



An Exploration of Medical Internship Management at Chinese Hospitals in the COVID-19 Era

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Abstract. For medical students, clinical practice is an essential section of medical education. Under the background of the normalized COVID-19 epidemic, it is a question worth pondering and exploring on how to build an effective internship management mechanism, which can be used to respond to various situations at any time, ensure that interns can go smoothly under various circumstances, and continuously improve students' professional level. Based on the current situation of the normalized prevention and control of COVID-19, this research with qualitative study put forward that medical colleges should take multiple measures, such as strengthening ideological and political education, establishing a daily health management and monitoring system, increasing a practice section to deal with public health emergencies, updating the internship teaching mode with information technology, strengthening the reserve of teachers in intern hospitals, and enhancing the development of medical interns' legal consciousness, to make the medical internships carried out effectively under the normalized situation of the epidemic.

Keywords: Medical internship · Normalization of the epidemic situation · Internship education

1 Introduction

1.1 Background

COVID-19 epidemic ravaged the world in 2020, a public health emergency with the fastest spreading virus, the broadest range of infection, and the most significant difficulty in prevention and control since the founding of new China. As a result of the epidemic, some teaching hospitals have had to suspend undergraduate internships or reduce the scope of their practice teaching activities, which has impacted traditional clinical teaching.

1.2 Significance of the Problem

The basic requirements raised by the International Medical Education Alliance for undergraduate medical education are that medical college graduates should master basic theoretical knowledge and basic clinical operation skills. In contrast, a clinical internship is a bridge for medical students to enhance their theoretical knowledge and practical skills. Therefore, in the face of the dual pressure of epidemic prevention and teaching management, teaching hospitals have problems to solve urgently regarding how to make the clinical internship of medical students carried out smoothly with high quality and how to arrange the internship in time reasonably in emergencies.

1.3 Objective of the Research

The main achievements, including contributions to the field, can be summarized as follows. This paper examines the current situation of clinical internships under the normalization of epidemics and the optimization of practice strategies in two parts, respectively, to analyze how to design a perfect mechanism for medical interns to learn and complete their work with high-quality during a period of more stringent epidemic prevention and control. The study will have a positive impact on the development of medicine.

2 Literature Review

Status of clinical medical internship teaching under the normalized situation of the epidemic

At the early stage of the COVID-19 outbreak, most teaching hospitals suspended offline practice teaching because interns did not know the prevention and control measures and processes of the epidemic taken by medical institutions, and they had relatively weak awareness of it infection prevention and control, with insufficient self-protection measures. However, based on the teaching principle of “classes suspended but learning continues”, some medical colleges carry out online teaching, including online theory courses, case studies, and centralized Q & A with live streaming software such as “Tencent conference” and “DingTalk”. As the epidemic prevention and control situation is effectively controlled, clinical practice in teaching hospitals is gradually stepping on a regular road.

However, in teaching professional clinical medical people, medical students are required to master the basic knowledge of common diseases, as well as diagnosis and treatment skills of various clinical departments, and be able to apply their theoretical knowledge learned to clinical practice flexibly. Therefore, the clinical practice teaching plan is to study each sub-discipline in each discipline according to the outline and carry out disease diagnosis and treatment under the guidance and supervision of the tutoring doctors. This practice teaching mode focuses on training clinical practice skills for medical students. However, it attaches less importance to COVID-19 prevention and controls awareness, daily health monitoring, psychological tolerance for emergencies, and medical humanistic quality education. For details, please find below:

2.1 There Are Loopholes in Intern Management

The electronic check-in method is mainly used in teaching hospitals to record the attendance of interns. In contrast, interns need to rotate in various departments, so it is difficult for most hospitals to realize closed-loop management of interns. As a result, there is a specific risk of occupational exposure under the normalized situation of the epidemic, which is neither conducive to big data tracking nor the timely transmission of notices for various emergencies.

2.2 Lack of Clinical Teaching Training on How to Deal with Public Health Emergencies

In the early stage of the outbreak of the COVID-19 epidemic, our emergency response system for major public health emergencies needs to be improved. The operability of relevant emergency plans needs to be enhanced, the reserve of preventive medical talents is insufficient, and the practical training for emergency public health events is insufficient in medical talent education. In addition, once a sudden public health event occurs, teachers and students need to be trained and drilled on building an efficient emergency support system to keep the interns safe, launch an emergency plan, and specify the teaching responsibilities of tutoring doctors.

