MINISTRY OF EDUATION AND TRAINING

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MEDICAL ETHICS EDUCATION IN THE TEACHING OF HO CHI MINH'S IDEOLOGY AT MEDICAL UNIVERSITIES, COLLEGES IN THE SOUTH WEST NOWADAYS

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INTRODUCTION

1. Reasons for choosing this topic

Medicine with the aim to care, protect and enhance human health is always regarded as a noble profession. Every mistake and error, even the smallest of the physician in practicing medicine can cause great harm to human health and life. Therefore, society always emphasizes it and requires every health worker to constantly foster, study and improve their medical ethics.

President Ho Chi Minh - a genius leader, a great teacher of the Vietnamese revolution - left a great spiritual legacy and ideology of human values, including revolutionary moral ideas and medical ethics ideas. He supposed that young people are the future owner of the country, “the education and training of future revolutionary generations is very important and necessary... The revolutionary moral education must be put on first to train them to be “professional” heirs to the building of socialism”

President Ho Chi Minh was particularly interested in medical ethics. He always emphasized the responsibility, duty, love, charity, sacrifice, serving dedication, solidarity, progressive learning and discipline of medical staff with the sentence: "Doctors as gentle mother" to educate, remind those who work in medicine of self-improving and moral training.

Our country is in the process of developing a socialist-oriented market economy. In addition to bringing positive changes for development, market economy also contains many negative effects including the medical ethics degradation in a partial number of physicians, expressed in the state of irresponsibility, insensitiveness to the pain of the sick, the arbitrary organization of medical examination and treatment, extortion and harassment of patients... This requires taking measures to strengthen medical ethics education for medical staff, especially students at medical universities and colleges.

Medical ethics education for students in medical universities and colleges can be carried out in many contents and in many forms such as the curriculum, study materials, Party Committee, Youth Union, students’ association in coordination with family and the whole society… in which the role of Ho Chi Minh’s ideology is particularly important. Through the study of Ho Chi Minh’s ideology, students have the opportunity to have access to revolutionary morals education, new civilized, healthy lifestyle for students, as well as to learn about the virtuous example of President Ho Chi Minh, which cannot be replaced by other subjects.

The reality of teaching Ho Chi Minh Thought in universities and colleges shows that the integration of medical ethics education for students has not really been seriously

considered and not achieved the desired results, expressed in many aspects: 1) Some teachers are not aware of the importance and since then have not been interested in designing the integration of medical ethics education content in the teaching process. 2) Some teachers have initially implemented ethical education but there is still a lot of confusion in choosing the content as well as the method of implementation so as to be effective… So, it is required to find any measures to implement medical ethical education in the teaching of Ho Chi Minh ideology at medical universities and colleges which can meet the society's urgent requirements for the improvement of medical morality for each health worker.

For the reasons above, I chose the topic: "**Medical ethics education in the teaching of Ho Chi Minh's ideology at medical universities and colleges in the South West nowadays**" to write a doctoral dissertation in education with major in Theory and Methodology of Political Education Teaching.

2. Purpose of study

To clarify the rationale and practicality of medical ethics education and propose measures of medical ethics education in teaching Ho Chi Minh ideology in order to promote moral education for students of medical universities and colleges in the Southwest.

3. Study subject and object

3.1. Study subject

The process of medical ethics education for students in Ho Chi Minh's ideology teaching.

3.2. Study object

The requirements and measures of medical ethics education for students in teaching Ho Chi Minh ideology at medical universities and colleges in the Southwest.

4. Scientific hypothesis

If the teaching of Ho Chi Minh's Ideology in medical universities and colleges is organically associated with ethics education following the principles and measures proposed in this dissertation, the quality of teaching this subject will be enhanced, and the goal of improving medical ethics for students will gradually be met.

5. Study tasks and scope

5.1. Study tasks

- To interpret the theoretical basis of medical ethics education for students of medical universities and colleges in teaching Ho Chi Minh's Ideology.

- To investigate and assess the status of medical ethics education in teaching Ho Chi Minh's Ideology in the Southwest medical universities and colleges.

- To propose principles and measures to promote medical ethics education for students in teaching Ho Chi Minh's Ideology at the Southwest medical universities and colleges.

- To carry out experimental teaching sessions to assess the effectiveness of measures proposed in this dissertation.

5.2. Study scope

- The content of medical ethics education is provided through the teaching of Ho Chi Minh's Ideology in medical universities and colleges.

- Survey the situation and conduct experiments on medical ethical education in the teaching of Ho Chi Minh's Ideology at medical universities and colleges in the Southwestern region.

6. Methodology and method of research

6.1. Methodology

The dissertation uses the methodology of dialectical materialism and the principles of modern teaching theory as the basis for approaching the problem. The use of materialist dialectical methodology (with comprehensive perspectives, development views and historical-specific views) and principles of modern teaching reasoning ensures scientific, systematic characteristics and consistency between theory and practice, meets the requirements as well as the characteristics of educational science.

6.2. Methods of research

6.2.1. Theoretical research methods

Using a combination of methods: analyzing and synthesizing theory, classifying and systematizing theory, modeling, hypothesis.... to collect and process information to build the theoretical basis of the topic.

6.2.2. Practical research methods

- Method of investigation: survey by questionnaires, interviews with teachers and students to collect information related to research issues.

- Observation method: attend the teacher's lesson hours, observe the students' learning attitude to determine the level of interest of students in the lecture.

- Experimental method: organizing teaching experiments to analyze, evaluate, compare experimental groups and control groups through the impact of experiments, contributing to testing scientific hypotheses.

In addition, the dissertation also uses other complementary methods such as: expert opinion (on the development of outline and theoretical basis, construction of survey forms); product research methods (lesson plans, students' studywork, notebooks, learning products ...); methods of processing data obtained by statistical method and SPSS software.

