

THE EDUCATIONAL ADMINISTRATION EMPLOYMENT GUIDANCE FOR MEDICAL STUDENT IN CHINA

Jinli Zhou
E-mail: 706524468@qq.com

Abstract

In the current situation of rapid development and intensified employment competition in the medical industry, Chinese medical students urgently need scientific career planning guidance. This article focuses on exploring the application of career planning in the employment guidance of Chinese medical college students, deeply analyzing its significance for student employment, analyzing existing problems, and proposing targeted application strategies, highlighting the key role of career planning in promoting the career development process of Chinese medical college students, and providing valuable references for the employment guidance work of Chinese medical colleges.

Keywords: Educational Administration; Medical college students; Employment guidance;

Introduction

With the continuous transformation of the medical industry and the increasing demand for medical talents, graduates from Chinese medical colleges not only need to possess solid medical professional knowledge and skills, but also need to have clear and reasonable career planning to meet the dynamic needs of the medical employment market. However, in the actual education process, many medical students in China have insufficient understanding of career planning, which makes it difficult for them to accurately match market (Liu & Wang, 2021) demand when making employment choices. In view of this, it is particularly crucial to integrate career planning education into the employment guidance work of Chinese medical colleges. With the comprehensive career planning guidance of the system, Chinese medical college students can gain a deep understanding of their own characteristics, clarify their career development direction, effectively enhance their vocational adaptability and employment competitiveness, and lay a solid foundation for their future medical careers.

The significance of career planning for employment guidance of Chinese medical college student

Career planning plays a crucial role in the employment guidance of Chinese medical students, especially in clarifying career directions and goals. Chinese medical students can use career planning to comprehensively and deeply explore various medical career paths, accurately identify medical professional fields that are highly compatible with their interests, abilities, and values, such as internal medicine, surgery, obstetrics and gynecology, pediatrics, and other different departmental directions or medical research, public health, and other fields (Xu & Huang, 2020). This process not only helps students deepen their understanding of their personal career preferences, but also encourages them to make comprehensive and cautious plans for their future medical careers. At the same time, the active participation of Chinese medical education experts, clinical doctors, and healthcare industry professionals can further enhance the precision of career directions and tailor career development strategies that are tailored to students' individual needs (Li & Zhou, 2023).

Improving the controllability and predictability of career development is a key aspect

of career planning. Through meticulous analysis of medical industry trends and research on medical career development, Chinese medical students can more accurately predict their future career trajectories. For example, paying attention to the development trends of cutting-edge medical technologies such as gene editing technology, artificial intelligence assisted healthcare, and their impact on different medical professions, as well as the guiding role of national healthcare policy adjustments in the medical employment market (Zhao & Li, 2019). This forward-looking thinking can help students find their positioning in the complex and ever-changing medical employment environment, provide direction for the improvement of their medical professional skills and the expansion of their knowledge reserves, and ensure that they always maintain initiative in their career development process.

Problems in Career Planning for Chinese Medical College Students

Brief Content of Career Planning

In the practice of employment guidance for medical students in China, there are generally shortcomings in the content of career planning, such as being superficial and formalized. In most cases, career prospects are constrained by traditional medical professional concepts, overly focusing on the path of improving medical professional knowledge and skills, while neglecting the deep cultivation and dissemination of medical professional spirit, such as the sense of mission to save lives and heal the wounded, humanistic care in doctor-patient communication, and the spirit of medical team collaboration (Wang, 2023). This is not conducive to students building a stable professional values and medical professional ethics system, and can easily lead them into a short-sighted career choice dilemma.

Due to the lack of real medical work experience, most students feel confused when choosing their employment direction, with vague career expectations and goals. They overly focus on surface factors such as hospital level, department popularity, and salary benefits, while neglecting rational considerations of their own career adaptability and development potential. Shallow level career planning education lacks both depth and breadth, failing to effectively guide students to conduct comprehensive self-analysis and career exploration, resulting in increasingly severe formal problems and difficulty in truly meeting students' career development needs.

Single form of career planning

The problem of a single form of guidance is significant in the employment guidance work for medical students in China. The main guiding forces, such as medical department counselors and teachers from the Student Affairs Office, often use traditional centralized teaching or lecture forms to carry out career planning education, lacking innovation and flexibility, which seriously restricts the effectiveness of education. The lack of various forms of career planning activities makes it difficult to meet the diverse needs of students, which affects their personal career planning and development process.

