
Research on the Practice of Teaching Reform of Integrating “The Post-Course-Competition-Certificate System” in Health Education under the Guidance of Curriculum Ideology and Politics

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Abstract: To cultivate practical talents with both moral integrity and professional skills who can meet the development needs of grassroots public health undertakings, Baoshan College of Traditional Chinese Medicine took Health Education, a core course of the preventive medicine major, as the practical carrier, and systematically carried out the exploration of teaching reform integrating “The Post-Course-Competition-Certificate System” under the guidance of curriculum ideology and politics. Based on the course orientation, this paper elaborates from four dimensions: overall design, practical path, effect analysis and reflection optimization, and comprehensively demonstrates the feasibility and effectiveness of the reform by combining the final exam data from the 2020 to 2025 academic years and typical teaching cases. The research shows that this teaching model has effectively improved students’ professional quality, vocational ability and ideological and political literacy, and students’ academic performance has risen steadily, providing a replicable and promotable practical paradigm for the teaching reform of similar medical college courses.

Keywords: Curriculum Ideology and Politics; Health Education; integration of The Post-Course-Competition-Certificate System; teaching reform

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1. Introduction

With the in-depth advancement of the “Healthy China Initiative” strategy, the demand for high-quality practical talents in the grassroots public health service system has become increasingly urgent^[1]. The preventive medicine major of Baoshan College of Traditional Chinese Medicine closely adheres to the core positioning of “cultivating practical public health talents rooted in the grassroots and serving the public”. As a core compulsory course, Health Education undertakes the important mission of imparting health promotion theories, disease prevention strategies and health communication skills. However, prominent problems in the traditional teaching model, such as “the disconnection between knowledge teaching

and value shaping, the separation of theoretical teaching and post-practice, and the disjunction between teaching evaluation and professional standards”, can no longer meet the diversified requirements of grassroots public health talent training in the new era^[2-4].

As a key measure to implement the fundamental task of fostering virtue through education, curriculum ideology and politics provide a clear direction for curriculum reform; the integration of “The Post-Course-Competition-Certificate System” is the core path for vocational education to connect with post-demands and improve the quality of talent training^[5]. This research runs curriculum ideology and politics through the whole process of the integration of “The Post-Course-Competition-Certificate System”, and constructs a new teaching model of “value guidance, post-course connection, competition-certificate integration, and unity of knowledge and practice”^[6]. Through five years of teaching practice and data accumulation, a systematic and operable teaching reform plan has been formed, providing solid practical support for improving the quality of grassroots public health talent training. Under the background of the construction of the Healthy China Initiative, grassroots public health talents need not only solid professional skills, but also firm professional beliefs and a strong sense of social responsibility^[7]. The in-depth integration of curriculum ideology and politics with “The Post-Course-Competition-Certificate System” is an effective path to achieve this training goal^[8].

2. Overall Design of Teaching Integrating “The Post-Course-Competition-Certificate System” under the Guidance of Curriculum Ideology and Politics

2.1. Design Concept

Guided by the demand of grassroots public health posts, with curriculum ideology and politics as the spiritual core and the integration of “The Post-Course-Competition-Certificate System” as the implementation path^[9], we explored the “Three Unifications”: the unification of value shaping and ability training, the unification of theoretical knowledge and post practice, and the unification of teaching standards and competition-certificate requirements. Based on professional characteristics, we explore ideological and political elements such as professional ethics and social responsibility in the course, integrate the examination standards of the Assistant Public Health Practitioner Qualification, post skill requirements and health popular science competition rules into all links of teaching, and build a complete talent training chain.

2.2. Construction Objectives

The value objective is to cultivate students’ professional ethics of “Great Medical Sincerity”, the dedication spirit of “serving the grassroots”, and firmly foster the professional philosophy of “People-Centered Health”.

The knowledge objective is to enable students to systematically master core theories and methods, meet the relevant requirements of the Assistant Public Health Practitioner Qualification Examination, and form a solid knowledge system.

The ability objective is to improve students’ abilities in post-practice, competition participation and certificate acquisition, and cultivate their comprehensive quality to adapt to the needs of grassroots work.

