

Teaching Research and Effect Observation on the Integration of Clinical Medicine Integrated Course and Ideological and Political Elements from the Perspective of “Sanquan Education”

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Abstract: *Purpose:* To analyze the application path of the integration of clinical medicine integrated courses with the elements of ideology and politics under the theory of “Sanquan Education,” and to provide references for the promotion of educational reform in medical schools. *Methods:* 60 clinical medicine undergraduates at Jiamusi University in 2018 and 2019 were randomly selected as research subjects. On the basis of the analysis of students’ characteristics and pre-study content, the students were divided into the integration group and the traditional group, each with 30 students. Students in the integration group carried out clinical medicine integrated class with the integration of ideological and political elements. Students in the traditional group carried out the traditional clinical medicine integrated class. Classroom evaluation scales, anonymous questionnaires, and interviews were used to conduct research, collect data, and compare and observe the application effects. *Results:* After carrying out different modes of clinical medicine integrated courses, the undergraduates of the Excellent Physician Class in the integration group were higher than those in the traditional group in terms of teaching satisfaction, comprehensive quality, basic knowledge test, and case analysis scores through questionnaire analysis ($P < 0.05$). In the evaluation of the effect of ideological education, the undergraduates of the Excellent Physician Class of the integration group were higher than the traditional group in terms of the acceptance of doctor-patient communication, the correct rate of mastering the history of the discipline, and the correct rate of mastering the frontiers and policies ($P < 0.05$). *Conclusion:* Through the integration of clinical medicine integrated course and ideological and political elements, we can help students establish correct values while teaching them professional knowledge, improve the implementation of moral education in medical schools, cultivate excellent medical workers with high morality and firm beliefs for the society, and realize the fundamental educational task of establishing morality and educating people in medical schools in the context of “Sanquan Education.”

Keywords: Sanquan Education; Clinical medicine integrated course; Ideological and political elements; Teaching

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1. Introduction

Integrated courses refer to organizing and combining the relevant teaching contents of the original self-contained courses or teaching links through new combinations so that the relevant courses can form a new type of curriculum with less redundancy, good structure, and overall coordination ^[1]. The establishment of the clinical medicine integrated course aims to further promote the reform of medical education, deepen the synergy between medical education and training, and cultivate outstanding medical talents to meet the needs of future development. “Sanquan Education” means all-member, all-course, and all-round education ^[2]. This study will focus on the central idea of “Sanquan Education” of China’s college education reform in the new era, and focus on the limited time and space for ideological and political education in China’s medical colleges due to the long school system, diverse courses, and high pressure of professional learning, etc., and integrate the clinical medicine integrated course with the elements of ideological and political education. It aims to explore the ideological and political elements embedded in professional knowledge and expertise in the integrated course of the clinical specialties, realize the dual function of teaching and educating people, and cultivate excellent medical workers with high morals and firm beliefs for society. In this study, 60 undergraduates of Jiamusi University’s clinical medicine program in 2018 and 2019 were randomly selected as research subjects to carry out the teaching mode of integrating clinical medicine integrated courses with ideological and political elements from the perspective of “Sanquan Education.”

2. Research subjects and methods

2.1. Research subjects

60 undergraduate clinical medicine students of the 2018 and 2019 Excellent Physician Classes at Jiamusi University were randomly selected as the research subjects. Based on the analysis of students’ characteristics and pre-study content, the students were divided into the integration group and the traditional group, each with 30 students. The students were informed and participated voluntarily in this study. The two groups were comparable in terms of gender, age, and other basic information ($P > 0.05$).

2.2. Methods

Students in the traditional group conducted the traditional clinical medicine integrated class. They were taught according to the teaching materials and requirements of the clinical medicine integrated course, teachers answered relevant questions in a timely manner and helped students better integrate into the learning of the clinical medicine integrated course based on teaching cases and demonstrations.

The students in the integration group carried out the integration of clinical medicine integrated course and ideological and political elements and put forward the necessity of integrating the resources of professional courses and ideological and political education in medical schools from three aspects: main resources, content resources, and means resources. The integration group also implemented the goal of “Sanquan Education” and improved the effectiveness of the integration of professional courses and ideological and political education in medical schools in the new era ^[3].

- (1) In the teaching process of the clinical medicine integrated course, the ideological and political elements contained in the content of the medical courses were deeply explored, combining professional knowledge, humanistic feelings, and quality education. Teachers took the initiative to explore the humanistic considerations, value care, and strategic orientation contained behind the clinical medicine integrated course and cultivated students’ family and national sentiment of embracing the motherland and serving the people, and the spirit of indifference to fame and fortune and dedication to research.

