

Exploration and Practice of Health Law Teaching for Medical Students Under the New Situation

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Abstract: Health Law is a compulsory course for medical majors, but in recent years, many medical schools had encountered some new situations and problems in the teaching process, including the reduction of class hours, the updating of teaching content, and the difficulty in implementing ideological education in the curriculum. Some explorations and practices in response to these problems during the teaching of Health Law had been conducted. According to the latest syllabus for the medical licensing examination, the syllabus and teaching content of this course had been optimized, and the teaching methods by adopting various forms such as integrating online and offline teaching, combining theory with cases, and student-participatory teaching had been enriched. Formative evaluation and ideological education in the curriculum had also been actively carried out, and achieved good results eventually.

Keywords: Health Law; Teaching Reform; Ideological Education in Curriculum; Blended Teaching; Formative Evaluation

1. Introduction

Health Law is a compulsory course for medical majors, including clinical medicine, stomatology, traditional Chinese medicine, etc. It plays an important role in the syllabus of each major and is a basic course of the discipline, and the requirements for it are also constantly increasing [1]. Through the study of Health Law, medical students can enhance their awareness of health legal system and health law, improve their consciousness of defending the health legal system, and promote their ability to practice lawfully in their future positions, safeguard their legitimate rights according to the law, and fulfill their job responsibilities correctly. However, in recent years, this course has faced

some problems in many medical colleges and universities [2], including the reduction of teaching hours, the simplification of assessment methods, and insufficient attention from students to the course, which ultimately led to unsatisfactory results. Health Law had been taught in various medical majors in our university for many years, some solutions to these problems had been explored and practiced, and actively carried out ideological education in the curriculum. The reform of health law teaching in medical majors should be based on clear teaching objectives, and should be considered from four aspects: teaching content, teaching methods, educational dimensions, and teacher training [3]. These experiences had been summarized and reported as follows.

2. Improve the Understanding of Health Law

The teaching purpose of Health Law is mainly to make medical students enhancing the concept of legal system, understanding the laws related to medicine and health, knowing clearly the rights and obligations in medicine and health work, being able to practice and perform job responsibilities according to law, and learning to use legal weapons to safeguard the legitimate rights of both patients and medical personnel.

Health Law is not only a compulsory course for medical majors, but also one of the subjects for the medical licensing examination in China. In the comprehensive written examination, health laws account for about 3% of the questions. Although the proportion is relatively small, according to the examination syllabus, the scope of the examination is relatively wide, involving multiple aspects of laws and regulations related to medicine.

In addition to being a subject for the medical licensing examination, Health Law is also part of the examination contents for the regular assessment of doctors. Among the regular

assessment, the exam of humanistic medicine assessment includes some questions on health laws and regulations. Moreover, you should pass the exam of humanistic medicine assessment first, then professional assessment can be conducted.

Therefore, Health Law is not only one of the subjects for the medical qualification examination, but also one of the evaluation subjects for practicing doctors and assistant doctors to participate in the regular examination. With the clear legal form of the regular examination system for doctors in the newly promulgated and implemented Physician Law of China, the importance of mastering relevant health laws and regulations has been significantly improved, and it is still necessary to continue to learn and use them during the practice. For the above content, if it can be explained in detail to students during the first class, it can enhance students' attention to the course to a certain extent, which is beneficial to improving teaching effectiveness.

3. Optimize Teaching Content and Closely Follow the Latest Medical Licensing Examination Syllabus

At present, the number of teaching hours for Health Law varies from 16 to 24 hours in our university, with 1 and 1.5 credits respectively. Among them, clinical medicine and stomatology majors have 24 hours, while the rest have 16 hours. Considering that the number of teaching hours is not abundant, in the arrangement of teaching content, the latest medical licensing examination syllabus was closely followed.

Teachers had diligently studied the "Notice of the National Health Commission's Medical Licensing Examination Committee on Amending the Health Regulations Section of the 'Physician Qualification Examination syllabus (Medical Comprehensive Examination)'" . This notice has made the latest revision to the content of the health regulations section in the examination outline for the examination. Taking the clinical physician licensing examination as an example, the examination syllabus for health regulations has a total of 23 units, including basic knowledge of health laws, basic medical and health care and health promotion laws, infectious disease prevention and control laws, occupational

disease prevention and control laws, vaccine management laws, blood donation laws, etc. After carefully studying the examination syllabus, the teaching syllabus for Health Law in various majors had been revised, adhering to the principle that the teaching syllabus is based on the licensing examination syllabus, arranging the teaching content according to the requirements of the examination syllabus, highlighting key points and difficulties, and strengthening course assessment.

