

Exploring the Practical Methods of Strengthening Medical Humanistic Education in the New Era*

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Abstract—With the globalization of medical education and the transformation of medical models, the medical education model of developing medical education and humanistic education simultaneously has emerged. It is necessary to actively draw lessons from foreign advanced humanistic education, explore effective ways of medical education in the new era, and constantly strengthen and improve medical humanistic education.

Keywords—medical students; humanistic education; method

I. INTRODUCTION

Medicine is a comprehensive disciplinary system with the attribute of natural science and the attribute of humanities and social science. The purpose of medical humanistic education is to cultivate high-quality medical talents with medical humanistic spirit, and to transform medical humanistic concepts into practical medical humane concern. With the development of medical science transferred from the traditional biomedical model to the "biological-psychological-social" medical model, the integration of medicine and humanities is an important way for the harmonious development of medical students, and is an inevitable trend in the development of higher medical education. Higher medical colleges should adapt to this trend, actively explore effective ways, and strengthen medical humanistic education to train high-quality medical talents.

II. STRENGTHENING THE IMPORTANT VALUE OF MEDICAL HUMANISTIC EDUCATION

A. Strengthening Humanistic Education Is an Objective Requirement for Adapting to the Transformation of Medical Models

As the understanding of human beings on medical development becomes more rational and comprehensive, the World Health Organization believes that the medical model is transferred from a purely biomedical model to a "biological-psychological-social" medical model. Medicine regards biological, psychological and social factors as a three-dimensional coordinate system. Under the premise of attaching importance to biological factors, human health issues are placed in other social relationships to understand.

This determines the comprehensive nature of the mutual penetration of the natural and human sciences of medicine. What presented to the medical workers is not only the human body as a carrier of health or disease, but also a living and complete person. This requires medical students not only to have professional knowledge and skills, but also to have strong humanistic literacy. They should learn to deal with problems, treat patients and diseases from multiple paths of biological, psychological and social factors.

B. Strengthening Humanistic Education Is an Inevitable Trend in the Reform and Development of Higher Medical Education

The characteristics of modern medicine and the development trend of medicine require continuous updating of medical education concepts and the establishment of advanced medical education concepts. While cultivating high-quality medical talents with the main spirit, innovative ability and all-round development, we should establish a great medical concept on the basis of people-oriented concept, and position ourselves from the dual nature of medical science and humanities, and cultivate the main character of medical education, promoting the purpose of medicine serving for human beings. It is a hot issue to infiltrate the humanistic spirit in medical science education and strengthen humanistic education for medical students in the reform and development of higher medical education in countries all over the world. The humanities and social sciences have an important position in higher medical education. Medical humanistic education is an indispensable part of modern medical education. Strengthening humanistic education is an inevitable trend in the development of contemporary medical education.

C. Strengthening Humanistic Education Is an Inherent Requirement for Cultivating Modern Compound Medical Talents

Medical humanistic education can not only provide correct guidance for the cultivation of talents in higher medical education, but also enable medical students to acquire comprehensive and systematic medical science knowledge and extensive humanities and social science knowledge. Eventually, they can become fully developed talents. Developing medical humanistic education and learning the knowledge of humanities and medicines is not to add "cultural cloaks" to medicine, but to enhance the

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understanding of human life, death and the meaning of existence. What medical students learn is not only the theory of literature, religion, law and other disciplines in a pure sense, but also the specific performance in medical practice and the guidance and influence on medical practice. The medical students can learn to think about problems from different perspectives such as medicine, society and morality.

III. THE DEVELOPMENT OF FOREIGN MEDICAL HUMANISTIC EDUCATION

Medical humanities is an academic trend, teaching reform practice and cultural movement that emerged in the 20th century with the purpose of reflecting medical purposes, maintaining medical dignity, and adhering to medical conscience. In the 1980s, the American medical education community deeply reflected many problems in the medical education system, realized that strengthening medical humanistic education had become a trend, and proposed a series of important reports such as the "future direction of medical education", "cultivating doctors for the 21st century, general professional education (GPEP)". Arnold Gold (1925-2018), the father of American medical humanistic education, advocated that doctors should have a firm belief in caring the patients. And he has a wide-ranging influence in the United States and other countries in the world. Subsequently, American medical colleges began to attach importance to medical humanistic education, and they have added required courses and elective courses of medical humanities to continuously optimize the curriculum system of medical humanistic education.