Part of the employment guidance is too utilitarian, only providing targeted guidance for graduating students without fully considering individual differences, including personality traits, interests, professional abilities, and other factors, resulting in a disconnect between students' learning in school and their future career development. The single guidance mode limits students' horizons and can easily lead them to blindly follow the trend and choose popular majors or career paths, deviating from their true career interests and potential direction, resulting in a serious disconnect between career planning and practice, and unable to effectively help students achieve their career ideals.

Application Strategies of Career Planning in Employment Guidance for Chinese Medical College Student

Optimize career planning content

Chinese medical college teachers should focus on optimizing the content of career guidance for students and deeply understand their individual needs. Teachers can integrate various consultation methods and practical course platforms to build a comprehensive career development support network (Wen, 2023). Personal counseling should shift towards precise customization, focusing on students' unique medical career planning needs and providing in-depth professional guidance; The convenience of telephone and email consultation can break the limitations of time and space, ensuring that students can obtain professional career advice at any time.

At the same time, Chinese medical colleges should closely integrate the dynamic needs of the medical industry with students' interests and expertise, offer a rich and diverse range of medical practice courses, such as clinical skills training, medical simulation experiments, community medical practice, etc., and hold various medical professional skills competitions, such as surgical operation skills competitions, medical diagnosis competitions, etc., to promote students to deepen their understanding and application of medical vocational skills in practical operations. Through these measures, teachers can create a positive and interactive career guidance atmosphere, guide students to actively explore the medical profession field, and form a career plan that suits themselves.

For example, in remote guidance, teachers first need to understand the specific needs and confusions of students in improving their medical professional skills, such as the difficulties students face in applying clinical operational skills or medical theoretical knowledge. After determining the requirements, teachers send targeted learning resources via email, including professional literature, online course links, expert lecture videos, etc., and attach detailed resource introductions and learning suggestions. Teachers guide students to select suitable learning materials and training courses based on their own schedule and learning abilities. Subsequently, teachers use phone or video calls to delve into the selected course content of students, answer questions, and ensure that students fully understand the upcoming learning tasks. During the learning process, teachers regularly monitor students' learning progress and issues through email or online learning platforms, provide timely guidance and feedback, and assist students in effectively improving their medical professional skills and career planning.

Enriching Career Planning Forms

Enriching the forms of employment guidance for medical college students should focus on innovative and diverse teaching methods, creating an interactive and informative educational environment. Teachers can rely on modern educational technology platforms to integrate rich teaching resources online and offline, providing students with a comprehensive and immersive learning experience (Xu & Huang, 2020). With the help of educational platforms, teachers can share a massive amount of career planning resources, including cutting-edge medical information at home and abroad, videos of well-known medical experts' career growth cases, electronic books and courseware on medical career planning, etc., and use mobile intelligent terminals to enable students to integrate into career planning learning anytime and anywhere (Ren, 2021).

In addition, teachers should strengthen the close integration of classroom teaching with practical medical scenarios, integrate theoretical knowledge into clinical cases, medical dispute resolution, hospital department management, and other practical situations to enhance students' practical abilities in career planning. Through blended learning guidance, teachers can track

each student's learning progress in real time, flexibly adjust teaching strategies, and ensure that each student can find a development path that suits themselves in their career planning. For students with unclear career goals, teachers can provide one-on-one in-depth career guidance to effectively enhance their career planning clarity and confidence. Teachers first engage in in-depth communication with students, using methods such as career interest assessments, career values questionnaires, and personal growth experience reviews to comprehensively explore the root causes of students' career confusion. Subsequently, teachers tailor personalized career planning plans based on students' personality traits, academic performance, interests, and family backgrounds, ensuring that the plans are highly feasible and practical. In the process of planning and development, teachers pay attention to exploring students' past shining points and successful experiences in medical learning or practice, and stimulate their internal motivation and confidence. Next, teachers guide students to establish short-term and long-term career goals, and plan in detail the steps and timeline for achieving each goal. During the implementation phase, teachers provide continuous professional guidance and psychological support, regularly communicate with students, check progress in achieving goals, provide timely positive feedback and encouragement, help students overcome difficulties and setbacks, and enhance their confidence in career development. At the same time, teachers encourage students to actively participate in medical academic exchange activities, medical volunteer services, hospital internships, etc., broaden their medical horizons, accumulate practical experience, enhance social skills and teamwork spirit, and further clarify their career development direction.

