

Exploration of Professional Ethics Education for Students in Higher Health Vocational Colleges

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Abstract: Health vocational college is widely recognized as one of the main sites for training a large number of practical health care talents in the health industry. Strengthening the professional ethics education of students in health vocational colleges is an indispensable requirement for training qualified health personnel, as well as the need for building a socialist harmonious society and enhancing students' employment competitiveness. Jiangsu Vocational College of Medicine has reformed the content, form, teaching staff, educational mechanism and practice education of the professional ethics education and achieved good results.

1. Introduction

Professional ethics refers to the ethical requirements and codes of conduct that people engage in a specific profession should follow in their careers[1]. The health industry is a service industry of high risk. With the continuous development and progress of society, people's demands for health services have experienced a high rise. Health workers are the practitioners of the health industry. Whether they have good professional ethics is directly related to the quality of life and health of their clients. According to the surveys of professional ethics satisfaction in the national service industries by the relevant departments, such as “price of medical fees”, “treatment of medical disputes and accidents”, “quality of medical services” and other issues in the key service industries in our country, the public satisfaction is generally low. This situation has been reflected and emphasized by the representatives of the “Two Sessions” because it not only partly damages the overall image of health care workers but also affects the construction of a harmonious society in our country.

Health vocational colleges are the carriers of health vocational education and the vocational schools for training high-quality health personnel with strong occupational skills and good professional quality[2]. The phenomena of deviating from professional ethics in the health industry put forward higher requirements for higher vocational colleges. That's to say, while training a large number of high-quality talents for the health industry to meet the needs of modern social development, we should especially strengthen the education of professional ethics and the cultivation of their humanistic quality. Therefore, how to further strengthen the professional ethics education of health vocational college students is a brand new research topic, worth further exploration.

By investigating the situation of the students' professional ethics education in health vocational colleges, the author finds that there are some problems, including inappropriate educational content, single educational approach, outdated teaching staff construction, monotonous evaluation methods and insufficient practice education. Based on the above problems, the author also formulates the planning of the corresponding solutions. According to the plan, the school has reformed the original educational contents, educational forms, teaching staff construction and assessment mechanism, and achieved outcomes. In this paper, based on the situation in the author's college, some opinions on the professional ethics education in health vocational colleges are discussed and explored.

2. Improving the Content of Education

2.1 Constructing a Reasonable Curriculum System.

For a long time, most of the textbooks used for professional ethics education in health vocational colleges are outdated. They are of boring content and lack of vivid cases, which deprive the students of learning interests. Therefore, the author explores and establishes a set of reasonable curriculum system suitable for health vocational colleges, which is based on Ideological and Political Theory Course, focusing on College Students' Integrity Education, Medical Ethics, Medical (Cultural) History, supplemented by College Students' Mental Health and College Students' Employment Guidance[3]. It's advisable that the teaching materials for professional ethics education be specially designed for the students in health vocational colleges, which is based on the students' physiological and psychological characteristics. The teaching materials should integrate health laws and regulations, medical ethics, culture and so on. The front line medical personnel from the medical and health industry should be employed as professional ethics curriculum builders to participate in the lessons preparation as well as the teaching work. Through the construction of a reasonable and scientific curriculum system, the students' learning enthusiasm is constantly aroused and stimulated.

2.2 Integrating Various Educational Elements.

Excellent health professional ethics culture and hot issues in the health industry can be included in the educational content. We should widely publicize the brilliant deeds of excellent health care workers, increase the exposures of major vicious incidents, strengthen the new research of the doctor-patient relationship, constantly internalize medical ethics, and incorporate legal education into professional ethics education. Through legal education, students should be guided to act in accordance with the law, and their professional behaviors should be strictly regulated. Mental health education should also be included in the content of ethics education. Good health professional ethics is based on the healthy and mature mind of students. Therefore, to carry out the construction of the students' professional ethics education, we must pay attention to their mental health education, and bring professional ideological education into the educational content. The relationship between professional ethics and professional thought is very close. We should combine professional ideal education with professional ethics education according to students' ideological situation, constantly improve the effect of professional ethics education, and incorporate life education into the professional ethics education. Through life education, schools should impart the knowledge of life gestation and life development, so as to enhance students' understanding of the life value and make them treat their clients with a sincere and dedicated love in their future work.

