

# Research on the Reform Path of the Curriculum of Elderly Health Care in Vocational Colleges

Areyi Jiaerken\*

Intelligent Health and Elderly Care Service and Management Major, Urumqi Vocational University, Urumqi 830001, China

\*Corresponding author: Areyi Jiaerken, aray0721@126.com

**Copyright:** © 2024 Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0), permitting distribution and reproduction in any medium, provided the original work is cited.

**Abstract:** With the increasing aging of society and the continuous improvement of people's material level, the health of the elderly and the development of the medical industry have gradually received attention. Ways to better provide high-quality elderly health care, improve the quality of life of the elderly, and meet their health needs have become an important issue in the medical and social fields. Vocational colleges should actively explore and practice the curriculum reform of "Elderly Health Care," cultivate more outstanding talents in the field of intelligent health and elderly care services and management, reform teaching mechanisms, teaching objectives, teaching platforms, teaching practices and textbook reforms, and create a teaching system and model that is in line with the development needs of elderly health care in the new era. This will promote the development of intelligent health and elderly care services and management in vocational colleges and improve the comprehensive quality of students in the field of intelligent health and elderly care services and management. This article discusses and analyzes the exploration and practice of the curriculum reform of "Elderly Health Care," by relevant personnel.

**Keywords:** Elderly health; Vocational school; Smart Health and Elderly Care Services and Management major; Reform path

**Online publication:** August 22, 2024

## 1. Introduction

In an aging society, the increasing demand for medical care has raised higher demands for nurses' comprehensive quality and ability. Nurses should adapt to the development of medical models, better grasp the health status of the elderly, establish a service concept of "holistic care" and use more perfect care methods and measures to solve the health problems of the elderly. However, at present, the teaching mechanism of the elderly care course in the Smart Health and Elderly Care Service and Management major of most vocational colleges is not perfect, the teaching objectives are not clear, the teaching methods are not novel, and the practical system is not scientific, which restricts the effectiveness of talent cultivation. These problems are also the breakthrough points and core of the teaching reform of the elderly health care course <sup>[1]</sup>.

## **2. The value of teaching reform in elderly care in vocational colleges**

Firstly, the reform of elderly health care courses can promote the improvement of students' comprehensive abilities and contribute to the development of their overall quality <sup>[2]</sup>. After deepening the teaching reform, the curriculum emphasizes combining theory and practice. In the classroom, there is not only dull theory, but also the need for students to operate and practice to acquire knowledge independently. Students can enrich their professional knowledge and improve their application of professional skills through practical operation. It can also exercise their ability to adapt to situations, cultivate good psychological qualities and enable them to learn effective ways to handle relationships with the elderly, deepen their awareness of humanistic care and shape them into capable, experienced and warm professional talents. In addition, for teachers, teaching reform also provides opportunities for them to improve their teaching level. In the process of teaching reform, teachers can see the problems in their teaching, reflect on and improve their teaching methods in a targeted manner, thereby improving their teaching ability and contributing to the development of elderly care teaching <sup>[3]</sup>.

Secondly, the reform of health care teaching for the elderly can meet the needs of the times. In recent years, people's health concepts have changed compared to the past, led by the rapid development of China's economy, technology, and medical technology, and the requirements for medical services and standards have become increasingly high. The field of elderly health care is no exception. With the development of the medical level, the pressure on medical institutions has also increased and the demand for professional talents in smart health and elderly care services and management has been increasing year by year. The quality requirements for professional talents are also becoming increasingly strict. Therefore, simply cultivating students' professional knowledge is no longer sufficient to meet the needs of social development. In addition, it is necessary to cultivate students' care awareness and improve their care quality. After the teaching reform, the Smart Health and Elderly Care Service and Management major can achieve sustained, scientific and humanized development in caring for the elderly <sup>[4]</sup>. Exploring students' learning ideas enables them to better apply the care knowledge and skills they have learned in practical work, enabling them to clearly recognize their professional strengths and weaknesses for targeted improvement.

