform, and the establishment of medical Taiji associations. Medical clinical workshop will carry out policy interpretation, case replay, targeted research, quality development, etc. We will provide a platform for the management service personnel to drill their capabilities. Second, the supply of menu-style reading will be promoted. On the basis of teacher-student interaction and extensive research, activities list will be provided, with recommended activities, and alternative activities, including winter and summer bibliographic recommendations, the salon, classic story, youth story, intern doctor notes, six-week reading plan, and "Just for a Lifetime" chorus competition. Third, progressive humanities seminar will be introduced. According to the characteristics of medical students, a step-by-step medical humanities education implementation plan is formulated, for the discussion of medical and humanities topics in different grade and semester. The plan is carefully formulated beforehand, and feedback is collected afterwards. Fourth, a series of boutique recommendations are carried out. With a focus on historical excavation, industrial reference and brand forging, cultural projects are selected by category. Recommendation guides are made to provide sources of humanities education, activity material, and training course for medical students.

### **3.2 Emotional Practice**

Medical culture is the sublimation of humanistic spirit in the field of medicine. It is the soul of medicine. The core of it is to adhere to the concept of human-oriented, so that future doctors become careful observers, listeners to patients and sincere helpers. First, an emotional orientation will be set. Professional badges, college training slogans, humanities themes, working spirit, work ideas, methodological outlines and other humanities logos should be formulated to enhance recognition, strengthen cohesiveness, and fulfill educational function. Second, emotional practice activities will be participated in. With the goal of "education, long-term talent, and contribution", and of

"dedication, friendship, mutual assistance, and progress", we encourage the emotional and practical activities of serving others and serving the society, in order to enhance the sense of responsibility among medical students. China's filial piety is advocated to build a healthy China. Activities such as the "silver hair plan" to help the elderly will continue to be carried out. Third, emotional understanding and communication is encouraged. To build a "chain-based transmission" of leadership care, teachers show care to students, students to patients and those in need of help. Through professional scenario simulation, clinical practices and "warm medicine" themed activities, students can learn, understand and practice medical culture in various ways. Fourth, growth file of students can be used more effectively. Through the establishment of the "Ten Talks" in-depth conversation with counselors, together with career planning system, and academic supervision system, students can grow with effective guidance. Student growth file can be used to record the students' emotional practice activities.

### **3.3 Capability Optimization Platform**

Clinical medical work is a job of dealing with people. Every medical education standard and the medical quality model emphasizes on the cultivation of the comprehensive ability of medical students, on the improvement of such abilities as communication coordination, team building, and innovation. First, optimized goals are set up. Organizational structure of students should be optimized build a platform for students with different abilities. The optimized goal of student organizations is to focus on guidance, increase authorization, fulfill functions and ensure safety. The optimized goal of the student club is to create a boutique society and carry out boutique club activities. Second optimization method is clarified. The fan-face work method is adopted to form the work pattern including department, student union, and student clubs. The annual operational method is used to sort out the core functions of various student organizations. We will vigorously support theoretical learning and professional practice associations, actively encourage traditional cultural and innovative entrepreneurial associations, and correctly guide hobbies and social welfare associations. Third, optimized features are created. For example, Taijiquan is a necessary choice for medical students to strengthen their physical health. The core business functions of various organizations should be adjusted to explore the educational function of medical culture. Fourth, elite should be trained. We can train the elite through work and study, academic discussion, quality development, practical exercise, and regular assessment, etc. They can motivate more students. Outstanding students should be encouraged to develop progressively in line with industrial leaders.

### **3.4 Professional Improvement**

The formation of clinical medicine is one of the most obvious evidences of changes in the basic configuration of knowledge. [4] There are many courses in medical education, with high requirements and long period of learning. It is necessary to cultivate a high sense of responsibility and mission among medical students. First, competition within the discipline can be arranged. In order to improve students' professional skills and professional quality, academic competitions can be carried out in a hierarchical manner, according to the characteristics of professional courses in different grades, in order to form a professional and proactive academic research system. Second, innovative learning can be advocated. With various types of extracurricular practice and innovation projects, new seminars, general experience projects, undergraduate research, professional seminars, cooperative learning, and service learning can be implemented. Diverse learning methods, cross-field learning, are also advocated with support for outstanding students to participate in international exchange courses. Third, medical forum is encouraged. Humanities experts, medical experts, management experts and clinical students can be invited to discuss together, timely and effectively passing relevant information to students for their better development. Fourth, humanities curriculum can be set up. Humanities curriculum can play an important role. For example, in order to promote the spirit and value of medical treatment, cross-field courses such as the History of Medical Philosophy can be set up.

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