

Analysis of Factors Influencing Current Practice of Clinical Medicine Education

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Abstract

This study aims to analyze the factors that influence current practice of clinical medicine education through questionnaire among the undergraduates of 2003rd year (of graduation) in Luzhou Medical College who have just finished practice education. The sample comprises of 206 students. Then we get the first-hand data based on the personal experience of interns by analyzing the questionnaire, make clear the inherent reasons, thus take measures to achieve an etiological treatment and provide evidence for the direct formulation of educational reform measures so as to scientifically impelling the practice education reform.

Keywords: Practice education, Influencing factors, Clinical Medicine Education

1. Preface and background

In recent years, with the progress of the society and educational reform, medical education has been developing rapidly in China. The number of undergraduates in clinical medicine has increased significantly. The student resource environment, human cultural environment and social environment that medical practice education is confronted with have changed a lot. The influencing factors of practice education are quite different now. Confronted with the problems generally raised by teachers who work in the practice education domain, the interns find it more and more difficult to handle. So measures must be taken to effectively cope with the new problems. But it is not objective to formulate strategy merely based on feedback opinions from teachers. We must get the first-hand data from the interns' personal experience, make clear the inherent reasons and take measures to achieve an etiological treatment. So it is of great significance to gain objective cognition of the influencing factors for the current practice education based on the personal experience of interns through questionnaire among the undergraduates who have just finished practice education, provide evidence for the direct formulation of educational reform measures and to impel the practice education reformation scientifically.

The teaching during the internship constitutes an important of the higher clinical education, bridges the theories required and Practice, tests Theories and Practical skills and cultivates Professional ethics, clinical skills and clinical thinking. So the quality of clinical teaching plays an important Part in the evaluation of higher medical education. In recent years, due to the enrollment enlargement, the decrease of internship, the implement of new medical news and regulations and the Pressure of employment, the effect s of the students is much worse than before.

2. Research Objects

The objects of our questionnaire survey are the undergraduates of 2003rd year (of graduation) in Luzhou Medical College, with the total sample size of 206, no requirement of gender and age.

3. Research Method

The investigation questionnaire is initially designed and to guarantee the quality of questionnaire the method of random sample is adopted. All the samples are taken out from teachers and Practical students from different clinical bases. Results data is quantized, and statistically analyzed.

3.1 Interview and panel method

Representatives from each practice education hospital were convened together for a symposium. When students turned back to campus at the end of the 9th term, all representatives were asked to frankly exemplify the influencing factors of practice education based on their own experience and reception. The questionnaire administrator summarized all the representatives' opinions to achieve primary collection of the influencing

factors of current practice education.

3.2 Design of questionnaire based on interview

According to the influencing factors of practice education, a questionnaire was designed by the administrator. This questionnaire included all the influencing factors collected primarily and further designed questions and answer items to ascertain the influential scope, severity and duration that each factor has over the clinical practice education.

The contents of our investigation based on interview included: Investigating the influential scope, severity and duration of each factor in the medical interns' crowd; analyzing the time-effect or extent-effect of each factor; launching single-factor and multiple-factor analysis (multiple linear influencing regression) among the relationship of the influential factors and general subjective quantization score of interns' practice education achievement, or the mid-term examination results which reflect interns' objective practice education achievement to ascertain both the subjective and objective definitive influential factors of current medical practice education.

3.3 Questionnaire investigation and data collection

The questionnaire was carried out at the beginning of the 10th term when all the interns came back to campus just a winter holiday after practice education. All the questionnaire tables were gathered for data collection as an EXCEL database concerning the influential factors of medical practice education and the statistical analysis by the SPSS12.0 software(Chinese version) just after they were finished.

4. Result

4.1 The influential factors of current medical practice education through interview and panel method

The influential factors of current medical practice education included: the problems of teachers who execute the practice education, the relative shortage of teaching resource in some hospitals responsible for practice education, the shortage of exercising chance in medical operations, too much group activities unrelated to medical practice education, job hunting, love problem, too many private social activities, and preparing for Graduate Candidate Test and civil service entrance exam.

4.2 The problems generally raised by teachers affecting the role of characteristics of practice education

The quantization score of interns' subjective practice education achievement was 79.84 ± 10.30 . Meanwhile, the teachers' average score was 81.05 ± 10.05 and the influential proportion of teachers' problems in interns' population was 60.22%.

