

Updates in Public Health and Preventive Medicine

Editorial

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The Construction and Significance of New Medical Internship Management Network System

Oudong Xia[#], Yating Chen[#], Tszhei Fong[#], Wenjie Guo and Peng Luo^{*}

Zhujiang Hospital, Southern Medical University, China

***Corresponding author:** Peng Luo, 253# industry road, Guangzhou, Guangdong, China, Tel: +86 13246269394; Fax: +86 020-61643888; Email: smu-luopeng@gmail.com

[#]Authors contribute equally

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In China's traditional medical education system, theoretical teaching is applied before the clinical internship which is an essential transition from a clinical medical student to a clinician [1,2]. But with the increasing amount of medical students and internship needs, the traditional clinical internship management system is becoming falling behind, and there are obvious obstacles in overcoming the geographical restrictions and achieving real-time management [3,4]. In order to ensure the quality of clinical internship and improve the level of clinical medical students, our school has independently developed a new clinical practice management system which based on Browser/Server structure, we aim at the improvement of the internship quality. The initial effect of internship system is remarkable and which is also highly appreciated by a wide range of teaching administrators and students.

Combining with the specific situation of clinical medical students in China, the system is constructed based on the information technology and the concept of "content standardization – system standardization – management informatization". In order to promote communication among college, hospital and interns, as well as effective monitoring. This system consists of three subsystems, including interns, hospital and clinical colleges. The structure of internship system is shown in Figure 1.

The subsystem of interns mainly includes four functional modules of department rotation plan, internship log, feedback and evaluation. After fulfilling the rotation plan, the system would automatically remind the learning tasks which are required in the current department. The rotation plan includes diseases and skills which all interns should be familiar with, and training and medical records that needed to be completed. The rotation plan will be set by Dean's office of medical college, in accordance with the teaching syllabus, in promoting interns to take the initiative to study with more clear objectives, rather than waiting for or being restricted by indoc-

trination teaching. Interns should tick one or more tasks everyday and have them recorded in detail in their intern logs. A two-weeks internship in every department has come to an end, the interns could view the evaluation from teachers, departments and host hospitals, for whom interns could also write the feedback through the system. Using the system, interns could continuously sum up the learning experiences and provide self-feedback through the log. Combining with the evaluation provided by teachers, interns could find out the weakness, correct the inappropriate attitude and methods of learning in time as well as keep themselves enthusiastic in their internship.

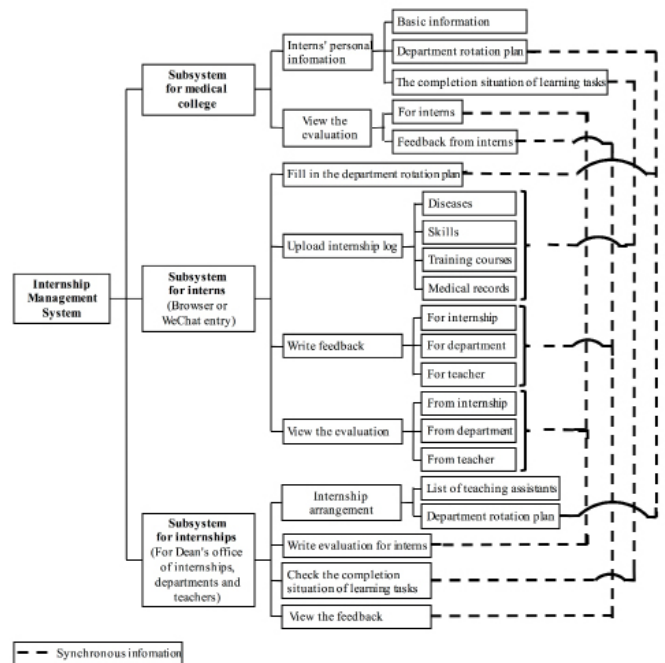


Figure 1: The structure of the new medical internship management network system.

The internship subsystem could be accessed by clinical teachers, officers of departments and Dean's office of internship, whose most important task is to evaluate the performance of interns, which helps interns to understand their work performance and get objective criticisms. The subsystem could access all the information uploaded by the interns' system. By checking the internship rotation schedule and completion of the current departmental learning tasks, the host hospital could roughly grasp the attendance of the interns, which simplifies the attendance system. By viewing the feedback, the host hospital ad-

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ministrators could understand the insufficiency of teaching, make correction accordingly and improve the teaching quality.

The subsystem of medical college could coordinate all the information submitted by interns and host hospital. By the completion of the internship tasks, college could earlier find out the interns with inappropriate learning attitude or low studying quality. Then medical college administrators will offer those students suggestions and criticisms. It helps to stride across the geographical constraints and improve the timeliness and effectiveness of management. In the past, medical schools could only supervise the students. But now they are able to supervise on the teaching of internship simultaneously, which improves the management and helps to enhance the quality of internship generally.

In general, the application of new system is conducive to the completion of the self-management and self-improvement of interns and clinical teachers through self-reflection or evaluation from others, maintaining their enthusiasm meantime. On the basis of internet, the system promotes more real-time and effective communication among interns, host hospitals and medical college, truly improving the internship quality and strengthening the internship value. Therefore, the system is not limited for the medical internship and expected to be applied in various fields.

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