

Analysis of the Construction of Teaching Quality Management and Guarantee System in Clinical Teaching Bases

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Abstract: The construction of clinical teaching bases is the most important part of medical education in colleges and universities, and it is also the basic condition to ensure that students' practical learning activities are carried out in an orderly manner, which can effectively improve the overall quality of clinical teaching. Therefore, this article further analyzes the teaching quality management of school clinical teaching bases and the construction plan of the guarantee system, hoping to provide reference opinions for better improving the overall effectiveness of clinical teaching.

Keywords: Clinical teaching base; Teaching quality management; System construction methodology

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The construction of clinical teaching base is an indispensable component of medical education in institutions of higher learning, and it is a basic educational platform to help medical students to exercise their practical ability and understand the practical process. Especially considering the medical profession as the most special teaching group in higher education, its own hands-on ability, the quality of learning is to grasp the lifeline of medical personnel delivery. Therefore, how to effectively ensure the standardized management of clinical teaching, to help medical students in the process of practical operation to continuously learn more fine operation skills, establish a love of work, optimistic attitude towards life and work, has become the key to cultivate high-quality medical professionals. Based on this, this article analyzes and explores the teaching quality management and guarantee system of the clinical teaching base of a higher education institution as an example, hoping that it can provide a reference for the development of clinical teaching work.

1. Constructing a Sound and Perfect Base Teaching Management Mechanism

Realize the construction of teaching management institutions. A hierarchical management personnel system should be established, consisting of the vice dean in charge of clinical medical education and teaching, the department of science and education, the teaching and research department, and the clinical teachers. At the same time, in the context of the guidance of the dual-teacher teaching mode, the mutual association with hospitals should also be realized through the cooperation between schools and doctors. The hospital invites the dean and the secretary of the hospital to participate in the supervision and guidance of clinical teaching, and is responsible for realizing the supervision of on-site teaching for students at the clinical teaching base, so as to give corresponding opinions on some problems existing in the teaching process. Eventually, a dual-

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teacher graded clinical teaching personnel management system based on school-physician cooperation will be formed, and the on-site practical teaching will be further realized through the two-way guidance given by the school teachers and the front-line staff of the hospitals. At the same time, a scientific and standardized management system should be formulated in the process of clinical teaching base operation, so as to provide a guarantee for the smooth implementation of the teaching work.

Among them, the department of science and education belongs to the office of the school specialized in teaching management, which is mainly responsible for the management of the course learning, apprenticeship and internship of the medical students in the process of clinical study. Therefore, the department of science and education should also shoulder its own responsibility, do a good job in clinical teaching, school teaching, hospital teaching between the three communication, through the communication and coordination of the platform, for the smooth implementation of the teaching work of the clinical teaching base to provide protection.

For example, the establishment of internal medicine, surgery, maternal and child specialties, medical imaging and nursing in the clinical teaching base to stimulate the teaching platform should be adapted to this, with the corresponding director of teaching and research and teachers, for the students in the clinical training base of learning and training responsibility and management. Teaching and research departments should formulate more targeted clinical teaching plans and methods according to the syllabus and teaching requirements of different professional departments, and ensure that clinical departments and other substitute teachers understand the teaching procedures in advance through the program delivery work. Regular training should also be organized for on-campus teachers to continuously help clinical teachers improve their professionalism through teaching activities such as academic inquiry, centralized lesson preparation, and methodological explanations.

2. Focusing on the Enhancement of the Teaching Force

In the process of teaching, there is an inextricable link between teaching and learning, and the two can realize mutual promotion through positive feedback, therefore, strengthening the construction power of the teacher echelon has become the key to improve the teaching quality of clinical teaching bases. Based on this, on the one hand, the campus teachers should be organized to participate in academic lectures on a regular basis, by inviting some experts from tertiary hospitals to give special lectures on the current cutting-edge medical knowledge and technology, so as to help the campus teachers to broaden their horizons of learning, improve their own qualities, and understand the industry's frontiers. On the other hand, considering that there is a group of specialized substitute teachers in the clinical training teaching base, in order to improve the overall teaching quality and ability of substitute teachers, it is more important to do a good job of their pre-service education and training. First of all, teaching teachers must understand the process and characteristics of clinical teaching, and master the difficulties and real needs of students in the learning process in order to achieve good teaching results. Secondly, in the clinical teaching explanation, they can also make good preparation before class through collective filing and other ways, and provide students with more three-dimensional and rich teaching scenes with the help of modern information technology and intelligent teaching platform. With the help of centralized trial lectures, some teachers with teaching experience can be invited to the scene to make comments and give some feedback and opinions to help teachers improve their personal qualities. Finally, by constructing corresponding incentive mechanism in school, through the establishment of substitute teacher lecture hall competition, etc., to achieve the goal of competition for teaching, help substitute teachers to explore the new content of the curriculum, and continue to improve personal innovation ability.

