Empirical Analysis of Phased Examination of Licensed Doctor Qualification

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Abstract. Professional doctor qualification certificate is widely used in domestic and even worldwide industry entry threshold. In 2013, the National Conference on Medical qualification examination put forward a new idea of phased examination, replacing the previous examination mode. In 2018, a number of colleges and universities have participated in empirical research. A total of 894 medical students in a medical college were studied. Through empirical analysis and research, the phased examination model can further consolidate the theoretical knowledge of medical students and improve clinical skills. On the basis of empirical research, this paper puts forward some suggestions and strategies for improving teaching, so as to improve the qualified rate of phased examination and introduce more advantages for the society. The doctor of the show.

Introduction

The qualification examination for medical practitioners has been implemented in China since 2000. Although its implementation to now, to a certain extent to improve the overall level of the medical team. However, with the development of the society, more and more disadvantages of this model are presented: for example: The content of the examination is too messy, the method of examination is unitary and the examination is separated from education. The licensing examination should test whether the examinee has the necessary expertise and skills to be competent for the job[1-3]. However, due to the doctor-patient relationship and other reasons, medical students lack of practice opportunities. As an operating skill, the qualification examination of clinical doctor cannot be effectively improved in China[4-5]. The construction of teaching staff is the top priority of medical education reform. The threshold of practicing medical and health care industry should be changed according to the needs of teaching reform. In order to promote the synergy of medical education reform and further improve the overall quality of Chinese doctors, the medical examination center explored the phased examination of the qualification of practicing doctors.

The Objects

Students of the class of 2014 majoring in clinical medicine who participated in the staged examination for the qualification of physician in 2018.

The Design of Phased Examination Scheme

The exam is divided into two stages. The first stage: students have completed clinical internship and then take the first stage examination, which includes basic medical theoretical knowledge and basic clinical skills. The purpose of the examination is to test whether the theoretical knowledge mastered by students can be applied in clinical operation. The theoretical exam includes questions on basic medicine (40%-45%), medical humanities (5%-10%), preventive medicine (5%-10%), and clinical medicine (40%-45%). The examination format is computerized. The basic clinical skills test mainly examines candidates' physical examination, medical history collection and basic operational skills, and also comprehensively evaluates candidates from the perspectives of
communication and humanistic care. Candidates who pass the first stage will be granted a medical intern's license and will be eligible to take the second stage exam. The second phase of the examination is generally arranged after a medical student has completed one year of training after graduation or one year of probation in a medical institution.

**The Research Methods**

SPSS software was used to conduct statistical analysis on the exam results of 894 candidates who actually participated in the qualification certificate of practicing physician. Among the collected data, the quantitative data were expressed in the form of mean plus or minus standard deviation, while the qualitative data were expressed in percentage. In the empirical process, McNemar test was used to compare the pass rate, Pearson correlation coefficient was used to analyze the correlation between the two variables, and the reliability and distinction of the test questions in the first stage were analyzed. P<0.05 was considered statistically significant.

**The Results**

Table 1. Theoretical Examination Results Analysis.

| Content           | Mark(%) | Mean     | Median | Standard deviation | Least value | Crest value |
|-------------------|---------|----------|--------|--------------------|-------------|-------------|
| Foundation        | 40-45   | 105.00   | 107    | 18.05              | 37          | 147         |
| Humanity          | 5-10    | 112.23   | 114    | 16.74              | 49          | 152         |
| Preventive medicine | 5-10  | 19.44    | 21     | 2.45               | 13          | 27          |
| Clinical medicine | 40-45   | 19.67    | 20     | 2.68               | 11          | 26          |
| Total             | 100     | 256.34   | 262    | 39.92              | 110         | 352         |

Table 2. Qualified Rate of the First Stage Examination of Clinical Practitioners in 2018.

| The first unit | The second unit |
|----------------|-----------------|
| Unqualified    | Qualified       |
| 304            | 590             |
| Unqualified    | Qualified       |
| 201            | 693             |

Table 3. Statistics of Clinical Skill Examination Results.

| Clinical skills       | Amount to |
|-----------------------|-----------|
| Number of unqualified persons | Number of qualified persons |
| 50                    | 844       | 894      |

**The Discuss**

According to the results of the empirical research, the school should meet the needs of the professional talents in the medical profession, strengthen the training mode of the school, strengthen the whole teaching management process, improve the overall practice level of the medical students, and improve the passing rate of the professional doctors in the school.

**The Strengthening the Teaching of Theory**

Through the previous empirical analysis, we can find that the school student's theoretical examination pass rate is low, although there are a series of objective factors, such as the lack of
familiarity with the machine test, overall, the students' theory is not solid enough. At first, the school should make a description of the doctor's qualification examination to the students, so that the students can understand the important meaning of the examination for the future career planning and personal development of the students, and give full play to the students' subjective initiative; secondly, the school is in the process of organizing the theoretical teaching, it is also necessary to strengthen the preparation links of all aspects, and organize the teachers to study the content, the way of learning and the way of examination, so as to improve the overall teaching. The quality of the study.

**Improve the Teaching of Students' Practice**

Practical teaching plays an important role in higher medical education, which is the most important part of medical learning. In addition to establishing a modern and well-equipped clinical skill training laboratory in accordance with the regulations, the school should also provide students with guidance teachers and strengthen the cultivation of students' practical skills. In addition, there should be more opportunities for students to study, so that students can experience some of the medical aspects in person. Of course, the school should also according to the professional doctor's examination outline, regularly hold some seminars, lectures and other activities to strengthen the student's visit. bed operation practical skills and thinking.

**Arrange the Examination Stage of Each Link**

The practice of the qualification examination of the medical practitioner is equivalent to the synthesis of every examination in the course of the study, so that one of the effective ways to improve the passing rate of the qualification examination of the professional medical professional is to strengthen the normal examination management. The first is the assessment of the theory course, and the theoretical teaching should be designed according to the outline of the qualification test, and during the normal course of the teaching, the teacher should also promote the students' initiative to strengthen the study of the theoretical knowledge. Secondly, in addition to following the examination program, the assessment of the practice class will actively encourage the students to walk into the laboratory, participate in various practical training, and improve their clinical practice ability.

**Set Up an Examination Training Team to Train Students**

According to the theoretical and practical examination contents of the qualification examination, a training group for basic medicine, humanities medicine, preventive medicine and clinical medicine is established. On the one hand, the students are provided with corresponding pre-examination review plan and troubleshooting services for the examination contents at ordinary times, and the students shall be regularly trained uniformly. On the other hand, the students are given key and difficult points before the examination, so as to further strengthen the foundation of the students. Of course, the school should also set up corresponding examination teams to carry out special training on the examination process and specific precautions to avoid the failure of the examination due to unnecessary mistakes.

**Conclusion**

The qualification examination for medical practitioners is a necessary entrance examination for medical practitioners, which can evaluate whether doctors have the necessary knowledge and skills to engage in the industry [6/8]. In order to improve the pass rate of qualification examination, medical colleges and universities have carried out related research. The passing rate of vocational doctor qualification examination has become a measure of the level of running a school and the overall teaching quality of medical colleges and universities, as well as the evaluation standard of students' learning ability and comprehensive quality during school. Through empirical analysis, it is found that the passing rate of professional physician qualification in this school is low at present, and the corresponding suggestions on how to improve the pass rate are put forward. It is hoped to
be able to promote the overall school-running level of medical colleges and the passing rate of professional medical teachers.

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