

Investigation and Research on the Status Quo of Medical Students' Profession Identity under the Background of Doctor-Patient Contradiction

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Abstract: Objective: To understand the current situation of medical students' professional cognition under the background of doctor-patient contradiction. Methods: From April to May 2020, 1007 medical students of different majors were selected by stratified random sampling at Qiqihar Medical College in Heilongjiang Province to conduct a questionnaire survey of medical students' professional identity. Results: The average scores of medical students' professional identity at different latitudes were higher than normal levels, and the average scores of medical students who participated in the internship were higher than those of students who did not participate in the internship. The average score of urban students in all latitudes is higher than that of rural students.

1. Introduction

Under such factors as the reform of the social health security system, the imperfection of the social legal system, the imperfect internal services of the hospital, the poor communication between doctors and patients, the negative effects of the intervention of the news media, the lack of integrity of patients and their families on the difference between medical expectations and reality, etc. [1] The relationship between doctors and patients is becoming increasingly tense. In addition, medical students are also faced with academic and employment pressures and are in a state of psychological anxiety. Medical students are important talents in society, and the training of medical students is closely related to whether they have a professional identity with the doctor's profession. Professional identity is the general attitude of medical students to the future career goals, social values and other factors. It is not only the starting point of career development, but also the core of career development [2]. Under such a general background, the investigation of the status quo of medical students' professional identity is of research value.

2. Objects and Methods

2.1 Research Object

This study adopted a stratified research method to investigate the students of different majors from the freshman to the fifth year of Qiqihar Medical College, first stratified by grade, and then clustered sampling in each grade based on the class. 1007 questionnaires were issued and 1007 were returned. The recovery rate was 100%. There were 925 valid questionnaires and an effective rate of 91.86%. Among them, 97 were for the first year of college, 248 were for the second year of college, 207 were for the third year of college, and 236 were for the fourth year of college. 137 copies of the fifth year of the university.

2.2 Research Methods

This questionnaire is in the form of questionnaire stars. The questionnaire is divided into three parts, 36 questions (1) Basic information questionnaire, (2) Medical student occupational identity questionnaire, and refer to "Research on the Status Quo of Medical Students' Occupational Identity and Influencing Factors" [3] The questionnaire compiled in this article is divided into six

dimensions: professional cognition, professional emotion, professional commitment, professional behavior, professional expectations and professional values. (3) Medical students' future career choice questionnaire.

2.3 Statistical Analysis

This article uses IBM SPSS 23.0 for data sorting and analysis. Measurement data are expressed as mean \pm standard deviation. Normally distributed measurement data between two groups are compared by independent sample t-test, and normal distribution measurement data between multiple groups is compared by one-way analysis of variance. , LSD method was used for post-hoc comparison, and $\alpha=0.05$ was the statistical benchmark.

3. Survey Results

3.1 Analysis of the Status Quo of Medical Students' Professional Identity

The results of this study calculated that the total average of medical students' professional identity is 3.49, and the averages of different latitudes are professional cognition 3.54, professional emotion 3.18, professional commitment 3.24, professional behavior 3.64, professional expectations 3.83, professional values 3.48, and the middle A value of 3 is the standard, indicating that all latitudes of professional identity of Qiqihar Medical College medical students are above the middle level.

3.2 The Relationship between Medical Students' Professional Identity and Internship (Table 1)

Table 1 Comparison of Scores for Whether to Participate in the Internship ($\bar{x}\pm s$)

	Have you participated in an internship		<i>t</i>	<i>p</i>
	Y	N		
Career awareness	3.68 \pm 0.69	3.45 \pm 0.62	5.149***	0.000
Professional emotion	3.24 \pm 0.57	3.1 \pm 0.58	3.498***	0.000
Professional commitment	3.31 \pm 0.79	3.19 \pm 0.74	2.392*	0.017
Professional behavior	3.78 \pm 0.71	3.43 \pm 0.72	7.267***	0.000
Career expectations	3.94 \pm 0.75	3.73 \pm 0.79	4.036***	0.000
Professional values	3.53 \pm 0.74	3.42 \pm 0.71	2.212*	0.027

* $p<0.05$,*** $p<0.001$

The average scores of medical students who participated in the internship in professional cognition, professional emotion, professional commitment, professional behavior, professional expectations, and professional values were higher than those of medical students who did not participate in the internship, and there were statistical differences in all dimensions ($P<0.05$).

3.3 The Relationship between Medical Students' Professional Identity and Family Location (Table 2)

Table 2 Comparison of Scores of Different Family Locations ($X(-)\pm s$)

	Rual	Town	<i>t</i>	<i>p</i>
Career awareness	3.49 \pm 0.74	3.64 \pm 0.7	-2.628**	0.009
Professional emotion	3.15 \pm 0.6	3.23 \pm 0.55	-1.899	0.058
Professional commitment	3.24 \pm 0.76	3.27 \pm 0.77	-0.548	0.584
Professional behavior	3.58 \pm 0.76	3.7 \pm 0.72	-2.019*	0.044
Career expectations	3.81 \pm 0.82	3.9 \pm 0.76	-1.469	0.142
Professional values	3.44 \pm 0.74	3.6 \pm 0.75	-2.695**	0.007

* $p<0.05$,** $p<0.01$

The average scores of urban medical students' occupational cognition, occupational emotion, occupational commitment, occupational behavior, occupational expectations, and occupational values are higher than that of rural medical students, but only occupational cognition, occupational behavior and occupational values are statistically different ($P<0.05$).

4. Discussion

In the context of the contradiction between doctors and patients, the professional identity of medical students has been affected by various aspects. This study discusses the impact of internship and home location on professional identity. The results of this study show that the overall level of professional identity of medical students is higher than the normal level.

The average scores of medical students who have participated in the internship are higher than those of medical students who have not participated in the internship. The analysis of the reasons may be related to the instructive significance of the internship on career positioning [4]. During the internship process, medical students come into contact with the professional environment of doctors, learn from clinical teachers with high medical skills and high medical ethics, and have significantly more opportunities to interact with patients than non-internship students. Under such an environment, medical students have professional expectations, Values, cognition and other levels will be significantly improved.

The average score of urban medical students in all latitudes is higher than that of rural students, but there are only statistical differences in professional cognition, professional behavior and professional values. To analyze the reasons, first of all, urban medical care is more advanced than rural students, and is similar to rural students. In contrast, urban students have access to better hospitals, their health awareness is stronger, and their medical behaviors are more frequent. This makes urban students have a higher level of professional awareness of doctors than rural students. Secondly, there is education in urban and rural areas. Unfair [5], this deviation exists in both family education and school education, which can affect the level of students' values. Finally, colleges and universities should take measures to improve students' professional cognition, professional emotion, professional commitment, professional behavior, professional expectations, and professional values.

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