Furthermore, reforming elderly health care teaching can promote the modernization and high-quality development of smart health and elderly care services and management majors. In the process of implementing teaching reform, experts, scholars and outstanding talents in the field can be invited as leaders, fully leveraging their advantages in theory, teaching and practical experience. Innovative teaching models and methods can be used to connect the teaching resources of the Smart Health and Elderly Care Service and Management major <sup>[5]</sup>. Then, guided by the needs of the industry and positions, and with the ability and comprehensive quality of students as the core, a complete professional talent training system can be formed. In this way, not only has the reputation of industry professionals been borrowed to increase the attention of elderly care in society but also the development of care knowledge and technology has been accelerated, rapidly improving the development level of elderly care in China.

## **3. The practical path of teaching reform in elderly health care**

### **3.1. Building a brand new teaching mechanism**

The Smart Health and Elderly Care Service and Management major in vocational colleges should strengthen the connection and cooperation with institutions such as hospitals and nursing homes with elderly care needs and coordinate their positions. For example, vocational colleges can cooperate with hospitals, nursing homes and other institutions under the guidance of the government to establish a united front for elderly care education <sup>[6]</sup>, make reasonable use of each other's resources, clarify their respective rights and responsibilities, integrate

the education work of physicians in the most suitable way and channel, ensure the smooth implementation of curriculum reform and achieve good results. In this way, relying on the school doctor cooperative education alliance, excellent talents with rich clinical practice experience can be invited to participate actively in the teaching process of the course and the teaching staff of elderly care courses can be greatly improved. Vocational colleges should also improve the teaching ability of the teaching staff, send teaching staff to medical institutions for further education and provide excellent training channels for teachers. Internships in medical institutions can bring teachers rich clinical practice experience and transform their teaching philosophy and methods, improve their teaching skills and bring real practical experiences into the classroom. At the same time, vocational colleges should regularly hold academic exchange and discussion meetings, promote the implementation of collective lesson preparation, guide and assist teachers in self-improvement, and provide guarantees for curriculum reform <sup>[7]</sup>.

The Smart Health and Elderly Care Service and Management major in vocational colleges needs to establish a new teaching mechanism based on the actual situation of the school, the characteristics of the curriculum, and its advantages. Firstly, when cooperating with institutions such as hospitals or nursing homes, vocational colleges should clarify the division of rights and responsibilities, and the resources of affiliated hospitals should be managed uniformly by the school. The further education and training of part-time teachers hired from outside the hospital should be consistent with those of teachers on campus and the dual appointment system for medical positions should be improved to lay the foundation for curriculum and teaching reform. Secondly, personnel exchange needs to be scientifically reasonable <sup>[8]</sup>. On-campus teachers must engage actively in clinical practice activities in hospitals, and external staff must also complete the teaching work on campus conscientiously. If necessary, a comprehensive evaluation of the work situation of both parties should be conducted. At the same time, rewards and punishments should be given based on the work situation to improve the work enthusiasm of the personnel being dispatched.

### **3.2. Clarify training objectives**

Vocational colleges need to be guided by the needs of the elderly, based on the care industry standards and clarify the training goals of talents in promoting curriculum and teaching reform. With the development of society, the thinking of the elderly will also change. As a course for cultivating service caregivers, the writers of teaching syllabi should always pay attention to the new needs of professionals in the industry <sup>[9]</sup>. Vocational colleges need to clarify the professional ethics of elderly care positions, track feedback on talent cultivation effectiveness and adjust inappropriate career needs at any time, with solid professional knowledge, rich practical experience, strong humanistic care and excellent communication skills. Good clinical thinking is the core of cultivating excellent professionals with both comprehensive abilities and humanistic connotations.

