

Research on Teaching Development Path of Clinical Teachers under the Background of Synergy Medical Education

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Abstract—As the main undertaker of clinical teaching, clinicians shoulder the triple tasks of medical treatment, scientific research and teaching. In addition, they have not studied the theory, teaching methods and education technology of medical education systematically, so it is often difficult to improve their clinical teaching ability. This paper strengthens the cooperation between schools and hospitals, establishes a support system for clinical teacher selection, filing and teacher training, designs and implements flexible training content, enhances the awareness and ability of clinical teachers to develop independently, and completes the mission of clinicians to cultivate medical talents.

Keywords—*synergy medical education, clinical teachers, teaching development path*

I. INTRODUCTION

In June 2014, the Ministry of Education and other 6 departments issued the "Opinions on the reform of clinical medical personnel training in synergy medical education." [1] In July 2017, the General Office of the State Council issued the "Opinions on Deepening the synergy medical education to further promote the reform and development of medical education" [2] It clearly points out that colleges and universities should incorporate the teaching construction of affiliated hospitals into the overall planning of school development, and clarify the main functions of clinical teaching in affiliated hospitals; it is necessary to take medical personnel training as a major mission and handle the relationship between medical treatment, teaching and scientific research.

Nowadays, there is a general imbalance between medical treatment, scientific research and teaching development in all affiliated hospitals. Although clinicians have a good medical professional background, they generally lack education concept, education theory, teaching methods and technical means, education psychology, education art and other aspects of systematic training and learning, and lack reflection on education activities and rational thinking on education problems. In addition, doctors have a heavy clinical task, which directly affects the quality and effect of clinical teaching and affects the passing rate of graduate medical practitioner qualification examination. Based on the development status of clinical teachers' teaching ability and the inherent needs of training, higher medical colleges establish a support service

system for clinical teacher selection, filing and teacher training, design and implement flexible training content and form, and promote teachers to actively develop teaching. It is an effective way to improve the effectiveness of clinical teaching.

II. THE IMPORTANCE OF CLINICAL TEACHER TEACHING DEVELOPMENT IN HIGHER MEDICAL EDUCATION

A. Teaching Responsibilities of Clinical Teachers

Medical education is an important part of higher education. Improving the quality of medical education is the basis of cultivating high-quality medical talents and providing high-quality medical and health care services to the society. Clinical teaching is a very important part of medical education. The quality of clinical teaching directly affects the quality of medical personnel training. Teachers are the core and soul of education. In the education system of higher medical science, clinical teachers are a unique and critical group. The main function of teaching subjects in affiliated hospitals cannot be separated from the teaching input of clinical teachers [3]. The teaching work of clinical teachers includes not only the teaching of theoretical courses, the teaching of internship courses, and the training of internship stages, but also the formulation of training programs for professional talents, the compilation of disciplinary courses and teaching outline, the compilation of teaching cases and textbooks, the implementation of assessment and evaluation, and the implementation of teaching reform. In addition, they should pay attention to the humanistic quality of medical students and the cultivation of good medical ethics.

B. The Requirement of Medical Teaching Reform

The demand for the quality of higher education has led to educational reform in the entire field of higher education. Advanced teaching concepts, emerging teaching methods and technologies have gradually penetrated into medical education. Medical clinical teachers can not meet the training needs of the new generation of medical students simply by relying on clinical experience and personal understanding. Therefore, clinical teachers need to occupy more energy and time which can be used for clinical and scientific research to adapt to the new educational reform. At present, the increasingly tense doctor-patient relationship, the surge of medical students and the complexity of clinical teaching environment have also severely tested the teaching of clinical teachers. Clinical

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teachers need to cope with the role conflicts in medical, teaching and scientific research [4]. Adapt to the requirements and expectations of teachers in the context of new medical education reforms and internalize these expectations to form a teaching behavior that meets the requirements. Only in this way can they live up to the heavy responsibility of medical education.

III. COUNTERMEASURES TO PROMOTE THE TEACHING DEVELOPMENT OF CLINICAL TEACHERS

Clinical teachers are a special group of university teachers. The teaching development strategy of clinical teachers should reflect its particularity on the basis of the development of teachers in ordinary colleges and universities. Specifically, the teaching development strategy of clinical teachers can be divided into the following four aspects:

A. *Universities and Hospitals Work Together to Achieve the Top-Level Design of Teaching Development of Clinical Teachers*

