

# Medical Ethics Education: An Important Step in the Teaching of Human Physiology Course for MBBS Undergraduates

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**Abstract :** At present, the phenomenon of doctor-patient conflict in our country is getting worse. The contradiction between doctors and patients can reflect that there are still many problems in medical ethics education in medical colleges and universities, and the lack of educational functions. In the current medical education process, there is a tendency towards ability education, coupled with the unreasonable design of medical theory courses, which leads to the simplification of teaching methods, and it is impossible to truly teach and educate people and cultivate high-quality skilled medical personnel for the society. Therefore, in order to build a more harmonious doctor-patient relationship, the concept of medical ethics education can be incorporated into the human physiology curriculum, so that the medical ethics education model can be successfully transformed. At the same time, teachers in medical schools should strengthen the innovation of education methods, which can essentially improve the teaching quality of medical ethics education and gradually alleviate the current doctor-patient contradiction.

**Keywords :** Doctor-Patient Conflict; Medical Ethics Education; Human Physiology Course

The contradiction between doctors and patients in contemporary China is becoming more and more fierce. Scholars have analyzed the causes and status quo. Part of the responsibility is inevitable on the part of the doctor. Therefore, strengthening medical ethics education for medical students can resolve the conflicts between doctors and patients at the source. This article takes the current situation of medical ethics education as a breakthrough point, integrates medical ethics education into the human physiology curriculum, and aims to improve the teaching quality of medical ethics education.

## 1. Current status of medical ethics education

### 1.1 Failure to promote the formation of doctor-patient trust relationship

When doctors start treatments for patients, they must obtain the patients' full trust, and the construction of a beautiful trust relationship cannot do without the full play of the medical ethics education function. Doctors with high professional ethics are inseparable from the influence of medical ethics education. Doctors can win the trust of the public through their professional medical ethics, thereby building a harmonious doctor-patient relationship. On the contrary, if medical ethics education is lacking, it will have a series of negative effects. The trust of social groups in the medical and health system has dropped sharply, and the relationship between doctors and patients has turned into opposition and conflict. From the current doctor-patient contradiction, it can be seen

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that the distrust between the doctor and the patient led to the ultimate tragedy. At the same time, it also reflects the failure of medical ethics education to achieve its ideal teaching effect, which leads to the loss of mutual trust.

### **1. 2 Failure to cultivate the moral judgment ability of doctors**

Medical ethics education is the ability of educators to have the ability to make moral judgments and choices based on basic treatment skills and to make accurate judgments when encountering unexpected problems. However, many social phenomena such as “doctors receiving red envelopes” and “medical rebates” can reflect that medical ethics education has not cultivated doctors’ good moral judgment ability. The main reason is that medical ethics education still stays in theoretical knowledge. However, under the impact of actual interests, many doctors have not strictly adhered to their inner moral standards and professional ethics. In order to satisfy personal interests, ignoring the patient’s right to seek medical treatment has led to gradual tension between doctors and patients.

In addition, with the rapid development of medical technology, a series of bioethical problems have emerged. Many doctors have not received professional medical ethics education, resulting in low clinical judgment and decision-making ability. In the face of complex medical ethical issues, it is difficult to make accurate judgments based on past moral standards. Many doctors are entangled in patients’ expectations, reality, and interests, and it is not surprising that doctors and patients have contradictions.

### **1. 3 Theoretical curriculum is a formality**

Medical ethics education in most medical schools is carried out in the form of theoretical courses. However, because medical ethics is an elective subject, many medical students do not pay enough attention to this subject when taking elective courses. In addition, there is no close internal connection between the course and professional courses, which leads to medical students not being able to integrate them into the professional courses when they study basic theoretical courses. The curriculum structure lacks horizontal and vertical links. In addition, when teachers of medical schools teach medical ethics, they do not set a reasonable slope of knowledge, but only let students understand some relatively superficial knowledge. In the internship and internship stage, good interaction and communication with patients are required. The lack of medical ethics education will cause medical students’ ideological and behavioral concepts to deviate from the original professional ethics standards, and plant the seeds of hidden dangers for future violations of laws and disciplines.