### **3.3. Building an online resource platform using information technology**

Vocational colleges can integrate teaching resources and build online information-based learning platforms in cooperation with medical institutions and nursing homes. After establishing the platform, schools and medical institutions should strengthen resource exchange and sharing, integrate knowledge related to elderly care, leverage the resource advantages of cooperative institutions and provide more abundant educational resources and learning materials for students <sup>[10]</sup>. In the later stage, both parties can increase their investment in funds, improve the software and hardware facilities of the platform, provide guarantees for online learning for students and meet their personalized learning needs. Establishing an information platform can also stimulate students' enthusiasm and subjective initiative in learning. Students can review weak knowledge points according to

their needs and choose different learning materials online based on their interests and hobbies. In addition, teachers can understand students' learning status and shortcomings based on their online learning traces. When teaching offline, teachers can provide more targeted solutions for students and provide them with more personalized solutions. Building an online platform can not only improve the teaching effectiveness of courses but also enhance the quality of professional talent cultivation, providing a more solid material foundation and knowledge reserve for teaching reform.

### **3.4. Emphasize practical teaching and expand practical approaches**

Firstly, vocational colleges need to carry out campus activities with the theme of elderly health care to help students enhance their professional confidence and identity, guiding them to establish correct values and encouraging them to participate more in practical activities on campus. Schools can hold debate competitions and innovation and entrepreneurship speeches to enable students to quickly access relevant content on elderly care, clarify job requirements and guide their learning direction. In addition, vocational colleges can also use modern technologies such as AI, VR, etc., using real cases for role-playing, scenario simulation, etc., to create a nearly realistic practical teaching environment for students<sup>[11]</sup>. The use of high-tech simulation exercises can improve students' practical operation and self-management abilities. In the process of practical teaching, it can also cultivate their ability to adapt to the situation and cooperate and communicate, laying a foundation for future job positions.

Secondly, in terms of curriculum design, the proportion of practical courses should also be increased so that students can participate more in the practical process, have a deeper understanding of the professional knowledge of intelligent health and elderly care services and management for the elderly, improve the application ability of care skills, cultivate clinical thinking, and enhance comprehensive literacy<sup>[12]</sup>. Finally, vocational colleges can organize students to participate in volunteer activities in communities or nursing homes in batches to promote knowledge related to elderly care<sup>[13]</sup>. Volunteer activities can cultivate students' sense of responsibility and confidence. While helping the elderly, they can gain a sense of self-identity and strengthen their learning philosophy of applying what they have learned. They can truly apply the theoretical knowledge and practical training experience they have learned in their daily lives.

### **3.5. Carry out textbook reform and innovate teaching methods**

The previous course materials on elderly health care were outdated and boring and no longer suitable for the market demand of contemporary elderly care. Therefore, it is necessary to reform the textbook "Health Care for the Elderly." First of all, the smart health elderly care service and management specialty of higher vocational education can invite outstanding talents and experts in elderly care to participate in the preparation of new textbooks, reasonably arrange the contents of new textbooks, ensure that they are compatible with the development needs of today's industry, achieve a seamless connection between teaching and positions, ensure that theoretical knowledge, practical skills, and job standards are highly integrated, and highly reflect the progressiveness and practicality of the curriculum<sup>[14]</sup>.

Secondly, the compilation of textbook content not only needs to reflect personal cultivation, including ideological and moral education, professional ethics, etc., but also needs to convey the spirit of humanistic care to guide students' words and actions and improve the comprehensive quality of students majoring in intelligent health and elderly care services and management. Furthermore, the compilation of textbooks must conform to the characteristics of the Smart Health and Elderly Care Service and Management major, align with the actual needs of nursing positions, adhere to the "student-centered" concept, continuously update the latest nursing-

related knowledge, and enhance the competitiveness of students<sup>[15]</sup>.

## 4. Conclusion

At present, with the development and progress of society, promoting the reform of elderly health care teaching is an inevitable trend of the times and the modernization of the intelligent health and elderly care service and management major in vocational colleges is also inevitable. However, curriculum reform requires a certain amount of time and cannot be achieved overnight, let alone in a rush for quick success. The implementation of curriculum reform requires long-term persistence and promotion. It not only undertakes the mission of cultivating talents but also promotes the innovative development of care knowledge. It needs to be regarded as an important development strategy and given attention. The reform of the elderly health care curriculum must be carried out from multiple levels, including teaching mechanisms, teaching objectives, teaching platforms, teaching practices and textbook reforms. It is also necessary to continuously update industry positions according to social development and changes to improve curriculum reform.