- (2) Teachers also established good doctor-patient communication through scenarios and real cases and conveyed the service concepts of patient-centeredness and humanistic care.
- (3) In the process of teaching, teachers aligned knowledge transfer and value guidance and integrated case study and moral education. Through group discussions, teacher-student dialogues and exchanges, and other interactive methods, students were effectively educated in the implicit education of course ideology and politics.

2.3. Observation indicators

Classroom evaluation scales, anonymous questionnaires, and interviews were used to conduct research, collect data, and compare the observation effect. The comprehensive quality, basic knowledge test, and case analysis scores of the two groups of undergraduate students in the Excellent Physician Class were recorded; among which the full score of the comprehensive quality was 100 points, and the basic knowledge test and case analysis having 50 points each, and higher score indicated better teaching effect. The questionnaire survey was used to evaluate the effect of ideological education in terms of the acceptance of doctor-patient communication, the correct rate of mastering the history of the discipline, and the correct rate of mastering the frontiers and policies. At the same time, the teaching satisfaction questionnaire was used to count and analyze the teaching satisfaction of undergraduates in the two groups of Excellent Physician Classes.

2.4. Statistical analysis

The collected data were entered into Excel and processed using SPSS26.0 software, the teaching effect of the clinical medicine integrated course was expressed by mean \pm standard deviation (SD) and tested by *t*-test. The evaluation of the effect of ideological and political education and the situation of teaching satisfaction were expressed by % and tested by χ^2 , and $P < 0.05$ showed that the difference was statistically significant.

3. Results

3.1. Comparison of the teaching effect of clinical medicine integrated course between the two groups

After carrying out different modes of clinical medicine integrated course, through the investigation and analysis, the undergraduates of the Excellent Physician Class in the integration group scored higher than those in the traditional group in the comprehensive quality (93.15 ± 2.74), the basic knowledge test (45.06 ± 1.84), and the case analysis scores (44.86 ± 2.02) ($P < 0.05$). The results are shown in **Table 1**.

Table 1. Comparison of the teaching effect of clinical medicine integrated course between the two groups (mean \pm SD, points)

| Groups | n | Comprehensive quality | Basic knowledge test | Case analysis scores |
|-------------------|----|-----------------------|----------------------|----------------------|
| Integration group | 30 | 93.15 ± 2.74 | 45.06 ± 1.84 | 44.86 ± 2.02 |
| Traditional group | 30 | 82.58 ± 3.26 | 40.25 ± 1.93 | 38.57 ± 1.96 |
| <i>t</i> | - | 8.248 | 6.195 | 10.356 |
| <i>P</i> | - | 0.004 | 0.012 | 0.000 |

3.2. Comparison of the evaluation of the effect of ideological and political education between the two groups

In terms of the evaluation of the effect of ideological and political education, the undergraduates of the Excellent Physician Class in the integration group were higher than those in the traditional group in terms of the acceptance of doctor-patient communication, the correct rate of mastering the history of the discipline, and the correct rate of mastering the frontiers and policies ($P < 0.05$). The survey showed that the acceptance of knowledge related to doctor-patient communication in the integration group reached 100%, the correct rate of mastering the history of the discipline was 96.67% (29/30), and the correct rate of mastering the frontiers and policies was 86.67% (26/30), which were higher than 80.0% (24/30), 73.33% (22/30), and 66.67% (20/30) in the control group, respectively (Figure 1).

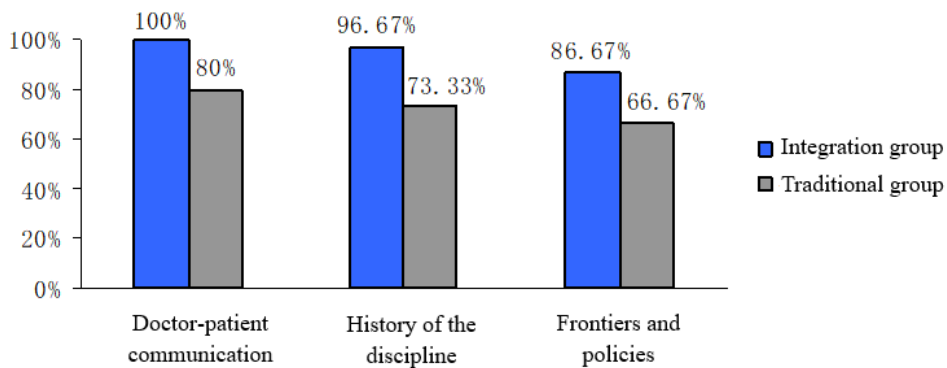


Figure 1. Evaluation of the effect of ideological and political education in the integration group and traditional group

