

## **PRACTICE AND EXPLORATION OF THE CULTIVATION OF MEDICAL HUMANISTIC QUALITY—TAKING THE CONSTRUCTION OF 1+3 LIFE EDUCATION PROJECT IN SHANDONG UNIVERSITY AS AN EXAMPLE**

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**Abstract:** Life education is indispensable to the cultivation of medical humanistic quality. For contemporary medical education, it is of equally importance to the cultivation of students' medical humanistic quality and their professional medical skills. Life education plays an important role in the cultivation of medical humanistic quality, which can help contemporary medical students establish correct outlook on life and death, sound personality, and medical professionalism. This article takes the construction of 1+3 Life Education Project in Shandong University (SDU) as an example, so as to put forward a theoretical and practical cultivating project of medical humanistic quality based on life education for reference.

**Keywords:** Life Education, Medical Humanities, Humanistic Quality, Medical Education

### **1. Brief Introduction to 1+3 Life Education Project in Shandong University (SDU)**

1+3 Life Education Project is a characteristic education and cultivation project for medical students constructed by the School of Basic Medical Sciences (BMS), SDU. The project aims to cultivate and develop students' medical humanistic quality, as well as help them establish correct outlook on life and death, sound personality, and medical professionalism. In 1+3 Life Education Project, "1" means to establish various life education curricula focusing on the core course Death Culture and Life & Death Education, which could allow students have a deep understanding of the theoretical knowledge of life education from its background, significance, current situation, contents and several other aspects; "3" is composed of life education lectures, life culture experience activities and life caring practice activities, which enables students to broaden their horizons, deepen their understanding of life culture, firm up their medical ideal, put what they have learned into practice and repay the society.

### **2. Objectives of the Project**

The education of life is the inevitable requirement for the cultivation of high-quality medical talent, with the development of moral, intellectual, athletic, aesthetic and labor forces integrated. It is important to cultivate medical students' spirit of humanistic caring, guide them to form a correct occupational concept, set up lofty

goals, and achieve the value of life[1][2]. When carrying out life education for medical students, it is significant to solve the following key problems in practice:

- (1) This study breaks the stereotype of the boring material, content and form of traditional humanistic education. The combination of theory and practice, as well as practical education as the main content, maximizes student participation and initiative mobilization, it can become an important way to improve medical students' moral accomplishment and humanistic quality[3].
- (2) The three-pronged approach to education should be fully implemented to mobilize the enthusiasm of all teachers and students. This study attracts excellent professional teachers, administrators, postgraduates and doctoral students to become the designers and participants of the activity, and achieves the goal that mobilization, participation, learning and improvement for everyone[4][5].
- (3) In order to achieve a long-term business model of sustainable development, this study establishes and improves the life education system in continuous practice, explores life education methods, formulates work plans, and forms replicable education cases [6].

### **3. Practical Scheme of the Project**

On the basis of present training programs for medical students, through making life education play an important role in the process of medical education, the comprehensive quality of medical students can be improved constantly [7]. With the combination of in-class and outside-class and the perseverance in practice while highlighting the guidance of theoretical knowledge, 1+3 Life Education Project is formed by establishing various life education curricula focusing on the core course Death Culture and Life & Death Education as well as holding life education lectures, life culture experience activities and life caring practice activities. The specific contents are as follows:

#### **3.1. Offering Life Education Curricula**

The core course Death Culture and Life & Death Education delivered by School of Basic Medical Sciences of SDU is an essential support. This course has always been widely praised by students since its first establishment in 2006. From the setting background, significance, current situation, contents and other aspects of the course, students are prone to having a preliminary understanding of the culture of life and death, viewing death and life properly, and treating setbacks and disappointments in life correctly, which is of great importance to medical students[8].

#### **3.2. Holding Life Education Lectures**

Series of lectures becoming a Great Doctor as the main contents, we offer life education lectures for medical students. After the lectures, knowledge about life and death is taught, and students can seek for the meaning of life and death. At the same time that they broaden their view, their understanding of life and death and their medical aspiration are deepened and strengthened, as well as their outlook on values, life and death is established correctly.

