

# Research on the Management Strategy of College Medical Professional Practice Based on the Perspective of Talent Training

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**Abstract:** Medical practice is an important link of medical education in universities. Its purpose is to help students get familiar with the tasks and responsibilities of medical work, let students understand the specific application of professional theoretical knowledge and skills, and improve students' professional quality and medical service level. A good job of intern management can effectively achieve this goal. At present, there are many problems, such as medical practice in colleges and universities, such as imperfect management system, weak responsibility of some teachers, and poor adaptability of students, which need to be paid attention to by relevant educators. Based on the perspective of talent training, this paper briefly analyzes the importance of medical practice in colleges and universities, expounds the prominent problems of medical practice management in colleges and universities and the corresponding solutions, aiming to improve the quality of intern education management and promote the better development of students.

**Keywords:** Talent training; College medical major; Intern; Education management

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As a key link in the training of medical professionals in universities, clinical practice builds a bridge for theoretical learning and practical application, which can exercise students' ability to analyze, judge and solve problems, guide students to form clinical consultation thinking, and improve their job adaptability. Under the background of the continuous promotion of medical education reform, the importance of standardizing the management of clinical practice is increasingly prominent. However, due to the influence of various factors, the management of students during the internship is not scientific, students' sense of gain is not strong, the internship attitude is relatively negative, and the internship effect is not optimistic. In view of this, colleges and universities should actively explore a scientific and feasible practice management system, standardize the practice link of medical specialty, improve students' professional ability, so as to export medical and health talents with good professional quality and post adaptability to the society.

## 1. The importance of medical professional practice in colleges and universities

Graduation internship is the first step for students to enter social work. Through the internship, students can get familiar with the nature and responsibilities of their positions, understand the social needs, make changes from the ideological level and action level, and integrate themselves into the society. For college medical students, clinical practice is the only way for them to grow into skilled health professionals. In the process of internship, students need to use the theoretical knowledge and operational skills to solve practical problems, master the diagnosis and treatment of common diseases, adapt at the same time to their role change, and consciously strengthen their professional work ability. The author believes that the internship of medical graduates mainly includes three aspects: firstly, by participating in clinical practice, students can deeply understand the theoretical knowledge through practice, integrate theory with practice to gain work experience, improve work ability and prepare in the future, and students can deeply understand their own ability and level and realize more efforts to become a qualified doctor and define the subsequent study and development direction<sup>[1]</sup>.

## 2. Outstanding problems in the management of medical practice in universities

### 2.1 Internship management system and mechanism are not perfect

Clinical practice is a kind of routine teaching activities, which requires scientific supervision and management by colleges and universities. However, at present, many universities with medical majors do not have affiliated hospitals, and the management mechanism of colleges and universities is quite different from the management mechanism of practice hospitals. In the process of practice teaching, it is difficult for colleges and universities to carry out effective supervision and management. After starting the internship, most hospitals arrange the rotation of interns according to their work needs, rarely considering the personalized learning needs of interns. Due to the high work intensity of teachers and lack of enough time and energy to carry out detailed practical teaching, it often require interns to understand and transform theoretical knowledge by themselves, resulting in poor practice effect.

## **2.2 Some teachers are not strong sense of responsibility**

For the practice teaching, the participation, supervision and management of colleges and universities are relatively weak, and the communication with the practice hospital is not close enough. In the process of students' internship, some teachers do not have a strong sense of responsibility, do not listen to interns, and provide no opportunity for interns to practice, which not only restricts the improvement of students' practical skills, but also strikes students' enthusiasm for internship. There are also some teachers often let interns do some "trivia", resulting in students become clinical work handyman, it is difficult to learn practical knowledge and skills. In addition, some teachers only teach with their personal interests, and do not require students according to certain standards, which affects the quality of practice teaching.

## **2.3 Some students have poor job adaptability to positions**

Clinical practice can promote the transformation of students' identity, role, psychological accomplishment, and work attitude. In school, students should abide by the school rules and regulations, concentrate on study, enrich their personal spiritual world and strive to improve themselves. After the internship, students need to treat themselves as a hospital worker and exercise their ability to deal with emergencies, communication and coordination ability and hard-working spirit on the basis of doing their own work. However, in fact, some college students are not ready to accept the change. They do not understand the work intensity of frontline medical staff, do not adapt to the working environment and requirements of the hospital, lack the perseverance to change the original living habits, and have low work enthusiasm, making it difficult to adapt to the internship position.

