



Exploring the Integration of Ideological and Political Construction in Curriculum into the Teaching Practice of Digestive System Diseases for Clinical Medical Students

Xiangqun Cao, Xiaoyun Qi, Hua Zhang*, Boping Zou*

Nursing Department/Department of Gastroenterology, The Second Xiangya Hospital of Central South University, Changsha, Hunan, China.

How to cite this paper: Xiangqun Cao, Xiaoyun Qi, Hua Zhang, Boping Zou. (2023). Exploring the Integration of Ideological and Political Construction in Curriculum into the Teaching Practice of Digestive System Diseases for Clinical Medical Students. *The Educational Review, USA*, 7(8), 1067-1071.
DOI: 10.26855/er.2023.08.004

Received: July 28, 2023

Accepted: August 25, 2023

Published: September 18, 2023

Corresponding author: Hua Zhang, Boping Zou, Nursing Department/Department of Gastroenterology, The Second Xiangya Hospital of Central South University, Changsha, Hunan, China.

Abstract

With the rapid development of the medical profession in our country, there is an increasing demand for higher standards in medical education. The integration of ideological and political construction into medical education has emerged as a critical issue within the ongoing reforms. This paper takes the course of Digestive Diseases of Clinical Medical Students as an example to explore how to integrate ideological and political construction into medical education to improve the ideological and moral quality and professional ability of medical students. By introducing relevant ideological and political education content in the curriculum, such as ethics, professional ethics, etc., students can be helped to recognize the social responsibility and mission of the medical profession, and cultivate their correct values and humanistic care. At the same time, combining teaching with practical cases and professional knowledge can prompt students to pay more attention to patient rights and social benefits when solving medical problems. In addition, conducting discussions, speeches, and other activities can stimulate students' thinking and expressive abilities, enhancing their overall moral and professional cultivation. This comprehensive integration of medical education can significantly improve the ideological, moral, and professional competence of medical students, providing strong support for the sustainable development of China's medical industry.

Keywords

Ideological and political construction, Medical education, Digestive disorders; Teaching practice

Introduction

Medical education is an important way to train medical talents and the key to improve the national health level. With the continuous progress of medical technology and the improvement of medical services, people have higher and higher requirements for doctors. In addition to professional skills, the ideological and moral quality and professional ability of doctors have also become the focus of attention. How to integrate ideological and political construction into medical education has become an important issue in the current medical education reform (Li Peng, 2021). This paper takes the course of

Digestive Diseases of Clinical Medical Students as an example to explore how to integrate ideological and political construction into medical education to improve the ideological and moral quality and professional ability of medical students.

1. Course introduction of Digestive System Diseases for Clinical Medical Students

Digestive System Diseases for Clinical Medical Students is one of the compulsory courses for medical majors, aiming to cultivate the basic theoretical knowledge and clinical practice ability of clinical medical students in the diagnosis, treatment and prevention of digestive system diseases. The course mainly includes the anatomy and physiology of digestive system, classification and diagnosis of digestive system diseases, treatment and prevention of digestive system diseases. This course focuses on the combination of theory and practice. Through classroom teaching, case analysis, experimental operation and other teaching forms, it helps students to deeply understand the occurrence mechanism, clinical manifestations and treatment methods of digestive system diseases, so as to improve students' clinical thinking and operational skills. Through the study of this course, students will have a deeper understanding of digestive diseases and lay a solid foundation for their future clinical practice.

2. The importance of ideological and political construction in medical education

Ideological and political construction is of great significance in medical education. First of all, medical education is highly specialized and highly technical, and medical students must have a high degree of professional ethics and social responsibility. Therefore, ideological and political construction is an indispensable part of medical education, which can cultivate medical students' correct outlook on life, world outlook and values, guide them to abide by professional ethics, improve the quality of medical services, and protect people's health. Secondly, ideological and political construction can help medical students establish correct life goals and pursuits, stimulate their learning enthusiasm and motivation, and achieve their all-round development. Medical students not only need to have extensive knowledge and superb skills, but also need to have a high degree of humanistic literacy and social responsibility. Ideological and political construction can help medical students realize their mission and responsibility, stimulate their learning enthusiasm and motivation, and promote them to achieve better results in the medical field. Finally, ideological and political construction can help medical students establish correct values and social outlook, and improve their sense of social responsibility and mission. Medical students must have a high degree of professional ethics and social responsibility in order to better serve the people. Ideological and political construction can guide medical students to establish correct social values and realize the importance of medical career and social responsibility, so as to better serve the people (Li Yanru, 2019).

