

Original Paper

Research on the Innovative Path of Student Management in Universities-Based on the Perspective of Medical Intern Mentoring System

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Abstract

Universities are important professional talent training bases in China. Promoting the reform and innovation of student management in universities is a solid foundation and strong guarantee for cultivating talents of the new era who possess both moral integrity and talent, and are fully developed. Currently, the traditional management of college students lags behind, teachers lack enthusiasm for teaching, and students lack the ability to learn independently. In order to improve the level of student management and the quality of clinical internship teaching, this article focuses on the opportunities and challenges faced by university student management work, always adhering to the logical mainline of high-quality talent cultivation, and starting from the research background, existing problems, influencing factors, and countermeasures of the internship supervisor system, constructing a student-centered clinical teaching concept and establishing a diversified teaching quality evaluation system. It's important to standardize the rules and regulations of the mentor system, innovate teaching ideas, improve the assessment and incentive mechanism of the mentor system for medical interns, continuously improve the hospital teaching system, establish a suitable teaching management system, enhance the effectiveness of university student management work, and serve the cultivation of high-quality talents.

Keywords

student management, intern mentorship system, innovation path

1. Background Research

Efficient student management is one of the important tasks in universities, demonstrating the comprehensive management level and talent cultivation quality of universities. In recent years, with the expansion of enrollment in medical colleges, cultivating excellent medical talents has become a key focus of educational reform. Clinical internship is an important stage of transforming theory into skills and a key node for medical students to transform into physicians. However, due to the deepening of the healthcare system reform and the gradual improvement of medical education models, clinical internships are facing more and more challenges, which restrict the improvement of students' clinical skills. Therefore, how to improve the practical ability of interns, innovate clinical teaching methods, ensure the quality of clinical internships, and assist in the education and management of university students, the exploration of the management mode and methods of the internship mentor system is a new training mode. It is an interactive teaching system in which the guiding teacher provides one-on-one direct guidance, guidance, and guidance to students' thoughts, clinical learning, and daily life, in order to comprehensively improve their quality. It requires mentors to directly face students, not only imparting knowledge and skills, but also influencing students with their good professional ethics and character, achieving both teaching and educating, and comprehensively improving students' comprehensive quality, achieving a scientific, humanized, and standardized approach to student education management.

The tutorial system teaching management model for college students originated from the University of Oxford in the 14th century. It was only in 2001 that domestic universities officially launched the undergraduate tutorial system training model, but this model is only limited to undergraduate students in universities. The training methods of local teaching hospitals and universities are different, and the training of interns often adopts departmental rotation, which is managed by the internship teaching teacher. With the development of medical education, traditional talent cultivation methods can no longer meet the quality of clinical teaching and internship for medical students. The opinions issued by the Ministry of Education and the Ministry of Health in 2012 on the implementation of the "Excellent Doctor Education and Training Plan" also clearly proposed the top-notch innovative medical talent training model of "establishing a mentor system, strengthening clinical ability training, and improving clinical thinking ability of medical students". The internship mentor system is an important measure to promote the comprehensive reform of medical education, innovate teaching methods for cultivating clinical medical talents, and improve the quality of internship education and teaching. The implementation of the mentorship system helps to improve the clinical theory and skills of interns, and improves the effectiveness of internships. Clinical internship is an important stage in the transition from medical students to quasi doctors.