3. Quality Control of the Whole Process of Teaching in the Clinical Base

Considering the fact that in clinical teaching facilities, different clinical teaching departments are led by directors and deputy directors in charge of teaching work, the teaching team members need to have clinical experience and love and respect for teaching work. Under the leadership of the directors and deputy directors of the different departments, the members of the teaching team need to have rich clinical experience, love and respect for teaching and education, and at the same time, it also involves coordination with the school, and needs to assess the attendance and clinical learning of the interns. Therefore, the teaching department of the clinical base also needs to strictly follow the real needs of the syllabus to carry out the teaching content, and emphasize on the assessment and training of the students' basic theories, mastery of basic knowledge, and performance of basic skills in the teaching process.

When the different clinical departments accept the interns given by the institutions, a special substitute teacher should be arranged, according to the specialties, basic skills and knowledge mastery of this batch of interns, the school's relevant educational program clearly, the main learning objectives and requirements of this batch of interns in the educational process, which must be clearly given in the internship process should master the various types of diseases, corresponding to the internship. The main learning objectives and requirements of the educational process are defined in the syllabus. On behalf of the Department of Education, it is necessary to organize the interns to carry out weekly standardized room visits, various types of case discussions, learning lectures and other activities. Among them, the teaching checkup requires the interns in charge of beds to summarize the different cases, then ask the teachers to supplement the imperfections, and then the higher-level professional doctors will make comments. The study lectures and case discussions in the department can also leave students with more time for free play, so that they can express their own opinions in the process of discussion, and then the substitute teacher will give the corresponding evaluation and opinion. Interns can find out the problems in the cases and practice their problem-solving ability by consulting the literature and studying on the internet platform. Before the interns finish the internship, the substitute teachers should also improve the assessment of their learning. The content of the assessment mainly includes the examination of theoretical knowledge and the assessment of practical operation. The examination of theoretical knowledge still adopts the traditional closed-book form, while the assessment of practical operation is mainly through the random drawing of lots, respectively examining different operation steps or links. At the same time, after the assessment, the clinical department's teaching staff should also do a good job of archiving the growth records of the interns, to understand the interns' learning situation in the room visits, medical records, assessment results, etc., so as to provide effective data information for the department's regular evaluation of the students.

4. Feedback and Communication on Teaching at Clinical Sites

In the process of clinical base teaching work, both the teaching staff and students need to establish a two-way communication relationship, only to obtain feedback from each other's information, in order to let the substitute teachers understand the students' learning needs, but also to let the students see their own shortcomings in the learning process. For example, through regular symposiums and other means, so that teachers, school classrooms and students participating in internships sit together in a platform to establish an equal communication relationship. Among other things, students can be allowed to point out their doubts in learning activities, which will be answered by the substitute teachers and school teachers. The substitute teachers and school teachers will then give a record of the students' practical learning and help them to point out the deficiencies that exist. Through mutual positive feedback, we can understand more clearly the students' deficiencies in learning, and at the same time, we can also feel the problems that exist in the teaching work in the clinical base, thus disguisedly cultivating the students' rigorous and serious scientific research attitude.

5. Conclusion

In summary, clinical base teaching has the feature of strong practicability, in order to effectively improve the overall management quality of clinical teaching bases, it is more important to build a sound and perfect clinical teaching base management system, pay attention to the supervision and management of clinical interns, improve the strength of the teaching staff, build a two-way communication relationship, and other measures to improve and reform the clinical teaching work, and deliver more comprehensive quality medical talents to the field of medicine. To deliver more medical talents with comprehensive quality to the medical field.

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