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Teaching Practice of Integrating the Healthy China Initiative into Professional Courses for Medical Postgraduates

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Abstract:
Throughout their studies and practical training, they need to understand and apply the relevant concepts, policies, and implementation methods of the "Healthy China" . Integrating the "Healthy China" into the curriculum of medical graduate programs can help students better understand and apply its principles, while cultivating their comprehensive analytical and problem-solving abilities. Through practical projects and community service activities, medical graduate students can participate in the implementation of the "Healthy China" Strategy and contribute to its development.

Keywords:
Healthy China Initiative；*Medical Postgraduates*；*Specializedcourse Teaching*

After "Healthy China" was elevated to a national strategy, the "Healthy China 2030" blueprint issued by the Central Committee of the Communist Party of China and the State Council set forth a medium-to long-term strategic plan for the health sector. Health has become an essential requirement for promoting comprehensive social development and a key indicator of national prosperity and the rejuvenation of the nation. The "Healthy China" strategy is closely linked to graduate students in medical fields. The"Healthy China" strategy aims to promote the health of the entire population and improve people of the nation's overall health standards. Medical graduate students will become future medical experts, healthcare administrators, and professionals in the field of public health. They must grasp the strategy's objectives and become familiar with the knowledge and skills related to health promotion, disease prevention, and disease management. In terms of medical talent training, The "Healthy China" strategy places special emphasis on strengthening medicineeducation collaboration, establishing and improving a supplydemand balance mechanism for medical talent training, perfecting the training systems for resident physicians and specialist physicians, and developing a training mechanism for highlevel interdisciplinary talents of public health and clinical medicine. These requirements point out the direction for the reform of postgraduate medical education.

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1.The Necessity of Integrating the "Healthy China" into the Curriculum of Medical Graduate Programs

Graduate education is an extension of undergraduate education at a more specialized level. It is characterized by an emphasis on integrating theory with practice and fostering individuals' innovative thinking abilities. Its purpose is to cultivate high-level talent for the nation who possess solid theoretical knowledge, meet the required standards for practical skills, and embody the core socialist values. The "Healthy China" Strategy is one of China's national development strategies for the 21st century, aimed at improving the health of the entire population. The in-depth advancement of this strategy has propelled medical talent development into a critical transitional phase—shifting from "disease diagnosis and treatment to comprehensive health protection for the entire population across the entire life cycle." As the core reserve of high-level healthcare professionals, the competency profile of medical graduate students directly impacts the quality and efficiency of the strategy's implementation. However, current medical graduate curricula still face practical challenges, such as insufficient integration of strategic concepts, a disconnect between course content and health needs, and a lack of interdisciplinary collaborative training. These issues make it difficult to fully meet the demand for multidisciplinary and innovative medical professionals required by the "Healthy China" strategy. The "Healthy China" strategy has set forth entirely new requirements for medical education. According to the "Healthy China 2030" blueprint, the strategy calls for establishing and improving a health promotion and education system, enhancing health education service capabilities, starting from an early age to popularize scientific health knowledge; reforming the medical education system to accelerate the establishment of a medical talent training system that organically integrates the three stages—institutional education, postgraduate education, and continuing education—in a manner suited to the characteristics of the industry; and strengthening the continuing medical education system for all practitioners. Regarding medical talent development, the "Healthy China" Strategy places particular emphasis on strengthening the synergy between medical education and clinical practice; establishing and improving mechanisms to balance the supply and demand for medical talent; refining the training systems for residents and specialists; and establishing mechanisms for cultivating high-level, interdisciplinary talent in public health and clinical medicine. These requirements chart the course for reforming graduate medical education.