7. Strong points that need to be defended

- Current operation of the medical industry poses a pressing problem to strengthen

ethical education for doctors and medical staff, including students of medical universities and colleges.

- There are many ways to educate medical ethics for students, in which teaching Ho Chi Minh's Ideology in universities and colleges has many advantages to accomplish this goal.

- The promotion of medical ethics education in teaching Ho Chi Minh's Ideology at medical universities and colleges must ensure basic principles: ensuring the goal of teaching subjects, ensuring practicality and promoting positive attitudes of learners ..

- To promote the medical ethics education for students in teaching Ho Chi Minh's Ideology in the universities and colleges of the Southwestern region, it is necessary to focus on implementing the following measures: determining objectives and selecting content of teaching Ho Chi Minh's Ideology to implement integration of ethical education accordingly; using appropriate and advantageous teaching methods and measures in educating medical ethics; innovating methods of assessing students' learning results to enhance ethical education ...

8. New contributions of the dissertation

- Systemize and deepen the theory of medical ethics education for students in medical universities and colleges and explain the advantages of Ho Chi Minh's ideology for medical ethical education for students at medical universities and colleges.

- Assess the status of implementing medical ethics education for students in teaching Ho Chi Minh's Ideology at medical universities and colleges in the South West.

- Propose principles and measures to promote medical ethical education for students in teaching Ho Chi Minh's Ideology at medical universities and colleges.

- Contribute to improving the quality of education in medical ethics and the quality of teaching in Ho Chi Minh's Ideology at medical universities and colleges.

9. Structure of the dissertation

In addition to the introduction, conclusion, reference materials, appendix, the dissertation content are shown in 4 chapters:

Chapter 1: Overview of studies on medical ethics education in the teaching of Ho Chi Minh's Ideology at medical universities and colleges

Chapter 2: Theorical and practical basis of medical ethics education for students in the teaching of Ho Chi Minh's Ideology at medical universities and colleges in the South West.

Chapter 3: Principle and measures to promote medical ethics education for students in teaching Ho Chi Minh's Ideology at medical universities and colleges in the South West.

Chapter 4: Pedagogical experiment of measures to promote medical ethics education for students in teaching Ho Chi Minh's Ideology at medical universities and colleges in the Southwest.

CHAPTER 1
OVERVIEW OF STUDIES ON MEDICAL ETHICS EDUCATION IN THE TEACHING OF HO CHI MINH IDEOLOGY AT MEDICAL UNIVERSITIES AND COLLEGES

1.1. Overview of studies on medical ethics

Medical ethics is the morality of medical practitioners, with nuances of morality in general and medical ethics in particular. Due to the special nature of the profession associated with human life and health, the moral qualities of physicians are always the object of interest for many generations, in many different eras.

In ancient India, the folk poem "Ana Veda" refered to the standard of a medical worker. Galen - a famous medical doctor of ancient Rome had advanced medical views: people medical care must be compassionate and loving to care for the patient no matter who it was; have a simple, honest life; have high professional ability to practice saving people.

In ancient Greece, Hippocrates, a famous physician, (460 - 377 BC) with materialistic views on health and disease gave the moral standards of the physician, which is summarized as the oath of Hippocrates.

In the East, medial ethics is rooted in the concept: the physician's virtue is to do all he can to save the patient from water, fire, and plants like Veda: Save this life as a gentle mother and then the doctors will be respected as gods.

Since the beginning of the 19th century, medical ethics issues have been highlighted in lectures by the clinical lecturers of University of Moscow Medical Sciences. In 1924, in the Soviet medical staff meeting, M.I. Kalinin, an eminent politician made a statement about medical ethics: cannot compare health workers with other workers. The qualities that other professions need are not enough for health workers.

Some research works on ethics in the Socialist Union of Soviet Union: *Basic problems of medical ethics* by D.I Pixarep or *Ethical issues of physicians* of by N.E Telesnhevskaia and N.I Pogibko... analyzed the relationship between ethics and medical ethics, the history of medical ethics, the Soviet physician's ethics and set the standards of physician relations with patients, patients with illness, patients with society.

In 1977, Beauchamp L. T and Childress F. J built medical ethics into principles, considered to be the first to raise the moral theory of medicine into "principle", which is the origin of reasoning in teaching - learning medical ethics according to the principles.

The studies of famous physicians in Vietnam all said that medical ethics is no less important than medicine, including the great physician Tue Tinh (Nguyen Ba Tinh in 14th century), Hai Thuong Lan Ong Le Huu Trac (1720 - 1791).

According to Nguyen Ba Tinh (1326-1399), medical practitioners must have a noble quality that is kindness and love for people. His medicine practice motto was actively doing good things, helping people. In the book "Aphoretic Medicine", Hai Thuong Lan Ong gave nine clauses to teach medical practitioners. He pointed out that the virtues that medical practitioners need are love for profession, love for people, kindness, humility, optimism, prudence, manner.

Although there were no in-depth studies on ethics but through letters to medical conferences, speeches, and advice for Vietnamese health workers, President Ho Chi Minh expressed his cares about medical ethics. In 20 years (1947 - 1967), President Ho Chi Minh had 25 letters to the health and war invalids – society deputy with advice on care and treatment for the sick, injured, particular attention to ethics, the moral qualities required by revolutionary medical practitioners for the population.

The content of medical ethics was generalized by President Ho Chi Minh into moral qualities: selflessness, empathy, love for people, responsibility, dedication to work.

The medical ethics issue was also studied by Ngo Gia Hy in the book *"Ethics and biology - Origin and development"*.

There are many articles, studies discussing ethics in the market economy. Author Tran Van Thuy with the article: *"Discussing ethical issues of Vietnamese physicians"*; Pham Cong Nhat with the article: *"Conflicts between the reverse of the market mechanism and the humanitarian nature of Vietnam's health sector today";* Pham Manh Hung with the article: "*Medical ethics and improving medical ethics"*, Bui Dai with "*Medical ethics in the new society*", "*President Ho Chi Minh with the work of health protection"*...