3. The exploration of integrating ideological and political construction into the course of Digestive System Diseases for Clinical Students

3.1 Select the appropriate textbook content

To integrate the ideological and political construction into the course of Digestive System Diseases for Clinical students, it is very important to choose the appropriate textbook content. The content of the textbook should not only impart disease knowledge, but also integrate into the teaching requirements of ideological and political construction, which will be discussed in the following paragraphs.

3.1.1 Choose thoughtful teaching materials

In the selection of teaching materials, we should give priority to the selection of ideological teaching materials, which can better help students to carry out ideological and political construction. Ideological teaching materials can not only spread disease knowledge, but also guide students to think about the social, political, cultural and other issues behind the disease, and cultivate students' comprehensive quality and ability.

First of all, the textbook should have depth. The content of the textbook should not only be simple disease knowledge, but also include the history, society, culture and other aspects of the disease, so that students can understand the multiple aspects of the disease, so as to better understand the nature and impact of the disease. Secondly, the textbook should be broad. The textbook should not only cover the basic knowledge of the disease, but also include the prevention, treatment, rehabilitation and other aspects of the disease, so that students can understand the whole picture of the disease, so as to better grasp the knowledge of the disease. Finally, the material should be inspiring. Teaching materials should be able to guide students to think about the social, political, cultural and other issues behind the disease, so that students have a deeper understanding of the impact of disease on society and human beings, so as to better cultivate students' comprehensive quality and ability.

3.1.2 Introduction of case analysis

The introduction of case analysis is an effective strategy to integrate ideological and political construction into the course of Digestive System Diseases for Clinical Students. Through the introduction of representative cases, it can help students to have a deeper understanding of the nature and impact of diseases, and then trigger their reflection and discussion on social, political, cultural and other issues. When introducing case studies, the following points should be noted: First, the selection of cases should be representative and typical, and can reflect the nature and impact of the disease. Secondly, cases should be closely combined with course content to guide students to in-depth analysis and thinking. Finally, it is necessary to guide students to learn lessons and inspiration from the case, and cultivate students' sense of social responsibility and citizenship.

3.1.3 Pay attention to updating teaching materials

With the continuous development and progress of medical science, the diagnosis and treatment of digestive system diseases are also constantly updated and improved. Therefore, the teaching materials also need to be updated in time to ensure the accuracy and cutting-edge of the teaching content. First of all, the updating of teaching materials should keep up with the development of The Times. With the progress of science and technology and the continuous deepening of medical research, new research results and new diagnosis and treatment methods continue to emerge. Teaching materials need to incorporate these latest knowledge and technology, so that students can timely understand the latest progress and development trends, which helps to cultivate students' scientific thinking and innovation ability, and improve their professional literacy. Secondly, the updating of teaching materials should pay attention to the combination of practice and theory. Digestive diseases are an important part of the field of clinical medicine, and students need to consolidate and apply their knowledge through practice. Therefore, in the process of updating teaching materials, attention should be paid to the introduction and analysis of clinical practice cases, so that students can combine theoretical knowledge with practical situations, and cultivate their clinical thinking and problem-solving ability. In addition, the updating of teaching materials should also pay attention to diversification and comprehensiveness. The diagnosis and treatment of digestive diseases involves knowledge from multiple disciplines and fields, such as internal medicine, surgery, imaging, etc. Therefore, the update of teaching materials should fully consider the content of related subjects, so that students can fully understand and master relevant knowledge. At the same time, the updating of teaching materials should also pay attention to the comprehensiveness of knowledge, integrate the knowledge of various disciplines, and help students learn and think systematically (Wang Ye, 2019).

3.1.4 Introduction of multimedia teaching

The introduction of multimedia teaching is also one of the important strategies to integrate ideological and political construction into the course of Digestive System Diseases for Clinical Students. Multimedia teaching can present disease symptoms and treatment methods through pictures, videos and other forms, so that students can understand the relevant knowledge more intuitively. At the same time, multimedia teaching can also stimulate students' interest in learning through the introduction of case analysis, medical experiments and other forms, and obtain good learning results. In addition, multimedia teaching can also provide students with more abundant learning resources, such as online courses, network materials, so that students can more convenient access to relevant knowledge. Through the introduction of multimedia teaching, students can better grasp the knowledge, enhance the learning effect, but also can promote the ideological and political construction of students, cultivate students' innovative spirit and practical ability.