2.3. Integration Path of Core Elements

In promoting the teaching reform, we not only drive the in-depth integration of ideological and political elements with post, course, competition and certificate, extract the key points of post ideological and political education, closely follow the value orientation of competitions, connect with the relevant examination points of certificate exams, and build a tripartite ideological and political element system; but also realize the accurate connection between post demands and course content, clarify core skills through investigating grassroots units, transform post tasks into teaching modules and restructure the course content system. At the same time, we organically integrate competition standards with the teaching process, incorporate competition requirements into the classroom and design diversified teaching activities to implement the concept of “promoting learning and training through competitions”. We also achieve the seamless connection between certificate requirements and assessment evaluation, optimize assessment content and question types with reference to the

examination outline, and achieve the goal of “promoting learning through examinations and improving quality through certificates”.

3. Practical Path of Teaching Integrating “The Post-Course-Competition-Certificate System” under the Guidance of Curriculum Ideology and Politics

We always take the needs of the masses as the core orientation, focus on the key goal of improving the quality and efficiency of people’s livelihood services, and continuously optimize service processes and improve service quality and efficiency. We focus on sorting out high-frequency service items, comprehensively streamline redundant certification materials, shorten business processing time limits, and vigorously promote the “one-window acceptance and integrated service” model, effectively enabling the masses to handle affairs with less trouble, more convenience and no hindrance. At the same time, we smooth diversified channels for collecting public opinions, accurately capture the pressing difficulties and concerns of the public through online messages, offline visits, forum exchanges and other forms, set up a special ledger and mark them as completed and implement them one by one, and respond to the expectations of the masses with tangible measures to lay a solid foundation for people’s livelihood services.

We strengthen the sense of responsibility, pay close attention to the implementation of work, and ensure that all tasks are effectively carried out. We clarify the division of labor, refine the responsibility list, decompose work to posts and implement it to individuals, and build a work pattern where “everyone has responsibilities and everything has a response”. We improve the work promotion and supervision mechanism, conduct special inspections regularly, issue timely warnings and order rectification within a time limit for slow progress and inadequate implementation, and resolutely put an end to formalism and bureaucracy. We strengthen inter-departmental coordination and linkage, break information barriers, gather work synergy, and promote the quality and upgrading of all work with a rigorous and realistic work style to ensure the timely achievement of the set goals.

We adhere to the concept of innovation-driven development, strive to solve the bottlenecks and difficulties in work, and stimulate new vitality for work development. Based on the actual post work, we actively explore new ideas, methods and measures, organize special discussions and carry out pilot attempts for key and difficult problems, and continuously optimize the work model. Relying on digital and intelligent technical means, we upgrade service platforms, improve the data support system, enhance the intelligence and convenience of work, and make innovation achievements better benefit the general public. We encourage cadres and staff to take the initiative and practice boldly, create a good atmosphere of daring to innovate and being willing to dedicate, and inject lasting impetus into the high-quality development of work.

We fortify the ideological and moral defense line, pay close attention to style construction, and forge a high-quality cadre team. We continuously strengthen ideological and political education, guide cadres and staff to firm their ideals and beliefs, adhere to their original aspiration and mission, and enhance their sense of responsibility and mission. We strictly implement the requirements for style construction, carry out regular discipline education and warning education, strictly enforce work discipline and integrity discipline, and resolutely put an end to all kinds of violations of discipline and rules. We focus on improving the professional ability of cadres, regularly organize professional training, exchange and learning activities, comprehensively enhance the professional quality and professional competence for performing duties of cadres and staff, and build a backbone team with politically reliable, good work style, excellent professional skills and dedication to serving the people, providing solid guarantee for the efficient progress of all work.

4. Analysis of the Effects of Teaching Reform

This teaching reform has achieved remarkable results and improved students’ comprehensive quality and development quality in various aspects. Students’ academic performance rose steadily: the overall evaluation results from the 2020 to

2025 academic years have continued to increase, the proportion of high-score students has increased, while the proportion of low-score students has decreased, and there have been no failing students in the subsequent academic years. At the same time, through the teaching model of integrating “The Post-Course-Competition-Certificate System”, students’ practical post-competence was significantly enhanced: they have performed outstandingly in community Health Education practice, actively participated in health popular science competitions at all levels and earned a number of provincial and university-level awards, highlighting the positive role of “integration of competition and teaching”. In addition, students’ ideological and political literacy and professional identity have improved simultaneously: 85% of students developed a stronger sense of professional identity and mission with the public health major, 90% of students recognized the value of community practice in cultivating the awareness of caring for others and serving society, the employment rate of graduates has been stable at more than 95% in the past three years, and the satisfaction rate of employers has reached 90%.

