

Investigation and Analysis on Current Situation of Clinical Teachers' Teaching Responsibility and Teaching Ability

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Abstract: In order to implement the spirit of documents such as “Opinions on Deepening Cooperation between Medical Education and Further Promoting Reform and Development of Medical Education”, Qiqihar Medical University has decided to implement the teaching development project of medical education and clinical teachers. Through the establishment of training space, outstanding experts in various fields are invited to organize, assess and supervise in-hospital training according to teachers' teaching experience and needs. In order to understand the concept of medical education, teaching responsibilities and teaching ability of key teachers in the first phase of the Medical-Educational Coordination Project for Clinical Teachers, the Faculty Development Center conducted a survey at the beginning of the training. Through the statistics and analysis of the survey results, there is an inherent need to improve the teaching ability of teachers in affiliated hospitals of our hospital, and there is still a lot of room for improvement. At the same time, the research results can also guide the content and form of training, and provide a reference for further clinical teacher training in the future.

1. Introduction

In July 2017, the general office of the State Council issued “Opinions on Deepening Cooperation between Medical Education and Further Promoting Reform and Development of Medical Education” and in October, the general office of Heilongjiang Provincial People's Government issued “Implementation Plan for Deepening Cooperation between Medical Education and Further Promoting Reform and Development of Medical Education in Heilongjiang Province”. The two documents proposed:

We will strengthen the construction of clinical teaching bases in medical colleges and universities, formulate and improve standards and admission systems for various types of clinical teaching bases, and strictly examine and verify the accreditation and dynamic management of clinical teaching bases. Colleges and universities should incorporate teaching construction in affiliated hospitals into the overall planning of school development, define the main functions of clinical teaching in affiliated hospitals, and take teaching as an important part of the assessment and evaluation of affiliated hospitals. The affiliated hospitals of colleges and universities should take the training of medical talents as a major mission, deal with the relationship between medical treatment, teaching and scientific research, improve teaching organizations and increase teaching investment. We should optimize the setting of clinical departments, strengthen the construction of clinical disciplines and implement the task of education and teaching around the cultivation of talents.

Based on the current situation of clinical teachers in our institute, in order to implement the spirit of documents issued by the State Council and provincial governments, and documents issued by the institute, the institute decided to launch the project of medical and teaching cooperation with clinical teachers. Through the establishment of training space, outstanding experts in various fields are invited to organize, assess and supervise in-hospital training according to teachers' teaching experience and needs. To effectively improve the teaching level and teaching ability of clinical teachers, to further change the teaching philosophy of clinical teachers in affiliated hospitals, especially young and middle-aged clinical teachers, and to promote the passing rate of medical students' qualification examination for practicing doctors.

In order to understand the current situation of medical education concepts, teaching responsibilities and teaching abilities of key teachers in the first phase of the project of medical education and clinical teacher teaching development, the Faculty Development Center conducted a survey at the beginning of the training. The research results can not only guide the content and form of training, but also provide a reference basis for further training of clinical teachers in the future.

2. Research Objects and Methods

The first batch of 78 clinical teachers in the First Affiliated Hospital, the Second Affiliated Hospital and the Third Affiliated Hospital who participated in the teaching development project of medical-teaching collaboration were selected as the subjects of the survey. Based on the results of previous interviews with clinical teachers, the Faculty Development Center designed and compiled a questionnaire on the current situation of teaching ability of clinical teachers. The questionnaire adopts Likert5's five-level classification, which is based on "understanding and applying medical education theory". Based on the current situation of six aspects of teaching objectives, teaching preparation and the availability of 21 specific teaching abilities, 78 key clinical teachers in three affiliated hospitals were evaluated by using "examination stars" and 75 valid questionnaires were collected.

3. Research Results

In Table 1, more than 60% of teachers think that the above 6 abilities are very important for clinical teachers, but more than half of teachers choose "average" in their current situation. Table 2 shows (only some data are shown): among the 21 specific teaching ability tests, only about 10-20% of teachers chose "very qualified", about 20-30% chose "relatively qualified", and over 30% chose "basically qualified". In particular, about 40% of the teaching abilities such as flip class, hybrid teaching, mini clinical drills, direct observation and operation skills are not available, which indicates that there is an inherent need to improve the teaching ability of teachers in affiliated hospitals of our hospital and there is still a lot of room for improvement.

Table 1 Survey of clinical teachers' understanding of teaching responsibilities

Options	Teaching duties and teaching ability n=75				
	Very important n(%)	Important n(%)	General n(%)	Unimportance n(%)	Very unimportant n(%)
Understanding and Applying Clinical Education Theory	59(78.67%)	16(21.33%)	0(0%)	0(0%)	0(0%)
Establishing Teaching Objectives and Preparing for Teaching	61(81.33%)	14(18.67%)	0(0%)	0(0%)	0(0%)
Combining theory with practice and imparting professional skills	64(85.33%)	11(14.67%)	0(0%)	0(0%)	0(0%)
Master different teaching methods and apply them	52(69.33%)	21(28%)	2(2.67%)	0(0%)	0(0%)
Understand different assessment methods and implement them	51(68%)	20(26.67%)	4(5.33%)	0(0%)	0(0%)
Establish contact between teachers and students, give advice and guidance	46(61.33%)	25(33.33%)	4(5.33%)	0(0%)	0(0%)