Another point needed to note is that the update speed of the textbook of Health Law lags behind the update of laws and regulations. The latest fifth edition of Health Law published by People's Medical Publishing House was published in 2018, while there have been significant changes in health-related laws and regulations since 2018. For example, the Law of the People's Republic of China on Medical Practitioners was officially implemented on March 1, 2022, and the original Law on Medical Practitioners was abolished. Compared to the original Law on Medical Practitioners, the new Law on Medical Practitioners has undergone significant changes. In addition, the Civil Code came into effect on January 1, 2021, and the original Tort Liability Law was abolished. This involves legal responsibilities for medical damages. Therefore, the teaching content of Health Law cannot be limited to the textbook, but must keep pace with the times. There is a problem of not updating the content of the textbook in a timely manner, so it is necessary to keep up with the latest laws and regulations that are promulgated and revised. Each semester teachers should do a good job of updating the course content to ensure that students are taught according to the latest laws and regulations. At the same time, it is also necessary to remind students during the teaching process that when participating in the medical licensing examination or regular assessment, they need to pay attention to any changes in health-related laws and regulations, so as to avoid affecting the examination and assessment without having a good grasp of them.

4. Enrich the Teaching Methods and Strengthen the Course Assessment

As a cross-disciplinary subject between medicine and law, Health Law is relatively

boring in content, and the textbook are mainly based on various legal provisions. Many teachers have explored ways to improve teaching effectiveness and attract students' interest.

For example, case study methods were used in many medical schools. Teaching cases were designed carefully by various means to increase students' learning initiative, enthusiasm, and classroom participation, and enhance the teaching atmosphere. Research results showed that students in classes taught using case study methods have achieved satisfactory results in understanding legal provisions, mastering and applying knowledge points, learning interest, and satisfaction with the curriculum [4]. Some teachers had also adopted a group discussion teaching method in the teaching of Health Law, which involves students preparing before class, including previewing, consulting relevant materials and literature. Teachers designed and determined the discussion topic, and students form groups of about 5 people for discussion, fully mobilizing their initiative to think about problems. Finally, students conducted group evaluations or debates, did a good job of evaluation and summary, and ultimately enable the teacher and students to learn from each other in the discussion, achieving "teaching benefits teachers as well as students" [5].

In the teaching process, various teaching methods had been conducted, including case-based teaching, participatory teaching, and so on. In combination with the teaching content, the teachers in our teaching and research section carefully collected relevant real cases, including text, pictures, videos, and other media, especially the popular short videos. During the lecture, they explained the theoretical content in combination with relevant cases to deepen students' understanding of various legal provisions, and provided legal education for the practice process. It can also appropriately enliven the classroom and avoid the boring content of the lecture.

In addition, in order to avoid "spoon-feeding" teaching and the students accept the teaching content passively, participatory teaching method had also been tried to adopt. Through participatory teaching, students are inspired to actively think about problems, which is beneficial to cultivating their initiative to think

independently. During the process of participating in teaching, students changed from passive acceptance to active mastery. After going through this thinking process, it is beneficial for students to internalize knowledge [6]. For some course content, students were assigned tasks in advance, and groups were formed to collect cases and interpret them with relevant legal provisions. Finally, they discussed and expressed their own views in class. Participatory teaching method can make students feel more involved in the course and stimulates their interest in learning. In addition, for some typical cases, students were required to write a brief report after discussion and submitted it to the teacher for correction. The discussion report will be an important reference for their usual performance.

In terms of assessment format, some teaching reforms had also been implemented. The proportion of the final exam in the overall evaluation score had been reduced, with the final exam accounting for only 60% of the overall evaluation score. the proportion of attendance, homework, classroom discussion, participatory teaching, and other aspects in the overall evaluation score increased, focusing on the process and formative evaluation of the course, which made students feel more involved in the course and significantly improved their learning initiative in order to achieve high scores in the overall evaluation score.

5. Online and Offline Blended Teaching

With the rapid development of the mobile internet and the popularity of smartphones, universities have a good foundation for online teaching. Especially during the COVID-19 pandemic, online teaching had gradually been accepted and played an important role in the normal teaching activities of all kinds and levels of schools. Of course, there are also some drawbacks during online teaching, such as teachers' difficulty in maintaining teaching order, poor interaction between teachers and students, and difficulty in carrying out practical teaching online. Therefore, online and offline blended teaching will be a better choice. During the pandemic, our university had also actively implemented online and offline blended teaching. Some rules and processes of blended teaching are more

standardized, and rich experiences had been accumulated. Blended teaching effectively improves students' interest in learning and ability to self-study new knowledge, promotes interaction between teachers and students inside and outside the classroom, improves teachers' information-based teaching level, and promotes the construction of online course resource [7].

