

# Research on the Current Status and Improvement Strategies of Integrity Culture Education for Medical College Students in the New Era

Yonghai Tan, Yongming Jin\*

*Integrity Culture Research Center, Hubei University of Medicine, Shiyan, Hubei, China*

*\*Corresponding Author*

**Abstract:** With the popularization of higher education and the rapid development of medical education, the cultivation of medical professionals has become a focal point of societal attention. Against this backdrop, the importance of integrity education has become increasingly prominent, as it not only shapes the personal ethics of medical students but also directly impacts the professional ethics and public image of the future healthcare industry. This study conducted a survey of 662 medical students, examining aspects such as current awareness levels, educational pathways, content design, educational resources, teaching capabilities, and educational effectiveness. It provides an in-depth analysis of the primary issues existing in the current integrity education process. Findings reveal several shortcomings in integrity education within medical schools: insufficient student engagement, limited diversity and appeal in educational formats, and notable deficiencies in training for student Party members. The study proposes measures to enhance student participation, enrich educational formats and content, and strengthen integrity training for student Party members. These findings provide crucial insights for comprehensively understanding and optimizing the integrity education system for medical students.

**Keywords:** Medical Students; Integrity Culture Education; Current Status; Enhancement Strategies

## 1. Introduction

As societal demands for professional ethics and integrity in the healthcare sector continue to rise, the importance of integrity education for medical students has become increasingly prominent. Medical schools, as vital training grounds for future healthcare professionals, play

a crucial role in shaping students' integrity awareness and professional conduct—factors directly impacting the healthy development of China's healthcare system. However, current integrity education for medical students still faces numerous pressing challenges<sup>[1]</sup>. First, the majority of medical students belong to the post-2000 generation. While they possess active minds and strong autonomy, their limited life experience and social exposure result in a superficial understanding of corruption phenomena, necessitating further reinforcement of their integrity awareness<sup>[2]</sup>. Second, existing integrity education primarily centers on Party and Youth League activities, featuring monotonous formats that lack specificity and diversity, thereby failing to meet students' individual needs and career planning requirements<sup>[3]</sup>. Additionally, medical institutions often prioritize integrity education for Party and administrative officials and faculty, neglecting undergraduate students. A systematic educational framework for undergraduate integrity education remains underdeveloped<sup>[4]</sup>.

In the new era, integrity education for medical students is not only a vital component of ideological and political education but also a critical step in cultivating high-caliber medical professionals. Strengthening integrity education helps students establish correct worldviews, outlooks on life, and values, cultivates their professional ethics for practicing medicine with integrity, and lays a solid foundation for the long-term development of the healthcare sector<sup>[5]</sup>. Therefore, researching the current state and improvement strategies for integrity education among medical students in the new era holds significant theoretical and practical value.

## 2. Data and Methods

### 2.1 Data Sources

To thoroughly examine the implementation

status of integrity education for medical students in the new era, this study selected Hubei Medical University as the research sample. Through questionnaire surveys, a random sample of 662 undergraduate students spanning freshman to senior years was recruited to conduct an investigation on the current state of integrity education among university students. Through this survey, we systematically identified the primary achievements and existing challenges in current integrity education for university students. Building upon this foundation and considering the characteristics of integrity education for medical students in the new era, we propose a series of targeted optimization strategies to provide valuable references for enhancing the quality of integrity education for medical students.

## 2.2 Research Tools

The survey questionnaire was independently designed by the research team based on extensive literature review [6-7]. The survey content included: ① Demographic questions: Age, educational background, monthly personal income, health status, etc.; ② Thematic content: To objectively and scientifically reflect the current state and problematic characteristics of integrity education among university students, the research team conducted a questionnaire survey across three dimensions: university students' perceptions of integrity, their integrity-related behaviors, and integrity education in higher education institutions.

## 3. Current State of Integrity Culture Education among Medical University Students

### 3.1 Basic Characteristics of the Survey Sample

The total sample size for this survey was 662 individuals, as detailed in Table 1: Demographically, females constituted 66.92% (443 individuals) of the sample, while males accounted for 33.08% (220 individuals). By grade level, the distribution was as follows: 178 first-year students, 172 second-year students, 206 third-year students, and 106 fourth-year students. By major category, Clinical Medicine, Health Services Management, Preventive Medicine, General Practice, Health Services and Management, and Other Majors comprised

23.11% (153 individuals), 18.73% (124 individuals), 16.6% (107 individuals), 11.78% (78 individuals), 21.15% (140 individuals), and 9.06% (60 individuals). Additionally, 150 students in the sample held student leadership positions, accounting for 22.66%. Regarding political affiliation, 40 were members of the Communist Party of China and 315 were members of the Communist Youth League. Notably, over 50% of students in the sample reported exposure to integrity education content "1-2 times per week." The above data outlines the basic circumstances of this survey, providing a foundation for subsequent analysis.