An overview of some studies on medical ethics in the history of social development shows that although there are different ideas and conceptions, they all affirm important qualities that make medical ethics such as humanity, love, honesty, humility, hard work ... and medical ethics always go hand in hand with medicine. Physicians can only have medical ethics when they have good expertise.

1.2 Studies on medical ethics education

The studies focus on medical ethics education for medical staff in general and medical ethics education for students attending medical training schools. There are some studies on medical ethics education for medical staff such as: *"Some issues in developing the health sector in Vietnam*" by Do Nguyen Phuong; Doctoral dissertation "*Promoting the intellectual role of Vietnamese health sector in the renovation process*" by Nguyen Thi Hoa Binh; "*Improving revolutionary medical ethics of staff and members in military hospitals*" by Nguyen Quang

Tham; "*Medical ethics and some solutions to improve medical ethics* "by Pham Manh Hung; "*The role of medical ethics in the building of medical staff in our country today*" by Ha Thi Loan.

The authors propose solutions to build and educate medical ethics for the physicians in the current conditions.

The medical ethics education for medical students has also been paid attention by many researchers. The book "*Medical ethics*" by Nguyen Quoc Trieu and Nguyen Duc Hinh (editors); Doctoral dissertation: "*Philosophical thinking about man through medical works of Hai Thuong Lan Ong*" by Pham Cong Nhat; Doctoral dissertation: "*Improving morality of the physician in the current situation in our country*" by Le Thi Ly ... show various aspects of the need for medical ethics education and give some solutions to medical ethical education.

1.3. Studies on medical ethics education in the teaching of Ho Chi Minh's Ideology at medical universities and colleges

Some studies on integrating education on different issues in teaching Ho Chi Minh 's Ideology such as: education of Ho Chi Minh's morality, occupational ethics education, revolutionary moral education for students in teaching Ho Chi Minh's Ideology… are important suggestions that can be used to conduct medical ethical education for students in teaching this subject.

The studies on teaching methods, teaching techniques, inspection and assessment of teaching Ho Chi Minh's Ideology in the orientation of capacity development such as group discussion method, case study method ... are suggestions to apply in the process of implementing medical ethics education for students in teaching Ho Chi Minh's Ideology.

Some studies related to medical ethical education in Ho Chi Minh's Ideology such as: *"Ho Chi Minh's view on morality with the improvement of the physician's medical ethics"* by Hoang Anh Tuan*; "The medical ethics of the Vietnamese physician according to Ho Chi Minh's ideology"* by Hai Diem*;* Nguyen Thanh Tinh with the article *Ho Chi Minh's Ideology about the medical ethics of the physicians;* Nguyen Hien Luong with the article *"Education and training of medical ethics of medical staff by Ho Chi Minh's ideology;* Vu Hoai Nam with the article*" Some requirements to improve the quality of medical ethics education in training physicians in the Military Medical Academy" ...*

All the papers focused on clarifying the basic contents of Ho Chi Minh's Ideology on medical ethics, requirements for program development, content renewal, methods and forms of medical ethical education for medical students...

However, there is almost no works properly and systematically discussed the basis of medical ethical education in the teaching of Ho Chi Minh’s Ideology.

1.4. Overview of inherited research results and issues to be continuously studied

1.4.1. Overview of study results

The studies mention a number of issues such as: Generalizing the basic qualities of medical ethics, medical ethical education content for staff and medical students; Evaluating achievement and limitation, the cause of limitation in moral education; Proposing some measures to educate the medical ethics of learners. There is no systematic study of medical ethical education for students in the teaching of Ho Chi Minh’s Ideology at medical universities and colleges in the southwest.

1.4.2 The issues for further study

With respect and succession for the achievements of scientists, this dissertation continues to clarify some of the following aspects:

Firstly, explain the theoretical basis of teaching Ho Chi Minh’s Ideology for medical ethics education for students at medical universities and colleges.

Secondly, analyze and evaluate the situation of medical ethical education for students in teaching Ho Chi Minh’s Ideology at medical universities and colleges in the South West.

Thirdly, propose principles and measures to promote medical ethical education for students in teaching Ho Chi Minh’s Ideology at medical universities and colleges.

CHAPTER 2
THE THEORICAL AND PRACTICAL BASIS OF MEDICAL ETHICS EDUCATION IN THE TEACHING OF HO CHI MINH'S IDEOLOGY AT MEDICAL UNIVERSITIES AND COLLEGES IN THE SOUTHWEST

2.1. The theorical basis of medical ethics education in the teaching of Ho Chi Minh's Ideology at medical universities and colleges

2.1.1. Medical ethics and medical ethics education

2.1.1.1. Definition of medical ethics

Ethics of a medical practitioner is also known as medical ethics, which is one of the earliest ethical fields in human history. That is stipulated because the care and protection of human health is always an essential and peculiar, highly specialized problem.

The dissertation uses the concept of "medical ethics*" as the standards and norms in social life that govern the behavior of the medical practitioners in relation to his profession. It is the measure of the conscience, responsibility, duty of the physician.* Medical ethics is represented by the basic qualities: kindness, honesty, responsibility, hard-working.

