An Empirical Study and Discussion on the Phased Examination of Clinical Licensed Doctor Qualification

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Abstract. Objective: Explore the results of it empirical study on the phased examination scheme for practicing physician qualification in Qiqihar Medical University. Methods: in 2016, Qiqihar Medical University participated in the research work of the phased examination project for clinical medical practitioners. The subjects of this study were clinical students who completed clinical courses in our university. The research scope was that these students participated in the phased examination for clinical medical practitioners (phase I) empirical study. Design the examination plan, and give it the preliminary implementation. Statistics of the pass rate, skill pass rate and performance analysis of the student's phased examination in 2017 and 2018. The data were compared and statistically processed. Results: From 2017 to 2018, the theoretical pass rate, skill passed rate and total to pass rate all showed an upward trend. The theoretical pass rate of students in 2018 was 23.31% higher than that in 2017, and the difference was statistically significant (P <0.05). Conclusion: The students undefined theoretical pass rate, skill passed rate and total to pass rate are obviously improved through the implementation of the phased examination scheme for the qualification of clinical practitioner in our university. This is of guiding significance of the implementation of the plan to improve the passing rate of the qualification examination for Practitioners and the reform of the teaching work.

Introduction

The Qualification Examination for Clinical Practitioners is an examination to evaluate whether the applicant has the necessary professional knowledge and skills to engage in the work of doctors. In 2015, National Medical Examination Center began to carry out the empirical research on the phased examination of clinical medical practitioners, and obtained a series of important data and experience. In order to further improve our inspection plan, improve the quality of teaching, based on this background, Qiqihar Medical University take students majoring in clinical medicine as the research object, in 2016 began to actively participate in clinical practicing doctors' qualifications examination project research work in stages, is presently as follows the research process and result report, in order to strengthen the department of clinical medicine teaching reform and improve our students' clinical practicing doctors' qualifications examination pass rate.
The Objects

Research Objects Students Majoring in Clinical Medicine in the Class of 2014 and 2015 Were Selected as Research Objects

The Methods

**Implement the Plan to Improve the Passing Rate of the National Phase-in Examination for the Qualification of Medical Practitioners.** (1) Standardize professional management mode. Clinical medical college was established to further standardize the construction and management of the specialty. And revised the introduction to clinical discipline leader management methods to improve the level of the discipline echelon construction.

(2) The theoretical teaching link. Strengthen education and guidance, set a certain class hour to give lectures on the relevant content of the medical qualification examination, so that students can deeply understand the significance of passing the examination for their growth. Scientific development of teaching to plan, so that the whole teaching process of each link between the guidance of the college "three oriented" teaching model can be closely connected with the qualification examination outline [1].

(3) The practice teaching link. Build a high-quality practical teaching platform and strengthen skills training; Strengthen the management of teaching rounds, difficult case discussion and new progress lecture, and strengthen the cultivation of students' clinical comprehensive thinking ability.

(4) Of course assessment management. In the theoretical course assessment, the necessary assessment links (the assessment content refers to the practice qualification examination outline) should be designed to enable every student to actively participate in the classroom teaching links. The practical course examination must design the necessary examination link (the examination content refers to the practice qualification examination outline), strengthens the student basic skill training; Those who fail the professional comprehensive assessment need to pass the make-up examination before entering the clinical graduation practice stage.

(5) It shall strengthen the construction of teaching resource platform. One is to build a high-quality networked teaching platform for teachers; Second, create a good learning platform for students to learn independently.

(6) To strengthen the teaching atmosphere. We should carry out research and training as theoretical teaching, experimental teaching and practical teaching methods for teachers and strictly control the quality of teaching.

(7) Lilitide has been used to strengthen the construction of academic atmosphere. By organizing all kinds of student group activities related to the qualification examination, students can fully understand the relationship between the relevant policies of the medical and health industry and the qualification examination and their own development, put career planning education into practice, and promote the cultivation of students' good academic style [3].

**The Design of Phased Examination Scheme.** (1)Purpose of the examination. To evaluate whether the applicant has the necessary professional knowledge and skills for practicing medicine.

(2) The examination standard and outline. Basic requirements for clinical practitioners and examination outline for clinical practitioners.

(3) Examination mode. The two-stage examination mode is implemented, including the first stage examination for the qualification of clinical medical practitioners (hereinafter referred to as the first stage examination) and the second stage examination for the qualification of clinical medical practitioners (hereinafter referred to as the second stage examination). The first phase of the examination is scheduled for medical students upon completion of clinical probation. Those who pass the examination may take part in the second stage.

(4) Examination designed. The first stage mainly tests whether medical students have the basic medical theories, basic knowledge and basic clinical skills necessary for practice, and whether they can understand and apply important medical knowledge to clinical practice under the guidance of superior doctors. It is divided into theoretical examination and clinical basic skills examination.
The Observation Indicators

(1) Theoretical pass rate of students' phased examination from 2017 to 2018.
(2) The passing rate of students' skills in the phased examination from 2017 to 2018.
(3) Analysis of students' test scores in stages from 2017 to 2018.

Statistical Methods

SPSS20.0 version of statistical software was used to represent the counting detection data in the form of (n/%) and X2 was used to test the comparison between the data. P < 0.05 indicated that the difference between the data was statistically significant.

The Results

Theoretical Pass Rate of Students in Phased Examinations from 2017 to 2018

Table 1. Theoretical Pass Rate in Phased Examinations from 2017 to 2018.

