



东南大学 2022 年国际暑期学校

SEU 2022 International Summer School Program

项目主题：医学生临床能力提升项目

开课院系：东南大学医学院

开课时间：2022 年 8 月 8 日-2022 年 9 月 4 日

目 录

1 项目介绍.....	1
1.1 项目主题：医学生临床能力提升项目.....	1
1.2 开课院系：东南大学医学院.....	1
1.3 项目简介.....	1
2 课程介绍.....	2
2.1 Reading and Review of Medical Literature 医学文献精读与综述.....	2
2.1.1 教学日历.....	2
2.1.2 外教介绍.....	3
2.1.3 选课名单.....	3
2.2 Basic first aid medicine skills 基本急救技能.....	4
2.2.1 教学日历.....	4
2.2.2 外教介绍.....	5
2.2.3 选课名单.....	6
2.3 Clinical Nursing Skills II 护理学技能II	7
2.3.1 教学日历.....	7
2.3.2 外教介绍.....	8
2.3.3 选课名单.....	9
2.4 Clinical practice 临床见习.....	9
2.4.1 教学日历.....	9
2.4.2 外教介绍.....	10
2.4.3 选课名单.....	10
2.5 Clinical Internship 临床实习	11
2.5.1 教学日历.....	11
2.5.2 外教介绍.....	12
2.5.3 选课名单.....	12
3 课程总结与反馈.....	13
4 活动展示.....	17

1 项目介绍

1.1 项目主题:

医学生临床能力提升项目

Clinical Capability Improvement Project for Medical Students

1.2 开课院系: 东南大学医学院 School of Medicine, Southeast University

1.3 项目简介

针对医学生临床能力培养的需求,本项目通过通用临床技能、文献阅读训练、见习实习等内容设计,提升学生的国际化视野和胜任能力。本项目在面向本专业学生开设的同时,向境外合作高校的国际学生开放。

本项目是由东南大学医学院组织,通过开设医学文献精读与写作、基本急救技能、护理学技能、临床见习、实习,医学前沿进展报告等不同形式的课程,培养学生临床思维与技能操作学习兴趣及基本的科学研究能力。课程均包括理论讲解、经典病例分析,技能操作实践。由院内有长期海外学习和工作经历的老师为主授课,邀请海外相关领域知名专家讲座。本项目共开设5门课程,项目实施时间为连续4周。

In response to the needs of cultivating medical students' clinical capabilities, this program enhances students' international vision and competence through courses such as general clinical skills, literature reading training, and internships. This program is open to international students from overseas partner universities while opening to clinical medicine students of our school.

This project is organized by the School of Medicine of Southeast University. It offers courses in different forms, such as Reading and Review of Medical Literature, Basic first aid medicine skills, Clinical nursing skills, clinical practice, clinical internship, Extracurricular Medicine Frontier Lectures, aims to cultivate students' interest in clinical thinking and skill operation, as well as their basic scientific research ability. The courses include theoretical explanation, classic case analysis, and clinical skill practice. The lectures are given by teachers with long-term overseas study and work experience, and well-known international experts in related fields. A total of 5 courses are offered in this project, and the project implementation duration is 4 weeks.

2 课程介绍:

2.1 Reading and Review of Medical Literature 医学文献精读与综述

教学内容包括专项医学文献的精读及讲解。通过对国际高水平杂志的高质量文章（以综述类文章为主），由选拔的授课教师进行逐篇的讲解及分析。重点阐述文献的写作框架、语言特点、图例要求等英文文献的基本架构和写作手法，同时也穿插医学文献检索、常用数据库使用、常用翻译软件使用等技能的传授，以期提高授课学生今后的文献检索、阅读及写作能力。

The teaching content includes intensive reading and explanation of special medical literature. Through the high-quality articles of international high-level journals (mainly review articles), the selected teachers will explain and analyze them one by one. It focuses on the basic structure and writing techniques of English literature such as the writing framework, language features, and legend requirements of the literature. At the same time, it also intersperses the teaching of skills such as medical literature retrieval, the use of common databases, and the use of common translation software, in order to improve the future literature retrieval of students. , reading and writing skills.