3.2 Optimize teaching methods

First, the teaching method of case analysis is introduced. Case analysis is a very practical teaching method that can place students in real clinical situations and help students better understand and grasp the diagnosis and treatment of diseases. In case analysis, teachers can choose some representative cases and let students infer the cause and treatment plan by analyzing the clinical manifestations and examination results of the cases. At the same time, teachers can guide students to think about ethics, law and other issues involved in the cases, so as to guide students to form correct values and ethics in practice. Secondly, the teaching method of problem-oriented group discussion is adopted. In this teaching method, teachers can divide students into small groups and let each group discuss and explore a certain problem. Through group discussions, students can better understand the diagnosis and treatment of diseases, and can stimulate students' thinking and creativity. In group discussions, teachers can guide students to think about the difficulties and challenges that may arise in the treatment of the disease, and how to solve these problems. At the same time, teachers can also guide students to think about the ethical and legal issues that may be involved in the treatment of diseases, so as to cultivate students' comprehensive quality and thinking ability. Finally, multimedia teaching method is adopted.

Multimedia teaching is a very effective teaching method, which can use multimedia technology to present teaching content, so as to improve the learning effect of students. In the teaching of digestive system diseases, teachers can use multimedia technology to show the pathophysiological process of diseases, diagnosis and treatment methods, so as to help students better understand and master disease knowledge. At the same time, teachers can also use multimedia teaching to show the ethical and legal issues that may be involved in the treatment of diseases, so as to guide students to form correct values and ethics.

3.3 Attach importance to teaching evaluation

First of all, pay attention to the evaluation of students' comprehensive quality. The teaching content of digestive diseases involves many aspects such as medical knowledge, clinical skills and communication ability, so the comprehensive quality of students should be evaluated comprehensively in the teaching evaluation. In addition to assessing students' ability to master and apply medical knowledge, attention should also be paid to students' ability to communicate, collaborate and innovate. Secondly, pay attention to the examination of students' ideological and political accomplishment. In the teaching process, students should be guided to establish a correct outlook on life, values and world outlook, and cultivate students' patriotism, social responsibility and professional ethics. In the teaching evaluation, we should pay attention to the evaluation of students' ideological and political quality, and evaluate whether students have good moral quality and social morality. Finally, pay attention to the diversification of teaching evaluation. Teaching evaluation should not only evaluate a single test score, but also include classroom performance, homework completion, lab report group discussion and so on. Only in this way can we have a more comprehensive understanding of students' learning situation and performance, and make a more comprehensive evaluation of students' comprehensive quality.

3.4 Strengthen medical ethics education

Medical ethics is an important part of medical education, which involves medical professional ethics, doctor-patient relationship, medical research ethics and so on, and is of great significance to the cultivation of medical students' professional quality. Firstly, we can pay attention to the infiltration of medical ethics education in the teaching process. In teaching links such as case analysis and clinical practice, students can be timely guided to pay attention to medical ethical issues, such as how to respect patients' privacy rights and how to protect patients' right to know. In this way, students can not only learn medical knowledge, but also the importance of medical ethics, and cultivate medical students' professional ethics. Secondly, by introducing case teaching, students can analyze and discuss real medical ethics cases and understand the basic principles and norms of medical ethics. Through discussion and analysis, students can have a deeper understanding of the complexity and diversity of medical ethical issues, and improve their ability to think about medical ethics and solve problems. Finally, the assessment of medical ethics education should be strengthened in the teaching process. In addition to the traditional written test and oral examination, more diversified assessment methods, such as paper writing and group discussion, are adopted to enable students to better grasp the knowledge and skills of medical ethics in practice and improve their medical ethics literacy.

3.5 We will strengthen education in national laws and regulations

The ideological and political construction of the course "Digestive System Diseases of Clinical Medical Students" is integrated into the teaching practice, and strengthening the education of national laws and regulations is a very important part. As future medical workers, medical students must have good legal awareness and legal literacy, abide by national laws and regulations, and ensure the legitimacy and standardization of medical behavior.

