

STUDY ON THE INFLUENCE OF CLINICAL SKILL TEACHING WITH “MEDICAL ETHICS EDUCATION” AS THE CORE ON ALLEVIATING PSYCHOLOGICAL ANXIETY

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Background: Anxiety refers to negative and complex emotional states such as tension, uneasiness, worry and worry caused by possible dangers, losses and threats in the future. Its main clinical manifestations include panic disorder, such as sense of near death, sense of loss of control, sense of mental collapse, and physical symptoms of panic attack, such as rapid heartbeat, diarrhea, dizziness, etc., followed by generalized anxiety disorder, which is divided into mental anxiety somatic anxiety and motor restlessness of nerves and muscles. At present, the treatment of anxiety symptoms is mainly based on professional psychological guidance, and those with serious symptoms can be treated with drugs. Medical colleges and universities are the cradle of cultivating the main force of the future medical and health industry in China. Their task is not only to cultivate capable doctors with strong medical technology level, but also to cultivate benevolent doctors with high medical ethics quality. In order to meet the needs of the development of medical and health undertakings, it is of great importance and necessity to improve the quality of students' medical ethics education. However, with the growth of national demand for the quality of medical and health services, the academic pressure and post-graduation work pressure of medical college students are increasing, which leads to the anxiety psychology of many medical college students. A slight degree of anxiety helps to improve people's attention concentration and work efficiency, but excessive or serious anxiety psychology and anxiety will bring devastating and serious negative effects on the work and life of patients. Therefore, this study focuses on exploring whether the clinical skill teaching with “medical ethics education” as the core can help alleviate the psychological anxiety of medical students.

Objective: To understand the effect of clinical skill teaching with “medical ethics education” as the core on alleviating medical students' psychological anxiety by collecting and analyzing relevant literature and carrying out group teaching experiments. So as to provide some practical countermeasures for improving the psychological quality of medical students in China.

Subjects and methods: A medical college with certain popularity and excellent teaching ability in China was selected to cooperate, and it was required to cooperate with the experimental action of this study. 220 medical students willing to participate in the experiment were selected as the research objects from the medical students who will receive clinical skill teaching training in the university. The selected medical students were randomly divided into experimental group and control group. Before the experiment, the two groups of medical college students were asked to fill in some of their basic information as required, and the difference significance of students' basic information was tested. After confirming that there is no significant difference in the basic information between the two groups of students, clinical skills teaching is carried out for the two groups of students. The teaching content of the experimental group takes “medical ethics education” as the core, and teachers are required to guide students to view medical behavior from the perspective of patients in the teaching process. The control group only received traditional clinical skill teaching. The teaching process lasted for 6 months. The anxiety symptoms of the two groups of students need to be tested before and after the experiment. The method is to conduct SAS (Self-rating Anxiety Scale) questionnaire survey. In addition, this study uses the form of mean \pm standard deviation to express the metrological data, and uses *t*-test for it. The counting data is displayed in the form of number or proportion of number, and chi square test is carried out. The significance level is set to 0.05.

Results: After the experiment, the effective sample data were entered into the computer and SPSS21.0 for data statistics, and Table 1 is obtained after statistics.

Table 1. Statistical results of SAS scores of medical college students before and after the experiment

Statistical time	Experience group	Control group	<i>t</i>	<i>P</i>
Before experiment	47.5 \pm 3.2	47.7 \pm 3.8	1.209	1.934
After experiment	41.2 \pm 2.8	47.5 \pm 3.4	0.378	0.007

As shown in Table 1, the SAS score data of the two groups of students before the experiment were significantly different. The results showed that the difference between the data was not statistically significant. However, after the completion of the experiment, the SAS score data of students in the experimental group and the control group were statistically significant. The average scores were 41.2 and 47.5 respectively, and the absolute value of the former was 6.3 lower than that of the latter

Conclusions: In order to explore the effect of clinical skill teaching with “medical ethics education” as

the core on alleviating medical students' psychological anxiety, this study designed a grouping clinical skill teaching experiment, and carried out the experiment with 220 students in a medical college as the research object. The experimental results show that there is no significant difference between the SAS score data of the two groups before the experiment. However, after the completion of the experiment, the SAS score data of students in the experimental group and the control group were statistically significant. The average scores were 41.2 and 47.5 respectively, and the absolute value of the former was 6.3 lower than that of the latter the data show that the clinical skill teaching with "medical ethics education" as the core of medical college students does help to reduce the level of students' psychological anxiety. After talking with the research objects, it is found that the reason for this result is that the teaching mode of the experimental group can enable students to better change the observation perspective to the perspective of patients, so as to indirectly understand the objective shortcomings of their work and alleviate their anxiety.

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STUDY ON THE ALLEVIATING EFFECT OF RED LITERATURE AND ART ACTIVITIES ON COLLEGE STUDENTS' MENTAL ANXIETY

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Background: Anxiety refers to negative and complex emotional states such as tension, uneasiness, worry and worry caused by possible dangers, losses and threats in the future. Its main clinical manifestations include panic disorder, such as sense of near death, sense of loss of control, sense of mental collapse, and physical symptoms of panic attack, such as rapid heartbeat, diarrhea, dizziness, etc., followed by generalized anxiety disorder, which is divided into mental anxiety Somatic anxiety and motor restlessness of nerves and muscles. At present, the treatment of anxiety symptoms is mainly based on professional psychological guidance, and those with serious symptoms can be treated with drugs. In recent years, with the deterioration of the macroeconomic environment, domestic college students are facing the economic pressure brought by learning costs, the employment pressure brought by the fierce competition in the human resources market, and the learning pressure of the survival of the fittest, which lead to the aggravation of their psychological load, and some college students even suffer from mental anxiety diseases. Relevant research shows that watching literary and artistic activities can play a certain degree of therapeutic effect on mental and psychological diseases, and red literary and artistic works are the crystallization of China's modern excellent national culture and have high viewing value. Therefore, this study focuses on analyzing the effect of watching red literary and artistic activities on alleviating college students' mental anxiety.

Objective: To analyze the effect of watching red literature and art activities and other treatment methods of psychological diseases on alleviating college students' mental anxiety through expert interviews and group social experiments, so as to provide a series of possible new methods for college students' mental anxiety treatment.

Subjects and methods: Cooperate with a comprehensive undergraduate university in China and require the university to cooperate with the research team to carry out the experiment. Specifically, 1000 students from nonpolitical and law majors in the university were selected for SAS (Self-rating Anxiety Scale) questionnaire survey, and the subjects with SAS scores in the range of "less than 50", "50-59", "60-69" and "more than 69" were classified as no anxiety, mild anxiety, moderate anxiety according to this standard, 168 college students with a score of no less than 50 after the survey were selected as the research objects. The subjects were equally and randomly divided into red literature and art group, popular literature and art group, psychological counseling group and blank control group, with 42 people in each group. Then the students in each group were asked to fill in the basic personal information required for the experiment, and then the research team tested the difference significance of the students' basic information. After confirming that there is no significant difference in students' basic information between all groups, a comparative experiment is carried out. In the experiment, the students of the red literature and art group and the popular literature and art group were required to watch the red literature and art activities and popular literature and art activities prepared by the research team once a week respectively. The psychological counseling group was required to receive psychological counseling conducted by professional