



Reconstructing the role of class advisors and innovating practices in medical colleges from moral education perspective: “Five-Dimensional Education” model in the School of Anesthesiology at Wannan Medical College

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Highlights

- This innovative model aims to enhance the quality of talent cultivation in anesthesiology and improve the efficiency of student education management.
- The “Five-Dimensional Education” model defines class advisors as builders of class ecology, leader of value creation, companions on the growth journey, practitioners of lifelong learning, and connectors of human efforts, thereby establishing a comprehensive and multi-level system for student education and management.

Abstract

Exploring new innovative approaches and models for medical school class advisors to participate in student management is essential under the comprehensive promotion of moral education and talent cultivation. Taking the “Five-Dimensional Education” model as an example, the School of Anesthesiology of Wannan Medical College redefines the roles of class advisors as builders of class ecology, leaders of value creation, companions on the growth journey, practitioners of lifelong learning, and connectors of human efforts, forming a comprehensive and multi-dimensional framework for student education management. This model effectively enhances the quality of talent cultivation in anesthesiology and optimizes the efficiency of educational management. By implementing effective assessment mechanisms, it ensures that class advisors can perform ideological and political education and academic guidance in an efficient, high-quality, and orderly manner. This study not only helps to cultivate medical talents with both moral integrity and professional competence, but also provides valuable theoretical and practical references for reforming student management in medical institutions, thereby promoting the sustainable development of medical education.

Keywords: Higher education, medicine, class adviser

Introduction

The fundamental mission of education is to foster virtue and cultivate talent [1]. In medical

education, the cultivation of medical professionals with both moral integrity and professional competence directly influences public health and the advancement of medical servic-

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es, representing the core responsibility of medical education [2]. As pivotal figures in the daily management and mentorship of medical students, class advisors play an essential role. Their scientific role definition and effective practice significantly influence students' overall development [3].

However, some class advisors in university demonstrate insufficient responsibility awareness and limited educational capabilities, manifested in several aspects: prioritizing teaching and research over student management, focusing on academic performance while neglecting psychological well-being, emphasizing professional knowledge transmission at the expense of ideological guidance, and stressing skill enhancement while lacking competence in student affairs management [4, 5]. In addition, ambiguous role definitions impede synergistic educational efforts. Discrepancies in educational philosophies, unclear duty boundaries, and poor communication between counselors and class advisors often lead to responsibility shifting in student-related matters, resulting in incomplete tasks, low efficiency, or redundant work. Furthermore, inadequate institutional frameworks exacerbate these issues. Current advisor appointments primarily rely on individual applications, lacking standardized selection, assessment, and evaluation mechanisms; inadequate incentive mechanisms fail to effectively stimulate work motivation, thereby constraining the sustainable development and effectiveness of the advisor team [6].

Guided by the “Five-Dimensional Education” model, this study systematically analyzes the multifaceted roles of class advisors—as ecosystem leaders for value creation, companions in student growth, practitioners of lifelong learning, and facilitators of collaborative engagement—to provide theoretical and practical guidance for improving educational effectiveness in medical institutions.

The “Five-Dimensional Education” model

The builder of class ecosystem

Establishing a scientific class management system

Regulations and norms constitute the foundation of educational management. To implement

the *Opinions of the Central Committee of the Communist Party of China and the State Council on Further Strengthening and Improving Ideological and Political Education for College Students* (Document No. 16 of the Central Committee [2004]), and in accordance with the *Management Measures for Class Advisors of Wannan Medical College (Revised)*, the School of Anesthesiology has formulated and implemented the *Detailed Rules for the Work of Undergraduate Class Advisors*, based on its institutional characteristics [7]. These regulations provide a robust framework to ensure orderly class operation and foster a positive academic atmosphere. As the cornerstone of student education and management in higher education institutions, the stable functioning of the class is of vital importance [8]. Class advisors should formulate practical management rules tailored to institutional policies and professional features to ensure class order [9, 10]. Specific measures include strengthening system and team building, such as improving class rules and enhancing students' awareness of discipline and compliance; selecting and training competent class cadres to maintain organizational stability [11]. Daily management should also be standardized. For example, the School of Anesthesiology at Wannan Medical College has implemented an attendance policy jointly supervised by class advisors and students. This system clearly stipulates procedures for handling tardiness, early departure, and absenteeism, while introducing a full-attendance reward mechanism to enhance students' self-discipline. In addition, academic support should be optimized. Establishing a peer learning assistance group, pairing high-achieving students with those experiencing learning difficulties, and organizing regular study exchange activities can help improve the overall academic performance of the class.

