

# Research on Medical Humanities Education Mode of Comprehensive University

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**ABSTRACT.** Carrying out medical humanities quality education in comprehensive colleges and universities has obvious advantages in multidisciplinary resources. This article combines the characteristics of a comprehensive university, from education concepts, and top-level design of goal design, strategic design, control and execution, teaching planning, etc., to propose a series of medical humanities construction plans that meet the characteristics of universities. It is proposed to break the narrow professional barriers in the past and broaden the professional caliber, from the design and planning of the teaching system to the operation of multi-resource cooperation, from the function of cultural education to the practice of students' human emotions, to maximize the humanities of medical students.

**KEYWORDS:** Take advantages, Comprehensive universities, Medical humanities education

## 1. Introduction

The origin of medicine is to relieve human suffering from illness. It is essentially human science and benevolence. It has fundamental humanistic attributes. Medical humanistic spirit is the soul of medicine [1]. The increasing importance of medical humanities is both an opportunity and a challenge for medical schools in comprehensive universities. In particular, comprehensive colleges with rich liberal arts backgrounds should break through the narrow narrow professional education ideas in the past, broaden the professional caliber, and realize cross-disciplinary in a real sense Fusion. Systematically optimize the medical humanities curriculum system to fully reflect the complementary advantages of other medical disciplines, from the design and planning of the teaching system to the operation of multi-resource collaboration, from the function of cultural education to the practice of students' human emotions, to maximize the improvement Humanistic quality of medical students. This article attempts to explore the teaching model of medical humanities suitable for comprehensive universities based on the concept of "full course · multiple · synergy".

## 2. Establish an educational concept that meets the characteristics of a comprehensive college

"Doctors can't entrust their lives to him without charity, and they can't be doctors unless they are smart and rational, and they can't trust him if they are uncorrupted and honest". The fundamental task of education. The medical humanities education model featuring infiltration education should include three aspects: medical humanities education and teaching system; multicultural education model and multi-departmental cooperative operation mechanism. Its core content is people-oriented and respected Human value, awe of life, and love of life; the fundamental goal is to develop around people's overall free development and happiness, so that medical practitioners can establish the belief of "benevolence" and the concept of "patient-centered", which always reflects the doctor's inner Patient humility and caring emotions.

## 3. Top-level design of medical humanistic education model

In the educational process and educational activities, the model proposed not only needs to be grounded in the actual conditions of the school, but also needs to be designed on the top floor to achieve the goal of medical humanistic quality education. Adhere to starting from the construction of the curriculum system, the construction of the teaching staff and talents, the construction of teaching materials, the reform and innovation of teaching

content and methods, and the establishment of organizational structures, etc. Random implementation of "general non-compliance".

### ***3.1 Educational goal design***

In addition to cultivating students' ideological and moral qualities, humanistic spirit and emotions, medical humanistic education has rich connotations, but also combines medical special requirements to cultivate medical students' noble personality and medical ethics, cultivate medical thinking methods, and cultivate rigorous and realistic science Spirit and so on. Committed to the development of medical technology, at the same time improve the humanities of students and cultivate "temperature" medical students. Compared with specialized medical universities, it takes advantage of multidisciplinary advantages such as economics, law, management, literature, etc. The interdisciplinary "humanistic medicine" clearly reflects the medical characteristics of comprehensive universities.