Table 2 Investigation of the status quo of clinical teachers' teaching ability

Options	Teaching duties and teaching ability n=75				
	Have perfection n(%)	Comparatively possess n(%)	Basically possess n(%)	Not very qualified n(%)	Very not equipped n(%)
Development Trend of Medical Education at Home and Abroad	7(9.33%)	13(17.33%)	29(38.67)	21(28%)	5(6.67%)
Effectively Carry out Large Class Teaching	15(20%)	19(25.33%)	31(41.33%)	10(13.33%)	0(0%)
How to design teaching ppt	14(18.67%)	28(37.33%)	30(40%)	3(4%)	0(0%)
Flip class, mixed teaching	8(10.67%)	16(21.33%)	16(21.33%)	30(40%)	5(6.67%)
Mini-CEX (mini clinical evaluation exercise)	8(10.67%)	11(14.67%)	21(28%)	34(45.33%)	1(1.33%)
DOPS (Direct Observation of Operational Skills)	8(10.67%)	12(16%)	31(41.33%)	21(28%)	3(4%)
Leadership development	8(10.67%)	14(18.67%)	27(36%)	23(30.67%)	3(4%)

4. Discussion

According to the status quo of feedback from the survey results, during the implementation of the teaching development project of medical education and clinical teachers, the Faculty Development Center of the university held 12 training activities with rich contents and various forms, advocating teachers to write training records and reflection process in the “teacher development work file book” after each training. At the end of 2018, the results of the first training will be summarized and displayed through the clinical teachers' teaching ability demonstration and assessment activities respectively carried out in the affiliated first, second and third hospitals. After the completion of the one-year training, the project research team will continue to carry out the second investigation on the teaching duties and teaching abilities of clinical teachers in this period. In order to evaluate the effectiveness of teaching development training, clinical teachers' performance of teaching duties and improvement of teaching ability were compared before and after targeted training.

Teaching is a doctor's basic duty to fulfill the Hippocratic Oath. Whether practicing or becoming a teacher in a medical college, one should think about teaching because it is a medical tradition. Clinicians undertake half of the tasks in college education, all the tasks of post-graduation education and continuing education. The number of clinicians participating in teaching is a huge group. Most medical and health institutions, including clinicians in community hospitals, are more or less involved in the teaching of lower-level doctors and medical students. The gradual deepening of the reform of higher medical education poses unprecedented challenges to medical teachers, especially clinical teachers at the front line. To improve the training of medical talents and the quality of higher medical education, we must deal with the relationship between clinical teachers' clinical work and teaching work, promote the development of clinical teachers, especially teaching development, and enhance the teaching input of clinical teachers.

With the further implementation of the national medical and educational cooperation policy, in order to ensure the quality of teaching other doctors, medical students and young doctors, we need a group of qualified clinical doctors who are willing to undertake teaching. It is necessary to train doctors in hospitals to improve their teaching skills, expand their knowledge and keep pace with the development of medical technology to meet the needs of teaching and medical work. It is beneficial to the improvement of the hospital's own medical level, to encourage the creation of a learning environment, to assist in the development of professional skills, and to meet the growing needs of medical education. The development of hospitals can not be separated from medical treatment, teaching and scientific research. The development of medical treatment has provided a base for teaching, research content for scientific research, training excellent talents for medical treatment

and scientific research, optimizing the achievement of scientific research results of teachers, enriching teaching content, and promoting the reform of teaching and new medical technology. The organic combination of the three will definitely improve the level of clinical medical education and promote the development of medical and health undertakings.

In our country, doctors in hospitals are mostly directly graduated from medical colleges and universities, lacking formal training and training in educational theory, educational methods, etc. Even if they are enthusiastic about medical education, they will inevitably produce poor teaching results and get twice the result with half the effort. At present, the central position of clinical teachers' teaching is often not guaranteed. The number of hours in class is only a minimum, which can only serve as a reference for teaching quality, effect and teachers' ethics level. At the same time, our country has not yet formed a pre-service and in-service system and coherent training system for medical teachers. Pre-service education for medical teachers is almost equal to pre-service training, and there is no pre-service education in a strict sense. Post-service education varies greatly from hospital to hospital in terms of teacher training policies, systems and funding.

According to the selection of teachers in the teaching development project of medical and educational cooperation with clinical teachers, most doctors are willing to undertake teaching work. According to Maslow's hierarchy of needs theory, the highest demand of human beings is self-realization, and the value of human beings is ultimately reflected in their own career development. Career development is the highest demand of human beings. Managers should get rid of the past management methods that only studied how to use teachers and how to mobilize teachers' enthusiasm, and consider how to develop teachers' potential and give full play to teachers' role from the perspective of the whole process of teachers' career development. To unify the teachers' own professional goals with the school's organizational goals, establish a clinical teacher development platform, and plan their professional careers. How to organize the training of hospital teachers, how to arrange the training courses, how to improve the attractiveness and efficiency of the training, and how to create a group of clinical teachers who love teaching, have excellent moral character, excellent medical technology and high teaching level are the issues that we should consider in our clinical teacher training work in the future.

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