#### **3.3. Carrying out Life Culture Experience Activities**

Combined with the Qingming solar term, we carry out activities such as remembering martyrs, paying tribute to body donors, studying in Museum of Human Science of SDU, visiting funeral home and Jinan Revolutionary Martyrs Cemetery, and memorial services in body donation. On the one hand, medical students' patriotic feelings are well cultivated. On the other hand, their understanding of the value of life and their professional ethics as doctors are well improved. It also deepens their understanding of death culture, allows them to face the reality of life and death and further learn how to treat death correctly and cherish life.

(1) Mysteries of Life: visiting the Museum of Human Science of SDU

Students are led to learn relevant knowledge about body donation, specimen processing, medical ethics, etc. After the visit, they can realize the life traces that each specimen contains, intuitively witness the whole process of the life, and strengthen the understanding of death with dignity and the respect for life.

(2) First-aid: lectures about first-aid knowledge

Through the combination both offline and online, students can learn basic first-aid knowledge such as normal and abnormal sinus rhythm, cardiopulmonary resuscitation (CPR) and the principle and mechanism of automatic external defibrillator (AED) in series lectures, in order to protect the health of people around.

(3) Facing Death: visiting the funeral home

We invite professors of SDU and other universities to lead students to visit funeral home. There, students can learn the process of funeral service and relevant education of death, which allows them to face death directly and realize the value of life and dignity of death. Thereby, they are likely to alleviate their anxiety towards death, set up correct concept of life and death, and realize the strength stimulated by death.

(4) Remembering Martyrs: visiting Jinan Revolutionary Martyrs Cemetery

Professors of SDU and other universities are invited to lead students to visit Jinan Revolutionary Martyrs Cemetery, where students appreciate the great achievements and heroic spirit of the martyrs and understand the greatness and meaning of life, so as to inspire themselves to set up lofty aspirations and achieve the value of life.

(5) Great Body Donors: memorial services in body donation

We invite professors of SDU and other universities to lead students to commemorate the donors of body, cornea and organs and appreciate their selflessness and contributions to modern medicine. Meanwhile, through activities in memory of body donors, students can re-understand and respect for life, as well as increase the responsibility of making contributions and caring about society.

### 3.4. Carrying out Life Caring Practice Activities

After the learn and practice of life education, students have gradually developed the reverence and care for life. Through further life caring activities such as accompanying the elderly and holding volunteer concerts at nursing home, students can witness and understand the natural process of life form thriving and declining when they get along with the elderly, inherit and persevere in the excellent traditional culture of respecting for the elderly and caring for the young, and put what they have learned into practice and repay the society.

Caring with Love: accompanying the elderly in nursing home

Students are led to acquire trainings and volunteer in nursing home. There, students learn to accompany the elderly and take care of their daily life, which allows the old people to feel the warmth of the society as well as students to realize the significance of labor and explore the significance of life caring.

Walking into Life: holding volunteer concerts in nursing home

Totally organized and planned by students, volunteer concerts are held in nursing home to bring care and help to the elderly people, disperse their inner loneliness and spread positive and optimistic attitude towards life, during which students can feel the charm of music together with the elderly people realize the value of life.

## 4. Advantages of the Project

The project has several advantages as follows:

### 4.1. Project is Rich

There are various forms and profound meanings of the life education activities we hold, which greatly enriches the connotation of campus culture.

#### **4.2. Project is Authoritative**

Domestic and overseas well-known scholars and professors who have been working on life education for a long time are invited to deliver lectures to give students authoritative guidance on problems of life education. These life education activities are both very interesting and practical. Among them, the Museum of Human Science of SDU carries out online lectures based on popular topics of modern medical students, which is not only very appealing but also quite useful for medical students.

#### **4.3. Project is Innovative**

We always carry out a series of various life education activities fitting the special status of medical students, integrating the humanistic spirit of healing patients with benevolent heart and medical spirit of pursuing improvement and perfection, to cultivate doctors with Five Skills in the new era [9].

### **5. Methods to Solve Problems in the Project**

Diversified research methods are used in this project, with the combination of both qualitative and quantitative methods to conduct in-depth research.