2.1.1 教学日历

Reading and Review of Medical Literature				
Date	Time	Presenter	Topic	Tencent Meeting
8.13	08:50-12:15	Hu Ruoyu	Basic concepts, steps and methods of extensive and intensive reading of literature	413-8679-8339
8.14	08:50-12:15	Hu Ruoyu	Literature Search Methods	413-8679-8339
8.20	08:50-12:15	Wu Tongzhi, Shan Chun	Advanced Literature Reading: Effective Reading Methods; Critical Reading	413-8679-8339
8.21	08:50-12:15	Shan Chun	Advanced Literature Reading: Effective Reading Methods; Critical Reading	413-8679-8339
8.27	08:50-12:15	Wu Min	Purpose and structure of literature review; strategies and methods for writing literature review; reference management	413-8679-8339
8.28	08:50-12:15	Wu Min	Purpose and structure of literature review; strategies and methods for writing literature review; reference management	413-8679-8339
9.03	08:50-12:15	Lv Linli	Method and practice of medical paper translation and academic report PPT	413-8679-8339
9.04	08:50-12:15	Lv Linli	Method and practice of medical paper translation and academic report PPT	413-8679-8339

2.1.2 外教介绍



Prof. Wu Tongzhi

Associate Professor, Adelaide Medical School, The University of Adelaide

Associate Professor Tongzhi Wu is a clinical research fellow at the University of Adelaide, South Australia, with an interest in research on gut function and management of type 2 diabetes. He received both Bachelor (2007) and Master (2009) degree of clinical medicine at Southeast University (Nanjing, China), completed a University of Adelaide PhD conferred with a University Doctoral Research Medal (2013), and transformed into a research group leader during his Royal Adelaide Hospital (RAH) Mary Overton Early Career (2015-17) and Flory (2018-20) Fellowships. In 2020, he was awarded a ‘top-ranked’ Mid-Career Fellowship from The Hospital Research Foundation (THRF) (2020-23) and was prompted to “Associate Professor” by the University of Adelaide.

A/Prof Wu is the Principal Investigator of projects funded by the Australia National Health and Medical Research Council (NHMRC), Diabetes Australia, philanthropic organisations and industry. His program has stimulated, and facilitated, the strategy of boosting the endogenous incretin hormone glucagon-like peptide-1 (GLP-1) for improved glycaemic control in type 2 diabetes by establishing the importance of GLP-1 action, the relevance of the distal gut to its secretion, the effects of a dietary strategy, bile acids and metformin, and the potential of novel molecular pathways for stimulating GLP-1 secretion. He is an author of >110 peer-reviewed publications, mainly in the leading journals in the field of diabetes, nutrition and endocrinology.

2.2 Basic first aid medicine skills 基本急救技能

课程引入国际公认的培训教程、依据国际最新的指南标准，采用先进的教学方法，贯穿灾难急救、院前急救和基本生命支持的重要知识技能，其中基本生命支持的内容是选取 AHA 的 Heartsaver（拯救心脏）和 BLS 的课程的基础上进行拓展，院前急救借鉴国际创伤生命支持（ITLS）课程内容，灾难救援是参照美国国家灾难急救生命支持课程（NDLS）内容。文献报告以国际最新的急救相关的指南为主，强化学生基本急救技能的学习和实践。

The course introduces internationally recognized training courses, adopts advanced teaching methods based on the latest international guidelines and standards, and runs through the important knowledge and skills of disaster first aid, pre-hospital first aid and basic life support. Cardiac) and BLS courses to expand, pre-hospital first aid draws on the content of the International Trauma Life Support (ITLS) course, and disaster rescue is based on the American National Disaster Emergency Life Support Course (NDLS). The literature reports are based on the latest international first aid-related guidelines to strengthen students' learning and practice of basic first aid skills.

2.2.1 教学日历

Basic First Aid Medicine Skills				
Date	Time	Presenter	Topic	Tencent Meeting
8.08	18:20-20:20	Fang Jun, Rui Yunfeng	trauma first aid	373-943-690
8.09	18:20-20:20	Pan Junhua, Zhou Zhihao	Basic First Aid Skills	477-770-402
8.10	18:20-20:20	Liu Shengsheng, Fei Zhang, Liang Jiuhong	Medical First Aid and Accidental Injury	140-468-648

2.2.2 外教介绍



Fang Jun, General Manager of National Service Center of Shanghai Times Guanghua Education Development Co., Ltd., member of Nanjing Blue Sky Rescue Team



Pan Junhua, Captain of Nanjing Drum Tower Blue Sky Rescue Team



Liu Shengsheng, Deputy Chief Physician Deputy Chief of Quality Control Department of Nanjing Emergency Center



Zhang Fei, Attending Physician, Department of Emergency Management, Nanjing Emergency Center

