

# Research on the Path of Medical Ethics Education Construction

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## Abstract

**Medical ethics education has become an urgent problem to be solved in the progress of medical and health care, and it is also the main measure to build a harmonious doctor-patient relationship. This article analyzes the current problems of medical ethics education and puts forward relevant suggestions for medical ethics education.**

## Keywords

**Medical Ethics; Medical Ethics Education.**

## 1. Introduction

To build a harmonious doctor-patient relationship, we must first improve the construction of medical ethics. For medical staff and medical students, strengthening medical ethics education and improving service awareness is a better way to start from the source, and it is also a necessary measure to improve the doctor-patient relationship and weaken the contradiction between doctors and patients, and it is a solid foundation for building a harmonious doctor-patient relationship.

## 2. The Significance of Medical Ethics Education

### 2.1. Establish Good Professional Ethics

Medical students are the main force of the future medical career and the theme of future medical staff. At the same time, medical students are also in a critical period when their outlook on life and values are gradually finalized. During this period, medical students receive good and systematic medical ethics education not only for them. The theoretical basis of medical ethics can also be improved from the ideological level of their emphasis on the cultivation of medical ethics. Systematic and effective medical ethics education will also shape the necessary medical ethics feelings, medical ethics awareness and medical ethics behaviors of medical students, which will contribute to building a good doctor-patient relationship in the future when engaging in medical careers, thus promoting the progress of medical and health care.

### 2.2. Reduce Medical Conflicts

With the transformation of the medical career, the role relationship between the doctor and the patient has also changed. From the previous time, the patient listened to the doctor's words to the patient who will learn other information from other channels and participate in the medical process together. This relationship change also requires the doctor. There is more sufficient patience and a good level of medical ethics, because the patient's focus has gradually shifted from the original technical issues to professional ethics. With the improvement of public health awareness, more doctors are dealing with patients with common diseases, which puts forward requirements for communication and medical ethics. The deterioration of medical relations is partly due to the decline in the level of medical ethics of doctors.

The occurrence of medical disputes and medical liability accidents are not purely professional and technical problems, but mostly caused by doctors' lack of responsibility. However, the patient-centered thinking emphasized by the current medical ethics education can reduce the

conflict between doctors and patients, improve the relationship between doctors and patients, and prevent and reduce the occurrence of medical disputes and accidents.

### **2.3. Building a Harmonious Society**

The goal of a harmonious society in the medical field is medical ethics. The frequent vicious doctor-patient incidents in recent years have not only caused harm to the parties, but also caused adverse effects on the society, which is not conducive to the construction of a harmonious society. Therefore, when everyone has the right to speak, the moral quality of doctors is not only for both doctors and patients. Therefore, the construction of a harmonious society also requires in-depth medical ethics education, improving the overall quality of doctors at the source, improving the atmosphere of medical and health care, and ultimately leading to a harmonious society through the positive guidance of public opinion. Build the foundation of society.

## **3. The Current Problems of Medical Ethics Education**

### **3.1. There is no Medical Ethics Education When Exporting Medical Knowledge**

Generally higher education institutions attach great importance to the ideological and moral education of students, but usually education only stays in school rules and disciplines, and the students' behavior is framed within the scope allowed by the school. The management department of the school usually does not emphasize medical ethics education. The importance of training medical students. When teaching theory, teachers ignore the cognitive ability of medical students, and simply carry out one-way indoctrination of medical education. In addition, most of the medical students are composed of science students. These students lack humanistic education and humanistic heritage. The ideological and political class is not interested or even indifferent, and the pursuit of material things is more enthusiastic. A questionnaire survey shows that 24% of medical students in a medical university in Wenzhou believe that humanities are not important. School educators directly transmit cold knowledge to medical students, and they do not correctly realize that they are a group of brains, cognitive awareness, creativity, and feeling ability, so they do not put medical ethics education and medical education better. Combined together, it is difficult to integrate medical ethics education into the psychology of medical students.

### **3.2. The Lack of Practical Activities in Medical Ethics Education**

When schools carry out medical ethics education, they often only focus on theoretical knowledge, and usually use classroom education. Although this online or offline teaching method can make medical ethics knowledge more systematic, medical students can understand the development of medical ethics through theoretical classrooms. Concept, know the meaning of medical ethics but lack of pertinence and interest, and there is no corresponding interaction between the teaching party and the listening party, which greatly weakens the practicality of medical ethics education. The method of medical ethics education is single, and theoretical knowledge cannot make medical students fully agree with medical ethics knowledge. Through practical activities, medical students can further practice medical ethics, practice medical ethics in daily life, and follow the concept of medical ethics.

