

Exploration and Practice of Course Ideological and Political Education in Clinical Skills Training Courses

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ABSTRACT

The effective integration of ideological and political education with medical professional courses is one of the most important contents of medical teaching reform. It is a process of organic unity of knowledge transmission and value guidance, and is the key to the implementation of the Healthy China strategy and the "moral education". This study analyzes the necessity of carrying out ideological and political education in clinical skills training courses, and combines the characteristics of clinical skills training courses to integrate ideological and political education from the aspects of revising experimental teaching objectives, optimizing experimental teaching content, innovating practical training teaching methods, and improving experimental evaluation mechanisms. The aim is to carry out ideological and political education with professional knowledge, achieve the subtle integration of ideological and political education into the brain and heart, and guide medical students to establish a correct outlook on life Values, cultivate students' patriotism, national confidence, and professional spirit of respecting life, advocating medical ethics, selfless dedication, and overcoming obstacles, so that students can learn and apply what they have learned.

KEYWORDS

Clinical Skills; Course ideological and political education; Teaching reform; Practical training

1. INTRODUCTION

The secretary emphasized that we must adhere to making "moral education and talent cultivation" the central link, and integrate ideological and political work throughout the entire process of education and teaching, achieving full and all-round education [1-3]. The "Guidelines for the Construction of Ideological and Political Education in Higher Education Curriculum" issued by the Ministry of Education in 2020 further pointed out that "fully tap into the ideological and political resources of various courses, and give full play to the educational role of each course", pointing out the direction for the real implementation and promotion of ideological and political education in curriculum in teaching [4]. Medical colleges and universities bear the responsibility of cultivating high-level medical talents with noble medical ethics and superb medical skills in the new era. While consolidating theoretical knowledge, they should naturally inject ideological and political elements, subtly improve student cultivation, and promote the effective integration of ideological and political education and professional teaching.

Clinical skills training is an essential part of clinical medicine [5] and its significance lies in helping students transform theoretical knowledge into practical skills, improve clinical application level, and enhance clinical work experience. Guide medical students to establish a correct outlook on life and values, cultivate their patriotism, national confidence, and professional spirit of respecting life, advocating medical ethics, selfless dedication, and overcoming obstacles.

2. THE NECESSITY OF CONDUCTING IDEOLOGICAL AND POLITICAL EDUCATION THROUGH CLINICAL SKILLS TRAINING

Without national health, there can be no comprehensive well-off society. The key to achieving national health lies at the grassroots level. The report of the 19th National Congress of the Communist Party of China and the "Healthy China 2030 Plan Outline" clearly require strengthening the construction of the grassroots medical and health system with a focus on the construction of the general practitioner team. General practitioners directly provide basic medical and health services to residents and are the "gatekeepers" of the people's health. The professional ability and basic quality of general practitioners determine the quality and level of grassroots medical and health services. Medicine is a highly practical discipline, and clinical skills training plays an important role in cultivating students' qualities and abilities. The clinical skills training teaching contains ideological and political elements such as patriotism education, medical ethics education, life education, legal education, and team cooperation spirit. Integrating ideological and political education into clinical skills training teaching can guide medical students to establish correct life and values.

However, at present, the teaching of ideological and political education in most medical colleges is relatively separated from the teaching of professional courses, and has not yet achieved the expected results [6]. In the process of practical training and teaching, teachers pay more attention to the mastery and application of professional knowledge and skills, pursuing "excellence in work", but neglect "craftsmanship in the heart, quality in action", and the educational function of the curriculum itself [7], resulting in some medical students having vague positioning of life goals, unclear learning goals, and a lack of professional responsibility. Therefore, this study integrates ideological and political education into clinical skills training courses, in order to truly leverage the role of university teachers in teaching and educating students, and help medical students establish correct outlooks on life and values.

3. INTEGRATING IDEOLOGICAL AND POLITICAL EDUCATION INTO CLINICAL SKILLS TRAINING TEACHING

Based on the characteristics of clinical skills training courses, a teaching system for ideological and political education in clinical skills training experimental courses is constructed from the aspects of revising training teaching objectives, optimizing training teaching content, innovating training teaching methods, and reforming assessment and evaluation. The aim is to enable students to efficiently grasp professional knowledge, stimulate their enthusiasm for active learning, enhance their sense of social responsibility, shape good moral qualities, and achieve the teaching goal of curriculum education.

3.1. Training And Optimization Of Ideological And Political Education In Teaching Team Courses

Teachers are the main actors in teaching and educating, the key to talent cultivation, and the implementers of teaching content. Teaching team teachers need to uphold a rigorous scientific attitude, and while carrying out professional education, they should also achieve moral education and talent cultivation. Subjectively, teaching team teachers should enhance their awareness of carrying out ideological and political education in the curriculum, actively learn the theoretical system of socialism with Chinese characteristics, establish ideological and political concepts in the curriculum, improve their own cognition, enhance their self-cultivation, utilize their professional knowledge reserves, based on long-term theoretical research and cutting-edge progress in professional courses, keep up with the times, and combine prominent issues in ideological and political education such as the characteristics of the times and current affairs hotspots, Explore the ideological and political elements

contained in clinical skills training courses to ensure the quality of classroom teaching and the effectiveness of integrating ideological and political education into the curriculum.

3.2. Revise Practical Training Teaching Objectives

Combining with the medical talent training plan and guided by ideological and political education, comprehensively sorting out the teaching outline of clinical skills training courses, determining the teaching tasks to be undertaken in each class based on knowledge and ability goals, forming quality and emotional goals, and always cultivating students' rigorous and meticulous scientific research attitude, teamwork spirit of unity and cooperation, and cultivating students' rigorous and meticulous scientific research attitude, as well as teamwork spirit, in the revision of teaching goals Good professional ethics and a spirit of dedication in medical humanities.