2.3 Clinical Nursing Skills II 护理学技能II

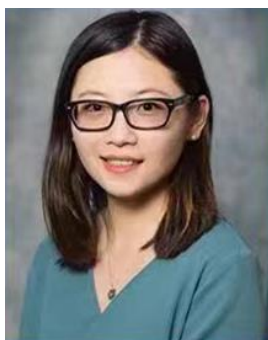
本课程教学内容包括胃管置入术、导尿术、吸氧术和吸痰术四项常用护理技能与考核。课程本着“以学生为教学主体，以岗位胜任力为课程导向”的教学理念，着重培养学生的临床技能和临床思维，着力于学生职业素养的启发和培养。

The teaching content of this course includes four common nursing skills and assessments: gastric tube placement, urinary catheterization, oxygen inhalation and sputum suction. The course is based on the teaching concept of "taking students as the main body of teaching and taking job competency" as the course-oriented teaching concept, focusing on cultivating students' clinical skills and clinical thinking, and focusing on the inspiration and cultivation of students' professional quality.

2.3.1 教学日历

Clinical Nursing Skills II				
Date	Time	Presenter	Topic	Tencent Meeting
8.14	14:00-17:25	Hanzhang Xu, Chen Jinxia Chen Jie	Catheterization	912-4107-5222
8.21	14:00-17:25	Hanzhang Xu, Chen Jie Shi Qiuyin"	Oxygen Inhalation	912-4107-5222
8.28	14:00-17:25	Hanzhang Xu, Shi Qiuyin Chen Jinxia	Sputum suction	912-4107-5222
9.04	14:00-17:25	Hanzhang Xu, Shi Qiuyin Chen Jinxia Chen Jie Wang Yan"	Assessment	912-4107-5222

2.3.2 外教介绍



Hanzhang Xu,
Assistant Professor, Duke University, School of Medicine and Nursing

Hanzhang Xu, PhD, RN is an Assistant Professor at Duke University with a joint appointment in the Department of Family Medicine and Community Health and School of Nursing. She is also a Senior Fellow at Duke's Center for the Study of Aging and Human Development, a Faculty Affiliate at the Duke Global Health Institute, and an Adjunct Assistant Professor at Duke Kunshan University. As a geriatric nursing scientist and a health services researcher, her program of research falls under two themes: (i) addressing health disparities in cognitive aging among older adults from a global perspective; and (ii) integrating patient-reported factors to promote outcomes in older adults with cardiovascular disease. She is also interested in using digital technology to promote disease management in older patients with chronic disease. Currently Dr. Xu is the Principal Investigator on multiple projects funded by the National Institute of Health and the American Heart Association. These research projects leverage the strengths of electronic health records (EHR), Medicare claims, and national and international survey data to improve the cardiovascular and brain health of older adults through a lens of equity. Her ongoing work in these areas is exemplified with more than 50 peer-reviewed publications in top-tier journals in nursing, gerontology, and cardiovascular research. These studies have received extensive international media coverage, including in TIME, Forbes, and WebMD. In the past few years, she has also received several awards and honors such as the Huffman Splane Emerging Nurse Scholar and the National Institute on Aging (NIA) AGING Initiative Multiple Chronic Conditions Scholar.



2.4 Clinical practice 临床见习

临床见习课程通常作为医学院大三学生到大四学生的过渡课程,是为后期临床实习打好基础的必要教学环节。拟请附属医院的老师根据授课对象学生特点,安排英文教学讲座、教学查房和病例讨论。

The clinical internship course is usually used as a transition course for the juniors and seniors of the medical school, and it is a necessary teaching link to lay a solid foundation for the later clinical practice. It is planned to invite the teachers of the affiliated hospital to arrange English teaching lectures, teaching ward rounds and case discussions according to the characteristics of the students.

2.4.1 教学日历

Clinical Practice				
Date	Time	Presenter	Topic	Tencent Meeting
8.09	14:00-17:00	Yang Mingming, Jinnan etc	Case Analysis	601-5048-9140
8.11	14:00-17:00	Yang Mingming, Jinnan etc	Case Analysis	601-5048-9140
8.16	14:00-17:00	Yang Mingming, Jinnan etc	Case Analysis	601-5048-9140
8.18	14:00-17:00	Yang Mingming, Jinnan etc	Case Analysis	601-5048-9140
8.23	14:00-17:00	Jinnan etc	Case Analysis	601-5048-9140
8.25	14:00-17:00	Jinnan etc	Case Analysis	601-5048-9140
8.30	14:00-17:00	Jinnan etc	Case Analysis	601-5048-9140
9.01	14:00-17:00	Jinnan etc	Case Analysis	601-5048-9140