2.1.1.2. Medical ethics education

In the process of social development, education is a way to ensure the transmission, continuation and development of the knowledge and experiences that mankind has accumulated from generation to generation. According to the *Education Dictionary*, education "is an activity towards people through a system of measures to impart knowledge and experience, training skills and lifestyles, fostering thoughts and necessary ethics for the object, helping to form and develop competencies, qualities and personalities in accordance with the purpose and objectives of preparing the subjects to participate in productive labor and social life. Educational activities focus on four basic aspects: ethical education, intellectual education, physical education and aesthetic education, in which ethical education is always considered the top task. *Ethical education is the process of educator's impact on educational subjects to form moral consciousness, attitudes and behaviors in line with the moral values and norms of society.*

Medical ethics is a good quality of health workers which does not happen naturally. Ethics must be the result of *education and self-education*, self-discipline of each individual following the norms and rules of social life set to regulate the behavior and relationships of the medical practitioner related to his career.

Medical ethics education is the systematic and purposeful impact of the subject to the medical practitioner through certain forms of education in order to form the qualities and

virtues of the medical practitioner, which ensure that they will fulfill their mission of protecting and caring for the population's health.

Medical ethics education is practiced in two ways: *in theory* and *in practice*. From a theoretical point of view: it is to communicate the ethical knowledge, requirements, ethical norms during the practice of the medical practitioner. From a practical perspective: it is to educate through relationships, professional activities; Accordingly, subjects help to orient the medical practitioners to practice, cultivate and demonstrate the requirements of professional ethics in professional activity.

2.1.1.3. The importance of medical ethical education

- Contribute to the formation of a medical practitioner's personality.
- Help prevent moral degradation in some of the medical practitioners.
- Medical ethics education is an objective requirement for the medical practitioner to perform their duties in the current period.

2.1.1.4 Content of medical ethics education

- Educate patriotism, love for the people, love for the profession, love for the industry, considering the health care for the people as joy and happiness for medical staff.
- Educate the respects for the people's right to have medical examination and treatment
- Educate the thought of solidarity and respect for colleagues.
- Educate the spirit of fighting with negative manifestations in medical practice.
- Educate the thought of continuous learning, improving professional qualifications.

2.1.2. Teaching Ho Chi Minh's Ideology with medical ethics education for students at medical universities and colleges

2.1.2.1. Necessity of medical ethics education for students at medical universities and colleges

Students from medical universities and colleges, who will be future medical practitioners, should focus on professional training as well as moral education. Medical ethics education for medical students is the process of influencing them to form a sense of responsibility, affection, belief and create habits through good behavior between people and people, medical practitioners and medical practitioners, medical staff and patients, applying the knowledge, skills and attitudes learned in schools to their lives and careers.

Medical education for medical students not only takes place on the lecture hall, through mass activities but also in the practice environment, the actual operation of the health sector. Medical ethics education at the lectures places the relationship between teachers and students, among students, to raise the awareness of professional ethical standards, taking it as a basis for training and practicing medicine.

Medical ethics education in practicing at the hospitals - the practical environment of medicine - is through multidimensional relationships, many contradictions for students to

recognize, evaluate and formulate the orientation of ethical standards, from which formed self-made character, self-awareness and self-training of students. This requires long-term works, not only in the school but students have to train themselves for life, they must have beliefs, career ideals, have a spirit of independence, have a will to practice medical ethics persistently. This is also a prominent feature of medical students: they not only learn jobs but also have to learn to be human: "Doctors as gentle mother".

2.1.2.2 The teaching content and the role of Ho Chi Minh's Ideology with medical ethics education for students at medical universities and colleges

1/ Introduction of the teaching content of Ho Chi Minh's Ideology

The subject provides students with Ho Chi Minh's views on the Vietnamese revolution, his thoughts, ethics and cultural values, as well as provide students with basic knowledge of Marxism-Leninism, creating understanding of the ideological foundation, the guiding principles of the Party and the revolution of Vietnam, contributing to building a new human moral foundation for students.

2/ The role of teaching Ho Chi Minh's Ideology for medical ethics education at medical universities and colleges

The study and research of Ho Chi Minh's Ideology along with Marxism-Leninism is a requirement in the formation of a socialist person with professional ethics which contributes to the training and fostering of workers that able to undertake and fulfill the tasks entrusted by the people and the state. Showing as follows: 1) President Ho Chi Minh is a thinker who always paid attention to moral education and revolutionary ideals for everyone; a model exemplary, shining on revolutionary morality; was always interested in health care for the people, including medical ethics education. 2) The integration of medical ethics education has a positive impact on making the learning more practical, closer and more lively for learners.

2.1.2.3 The content of medical ethics education for students in the teaching of Ho Chi Minh's Ideology at medical universities and colleges

- *Firstly,* educate revolutionary ideal of life, including the living ideal of medical practitioners for medical students through the thought and revolutionary activities of Ho Chi Minh.

- *Secondly,* educate medical ethics for medical students through the contents of Ho Chi Minh's thoughts on revoluntary morality and medical ethics.

- *Thirdly,* in addition to integrating medical ethics in the content of the Ho Chi Minh' Ideology lessons, teachers need to provide topics on medical ethics, stories, Ho Chi Minh's lessons on medical ethics, discussion sessions, extracurricular activities that facilitate students to express their own thoughts and opinions, to learn the relationship between theory and practice of medical ethics in the process of studying Ho Chi Minh's Ideology subject. Therefore, not only will the awareness of medical ethics be improved, but students will also

be trained and show ethical actions in accordance with the ethical standards nowsaday.

2.1.2.4 The factors influencing medical ethics education for students in the teaching of Ho Chi Minh's Ideology at medical universities and colleges

Whether the education of medical ethics in teaching Ho Chi Minh's Ideology in universities and colleges is effectively implemented or not depends on many factors including subjective and objective factors. Subjective factors belong to teachers and students, objective factors belong to the facilitates and materials to serve the teaching and educational contents of medical ethics and the content of lessons in the subject program of Ho Chi Minh's Ideology.

