



Construction and Practice of Medical Health and Safety Education Curriculum for College Students Under the Background of “Double First Class”

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Abstract

Nowadays, China's education industry is developing rapidly. In the new era, China has accelerated the development of higher education quality. Currently, China is undertaking the construction of double first-class universities and double first-class disciplines. In this context, medical health and safety education courses should also keep up with the pace of the times, continuously improve the disciplinary construction system, and enhance the quality of courses. In the new era, there is a relative scarcity of medical safety knowledge among college students in China. Schools should seize the opportunity of curriculum construction to enhance the importance of medical health and safety education. They should continuously strive for reform and innovation, enabling college students to acquire a broader understanding of medical knowledge. This will ultimately enhance their awareness of medical safety. This article elaborates on the curriculum system of medical health and safety education for college students in the context of the Double First Class initiative. It proposes a series of comprehensive measures with the hope of providing assistance.

Keywords

Double First Class, Medical health and safety education, Curriculum Construction and Practice

1. Introduction

College students are in a key stage of physical and mental development. During this period, schools should take the initiative to cultivate good medical and health habits among students, enabling them to acquire more medical knowledge and maintain a healthy body. Medical and health education work is a key task. Strengthening health education can popularize medical knowledge among the public, enabling them to enhance their understanding of key infectious diseases, chronic diseases, and mental illnesses. This, in turn, will help individuals consciously prevent and improve self-protection. The medical health and safety education for college students is rich in content, including not only infectious disease prevention and healthy diet, but also gender reproductive health, mental health, chronic disease prevention, cardiopulmonary resuscitation education, and other topics. Therefore, in this course, we should innovate educational forms, improve educational methods, enhance the physical health level of college students, and establish a strong foundation for their future development (Bai Xue, Sun Yahui, & Nie Ying, 2022).

2. The Necessity of Medical Health and Safety Education Courses for College Students under the Background of "Double First Class"

Nowadays, China's economic construction has achieved significant achievements, and the living standards of our people are constantly improving. People not only pursue material abundance but also pay more attention to physical health. Nowadays, various chronic and infectious diseases that threaten humanity are emerging endlessly, taking many lives every year. Therefore, it is urgent to strengthen medical and health education, and the whole society needs to pay more attention.

College students are at a critical age in their lives, which is also an important period of physical growth and development. At present, the incidence rate of various diseases among college students is increasing year by year, which seriously threatens the health of college students. Therefore, in the new era, medical health and safety education should be introduced into colleges and universities, and a special medical health and safety education curriculum system should be established, so that college students can enhance their self-protection and strengthen the prevention of various diseases (Wang Yulong et al., 2022).

3. The main content of medical health and safety education courses for college students

Universities should develop a comprehensive education plan based on the standards and requirements of medical health and safety education. They should also formulate clear health education objectives based on this plan to make curriculum development more focused and effective. The field of medical health and safety encompasses a wide range of topics. In curriculum design, it is important to divide these topics into different sections for modular teaching. This approach helps to provide a clearer organization and makes teaching easier. The content is divided into four sections: prevention of infectious diseases, harm and prevention of sexually transmitted diseases, prevention and control of chronic diseases, and prevention and control of psychological diseases. Each section provides detailed classification and organization of its content. World Health Day should also be utilized to introduce students to knowledge about various diseases, thereby enhancing their understanding. World Tuberculosis Day, for example, is observed annually on March 24. At this time, teachers can organize this part of the content into a mind map, use multimedia courseware to illustrate the pathogenesis and symptoms of tuberculosis, and conduct health lectures for students. This will enable students to learn about tuberculosis prevention. The annual Mental Health Day should promote psychological knowledge among students, while the annual AIDS Day should raise awareness about AIDS among students. This will help students develop healthy habits (Sun Aiqin, 2022).

4. Strategies for the Construction and Practice of Medical Health and Safety Education Courses for College Students under the Background of Double First Class

4.1 Improving the functions of medical health and safety education courses is quite unique for college students

Unlike other courses, this course focuses on education and knowledge popularization. Therefore, universities should strengthen assessment and planning, improve the content of courses and education, and develop comprehensive teaching plans based on the actual situation of the school. Generally speaking, students should learn more medical and health knowledge after receiving health education, and be able to put it into practice and apply it in daily life. Firstly, the curriculum system should be improved. In this course, every educational staff member should determine their own responsibilities, and each teacher and the relevant person in charge should be responsible for the content belonging to their own teaching section, and choose the most executable teaching plan to improve teaching effectiveness. Secondly, we should grasp the focus of the course, focus on the content of key sections, and drive the explanation of other sections, so that the course can proceed step by step, taking into account all the content, and not neglecting one aspect or the other. In addition, attention should also be paid to integrating theory with practice, mobilizing the enthusiasm of every student, and not teaching for the sake of teaching. Students' actual mastery should not be ignored just to pursue the progress of the course. Targeted teaching strategies should be developed based on each student's learning habits so that every student can learn knowledge and keep up with the pace of the lecture. Finally, teachers should be charged in a timely manner to enable them to master more excellent teaching methods. Teachers should determine the content of medical health and safety education courses, follow the principle of people-oriented teaching, and improve teaching effectiveness.