3.3. Comparison of teaching satisfaction between the two groups

The results showed that compared with 73.33% (22/30) in the traditional group, the total satisfaction of teaching for undergraduates in the Excellent Physician Class who carried out the integration of clinical medicine integrated class and ideological and political elements was 96.67% (29/30), which was significantly higher ($P < 0.05$). The results are presented in Table 2.

Table 2. Comparison of teaching satisfaction between the two groups [n (%)]

| Groups | n | Very satisfied | Satisfied | Unsatisfied | Total satisfaction |
|-------------------|----|----------------|------------|-------------|--------------------|
| Integration group | 30 | 19 (63.34) | 10 (33.33) | 1 (3.33) | 29 (96.67) |
| Traditional group | 30 | 13 (43.33) | 9 (30.0) | 8 (26.67) | 22 (73.33) |
| χ^2 | - | - | - | - | 13.394 |
| P | - | - | - | - | 0.000 |

4. Discussion

The predecessor of the educational idea of “all-member, all-course, all-round education” is the “big ideological and political” view of education, which is the first of its kind in China [4]. The concept of “Sanquan Education” enables students to understand life, humanism, academic theories, and the connection between the spiritual world and the material world, so that they can have independence and completeness in their thinking and personal character [5-7]. This paper summarizes the advantages and shortcomings of teaching the integration of clinical specialties with the elements of ideology and politics, establishes a sound teaching program and design for the integration of clinical specialties with the elements of ideology and politics, and further improves

the application effect through reasonable feedback and correction. By exploring the ideological and political elements contained in the teaching content of the clinical medicine integrated courses, identifying the fitting and integration points of teaching, matching different teaching methods, and integrating ideological and political education in the teaching of the clinical medicine integrated courses, we can cultivate students to master standardized clinical operation skills, develop good morality and professionalism, and cultivate the qualities of excellent doctors with feelings, courage, and warmth^[8-10]. Efforts are made to enhance the learning ability and clinical expertise of undergraduate clinical medicine students in the Excellent Physician Class and to actively cultivate students' clinical thinking and job competence^[11-13]. The elements of curriculum ideology and politics are important for actively practicing outcome-oriented education and realizing the goal of moral education in the cultivation of medical talents in multidisciplinary universities^[14,15].

The results of the study showed that after carrying out different clinical medicine integrated curriculum models, the undergraduates of the Excellent Physician Class in the integration group were higher than the traditional group in terms of comprehensive quality (93.15 ± 2.74), basic knowledge test (45.06 ± 1.84), and case analysis scores (44.86 ± 2.02), as analyzed by the survey. It shows that the teaching mode of integrating clinical medical integrated courses with ideological and political elements from the perspective of "Sanquan Education" has obvious advantages compared with the traditional teaching of clinical medical integrated courses, and it is easier for the students to accept this teaching mode and enhance their interest in learning. By evaluating the effect of ideological and political education in the two groups, the survey results showed that the integration of clinical medical integrated course and ideological and political elements from the perspective of "Sanquan Education" increases the acceptance of doctor-patient communication, the correct rate of mastering the history of the discipline, and the correct rate of mastering the frontiers and policies. Therefore, when teaching clinical medicine integrated courses to undergraduates majoring in clinical medicine in the Excellent Physician Class, their ideological and political education should be strengthened so as to enhance their professional medical literacy and moral quality. In the survey of teaching satisfaction, compared with the 73.33% of the traditional group, the total satisfaction of 96.67% in the integration group was significantly higher.

5. Conclusion

In conclusion, through the integration of clinical medical integrated course and ideological and political elements from the perspective of "Sanquan Education," while teaching the professional knowledge of clinical medical students, we can help students establish correct values, improve the implementation of moral education in medical schools, and cultivate excellent medical workers with high morality and firm beliefs for the society, thus realizing the fundamental educational task of establishing morality and educating people in medical schools in the context of "Sanquan Education."

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Disclosure statement

The authors declare no conflict of interest.

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