<table>
<thead>
<tr>
<th>Year</th>
<th>Theoretical-participants</th>
<th>Highest score</th>
<th>Minimum score</th>
<th>Average score</th>
<th>Number of pass</th>
<th>Pass rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>1148</td>
<td>337</td>
<td>73</td>
<td>232.7</td>
<td>544</td>
<td>47.39%</td>
</tr>
<tr>
<td>2018</td>
<td>894</td>
<td>360</td>
<td>24</td>
<td>257.3</td>
<td>632</td>
<td>70.7%</td>
</tr>
</tbody>
</table>

The Passing Rate of Students' Skills in the Phased Examination from 2017 to 2018

Table 2. The Passing Rate Skills in the Phased Examination from 2017 to 2018.

<table>
<thead>
<tr>
<th>Year</th>
<th>Skill-participants</th>
<th>Highest score</th>
<th>Minimum score</th>
<th>Average score</th>
<th>Number of pass</th>
<th>Pass rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>1129</td>
<td>95.6</td>
<td>42.5</td>
<td>80.2</td>
<td>1105</td>
<td>97.87%</td>
</tr>
<tr>
<td>2018</td>
<td>896</td>
<td>95.05</td>
<td>43</td>
<td>81.38</td>
<td>884</td>
<td>98.66%</td>
</tr>
</tbody>
</table>

Analysis of Students' Test Scores in Stages from 2017 to 2018

Table 3. Analysis of Students' Test Scores in Stages from 2017 to 2018.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of theoretical exam</th>
<th>Number of theoretical qualified</th>
<th>Theoretical pass rate</th>
<th>Number of skills tested</th>
<th>Number of skills</th>
<th>Pass number of skills</th>
<th>Skill pass rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>1148</td>
<td>544</td>
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</tr>
</tbody>
</table>

The Discuss

Of medical practitioners in stages is the inevitable trend in the reform of examination of doctors' qualifications examination, to explore a two-part test to organize the implementation of viable path of national medical examination center began in 2015 to the five-year undergraduate clinical
medicine professional clinical practitioners as empirical research object of a two-part test empirical research work, and the test design, proposition, examination organization, research evaluation made a series of important data and experience [4]. This study in our university in 2017 and 2018 students majoring in clinical medicine clinical practitioners involved in phased examination results of statistical analysis, the results showed that from 2017 to 2018, our students majoring in clinical medicine in stages pass examination theory, skills, pass rate and the total pass rate are on the rise. The theoretical pass rate of students in 2018 was 23.31% higher than that in 2017, and the difference was statistically significant (P <0.05). In other words, through the implementation of the phased examination scheme, the scores of students’ clinical practitioners have made remarkable progress. The results to advance implementation of scheme is of great importance, is helpful for students to adapt to the change of medical practitioners in advance, to deepen the understanding on the examination of medical practitioners, promote college education idea transformation [5], to the reform of teaching content and teaching method and examination of medical practitioners tightly combine[6], is advantageous to the school reform and national examination method of practicing doctors' qualifications examination mode reform effectively, so as to improve our teachers team construction and teaching level, improve our students practicing doctors' qualifications examination pass rate, thus improving the students' competence. To train excellent application-oriented medical talents for the development of national medical and health undertakings [7].

At the same time, the national qualification examination for medical practitioners is an industry access examination in nature, and it is an examination to evaluate whether applicants for the qualification of medical practitioners have the necessary professional knowledge and skills to engage in the work of doctors. The passing rate of qualification examination has become a hot issue for medical colleges and universities. It can not only test the level of medical colleges and universities, but also test the learning quality and comprehensive quality of students. It is an important indicator to measure the quality of undergraduate teaching in medical colleges and has become the "gold standard" to measure the quality of personnel training in medical colleges and universities [8]. Faced with the reform of the admission system for medical practitioners, in order to cooperate with the relevant work of the national medical examination center, our hospital adheres to the principle of early participation and early benefit, and takes this as an opportunity to develop a series of measures to improve the implementation efficiency of the examination scheme in the high score stage. On the one hand, our hospital has formulated the implementation plan of the first stage of the clinical qualification examination for clinical doctors of Qiqihar medical college in stages. The vice dean of teaching has held the examination coordination meeting for many times, managed the examination as a whole, actively promoted it, and invested a lot of manpower and material resources to ensure the smooth progress of this study [9]. On the other hand, through systematic research and summary, we formulated and implemented the implementation plan for improving the passing rate of medical qualification examination of our hospital. Standardize professional management mode; Strengthen the entrance education and guidance in the theory teaching link, make the teaching plan scientifically; In practice teaching link construction high quality practice teaching platform, strengthens the skill training, strengthens the student clinical comprehensive thinking ability training; Strengthen the management of each assessment link; Encourage discipline competition activities; Strengthening the construction of teaching resource platform; Strengthen the construction of teaching style; Strengthen the construction of style of study and so on. In order to further improve the student qualification examination pass rate, improve the quality of medical personnel training in our hospital. At the same time, by organizing students to participate in national uniform examination of clinical medicine specialty, the network platform to release simulation exercises and clinical skills training video and introducing the theory of practicing doctors' qualifications examination counseling video, a student WeChat group, for each hospital medical practitioners qualification exam questions in recent years and the issuance of the exam skills, organization affiliated hospital according to exam outline skills standardization training of students, make students familiar with national medical examination mode [10] as soon as possible.

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Conclusion

To sum up, the implementation of the phased examination scheme for the qualification of clinical medical practitioners in our university greatly improved the theoretical pass rate, skill pass rate and overall pass rate of students, which has certain guiding significance for the formulation and implementation of the implementation scheme for improving the pass rate of the qualification of medical practitioners in our university and the teaching reform in the future.

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References