After decades of innovation and reform, the understanding of medical humanities by foreign scholars has become increasingly clear. The scope of medical humanistic education is no longer confined to the disciplines in the traditional sense such as medical ethics, medical history, medical philosophy, and health law, but is extended to interdisciplinary fields involving literature, art, history, philosophy, law, religion, ethics, etc. As early as 1993, the General Medical Council of the UK clearly proposed adding a "special learning module" in the syllabus of medical college in "Tomorrow's Doctor", namely the medical humanistic discipline, and proposed to allocate 30% of the curriculum time to this "special learning module". Since 1950, the United States has entered the reform stage of medical humanistic education. The American Medical Association stated in "cultivating doctors in the 21st century" that doctors who lack the foundation of humanities and social sciences often lose the ability to challenge and the ability to respond to this challenge in their medical careers. Medical colleges take this as the guidance, integrate medicine with the humanities, actively explore and implement curriculum and teaching reform. Since the 1970s, many medical colleges in the United States have begun to set humanities courses. By 1995, almost all medical colleges set humanities courses and were supported by federal funds.

In the context of modern medical model, the World Federation of Medical Education formulated the corresponding international medical education standards in the early 21st century, highlighting the important position of

humanistic quality training and medical sociality in medical education from three aspects such as knowledge goal, skill goal and professional value. Global Minimum Essential Requirements (GMER) also regards professional value, attitude, behavior and ethics as one of the seven most basic requirements that medical students must meet. It is necessary to correctly understand physician professional ethics and ethical principles to guide medical practice. Therefore, higher medical education should focus on the integration of professionalism and humanity, call for medical humanistic spirit, update the concept of humanistic education, and promote the all-round development of modern medical education.

IV. THE MAIN CONTENT OF MEDICAL HUMANISTIC EDUCATION

A. Education Based on Excellent Traditional Culture

The content of Chinese traditional culture is very extensive. This is valuable resource and the biggest advantage of medical colleges for humanistic education. It must be fully explored and borrowed. It is necessary to focus on the historical and cultural education with the main purpose of carrying forward the spirit of patriotism, the education of values, moral values and dedication with collectivism as the core, the philosophy education with the world outlook and methodology as the main content, literature and art education with the main purpose of cultivating noble sentiments, and education on democratic legal concepts, social morality, and civilized etiquette education. At the same time, we must also learn from the achievements of civilizations in all countries and learn from the culture of other countries and nations.

B. Education Based on Shaping the Human Spirit and the Scientific Spirit

The modern society is changing with each passing day. It comes down to the advancement of science and technology, and the advancement of science and technology depends on those who master science and technology. The progress of the times determines the inextricable connection between man and science. People must look at the world from a scientific perspective, and join the great changes of society with the scientific spirits of humanity such as the spirit of innovation, the spirit of adoring the truth, and the spirit of pursuing truth and benefiting mankind. Today, medicine and medical ethics are equally important. There has been such a saying in the American medical community: "The most dangerous physician refers to someone who kindly holds the patient's hand but makes wrong decisions for him repeatedly". Therefore, advocating medical science, pursuing the preciseness and truth, working hard and making innovation, medical research, and seeking the excellence are the important contents of humanistic education in medical colleges.

C. *Education Based on the Cultivation of Healthy Personality*

Modern medical work is highly technical and difficult. At the same time, it is complicated and trivial. This requires medical personnel to fully exert the spirit of unity and cooperation in to complete medical work well. Cultivating team spirit and service awareness is an important part of humanistic education in medical colleges. In the current "patient-centered" doctor-patient model, the patient's subjective consciousness is constantly strengthened. Medical personnel should have basic psychological knowledge and healthy psychological quality, have good communication skills between doctors and patients, and timely meet the reasonable requirements of patients, correctly handle the relationship between doctors and patients, safeguard the legitimate rights and interests of patients, provide quality medical services, and establish a good image.

V. EFFECTIVE WAYS TO STRENGTHEN MEDICAL HUMANISTIC EDUCATION

A. *Playing the Role of Main Channel and Establishing Humanistic Education System Based on Humanistic Courses*

The political theory courses and ideological and moral courses of colleges and universities have the dual educational functions of ideological and political education and humanistic education. They are the main channel for cultivating the humanistic spirit of medical students. They should promote the reform of the teaching content and teaching methods of these "two courses", strengthen the integration with medical practice, and take the integration of humanistic knowledge and medicine as the top priority. When teaching humanistic courses, it is necessary to integrate the analysis of medicine with humanistic education, enabling students to understand and master human knowledge more deeply. The colleges should enhance the effectiveness of the "two courses" in cultivating medical students' ideological and moral character, humanistic spirit and improving the ability of medical students to analyze and solve problems. On the other hand, we should combine the characteristics of medical professional education, and strengthen the construction of humanistic curriculum system. Especially, it is necessary to strengthen the construction of humanistic curriculum system closely related to medicine. With the rapid development of modern medicine, the combination of medicine and social science has formed many interdisciplinary subjects. The development of new disciplines requires medical education to constantly adjust the curriculum structure, enrich and increase the curriculum of medical humanities. At the same time, the construction of the curriculum system should strengthen the organic connection between the medical discipline and humanities discipline, realize the mutual intersection and penetration of the disciplines, and enhance the effectiveness of the teaching content.