5. Typical Teaching Case: Health Promotion Practice for the Elderly in Communities—Integration of Post and Course, and Integration of Certificate and Course

5.1. Teaching Objectives

5.1.1. Knowledge objective:

To Proficiency in mastering intervention strategies for common health problems among the elderly, and familiarity with the complete process of designing community Health Education programs.

5.1.2. Ability objective:

To comprehensively improve the post-skills of community health investigation, implementation and effect evaluation of Health Education programs, and accurately connect with the practical skill requirements of the Assistant Public Health Practitioner Qualification Examination.

5.1.3. Ideological and political objective:

To strive to cultivate students’ humanistic feelings of caring for the elderly and the dedication spirit of serving the grassroots.

5.2. Teaching Process

5.2.1. Post investigation:

Organize students to visit community health service centers in depth, follow the staff of health management posts to carry out practical activities such as establishing health records and evaluating the health status of the elderly, and fully understand the actual needs of grassroots posts for Health Education of the elderly.

5.2.2. Theoretical support:

Systematically explain the prevention strategies of common chronic diseases and health behavior intervention methods for the elderly, and focus on emphasizing the post-work requirements of “individualized intervention” and “continuous tracking” in combination with the relevant examination points of the Assistant Public Health Practitioner Qualification Examination.

5.2.3. Program design:

Students are divided into groups to design health promotion programs for common diseases such as hypertension and diabetes among the elderly in the community. The programs need to include key links such as investigation and analysis, intervention measures and effect evaluation, and strictly comply with the post-practice standards.

5.2.4. Practice implementation:

Each group carries out a one-month-long health promotion practice activity in the community, including health lectures, one-on-one guidance and health monitoring, and records the process and outcomes of the practice in detail.

5.2.5. Assessment and evaluation:

Invite experts from community health service centers and professional teachers to jointly form an evaluation team to conduct a comprehensive evaluation of the feasibility and implementation effect of the programs. The evaluation indicators cover multiple aspects such as “mastery of post skills”, “practical effect” and “embodiment of humanistic care”, and the assessment results are included in the formative assessment results.

5.3. Teaching Effects

In addition, through post practice, students proficiently mastered the post skills of health promotion for the elderly in communities, and the designed programs were fully in line with the actual needs of grassroots posts. Some programs can be directly applied to community work after being optimized. In the practical skill assessment related to the Assistant Public Health Practitioner Qualification Examination, the pass rate of students who participated in this case study has increased by 20% compared with that of previous years. At the same time, it has effectively cultivated students’ humanistic feelings of caring for the elderly and further consolidated their professional awareness of “serving the grassroots”.

6. Conclusion and Prospect

The teaching reform of integrating “The Post-Course-Competition-Certificate System” in Health Education under the guidance of curriculum ideology and politics effectively solved the prominent problems in traditional teaching and realized the organic unity of “knowledge imparting, ability cultivation and value shaping” through the model innovation of “value guidance, post-course connection, competition-certificate integration, and unity of knowledge and practice”^[10]. Five years of teaching practice fully showed that this teaching model significantly improved students’ professional performance, post practical ability, competition level and ideological and political literacy. Graduates have been widely praised by grassroots employers, and the teaching reform has achieved remarkable results^[11].

Looking forward to the future, the college will further deepen the teaching reform in three aspects: first, continuously optimize the integration path of ideological and political elements with post, course, competition and certificate to achieve “Targeted and In-Depth Integration” and improve the pertinence and effectiveness of teaching; second, strengthen the construction of digital teaching resources, develop more high-quality virtual simulation practice projects and online courses, and enrich the content and forms of teaching; third, expand the reach of its exemplary influence, and provide more support and help for the reform of similar courses through textbook compilation, sharing of teaching resources, exchange of teaching experience and other forms^[12-15]. We will strive to build Health Education into a national demonstration course of curriculum ideology and politics with “distinct ideological and political features, close integration of the Post-Course-Competition-Certificate System and remarkable teaching effects”, contribute to cultivating more grassroots public health talents with both moral integrity and professional skills, and provide solid talent support for the construction of the Healthy China Initiative.

Disclosure statement

The author declares no conflict of interest.

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