

# Construction and Management of Teaching Staff in General Standardized Training Base in the Context of County Medical Community

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## Abstract

The construction of county medical community is an important direction for the reform of China's medical and health system, and the general standardized training base is a key link in developing primary general practitioners. In this context, the construction and management of the teaching staff are particularly important. With the deepening of the construction of county medical community, the general standardized training base as an important platform for developing medical talents, and the construction and management of its teaching staff are crucial for the construction of the primary medical and health system. This paper aims to explore the current situation and existing problems of teacher staff construction in general standardized training base in the context of county medical community, and propose strategies to strengthen teacher staff construction and management, including improving selection mechanism, strengthening training and management, and establishing incentive mechanism, etc. These measures are conducive to improve the overall quality and teaching level of the teaching staff in the general standardized training base, develop more qualified general practitioners for primary medical and health care cause, and promote the construction and development of county medical community.

## Keywords

Paper County Medical Community; General Standardized Training Base; Teaching Staff.

## 1. Introduction

The county medical community is an important reform measure which is aimed at enhancing the medical service capacity of the county, it is intended to achieve balanced and high-quality medical services within the county by optimizing resource allocation and strengthening primary medical care. As a vital part of the county medical community, the general standardized training base shoulders the responsibility of developing general practitioners and improving the level of primary medical care, it plays a crucial role in the county medical community, it not only delivers qualified general practitioners to the grassroots, but also plays an important role in promoting the improvement of county medical service capacity. Therefore, it is particularly important to strengthen the construction and management of the teaching staff in the general standardized training base, this not only relates to the training quality of the base itself, but also directly affects the overall operation and the medical level improvement of the county medical community. Therefore, it is necessary to attach great importance to and effectively strengthen the construction and management of the teaching staff in the general discipline training base.

## **2. The Current Situation of the Teaching Staff Construction of General Standardized Training Base in the Context of County Medical Community**

### **2.1. Analysis of the Composition and Structure of the Teaching Staff**

In the context of the county medical community, the construction of teaching staff of general standardized training base is a key issue. Regarding the composition and structure of the teaching staff, it usually consists of physicians, educators, and experts with rich clinical and teaching experience from different medical institutions in the county. These staff may include general practitioners, specialists, nurse educators, and healthcare administrators, who together form the teaching team of general standardized training base. Structurally, the teaching staff may be divided into different teaching groups or teams responsible for different teaching tasks and research projects based on teaching needs and resource allocation. This composition and structure aim to ensure that the general standardized training base can provide comprehensive and systematic training for general practitioners and meet the needs of the county medical community for primary medical talents.

### **2.2. Overall Assessment of Teaching Staff Strength**

In the context of the county medical community, the overall assessment of the teaching staff strength of the general standardized training base is particularly critical. This assessment covers not only the number of teachers, but more importantly, overall consideration of their abilities. The assessment contents include a number of aspects such as teachers' professional background, clinical skills, teaching experience, research ability and teaching attitude. Through these overall indexes, the overall strength of the teaching staff can be fully understood, thus providing a strong guarantee for the teaching quality and medical service level of the general standardized training base. This assessment not only helps to find the strengths and weaknesses of the teaching staff, but also provides targeted improvement suggestions for the sustainable development of the base.

### **2.3. Training and Introduction of Teacher Staff**

In the context of the county medical community, the development and introduction of teacher staff in general standardized training base is an important aspect of base development. Currently, many general standardized training bases have recognized the importance of an excellent teacher staff for improving the training quality and the medical service level, therefore, have invested effort in the training and introduction of teacher staff. However, due to factors such as limited resources, imperfect training mechanisms and talent mobility, the training and introduction of teacher staff still face some challenges. For example, how to effectively attract and retain excellent talents, how to establish perfect training system of teaching staff, and how to balance clinical and teaching tasks are all current issues that need to be solved. By continuously improving and perfecting the training and introduction mechanism of teaching staff, the general standardized training base can further enhance the overall quality of the teacher staff and provide strong support for the development of county medical community.

## **3. Problems in the Construction of Teacher Staff in General Standardized Training Base**

### **3.1. Insufficient Teaching Force and Lack of High-level Medical Talents**

An important problem faced by general standardized training base in the construction of teacher staff is the insufficient teacher staff, especially lack high-level medical talents. This is mainly manifested in the quantity and quality of the teaching staff who cannot meet the needs

of general medicine training. The lack of high-level medical talents not only affects the teaching quality and scientific research level, but also restricts the long-term development of general standardized training base. Therefore, strengthening the construction of teacher staff, especially the introduction and development of high-level medical talents, all are urgent problems to be solved by the general standardized training base.