B. *Strengthening the Construction of Humanities Teachers and Training High-quality Educators*

The main body of humanistic education is the majority of teachers. Improving the overall quality of teachers, especially the humanistic quality, is the fundamental guarantee for strengthening humanistic education of medical colleges. Teachers' ideological realm, values, moral level and many other aspects will have subtle influences on students. High-quality teachers can not only impart professional knowledge to students in teaching, but also have correct outlook on life and values, ideological style, rigorous academic attitude, and scientific way of thinking to educate students. Therefore, the colleges must continue to educate and train the teachers who carry the responsibility of "preaching, imparting knowledge and solving doubts", improving their humanities. At the same time, we must also introduce a large number of highly-educated, professional, and comprehensive teachers, especially those young teachers who love education, are willing to contribute to education, dare to explore and forge ahead. The colleges should strengthen humanistic education. Teachers who rely on humanities and social sciences and serve for humanistic education should also strengthen their study to integrate humanistic education throughout the teaching process. The humanities and social science teachers can learn the scientific spirit, scientific attitudes and scientific methods of human medicine with the advantage of medical colleges, and integrate them with the humanistic spirit to improve their comprehensive quality. And then, they can better carry out the teaching. At the same time, establishing a team of teachers with solid professional foundation and an open knowledge horizon is an important condition for medical colleges to implement humanistic education.

C. *Reforming Teaching Methods and Evaluation Systems, and Forming a Scientific Teaching Method and Academic Evaluation System*

Medical colleges should change the single infusion teaching method, use lectures, interviews, surveys, online teaching, special lectures, academic activities, role-playing, exhibition evaluation and other methods to carry out heuristic teaching, adopt flexible and diverse forms such as group teaching and decentralized teaching. The problem-centered group teaching model can effectively stimulate the enthusiasm of students to learn independently. Also, the college should abandon the form of assessment based on theoretical examinations. For medical students, the main purpose of studying humanities is not to master the relevant theories of the course. The focus should be on learning to combine the acquired humanistic knowledge with medical practice, improving the individual's humanistic qualities. Regardless of teaching evaluation or academic evaluation, the most effective is the evaluation of students' own abilities. Testing students' various abilities through the combination of survey and scale measurement is considered to be an objective and scientific measure and tool. This work requires a lot of theoretical knowledge in psychology and education. At present, due to the lack of quantitative evaluation indicators, the defects of students' ability and the effectiveness of teaching effects cannot be accurately

evaluated. The development of scale should be added to break through. The medical and humanistic education work can be carried out smoothly and effectively.

D. Paying Attention to the Construction of Campus Culture, and Creating Good Medical and Cultural Atmosphere

An environment full of humanistic spirit will always affect a person's thoughts and behaviors, reminding people to be a person with higher civilization quality, and has played a great role in promoting, improving the humanistic quality of medical students. According to the requirements of humanistic education, carefully designed and constructed campus culture system, colorful, vibrant, active and healthy campus culture will provide subliminal humanistic education for medical students. Medical college can take measures to strengthen the construction of campus culture. The first is to launch a series of lectures on humanities and social sciences to help and guide students to improve their humanities. The second is to develop healthy, elegant, and rich campus cultural life, such as various art festivals, speech contests, science and technology festivals, film festivals, cultural performances, etc.. The third is to establish some humanistic associations, such as photography association, dance association, calligraphy association, literature association, music association and other associations, edifying sentiment, and shaping themselves. The fourth is to strengthen the construction of natural landscape and humanistic landscape of the college, highlighting school-running spirit and philosophy of medical colleges, enabling students to be enlightened in a beautiful campus environment. And the overall quality has been comprehensively improved.

E. Enriching the Third Class and Implementing Humanities and Social Practice Activities

Social Practice is called the third class. It is both a process of seeking truth and a process of application. Social practice activities are an effective way to enable medical students to be educated, talented, and make contribution in practice. It is necessary to include the social practice of medical students in the teaching plan, organize them in a targeted manner with their characteristics, and have standardized requirements and measures. Also, medical college can establish a relatively fixed base of social practice activities to institutionalize the social practice activities of medical students. The college can regularly organize students to visit historical museums, memorials and other cultural attractions, organize social practice "a program under which officials, doctors, scientist and college students go to the countryside to spread scientific and literacy knowledge and offer medical service to farmers", and organize students to participate in volunteer activities. The students can participate in medical volunteer activities, go deep into the community, streets, units, villages, and use the expertise to develop medical practice activities. In such activities, students develop innovative research capabilities and the quality of caring for others. They have improved communication skills with others, and fostered the collectivist spirit.

VI. CONCLUSION

In summary, medical humanistic education under the bio-psycho-social medical model should achieve medical humanization and life. After decades of development and reform, American medical humanistic education has gradually been matured and perfected, and it is not difficult to see its systematicness and practice. It is necessary to fully learn from the advanced experience of foreign medical humanistic education, update the teaching philosophy of medical education, continuously promote the reform and development of Chinese medical humanistic education, and cultivate high-quality specialized medical talents.

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