### ***3.2 Educational strategy design***

Medical humanities quality requires long-term guidance and training. First of all, it is necessary to embody the whole process of medical humanistic education. Humanistic concepts and humanistic knowledge should run through medical education all the time, and they are different at different stages of learning. For the freshmen, in the ideal composition of the white angel, there is still a blank on how to practice the medical humanistic concept. It needs to start from the beginning education, guide it in the direction and reform the concept, revise the world view and values, Pay attention to responsibility and gratitude and love school and discipline education. The senior medical students need to focus more on the practical education of medical humanities, integrate professional education and humanistic education, reflect the spiritual connotation of medical humanities everywhere in the teaching of professional courses, and train them to naturally integrate humanistic care in practicing practice. . Interns form their new practice habits in the collision of ideals and reality. They need to set an example and standard in clinical practice, establish a clinical mentor system, follow the principle of "teaching according to their aptitude", and make full use of the hospital's clinical teaching resources. While strengthening students' "three basics" training and training of clinical thinking ability, conduct a guiding and demonstrative humanities and medical education, and repeatedly strengthen the sense of professional identity. The vastness and the unknown of life determine the far-reaching and enduring of medical education. College education is only the stage of its enlightenment, and it needs the support of a lifelong education system. Even if it has already taken up a job, the pursuit of humanism has only increased.

### ***3.3 Teaching planning and design of medical humanities education***

Establishing a perfect medical humanities curriculum system is the basic condition for improving students' humanities quality and ensuring the smooth development of teaching work. There are many humanities-related courses in comprehensive colleges, often involving literature, art, history, music and other fields. Regarding the construction of the curriculum system, respect the laws of discipline development itself, establish and strengthen the organic links between medical humanities, try to break the barriers of disciplines, and achieve the intersection and penetration of humanities.

Multidisciplinary joint efforts to carry out innovative teaching of medical humanities, for example, combining red culture with students' ideological and political education, combining basic writing skills with medical narrative ability, combining the concept of doctor-patient empathy with medical supplies design, medical science law and simulation Combining courts, breaking the barriers of disciplines, and jointly preparing a series of medical humanities courses that "impress students emotionally, attract students in content, and train students in practice."

In-depth research and exploration of ideological and cultural construction with medical school characteristics, building a good ideological education and cultural characteristic construction system, insisting on the integration of humanistic quality education with professional education and student management, so that professional teachers and student work managers can establish the consciousness of integrated education And initiative. Medicine itself has profound humanistic heritage, such as enhancing humanistic care, attaching importance to the professional ethics of physicians, cultivating a scientific attitude of rigorous and realistic and pursuing truth, and inspiring students to pursue truth, goodness and beauty.

The cultivation of medical humanistic spirit is a subtle process, from externalization to internalization, which not only runs through the entire medical education, but also requires multi-departmental and multi-dimensional cooperation. The methods and approaches of humanities education are diverse, including but not limited to classroom lectures and practice in the course of practice. Although it focuses on spirit and literacy, it needs to land on all aspects of practical education. Comprehensive colleges and universities often have rich subject categories and teacher resources, and student clubs and other aspects are more abundant and professional than junior colleges. This multidisciplinary resource advantage of comprehensive colleges is conducive to expanding the subject areas; it is helpful for the intersection of medicine, pharmacy, nursing and other disciplines, and may even be integrated into a new discipline growth point, which helps to cultivate high-quality compound Medical talents; help to re-optimize teaching resources and improve teaching efficiency. Multi-department and multi-academic coordination work together to shape students' humanistic cultivation and humanistic spirit from the aspects of classroom teaching, practical teaching, social practical activities, cultural influences, etc., and carry out a real three-dimensional collaborative construction.

#### **4. Medical Humanities Education Construction Planning**

##### ***4.1 Teacher construction***

The subject background of medical humanities teachers is often two types, one is politics, literature history and philosophy majors.

They are engaged in the teaching and research work of medical humanities, but they do not understand medicine, and it is difficult to carry out targeted teaching based on the characteristics of medical disciplines. Teachers with a different medical background are engaged in medical humanities by studying their master's and doctorate degrees in literature, philosophy, history, and politics, combined with their clinical experience and experience. , Philosophy, history, and political skills are relatively inadequate. At present, there is a serious shortage of high-quality talents, generalists, and compound talents in the medical humanities, and there is a lack of generalists who can understand medical history, medical philosophy, and medical sociology [3]. Comprehensive colleges often have more than two types of teachers on the subject background. Therefore, when cultivating medical humanities teachers, we can give full play to the strengths of the two types of teachers, actively explore collective lesson preparation methods, expand new medical humanities research directions, and carry out interdisciplinary research topics. Break through the barriers of disciplines through collective lesson preparation, teaching salons, etc., and establish a medical humanities echelon of political firmness, sufficient quantity, reasonable structure, high quality, and strong capabilities. Really realize the close combination of medicine and humanities, so that students have a broader academic background, solid basic skills, more in line with the needs of modern academic development.