Increase the depth of career planning

To enhance the depth of career planning for Chinese medical college students, teachers should adopt comprehensive strategies to deeply explore and utilize individual information of students. Through close teacher-student interaction and communication, teachers can accurately grasp the characteristic information of students' grades, majors, academic achievements, cognitive levels, etc., and comprehensively evaluate students' medical career tendencies by combining tools such as professional aptitude tests and medical professional personality assessments. On this basis, teachers carefully design employment guidance content that combines practicality and education, cleverly integrating multimedia teaching resources, simulated hospital work scenarios, virtual surgical operation platforms, etc., to enhance students' practical and operational abilities in career planning. In curriculum design, teachers act as guides and assistants to ensure that students can accurately identify their strengths and weaknesses in career planning analysis, case studies, and program presentations, deeply reflect on career choices and development paths, and achieve high-level improvement in career planning abilities. For example, in practical teaching, teachers can use a comprehensive evaluation system to deepen students' career planning. The teacher first provides a detailed interpretation and in-depth discussion of the medical career orientation test results completed by the students, helping them to thoroughly understand their own medical personality traits, strengths and potential development directions, such as determining whether they are more suitable for clinical practice or medical research work. Based on the students' professional backgrounds, such as clinical medicine, basic medicine, preventive medicine, and other different professional directions, as well as the demands of the medical market, such as the differences in talent demand in different regions and levels of medical institutions, guide students to develop comprehensive and detailed career development plans, clarify the goals and specific implementation strategies for each stage. During this process, teachers attach great importance to students' active participation and self-reflection, encourage them to actively raise questions and opinions, and dynamically adjust and optimize their career plans based on their

personal situations. Subsequently, teachers organize students to participate in practical activities such as simulating hospital department rotations, medical emergency drills, and simulating medical research projects, or strive for high-quality hospital internship opportunities for students, allowing them to test and improve their career plans in real or highly simulated medical workplace environments. Finally, through the feedback and evaluation process of the system, teachers comprehensively examine the implementation of students' career plans from multiple dimensions such as mastery of professional knowledge, application of professional skills, performance of professional ethics, and ability to adjust career plans. They accurately point out the strengths and weaknesses of students in the process of career planning, guide students to continuously plan and reflect on their medical career at a deeper level, and continuously improve the quality and practical effectiveness of career planning.

Conclusion

Looking ahead to the future, with the deep integration and innovative development of information technology in the field of medical education, such as accurate analysis of medical students' career development trends using big data, personalized career planning solutions assisted by artificial intelligence, and cloud computing supporting the sharing of massive medical education resources, medical college teachers can build a more intelligent and personalized dynamic career planning platform to provide students with more accurate and efficient career guidance services. Medical colleges should actively explore new models for the deep integration of information technology and career planning education, continuously optimize the employment guidance service system, and build solid support for the career growth and development of medical students, cultivating more high-quality medical professionals who can meet the needs of the new era medical industry.

Reference

- Li, Y. & Zhou, W.H. (2023). Application of Career Planning in Vocational College Students' Employment Guidance [J]. *Science and Technology Wind*, (30): 55-57.
- Liu, Q., & Wang, H. (2021). The Role of Mentorship in Career Development of Medical Students [J]. *Healthcare Education Research*, 39(2): 112-120.
- Ren, Y. (2021). The Application of Career Planning in Employment Guidance for Vocational College Students [J]. *Writer's World*, (14): 82-83.
- Wen, T. (2023). The Application of Career Planning in Employment Guidance for Vocational College Students [J]. *Talent*, (08): 113-116.
- Wang, Y.F. (2023). Exploration of the Application of Career Planning in Student Employment Guidance [J]. *Science and Education Guide*, (28): 132-134.
- Xu, R., & Huang, S. (2020). Integrating Technology in Career Guidance for Medical Professionals [J]. *Medical Informatics Review*, 28(4): 567-579.
- Zhang, L., & Chen, M. (2022). Enhancing Career Planning in Medical Education: A Case Study of Chinese Universities [J]. *Journal of Medical Education*, 45(3): 234-245.
- Zhao, Y., & Li, J. (2019). Ethical Considerations in Career Planning for Healthcare Students [J]. *Ethics in Medicine*, 15(1): 45-55.