2.3 Weak Awareness of Protection

In the theoretical courses of most undergraduate clinical medicine majors, infectious diseases are not involved, which makes the interns lack preventive medicine-related knowledge and coping strategies. Therefore, they have poor awareness of sudden public health events and emerging infectious diseases, with weak consciousness of protection. They have not formed good operating habits such as hand hygiene, disinfection, and isolation in clinical practice.

2.4 Limitations of Developing Clinical Thinking in Online Teaching

After carrying out the clinical practice, interns will find significant differences between clinical disease diagnosis and treatment and the knowledge learned in books. New cases will emerge one after another, and it is imperative to develop clinical thinking for medical students. Under the background of a normalized epidemic, the teaching mode combining online and offline methods has become a new trend in practice teaching to reduce the occurrence or widespread of the epidemic. Yao Patrol et al. surveyed the effectiveness of online internships among 85 international students of undergraduate clinical medicine majors during the epidemic and the instructors of 10 related internship departments. All 10 departments reported that it was challenging to complete the practical exercises and that the online placement could only partially achieve the teaching objectives. Classic standard cases are often explained in online teaching, which helps interns diagnose and treat diseases based on typical clinical manifestations and auxiliary examination results. However, in the actual clinical environment, the occurrence and development of diseases are complicated and diverse, and online teaching has no sense of participation, which is not conducive to the development of clinical thinking. Therefore, it is an urgent problem to be solved how to develop interns' clinical thinking ability in online practice teaching.

2.5 Lack of Medical Humanistic Quality Education

At present, the medical environment is more severe. The doctor-patient relationship is also tense. Patients and their family members often question interns. In addition, as medical students are transformed into clinical roles, they will find that clinical disease manifestations are complex and diverse. It is challenging to diagnose and treat, bringing them varying degrees of anxiety, fear, and even frustration during their internships. Moreover, when interns have direct contact with patients and family members, they must maintain smooth and effective communication in various aspects such as pre-reception, infection prevention and control, epidemiological investigation, medical history inquiry, and physical examination. However, there is insufficient training on doctor-patient communication in clinical practice, which makes it difficult for interns to carry out the work, although they are enthusiastic about the practice, not to mention providing safe and high-quality medical services for patients.

3 Research Methodology

PEST analysis model

PEST analysis refers to the analysis of the macro environment, also known as the general environment, which refers to all macro factors that affect the industry and the company. The analysis of macro-environmental factors may vary from industry to industry and company depending on their characteristics and business needs. First, however, the four main external environmental factors affecting the company - political, economic, social, and technological - should be analyzed.

3.1 Political

On 18 October 2017, Chinese General Secretary Xi Jinping pointed out in the report of the 19th Party Congress that the Health China Strategy should be implemented. It is necessary to improve the national health policy and provide the people with a full range of whole-cycle health services. Political factor has significant benefits for the development of clinical medical management and medical intern training.

3.2 Economic

The fundamental functions of medical education are the training of medical and health personnel, the production and development of human resources for health, the development and transformation of medical science and technology, and the use of its advantages in medical science and technology to serve society directly. Accordingly, its economic functions are mainly manifested in these three areas.

3.3 Social

Training medical interns with high medical skills and ethics are of great practical significance and value in resolving conflicts between doctors and patients, improving medical ethics and medical practice, promoting the development of medical reform, and building a "healthy China".

3.4 Technological

In recent years, as science and technology developed and the medical mode changed, the “Internet + “ hospital operation mode has gradually become the mainstream of hospital development, a supplement to diagnosing and treating traditional physical hospitals. In foreign countries, apart from setting up teaching hospitals as physical practice places, some medical colleges have also carried out “Internet + hospital” cloud medical practice mode to give interns a preliminary understanding of Internet medical care, which will play a positive role in training innovative and integrated medical talents in the future.

4 Discussion

Clinical medical practice strategies under the normalized situation of the epidemic

4.1 Enhance Ideological and Political Education

During their internships, medical students may become anxious and worried about the epidemic situation and the future development of their careers. Therefore, it is necessary to enhance ideological education for clinical medical interns, including promoting their self-awareness for epidemic prevention and educating them on their anti-epidemic spirit and professional dedication. Wang Weimin has compiled excellent anti-epidemic cases of medical personnel, disease control personnel, community workers, and volunteers who contributed significantly during the anti-epidemic period into different forms of ideological and political education materials, hoping to carry out ideological education for students and promote their occupational identity.