First, a strategic shift in educational objectives. The "Healthy China" strategy is driving a transformation in the objectives of medical graduate education, shifting from the traditional focus on training "disease treatment specialists" to cultivating "health guardians". Traditional medical graduate education primarily focused on training professionals with a solid foundation in medical theory and clinical skills, whereas the "Healthy China" strategy calls for cultivating multidisciplinary medical professionals equipped with a whole-life-cycle health management philosophy, interdisciplinary collaboration skills, innovative thinking, and a sense of social responsibility. This transformation is reflected in several aspects. First of all, in terms of knowledge structure, medical graduate students are required not only to master clinical medical knowledge but also to possess multidisciplinary knowledge in preventive medicine, public health, health management, medical ethics, and health policy. Second of all, in terms of competency development, they are required to possess comprehensive abilities, including disease diagnosis and treatment, health promotion, public health emergency response, teamwork, and innovative research. In terms of values, medical graduate students are expected to embrace

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the "comprehensive health" philosophy and integrate the principles of prevention-first and the combination of prevention and treatment throughout their entire careers. As relevant studies have pointed out, the implementation of the "Healthy China" strategy requires clinical medical graduate education to prioritize diversified and comprehensive development, thereby promoting the deep integration of medical education with health concepts.

Second, the need for a diversified knowledge structure. The "Healthy China" strategy calls for a diversified knowledge structure among medical graduate students. According to relevant policy documents and research, medical graduate students need to build a knowledge system that includes the following aspects: ① Medical professional knowledge system: This includes core medical knowledge such as basic medicine, clinical medicine, preventive medicine, and rehabilitation medicine, while also focusing on cutting-edge developments in medicine, such as precision medicine, regenerative medicine, and digital medicine. ② Public health knowledge system: This includes epidemiology, health statistics, environmental health, occupational health, nutrition and food hygiene, and child and adolescent health, as well as knowledge of emergency response to public health emergencies. ③ Health management knowledge system: This includes knowledge of health assessment, health intervention, health promotion, chronic disease management, and health information management, as well as trends in the health industry and innovations in health service models. ④ Medical Humanities and Ethics Knowledge System: This includes medical ethics, medical psychology, doctor-patient communication, sociology of medicine, and health law, among other areas, to cultivate medical graduate students' humanistic literacy and professional ethics. ⑤ Interdisciplinary Knowledge System: This includes knowledge from interdisciplinary fields such as medicine and artificial intelligence, big data, bioinformatics, materials science, and engineering technology, to foster multidisciplinary innovative capabilities.

Third, comprehensive requirements for competencies and qualities. The "Healthy China" strategy sets comprehensive requirements for the competencies and qualities of medical graduate students, primarily encompassing the following aspects: ① Clinical diagnosis and treatment skills: Possess solid foundational clinical skills, be proficient in the diagnosis and treatment of common and prevalent diseases, and have the ability to identify and manage acute and critical conditions. ② Preventive and Health Promotion Skills: The ability to prevent disease and promote health; the capacity to conduct health education and health promotion activities; and a grasp of basic methods for disease prevention and control. ③ Public Health Emergency Response Skills: The ability to respond to public health emergencies, including skills in epidemic surveillance, epidemiological investigations, emergency response, and risk assessment. ④ Health Management Skills: The ability to conduct health risk assessments, design health intervention plans, and manage health services; and the capacity to provide comprehensive health management services to individuals and populations. ⑤ Innovation and Research Capabilities: Possess medical research capabilities, including the ability to conduct clinical research, translational medical research, and health-related policy research, thereby advancing medical and technological innovation. ⑥ Team Collaboration Capabilities: Possess the ability to collaborate across disciplines and departments, working with professionals from diverse backgrounds to jointly address complex health issues. ⑦ Communication and Expression Capabilities: Possess strong skills in doctor-patient communication, health education, academic exchange, and public science outreach.