Currently, interns face the pressure of taking the postgraduate entrance examination and finding employment, which inevitably leads to a contradictory mentality of having both fish and bear's paws. The implementation of the mentorship system helps students solve their confusion, continuously integrate postgraduate entrance examination knowledge with clinical knowledge, reasonably resolve the contradiction between reading books to prepare for postgraduate entrance examination and learning clinical skills, and cultivate students' clinical thinking abilities of self thinking, problem discovery, and problem-solving. Under the guidance of a mentor, this will contribute to entering clinical practice and integrate "theoretical knowledge" with "clinical practice", transforming "learning knowledge" into "learning knowledge". Secondly, it helps to promote physical and mental health, enhance interns' interest in learning, and improve their overall quality. The fundamental essence of education lies in "cultivating virtue and cultivating people". Intern mentors are not only students' academic mentors but also their close friends. With a dual identity of education and management, they can truly achieve the goal of "teaching and educating people". Due to the fact that most medical interns nowadays are born in the 2000s, good family and learning conditions lead to weak psychological resilience among students. Once they encounter difficulties in clinical practice, they are prone to psychological stress. The process of clinical teaching by mentors involves more interaction with interns, providing students with their own thoughts, perspectives, and growth experiences as parents and friends, helping them establish a correct outlook on life, and influencing students with their excellent moral character and professional skills, thereby eliminating ideological confusion and psychological obstacles. Finally, it has played a significant role in improving interns' doctor-patient communication skills and cultivating good medical ethics and style. The internship mentor system during clinical internships can help students better learn to communicate with patients in the medical process and gain their trust. By participating in clinical practices such as emergency, outpatient, and consultation with mentors, as well as conducting patient family conversations, it is beneficial to cultivate students' good psychological qualities, pay attention to the cultivation of clinical practice skills, and build a more efficient innovative path for student management.

2. Opportunities and Challenges Faced by Student Management in Universities

In the new era, the management of student education in universities is facing new situations and challenges, which are reflected in the following aspects: firstly, traditional student education management concepts and models are no longer able to meet the needs of students, and the education model is gradually shifting towards a two-way communication management model between managers and students. The second is that with the popularization of the Internet and new media technology, convenient and efficient ways of obtaining information have brought changes to the carriers and methods of university student education management work. Due to the openness and virtuality of new media technology, it increases the difficulty of student education management in universities. Thirdly, in the context of economic globalization, economic trade and cultural exchanges between different

countries and regions are becoming increasingly close. The changes in new ideas, methods, models, and mechanisms pose new challenges to the management of university students and meet the practical needs of educational management in the new era.

As an important component of student management in universities, classroom teaching plays an increasingly prominent role in the growth of college students. The Provisional Regulations on the Management of Clinical Practice in Medical Education clearly state that (Wang, Wang, & Zhang, 2019), the clinical teaching practice activities of medical students are clinical diagnosis and treatment activities that are participated in under the guidance of clinical teaching teachers. The traditional internship method is that each intern is arranged to rotate in the ward of the department, with a relatively short internship time. After the transfer, another internship teacher is replaced, resulting in frequent changes in the teacher. Both students and teachers need to constantly adapt to each other. In addition, some physicians have a weak awareness of teaching, coupled with the heavy medical tasks of the department and numerous doctor-patient conflicts. In order to avoid disputes, they often sacrifice opportunities for clinical teaching, observation, and operation during internships, resulting in less communication between students and teachers and low quality internships. From the perspective of the mentor system for medical interns, effective ways should be actively explored in the management of university students to achieve the goal of optimizing course teaching and improving the quality of medical student training.

In terms of the selectivity of the internship mentorship system, the survey found that (Liu, Wang, & Meng, 2019), most undergraduate students in universities are hired as senior professors with high professional levels. However, doctors with strong technical capabilities and high teaching levels in hospitals are generally department heads. In addition to undertaking department medical work, they also undertake teaching tasks, guiding master's and doctoral students to complete research projects, which is a heavy task, resulting in the unwillingness of interns to carry out teaching work. In addition, the management mode of internship hospitals is different from that of universities. Hospital management focuses on clinical medicine, but lacks emphasis on teaching. Physicians are not familiar with the application conditions for internship mentors, and their enthusiasm for application is not high. This ultimately leads to uneven levels of internship teaching teachers, which cannot guarantee the quality of clinical internship teaching (Lin, 2019). As an intern supervisor, young physicians have certain advantages in terms of time, but are excluded due to factors such as lack of "admission" conditions, insufficient work experience, and lack of senior professional titles.