Creating a positive class cultural atmosphere

Based on the disciplinary characteristics of anesthesiology, a class culture with unique professional features has been established. Class advisors organize students to participate in “First Aid and Anesthesia Knowledge Popularization in the Community” activities, where they teach practical life-saving skills such as cardiopulmonary resuscitation and the Heimlich maneuver to the public [12]. These activities not only enhance students' ability to

apply professional knowledge but also foster a strong sense of social responsibility, cultivating a class culture that is service-oriented, positive, and community-focused. The construction of class culture and academic atmosphere constitutes the core of class development [13]. Key initiatives include establishing a class honor system—for instance, setting up an honor wall to display students' achievements in academic competitions and volunteer services—to inspire collective honor and promote a spirit of healthy competition, thereby creating a united and progressive cultural atmosphere. Furthermore, diverse collective activity are organized, such as psychological counseling sessions, themed class meetings, reading clubs, and recreational sports events, which not only encourage students to engage in diligent study and critical thinking but also effectively enhance interpersonal relationships and class cohesion. Through systematic measures, the class evolves into a learning-oriented, cohesive, and dynamic collective characterized by a strong academic atmosphere, harmonious relationships, and vitality, laying a solid foundation for the comprehensive development of students.

Leader of value creation

Innovating and advancing collaborative “ideological and political” education

The class advisor and the student Party branch jointly integrate Party enlightenment education and life education into the freshmen orientation program, embedding the cultivation of medical ethics throughout the process [14]. Life education is incorporated into the anatomy opening ceremony, while thematic activities such as the “Bethune Spirit Lecture” and “Good Chinese Doctor” series are designed to strengthen students' professional values.

Distinguished alumni of Wannan Medical College, including Shanglong Yao and Yuguan Huang, are invited to deliver keynote lecture under the theme “*The Original Aspiration of Medicine*”. By sharing their medical experiences and professional dedication, these alumni effectively inspire students' sense of medical mission and professional responsibility.

Before clinical internships, doctor-patient communication and medical ethics training ses-

sions are conducted to ensure that professional learning and value cultivation progress in harmony. The concept of “Active Ideological and Political Education” emphasizes the subtle influence of practical engagement. Class advisors fully utilize extracurricular platforms to organize voluntary services such as community free clinics and public health education, enabling students to experience and internalize the humanitarian spirit of physicians through service. Furthermore, introductory scientific research education is implemented, integrating scientific integrity training to cultivate academic rigor, while sports competitions are used to strengthen teamwork and collective cohesion.

Reform and innovation of the second classroom

In alignment with the theme of “*Medicine and Humanities*”, class advisors invited experts from the Department of Anesthesiology and Intensive Care Unit of the affiliated hospital to share real clinical cases demonstrating the practice of socialist core values in medical work. Student art creation competitions were organized to encourage the expression of medical professionalism and the charm of traditional medicine through paintings and sculptures, thereby enhancing artistic literacy and strengthening students' cultural identity with local medical traditions. Using online platforms such as class chat groups and medical exchange apps, class advisors share the latest developments and trending topics in medicine using accessible language to enhance interaction and rapport with students. To foster ethical reasoning, “*Medical Ethics Dilemma*” discussion sessions were designed, integrating real clinical cases to guide students in moral decision-making and the cultivation of proper professional values. Meanwhile, class advisors with medical backgrounds lead students in community free clinics, combining professional service with the dissemination of traditional medical knowledge, allowing students to practice and internalize their values through community engagement. Additionally, “*Growing Up with Traditional Chinese Medicine*” speech events were held to encourage students to reflect on the development of traditional medicine, build cultural confidence, and cultivate character and dedication to advancing China's medical cause [15].

Companion on the growth journey

Concurrently serving as undergraduate academic adviser

By concurrently serving as part-time academic adviser, class advisors not only leverage their professional knowledge and skills but also play an irreplaceable role in enhancing medical education, career planning, and employment guidance for medical students [16]. They serve as mentors and companions throughout students' academic and professional growth.

Targeted guidance is provided according to students' grades. For freshmen, advisors help them develop rational academic and career plans [17]. For senior students, tailored advice is offered on postgraduate entrance examinations, major selection, and internship opportunities based on individual goals. During the postgraduate preparation period, advisors organize experience-sharing seminars, inviting successful graduates to discuss effective preparation strategies and answer students' questions, thereby supporting them through this critical phase of academic development.

Helping students develop research competence

As an important academic platform for the scientific research interest group of the College of Anesthesiology, Datura is committed to promoting undergraduate academic exchanges and expanding students' academic horizon [18]. The class advisors regularly visits "Mandala" as a scholar, carries out academic propaganda and exchanges face to face with students, and jointly explores the mysteries of academia; Share their exploration and discovery on the academic path, analyze the dynamics and trends of the academic frontier, and point out the path of academic development for students.