2.2. The practical basis of medical ethics education for students in the teaching of Ho Chi Minh's Ideology at medical universities and colleges in the South West

2.2.1. Overview about the schools, students at medical universities and colleges in the South West

2.2.1.1 Introduction of universities and medical colleges in the South West

2.2.1.2 Characteristics of students in universities, health colleges in the South West

2.2.2. The current status of medical ethical education for students in the teaching of Ho Chi Minh's Ideology at medical universities and colleges in the South West

2.2.2.1. The process of situation survey

2.2.2.2. The result of situation survey

2.2.3. The assessment of the current situation and issues raised in the implementation of medical ethics education in the teaching of Ho Chi Minh's Ideology at medical universities and colleges in the South West

2.2.3.1. The assessment of the current situation

Positive aspect: Most teachers are aware of the need to strengthen the implementation of medical ethics education in the teaching of Ho Chi Minh's Ideology; The content of medical ethics education brings better result of study; initially implement some medical education contents.

Limitations:

+ Although teachers are aware of the necessity of medical ethics education, the level of implementation is still modest, 48% of teachers still rarely do it.

+ There are not many teachers actively determine the goals and contents of medical ethics education in each lesson, have not determined the contents of teaching that can integrate the medical ethics education content, have not built up the practical and high-quality medical ethics education to integrate in the process of teaching Ho Chi Minh's Ideology.

+ Teachers of the subject still mainly use the presentation method. Other teaching methods that have advantages in medical ethics education such as case studies, handling situations, project teaching methods still be used by very few teachers.

+ Teachers of the subject still have not focused on innovation, still mainly apply traditional assessment methods such as assessing knowledge as the main. They have not focused on regular assessment, require students to self-assess and peer-assess. There are very few teachers who use situations related to careers and life to ask students to solve.

Those limitations are caused by both objective and subjective reasons:

- *Objective reasons*

+ The content of the subject is associated with the revolutionary life and ideology of the President with timelines and historical events, which could be an obstacle in teaching students.

+ The learning conditions (in terms of time, funding) could make it difficult to organize experimental activities for students so the acquisition of content is only limited through teaching in class or through documents and movies that teachers provide or require students to search and collect. This makes medical ethics education still rely heavily on imparting knowledge, not much associated with practice to practice behavior, attitudes consistent with the ethical standards for students.

+ The large number of students is also a big obstacle to the organization of class discussions or extracurricular activities to implement ethical education for students.

- *Subjective reasons*

+ On the teachers' side: Many teachers are too focused to convey the theory of Ho Chi Minh's Ideology but have little concern in relation to reality, and have not used many examples of real people in professional practice to educate medical ethics, ideal living for students.

The method used regularly by teachers is presentation, that leads to passivity in acquiring subject knowledge for students. Understanding of the medical industry and the practicality knowledge of teachers is limited, so the transmission of knowledge is theoretically-inclined. The form and content of examination and evaluation are not really linked to the content of medical ethics education. Most of the exam questions still require students to memorize information. Teachers has not been paying much attention to use the situation associated with careers and life in evaluation for students.

+ On the students' side:

Poor awareness of the subject of the students leads to self-study and self-research for

issues related to lessons have not been properly concerned. Most students are lacking and weak in teamwork skills, especially conflict resolution skills, responsibility sharing skills, self - evaluation ...

2.2.3.2. The issues arising related to the implementation of medical ethics education in the teaching of Ho Chi Minh's Ideology at medical universities and colleges in the South West

- It is necessary to build a theoretical framework on medical ethics education for medical university and college students in teaching Ho Chi Minh's Ideology. This theoretical framework will equip teachers with a theoretical basis as well as orient them in determining objectives, selecting content, using measures and methods to teach Ho Chi Minh's Ideology and to successfully implement medical ethics education for students in teaching Ho Chi Minh's Ideology.

- Measures should be taken to ensure that teachers and students are aware of the need for medical ethical education in the teaching of Ho Chi Minh's Ideology.

- It is necessary to point out the requirements to ensure the implementation of medical ethics education in teaching Ho Chi Minh's Ideology so as to achieve the goal of medical ethics education, and well implement the goal of teaching subjects.

- It is necessary to identify the exact content of teaching for each lesson in Ho Chi Minh's Ideology subject that can integrate in the medical ethics education content for students.

- It is necessary to innovate the organization process from the teaching process, the form of teaching organization, teaching methods, how to use teaching facilities... to well implement the education of medical ethics in teaching Ho Chi Minh's Ideology subject at medical universities and colleges.

- It is necessary to innovate the assessment of students' learning outcomes in the process of implementing medical ethics education in teaching Ho Chi Minh's Ideology subject to ensure the measurement of educational results, promoting the teaching process and study by teachers and students.

CHAPTER 3
PRINCIPLES AND MEASURES TO PROMOTE MEDICAL ETHICS EDUCATION FOR STUDENTS IN TEACHING HO CHI MINH'S IDEOLOGY AT MEDICAL UNIVERSITIES AND COLLEGES IN THE SOUTHWEST

3.1. Principles of implementing medical ethics education in the teaching of Ho Chi Minh's Ideology at medical universities and colleges

3.1.1. Ensure the objective of teaching and learning

Medical ethics education is an integrated content in the teaching process of Ho Chi Minh's Ideology, so it must not interfere the objectives of the subject and each lesson. Not only medical ethics education is paid attention to, but the lesson content should not be ignored or overloaded. Medical ethics education must also adhere to the requirements for the achievement of subject objectives including knowledge, skill and attitudes.

3.1.2. Ensure practicality

Medical ethics is the standards and codes of conduct of the medical practitioner in the course of practicing in accordance with the requirements of society. Thus, the content of ethical education and the education method must be closely linked with the practice of medical profession. Thus, the subject teacher should know the realities of the health sector, firmly grasp the requirements of the quality and capacity of the medical practitioner to contact, integrate, design ethical education content in the teaching process of Ho Chi Minh's Ideology.