In addition, during the internship mentorship assessment process, on the one hand, due to the difficulty in quantifying the assessment content, the assessment data can only be evaluated relatively, lacking reasonable evaluation indicators. Firstly, the assessment is not highly targeted, and the same assessment method does not highlight the professional characteristics of the department. Secondly, the lack of scientific assessment content, specifically manifested as the assessment options being too single and general, without specific numerical boundaries. Thirdly, the testability of evaluation indicators is not

strong, and there are unclear division of assessment weight indicators, as well as ambiguity and repetition in the problem. On the other hand, due to insufficient understanding of the mentorship system among interns and mentors, there is a lack of effective feedback mechanisms. For example, in a field survey conducted by a hospital in a certain region (Song, Yang, & Zhang, 2017), 72.5% of mentors believe that they understand the internship supervisor system, 69% of mentors are clear about their responsibilities, 50% of mentors believe that the internship supervisor management system is perfect, and 38.6% of mentors believe that there are problems with the assessment. The above data indicates that mentors do not have sufficient understanding of the mentoring system and fail to provide timely feedback on existing issues, which can easily lead to negative treatment.

In terms of the influencing factors of the internship mentorship system, firstly, the management and assessment mechanism of the mentorship system are not sound (Wang & Zhao, 2019). Due to the initial stage of the internship mentorship system, there is a lack of clear admission standards, training methods, graduation assessment and other quality assurance systems. In addition, the teaching environment of hospitals is also different from that of schools. Schools have established a good training mechanism for the graduate supervisor system, while the internship training mode is different from that of graduate students. The country has not yet introduced relevant policies for the internship supervisor system. Secondly, the gap in the selection between supervisors and students still needs to be filled. During the pre job training for interns, the teaching department will introduce the situation of the mentors on site. However, during the actual mutual selection process, students still do not understand the mentors and choose them more based on their positions and titles. This will result in a relatively concentrated selection of mentors, and most of the sub mentors are still not selected. In the end, they can only be assigned, without achieving the true purpose of mutual selection. Finally, the level of attention is insufficient. Most mentors are tasked with clinical medical, teaching, and administrative tasks, and their guidance to students is inadequate. They often rely on departmental guidance in their thinking, and the responsibilities of mentors are not fully reflected (Li, 2018). Some mentors have not yet fully liberated themselves from the constraints of traditional internship teaching ideas. Insufficient guidance in student life, outlook on life, and values, inadequate communication between students and mentors, and insufficient reflection of the role of mentors.

3. A Study on the Innovative Path of Student Management in Universities

(1) Establish correct teaching concepts. The management of student education in universities is to serve talent cultivation. It is necessary to adhere to the basic principles of putting education first and moral education first, focus on the fundamental goal of talent cultivation, highlight the importance of ideological and political education, construct a student-centered clinical teaching concept, and establish a diversified teaching quality evaluation system. One is to fully respect students' autonomy, break the traditional evaluation model based on teacher teaching evaluation, and increase the proportion of young mentors in the mentor team. In the new era, contemporary college students exhibit strong autonomy in

their thinking and behavior. Education and management workers should not only shape students' correct outlook on life and values, but also respect their autonomy rights. Young mentors have a certain level of affinity, are similar in age to students, and have a better understanding of the interns' spirit and psychology. They can become close friends with students, laying the foundation for their personalized growth, and promoting the effectiveness of education and management work. Selecting excellent young teachers as internship mentors requires the use of heuristic, discussion, and demonstration education methods in both clinical skills, life planning, and life psychology, in order to tap into students' intrinsic potential, encourage innovation, and provide a carrier for the development of innovation awareness. The second is to do a good job in publicity and education, formulate a system for admitting mentors according to local conditions, appropriately relax the age and title of mentors, improve the treatment of young mentors, and stimulate their enthusiasm for work. We should establish the concept of clarifying the responsibilities of mentors, regularly hold mentoring training seminars, and clarify the responsibilities of interns' mentors. During the pre job training for interns, the hospital introduces the basic information of the supervisor, and students select each other on-site based on their own positioning goals. Based on the principle of two-way selection, determine the students to be led by the supervisor. In principle, implement a one-on-one, one-on-one, fixed teaching mode throughout the entire process, without affecting the rotation of clinical departments, thus achieving a dual guidance mode of supervisor+internship teaching teacher (Qi & Wang, 2020). Thirdly, the supervisor should develop a detailed guidance plan and use irregular on-site guidance, interviews, department inquiries, phone calls, and other methods to understand the internship situation. Especially when transferring to another department, they should promptly visit the internship department to understand the student's learning situation. Regularly review interns' written cases, check students' clinical skills and thinking abilities, and keep relevant records. Provide interns with guidance and assistance in learning, work, life, employment, and other aspects. Actively updating educational concepts, establishing a comprehensive evaluation concept that combines teacher-student mutual evaluation, teacher self-evaluation, and experts and managers, scientifically evaluating the overall teaching in stages, deep levels, and multiple scopes, and timely improving feedback mechanisms.