Practitioners of lifelong learning

Enhancing professional competence in education management

Upholding the fundamental mission of moral cultivation and talent development, class advisors are expected to remain dedicated to the cause of education, continuously enrich their knowledge base, and embody the spirit of life-

long learning [19]. By mastering modern technologies and integrating information technology into educational practices, class advisors can effectively improve the quality and efficiency of education. For class advisers who undertake both teaching and research responsibilities, it is essential to stay abreast of disciplinary frontiers and enhance their moral and educational capabilities. The School of Anesthesiology at Wannan Medical College regularly organizes education management training sessions for class advisors, focusing on advanced educational concepts and management strategies, such as the application of positive psychology in class management and the use of information-based teaching methods in student evaluation. Through continuous learning and knowledge renewal, class advisors strengthen their educational management competence and promote professional growth.

Strengthening the updating of professional knowledge

In addition to educational management, class advisors in medical schools must also maintain up-to-date professional expertise [20]. Beyond their routine clinical duties, they actively participate in academic seminars and research projects, staying informed about the latest developments in the medical field. For example, by keeping abreast of advances in anesthetic drug development and new anesthesia technologies, class advisors can integrate current knowledge into student mentorship, providing more professional and forward-looking guidance. This not only enhances the relevance of their instruction but also reinforces their image as authoritative and respected mentors among students.

The connector of human resources

Strengthening home-school cooperation

Class advisors serve as vital links that coordinate the educational efforts of multiple stakeholders. Maintaining close communication with parents helps build a cooperative mechanism between home and school. Through parent meetings, telephone consultations, and communication channels such as WeChat groups, class advisors provide timely feedback on students' learning progress and daily life. At the same time, they gather information on students' home performance and family environment to

jointly identify educational challenges and develop targeted solutions.

Collaborating with professional teaching teams

Class advisors actively cooperate with various educational forces to enhance the overall effectiveness of student cultivation [21]. First, they maintain close contact with course instructors to stay informed about students' academic performance and progress. Second, they assist the college in promoting psychological education and monitor students' psychological well-being to ensure early support when needed. Third, they coordinate with counselors and the Student Affairs Office to efficiently manage administrative tasks such as comprehensive evaluations, scholarships, and financial aid. In addition, class advisors innovate educational engagement by organizing the featured event "Sanquan Educating People Afternoon Tea", leveraging the "one-stop" student community platform. This initiative provides an informal, interactive environment—combining entertainment with dialogue—to strengthen emotional connection, inspire creativity, and stimulate students' intrinsic motivation for growth.

Implementation effect

Strengthened ideological guidance and significant improvement in freshmen's party membership intentions

The primary responsibility of class advisors is to provide ideological guidance for students, which also serves as a core indicator for evaluating their overall performance. At Wannan Medical College, the thorough implementation of the "Five-Dimensional Education" model by class advisors has markedly enhanced the ideological awareness and political engagement of first-year undergraduate students. Notably, in the School of Anesthesiology, the proportion of freshmen who meet the basic criteria for Party membership and have formally submitted applications to join the Communist Party of China has reached 100%. This outcome clearly demonstrates that, as the educational model continues to evolve, freshmen's willingness to align themselves with the Party organization has grown steadily stronger, reflecting substantial progress in ideological guidance and moral education.

Solid advancement of "Five-Dimensional Education" and significant improvement in talent cultivation quality

In recent years, the School of Anesthesiology of Wannan Medical College has fully leveraged the pivotal role of class advisors in fostering comprehensive education, achieving remarkable progress in talent cultivation. Under the precise guidance of class advisors, students have actively participated in national-level competitions and won major awards, demonstrating solid professional competence and innovative practical abilities. Meanwhile, students' motivation for pursuing advanced academic training has continued to strengthen. The postgraduate enrollment rate of undergraduate graduates over the past two consecutive years has steadily increased by 5% compared with earlier cohorts, fully reflecting the significant improvement in the quality of talent cultivation.

Notably, the innovative practice of the class advisor model has also received high recognition. In June 2024, the project titled "Research on the Practice and Innovation Model of University Class Advisors" submitted by the School of Anesthesiology was successfully approved as a "Task-Oriented Project" by Wannan Medical College. This achievement not only affirms the effectiveness of the class advisor system but also provides a valuable practical reference for the optimization and advancement of student guidance models in higher education institutions.

Conclusion

From the perspective of moral education, the role reconstruction and practical innovation of class advisors under the "Five-Dimensional Education" mode implemented by the School of Anesthesiology at Wannan Medical College provide valuable insights for the advancement of student guidance in medical institutions. Looking ahead, the School will further strengthen the development of its class advisor team, continuously optimize and innovate their educational roles, and contribute to cultivating medical talents with both exemplary ethics and outstanding clinical competence.

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