### **3.2. Unreasonable Teaching Staff Structure and Uneven Distribution of Major**

Another notable problem encountered by the general standardized training base in the process of building their teacher staff is the irrational structure of the teacher staff and the uneven distribution of major. It means that the teacher staff fails to form an ideal proportion in professional title, education, age and professional background, there may be a surplus of teachers in some specialized fields and a scarcity of teachers in other key fields. This unbalanced teacher staff structure not only affects the comprehensiveness and systematization of general medicine training, but also restricts the improvement of the overall teaching quality of the base. Therefore, optimizing the teacher staff structure and achieving a balanced development of various major areas are issues that the general standardized training base need to focus on.

### **3.3. Incomplete Teacher Training Mechanism and Mismatch between Training Content and Demand**

There is still the problem of imperfect teacher training mechanism and mismatch between training content and actual needs in the construction of the teacher staff in general standardized training base. This is mainly manifested in the lack of systematic and targeted teacher training programs, and the training contents may be too theoretical or out of touch with the actual needs of general medicine, which cannot meet the actual needs of teachers in clinical teaching, research and other aspects. This imperfect training mechanism not only affects the improvement of individual teachers' professional ability, but also restricts the overall improvement of the teaching quality of general standardized training bases. Therefore, general standardized training bases need to establish a more perfect teacher training mechanism that meets the actual needs in order to improve the overall quality of the teaching staff.

### **3.4. Inadequate Teacher Staff Management Mechanism and Inadequate Incentive Measures**

The general standardized training base is still facing the problems of unsound teacher management mechanism and inadequate incentive measures in the construction of the teacher staff. This is mainly manifested in the lack of scientific and standardized teacher management, fail to form an effective evaluation and incentive mechanism, as a result, teachers lack enthusiasm and creativity. Moreover, due to the lack or impracticality of incentive measures, teachers may lack the motivation for continuous professional development, and affects the teaching quality and the development effect of general medicine talents. Therefore, general standardized training base need to establish a sound teacher management mechanism and make incentive measures that meet the actual needs of teachers, so as to stimulate their working enthusiasm and improve the teaching quality and level.

## **4. Strategies for the Construction and Management of Teaching Staff in General Standardized Training Base**

### **4.1. Introducing High-level Medical Talents and Improving the Overall Level of Teaching Staff**

In the process of construction and management of teaching staff in general standardized training bases, attention should be paid to the introduction of high-level medical talents, so

improve the overall level of the teaching staff. High-level medical talents usually have profound medical theoretical knowledge, rich clinical standardized experience and high scientific research ability, and their joining will inject new vitality and power into the general standardized training base. The introduction of such talents will not only improve the overall quality of the teaching team, but also drive the teaching and scientific research work of the base to a higher level, thus laying a solid foundation for the development of high-quality general practitioners.

#### **4.2. Broadening the Source Channels of Teacher Staff and Attracting Diversified Professionals**

In the process of construction and management of teaching staff, general standardized training bases need to adopt the strategy of broadening teaching staff source channels to attract more diversified professionals to join. It means that the base should not be limited to the traditional recruitment methods, but should actively explore various channels, such as establishing cooperative relationships with other medical institutions, colleges and universities, scientific research institutions, etc., sharing resources and sending teachers to each other. In this way, professionals with different backgrounds and specialties from different fields can be attracted to bring new perspectives and ideas to the teaching and research work of general standardized training bases. This diversified teaching staff will help enhance the comprehensive strength of the general standardized training base and develop more comprehensive and better general practitioners.

#### **4.3. Establishing Systematic Teacher Training Program and Focus on the Combination of Theory and Standardized**

In the construction and management of teaching staff in general standardized training base, a systematic teaching staff training program should be established and focus on the combination of theory and standardized. It means that the base needs to formulate a comprehensive and targeted teacher training program, covering medical theory, clinical standardized, teaching methods and other aspects, and ensure that teachers can comprehensively improve their professionalism and teaching ability. Moreover, the close integration of theoretical teaching and practical operation is emphasized, so that teachers can not only master the latest medical knowledge and skills during the training process, but also use them effectively in actual teaching and clinical work. Through such a training strategy, general standardized training bases can create a teaching staff with both a solid theoretical foundation and expertise in practical operation, providing a strong guarantee for developing high-quality general practitioners.