(2) Standardize the rules and regulations of the mentorship system, and innovate teaching ideas. A sound management system can improve students' management level, and the words and actions of mentors, their attitude towards their careers, and their sense of responsibility will affect the interns' future career paths. Firstly, establish and improve the management system and system of the mentor system. Hospitals should establish a sound mentor system organizational management structure based on their actual situation, establish a mentor system leadership group and assessment group, responsible for selecting, managing, and assessing mentors. Develop a series of rules and regulations for the management of the internship mentor system, including temporary regulations, implementation measures, job responsibilities of mentors, and assessment methods, and regularly carry out assessment work such as checking the work record book of the internship mentor (Yang, 2017). Secondly,

standardize the selection of mentors. Mentors are the most important component of implementing the internship mentorship system. According to the selection requirements of the mentor system, it is necessary to possess good political qualities, noble medical ethics, enthusiastic education and teaching work, strong clinical professional ability, high academic attainments, and high clinical practical teaching ability. The selection of the internship supervisor system should be voluntarily registered by the supervisor, recommended by the teaching and research department, and organized by the teaching office for expert selection. After being reviewed and approved by the hospital academic committee and publicly announced without objection, the candidate for the supervisor will be finally determined. Once again, it is necessary to standardize the teaching management of interns, and do a good job in arranging, planning, and summarizing mentor guidance activities. The management system specifies the number and time of times the supervisor actively contacts students, and records the corresponding guidance work. Regularly hold interns' symposiums and social gatherings will provide more opportunities for communication between teachers and students. Strengthen the use of network tools such as phone, WeChat, and QQ in work, truly achieving the effect of teaching by example and moistening things silently. In terms of teaching methods, mentors should implement a multi-stop assessment, with student-centered one-on-one teaching. By increasing publicity, we aim to raise awareness among mentors and interns about the importance of mentorship, and clarify their respective responsibilities, obligations, and powers. In addition, it is necessary to increase the education of medical humanities and the cultivation of professional literacy for interns. Finally, establish a sound mentor training system to improve the quality of mentors themselves. The college organizes regular training for mentors, which can be conducted through various online and offline training methods such as "sending out" and "inviting in" to improve the educational and teaching abilities of our mentors. In addition to emphasizing professional knowledge teaching, emphasis should also be placed on training in students' mental health, educational theory, and doctor-patient communication skills, continuously improving the comprehensive quality of mentors.

(3) Improve the assessment and evaluation system for interns. The ultimate goal of the internship mentorship system is to help students become successful adults. The current intern style of conversation has more subjective evaluations and less objective evaluations. Therefore, in formulating a standardized assessment and evaluation system for interns, the principle of objectivity should be adhered to first. Quantitative evaluation should be conducted from four aspects: career development planning, medical ethics and ethics education, clinical skill operation, and doctor-patient communication training, in order to achieve practicality and collect and analyze relevant data. And corresponding to the data of clinical theoretical knowledge assessment, case writing, doctor-patient communication, and practical operation skills assessment for later stage students, analyze the authenticity and reliability of student evaluations and make improvements in the later stage. Secondly, we must adhere to the principle of comprehensiveness. By conducting a questionnaire survey among interns, we aim to comprehensively understand students' basic information, teaching situation, and

