



ORIGINAL RESEARCH

The Current Situation and Strategy Study on Humanistic Quality Cultivation of International Medical Students

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Abstract

The humanistic quality cultivation of medical student is an important component of contemporary medical education. Moreover, it is aimed at promoting the overall growth in addition to attaining educational goals of international medical students. Nowadays, many schools and students ignore the humanistic quality cultivation. This may be caused by the limited humanistic courses, shortage of teachers, and inadequate management. This study attempted to explore the strategies of cultivating international medical students' humanistic quality from four aspects: medical ethics education, teaching system, cultural activities, and practice education. The findings of this study are expected to promote synergy of humanistic cultivation, promote the internalization of humanistic spirit and create a humanistic atmosphere in schools.

Keywords

International medical student; Humanistic quality cultivation; Current situation and strategy

1.Introduction

By 2017, a total of 489200 foreign students were enrolled in colleges and universities in China. Among them, 241,500 were academic students, accounting for 49.38% of the total.[1] The number of international medical students studying academic education is far higher than other study courses. Notably, clinical medicine has become an important course attracting international students to China

ARTICLE INFO

Received: 18 Jan, 2019; Revised: 21 Mar, 2019; Accepted: 28 May, 2019.

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learning institutions. Humanistic quality is an essential element for international medical students and it is also a prerequisite for becoming a qualified medical worker. Thus, international medical students' training should not only focus on medical knowledge and technical training, but also provide vocational quality, humanistic care and moral education.

The value, attitude, behavior and ethics of medical professionals are the key among the seven basic qualities of doctors as stipulated by the GMER. Among these, professional dedication and ethical behavior form the core elements of medical practice and it is the first standard.[2] The interim Provisions on Quality Control Standards for Medical Undergraduate Education (taught in English) Issued by the Ministry of Education also stipulate that the curriculum plan of international medical students should include behavioral sciences, humanities and social sciences and medical ethics.[3] This implies that the humanistic quality of medical students plays an important role in medical education.

2. The Cultivation Situation of Humanistic Quality for International Medical Students







To better understand the cultivation situation of

humanistic quality of international medical students, international students studying clinical medicine for 6 years in our school were the research subjects. These students come from 10 countries including India, Nepal, Bangladesh, Zambia among others. In summary, 70 were male students, 36 were female students, 30 were internship students and 76 on campus students. The investigator distributed 106 questionnaires meant to obtain information regarding Humanistic Quality Cultivation of International Medical Student and collected 106 valid questionnaires back.

2.1 Cognitive situation of humanistic quality for international medical students

The survey revealed that the main reason why some international students chose to study medicine in China is that their college entrance examination scores did not meet the requirements to enroll for medical course in their countries. In addition, China provides a peaceful study environment with low tuition fees. As a result, most international students focus on achieving study goals in China to qualify for graduation and obtain a medical practitioner qualification certificate, but they do not pay much attention to the study of humanistic knowledge and cultivation of humanistic

Table 1 4 In your opinion, how do you rate the importance of the humanistic quality of medical students? [Single choice]

Option	Subtotal	Proportion
Most important	60	 56.6%
Very important	41	 38.68%
Less important	1	 0.94%
not important	2	 1.89%
not important at all	0	 0%
I don't care	2	 1.89%

quality.

In the survey, 56.6% of the respondents reported that the humanistic quality is extremely important for medical students, 38.68% think it is very important. Only one, two and other two foreign students chose "not that important", "not important" and "I don't care" (see Table 1). Our school emphasizes the humanistic quality cultivation of international students. In last year, we held 12 lectures on humanistic education for international students. This produced a positive impact on the cognitive level of international students, and the outcomes are shown in table 1. It can be observed that 89.62% of international students think that the

humanistic lectures on the cultivation of humanistic quality were useful, while only 10.38% think that the lectures were not useful or were students were not interested (see Table 2). When asked whether they had attended any humanistic lectures before coming to China, 47.17% reported that they were taught before, while 52.83% had never attended such lectures (see Table 3). This result shows that international students' countries are complex with differences in educational training. Therefore, further exploration is needed in the humanistic education curriculum setting, teachers' humanistic cultivation methods and teaching practice arrangement.