#### **4.4. Strengthening Cooperation and Exchanges with Higher-level Hospitals and Medical Schools**

In the construction and management process of teaching staff, general standardized training base should strengthen cooperation and exchange with higher hospitals and medical schools. Such cooperation and exchange can be various, such as jointly carrying out scientific research projects, sending each other's teachers for exchange and study, and sharing teaching resources. By establishing a close cooperative relationship with higher hospitals and medical schools, general standardized training base can learn from their advanced teaching ideas and management experience, and improve their teaching level and comprehensive strength. Furthermore, such cooperation and exchanges also help to broaden teachers' horizons, improve their professionalism and teaching ability, and create better conditions for developing more excellent general practitioners.

#### **4.5. Reforming Management Mechanism of Teaching Staff and Stimulating Teachers' Vitality**

In the construction and management of teaching staff in general standardized training bases, it is necessary to establish a scientific and reasonable appraisal and evaluation system and implement dynamic management. It means that comprehensive, objective and fair assessment indexes and standards should be set to comprehensively evaluate teachers' teaching quality, scientific research ability, clinical standardized level and other aspects. Moreover, this appraisal and assessment system should be dynamic, and can be adjusted and optimized in time according to the actual situation. Through the establishment of such appraisal and assessment system and the implementation of dynamic management, the general standardized training base can understand the working conditions and needs of teachers in time, and provide targeted training and support, thus stimulating the enthusiasm and creativity of teachers and improving the overall level of the teaching staff.

In the construction and management of teaching staff in general standardized training base, incentive measures should be improved to enhance teachers' motivation and creativity. This includes formulating a fair and reasonable salary system, providing career development opportunities, and setting rewards for teaching achievements. Through these incentive measures, teachers' intrinsic motivation can be stimulated, so that they can more engage in teaching and scientific research work, and continuously improve their professionalism and teaching level. Moreover, this will help to create a positive working atmosphere and promote the overall development of the teaching staff and the long-term construction of the general standardized training base.

#### **4.6. Strengthening the Construction of Medical Ethics and Climate of the Teaching Staff and Establishing a Good Image**

In the process of the construction and management of the teaching staff of general standardized training base, it is necessary to emphasize the strengthening of medical ethics and climate education, aiming to improve the professional quality of teachers. Medical ethics and climate are the core value of the medical industry, and it is especially important for general practitioners. Through systematic medical ethics education, teachers can be guided to establish correct professional idea, enhance their sense of responsibility and mission, and improve their awareness and ability to serve patients. This not only helps to improve the overall image of the teaching staff, but also creates a favorable teaching and academic atmosphere for the general practitioner training base, and develop more general practitioners with high medical ethics and excellent medical skills.

In the construction and management of the teaching staff of general standardized training base, it is necessary to pay attention to establishing and perfecting a sound monitoring mechanism of teacher ethics and climate, aiming to create a good teaching atmosphere. Through setting monitoring organizations, monitoring standards, implementing regular evaluation and other measures, the teachers' ethics and climate are comprehensively supervised to ensure that the teachers comply with the code of professional ethics and set a good example. This supervisory mechanism helps maintain the teaching order, promotes a harmonious relationship between teachers and students, and creates a positive, rigorous and pragmatic teaching environment for the general standardized training base, thus enhancing the training quality and effect.

### **5. Conclusion**

In the context of the county medical community, the general standardized training base as a key to developing primary general practitioners, the construction and management of the teaching staff of general standardized training base is vital. The construction of the teaching staff of

general standardized training bases is not only directly related to the training quality and effect, but also the core force to promote the improvement of county medical service capacity. At present, general standardized training bases have made some progress in the construction of teaching staff, but still face many challenges. Problems such as insufficient teaching staff, irrational structure, imperfect training mechanism and unsound management mechanism have constrained the further development of general standardized training bases. In order to solve these problems, a series of effective strategies and measures must be adopted. By increasing the introduction of teaching staff, improving the training system of teaching staff, reforming the teaching staff management mechanism, and strengthening the construction of medical ethics and climate of the teaching staff, the teaching quality and training effect of the general standardized training base can be further improved, more qualified general practitioners can be developed for the cause of grassroots healthcare, and the overall enhancement of the county's medical service capacity can be promoted.

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