

# Research and Exploration on the Innovation and Reconstruction of Medical Basic Course Model of Nursing Major

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**Abstract:** Optimize the course syllabus with the OBE concept, select the teaching content of the course teaching, iteratively update the teaching methods and methods, strengthen the education of medical humanities education and innovation ability, reform the course assessment and evaluation system, continuously improve the teaching quality of basic medical courses, and establish a new model of medical basic course system for talent training that meets the requirements of nursing professional certification. Achieve the "double high" requirements of high achievement of course syllabus and talent training goals, and high degree of achievement of course content and syllabus.

**Keywords:** Nursing professional certification, OBE philosophy, Teaching model, Fundamentals of Medicine, Pedagogical reform.

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## 1. Introduction

Professional accreditation, as part of the quality assurance and evaluation system for higher education, is an important evaluation process that examines whether the professional teaching program or profession offered by the school meets the preset eligibility criteria. This accreditation process not only helps ensure the quality of higher education, but also provides students with a basis for selecting the best educational professional teaching content, faculty, facilities, and student learning programs. The accreditation process typically includes an assessment of outcomes. Through accreditation, schools can further improve the quality of education and teaching, enhance the level of education and competitiveness. At the same time, the accreditation results also help to enhance the reputation and influence of the school, attract more domestic and foreign students to study, and promote the internationalization of education. Develop. The professional certification of nursing is an important work carried out by the Ministry of Education to implement the requirements of the "Opinions of the General Office of the State Council on Deepening the Collaboration between Medical Education and Further Promoting the Reform and Development of Medical Education", establish and improve the professional certification system of medical education, and further strengthen the macro-management of the quality of nursing majors.

The nursing major is a very practical profession, and there are various nursing exercises in clinical nursing work

In the "Undergraduate Medical Education Standards - Nursing Major", it is clearly stipulated that the basic medical courses are: medical statistics/biostatistics, anatomy, physiology, biochemistry, immunology, medical microbiology, pathology (pathophysiology and pathological anatomy), pharmacology and other core courses.

Curriculum is the most basic unit of college teaching, the foundation of college teaching reform, and the fundamental guarantee for improving teaching level and talent training

quality. According to the requirements of nursing professional certification, the following reform and exploration of the relevant course mode of the medical foundation of the nursing profession are carried out.

## 2. Optimize the Curriculum Syllabus with Results-oriented Education

Outcome-based education (OBE), also known as competency-based education, goal-based education or demand-oriented education. OBE refers to the goal of instructional design and instructional implementation to achieve learning outcomes that students achieve through the educational process. That is, starting from the needs and emphasizing the learning outcomes of students. Its core philosophy is student-centered, output-oriented, and continuous improvement[1].

The nursing professional accreditation requirements emphasize the uniqueness of the medical foundation course syllabus and program, which is different from majors such as clinical medicine. When formulating these syllabuses and plans, schools must fully consider the orientation of talent training and the training goals of the nursing major. In order to ensure the practicality and relevance of teaching, these syllabuses also need to combine the clinical practice of nursing and analyze the characteristics of nursing students.

In order to optimize the syllabus and planning of the medical foundation course of the nursing major, the OBE concept is adopted. This philosophy focuses on establishing specific goals for student learning and achieving those goals through pedagogical practice. Therefore, schools need to clarify the teaching objectives of the basic medical courses of the nursing profession and ensure that these goals are instructive for students' career development and practical ability.

In carrying out teaching tasks, educational institutions shall follow the syllabus and ensure that the content and methods of teaching are consistent with the objectives set out in the syllabus. This teaching method can improve the teaching

quality of the basic medical courses of the nursing profession, so that students can obtain more effective knowledge transfer and practical exercises in the learning process. At the same time, educational institutions should continuously evaluate and improve the syllabus and programs to adapt to the continuous development and change in the field of nursing and ensure that the level and quality of education in the nursing profession continue to improve. Through such efforts, the nursing profession will better meet the society's demand for excellent nursing talents and provide more reliable support for medical services and patient health.

### **3. Selected Teaching Content Around Course Objectives**

Since the nursing major in our school was developed after clinical medicine, the basic medical courses are largely opened with reference to the clinical medicine major, but the teaching hours are different and the content is reduced, and the characteristics of the nursing major are not sufficient.

The reform of teaching content is one of the core of teaching reform, and the basic courses related to medicine have a certain abstraction, and some concepts are not late to understand, such as threshold potential of physiology, presynaptic inhibition, biochemical tricarboxylic acid cycle, etc. Moreover, the lesson time of some courses needs to be further optimized. Therefore, how to select teaching content is one of the keys to the reform of basic medical curriculum. In order to do a good job in the selection of teaching content, according to the requirements of the course objectives, the relevant course leaders of the School of Nursing and the School of Basic Medicine should discuss and formulate the content that meets the characteristics of nursing professional training. For example, anatomy courses, in the motor system, it is necessary to explain the characteristics of body surface anatomy and intramuscular injection, venipuncture, fracture care and other characteristics through clinical cases. At the same time, it supplements the cutting-edge knowledge of the discipline and related scientific research trends. By selecting teaching content and focusing on teaching in combination with clinical cases, it can improve students' enthusiasm for learning, and it is also one of the ways to combine theory with practice and cultivate students' "early clinical", and it is also a measure to cultivate students' clinical thinking early.