# **3. Specific strategies of practice management of university medical majors from the perspective of talent training**

## **3.1 Promote the deep integration of medical care and education, and realize the seamless connection between principles and reality**

The deep integration of medical and education provides a guarantee for the effectiveness of practice management. In the author's opinion, to solve the problem of how to promote the integration of medical education and education can be divided into two situations. In the case that colleges and universities have affiliated hospitals, colleges and universities should strengthen the teaching construction of affiliated hospitals, clarify their main teaching functions, and build them into a high-quality teaching platform. At the same time, colleges and universities should strengthen the construction of "double-qualified" teachers, and organize full-time teachers to work in hospitals regularly, so as to improve their theoretical teaching ability and practical teaching ability, so as to provide students with better teaching services; invite doctors from affiliated hospitals to teach students, integrate the frontier medical knowledge and technology, the nature and responsibilities of medical profession into teaching, and improve students' professional quality. Affiliated hospital should take the initiative to understand the university medical professional talents training goal and direction and, accordingly optimize the hospital department and teaching organization, combining basic teaching and clinical teaching, follow the idea of selecting teaching method, improve the learning environment and working environment, learning process and the process of medical coordination, make the school teaching and practice teaching mutual echo, speed up the realization of college medical professional personnel training goal<sup>[2]</sup>.

In the case that colleges and universities have no affiliated hospitals, colleges and universities should choose appropriate practice hospitals according to the actual needs of medical professionals. For example, the medical major of higher vocational colleges needs to export skilled health talents who serve the grass-roots level for the society. Then, when choosing internship hospitals, higher vocational colleges should choose grass-roots general hospitals as far as possible, conduct scientific evaluation on the internship management ability and the capacity of internship positions in the hospital, and rationally allocate interns. At the same time, colleges and universities should actively carry out academic exchange activities and scientific and technological innovation seminars, promote the resource circulation and sharing between schools and hospitals, catalyze the successful output of teaching and research, and

promote the professional development of full-time teachers and teaching teachers. In order to improve the enthusiasm of teachers to participate in practice teaching and practice management, hospitals can integrate the relevant content of practice teaching into the assessment and evaluation indicators of medical staff.

### **3.2 Do a good job in ideological education and strengthen the adaptability of posts**

In order to improve the adaptability of medical students, colleges and universities need to do a good job in the ideological level, knowledge and skills level. From the perspective of ideological education, teachers should explain the objectives and requirements of clinical practice in detail, point out the value and significance of clinical practice, convey the correct professional concept, mobilize the enthusiasm and initiative of graduates to participate in the practice, and make them devote themselves to the practice work. In the process of students' internship, teachers should regularly go to the internship hospital to learn about the students' internship situation, maintain communication with students, give scientific guidance and help according to the actual situation of students, timely feedback students' opinions and ideas to the school, and improve the quality of practice teaching. From the perspective of knowledge and skills teaching, colleges and universities should strengthen skill training and assessment work, invite front-line medical workers to hold lectures, popularize the content and requirements of front-line work for students, and cultivate students' professional ethics, professional belief and professional risk awareness. At the same time, colleges and universities can carry out short-term internship teaching, organize students to conduct one-week internship during holidays, so that students can contact professional positions in advance, feel the working environment and working atmosphere, and experience the actual work situation of medical workers. In this process, students can form a perceptual understanding of the professional characteristics of doctors, identify with the profession of doctors, and their doctor-patient communication ability and their sense of responsibility will also be enhanced.

### **3.3 Pay attention to safety education and enhance students' safety awareness**

Security and stability are no small matter. During the internship, there are some safety risks in commuting, on-site teaching, laboratory operation, doctor-patient communication and so on. Colleges and universities should pay attention to safety education, enhance students' safety awareness, and reduce the occurrence of safety accidents. At the same time, the safety responsibility of universities and practice hospitals should be clarified, and they should cooperate to formulate scientific safety prevention mechanism and safety emergency plan. When carrying out safety education, teachers should remind students not to ride safely and take the "black car"; ask students to conduct clinical operation in accordance with medical technical operation norms and relevant laws and regulations, and consult teachers in time and not operate by themselves; help students to develop the awareness of fire prevention and theft; guide students to handle interpersonal relationship and prohibit fighting.

## **4. Conclusion**

To sum up, medical practice in colleges and universities is an important way to improve students' professional quality and medical service level. Only by doing a good job in practice management can we play the value and role of practice and improve the quality of training medical professionals. At present, there are still many problems in the management of medical practice in universities, who should realize the seamless integration of medical education, strengthen the safety education and optimize the practice training mode to improve the teaching effect and help students grow into a qualified medical and health personnel.

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