Table 2 6 Do you think lectures on humanistic quality are useful for medical students? (If yes, please continue question 7, if no, please skip to question 8.) [Single choice]

Option	Subtotal	Proportion
Yes, it's useful.	95	89.62%
No, it's useless.	11	10.38%

Table 3 5 Did you attend any humanistic or academic lectures before you come to China? [Single choice]

Option	Subtotal	Proportion
Yes	50	47.17%
No	56	52.83%

1.2 Education situation of humanistic quality for international medical students

Medical students in our school come from different countries, and the diverse cultural background makes it difficult to form a unified educational standard for humanistic quality cultivation. For example, when discussing the best approach to handle dead body, some countries require immediate cremation after death, while some countries oppose body cremation.

Therefore, adopting the "one size fits all" approach is unfeasible without considering the students' religion and other factors. In addition, the humanistic quality cultivation is difficult not only due to cultural differences, but also as a result of outdated teaching content and reluctance of teachers to adapt to the current medical students' learning characteristics. Moreover, our school mainly focuses on imparting medical knowledge and skills to students. The

proportion of humanity courses is low, and there are few qualified teacher. Besides, the humanistic cultivation function of the international students' personnel is weakening because of the multifarious work. These problems characterize the current situation of the humanistic quality cultivation of international medical students

In the survey, when asked the question "What uses do you think the lectures on humanity or other academic topics can give you?" 81.05% of the students chose "Improve my own medical humanistic quality to become a better doctor in the future.", and 23.16% chose "Broaden medical horizon, and get to know more medical knowledge." (see Table 4) This shows that despite their diverse cultural backgrounds, all international students have similar motivation and goals to study medicine, which points to the importance of humanistic quality cultivation to these students. Moreover, it is crucial for teachers to adjust their teaching methods to accommodate students' religious belief and cultural differences in advance

to improve the delivery of humanistic courses more effectively and hence enhance humanistic quality. Among the 106 international students surveyed, 11 of them stated that humanistic lecture is not beneficial, and 5 of them chose "The lecture contents are too old." (see Table 2 and Table 5). This result implies that the lectures contents, method of delivery and outreach activities should be updated. Invitation to outstanding professionals in the field of medicine to interact with students would play a key role in enhancing student learning. In the survey, 100 and 90 international students hold affirmative attitudes towards medical ethics courses and a series of humanistic activities, respectively. These students believe that these courses and activities have a positive impact on the cultivation of humanistic quality. (see Table 6 and Table 7). This indicates that the teaching hours of medical ethics courses and humanistic education courses should not be reduced, but appropriately scheduled and reasonably increased.

Table 4 7 What uses do you think the lectures on humanity or other academic topics can benefit you? [Multiple choice]


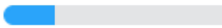
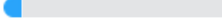
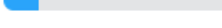
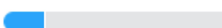
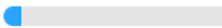
Option	Subtotal	Proportion
Improve my own medical humanistic quality to become a better doctor in the future.	77	 81.05%
Broaden medical horizon, and get to know more medical knowledge.	22	 23.16%
Get to know more excellent medical experts in order to contact after.	8	 8.42%
Get to know the experts' growth experience, and the road to success can be replicated.	15	 15.79%
Get to know more information about abroad studying program which can broaden the future road.	17	 17.89%
Other uses.	8	 8.42%

Table 5 8 Why do you think lectures on humanistic quality is not beneficial? [Multiple choice]

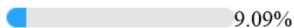
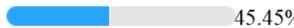
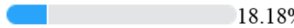

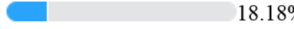
Option	Subtotal	Proportion
The lecturer is too inflexible.	1	 9.09%
The lecture contents are too old.	5	 45.45%
Not interested in the lecture topic.	2	 18.18%
Don't like the lecturer's speaking style.	2	 18.18%
Other reasons.	2	 18.18%

Table 6 9 Do you think the extracurricular activities organized by the office are beneficial to medical students' humanistic quality cultivation? [Single choice]

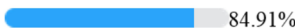
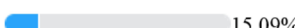

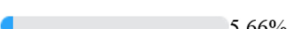
Option	Subtotal	Proportion
Yes	90	 84.91%
No	16	 15.09%

Table 7 10 Do you think the medical ethics courses are beneficial for medical students' humanistic quality cultivation? [Single choice]

Option	Subtotal	Proportion
Yes	100	 94.34%
No	6	 5.66%

1.3 Demand situation of humanistic quality for international medical students

The fundamental role of universities is to cultivate people with virtue, including international students. The modern society demands that international medical students should not only be well knowledgeable in medical skills, but also possess high professional quality, humanistic feelings and with good morals. These requirements are important for cultivating qualified medical talents in colleges and universities.

