Chapter 8

Creative Life Experience among Students in Medical Education

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**ABSTRACT**

This chapter mainly focuses on creativity and creative life experience of medical students in a university in China, in order to find out strategies of improving the medical students’ creativity. The methods such as literature review, participation, intervention, and questionnaire survey are used jointly in this study. The students are divided into experimental group and control group. A two-month creative psychological intervention is carried out with the experimental group, and the results show that the level of creative life experience factors of the experimental group was significantly higher than that of control group after the intervention, which indicates that appropriate creative psychological intervention has certain effect on improving university students’ creative life experience.

**INTRODUCTION**

The talent of new era should have the good quality that advancing with the times, such as system, coordinated, flexible use of various basic ways of thinking, especially the image thinking, divergent thinking and intuition thinking. The strong desire of creativity and flexible create psychological quality are also needed, such as competition consciousness and innovation ability, and the ability to withstand setbacks, etc.

The central committee of the communist party of China under the state council on deepening education reform and comprehensively promote quality education decision clearly pointed out that it should attach importance to cultivating students’ innovation ability, practice ability and entrepreneurial spirit in the higher education, should cultivate the students’ innovation spirit and practice ability as the key.

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and should cultivate the students’ scientific spirit and innovative thinking. However, the modern medical education is insufficient in China in cultivating medical students’ scientific research ability; caused most of the students don’t have a strong scientific research consciousness. It not only influences their comprehensive quality, but also limits their development to some extent.

Therefore, through the description of students’ creative life experience level in a medical university and exploration on method and theory of enhancing creativity, this study provided an appropriate intervention on college students to improve the students’ ability of innovation, and aimed to find out the strategies for the improvement. Thus, provides theoretical basis and practical experience for researches of improving the college students’ creativity in medical education environment.

BACKGROUND

Creativity Psychology: Definition and Characteristics

Creativity psychology refers to the creative factors people may exhibit in the process of cognitive process, emotional process and willed process, including the creative factors in people’s needs, motivations, beliefs and personality, temperament, ability of psychological orientation and psychological characteristics. During the activities of creation, one may has his complex psychological structure, in which the creativity is the basic composition, and the creative thought is the core of the creative ability. Creativity psychology has five characteristics including the uniqueness and novelty, the divergent and flexibility, the logical, the subject of potential, and the risky. At the same time, “college students’ creative thinking has the development features, namely the depth of thought constantly increasing, the divergent thinking number constantly rising, and the independence, critical and initiative of thinking continuously improve” (Chen, 2008, p. 2-3).

Many theories of creativity are put forward, such as the three-dimensional intelligence structure theory (Guildford, 1991), which believes that there are two forms of thinking: convergent thinking and divergent thinking, and divergent thinking is the core of the creative thinking. Guildford (1991) defined creativity as the joint of a variety of abilities.

To gradually cultivate the medical students’ strong innovation consciousness and innovation ability to entrepreneurs, the following several aspects may be help in accordance with their main characteristics and performance: 1) strengthen ideological education work, provides the ideological basis for cultivating students’ creativity; 2) scientifically build the creativity psychology knowledge structure framework of college students; 3) designing evaluation methods for their learning evaluation; 4) strengthen the practice teaching and focus on the cultivation of students’ creative ability; 5) develop the personality of college students and respect their interests; 6) creating an innovative ability training and educational environment; 7) strengthen the basic construction of teaching and research.

Studies on Creative Life Experience

Psychologists take the creativity of human culture and civilization as the big Creativity (big C), and that of everyday life experience small creativity (small C). Psychologists not only focus on creativity in the special abilities (such as art, science, etc.), but also pay attention to how the general person shows unique creative life experience. Professor Wu Jing-ji (1988) thinks everyone is full of experiences of