3.1.3. Promote positiveness, activeness, creativeness of students in the process of implementing medical ethics education

The process of training the medical ethical qualities of the learners themselves requires them to be really interested, aware of the importance and constantly foster medical ethics in the process of learning as well as their professional activities. It requires teachers to take measures to select the content of teaching and medical ethical education, organize the teaching process, use the appropriate teaching method and techniques to promote self-awareness, activeness and creativeness of students during the implementation of medical ethics education.

3.2. Measures to implement medical ethics education in the teaching of Ho Chi Minh's Ideology at medical universities and colleges

3.2.1. Identify objectives and select the appropriate teaching content of Ho Chi Minh's Ideology to implement medical ethics education

3.2.1.1 Determine the objective of medical ethics education

The teacher must identify the objective of medical ethics education expressed in the objective of the lesson unit, including knowledge goal, skill goal, and attitudinal goal.

- The goal of knowledge: determine what kind of medical ethics knowledge should be provided to the students in the content of the lesson.

- The goal of developing skills for learners: Students use the knowledge of medical ethics to identify, evaluate, handle situations and issues related to medical ethics which are given by teachers during the teaching process.

- The goal of shaping attitudes for learners: It is the admiration for the leader Ho Chi Minh, to believe in the revolutionary path chosen by the Party and Uncle Ho, self-cultivate and learn his moral example; Appreciate, admire, and follow the fine examples of ethics, condemnation, criticize negative manifestations contrary to the moral standards of the medical profession.

3.2.1.2 Determine the content of medical ethics education in the lesson of Ho Chi Minh's Ideology

Depending on the content of each unit, each item has its content of medical ethical education to integrate accordingly without being forced. The integration must ensure the characteristics of the subject. The following cases may occur:

- The content of the unit contains medical ethics education content

- There is one or more units of knowledge with medical ethical education content within each lesson

- There is one or more units of knowledge that capable of supplementing the knowledge of medical ethical education.

The dissertation introduces a number of suggestions about the integration of medical ethics education in the teaching of Ho Chi Minh's Ideology.

In addition, teachers are also interested in developing case studies, discussion topics or implementing projects that are closely related to medical ethics education in the teaching of Ho Chi Minh's Ideology.

3.2.2. Use the appropriate teaching method, the teaching facilities for medical ethics education in the teaching of Ho chi Minh's Ideology at medical universities, colleges

3.2.2.1. Exemplary method

This is the teaching method using specific models, exemplary models of "good people, good deeds" in life to stimulate positiveness and self-awareness of learners. Through the examples set out to achieve the ethical education goals, the medical ethical standards become more intuitive, more specific, more convincing.

Besides President Ho Chi Minh's moral example, it is necessary to exploit the typical examples of outstanding medical practitioners. It should be listed the bad manifestations contrary to medical ethics for students to analyze and prevent them from violating the moral behavior.

This dissertation also provides a process to implement this method when implementing medical ethics education in teaching Ho Chi Minh's Ideology.

3.2.2.2. Case study method

This method is used in teaching when it is necessary to discuss specific cases in practice in order to clarify and deepen the theoretical issues of the lesson, then contributing to the development of capacities of problem-solving, case-handling, collaborative capacity, practical capacity for learners.

Case studies may be a true story or written story on the basis of real life situations involving ethical issues.

This dissertation also mentions some points to pay attention to and the process of implementing this method when implementing ethics education in teaching Ho Chi Minh's Ideology.

3.2.2.3. Role-play method

Role-play is a teaching method, in which the teacher organizes the students to practice, "try" some behaviors in a hypothetical situation, help students think deeply about a problem by focusing on one thing. Specifically, they encourage students to enter the real world and try to put themselves in different positions to solve specific situations of life.

When implementing medical ethics education in the teaching of Ho Chi Minh's Ideology, the role-play method has many advantages in bringing practical issues directly related to ethical issues for students to be directly involved in resolving through a theatrical form. Then, students have the opportunity to express their opinions on medical ethical issues, show their behaviors and attitudes towards medical ethical issues related to the given story.

This dissertation has proposed the process of implementing this method when implementing medical ethics education in teaching this subject.

3.2.2.4 Group discussion method

This is an active teaching method, in which the class is divided into several small groups to discuss a learning problem under the guidance of the subject teacher. Participating in this activity, learners work together in small groups to achieve common learning goals, have the opportunity to improve their cooperative skills, demonstrate their knowledge, the capacity of problem evaluation, the ability to express their opinions as well as the ability to persuade others ...

In order to implement medical ethical education for students in the teaching of Ho Chi Minh's Ideology, it is necessary to create opportunities for students to practice and behave according to ethical standards through participation in activities of learning and working with the team members.

This dissertation also provides a process for implementing this method when implementing medical ethics education in teaching Ho Chi Minh's Ideology.

3.2.2.5. Issue-raising method

This is the method in which the teacher raises an issue to the learners, orients the learners to the problematic situation, then the teacher co-ordinates with the students (or instructs, directs them) to solve the problem, come to the necessary conclusion. Each given issue including both theoretical one and practical one is always the cognitive problem that requires learners to identify the right problem, which is actually the question, the arising contradictions with what known or unknown to motivate them to solve it. For the aim of medical ethics education in the teaching of Ho Chi Minh's Ideology, in order to attract learners 'participation in the subject as well as ethical education content, subject teacher should pay attention to using this teaching method by thinking, posing many cognitive problems both in theory and in practice for students to participate in solving.

3.2.6 Use a variety of teaching means to implement medical ethical education

In the reality of teaching, it is possible to use common teaching means such as textbooks, pictures, diagrams, data tables, sounds, films ... to organize activities. This is a great opportunity for students to develop their skills as well as promote their activeness, intuitiveness and creativity in the learning process.