3.3. Optimize Practical Training Teaching Content And Deeply Explore Ideological And Political Materials

3.3.1. Integrating Life Education and Legal Education

The clinical skills training course should strengthen students' legal awareness, learn by doing, and teach by doing. When teaching about medical record writing standards and other related knowledge, it is necessary to cultivate students' rigorous and pragmatic style; In contact with patients, it is necessary to learn to grasp the appropriate balance and pay attention to methods, improve understanding of medical regulations and rules, and conduct medical operations within the scope permitted by law. In the process of animal experiments, it is necessary to optimize the experimental steps and minimize operations that harm animals. Throughout the entire experimental process, it is necessary to strengthen life education and legal education, guide students to respect life, and lay the foundation for forming a good doctor-patient relationship in the future.

3.3.2. Integration into medical ethics education

The new model of medical ethics education should be based on the entire process of student growth, emphasizing education as the foundation and moral education as the priority, and reflecting the entire process of medical ethics education with the "three innovations". The experimental surgical operation part of clinical skills science focuses on experimental animals. In teaching, students should rely on virtual simulation platforms, combine virtual and real, strictly follow the experimental operation steps, improve the success rate of experimental operations, reduce the waste of experimental animals, and teach students how to obtain as much information as possible from animals dedicated to the cause of human health.

3.3.3. Integration into patriotic education

Through medical current events and stories around us, medical students are inspired to pay attention to people's livelihood and diseases, enhance professional interest and strengthen professional identity. In the process of prevention and control of the novel coronavirus epidemic this year, medical workers have taken up the "girder" in the front, while countless young medical students are also working hard in the rear to fight the epidemic. The retrograde deeds of medical workers and volunteers can be told in the practical training teaching, so as to strengthen the social responsibility and patriotism of medical students.

3.3.4. Integrating scientific research elements

After each training session, select one or two medical research cutting-edge or hot topic literature related to the training for students to learn, discuss, and share. Students are required to understand the literature, ask questions, summarize the advantages and disadvantages of experimental methods, broaden their horizons, and cultivate their scientific research thinking, thinking ability, and innovation ability.

3.4. Innovate Practical Training Teaching Methods And Enrich The Integration Of Ideological And Political Education

According to the core concepts of "flipped classroom", PBL, and CBL, teaching teachers integrate various digital resources and platforms, innovate practical training teaching methods, effectively and reasonably integrate ideological and political resources, and improve the effectiveness of practical training teaching based on the content of practical training teaching, relying on a hybrid teaching mode of online and offline teaching.

3.4.1. Situational teaching method

For example, when teaching surgical skills, students can intuitively feel the situation of patients by playing surgical videos and pictures, so that students can switch their attention from "human disease" to "sick people". Through heuristic teaching, students should pay attention to the feelings of patients, carry out living assistance, give psychological comfort, cultivate students' humanistic care consciousness, and be warm medical people.

3.4.2. Case study teaching method

Integrating ideological and political education into case studies. When teaching first aid skills, quick and accurate emergency treatment for patients is a key content that students need to master. Through the case of medical staff rushing to save shock patients, students can truly understand that "time is life, profession is life", cultivate solid professional skills, and uphold the values of saving lives and protecting lives.

3.4.3. Problem based teaching method

Teachers set up problem scenarios, guide students to preview the content and ask questions, and teachers and students explain the problems together in class. For example, when teaching basic operational skills, introducing the scenario of free treatment of congenital heart disease in impoverished children through the "Heart Blessing Project", guiding students to ask questions themselves, promoting independent learning, and cultivating their ability to ask and solve problems.

3.5. Establish Diversified Assessment Methods And Improve The Evaluation System

Reform the traditional summative evaluation method, where the final evaluation score is based on the final exam score (70%) and the hourly score (30%). The new clinical skills training evaluation mechanism combines formative evaluation with final evaluation, and combines qualitative evaluation (teacher observation method, student self-qualitative evaluation) with quantitative evaluation (theory and practice course assessment). In theoretical and practical assessment, the evaluation of professional ethics, humanistic care and other qualities should be increased. Including pre-class preview, practical training attendance, practical training participation, practical training operation evaluation, operational examination and final written examination, final total score=Pre-class preview (5%) + attendance (5%) + participatory teaching performance (10%) + practical training operation evaluation (10%) + Final practical training operation exam (20%) + final theory exam (50%).The scores obtained according to the above proportion will be counted into the final grade, so as to achieve a comprehensive, fair and objective evaluation of students.

4. SUMMARY

The secretary pointed out that "talent cultivation must be a process that unifies education and talent cultivation, and education is the foundation." Education is not a simple "assembly line" operation. It is necessary to timely understand the characteristics of college students in the new era, understand

their thoughts, thoughts, and demands, and not "one lesson plan can lead the world". The "one size fits all" education model should be abandoned.

Medical colleges and universities are holy places for medical students to seek knowledge and become talented, halls for teachers to impart knowledge and create knowledge, and important places for value education. By integrating professional knowledge with ideological and political education, medical education can enable students to internalize ideological and political content in the mind, externalize it in practice, and realize it in practice during the study of professional courses [8], and then help students to improve their medical humanistic quality and run medical humanistic quality education through the whole process of talent training, so as to meet the requirements of the biological-psychological-social medical model, and comprehensively promote education on health and humanistic qualities, pay attention to the cultivation of professional ethics, spirit, and qualities, and also enhance the competence of medical students in their positions, truly implementing the spirit of the secretary's meeting instructions, while imparting professional knowledge and cultivating abilities, strengthening students' correct value identification, and truly achieving moral education and talent cultivation!

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