satisfaction evaluation of mentors. We collect comprehensive information on the effectiveness of mentors' work, and provide feedback at mentoring forums to effectively solve the problems and obstacles encountered during the implementation of the internship mentorship system, ensuring the healthy and stable development of this training model. Finally, attention should be paid to the process evaluation in the work of mentors. Based on the differences in rotating departments, supervisor qualifications, and internship sources, while adhering to unified standards, we focus on individual differences among students, attach importance to the evaluation of the supervisor's work process, and pay attention to the improvement of students' comprehensive quality. The college should comprehensively evaluate mentors based on student evaluation, mentor self-evaluation, and other factors, as the basis for workload assessment and excellence evaluation.

(4) Improve the incentive mechanism for the mentor system for medical interns. A reasonable incentive mechanism is an effective means of mobilizing students' management enthusiasm. On the basis of the reward mechanism, the college should boldly innovate. In addition to selecting excellent mentors and mentor subsidies and other reward measures, teaching results should also be included in the department's performance management objective evaluation, encouraging mentors to publish papers and apply for projects, and actively providing financial support. At the same time, there is also a reward and punishment mechanism for mentor assessment. The mentor reward and punishment mechanism are an important lever to motivate interns and mentors to better fulfill their teaching work. On the one hand, relevant functional departments should develop assessment methods for interns' mentors, regularly organize inspections of their work, and hold teacher student symposiums to listen to feedback and check the performance of mentors. On the other hand, the quality of guidance provided by mentors should be tested based on students' clinical skills, entrance exams, and graduation exam scores. The leadership group of the mentor system selects "excellent mentors" based on the comprehensive assessment results mentioned above. For mentors who have been assessed as excellent, priority will be given to job evaluation and title evaluation. Mentors who fail the annual assessment shall not be rated as excellent in the personnel assessment of that year, and their internship supervisor qualification shall be cancelled. The professional title evaluation shall be postponed by one year, and they shall not apply for public overseas or off campus further education within three years.

4. Conclusion

As a systematic project, the management of college students needs to pay more attention to the actual needs and characteristics of students, update educational management concepts, methods, and content with the times, and continuously improve the recognition and satisfaction of college students with educational management work. The internship supervisor system enhances the sense of responsibility and honor of the teaching teacher, fully mobilizes the enthusiasm and initiative of the supervisor's teaching work, and compensates for the management gap of students during the transfer period. This article starts from the perspective of the mentor system for medical interns, closely revolves around the

national requirements for medical talent cultivation, establishes correct teaching concepts, standardizes the rules and regulations of the mentor system, improves the assessment and evaluation system for interns, and enhances the incentive mechanism for the mentor system for medical interns. It aims to create a new path for university student management and help college students solve problems in learning, life, employment, and other aspects. In short, the internship supervisor system not only improves the clinical theory and skill level of medical students, but also further ameliorates the student management system, forming a trinity of hospital teaching office clinical department supervisor management system, in order to gradually optimize the existing education management mode, enhance the effectiveness of education management work, and promote the growth and success of college students.

Projects

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3. Zhenjiang Applied Social Science Research Youth Development Project “Research on the Path of Collaborative Education of Ideological and Political Education for Teenagers Based on the Fundamental Task of Cultivating People” (Project No.: 2023QN48);
4. Jiangsu University 2021 Clinical Medical Science and Technology Development Fund Project (Teaching and Education Reform) “Exploration and Practice of Collaborative education Model based on ‘Curriculum Ideology and Politics’—Taking Medical professional courses in colleges and Universities as an example” (Project No.: JLY2021203);
5. The key project of ideological and political education for college students in Jiangsu University, “Research on the joint mechanism of Ideological and political education in Colleges and Universities from the perspective of ‘three-whole Education’” (project No.: JDXGZD202107).
6. The special project of the Institute of Ideological and Political Work in Jiangsu University, “Research on the Security and Stable Development of Universities in 2023” (project No.: 23SZYB005).

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