When integrating medical ethical education in the teaching of Ho Chi Minh's Ideology at medical universities and colleges for effective use of teaching means, subject teachers need to

ensure the following requirements: coordinate a variety of teaching means and effectively exploit the features of these means to serve the best teaching; flexibly adapt the intentions of using teaching means to serve the use of different teaching methods; Attention should be paid to encourage students to collect, design and share the use and utility of teaching aids. Using the teaching means must be in time, in place, enough intensity, avoid abusing them.

3.2.3. Organize extracurricular activities to implement medical ethics education in the teaching of Ho chi Minh's Ideology at medical universities and colleges

The medical ethics education of students must be carried out in both theoretical and practical terms.

Practical goal can only be achieved through hands-on activities. Accordingly, subject teachers should pay attention to the organization of learning activities through the methods, teaching techniques such as role play, case study, case resolution ... direct the medical practitioner to train, cultivate and demonstrate the requirements of professional ethics in medical practice.

Have students participate in extracurricular activities, such as participating in movements, socio-political activities, exploring the market of health services, exchanging with scientists, famous doctors,...

Some extracurricular activities presented in this dissertation:

Luận án giới thiệu một số hoạt động ngoại khóa:

- Instruct students to practice medical ethics by studying, participating in the practice of medical examination and treatment, health care for people in health facilities.
- Activities instructing students to learn about the market of medical services
- Organize experiential activities to strengthen medical ethical education

3.2.4. The measures to evaluate the learning results in the implementation of medical ethics education

In the process of implementing medical ethics education at medical universities and colleges, the evaluation of students' learning outcomes should pay attention to the characteristics of the subject Ho Chi Minh's Ideology and the contents of medical ethics education which are highly educational and practical; Not only the level of knowledge acquisition of students, but the teachers also need to evaluate skills such as critical thinking, assessment, problem solving, and practice in life; Assess students' attitudes and emotions to the given problems; Then, motivate students to actively train themselves according to the requirements of the lesson standards, foster ability of self-learning and independent thinking skill.

CHAPTER 4
PEDAGOGICAL EXPERIMENT OF MEASURES TO PROMOTE MEDICAL ETHICS EDUCATION FOR STUDENT IN TEACHING HO CHI MINH'S IDEOLOGY AT MEDICAL UNIVERSITIES AND COLLEGES IN THE SOUTHWEST

4.1. The plan of experiment

4.1.1. Objectives, tasks, principles of pedagogical experiment

- *Objective*: is to verify the effectiveness and feasibility of proposed groups of pedagogical methods when integrating medical ethics education into the teaching of Ho Chi Minh's Ideology at medical universities and colleges in the South West.

* Tasks: Select objects to experiment and control; Conduct teaching on the experimental objects with the implementation of the proposed measures and conduct traditional teaching on the control objects; record experimental results and process them by mathematical statistical method. Compare the results of the experimental group and the control group to demonstrate the effectiveness and feasibility of the proposed measures. Then, draw conclusions about the method used to implement medical ethics education in teaching Ho Chi Minh's Ideology at medical universities and colleges.

4.1.2. Places and objects of pedagogical experiment

- *Places of experiment:* Select the following schools to conduct experiment: Kien Giang Medical College, Dong Thap Medical College, Can Tho University of Medicine, Tra Vinh University, Can Tho Medical College, Bac Lieu Medical College.
- *Experimental objects:* Second-year students of university-college system from above schools.

4.1.3. Experimental method

Before proceeding, conducting an exploratory experiment of inputs through written tests for both experimental and control classes. Experiment is conducted at both experiment and control classes at the same time by the same teacher. In the control class, the teacher will teach using the old method, and the experiment class will be conducted according to the measures proposed by the researcher. After each experiment, the researcher conducts a test of both groups of control and experiment with the same content and analyzed by mathematical method. Experimental results are analyzed on two aspects: qualitative and quantitative.

4.1.4. Content of experiment

Experimental content of pedagogical measures to implement medical ethics education in the teaching of Ho Chi Minh's Ideology is compiled into lesson plan. We select two units in the subject Ho Chi Minh's Ideology for conducting experiments including:

+ The part: Ho Chi Minh's Ideology on Ethics in chapter VII: The idea of Culture, Ethics and Building a New Person.

+ The part: Ho Chi Minh's Ideology of revolutionary morality and building new morality in the article: The idea of revolutionary morality, diligence, economically, integrity, publicity, impartiality.

4.2. Organize experiment

4.2.1. Conduct experiment

Phase 1. Exploratory experiment

Phase 2. Impact experiment includes experimental preparation, experiment conducting, experimental result evaluation; evaluation criteria are determined as follows:

- Criteria 1. Students' academic results

- Criterial 2. Skills and attitudes of students in the process of participating in teaching activities

4.2.2. Experimental results

4.2.2.1. Results of qualitative assessment (through observation, interview)

The students' papers show that the result of experimental group is significantly higher than the control group. The enthusiasm for participating in ethics education activities: for the experimental group: 77%, for the control group: 40%. Through polls of students in the experimental classes as well as direct communication with the students, we find that most of the students feel comfortable and excited when the teacher performs medical ethics education in the learning of Ho Chi Minh's Ideology.

4.2.2.2. Quantitative assessment results through tests

First experiment

The results of the input survey of the groups of control class and experiment class show that the level of students is similar. This ensures objectivity for evaluating experimental results.

- *Analyze the result of impact experiment*

+ *Result of the No.1 test*

Table 4.5. The capacity level of control group and experiment group through the No. 1 test – 1st time

Class group	Total	Level (%)			
		Level 1	*Level 2*	*Level 3*	*Level 4*
Control	188	10 – 5,3	94 - 50,0	79 – 40,0	5 - 2,9
Experiment	185	3 -1,6	52- 28,1	118 - 69,4	8 - 4,7

All the above figures show that the application of measures to integrate medical ethics education in the teaching of Ho Chi Minh's Ideology has had certain effects for the experiment group. This is the basis for the researcher to continue experiment.