4.3 The influential scopes of each influential factor were sequenced from big to small as below: the problems of teachers who execute the practice education > preparing for Graduate Candidate Test > the shortage of exercising chance in medical operations > too many private social activities > job hunting > love problem > the relative shortage of teaching resource in some hospitals responsible for practice education > preparing for civil service entrance exam. The corresponding negative influential scopes of each influential factor among the undergraduates of the 2003rd year (of graduation) were as high as below respectively: 60.22%, 57.25%, 45.22%, 43.01%, 39.35%, 33.73%, 26.20%, 13.01% and 7.89%.

4.4 When sequenced by duration from long to short, influencing factors were listed as below: preparing for Graduate Candidate Test > job hunting > preparing for civil service entrance exam > too many group activities irrelevant to practice education. The corresponding time that these factors occupied the practice education of was as long as below respectively: 3.21 ± 1.90 months, 1.21 ± 1.31 months, 1.08 ± 0.86 months and 8.53 ± 7.55 days.

4.5 When sequenced by average severity of negative influential effect, the influential factors were listed from severe to weak as below: preparing for Graduate Candidate Test > the problems of teachers who execute the practice education > job hunting > preparing for civil service entrance exam > too many group activities unrelated to medical practice education. Among these factors, teachers' score, preparing for Graduate Candidate Test, group activities unrelated to medical practice education and private social activities presented a time-effect or extent-effect characteristics. The higher the teachers' score was, the better the subjective effect of the interns' medical practice was. On the contrary, the more time was wasted in preparing for the Graduate Candidate Test, group activities and private social activities, the worse the subjective effect of the interns' medical practice was.

4.6 Single-factor and multiple-factor analysis demonstrated that teachers' score was the only factor affecting subjective effect of medical practice education ($P=0.000$). The higher the score was, the better was the subjective effect of the interns' medical practice. The subjective effect of medical practice was not affected by certain theoretical scores such as internal medicine, surgery and diagnosis. The objective influential factors affecting

medical practice education included: preparing for the Graduate Candidate Test, the teaching resource status of hospitals responsible for practice education, the exercising chance of medical operations and score of part of the theoretical courses such as surgery and diagnosis. The time taken to prepare for the Graduate Candidate Test was negatively correlated with the score of mid-term examination of practice education. The more time was wasted for examination preparation, the more severe was the negative impact on practice education. On the other hand, other factors such as the teaching resource status of hospitals responsible for practice education and the exercising chance of medical operations were positively correlated with the score of mid-term examination of practice education. The richer the teaching resources of hospitals were, the more chances the operation practice had and the better was the effect that the medical practice had. Otherwise, the effect of medical practice was hard to be guaranteed.

5. Conclusion

Through questionnaire among the undergraduates of 2003rd year (of graduation) in Luzhou Medical College and succedent statistical analysis, we got the following results:

5.1 Main influential factors of current medical practice education included

Job hunting, preparing for the Graduate Candidate Test and civil service entrance exam, the problems of teachers who execute the practice education, too many private social activities, too many group activities unrelated to medical practice education, love problem, the relative shortage of teaching resources in some hospitals responsible for practice education and the shortage of exercising chance in medical operations.

5.2 The only subjective factor effectively influencing interns' practice education was the teachers' problems, while the objective factors included: preparing for the Graduate Candidate Test, the teaching resource status of hospitals responsible for practice education, the exercising chance of medical operations, and score of part of the theoretical courses such as surgery and diagnosis.

5.3 Interns' preparing for the Graduate Candidate Test has become a fairly common phenomenon. This problem has occupied a lot of time that ought to be used for medical practice, which cast severely negative impact on medical practice education. And such problem must be paid much attention to.

5.4 The phenomena of practice teaching resource and exercising chance shortage were existed in some practice teaching hospitals. The constitution of practice education hospitals ought to be optimized.

5.5 The negative impact of job hunting problem has been reduced to some extent through drawing the practice time a little in advance. Aggregate analysis revealed that the rudimentary reason for influential factors of current medical practice education was the conflict between the expanded recruiting scale of students and limited job access. In order to solve this problem completely, an appropriate students recruiting scale adapting to talent market requirement must be established, or medical students' employment should be directed to community and countryside to increase job opportunity.

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