### **4. Continuously Iteratively Optimize Teaching Methods and Methods**

In recent years, we have learned and implemented TBL, PBL, CBL, and "sandwich" teaching methods through a variety of ways, and achieved certain results. However, due to various reasons, the promotion and application of new teaching methods and methods are still not sufficient, and the iterative optimization is not enough, so that the innovation is not enough, which is also one of the reasons why there are few high-level results.

As mentioned earlier, the concept of medical basic courses, and even some of the content has a certain abstraction, there are certain difficulties in the learning process of students, we must use the syllabus, teaching methods and information technology deep integration, use Chinese university MOOC, wisdom tree, rain classroom and other platforms and have gained certain experience of TBL, PBL, CBL, "sandwich" teaching methods and methods onlineHybrid classroom teaching such as online and offline.

### **5. Make Full Use of Clinical Cases for Teaching**

From the perspective of nursing professional certification, higher and more comprehensive requirements are put forward for the cultivation of nursing talents, and the "National Standards for the Quality of Nursing Teaching" clearly requires "the ability to initially use critical thinking and clinical decision-making", so it is necessary to select relevant clinical cases from the basic medical course to build a basic clinical case teaching library of nursing medicine, such as how we build the upper arm muscle injection to select the upper arm deltoid muscle, how to locate and apply this case to the corresponding chapter of anatomy. Integrating clinical cases into the curriculum is one of the ways to "early clinical", which is also the way to cultivate students' critical ability of early clinical thinking.

### **6. Cultivate Students' Humanistic Qualities**

In important documents such as the "Healthy China 2030" Planning Outline" and "Opinions on the Implementation of the Healthy China Action", it is proposed that people's health will change from "disease" as the center to "health", which means that people's attention to health is no longer limited to the disease itself, but includes physical health, mental health, spiritual health, behavioral health, social health, intellectual health, moral health, environmental health and other "general health"; This requires that our education is not only traditional medical knowledge education, but also ensures labor education, aesthetic education and nursing ethics, nursing psychology, nursing pedagogy, social medicine and other related humanities course education, so as to cultivate students' professional attitude of caring for life and respecting nursing objects. For example, we must insist on doing a good job in the opening ceremony of "Salute to the General Teacher" before the start of the "Anatomy" course, and hold the "Tribute to Laboratory Animals" in the course of the "Physiology" course to cultivate students' spirit of reverence for life, learning to be grateful, caring for patients, and saving lives and helping the wounded. In this way, we can cultivate medical workers with temperature.

### **7. Strengthen Experimental Teaching and Cultivate Innovation Ability**

The basic course of medicine is very experimental, and observation, verification, synthesis and design experiments are the main experimental methods of the basic course of medicine. Through experimental teaching, it is not only a further understanding and mastery of theoretical knowledge, but also the main link to cultivate the practical operation and experimental thinking of medical students, but also an important means to improve students' interest in learning and desire to explore, so as to stimulate students' innovation ability. We must integrate the experimental content of related courses, such as the selection and integration of the experimental content related to "Physiology", "Pathophysiology" and "Pharmacology", to form a comprehensive design experiment with "organ system" as the project to guide students to integrate the knowledge of related disciplines to explain or solve the problems arising in the experiment, so as to cultivate students' innovative awareness and innovation ability.

## 8. Build A New Course Assessment and Evaluation System

When constructing a new course assessment and evaluation system, OBE theory must be used as a guide, highlighting the guidance of cultivating students' competence in nursing positions, improving students' humanistic quality and cultivating learning and innovation ability, breaking the examination model of "one test for life", and establishing multi-level evaluation indicators such as process assessment, experimental assessment, and end-of-course assessment. Realize multi-dimensional assessment. At the same time, it is necessary to build peer evaluation of teachers, mutual evaluation between students, student-teacher evaluation, etc., not just teachers evaluating students. In the process of assessment, the assessment content should be closely related to the course objectives, and the depth and breadth of the content of the propositions should correspond to the ability objectives, forming an assessment proposition matrix (blueprint), and highlighting the assessment of ability.

The results of the assessment should be fed back to the object of assessment in the corresponding way, and the assessment results should be carefully analyzed and summarized, so that the iterative update of the teacher's course teaching can be formed, and the students can know the mastery of learning. Assessment and evaluation should always run through the entire teaching process, so as to reflect continuous improvement.

## 9. Conclusion

Driven by the relevant requirements of nursing professional certification, the reform and exploration of the teaching mode of basic medical courses is based on OBE to optimize the course syllabus, select the teaching content of the course teaching, iteratively update the teaching methods and methods, strengthen the education of medical humanities education and innovation ability, reform the course

assessment and evaluation system, continuously improve the teaching quality of basic medical courses, establish a curriculum system that meets the requirements of nursing professional training, and achieve a high degree of achievement of the course syllabus and talent training goals. The "double high" requirement of high degree of achievement of course content and syllabus.

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