## **2. Specific practical application strategies of medical ethics education in human physiology**

### **2. 1 Repositioning of medical ethics education**

In order to strengthen medical ethics education for doctors, it should be placed in all links of teaching. In the human physiology curriculum, the concept of medical ethics education should also be fully practiced and applied. By adjusting the positioning of education, the marginalized medical ethics education can return to its original position, and the basic clinical skills of medical students will be cultivated while strengthening the training of necessary doctor-patient communication skills. In order to enable medical ethics education to return to its basic status, the following aspects should be paid attention to. First of all, we must know that medical ethics is an indispensable element in medical education. If guided by the wrong principle of utilitarianism, medical practitioners will ignore their professional ethics and spiritual qualities. Secondly, it is necessary to adjust the structural relationship of the internal disciplines of medical education and infiltrate it as a basic concept into the learning of other professional courses such as human physiology. It cannot be narrowly understood as a knowledge point or knowledge unit, otherwise it will also make medical ethics education beneficial to outside medicine.

### **2. 2 Rationalization of ethics curriculum**

Because the current medical ethics curriculum lacks horizontal and vertical connections, there is a lack of internal connection between the curriculum and professional medical courses. Therefore, the school should strengthen the rationalization of the medical ethics curriculum, and the ideology of the curriculum can be effectively integrated into the human physiology. Re-plan the teaching content and teaching goals of medical ethics, and gradually develop medical students’ doctor-patient communication skills, doctor-patient dispute resolution capabilities, and so on. In addition, adding this course to human physiology allows students to connect and structure their knowledge horizontally. Break through the boundaries of professional knowledge and develop courses and activities around a certain topic. For example, the content of human physiology in learning kidneys can be linked to pathophysiology, medical ethics education and other aspects, combined with the current social hotspot “selling kidneys for money” behavior to explore breakthroughs in traditional arts and sciences boundaries and open new comprehensive courses.

### 2.3 Transformation of medical ethics education model

Medical ethics education needs to take a more long-term view and gradually change from knowledge education to ability education. These abilities that need to be cultivated include multiple aspects. Therefore, when setting goals, students need to be closer to clinical practice, adding appropriate doctor-patient communication education and how to deal with medical accidents. In the past, medical ethics has passed theoretical examinations to test students' learning achievements, and innovations can be made on the basis of this evaluation model. Detect the specific learning situation of students through operable practical questions. In this way, it can detect whether the set teaching goals are completed and whether the students' learning ability is close to the real medical practice process.

### 2.4 Innovation in medical ethics education methods

Medical ethics education needs to shift from traditional passive learning to fully respecting the subjectivity of the educated, so that their subjective initiative can be brought into full play. The concept of medical ethics education is smoothly integrated into human physiology by creating suitable teaching situations. It can not only stimulate students' interest in learning, but also have a deeper understanding of the subjects in this chapter. In order to realize the reform and innovation of medical ethics teaching methods, teachers in medical colleges must first clarify their own teaching tasks, and be able to transform their teaching roles from simply imparting knowledge to teaching guides. By creating reasonable problem situations, students can use their brains in the discussion. This kind of heuristic teaching can be discussed in the form of a group or through the form of flipped classroom so that students' autonomous learning ability can be fully demonstrated. At present, several well-known foreign colleges and universities adopt classroom discussion teaching methods when carrying out medical ethics education. The heated discussion atmosphere has narrowed the distance between students and teachers. In a free and open atmosphere, students can speak freely and explain some controversial ethical issues together.

## 3. Conclusion

In the context of today's continuous optimization of medical and health services, people are paying more and more attention to health issues and seeking higher-level medical services. Medical ethics education is imminent. The integration of medical ethics education into the medical professional curriculum not only breaks the inherent constraints between disciplines, but also improves the teaching quality of medical ethics. At the same time, medical students can understand the social significance of medical knowledge. Let students master basic communication skills, establish correct professional ethics and qualities, and promote the formation of a harmonious doctor-patient relationship. The students trained in this way will not be motivated by profit after going to work, thus doing things that endanger the interests of patients.

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