### 3.2 Current Status of Integrity Education Awareness among Medical Students

In recent years, higher education institutions have placed significant emphasis on integrity education for university students. Through multiple measures and innovative approaches, they have continuously deepened the substance of integrity education, achieving remarkable results.

#### 3.2.1 Medical students' awareness of integrity has markedly improved

Medical students are at a critical stage in forming their values and worldviews. As a vital component of ideological and ethical education, integrity awareness profoundly influences the development of their professional competence and personal character [8]. Research indicates that heightened integrity awareness among university students not only enhances their personal moral cultivation but also strengthens their sense of social responsibility and dedication, laying a solid ideological foundation for their future career development. In complex social environments, integrity awareness empowers students to make sound ethical choices when confronting conflicts of interest, thereby promoting social harmony and progress [9]. As shown in Table 2, 89.73% of respondents consider integrity education relatively important, while 90.94% believe it is closely related to university students' growth. Further analysis of students' judgments on integrity-related behaviors reveals that 72.51% of medical students consider "plagiarizing research data" an integrity issue, 82.78% of medical students consider "prioritizing friends in preferential election recommendations" an integrity issue, 88.37% view "giving gifts to teachers to boost grades" as an integrity issue, and 84.89% regard

“class officers concealing attendance records” as an integrity issue. These findings indicate a significant improvement in contemporary university students’ integrity awareness and

understanding, while also highlighting the importance and necessity of integrity education among medical students.

**Table 1. Basic Information of Survey Samples**

Name	Option	Frequency	Percentage (%)	Cumulative Percentage (%)
Gender	Male	219	33.08	33.08
	Female	443	66.92	100.00
Grade	Level Freshman	178	26.89	26.89
	Sophomore	172	25.98	52.87
	Junior	206	31.12	83.99
	Senior	106	16.01	100.00
Major Category	Clinical Medicine	153	23.11	23.11
	Healthcare Management	124	18.73	41.84
	Preventive Medicine	107	16.16	58.00
	General Practice	78	11.78	69.78
	Health Services and Management	140	21.15	90.94
	Other	60	9.06	100.00
Student Leadership Experience	Yes	150	22.66	22.66
	No	512	77.34	100.00
Political Affiliation	Communist Party Member	40	6.04	6.04
	Communist Youth League Member	315	47.58	53.62
	Masses	303	45.77	99.40
	Other	4	0.60	100.00
Frequency of weekly exposure to integrity education content	0 times	173	26.13	26.13
	1-2 times	387	58.46	84.59
	3-5 times	64	9.67	94.26
	More than 5 times	38	5.74	100.00
Total		662	100.0	100.0

**Table 2. Medical Students' Perceptions of Integrity Education**

Name	Option	Frequency	Percentage (%)	Cumulative Percentage (%)
How important do you consider integrity education to be for university students?	Very important	309	46.68	46.68
	Important	285	43.05	89.73
	Neutral	67	10.12	99.85
	Not important	1	0.15	100.00
How relevant do you think integrity education is to university students' development?	Very important	334	50.45	50.45
	Somewhat important	268	40.48	90.94
	Neutral	59	8.91	99.85
	Not important	1	0.15	100.00
Please determine whether the following behaviors involve integrity issues	--	--	--	--
Plagiarizing thesis data	Yes	480	72.51	72.51
	No	182	27.49	100.00
Prioritizing friends in recommendation elections	Yes	548	82.78	82.78
	No	114	17.22	100.00
Gifting teachers to boost grades	Yes	585	88.37	88.37
	No	77	11.63	100.00
Class officers concealing attendance records	Yes	562	84.89	84.89
	No	100	15.11	100.00
Total		662	100.0	100.0

3.2.2 Medical students' integrity knowledge levels remain generally low

As the future backbone of the healthcare industry, medical students' cultivation of

integrity knowledge directly impacts the healthy development of the entire medical sector. In healthcare services, ethical conduct is not only a fundamental requirement of professional ethics but also a crucial safeguard for maintaining medical quality and public trust<sup>[10]</sup>. As shown in Table 3, only 53.32% of respondents accurately understood the fundamental content of national anti-corruption policies, while just 44.26% were familiar with the specific requirements of integrity education. This data indicates that the

overall level of integrity knowledge among medical students still requires improvement. This situation may not only impact the professional conduct of future healthcare practitioners but also pose potential risks to the healthy development of the entire medical industry. Therefore, strengthening medical students' integrity education and enhancing their integrity awareness has become a critical task in current medical education.

