

How Postsecondary Teachers Can Take Care of the Growth of Medical Students

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Abstract. Medical students have the characteristics of strong professionalism, heavy academic work and high employment pressure. Medical students have different psychological characteristics from other college students. College teachers play a vital role in personnel training. From the perspective of University teachers, this paper puts forward how to care for the growth of medical students: to create a caring education environment, teaching is mutually beneficial; to respect students, pay attention to humanistic care; to appreciate students, strengthen interaction; to dock professional posts, enhance post competence, and make unremitting efforts to train high-quality applied medical talents needed by contemporary society.

Keywords: Postsecondary teachers; Care; Medical Students 'Growth.

1. Introduction

Medical students are a special group of College students, with strong professionalism, heavy learning, employment pressure and other characteristics. Medical students shoulder the mission of "saving lives and injuries, treating diseases and saving people" in their future work. With the development of the times and the change of medical model, the demand for medical staff is increasing day by day. The overall growth of medical students is related to their own career development, self-worth realization and the quality of patients' medical treatment, and also to the construction of the national medical team and the development of medical and health undertakings. Care education for medical students is the embodiment of medical purpose. Teachers in Colleges and universities have the responsibility to guide students to develop in the right direction. Taking "benevolence" as the breakthrough point, they integrate into teaching work like spring weathering and rain, help medical students grow up, make them break cocoons into butterflies, and eventually become medical reserve talents with excellent psychological and physical qualities and high technical level. From the perspective of College teachers, this paper explores how to care for the overall growth of College students.

2. Creating a Caring Education Environment and Mutual Benefits of Teaching

Simmons [1] and other studies found that the school caring environment is the strongest factor affecting the caring ability of nursing students during school, and plays an initiative and maintenance role in the development of caring ability of nursing students. The stronger the school caring atmosphere, the better the caring ability of nursing students, while the lack of caring school environment will reduce the caring ability of nursing students. Domestic research shows that there is a positive correlation between the caring education environment of schools and the caring ability of nursing students [2]. Therefore, creating a caring environment is conducive to cultivating the caring ability of medical students. Teachers should first love students, which is a huge educational force and plays an extremely important role in the healthy growth of medical students. Educational process is a process of emotional communication between teachers and students through communication. Teachers love students, so that students have a sense of trust in teachers, so that there is affinity between teachers and students, this kind of emotional satisfaction between teachers and students can greatly improve the educational effect [3]. Teachers disseminate knowledge in a spirit of "benevolence", and then they transmit the power of love. A true "teacher of kindness" treats his students with a broad mind, catches students' beautiful moments with a pair of eyes that are good at discovery, and feels the truth, goodness and beauty from the students' heart. Only by loving the

students, making every effort to teach, taking into account their learning, acceptance, understanding and thinking abilities, and being student-centered at all times, can we bring full positive energy to the students, encourage them to move forward and become a popular excellent teacher.

Only under the influence of a good caring education environment can we truly realize the mutual benefit of teaching and learning. Teaching mutual benefit is a process in which teachers constantly reflect on and rebuild their professional qualities in the process of practice. It is an effective way to improve students' professional development to constantly solve new problems in their work. The author has introduced the flip classroom in medical teaching, and was surprised to find that the students who participated in the role of "teacher" have significantly improved their active learning ability, exercised their language expression and clinical thinking ability, while other students and "teachers" have a better understanding and coordination, which is conducive to the active teaching atmosphere. At the same time, the author also has new gains in the process of education, such as classroom optimization design, teaching reform and innovation, to better understand students' learning attitude and weak links. In this process, the role of teachers has changed quietly, changing "teachers" to "coaches", so that learners can recognize themselves, adjust their mentality, stimulate their hidden potential, to achieve the goals previously thought impossible [3]. Teachers should listen to students' hearts and minds in their contacts with students. When students encounter difficult problems, they should guide them how to find solutions to problems and learn the ability to ask questions instead of "taking the place of others". Perhaps students' ideas are better than others. In our medical college, some nursing students found the imperfection of medical equipment in the training class, and actively improved it for practical application, and obtained the national utility model patent.

3. Respect for Students and Pay Attention to Humanistic Care

Maslow, an American psychologist, believes that all human actions are caused by needs. The level of human needs can be divided into five levels from low to high: physiological needs, security needs, social needs, needs of respect, and needs of self-realization. Among them, the need of respect is the strongest in the early years of adolescence and youth. Today's medical students are mostly the only child of the post-95 generation. This group has a strong need for respect, hope to be recognized by others, acknowledge their abilities, and need to be trusted by classmates and teachers. Teachers in Colleges and universities should bear in mind that teachers and students are equal in personality, treat students calmly with a friendly attitude and equal status, deal with students' problems with the same standards, deeply understand students' physical and mental characteristics, treat students with a tolerant and sincere heart, establish harmonious teacher-student relationship with teachers and friends, promote students' personality development and improve teaching. The efficiency of learning promotes the growth of medical students.