## Disclosure statement

The author declares no conflict of interest.

## References

- [1] Zheng Y, 2021, Exploration of the “Four Linkages, Four Integration, and Three Integration” Talent Training Model for the Elderly Smart Health and Elderly Care Service and Management Major in Vocational Colleges. *Journal of Traditional Chinese Medicine Management*, 29(7): 82–83.
- [2] Cao X, 2020, Investigation and Analysis of Employment Intention among Graduates of Elderly Smart Health and Elderly Care Services and Management in Vocational Colleges. *Heilongjiang Science*, 11(23): 160–161.
- [3] Wang Y, 2020, Exploration of Talent Training in Elderly Smart Health and Elderly Care Services and Management. *Economic Research Guide*, 2020(19): 135–136.
- [4] Liu H, Li H, 2019, Investigation and Analysis of Professional Abilities and Curriculum Requirements for Elderly Smart Health and Elderly Care Services and Management. *Health Vocational Education*, 37(18): 113–114.
- [5] Liu L, 2019, Exploration of Training Strategies for Teaching Teachers Based on Professional Competence in Elderly Smart Health and Elderly Care Services and Management. *Science and Technology Perspectives*, 2019(21): 203 + 251.
- [6] Li R, 2019, Design and Implementation of Practical Teaching Plan for Elderly Smart Health and Elderly Care Services and Management. *Science and Technology Information*, 17(19): 141–142.
- [7] Yuan J, Shan S, Tan G, 2019, The Construction Path of Intelligent Health and Elderly Care Services and Management in Vocational Colleges under the Background of Population Aging. *Rural Economy and Technology*, 30(4): 183, 185.
- [8] He L, 2019, Curriculum Reform of Elderly Health Care in Vocational Colleges. *Chinese Nursing Education*, 16(1): 43–47.
- [9] Jiang X, Yu X, Deng Q, et al., 2018, Practice and Exploration of School Enterprise Cooperation in Elderly Smart Health and Elderly Care Services and Management at Our School. *Cai Zhi*, 2018(34): 51.
- [10] Jiang X, Liu X, Chen Y, et al., 2018, Investigation and Analysis of the Talent Training Model for the Integration of Senior High Vocational Education in the Elderly Smart Health and Elderly Care Service and Management Major. *Journal of Wuxi Vocational and Technical College*, 17(6): 5–7 + 30.

- [11] Wang L, 2018, Exploration of the Talent Training Model for Elderly Smart Health and Elderly Care Services and Management Based on the Humanistic Care Ability of Nursing Students. *Journal of Jiujiang University (Natural Science Edition)*, 33(3): 101–103.
- [12] Liu X, Jiang X, Tao X, 2018, Investigation and Analysis of the Talent Training Model for the Integration of Senior High Vocational Education in the Elderly Smart Health and Elderly Care Service and Management Major. *Modern Vocational Education*, 2018(26): 17.
- [13] Zhang Y, Wu Z, Tang X, et al., 2017, Construction of Core Competence System for Cultivating Talents in Specialized Elderly Smart Health and Elderly Care Services and Management. *Scientific Consulting (Science and Technology Management)*, 2017(10): 30–31.
- [14] Shi L, Qiao S, Cheng T, et al., 2016, Research on Talent Cultivation and Professional Capacity Building of Senior Smart Health and Elderly Care Services and Management in Vocational Colleges. *Education and Teaching Forum*, 2016(23): 243–244.
- [15] Meng R, Hu Y, Yu C, et al., 2015, Research Progress on the Development Status of Elderly Care in China and the Willingness of Caregivers to Engage in Elderly Care. *Chinese Journal of General Medicine*, 18(15): 1791–1796.

**Publisher's note**

Bio-Byword Scientific Publishing remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.