More importantly, it must be taken into account that the number of class hours for the course of Health Law has been compressed to a very limited extent. With only 16 or 24 class hours for classroom teaching, the content required to be mastered in the syllabus of the medical licensing examination cannot be taught within that number of class hours. Therefore, considering the limitation of classroom teaching hours and in order to enrich the teaching content and teaching methods, it is necessary to actively explore online and offline blended teaching. And many other medical colleges also used smart platforms to carry out interactive teaching of Health Law [8].

Firstly, classroom teaching content should be arranged properly. In the course of Health Law, the 23-unit syllabus of the medical licensing examination was closely followed to arrange the teaching content. Considering the limitation of class hours, some key contents such as the legal system related to medical doctors, the legal system of infectious disease prevention and control, the legal system of medical institution management, the legal system of medical tort liability and medical accident handling are listed as classroom lectures, while the rest of the content relies on ChaoXing Platform which provides online teaching and learning.

In order to improve the quality of online teaching, lots of work had been done to enrich the content of online course. A network course of Health Law in ChaoXing Platform was established. The course portal includes the syllabus, teaching plan, teaching content of each chapter, and teacher's lecture Video, PPT courseware, case materials, etc. Each chapter is equipped with self-test questions, which can be automatically graded by the system after completion, meeting the needs of students for self-study and learning effectiveness inspection. Through the backend, the teacher can also see the learning situation of each

student. In addition, if students have any questions during the online teaching process, they can contact the teacher at any time through the in-app messaging function of the learning platform App to answer their questions.

Therefore, Health Law adopts the online and offline integration approach, with the key content being conducted offline. The discussion and chapter tests are conducted online, while the rest of the content is learned through online self-study, self-testing, and answering questions. Even with limited teaching hours, it can still better meet the teaching content requirements in the medical licensing examination syllabus. The combination of online and offline can also avoid some drawbacks that may exist in pure online teaching, and ultimately achieve a satisfactory teaching effect. From the feedback of students, most of them had a positive attitude towards this online and offline integrated teaching model, and generally believed that the current online teaching resources could meet their learning needs, especially the teacher-recorded videos and the test questions for each chapter, which were very important learning resources that every student would use and greatly helped with their learning of the course.

6. Actively Exploring the Teaching Mode of Ideological Education

The ideological education in professional courses is an important direction for current university curriculum construction and teaching reform. Doctors are responsible for preventing and treating diseases, saving lives, and protecting people's health. The professional ethics and practice standards of medical personnel are the top priority of medical education. Therefore, integrating ideological elements into medical professional courses, exploring ideological education resources in professional courses, conducting ideological education in professional courses, and integrating professional courses with ideological education is an important direction and a necessary path for medical education. At the meantime, strengthening the construction of the rule of law in the field of health is an important part of the grand goal of building a rule of law China, and it is also an important guarantee for the reform and development of

China's healthcare industry.

Relevant explorations on ideological education in the course of Health Law had been conducted. The teaching content of Health Law involves various laws and regulations related to the field of health care, such as the legal system of doctors, the legal system of drug management, and the legal system of infectious disease prevention and control. The experience and achievements of China's construction in the field of public health with the curriculum content was combined, taking into account the background of the development of China. At the same time, students' emotional identity and legal identity was enhanced. For example, when teaching the legal system related to infectious disease prevention and control, the prevention and control measures and policies of COVID-19 had been taught to students, encourage them to set an example, actively participate in epidemic prevention and control, and also encourage them to abide by the people-first and life-first principles in their future careers, actively participate in medical research and clinical treatment of infectious diseases, fulfill their duties as doctors, be willing to dedicate themselves, and safeguard all people's health. From our teaching experience, the course of Health Law has certain inherent advantages in promoting ideological education, and most of the content of this course is suitable for ideological education. The integration of ideological elements will be relatively more natural, and real cases can be integrated into the teaching content to carry out ideological education in the curriculum. Students are also more receptive, truly achieving the goal of "moulding the mind and transforming the world" and "moistening things silently".

7. Conclusion

Through the exploration and practice of Health Law teaching, the syllabus had been actively revised, teaching content had been selected, online and offline teaching methods had been adopted, and all the teaching content required by the latest medical licensing examination syllabus within limited class hours had been completed. The teaching content and course website were updated and revised every semester to keep up with the latest health laws and regulations, and the timeliness of teaching content had been emphasized. At the same

time, ideological education in the curriculum had been practiced, teaching and course assessment methods had been reformed, new teaching methods had been actively explored, and formative evaluation had been conducted.

Overall, the teaching of Health Law in our university had achieved good results, not only with high student satisfaction and good knowledge mastery, but also according to the data provided by the National Medical Examination Center, as a local undergraduate medical school, the average score and mastery rate of our clinical medicine graduates in the medical licensing examination in the past two years were higher than the average level of our province and the whole country. In addition, there had been some gains in ideological education in the curriculum, and the overall teaching of the course had achieved the expected results.

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