4.2 Attach Importance to Psychological Counseling for Interns and Improve Their Professional Quality

During the internship, medical students will study in each department to enrich the clinical experience of different departments. However, the continuous change in the clinical practice environment and tutoring teachers often makes it difficult for interns to adapt to the internship. Primarily when the epidemic outbreaks in a local place, the hospital will often conduct a close-up management mode, and the internship plan may be forced to be adjusted. In addition, affected by many factors, such as the preparation for further study examinations and job interviews, interns are prone to produce negative emotions. Given this situation, the school counselors and hospital tutoring secretaries should intervene appropriately, provide timely psychological counseling to interns, and help them adjust their psychological state. Zhang et al. (2020) investigated the psychological status of medical interns during the suspension of classes due to the epidemic. The results showed that most medical students checked the epidemic reports 1–3 times a day (55.1%), and 0.7%-12.4% of medical students experienced anxiety and depression "more than half of the time" during suspending classes. According to Liu et al. (2020) research, teaching hospitals could arrange for medical interns to participate in some anti-epidemic volunteer activities within their capabilities, guiding them to establish good values and generate a

strong sense of occupational identity. In addition, some scholars believe that when medical students carry out the practice, the training in doctor-patient communication skills should be taken seriously. For example, the tutoring teachers should lead by example to establish effective doctor-patient communication, share with interns frequently for cases of doctor-patient communication, help interns better cope with the transformation from students to doctors, and eliminate the negative impression of interns on doctor-patient relations.

4.3 Establish Daily Health Management and Monitoring System

Schools should establish a daily health management and monitoring system for interns using big data platforms and information. For example, most schools will have comprehensive tracking of the health status of interns through channels including daily personal health status declarations, nucleic acid tests conducted twice in 3 days or one time in 2 days (subject to the local epidemic situation), and travel tracking records.

4.4 Add Practice Sections Responding to Public Health Emergencies

At the meeting promoting COVID-19 epidemic prevention and control deployment, General Secretary Xi Jinping stressed that workers at all posts should stay cautious as if treading on eggs and sensitive, like knowing the coming of autumn with the fall of one leaf. People should not only be highly vigilant and guard against significant risks affecting the epidemic situation within our scope of work but also closely pay attention to significant risks affecting the whole situation and put forward opinions and suggestions in time. Therefore, teaching hospitals must set up practice sections, such as acquiring infectious disease prevention and control knowledge, strengthening occupational protection education, and conducting regular training and assessment for public health emergencies according to the actual situation of epidemic prevention and control, to improve interns' confidence and ability in the anti-epidemic work. In addition, Xiao & Tan (2020) adopted the scenario drilling method to improve the interns' ability to deal with public health emergencies by setting simulation scenarios.

4.5 Update the Practice Teaching Mode by Making Use of Information Technology

4.5.1 Integrate Information Technology into Practice Management

In the past, most of the intern management work was mainly taken by the medical education department of the practice hospital, which carries out attendance management of interns according to their rotation plans, lacking unified and standardized management. Therefore, some teaching hospitals have established a "school-hospital-department" three-level management mode, with a teaching secretary equipped in each department, and make the teaching modes of various subspecialties connections point-to-point way achieve the effect of closed-loop management of subspecialties. In addition, an intern-tutoring teacher joint mechanism has been established to make every intern receive the

emergency notice in time, which also helps the teaching secretary find problems in practice teaching timely, and adjust the teaching plan. However, other scholars suggested that medical colleges should build an integrated management system of practice bases, that is to carry out daily management of interns through information technology, such as punching time clocks on the platform, sending teaching notices, and other information feedback of teaching or epidemic prevention and control, and tracking teaching status. In addition, once the epidemic outbreaks locally, the management platform can help schools know the status of interns and the basic situation of practice hospitals so that they can make timely and reasonable judgments and teaching plans for emergencies and ensure that interns can still get reasonable teaching arrangements in the case of public health emergencies.

4.5.2 Integrate Online and Offline Teaching Modes and Improve the Quality of Practice Teaching

During the outbreak of the COVID-19 epidemic, most medical colleges explored and set up a series of online practice teaching courses to make up for the courses suspended in offline practice teaching, which makes online teaching the primary trend of students' learning. However, because medical majors have strong practicality and offline clinical practice is of great importance in developing medical students' clinical thinking ability, offline teaching has gradually returned to the main track of practice teaching under the normalized situation of the epidemic. There is no doubt that online teaching mode has advantages in live streaming classes, remote ward rounds, and remote surgery, which play a prominent role in practice teaching. In order to further improve the quality of practice teaching, more and more scholars have established a hybrid teaching plan combining "online and offline modes, synchronous and asynchronous implementation". For example, universal teaching content can be carried out by online teaching methods such as WeChat classes, online discussions, and remote ward rounds.