Fourth, reshaping value concepts toward a health-oriented approach. The "Healthy China" strategy requires

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medical graduate students to shift their value orientation from a “disease-centered” approach to a “people’s health-centered” one. This reshaping of value concepts is reflected in the following aspects: □Establishing a prevention-first philosophy: Making disease prevention and health maintenance the primary goals of medical practice, rather than merely treating diseases. This requires medical graduate students to deeply understand the philosophy that “the greatest physician treats disease before it occurs” and to prioritize disease prevention and health promotion in clinical practice. □Strengthening the concept of full-lifecycle health management: Shifting the focus from disease treatment to health management across the entire life cycle, including health maintenance and disease prevention at every stage from birth to old age. □Cultivating a sense of social responsibility: Closely integrating personal career development with the national health strategy, and recognizing one’s important mission and responsibility in advancing the “Healthy China”. □Adhering to a people-centered service philosophy: Demonstrating compassion in medical care, respecting patients’ rights, attending to their physical and mental well-being, and providing personalized, humane medical services. □Embracing a holistic approach to health: Recognizing that health is not merely the absence of disease but also encompasses a state of well-being across multiple dimensions—including physical, psychological, and social adaptation—and understanding the close relationship between health and environmental, social, and economic factors.

2.Issues in Integrating the “Healthy China” Strategy into the Curriculum of Medical Graduate Programs

As a major national development strategy, the Healthy China Initiative explicitly calls for “placing the protection of people’s health at the forefront of development” and building a comprehensive, full-lifecycle health service system. As high-level reserve talents in the healthcare sector, medical graduate students’ knowledge base, professional competence, and sense of social responsibility directly impact the quality and effectiveness of the Healthy China Initiative. Currently, the teaching of specialized courses for medical graduate students still suffers from issues such as “emphasizing professional skills while neglecting strategic literacy” and “emphasizing knowledge transfer over practical application” .Concepts related to the Healthy China Strategy have not been systematically integrated into the entire teaching process, resulting in postgraduates’ superficial understanding of national health policies and insufficient capacity to contribute to the Healthy China initiative. Against this backdrop, exploring pathways to integrate the Healthy China Strategy into medical graduate coursework has become an urgent need to enhance the quality of medical talent cultivation. Currently, there is a significant disconnect between medical graduate coursework and the requirements of the Healthy China Strategy, primarily manifested in the following aspects:

A.The Discrepancy Between the Curriculum System and Strategic Needs

The curriculum places an emphasis on clinical skills while neglecting preventive healthcare. The traditional medical graduate curriculum is primarily centered on clinical medical expertise, with insufficient coverage of related courses in preventive medicine, public health, and health management. Research indicates that graduate programs at medical schools suffer from issues such as “an overemphasis on natural sciences at the expense of the humanities and social sciences; a focus on theoretical courses rather than technical ones; and a priority on knowledge transfer over skills development.” First, low integration of interdisciplinary courses: There are few courses that integrate medicine with other disciplines, making it difficult to meet the demand

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for training multidisciplinary medical professionals. The current curriculum system suffers from a certain degree of redundancy; some course content overlaps, which not only increases students' academic workload but also hinders the development of a systematic knowledge structure. Second, course content is not updated in a timely manner: The content of some courses fails to promptly reflect the latest research findings and technological advancements in the medical field, particularly in cutting-edge areas such as artificial intelligence, big data, and precision medicine, where knowledge updates are insufficient. Third, a lack of health literacy education: Health literacy in medical education encompasses not only basic medical knowledge and skills but also the cultivation of healthy mindsets and behavioral habits; however, most medical schools currently do not place sufficient emphasis on health literacy education.

B.The Mismatch Between Educational Content and Health Practices

The theoretical instruction in some courses places too much emphasis on the rote transmission of knowledge points and lacks integration with actual clinical problems, making it difficult for graduate students to develop systematic clinical thinking during their theoretical studies. Meanwhile, practical training sessions often focus primarily on student-led hands-on practice and lack systematic guidance. First, the curriculum is out of step with primary-care health needs. Current medical graduate curriculum is primarily geared toward the diagnostic and treatment needs of tertiary hospitals, with limited coverage of primary healthcare services, community health management, and family doctor contract services, making it difficult to meet the requirements of tiered diagnosis and treatment and the "Healthy China" . Second, public health education is weak. Instructional content in areas such as infectious disease prevention and control, chronic disease management, and response to public health emergencies is relatively weak, making it difficult to meet the needs of public health system development. In particular, the COVID-19 pandemic has exposed shortcomings in medical education regarding the cultivation of public health emergency response capabilities. Third, there is a lack of knowledge in health management. Insufficient instruction in core health management topics—such as health assessment, health intervention, and health promotion—leaves medical graduate students lacking the ability to provide comprehensive health management services to individuals and populations.