3. Enriching the Forms of Education

3.1 Innovating the Classroom Education Methods.

According to the analysis of the survey results, the main form of professional ethics education is classroom education. Most of the teaching methods used are simply indoctrination, ignoring the students' roles in class. We should give full play to the role of the main position of classroom teaching and constantly innovate the form of classroom education. The classroom teaching methods adopted include: (1) Debates. Excellent debates in the class enable each student to learn knowledge and exercise ability. For instance, a heated debate on medical disputes in the class can enable the students' to profoundly understand the importance of professional ethics in medical industry; (2) Role-playing. For example, the students are required to play the role of medical staff, experience the pain and trouble caused by their misconduct to the clients; (3) Case Study. It is a commonly used method in professional ethics education because it embodies both inspiration and thinking; (4) Group Discussion. Through creating the situation of the problem, the teacher puts forward the requirements and ideas, and asks the students to plan the implementation process, which fully mobilizes the students' learning initiative, encourages them to participate in teaching process. It also trains the

students' various abilities and further enhances their awareness of professional ethics.

3.2 Creating New Carriers of Thematic Education.

To achieve more effective and creative professional ethics education, it's critical to innovate the educational forms. Therefore, we must constantly create new thematic education carriers: (1) To carry out the research on the function of network moral education, establish the database of professional ethics education, upload and download relevant professional ethics learning materials for students' after-class learning reference; (2) To establish online "Forum" and "Friends-making" e-mail boxes-- important places for knowledge exchange, heart-to-heart talk between teachers and students, and emotional release; (3) To carry out various professional ethics education activities such as psychological counseling to improve students' psychological quality; (4) To expand social practice activities such as experiencing professional investigation in the summer or winter holidays by deepening their understanding of medical profession. They can profoundly understand the development prospects, achievements, demand for talents in the medical profession and their perceptual understanding of the medical profession will transfer to the rational and deeper cognition; (5) To develop community vocational practice experience. Carefully design and organize students to use their professional knowledge to carry out "health care to the countryside" activities. For example, medical treatment and medication for villagers in poor areas should be provided so as to enhance the students' sense of social responsibility and mission.

3.3 Infiltrating the Medical Culture Education.

The survey results show that most health vocational colleges are lack of sufficient cultural atmosphere of professional ethics education. However, we must create a strong cultural atmosphere of professional ethics education because creating a strong medical cultural atmosphere can efficiently promote students' unity of knowledge and action. On the material level, the characteristics of "profession" should be highlighted everywhere. We can set up some statues of famous doctors on campus; carve medical ethics mottos and medical students' vows in the cultural monument gallery; hang pictures and messages of famous medical experts on the walls of corridors and classrooms, and publicize the remarkable deeds of excellent medical workers and the quality standards of medical services through campus network, broadcasting and school magazines. Meanwhile, we should also highlight the characteristics of "profession" on the cultural level. We can organize various activities such as establishing a humanistic environment, creating a strong spiritual and cultural atmosphere, giving full play to the function of self-education in order to strengthen the students' self-education of the professional ethics education.

4. Strengthening the Construction of Teaching Staff

4.1 Enhancing Moral Training for Teachers.

To select some in-service teachers to further study in higher vocational colleges or relevant vocational education institutes, which will help them understand the training objectives of health vocational colleges, fully understand the key points of professional ethics education in health vocational colleges, effectively transform their outdated concept of "subject system". To build a platform to help them learn the basic knowledge of medicine and related laws and regulations. To establish the regulations which requires the moral teachers to regularly participate in on-the-job training in the hospitals (pharmaceutical enterprises), in order to enhance the experience and maintain the effectiveness of professional ethics education. To set up professional ethics education research organizations in schools which are supposed to hold regular teaching seminars for information exchange so as to strengthen teachers' professional ethics education skills. At the same time, we should consider the introduction of new teachers with high educational background and employ medical administrators or front-line medical personnel from medical institutions as part-time teachers.