Rousseau wrote in *Emile*: "The best education is the education of inaction: students can not see the occurrence of education, but really affect their hearts and help them to play their potential." The best education is to "educate", silence is better than voice. Respect for students should run through "humanistic care" so that medical students can truly feel the warmth of human nature and help them grow up. Medical students are confronted with multiple pressures such as theoretical knowledge, professional skills, doctor-patient contradiction, economy and so on. Their mental health is worrying. The study shows that the positive rate of depression among medical students in a medical university is 34.4%, which is higher than that of college students in 10 provinces and cities in the central and western regions (24%). Participation in mental health education intervention activities can significantly improve the mental health literacy of depressive disorders. Other studies show that the anxiety and depression of medical students in Shaanxi Province are serious. The top four stressors of medical students are academic pressure, entrance pressure, employment pressure, environmental adaptation and interpersonal communication. With the continuous improvement of education level, the mental health of the students is on the rise, but the higher their education level, the more serious their interpersonal trust and depression.

The essence of humanistic care is people-oriented. It is based on the needs of human existence and development. It pays attention to the manifestation of human subjectivity, the acquisition of dignity and the realization of value. It is the unity of human individuality and creativity. At present, humanistic care in education is in a state of absence. In order to make medical students grow healthier, university teachers should always be "student-centered", take students' all-round development as their responsibility, care about students' psychological activities, find problems in time and make efforts to communicate and communicate, and do their best to carry out psychological care and psychological counseling, so that students can roam freely in the ocean of love. Improve the comprehensive quality of medical students. Only in the process of medical education, adhering to the "people-oriented" concept of education, will it be possible to train a "patient-centered" good doctor in the future. In recent years, medical disputes have occurred frequently. The reasons are mainly divided into five aspects: inadequate national medical security, unreasonable allocation of resources; problems of hospital construction and management; lack of humanistic literacy of doctors and patients; contradiction between high expectations of patients and limited medical level; enhancement of patients' awareness of safeguarding rights, inappropriate media coverage, deviation of public opinion, etc. [7]. Thus, the lack of humanistic literacy in medical treatment is an important factor causing medical disputes. Therefore, only when students feel the need of respect and constantly improve their humanistic accomplishment, will they respect patients, love patients, listen to patients' voices and become practitioners of humanistic medicine in the future work.

4. Appreciating Students and Enhancing Interaction

If university teachers give students appreciation, encourage and praise them, and discover their advantages, then it is a driving force for students to move forward. Appreciation is a kind of accomplishment and virtue, affirmation of students, and an important force for students' growth. Appreciation of students' personality (personality, interest, hobbies, expertise), their ideas (outlook on life, world outlook, values), their practices, and education and teaching in appreciation can often achieve twice the result with half the effort. By appreciating students' shining points from the heart, we can make ourselves a real Bole.

Appreciation and appreciation are interactive and mutually supportive sources of strength. College teachers should explore teaching methods suitable for students' learning conditions according to the professional characteristics of medical students, actively adopt multi-channel interaction with students inside and outside the classroom, and show students' principal position. Teachers guide and encourage students to participate in the teaching process, such as for the selected textbooks, encouraging students to discover errors in the textbooks; encouraging students interested in scientific research to participate in teachers' research team as soon as possible to enhance interest and enhance students' self-confidence [8]. Teachers should grasp the dynamics of students' knowledge, emotion and life, cultivate students' ability to think independently, further narrow the distance between teachers and students, and understand the worries of students' growth, so as to become an effective channel for students' emotional catharsis.

5. Docking Job Positions to Improve Job Competence

The primary task for university teachers to connect classroom teaching with medical students' professional posts is to clarify the role of the courses taught in personnel training. Secondly, the seamless docking between this course and professional posts should be completed according to the goal of personnel training. The core idea of "docking education" is to teach students in accordance with their aptitude and people-oriented. Its main contents are docking students' characteristics, docking professional characteristics and docking industry culture. College teachers should train and train medical students' abilities in order to meet the needs of their posts, and constantly develop and improve them. On the one hand, teachers should strengthen the cultivation of basic knowledge and professional skills to prepare for the future work; on the other hand, teachers should help medical

students find the career orientation and the required post competency, and train and train them to guide students to tailor their individual career planning.

Post competency refers to the ability and quality required to be able to meet post requirements and achieve excellent results in a specific job, organizational environment and cultural atmosphere. The Royal College of Internal Medicine and Surgeons of Canada describes job competency as seven roles: (1) medical experts; (2) communicators; (3) collaborators; (4) managers; (5) health promoters; (6) academics; (7) professionalism. Based on the current situation of medical education in China, the author believes that medical students in China should pay more attention to the cultivation of communication ability and professional spirit. In the training stage of medical students, it is necessary to strengthen the training of post competency. Teachers can adopt diversified teaching methods (PBL teaching method, case teaching method, situational teaching method, etc.). By guiding students to rehearse medical sitcom, typical case analysis or employ base investigation, theoretical teaching and clinical practice can be closely integrated, medical professionalism can be integrated, and students' communication ability can be exercised. In this process, students can advance into professional roles, recognize diseases, society and doctor-patient relationship as early as possible, experience the suffering suffered by patients and feel the lofty sense of mission of medical workers, so that medical students can strengthen their professional orientation and enhance their sense of professional responsibility.

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