C.Shortcomings in Teaching Methods and the Development of Innovative Abilities

Teachers' teaching methods tend to be rather one-dimensional, often relying primarily on traditional lecturing and lacking innovation and interactivity. This "cram-style" teaching model struggles to stimulate students' interest in learning and foster innovative thinking. First, case-based teaching is underutilized. Although the case-based teaching method has been applied in medical education, the selection, design, and application of cases in actual teaching are not yet sufficiently refined, making it difficult to effectively cultivate students' clinical reasoning and problem-solving skills. Second, practical training components are weak. Teaching resources are unevenly distributed across clinical training sites; some hospitals have relatively inadequate teaching facilities and faculty resources, which affects the quality of practical instruction. There is a disconnect between the content and curriculum of practical instruction and actual medical needs, resulting in a lack of systematic and coherent approaches. Third, there is a lack of mechanisms for fostering innovative capabilities. Effective teaching methods and evaluation mechanisms for cultivating students' innovative thinking, research skills, and critical thinking are lacking, making it difficult to meet the demand for innovative medical professionals under the "Healthy China" strategy.

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D.The Deviation of the Evaluation System from the Goals of Quality Education

The evaluation methods are one-dimensional, relying primarily on exam scores, and lack a comprehensive assessment of students' overall qualities and abilities. Although traditional exam-based evaluation methods are objective and fair, their scope is limited, and they neglect the development of practical skills. First, the evaluation content emphasizes the memorization of knowledge. It focuses primarily on the memorization and understanding of medical subject matter, while failing to adequately assess students' clinical skills, innovative abilities, teamwork skills, and health management capabilities. Second, formative assessment is lacking. The absence of dynamic evaluation of the learning process makes it difficult to promptly identify and address issues students encounter during their studies. Although clinical practice evaluations can improve clinical skills, the evaluation process is complex and difficult to quantify. Third, evaluation standards are out of step with strategic needs. Existing evaluation standards are primarily based on traditional medical education objectives and fail to fully reflect the new requirements for medical professionals under the "Healthy China" strategy; in particular, there is a lack of clear evaluation standards in areas such as health literacy, public health competencies, and innovative capabilities.

3.Practical Approaches to Integrating the "Healthy China" Strategy into the Curriculum of Medical Graduate Programs

The "Healthy China" strategy has set new requirements for medical professionals. The training of medical professionals should be health-centered; it requires not only high-level researchers with multidisciplinary knowledge and an international perspective—that is, research-oriented professionals capable of conducting research on major health issues and their influencing factors—but also applied professionals who are competent in routine tasks such as disease prevention and control and health promotion, as well as in handling emergencies; who possess strong practical skills and applied capabilities; and who can solve real-world public health problems. This study focuses on the following four main areas:

A.In line with the requirements of the"Healthy China"strategy, we will establish educational goals that emphasize the integrated development of all five aspects of education and all-round education by everyone, throughout the process, and in all aspects

For graduate students in medicine, the "Five-Pronged Education" and all-round education by everyone, throughout the process, and in all aspects together form the comprehensive qualities students should possess. These approaches help students acquire high-level medical knowledge and skills, cultivate well-rounded abilities and qualities, and develop into professionals capable of meeting the needs of the healthcare industry, thereby enabling them to better align with the requirements of the "Healthy China". Students gain a comprehensive understanding of and master the relevant knowledge and practical skills related to health promotion, disease prevention, and healthcare service reform as outlined in the "Healthy China". By applying the concepts and methods of the "Healthy China" strategy, students will develop and implement health promotion and disease prevention programs to address practical issues in the medical field, improve the quality and efficiency of healthcare services, and promote the healthy development of society. Through the integration of the policies and measures of the "Healthy China" strategy, students will develop critical thinking, innovative

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thinking, analytical skills, and practical abilities, thereby providing recommendations and support for the formulation and implementation of health policies.