In the survey, when asked “What kind of huma-

nistic lecture do you want to attend?” 41.51% chose “The lecturer is from world famous university or institute.” 33.96% stated that “The lecturer interacted well with students.” 32.08% chose “The lecturer can talk more about medical field.” About 31.13% stated that “The lecturer has abundant medical case teaching.” (see Table 8) These responses show that lecturers should have specific medical research background and achievements, at the same time, they should adopt a friendly and interactive teaching style as well as supplement study lessons with real medical cases. These findings also imply that education

department should invite humanistic lecture experts or organizing humanistic activities, who have specific medical achievements, so that students can benefit from the humanistic quality lessons. When asked the question “As a medical student, how can you cultivate the humanistic quality?” 50% and 42.45% preferred to actively participate in humanistic activities outside the classroom organized by the school and participate in various humanistic lectures (see Table 10). As for

whether the number of humanities lectures should be changed in the subsequent semester, 61 international students proposed that they should be increased (see Table 11). This shows that the humanistic education lectures offered by the school may benefit international students and play a positive and effective role in the improvement of their humanistic quality, which should be incorporated in the comprehensive reform of international students' education in the future.

Table 8 11 What kind of humanistic lecture do you want to attend? [Multiple choice]

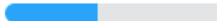
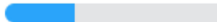
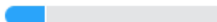
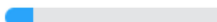
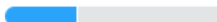
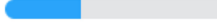
Option	Subtotal	Proportion
The lecturer is from world famous university or institute.	44	 41.51%
The lecturer has abundant medical case teaching.	33	 31.13%
The lecturer is quite humorous.	19	 17.92%
The lecturer is strict and knowledgeable.	14	 13.21%
The lecturer can talk more about medical field.	34	 32.08%
The lecturer can have more interaction with students.	36	 33.96%

Table 9 12 As a medical student, how can you cultivate the humanistic quality? [Multiple choice]






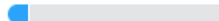
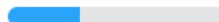
Option	Subtotal	Proportion
Participate more humanistic lectures.	45	 42.45%
Read more cultural books, and watch more cultural videos.	28	 26.42%
Participate in more meaningful activities beyond class.	53	 50%
Communicate with more humanistic teachers or experts.	34	 32.08%

Table10 13 Next semester, do you want the school increase the number of the annual academic or humanistic lectures or decrease it or stay the same? [Single choice]

Option	Subtotal	Proportion
Increase	61	 57.55%
Decrease	10	 9.43%
Stay the same	35	 33.02%

2. Strategies and Suggestions on Humanistic Quality Cultivation for International Medical Students

This study reveal that international medical students hold an affirmative attitude towards the cultivation of humanistic quality, which is line with the school's education philosophy of improving the humanistic quality of international students, perfecting the professional quality, and cultivating qualified excellent medical talents. On the basis of the results obtained in this study, some optimized strategies are proposed.

2.1 Promote the medical ethics education, and emphasize both internal and external humanistic spirit

Schools should adjust the educational programs, set up humanistic goals, and pay attention to the concept of humanistic education. Appropriate medical ethics education activities should be incorporated into the training program of different grades.

(a) We advocate for entrance education and provide academic guidance for new students. After enrollment, students should be encouraged to focus on their medical aspirations and devote themselves to save and heal the wounded and the dying. After completing the basic courses, they should be provided with career planning and guidance services, to promote adherence to professional ethics and abide by professional norms.

(b) School should practice sites' cultivation concept and strengthen specialty guidance. Teaching hospitals should adhere to the humanistic education concept. This should be applied during student-patients interaction and when analyzing medical cases. The students should also be taught how to communicate well with patients and patients' families to improve their interpersonal communication skills.

(c) During the graduation ceremony, schools

should pay attention to the ceremony sense, renew the medical vows to help students stay true to their mission. After graduation, an oversea alumni association can be established to strengthen the connection between graduates and their Alma mater so that the medical ethics training will have a long-term impact.