#### **5.1. Literature Analyses**

This study clarifies the research progress of life education at home and abroad by referring to relevant literature and works. On the basis of existing research, we should find problems, innovate methods, conduct in-depth analysis and research from existing research results, and put forward constructive suggestions and guiding methods.

#### **5.2. Questionnaire Surveys**

Formulate a questionnaire on the growth situation of medical students to investigate their thoughts, behavior, study and living. Data were collected both online and offline with self-completion, semi-structured and sending questionnaires and the combination of paper and online questionnaires [10].

#### **5.3. Field Interviews**

Understand relevant working progress and collect first-hand information about life education through conducting detailed face-to-face communications and interviews with professional teachers, administrators, students of SDU and relevant personnel inside and outside university. The interviews will be conducted by means of structured interview, in-depth interview and symposium [11].

#### **5.4. Systematic Analysis**

This study is conducted to analyze the connection and interaction among various elements of the system from the perspective of the integrity, dynamics and coordination of the research object. Systematic analysis is used to study the influencing factors of development of individual quality, the interaction between educators and students, and the data analysis of questionnaires and field interviews [12].

### **6. Values of Popularizing the Project**

The project has tremendous value of popularizing in many other medical schools.

Based on the core course Death Culture and Life & Death Education, 1+3 Life Education Project is supported by holding life education lectures, life culture experience activities and life caring practice activities. The project involves a wide range of contents and large group of participants, as well as with timely publicity and significant achievement. Its typical cases, educational model and educational experience are of high replicability and popularization. The values of its popularization can be divided into the following four aspects:

#### **6.1. Its Combination of Theory and Practice Meeting the Requirements of Development**

On the basis of the training program of medical students in our college, the largely important role of life education in students' cultivation is fully played, and the comprehensive quality of medical students is constantly improved[13]. Core course Death Culture and Life & Death Education as the theoretical guidance and with the combination of theory and practice, 1+3 Life Education Project is supported by several lectures and activities. In 1+3 Life Education Project, "1" is the theoretical part, which means various life education curricula focusing on the core course Death Culture and Life & Death Education in SDU; "3" is the practical part, including life education lectures, life culture experience activities and life caring practice activities, such as series of lectures Becoming a Great Doctor, visits to funeral home and revolutionary martyrs cemetery, as well as accompanying the elderly and holding volunteer concerts in nursing home, in order to further deepen students' understanding of life culture and set up the correct outlook on life and death.

#### **6.2. Interesting and Rich Activities Improving the Practical Effect**

We explore and expand activity forms actively, and have successfully conducted many life education lectures and activities. These lectures and activities are both of practice and interest and allow students to fully experience life education and improve themselves, which have formed a feature of our school with brand effect. Through the implementation of the project, a developed life education cultivation project both of high replicability and popularization for students is formed. At the same time, through the continuous implementation and extensive publicity of various activities, the positive image of our college is constantly improved as well as the communications between sister colleges of medicine are intensified, which allows sister colleges to learn from each other[14].

#### **6.3. Based on Life Education to Achieve Comprehensive Education**

With 1+3 Life Education Project, we are able to perfect medical student cultivating system, improve the comprehensive quality of students and fulfil psychological education. Through series of activities of life education, a comprehensive cultivating system for medical students is created to cultivate distinguished doctors with noble medical ethics, consummate medical skill, profound humanistic spirit, active innovation consciousness, broad international vision and strong social responsibility. It also constantly improves the mental health education of students and help students set up correct outlook on life and death in time[14].

#### **6.4. Expanding Publicity and Enhancing Promotion Space**

Before educational lectures, visits and publicity activities, we make promotional posters in advance and post them in campus, write promotional materials such as activity tweets and carry out online publicity via modern media platforms of the university and college, so that students can know relevant information in time and be attracted to participate. In the process of the activities, we select typical cases, timely summarize the results and experience of the activities and report the conducting situation of the activities via campus media to strengthen publicity. After the activities, we conduct offline discussion meetings, invite teachers both inside and outside the university to communicate the harvest and inspiration with students and to help students learn the meaning of life. At the same time, we encourage students to express their feelings and ideas in writing and select part of them to submit to college mail, so as to let more people know to the activities and expand the influence and participants[15].

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