

# Research on the Integrated Practice of Curriculum Ideology and Curriculum in General Practice Courses

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## Abstract

**Integrating ideological and curriculum education into general medicine in the new era is a key concern for higher education administrators and educators. It is also an urgent task in course teaching and practice. This paper discusses its significance, explores integration strategies in curriculum design, faculty development and teaching assessment, and analyzes specific approaches in teaching, practice, campus culture and social activities.**

## Keywords

**Curriculum; General Medicine; Ideological and Curriculum Education; Personnel Training.**

## 1. Introduction

In response to the profound changes unseen in a century and the nation's higher demand for talent, comprehensively advancing curriculum-based ideological and curriculum education is a crucial measure for implementing the fundamental task of fostering virtue through education. Higher education institutions must integrate ideological and curriculum education into the teaching and practice of disciplines such as general practice medicine. By optimizing curriculum design and establishing incentive mechanisms, they should explore effective methods and pathways for this integration to cultivate practitioners and contributors dedicated to the cause of Healthy China.

## 2. The connotation of curriculum-based ideological and curriculum education

Ideological and curriculum education in higher education was once overly dependent on specialized ideological and political courses, with a homogeneous model and limited effectiveness. Chinese president Xi Jinping stressed the need to give full play to the main channel of classroom teaching, promote the coordinated development of all courses with ideological and curriculum education, and form a synergistic effect in moral education. Therefore, ideological and political work should be integrated into the compilation of professional textbooks and the whole process of professional teaching to realize the deep integration of curriculum-based ideological and curriculum education.

In 2020, the Ministry of Education comprehensively promoted the reform of curriculum ideology and politics, aiming to build an all-round education system, align professional courses with ideological and political courses in direction and standards, and take moral education as the fundamental task and core concept of higher education in the new era. It is a new requirement of the Party and the state and an important way to cultivate talents for the country. The essence of curriculum ideology and politics is to fulfill the fundamental task of moral education. As a fine tradition and lifeline of all work, it adheres to the principles of moral

teaching and learning, strengthens the education of students' world outlook, outlook on life and values, and guides them to establish correct cultural, historical and national views, so as to cultivate all-round developed talents.

Curriculum ideology and politics aims to integrate knowledge, value and ability. Teachers should integrate correct values and medical ethics into teaching, set an example for students, and adopt case analysis and inquiry-based teaching[1]. Academicians Zhang Zhiyuan and Wang Songling have set good examples, encouraging students to stick to their original aspirations, pursue rigor and innovation, and forge ahead in the medical field.

### **3. Methods for Integrating Curriculum-Based Ideological and curriculum education with Professional Courses in General Practice**

The integration of professional education and ideological and curriculum education helps to expand the depth and breadth of professional education while enhancing its humanistic dimension. Driven by innovative thinking, curriculum ideology and politics promotes the fusion of specialty education and ideological-curriculum education, focusing on the classroom and running through the entire process of curriculum development. It broadens the dimensions of professional education, elevates its humanistic warmth, and contributes to the realization of fostering virtue through education for the general practice specialty[2].

#### **3.1. Course Arrangement**

Curriculum establishment entails the overall planning of course types, teaching content and corresponding standards. A sound curriculum system must follow cognitive laws, keep up with contemporary developments and align with the talent cultivation goals of the specialty, while also excavating ideological and political connotations to move in tandem with ideological and curriculum education. China's general practice curriculum system has expanded from an initial three courses to a comprehensive framework of sixteen courses spanning basic medical sciences, clinical disciplines and humanities. Dedicated to advancing curriculum ideology and politics, numerous institutions of higher learning have pursued proactive reforms: The Air Force Medical University has launched electives like History of General Practice, incorporating traditional Chinese culture and medical professional ethics; Sichuan University has developed Introduction to General Practice into a flagship course for ideological and curriculum education, extracting red cultural resources related to the discipline; the School of Stomatology at Shanghai Jiao Tong University has improved humanistic qualities and educational outcomes through multi-angle guidance via courses such as Career Planning for Medical Students.

#### **3.2. Teacher Training**

Classroom instruction and teachers constitute the core of school education, and teachers are also the key to the advancement of curriculum ideology and politics. Training can inspire young teachers to develop ideas for curriculum ideology and politics construction and improve their teaching capabilities, while the development of teaching teams is centered on enhancing their education-oriented competence. The School of General Practice at Jilin University has organized a series of seminars on curriculum ideology and politics and compiled relevant learning reference materials, aiming to comprehensively elevate teachers' understanding. It promotes the alignment between curriculum ideology and politics and ideological-political courses, ensures the implementation of curriculum ideology and politics initiatives, strives to create classrooms with sincerity, warmth and compassion, and fully advances the pattern of education by all staff[3].