2.4.2 外教介绍



Yang Mingming

Research fellow at Institute of Cardiovascular & Medical Sciences, University of Glasgow;
Fellowship in Cardiology, Queen Elizabeth University Hospital, Glasgow

2.5 Clinical Internship 临床实习

临床实习要请海外学者与我院实习基地选拔教学医院有海外学习背景的优质的师资带教，打磨国际医疗卫生经典临床实习教学案例和目前国际热门疾病案例。针对本科实习生和留学生进行英文教学讲座、教学查房和病例讨论。

For clinical practice, overseas scholars and the practice base of our hospital should select high-quality teachers with overseas study backgrounds from the teaching hospital to teach, and polish the classic clinical practice teaching cases of international medical and health care and the current international popular disease cases. Conduct English teaching lectures, teaching ward rounds and case discussions for undergraduate interns and international students.

2.5.1 教学日历

Clinical Internship				
Date	Time	Presenter	Topic	Tencent Meeting
8.10	14:00-17:00	Dingming etc	Case Analysis	727-6863-7841
8.12	14:00-17:00	Dingming etc	Case Analysis	727-6863-7841
8.17	14:00-17:00	Dingming etc	Case Analysis	727-6863-7841
8.19	14:00-17:00	Dingming etc	Case Analysis	727-6863-7841
8.24	14:00-17:00	Yang Mingming, Dingming etc	Case Analysis	727-6863-7841
8.26	14:00-17:00	Yang Mingming, Dingming etc	Case Analysis	727-6863-7841
8.31	14:00-17:00	Yang Mingming, Dingming etc	Case Analysis	727-6863-7841
9.02	14:00-17:00	Yang Mingming, Dingming etc	Case Analysis	727-6863-7841

2.5.2 外教介绍



Yang Mingming

Research fellow at Institute of Cardiovascular & Medical Sciences, University of Glasgow;
Fellowship in Cardiology, Queen Elizabeth University Hospital, Glasgow

3 课程总结与反馈

43819105 樊珂

通过参加暑期文献精读课程的学习，我进一步提高了阅读英文文献的能力，感知到了科研思维的力量，无奈的是在工作日见习但周末两天上课的情况下，难以利用课余时间自主学习文献阅读的技巧并复习老师所讲的内容。虽然课堂上阅读文献有些枯燥，但是在老师的带领下，长篇大论略显冗长的文献显得句句是精华，复杂的研究思路也变得清晰易懂，遗憾的是由于不合理的暑期课程的安排，我很缺乏课下的独立阅读，难以进一步锻炼自己的独立思考的能力。课堂的内容大部分是老师单方面的输出，我觉得自己的参与性不够高，过长的上课时间（4 节课）也让我丧失了对文献精读的兴趣和主动性。

文献精读对于以后要走上科研之路的医学生确实很重要，所以更需要合理的课程安排来最大程度地惠及学生，让学生能真正地从这门课程中获益。最后感谢各位文献精读授课老师的教导。

43819128 陈棱滢

在《文献精读与综述》的课程学习中，我们在轻松愉快的气氛下学习，入门的内容是了解了文献的类型、基本格式等，后面也接触了老师为大家找出的相关领域的具体文献。最大的收获是在阅读并深入体会文献的过程中，了解了撰写综述的基本方法，它要求作者既要对所查阅资料的主要观点进行综合整理、陈述，还要根据自己的理解和认识，对综合整理后的文献进行比较专门的、全面的、深入的、系统的论述和相应的评价，而不仅仅是相关领域学术研究的“堆砌”。简言之，文献综述就是一个合并同类项的过程，它有它固定的记录模式，虽然之前在这些资料查找的时候，自己也会这么去整理归纳，但格式之类的是没有想到的，就是单纯的找知识的而已。

文献综述我简单的认为就是一个对知识的整理归类的方法，它可以用于论文的资料搜集，也可以作为某一范畴下知识的汇总的一个索引，一条条整理归纳的条目就构成了一张张的索引卡片，便于我们对知识的梳理整合和有效学习合理借鉴他人的研究成果，对论文的写作和课例研修发挥着重要的作用。如何做好文献汇报也是这门课程的一大收获。从汇报的语速语调到幻灯片的制作排版，从文献的背景介绍、科学问题的提出，到阅读文献对于自身研究的启发与突破。非常感谢吕老师在最后一节课细腻的点评与指导，让我们看到自身的不足与优点，能够更好地学会文献汇报。