What are more, enrollment education, clinical operation skills, and classic case discussion are made into standardized online teaching resources based on the actual situation to avoid people gathering, break the time and space restrictions between teachers and students, and improve the effectiveness of learning. In offline teaching, a teaching activity plan is formulated in combination with the practice outline and online teaching content, focusing on clinical skills training and holding teaching activities such as teaching rounds and case discussions regularly. Furthermore, it introduces case-based learning (CBL) and problem-based learning (PBL) in teaching to fully integrate online and offline teaching, theory, and clinical practice and develop interns' comprehensive clinical thinking. The teaching mode of combining online and offline methods can change the practice teaching path from the previous "teaching by teachers" to "learning by students". Interns can learn in advance by using online teaching resources and practice online with the help of virtual simulation teaching resources. Then, the knowledge acquired from online learning and medical humanities-related content can be further deepened and understood in offline practice. After the practice, we can also strengthen our clinical skills through online and offline Q & A to promote the practice of teaching in a high-quality manner.

4.6 Strengthen the Reserve of Teachers in Practice Hospitals

The tutoring teachers in the practice hospital have three tasks providing medical treatment services, teaching, and scientific research, and there are high requirements for their professional skills and teaching ability. However, some studies pointed out that from the teaching practice of anti-epidemic, it was found that the tutoring teachers in most practice hospitals need to be further improved in terms of the number and professional ability configuration. That is to say, it is necessary to reserve a certain number of teaching staff for daily teaching, and the information technology application ability of the teaching staff needs to be improved as well. Furthermore, some documents also pointed out that in the construction of practice teaching teams, the development of humanistic quality should be strengthened, and psychology and sociology-related content should be added to the teacher training. Therefore, tutoring teachers can help interns promote their adaptability to society.

4.7 Enhance the Legal Awareness Training for Medical Interns

According to a survey, medical students' current legal thinking level has not fulfilled the goal of medical education or the needs of scientific development, so it is necessary to enhance the legal awareness of medical students in practice teaching. General Secretary Xi Jinping pointed out that we cannot win the battle of epidemic prevention and control without the guarantee and support of the rule of law. In the epidemiological investigation of COVID-19 confirmed or asymptomatic cases, we found many cases with failure to abide by the law and lax law enforcement, which are not conducive to epidemic prevention and control. As the medical model updates and the medical environment changes, new requirements for medical talents exist. They not only need to have superb medical skills but also need to improve their legal awareness. However, medical colleges do not attach importance to the education of medical laws and regulations now, giving some medical students weak legal awareness. Therefore, in practice teaching, relevant teaching contents of laws and regulations should be added in combination with case studies, so medical students can know, understand and abide by the law.

4.8 Increase the Funds Invested in Practice

Medical staff is the critical population for epidemic prevention and control. According to the relevant requirements of the technical guide for COVID-19 prevention and control among key people in key places and units, the key people should take a nucleic acid test based on the principle of "all necessary tests should be performed and no one should be missed". In clinical practice, medical students must also conduct nucleic acid testing regularly. Because interns have a large population and will be regularly tested, the cost of nucleic acid testing in hospitals will increase. Besides, interns will also consume many daily protective materials during their practice. Online teaching and information management will also increase the cost of information system construction and daily maintenance. Therefore, to keep the clinical practice teaching going smoothly, the medical colleges and practice hospitals should reasonably allocate resources within the school and hospital. If necessary, they can work with the local government and social

enterprises to establish a guarantee mechanism for epidemic-related protective supplies and testing costs in emergencies.

5 Conclusions

Given the problems existing during the practice of medical interns under the normalized situation of COVID-19, the teaching content and mode of undergraduate internships are pondered. Proposals are put forward to make appropriate adjustments in the aspects such as teaching environment, intern management, infection prevention and control, humanistic medical quality, and online and offline mixed teaching mode. These can not only keep interns physically and mentally healthy but also provide more learning content and opportunities for interns, so that they can continue to improve their professional level and ensure that the practice can be carried out smoothly.

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