In the curriculum, the relevant national laws and regulations education content should be added. Teachers can guide students to understand the basic concepts of medical laws and regulations, legal responsibilities and legal procedures through case analysis and other ways. At the same time, guide students to study relevant legal literature, understand the legal norms of medical behavior, and cultivate students' legal awareness and legal literacy. In teaching practice, students' understanding and application of laws and regulations can be strengthened through simulation cases and discussion. Teachers can design some cases related to digestive system diseases, and let students analyze the legal problems in the cases and propose reasonable solutions. Through such practical activities, not only can improve students' legal literacy, but also can cultivate students' judgment and decision-making ability. At the same time, legal experts or representatives of relevant departments can also be invited to give special lectures to introduce the latest developments and practical experience of medical laws and regulations to students. Through interaction with experts, students can gain an in-depth understanding of the application of medical laws and regulations in practical work and enhance their knowledge and understanding of laws and regulations. In addition, students can be organized to participate in relevant legal

practice activities, such as visits to courts, legal aid agencies, etc. Through personal experience, students can more intuitively feel the authority and importance of law, enhance legal awareness and enhance legal literacy.

3.6 Set reasonable course objectives and requirements

With the development and progress of society, medical education not only cultivates the professional skills of medical students, but also pays more and more attention to the ideological and political quality of medical students. As one of the important professional courses for medical students, the course of Digestive System Diseases for Clinical Medical students should not only teach students relevant medical knowledge and skills, but also guide them to establish correct ideas and moral ethics, so as to cultivate medical talents with high sense of responsibility and good medical ethics. At this time, it is very important to set reasonable course objectives and requirements. First of all, it is necessary to clarify the importance and necessity of cultivating students' ideological and political quality. In the future clinical work, medical students will face a large number of patients and complex medical environment, they need to have correct values and moral concepts, be able to correctly deal with the relationship between doctors and patients, and maintain medical order and medical safety. Therefore, the objectives of the course should include cultivating students' correct medical ethical concepts, making them have the professional ethics of respecting life and putting patients first. Cultivate students' correct doctor-patient communication ability, so that they can establish a good communication relationship with patients and improve the medical effect; To cultivate the spirit of solidarity and collaboration in students so that they can work with team members to complete medical tasks together. Secondly, the curriculum requirements should be combined with the curriculum content and the actual situation of students to cultivate the ideological and political quality and ability of students. While learning medical knowledge, students should have the ability of dialectical thinking and be able to view and analyze problems from multiple perspectives; Have a scientific spirit, be open to new knowledge and technology, focus on practice and innovation; Have a sense of responsibility, be responsible for their own actions, and actively participate in social welfare activities; Team player, able to work with others to solve problems; Have self-management ability, can reasonably plan time and energy, and maintain a good learning state (Xu Jun, 2018).

In order to achieve the above curriculum objectives and requirements, the following measures can be taken in teaching practice: First, through case analysis and discussion, students are guided to think about medical ethics and cultivate their correct values and moral concepts. Secondly, the training of doctor-patient communication skills should be strengthened. By simulating the role play between patients and doctors, students can experience the difficulty and importance of doctor-patient communication and improve their communication ability and empathy. Third, organize students to participate in social welfare activities, such as free diagnosis, health education, etc., so that students can personally feel the social responsibility and sense of mission of medical students. Fourth, encourage students to participate in team work projects, such as medical teams, scientific research teams, etc., to cultivate their team spirit and collaboration ability. Finally, through personal learning plans and academic guidance, students are guided to rationally plan their time and energy and improve their self-management ability (Yu Chenzu, 2021).

4. Conclusion

Ideological and political construction is an important part of medical education, which plays an important role in improving the ideological and moral quality and professional ability of medical students. Integrating ideological and political construction into the course of Digestive System Diseases of Clinical Medical Students can not only improve students' professional ability, but also cultivate medical students' humanistic quality and social responsibility, thus laying a solid foundation for their career as doctors.

References

- Li Peng, Liu Lige, Zheng Yu, et al. (2021). Traditional combined PBL teaching method in internal medicine gastroenterology bilingual teaching [J]. *Journal of Clinical and Experimental Medicine*, 3: 231-232.
- Li Yanru. (2019). Application of case-based Teaching Method [J]. *Enterprise Review*, 13: 245.
- Wang Ye. (2019). "Cultural Shock" of Kazakh Students in Xi'an [J]. *Lanzhou Academic Journal*, 6:215-217.
- Xu Jun. (2018). Culture Shock: An Important Phenomenon that can not be ignored in higher education [J]. *Ningbo Vocational and Technical College Journal of Science*, 1: 53-56.
- Yu Chenzu, Ma Yanhua, Fu Wei, et al. (2021). The case-based teaching method is taught in TCM colleges and universities [J]. *Chinese Medicine Education*, 5: 41-42.