关于对本课程的建议：目前已有的课程形式，包括文献阅读、汇报等都有较好的教学成果。希望老师们可以介绍一些文献精读时记笔记或摘录的小技巧。

43819106 秦可立

从第一节课对于各类型文献的总体介绍，到带着我们自己阅读、翻译、理解文献，再到文献汇报意义和方法的讲解，四位老师在有限的课时里给我们讲授了对我们未来几年甚至几十年的学习和工作生涯有益的内容。最后一节课的文献汇报，老师在课上带我们阅读了原文的述评，帮助我们大概了解了研究内容。虽然还不能完全理解整篇文章，但根据文献汇报的框架和要求去分析，听取同学们的汇报相互学习，又得到了老师耐心细致的建议和指导，收获颇丰。

暑期学校的安排很满，工作日见习，周末上课，空闲下来研读文献的时间很少，所以上课效果略差。另外四节课连上也很难一直保持集中，希望未来类似课程可以多考虑时间安排等各方面情况。不过这门课相比于学习理解老师选出来的几篇 case report 或 article，更多的是对于文献阅读技巧和能力的提升，很感谢老师们的倾囊相授。

43621308 陈易霖

这周一我去南京急救的中大分站体验了救护车跟车，收获颇多。通过我的观察和感受，在急救人员的身上，我挖掘出几个关键词。

仔细。上车前，老师就提醒我，要记好自己跟的救护车的车牌；因为医院门口可能不止一辆救护车，一定不能搞混。急救人员的工作就是在与生命赛跑，耽误任何时间都是对病人的极不负责，一定要仔细地对待自己的每一步操作，争取为病人赢得一些生存的希望。

敬业。也可以说是辛苦。第三个接到的病人是一位老奶奶，因为她居住的小区周围在修路，所以救护车不能直接到达楼下，有很长一段路需要我们带着设备步行过去，当时雨下得很大很密，但没有一个人抱怨，小跑着前进，不顾身上被大面积淋湿；众所周知救护车的车速很快，我乘坐过后的感受是又快又颠，同车的一位工作人员姐姐有点晕车，但是一到达目的地就立马跳下车，无缝衔接进入工作状态；第一次近距离接触到急救人员，第一次明白他们工作的艰辛，这样的职业精神值得尊重，也是我日后努力的方向。

严谨。次去救治病人，急救人员都会拎着急救包，先给病人量血压、血糖，在进行听诊，在车上会立刻做心电图；老师说，这样做是为了更准确地了解病人的生命体征，有些病人可能上一秒还在回答病史，下一秒就去世了，为了减少这类事件发生的概率，必须严谨地对待任何数据。而且我注意到，老师在下车救治病人的时候会在胸口别一个摄像机，我想这既是保护自己，又是对病人情况很好的记录。急救人员比医生更早接触到病人，他们仔细地写下病人的初步情况和病史，为急诊科的医生提供药效的信息，为病人开辟出绿色通道。

总之感受都化为我对急救人员的致敬！

43621301 陈寓乐

在这个礼拜一，我前往南医大附属二院跟随救护车出诊。在跟车之前，带教老师先跟我们介绍了平日里的救护车出诊状况，大致了解了救护车急救人员的辛苦程度。在到医院不久后，就迎来了第一个出车任务。让我没想到的是，自一上救护车，就没再下去过。虽然一上午只接了三个病人，但大多数时间都花费在路上。南京道路复杂，车流量大，并且医院也有许多，这就需要开救护车的司机对道路十分熟悉，能在短时间内找到最快的路线。另外，虽然救护车在出诊时可以忽视一些交通规则，但仍需注意安全，防止出现事故。

在跟随救护车的途中，我分别到达了中医院、省人民医院、脑科医院等。我看到了因床位紧缺而不得被转诊到其他医院的病人，也看到了重症监护房中四处排列的病床与忙碌的医生与护士。在大医院里，医疗资源十分紧缺，只能留给病情更加严重的患者，这也是我国目前一个十分让人无奈的现状。

然而，尽管医院里的氛围略显沉重，救护车上的氛围却是轻松愉快的。救护车上的四位医生都以轻松的态度面对每次的出诊。在休息时，带教老师也用轻松的语气向我们讲述了曾经遇到过的惊心动魄的案例。他们曾经在救护车上为孕妇接生，也出诊过重大车祸现场。看着带教老师向我们传授着经验，我明白他们是有着足够的经验与相应的能力才会看起来这么轻松。

经过这次的跟车，我也收获了许多。如今我刚刚进入大二，许多专业知识并没有掌握，看着大街上与死神赛跑的救护车，我明白，距离成为一名合格的医生，我仍有许多路要走

213186038 JENNET MAMEDOVA

While the world is going through pandemic and each country has implemented various preventive measurements to keep the humanity safe, our everyday life still goes on. And we as medical students have to work even harder to keep up with the changing world and transfer our studies to online platforms. But knowing that to become professional medical workers students still need to interact with their professors, groupmates and have live lessons to get familiar with the hospital equipment, our Southeast university has conducted a practical course for nursing skills and let me attend them for 4 weeks with my classmates.