**Table 3. Medical Students' Understanding of Integrity Knowledge**

Name	Option	Frequency	Percentage (%)	Cumulative Percentage (%)
Are you familiar with national anti-corruption policies (e.g., "Opinions on Building a Culture of Integrity in the New Era")?	Very familiar	51	7.70	7.70
	Somewhat familiar	302	45.62	53.32
	Only heard the name	230	34.74	88.07
	Not at all familiar	79	11.93	100.00
How familiar are you with integrity education?	Very familiar	59	8.91	8.91
	Fairly familiar	234	35.35	44.26
	Somewhat familiar	283	42.75	87.01
	Not very familiar	65	9.82	96.83
	Not familiar at all	21	3.17	100.00
Total		662	100.0	100.0

### 3.3 Current Status of Integrity Education for Medical Students

Focusing on the core process of implementing integrity education, the research team conducted in-depth investigations and systematic analyses of educational pathways, content design, educational resources, teaching capabilities, and educational outcomes. It also thoroughly examined the primary issues currently present in the integrity education process. The construction of this research framework provides a crucial reference for comprehensively understanding and optimizing the integrity education system for medical students.

#### 3.3.1 Medical students acquire integrity knowledge through diverse channels

Specifically, 63.6% systematically study integrity knowledge via specialized courses, while 85.2% receive related education during thematic class meetings-the highest proportion among all channels. Additionally, lectures/reports and online learning serve as significant avenues, accounting for 65.26% and 74.62% respectively. Notably, practical activities also play a role in integrity education, chosen by 41.84% of students. These diverse learning channels provide medical students with comprehensive and systematic integrity

education, helping them establish correct values and professional ethics.

#### 3.3.2 The content design of medical students' integrity education closely aligns with practical needs

Survey data indicates that the vast majority of medical students approve of the current integrity education content. Among them, 22.05% of respondents believe the existing educational content is "highly relevant to the practical needs of university students," while 67.67% of students indicate that the educational content is "relatively relevant to practical needs." This survey result demonstrates that the current integrity education for medical students is well-aligned with students' cognitive characteristics and developmental needs in terms of content design, reflecting a good match between educational content and practical requirements.

#### 3.3.3 Resource development for medical students' integrity education has achieved significant results

According to the latest survey data, 38.82% of medical students believe the integrity education resources provided by their schools are very abundant, while 55.29% of students indicate the resources are relatively abundant. This finding indicates that a relatively comprehensive

resource system for medical students' integrity education has been established.

### 3.3.4 Faculty members (including counselors) at medical schools demonstrate strong professional competence in integrity education

Survey results show that 72.51% of medical students perceive their faculty (including counselors) as highly professional in delivering integrity education, while 22.05% consider their integrity education capabilities to be particularly outstanding. Overall, 94.56% of medical students gave positive evaluations of faculty (counselors)'s integrity education capabilities. This outcome fully reflects the remarkable effectiveness of medical schools in integrity education while also demonstrating the professional competence and educational capabilities of faculty (counselors) in this field.

### 3.3.5 Integrity education for medical students has achieved significant results

Survey data indicates positive outcomes in enhancing medical students' integrity awareness, rule-of-law concepts, and ethical judgment. Specifically, 91.84% of medical students believe integrity education has significantly influenced their personal behavior, demonstrating the guidance and practicality of the educational content. Regarding integrity-related behavioral choices, 80.06% of medical students stated they can resolutely resist unethical conduct, reflecting that educational outcomes have translated into concrete actions. Furthermore, 95.02% of medical students believe the integrity education has significantly strengthened their confidence in anti-corruption efforts, demonstrating the program's positive role in shaping attitudes. Specific metrics reveal high student evaluations of the education's effectiveness: integrity awareness scored 4.21 (out of 5), legal awareness scored 4.26 (out of 5), and moral judgment scored 4.33 (out of 5). These findings indicate that systematic integrity education has substantially elevated medical students' understanding of integrity, legal mindset, and ethical judgment, laying a solid ideological and moral foundation for their future professional development.

## 3.4 Issues in Integrity Education for Medical Students

### 3.4.1 Medical students exhibit insufficient enthusiasm for integrity education

Survey data indicates that only 42.3% of medical students demonstrate high enthusiasm

for participation, while the remaining 57.7% exhibit varying degrees of passive attitudes, including cases of passive compliance and deliberate avoidance. This data reflects a significant lack of engagement among medical students in integrity education, potentially linked to factors such as teaching methods, content appeal, and student awareness.