+ *Result of the No. 2 test*

Table 4.7. The capacity level of control group and experiment group through the No. 2 test – the 2nd time

Class group	Total	Level (%)			
		Level 1	***Level 2***	***Level 3***	***Level 4***
Control	188	6 – 3,2	107- 56,9	69 – 37,3	7- 3,8
Experiment	185	0	54 - 28,7	130 - 70,3	13 -7,0

All these figures after the second test show that the difference between the two groups of experiment and control is still increasing. This proves that the application of medical ethics education measures in the teaching of Ho Chi Minh's Ideology brings positive impact.

<u>*Second experiment*</u>

Analyzing the results of the exploratory experiment: The results of the input survey of the classes of control and experiment show that the level of students is similar. This ensures objectivity for evaluating later experiment results.

+ *Result of the No. 1 test*

Table 4.14. The capacity level of control group and experiment group through the No. 1 test – the 2nd time

Class group	Total	Level (%)			
		Level 1	***Level 2***	***Level 3***	***Level 4***
Control	175	10 – 5,4	96 - 54,0	66 – 38,18	3 - 2,42
Experiment	179	1 - 1,2	45- 23,2	121- 9,6	12 - 6,0

All the above figures show that the application of measures to integrate medical ethics education in the teaching of Ho Chi Minh's Ideology has had certain effects for the experiment group. This is the basis for the researcher to continue experiment.

- *Result of the No. 2 test*

Table 4.17. The capacity level of control group and experiment group through the No. 2 test – the 2nd time

Class group	Total	Level (%)			
		Level 1	***Level 2***	***Level 3***	***Level 4***
Control	175	4 – 2,3	92- 52,6	73 – 41,7	6 - 3,4
Experiment	179	0	32 - 17,9	132 - 73,7	15 - 8,4

All these figures after the second test show that the difference between the two groups of experiment and control is still increasing. This proves that the application of medical ethics education measures in the teaching of Ho Chi Minh's Ideology is positive.

CONCLUSION AND RECOMMENDATIONS

1. Conclusion

As a result of the study of the dissertation, some conclusions can be drawn as follows:

1.1. Teaching Ho Chi Minh's Ideology associated with medical ethics education for medical university and college students is an integrated teaching method combining teaching theories with practice, contributing to improve the value of the learner as well as the practical value of the subject. This is necessary to train healthcare workers to have a strong ideological standpoint, bright professional ethics, professional expertise, contributing to build a practical and strong Vietnamese medical profession, as well as step by step meet the current development requirements of the country.

1.2. In order to implement the research objectives and tasks of the dissertation, the author has gone through many documents, research works of domestic and foreign authors, summarized the research results related to topics, thereby pointing out issues that the dissertation needed to solve. From that base, the author mentioned some theoretical and practical issues about medical ethics education in teaching Ho Chi Minh's Ideology in medical universities and colleges, with a focus on clarifying internal functions of some concepts such as: medical ethics, medical ethics education; evidence for the need to associate teaching Ho Chi Minh's Ideology with medical ethics education for students of medical universities and colleges. From the current state of teaching medical ethics in Ho Chi Minh's Ideology in medical universities and colleges, the author has raised the issues in relation, indicating the inadequacies between theory and practice, between subjects and objects... that should be studied and find solutions for.

Inheriting from modern teaching theory and the problems posed, this dissertation developed principles and measures to effectively provide medical ethics education for students, contributing to improving the quality of teaching Ho Chi Minh's Ideology subjects at medical universities and colleges today. This can be considered as new contributions of the thesis.

1.3. From the results of the research, some following conclusions can be drawn:

- Medical ethics education is a very early issue that has been strongly implemented in recent years due to the negative effects of the market mechanism and remarkable achievements have been done. However, the medical ethics education for students in medical universities and colleges in the field of Ho Chi Minh's Ideology is a matter to be studied in a systematic and scientific way in order to implement the medical ethics education objectives for students as well as improve the quality of the teaching of Ho Chi Minh's Ideology.

- From the results of the survey, most of the teachers and students appreciated the role and significance of medical ethics education in the teaching of Ho Chi Minh's Ideology. However, the implementation of medical ethics education is not very regular and not as effective as expected.

- Based on the current status of the study, the dissertation proposes principles and solutions for implementing medical ethics education in the teaching of the subject, while conducting pedagogical experiment to prove the correctness and feasibility of the solutions in the dissertation. Thus, the implementation of medical ethics education in the teaching of Ho Chi Minh's Ideology contributes to the good performance of objectives and quality of training at medical universities and colleges in the Southwest during current period.

2. Recommendations

2.1. For the medical universities and colleges in the South West:

It is necessary to ensure good facilities for teaching and learning of teachers and students: create a reasonable teaching space for teachers to implement modern teaching methods and techniques such as group discussion methods, method of handling situations; equipped with facilities to support teaching activities such as projectors, credit machines; Investing in the library system that facilitates students to have full access to the syllabus and reference materials...

2.2. For specialization faculty:

It is necessary to foster teachers to raise awareness about the implementation of medical ethics education in the process of teaching Ho Chi Minh's Ideology and at the same time master the principles, processes and measures to implement medical ethics education in teaching Ho Chi Minh's Ideology. There should be measures to encourage and reward the subject teachers to implement this content well through lectures, organize seminars to exchange experiences...

2.3 For teachers of the subject

It is necessary to constantly improve the professional level to teach Ho Chi Minh's Ideology well and fully aware of the responsibility to regularly implement medical ethics education for students in the subject teaching process. There must be investment in measures, implementation processes as well as improving skills of implementing methods and techniques, ways of organizing teaching when conducting ethical education in teaching subjects.

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