In the front line of clinical teaching, it is necessary to create a college teaching culture atmosphere that attaches importance to teaching and motivates teaching, so that teaching academic culture also becomes one of the mainstream cultures in the front line of clinical practice and becomes an important part of hospital culture. The normal state of carrying out teaching, attaching importance to teaching and inspiring teaching is deeply rooted in the culture soil of the whole hospital. This is the responsibility of cultivating future medical talents and continuing the development of medical undertakings as hospitals affiliated to medical colleges. It is also the difference between the university's affiliated hospitals and ordinary hospitals. Teaching is not an unnecessary task for clinical teachers, but a sacred mission given to excellent medical workers by the particularity of medical science. In recent years, Qiqihar Medical University attaches great importance to clinical teaching, clarifies the detailed teaching access standards of clinical teachers, and reflects the authority of teaching academic, affirms the teaching efforts of clinical teachers and increases the proportion of clinical teachers winning awards in the selection and evaluation activities, increases the weight of teaching indicators in the promotion mechanism of clinical teachers. In 2017, the "Implementation Plan for the Teaching Development Project of Synergy Medical Education" was formulated to give play to the leading role of the school in the development of clinical teachers. According to the overall arrangement of the school, formulate a unified teacher development policy, standardize the development of clinical teachers in all affiliated hospitals, organize targeted teacher development projects that meet the characteristics and needs of hospitals, and cooperate with each affiliated hospital to implement the specific work of teaching development of clinical teachers.

B. *Improve the Consciousness and Reflective Ability of the Independent Development of Clinical Teachers*

According to the basic view of Adult Learning Theory of American adult educator Maccolm Shepherd Knowless, the behaviors of adult learners have the following characteristics:

Learning needs, learners' self-concept, learners' experience, preparation, learning tendency and motivation [5]. Therefore, the consciousness of independent development is the core quality of teaching development and the precondition of clinical teachers' teaching development. Only the endogenous motivation of clinical teachers can cause the change of thinking mode and behavior mode in essence.

First, enhance the professional identity. Because clinical teachers are different from ordinary college teachers, the role of teachers for them is a role that ranks behind the medical role. In the process of teaching development of clinical teachers in schools and hospitals, education should be strengthened in professional ethics and humanistic quality, so as to promote clinical teachers to realize that they should undertake teaching work in affiliated hospitals. They are also performing their duties as university teachers, and it is their bounden duty to cultivate medical talents. Second, planning teaching development. Teaching is not a supplementary or unnecessary job, but an important job that clinical teachers can take up for a long time after they are given the responsibilities of teachers. Clinical teachers should carry out independent overall planning for their own teaching development, including formulating medium and long-term goals for teaching development, designing scientific and reasonable plans and strategies, finding and utilizing resources within and outside the school to promote teaching development, and carrying out extensive and in-depth teacher cooperation.

Third, promote practice reflection. Universities and hospitals should implement strict and standardized teaching systems, such as the access system for clinical teachers, the training system before and after employment and the teaching incentive system, so as to promote the self-practice reflection of clinical teachers. It is necessary to reflect on the whole process of teaching, review and analyze the teaching decisions and actions as well as the results, and take these as the basis for the next decision and action. Qiqihar Medical University has published a growing archive of clinical teachers. They are required to record every teacher training activity and meaningful teaching activity and reflect on the gains and losses, which will inevitably strengthen teachers' responsibilities.

C. *Design Personalized Teaching Development Strategies*

There are differences in teaching among clinical teachers at different growth stages, which also suggests that the teaching development strategy of clinical teachers should follow the characteristics of clinical teachers at different growth stages.

The first stage: the new clinical teacher who is engaged in a simple clinical practice. The teaching development of at this stage is mainly based on the beliefs and values of education, helping them to establish advanced teaching concepts and adapt to the establishment of the identity of teacher.

The second stage: the clinical teacher who just started to take the theoretical class. Clinical teachers at this stage have formed mature clinical thinking, and the emphasis of teaching development is to further improve teaching skills.

The third stage: the leader who actively participates in the teaching reform. Cultivate higher academic teaching ability, better understand the study from reflective education practice.

The fourth stage: course developers and leaders. They have accumulated rich experience in clinical teaching and are in a stable career. This group of teachers needs to realize new transcendence through self-reflection in practice and professional guidance.

D. Enrich the Content and Form of Teaching Development

In view of the nature, time and location of clinical teachers, the form of teaching development should be suitable, flexible, planned and gradual to meet the needs of different clinical teachers. In terms of study schedule, there may be lunch meetings, weekend study, short-term teaching workshops, etc.; in terms of study place arrangements, they can be at the schools, or affiliated hospitals, or in a certain city where the affiliated hospitals are concentrated, achieving different combinations of space and time.

IV. CONCLUSIONS

As the most important clinical teaching base of the college, affiliated hospital is the main position for cultivating high-level clinical medical talents. The teaching development of domestic clinical teachers has undergone a series of changes. Initially, there were difficulties in starting classes. Now, it has national and provincial higher education training centers as training guarantees. Teacher development has moved toward the stage of legalization. However, there are still contradictions such as imbalanced supply and demand of clinical teacher training, lack of pertinence and flexibility in training content setting, and inadequate training management and support services. Under the background of national synergy medical education, teaching development of clinical teacher has been on the road.

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