### 3.4.2 Integrity education in medical schools suffers from monotonous formats and insufficient appeal

Survey data indicates that over 70% (70.39%) of medical students find existing educational models tedious and uninspiring. 86.4% of students call for enhanced deterrence through in-depth analysis of anti-corruption cases, integrating abstract theories with real medical scenarios; 81.72% of respondents expect systematic interpretations of laws and regulations to clarify professional boundaries and legal responsibilities; 85.8% of students emphasize the need for immersive cultivation of medical ethics and conduct, embedding integrity awareness into the core of professional ethics; 85.5% advocate for increased guidance on social practice, promoting cognitive internalization through scenario-based teaching such as grassroots medical research and visits to integrity education bases.

### 3.4.3 Integrity education and training for student Party members in higher education institutions still exhibit significant shortcomings

Data indicates that only 32.48% of student Party members have received systematic integrity training for their duties, reflecting the need to expand the coverage of integrity education. Notably, 60.57% of student Party members face integrity-related pressures in their daily work, primarily concentrated in critical areas such as resource allocation and the fairness of commendation and award evaluations. This phenomenon indicates that without adequate integrity education and training, student Party members often lack preparedness when confronting integrity risks in their work, making them susceptible to ideological confusion and behavioral missteps. Therefore, strengthening integrity education and training for student Party members has become a critical task for enhancing the quality of Party building and fortifying the ideological defenses against misconduct.

## 4. Strategies to Enhance the Effectiveness of

### **Integrity Education for Medical Students**

To address the challenges in integrity education for medical students in the new era, systematic improvement strategies can be proposed from the following three aspects:

#### **4.1 Enhancing the Participation Motivation of Medical Students**

To effectively address the issue of insufficient engagement in integrity education, medical schools should focus on both educational content and delivery methods to increase appeal and relevance. First, align integrity education with medical ethics and professional conduct courses by integrating it with students' specialized studies. Employ case studies and scenario simulations to deepen students' understanding of the direct connection between integrity education and their future careers. Second, leverage "Internet Plus" technologies to develop interactive, content-rich integrity education platforms. Utilize short videos, micro-courses, and other formats to stimulate students' intrinsic motivation for learning. Additionally, organizing integrity-themed practical activities-such as visits to integrity education bases and grassroots medical research-can deepen students' understanding and commitment to integrity culture through hands-on experience, thereby enhancing educational effectiveness.

#### **4.2 Enrich the Forms and Content of Integrity Education**

To address the issues of monotonous formats and insufficient appeal, medical schools should prioritize systematic and diverse educational content. First, incorporate real-world anti-corruption cases from medical settings. Through in-depth analysis and cautionary education, students can recognize the critical importance of ethical professional conduct. Second, strengthen interpretations of laws and regulations. Tailored to medical specialties, clarify professional boundaries and legal responsibilities to cultivate students' awareness of the rule of law. Additionally, emphasize immersive cultivation of medical ethics and conduct. Integrate integrity consciousness into the fabric of professional ethics through medical humanities courses and clinical internships. Finally, expand practical guidance through scenario-based and case-based teaching to internalize integrity culture, thereby achieving

systematic and diverse integrity education.

#### **4.3 Strengthen Integrity Education and Training for Student Party Members**

To address gaps in this group's education and training, medical schools should focus on: First, broaden the reach of integrity education to ensure all student Party members receive systematic training on ethical duty fulfillment, with particular emphasis on risk prevention in critical areas like resource allocation and merit-based evaluations. Second, design targeted training content aligned with their practical needs-such as case studies on ethical duty fulfillment and skills enhancement for integrity in professional practice-to equip them to navigate integrity risks in real-world scenarios. Additionally, organizing integrity-themed practical activities-such as integrity pledges and commitments-can enhance student Party members' awareness and sense of responsibility regarding integrity. Finally, establishing a long-term integrity education mechanism should integrate integrity education throughout the entire cultivation process of student Party members, ensuring that integrity consciousness is internalized and manifested in their actions.

Through the systematic implementation of these strategies, medical institutions can effectively enhance the efficacy of integrity culture education, cultivate medical students with upright and ethical professional conduct, and lay a solid foundation for the healthy development of the healthcare industry. These measures not only elevate medical students' integrity awareness but also provide robust support for nurturing high-caliber medical professionals with both moral integrity and professional competence.

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