B.Align closely with the latest theories and methods of the "Healthy China" strategy to refine course design

First, incorporate relevant content from the "Healthy China" strategy into the syllabi and curricula of medical graduate programs. Add teaching content on the concepts and policies related to the "Healthy China" strategy. Gradually expand the offering of relevant courses such as public health and social medicine.

Second, integrate the concepts and requirements of the "Healthy China" into the design and content of graduate-level medical programs. For example, incorporate theoretical knowledge, policies and regulations, and implementation case studies related to the "Healthy China" into specialized courses such as Medical Statistics, Clinical Medicine, Research Methods in Medicine, and Preventive Medicine.

Third, integrate the specific content and implementation methods of the "Healthy China" into practical projects. Organize students to participate in relevant practical projects or community service activities, enabling them to experience and apply the principles of the "Healthy China" firsthand. Through these practical projects, students will gain a more comprehensive understanding of the practical difficulties and challenges associated with the "Healthy China" Strategy and develop their ability to solve real-world problems. Through faculty training, enhance instructors' understanding of the "Healthy China" strategy and their teaching capabilities. Instructors will then be better equipped to integrate the principles of the "Healthy China" strategy into their course instruction and guide students in in-depth study and practical application.

C.Implementing the "Three Early" Teaching Model to Enhance Our Capacity to Contribute to the"Healthy China"

Through innovative blended teaching methods and the implementation of the "Three Early" teaching model—early research, early integration, and early practice—students actively participate in various social practice activities based on their professional strengths. Teamwork enhances students' understanding of the "Healthy China" strategy and improves their practical skills. We have established a comprehensive guidance system comprising mentors, homeroom teachers, and student advisors. By creating "Practice + Research" workshops, we integrate research, teaching, and practical experience, using guidance on extracurricular research to drive the practical application and transformation of in-class content. In this way, faculty members fulfill their teaching responsibilities while guiding students in their practical work.

Throughout the teaching process, diverse instructional methods—including case-based teaching, group discussions, field trips, and experimental research—are employed to guide students in gaining a deep understanding of the practical implementation and application of the "Healthy China" strategy. These methods help students grasp the core concepts and objectives of the strategy while cultivating their comprehensive analytical and problem-solving skills. Through practical experience and case studies, students learn to apply the "Healthy China" strategy in real-world contexts, thereby developing professional competence and teamwork skills.

D.Evaluation of the Effectiveness of Integrating the "Healthy China" strategy into Professional

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Course Instruction and Measures for Improvement

A questionnaire survey was used to assess changes in students' attitudes toward the integration of the "Healthy China" strategy into teaching, as well as their learning outcomes. Through methods such as academic performance evaluations and case studies, student feedback and evaluations were collected to assess teaching effectiveness and refine teaching methods. The evaluation results provide students with opportunities for self-reflection and growth, while also promoting improvements in teaching practices and offering decision-making guidance to relevant academic administration departments.

In summary, this study focuses on the in-depth integration of the "Healthy China" strategy with the teaching of graduate-level medical programs, to improve the teaching quality of course ideological and political education and cultivate medical professionals. By systematically exploring practical pathways for restructuring teaching content, innovating teaching models, and optimizing educational mechanisms, this study provides theoretical support and practical guidance for cultivating medical professionals who possess solid professional skills, a health management mindset, interdisciplinary collaboration abilities, and a sense of social responsibility. This effort helps ensure that medical education and the "Healthy China" strategy move in the same direction and develop in a coordinated manner.

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