4.2 Establish a comprehensive curriculum structure for medical health and safety education

The course structure is the backbone of the course content, and a sound course structure can deliver the effectiveness of the course. Therefore, in order to ensure the smooth implementation of medical health and safety education courses, a systematic course system should be established. Firstly, universities should offer compulsory or elective courses, prioritize these courses, and set up appropriate class hours to ensure the duration of the course. In addition, medical health and safety education courses should also be divided into theoretical courses and practical courses. The theoretical courses mainly explain theoretical knowledge, and the practical courses mainly carry out practical activities. The two cooperate with each other to form an open and practical curriculum system; Secondly, the curriculum should be independent and able to organize regular medical health and safety education practice activities. The current curriculum should be reformed according to the standards and levels of the curriculum, and a systematic curriculum structure should be established. Comprehensive universities with medical disciplines should coordinate their own resources, demonstrate their own advantages, utilize their unique advantages, optimize curriculum textbooks, make the curriculum content richer, and showcase the characteristics of the discipline.

Some non-medical colleges and universities should fully leverage the role of the school hospital, utilize the medical background of the school hospital, incorporate their opinions and suggestions in the curriculum design, and enable them to participate in curriculum research and construction. Only in this way can the curriculum design be more targeted and the medical curriculum system be continuously improved. School doctors generally have a profound medical background and rich practical experience. They should be involved in the research of related professional topics. For example, in the process of planning related topics, they can combine the diagnosis direction of the school doctor to provide advice. The school doctor can optimize some content related to their professional background and provide their own suggestions. Alternatively, in the process of selecting textbooks, the school doctor should also provide suggestions to fully reflect the professional characteristics of the textbooks.

Finally, within the scope of the curriculum space, it is necessary to strengthen overall planning and create more space for students' practice, allowing them to continuously improve themselves and learn more rich knowledge in real practice

4.3 The construction of medical health and safety education courses should be targeted

In the construction of the curriculum system, in order to achieve practical results, the curriculum should be designed to promote the healthy growth of students and be targeted towards their needs. Therefore, practical content should be enhanced. Comprehensive learning should be prioritized, and students should engage in project-based learning. In practical courses, project-based curriculum methods should be used. Teachers should design various themes for different course sections, taking into account real-life situations. They should also divide students into project-based learning groups, giving them the freedom to choose a theme and engage in project exploration activities. Students can solve problems through their own efforts during the activities and gain real-life experience. During project implementation, teachers should provide students with evaluation tools and course resources to enhance their understanding of various diseases. This will help them retain knowledge and experience the joy of self-exploration. In addition, to ensure the effective implementation of this project-based learning approach, schools should also establish medical safety education and training facilities for students. Various training props and equipment should be placed at the bases to enable students to carry out activities smoothly. In addition to enhancing the practical aspect of teaching, schools should also regularly organize activities related to medical and health education in order to make the curriculum more focused. These activities may include medical and health knowledge competitions, class meetings centered around various medical and health themes, and encouraging active student participation. Students can enhance their learning experience through active participation, resulting in a more significant educational impact (Li Xin, 2023).

4.4 Provide good medical service guarantee for students

In response to the high incidence of unhealthy lifestyle habits and low physical activity among students, as well as the high incidence of illness among third-grade students, the Student Affairs Office, Youth League Committee, and Medical Clinic of the college actively promote medical epidemic prevention knowledge, conduct health knowledge lectures, and strictly implement the access control system and night check system on campus and dormitory buildings to ensure students' normal work and rest and reduce staying up late. Implement a labor week and 1-hour daily exercise system to motivate students to exercise and improve their physical fitness. According to the climate characteristics of the city where the university is located and the types of common diseases among students, the clinic will provide corresponding drugs, prepare a medical manual for common diseases, and provide a unified medical kit for all classes. The kit will be updated

every semester, and medical diagnosis and treatment training for common diseases will be conducted to enrich students' basic medical knowledge.

The school has strengthened its connection with the local authorities, strengthened its connection with well-known hospitals in the city, and invited medical experts to the school to hold lectures on disease prevention and health knowledge, conduct health examinations, establish health record cards, provide medical technology training, and conduct rescue technology drills. Schools should sign advanced medical agreements with well-known hospitals, implement a linkage system between the school and the local area, establish a mutual medical fund, provide free treatment for students with low economic levels, and provide medical security to ensure that all sick students receive timely and effective treatment. Actively utilize off-campus medical resources, improve the medical service level of the college, and solve the problem of insufficient medical conditions in the school (HeXiucheng, Xu Bo, & Liu Yan, 2023).

5. Conclusion

In the context of the Double First Class initiative, universities should enhance innovation, take the lead, and establish a comprehensive medical health and safety education curriculum system. This will enable students to proactively acquire medical knowledge and prioritize their own health, thereby fostering initiative, strengthening prevention and control measures, and preventing the occurrence of adverse diseases. This article first elaborates on the necessity of medical health and safety education courses for college students in the context of "Double First Class". The second part elaborates on the main content of medical health and safety education courses for college students. The last part proposes strategies for course construction and practice from three perspectives.

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