### **3.3. Attribution of Responsibility for Medical Ethics Education**

Due to the upsurge caused by the flow of technology in contemporary society, people attach great importance to learning technology, thus ignoring the learning of humanistic spirit. As a result, medical school teachers pay too much attention to improving the medical skills of medical students, but they are not familiar with medical ethics education, and they are obviously unable to start medical ethics education, and it is difficult to pay enough attention to

it. Coupled with the shortage of school teacher resources, medical education teachers go back to school to teach while doing clinical work, which saves time in medical ethics education in the classroom. When medical students go to the hospital for internship, due to the large number of internships and the lack of emphasis on medical ethics education, the internship hospital and the instructors "emphasize art rather than morality", which makes it easy for medical students to form the wrong view that "medical ethics is not important".

### **3.4. Failure to Adapt to the Current Social Environment in Medical Ethics Education**

On the basis of ignoring practice, teachers often rely on systematic knowledge of textbooks or courseware when educating medical students on medical ethics. The questionnaire survey shows that only 39.6% of medical students in a medical university in Wenzhou are satisfied with the current medical ethics education curriculum arrangement. Because the content of textbooks and courseware has not been changed and adjusted with the changes of social environment, new medical topics are rarely reflected, contemporary young medical students are more concerned about some hot issues, and the attractiveness of those old hot topics to medical students is gradually weakened. These defects further reduce medical students' recognition of the content of medical ethics education, and the educational effect is not considerable.

### **3.5. The Influence of Social Atmosphere on Medical Students**

In recent years, the negative phenomena that have appeared in the medical and health service industry and the utilitarianism in the society have been developing day by day. These views are not good for medical students to develop a view of good medical ethics education. Medical students often think that the relationship between doctors and patients is materialized, and doctors care less about patients, and focus more and more on themselves, and pay attention to how much the return of their investment is. Coupled with special majors, medical students are under more and more severe employment pressure, which weakens the enthusiasm of medical students for their majors, and makes it impossible to talk about the establishment of medical ethics education. From the questionnaire data, only 52.1% chose to study medicine because of their personal ideals. If they are in this bad atmosphere for a long time, some medical students who are not firm in their beliefs will be confused or even make wrong choices in the choice of professional ethics and professional behavior.

## **4. Relevant Measures to Strengthen Medical Ethics Education and Medical Ethics Construction**

### **4.1. Strengthen the Education of Medical Ethics Courses in Colleges and Universities**

Medical students are in the stage of gradual formation and continuous improvement of world outlook and values. During this period, if colleges and universities carried out systematic medical ethics education for medical students, purposefully and planned to improve their medical ethics awareness, cultivate their medical ethics feelings, medical ethics behaviors, etc., not only laying a theoretical foundation for their professional ethics, but also from the perspective of Ideologically enhance their emphasis on the cultivation of medical ethics.

Colleges and universities should give full play to the leading role of the first classroom, set up special medical ethics education courses, and integrate medical ethics education into professional courses. For example, while teaching professional knowledge, consciously educate medical students on medical ethics in combination with clinical cases, so that students can subtly improve their awareness of medical ethics training while mastering professional

knowledge, form their own moral standards, and lay a solid foundation for their medical work. ideological basis.

#### **4.2. Universities Set up a Diverse Team of Medical Ethics Teachers**

In order to better implement medical ethics education, it is necessary to improve teachers' awareness of the importance of medical ethics education for medical students, strengthen teachers' demonstration and guiding roles, and correctly cultivate medical students' moral discrimination ability. Teachers are one of the indispensable roles in the development of medical ethics education. Colleges and universities should form a diverse team of teachers for medical ethics education, make full use of the school's resources, invite famous teachers, famous doctors, and famous alumni to participate in the school's medical ethics education and hold seminars Meetings and lectures, by expanding the channels of medical ethics education, strive to let students fully understand the "what", "why" and "how" of medical ethics training, and maximize the use of excellent clinical trainees and internship teachers in medicine. The role of medical ethics in the middle and later stages of life.

#### **4.3. The Hospital Establishes a Medical Ethics Evaluation System**

The hospital's medical ethics education directly affects the overall professional quality of the medical team. Therefore, the hospital can conduct a multi-level and all-round medical ethics evaluation for medical staff, and can adopt a reward and punishment system to link the results of the medical ethics evaluation with promotion and promotion. By establishing a medical ethics evaluation system, consciously strengthen the training of medical personnel on their own medical ethics, and improve the overall medical ethics level of the medical team.

#### **4.4. Hospitals Improve the Medical Ethics Supervision System**

Whether good behavior can be effectively implemented cannot be separated from supervision. Hospitals can use daily supervision and irregular follow-up to understand the medical behavior of medical workers, prevent and reduce the occurrence of medical disputes, and promote the construction of a harmonious doctor-patient relationship. The establishment and improvement of the medical ethics supervision system is the basis for the hospital to carry out the medical ethics construction to improve the quality of the medical team. Hospitals can regularly hold symposiums related to medical ethics, and at the same time actively seek the opinions of patients on medical staff and suggestions on hospital work, dare to self-examine and correct themselves, solve important problems of social concern in a timely manner, and make efforts to establish a harmonious doctor-patient relationship.

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