4.2 Strengthening the Assessment of Moral Education.

Professional teachers should strengthen their study of theoretical knowledge of professional ethics, and make effective use of classroom teaching, group discussion, self-study and other ways to improve learning. Professional ethics knowledge should be interpolated and integrated in the process of professional knowledge teaching. Some model classes, seminars and exchanges should also be organized so that professional teachers can improve their knowledge integration ability. It is necessary to establish and improve the evaluation mechanism of professional ethics education for professional teachers. We should comprehensively evaluate the professional ethics education ability of professional teachers through theoretical examination and their practical teaching process. We should also establish and improve the reward and punishment mechanism to stimulate their work motivation.

5. Improving the Educational Mechanism

5.1 Perfecting the Assessment and Evaluation System.

The assessment system of professional ethics education is divided into two systems: theoretical teaching assessment system and practical teaching assessment system. The assessment of theoretical teaching focuses on students' abilities and qualities, and emphasizes the management of teaching process. It can take many forms, such as the combination of open-exam and close-exam, the combination of summative and formative assessment, the combination of oral and written examination, the combination of subjective and objective exam papers and so on. At the same time, it can be supplemented by thesis defense, workshops and other evaluation methods, and score evaluation is combined with grade. Practical teaching can be carried out in the form of reading, discussion and social investigation. In order to further explore more forms of professional ethics assessment, we should combine students' self-evaluation with school evaluation, in-school evaluation with out-of-school evaluation, as well as establish a comprehensive assessment system of "four in one", i.e. counselors, teachers from medical profession, secondary colleges and colleges.

5.2 Establishing the Assessment and Evaluation Mechanism.

In the assessment of students' professional ethics, political morality, social morality and personal morality should be included in the assessment system. The result of assessment is directly related to various rewards and punishments and is an important reference for evaluating scholarships, evaluating advanced individuals and joining the Party. It is also linked to employment recommendation. For the students with excellent professional ethics rating, the school may give priority to employment recommendation. Professional ethics evaluation files can be set up on the talent network so that the employers can clearly get to know each student's moral performance.

6. Strengthening the Practice Education

6.1 Strengthening the Construction of Practice Units.

At present, most health vocational colleges and practice units generally lack professional ethics education for interns, especially in pharmaceutical enterprises, which overlooks students' professional ethics education in excessive pursuit of profits. We should select good practice units, and resolutely exclude those units that do not have the ability to carry out good practice teaching. It is also necessary to strengthen practice management such as formulating rigid regulations for students' professional ethics education in practice units, keeping close contact with practice units, and keeping abreast of students' practice situation and so on. Medical workers of high quality and morality should be employed as teachers to improve the educational effect.

6.2 Strengthening the Enlightenment Education of Medical Ethics.

In the process of practice, we should fully review the perception of medical ethics. We can organize medical students to read out Oath of Medical Students, hold lectures on professional ethics, law, psychological guidance and counseling, watch movies and documentaries of advanced individuals in the medical industry, and listen to lectures and reports on ethical models in the medical industry. Meanwhile, we can appoint some medical ethics teachers to give regular lectures and tour guidance to interns; set up "ethics group" to organize face-to-face discussion between students and medical personnel on the moral problems encountered in their workplace; carry out "caring for life" volunteer activities in the countryside and communities.

7. Conclusion

At present, the implementation of "Healthy China Strategy" provides the students of health vocational colleges with bright prospects as well as many challenges. In the future, the author will further strengthen the investigation and research, explore and innovate the new mode of vocational ethics education, strive to improve the comprehensive quality of students, and train more excellent talents for the medical industry.

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