### 3.3. Teaching Evaluation

The implementation of curriculum ideology and politics must adhere to the spirit of the education evaluation reform in the new era, and motivate teachers' initiative and creativity in fulfilling the mission of fostering virtue through education via teaching evaluation. Evaluation criteria should be established by centering on four key elements—educational philosophy, teaching content, professional ethics and behavioral demonstration—and from three dimensions: teacher as the subject, teaching process and learning outcomes[4]. Equal emphasis should be placed on professional evaluation and ideological-political evaluation, with the effectiveness of talent cultivation integrated into the assessment system.

Holding competitions on curriculum ideology and politics teaching competence can encourage instructors to deeply explore ideological and political elements in teaching materials, and integrate patriotism, medical ethics and professional conduct, as well as scientific attitude into classroom instruction, so as to achieve the unity of knowledge imparting and value guidance. Meanwhile, it is essential to strengthen the construction of demonstration courses and the popularization of advanced experience, commend outstanding teaching teams and individual teachers, and inspire young teachers to consciously practice and disseminate core socialist values, so that the main channel role of classrooms in education can be effectively exerted.

## 4. Integration Pathways of Curriculum-Based Ideological and curriculum education with General Practice Medical Courses

The construction of curriculum ideology and politics in the new era features an organic integration of professional and ideological-curriculum education, aiming to cultivate holistic individuals and shift from fragmentation to integration. It embeds values and cases into general practice courses, exerts subtle influence on students' ideology and morality, and realizes the goal of fostering virtue through education. Grounded in teaching materials and classroom, supported by teachers, it combines the first and second classrooms to form a joint educational force.

### 4.1. Classroom Instruction

The focus of curriculum ideology and politics construction lies in the classroom[5], and it is necessary to organically integrate ideological and political elements into curriculum teaching and reform by relying on the main channel of instruction. Every course contains ideological and political connotations, and teachers are expected to take the initiative to explore such elements, identify appropriate entry points in combination with disciplinary logic, issues concerned by students and current political hotspots, and integrate these elements into teaching with innovative design. The Schools of General Practice at universities including the Air Force Medical University, West China Hospital of Sichuan University and Wuhan University have integrated ideological and political elements into professional courses, conveying scientific attitudes and patriotism, cultivating a sense of social responsibility and strengthening teachers' awareness of education. Classroom teaching should pay attention to timing and methods, inspire students with vivid and lively language, and achieve the effect of nurturing people silently through emotional resonance. Ultimately, it helps students establish correct values while mastering professional knowledge, thus realizing whole-process and all-dimensional education.

### 4.2. Clinical Practice

Clinical practice is a pivotal phase in medical education, serving as a primary means to enhance students' practical skills, professional competence, and ethical standards. This stage aims to integrate theory with practice, fostering students' comprehensive abilities in disease management, medical documentation, and doctor-patient communication. Instructors must

exemplify both instruction and mentorship, incorporating ideological and political elements—such as medical excellence, lawful practice, integrity, and dedication—into skill development to guide students in establishing sound values and professional outlooks. The internship process emphasizes a humble, rigorous, and truth-seeking approach to learning, prioritizing the cultivation of patient-centered care, teamwork, and professional ethics. As emphasized by Academician Zhao Yimin, physicians should focus on addressing patients' needs, identifying and resolving issues through clinical experience—a fundamental expectation for every intern.

#### 4.3. Campus culture and social activities

Campus culture, with students as its main body and extracurricular cultural activities as its core, is a collective culture that embodies the spirit of a university. It exerts a profound impact on the effectiveness of ideological and curriculum education in higher education, permeates the teaching, research and daily life of teachers and students, and helps cultivate students' lofty ideals and noble moral character. The Air Force Medical University has built a statue of Martyr Zhang Hua and organized health-related voluntary services, integrating professional learning with practical activities. The Health Science Centers of Peking University and Shihezi University have jointly established an ideological and political practice base, enabling students to learn about the history of the Great Reclamation of the army, and receive edification from patriotism and the spirit of hard work. Social practice activities such as social surveys and revolutionary tradition education have become important approaches to ideological and curriculum education in universities, contributing to the improvement of students' comprehensive qualities and the cultivation of high-quality talents.

### 5. Conclusion

Chinese higher education institutions offering general practice programs should implement the following construction objectives: fully uphold the fundamental tasks of fostering virtue through education and achieving holistic education by all staff, in all processes and in all dimensions, realize the full coverage of ideological and political elements in professional courses, and explore red cultural and revolutionary elements embedded in the disciplines. During the period of achieving these construction goals, it is essential to strengthen teachers' professional ethics and self-cultivation, provide correct guidance to students, and realize the integrated effect of professional education and ideological and curriculum education. Meanwhile, teaching arrangements should be combined with students' learning interests to enhance classroom engagement and vitality, which can ensure the orderly implementation of ideological and curriculum education throughout the entire process and cycle of student training. With the in-depth advancement of curriculum ideology and politics, the integrated education of curriculum ideology and politics and general practice professional courses has become a crucial position and an effective starting point for general practice medical colleges to carry out ideological and political work.

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