Each week we had different lesson dedicated to specific procedures: urinary catheterization, administering oxygen by nasal cannula and clearing of secretions from respiratory tract. Each lesson had a similar structure: First teacher introduces us to the purpose of each procedure and procedural steps then we watch videos made by Zhongda Hospital personnel. After getting a general information about lesson's topic, teacher performs each step on plastic body mannequins, by giving clear explanations for each female and male body parts, and showing how to use the equipment correctly. After that students are divided into groups to practice the procedures by themselves, revise everything in detail and have discussions with groupmates.

Through the whole course we had an insightful look at different nursing skills that are a basic and essential knowledge for every medical student. Teachers were very supportive and were ready to answer any question students had. Manytimes during the individual practice me and my classmates were asking questions that were not discussed in the lesson and teachers were always trying their best to give full answers and they often tried to know our opinion to trigger a productive discussion amongst ourselves.

Overall, I am very happy for being able to participate in this nursing skills course. Because now I know how to perform the urinary catheterization to a patient who is unable to relieve his urine by himself; administer oxygen by nasal cannula to the patient who has a problem with breathing by himself; and clearing of secretions from the respiratory tract of the patient who has difficulties coughing up his phlegm. I think these three skills would help me in my future career to keep my patients safe and healthy.

213186142 NYANJE MHLANGA

Since the beginning of the pandemic in 2020 about two and a half years now and is still on going, we have been learning online, so mostly theories and videos to help illustrate certain procedures because we have not been fortunate to have labs or any clinical practices to help with our skills to do most procedures that need certain skills, which we are preferably to have physically learnt by doing and are of very much importance in our syllabus, so i hoped to gain some of that from this course.

For this course my classmates and I joined in with Chinese students, they were divided in two classes we had to choose either class. The order of the lessons was just like when we had our lessons before the pandemic. The teacher introduced that day's lesson, explained and emphasized on the important information and marked them in red ink. Then played a video to show how that certain procedure was to be done. Then the teacher illustrated the procedure by showing us on a mannequin body step by step and yet again while emphasizing on the important points.

We had 3 weeks of the nursing skills course, so we have learnt 3 procedures in total; in the first

week we had Urinary catheterization [both female and male], second week Oxygen inhalation by a nasal cannula [with the source being the oxygen cylinder and the wall outlet] and third week Sputum clearing [suction] [using the electric suction machine and the central negative suction device]. After the teacher had introduced the lesson, then explained and illustrated everything on the mannequin patient body they invited questions and sometimes repeated the lesson in Chinese for the Chinese students. After that we split into groups to practice the procedures and the teachers observed and helped when we got stuck and corrected us when we missed some steps or did something incorrectly and answered questions.

This course has helped me to familiarise and gain the needed knowledge, experience and skills in the three procedures we have learnt and looking forward to be able to learn more. Am glad to have been given this opportunity with some of my classmates, what we have learnt will help us in the future to make our patients life better and it has also added to our knowledge in our field of study.

213186077 TINOTENDA LESLEY MUTASA

These are crucial skills that enable the healthcare professionals deliver quality service to their patients with accuracy and safety for both the patient and themselves. These are technical skills which involve use of mechanical equipment and technology. Also good soft skills come hand in hand such as communication, ethics, observation, active listening etc. In conclusion all the three courses emphasized more on communication skills, ethics and generally patient doctor relations. Proper sanitation in the work space is key and it is a skill that cannot be over looked. I also observed that even if these services normally administered by a nurse as a physician it is also important to familiarize with these skills and educated oneself on the appropriate equipment used for all these procedures as well as team work and leadership skills since you are the one who will be ordering them for your patient.

4 活动展示

The European Guideline on Management of Major Bleeding and Coagulopathy Following Trauma

Reading Review

汇报人: 张弛
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陈瑞博、朱颜、朱泽宇





Early assessment and management of trauma patients

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