##### ***4.2 Teaching material construction***

Teaching material is an important tool and carrier for imparting knowledge and spreading culture in the process of talent training. In the curriculum system and teaching reform of medical humanistic quality education, the construction of teaching material plays an important role. Existing medical humanities-related textbooks often present a "strong twist" model of birth and hardship. Stiffly put the content of "Sociology Basics" into "Medical Sociology", mechanically embed the celebrity ideas of "Philosophy" into the textbook of "Philosophy of Medicine", lacking real understanding and integration. Comprehensive colleges, especially those with strong liberal arts, have more adequate teaching resources, comprehensive medical and humanities strength, and effectively incorporate textbook construction into the overall planning of curriculum system reform, with textbook reform as a breakthrough, Promote the construction of the curriculum system of medical humanistic quality education.

##### ***4.3 Construction of Humanistic Quality in Social Practice***

Social practice is an important part of the process of medical humanistic quality education. Through organizing and forming various social practice activities, students' aesthetic taste and cultural heritage are improved. Through social practice, medical students can understand themselves, experience life, and understand the specific meaning of humanistic qualities more deeply. Comprehensive colleges have rich community resources. Students from different colleges and different majors will make full use of their professional advantages to develop quality humanities-related associations, such as calligraphy and painting clubs, legal aid

clubs, aesthetic clubs, and music clubs. Professional students carry out various activities together. For example, social surveys, youth volunteer activities, etc., adequate "simulated patients" also provide rich materials for the establishment of "patient-centric" medical practice. Carry out various thematic debates, mock wards, mock courts, etc., teach students the methods of data collection, induction, reasoning, judgment, etc. to improve students' ability to analyze problems, solve problems, and discover problems.

#### ***4.4 Characteristic Medical Humanities Organization Construction***

Carrying out medical humanities quality education in comprehensive colleges and universities has obvious advantages in multidisciplinary resources, and establishes a multi-departmental cooperative medical humanities organization. From design to implementation, every link in medical humanities education is carefully crafted, thinking outside of the biomedical model is established, and a medical humanities quality education teaching steering committee or medical humanities education research center is established at the school level. Integrate the software and hardware resources of multiple teaching units such as medical schools, grammar schools, affiliated hospitals, etc., optimize the teaching staff, build a multi-curricular integration of humanities module courses, and develop a multi-disciplinary "humanistic medicine" model. Infiltrating humanistic quality education in students' daily management, helping students establish a correct world outlook, outlook on life, values, learning and employment, and helping students improve their character. Under the influence of diverse cultures such as schools, localities, and colleges, the humanistic spirit of medicine is constantly strengthened, and the medical characteristics of comprehensive colleges are clearly reflected.

Carrying out medical humanities education in a comprehensive university has its natural academic and professional advantages. How to make full use of this advantage and find out a medical humanities education model suitable for its development is an issue that medical humanities educators need to discuss urgently. This article attempts to explore the "full-process · multiple · synergy" education model, to a certain extent, it has better innovation and practicality, improves the humanities quality and ability of medical students from a macro perspective, and summarizes a set of domestic comprehensive universities Educational models and teaching achievements that can play a pioneering role. However, there are still many problems that need to be solved in the study of specific teaching models. For example, the construction of a comprehensive osmotic curriculum system of medicine and humanities, the combination of clinical and humanities, the comprehensive evaluation method of theory and literacy, how to conduct medical humanities teachers Interdisciplinary training and research need to be further researched.

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