2.2 Improve teaching system and realize the multi-force of humanistic cultivation

Classroom teaching is an important platform for humanistic quality cultivation, although there are other avenues. It should be noted that cultivation of humanistic quality cannot be approached using isolated but joint efforts from many parties are needed.

(a) The course content and a systematic course system should be established. New international students should be taught general humanity courses, such as Chinese culture overview, oral Chinese, etc., while older students batch should be taught medical humanity courses, such as medical ethics, medical psychology, and doctor-patient communication skills. Besides, the contents of these two types of courses should be integrated. For example, when teaching hospital treatment in oral Chinese, contents of medical ethics and doctor-patient communication may be included. In addition, in the teaching curriculum of Chinese culture, relevant contents of traditional Chinese medical culture should be included.

(b) Another approach it to enrich the teaching resources, and increase the humanistic teaching faculty. Faculty teachers should undergo specific training of humanistic quality education, so that teachers of specialized courses are proficient in both medical professional knowledge and understanding of the students' cultural background as well as possess

excellent communication skills.

(c) Speed up the team construction of management staff and promote self-improvement in humanistic quality. By organizing humanistic spirit speech contest, international students should be encouraged to deliver speeches on hot medical issues, which can trigger the thinking and discussion. By establishing international students' association and setting up international students counselors' assistant and class committee, international students will develop self-management, self-service, self-education and self-supervision in the humanistic quality cultivation fields.

2.3 Enrich the cultural activities and promote the cultural atmosphere

"To provide students with sufficient understanding of culture, create a good social life and campus culture environment, and to form the brand and the project of cultural education to strengthen humanistic quality influence." [2] Our school always attach importance to build students culture project brand, and sino-foreign cultural festival are the high-quality activity every year.

(a) Organize Sino-foreign exchange activities to promote cultural awareness. Chinese and foreign food exhibitions can help Chinese and foreign students to strengthen communication in food production. The theme of Sino-foreign cultural exchange enables Chinese and foreign students to interact, to deepen their friendship, and to promote and respect their diverse cultures. By participating in growth quality development activities, international students will acquire team spirit skills, and use activities platforms to improve physical quality and promote cultural exchanges.

(b) Carry out cultural practices and allow inter-

national students to fully integrate into China. International students should be facilitated to understand Chinese culture by visiting folk custom monuments, museums and special festivals around their schools. Organize the Chinese basic skills competition, Chinese character calligraphy competition and assessment of garden herbs knowledge, and zero distance exposed to the charm of traditional local culture and traditional Chinese medicine culture.

(c) Build excellent humanistic lecture programs and provide regular lectures for international students. The lecture contents should be updated, invite high-level experts and professors who are popular with students, and set up famous lecturers forum, reading reports, case studies, etc., which are likely to have a positive impact on the vocational choice and career development of international students and promote the cultivation of humanistic atmosphere.

2.4 Advocate for practical education and cultivate international medical students with high diligence to serve.

Teaching of humanistic theoretical courses is the footstone of cultivating students' humanistic quality. Only by laying a solid theoretical foundation and mastering systematic humanistic knowledge can students make full preparations for later practice. However, theoretical learning is not sufficient to achieving the goal of humanistic education, theory must be coupled with practice and application.

(a) Students should visit communities to carry out voluntary services and public welfare activities. Schools should set up first aid team and volunteer service teams for the sports meeting to serve the teachers and students. This can be extended to medical

centers and primary schools to teach primary school students English, foreign culture and provide artistic programs with unique styles to the elderly people.

(b) School should design social medical practices according to the majors' characteristics of international medical students. By guiding international students to participate in medical service activities such as medical consultation, their understanding of medical profession will be enhanced and their humanistic knowledge will be actualized through activities.

(c) School policies should be designed to promote full application of humanistic theory in the course of clinical practice. During internship, teachers should consciously guide students to apply appropriate doctor-patient communication skills and professional ethics standards. Students should also actively apply humanistic theories, methods, principles to practical operation and experience the effects.

3. Brief summary

The humanistic quality cultivation is an important goal geared towards building a community of shared future for mankind. The development of international medical students' education is closely and profoundly related to the quality cultivation of medical talents, and the cultivation of humanistic quality should be applied in the Chinese society to adapt to the requirements of international medical talents, and moreover, it is also an important element of educational programs for students studying in China with Chinese characteristics.

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