

# The Value Implication and Practice Path of Medical Humanistic Education Optimization

Liu Cui, Xu Yumei\*

*School of Marxism, Shandong Second Medical University, Weifang, China*

*\*Corresponding author*

**Abstract:** Driven by globalization and artificial intelligence, medical education is undergoing profound changes. As an emerging educational concept, "New Medicine" emphasizes the integration of medicine with other disciplines, cultivates outstanding medical talents with innovative abilities, and adapts to the needs of the development of a healthy China. The optimization of medical humanities education in the context of new medicine has significant value implications, reflecting the maintenance of human rights to life, health, and dignity. The comprehensive development of human freedom, the practical requirements for the development of medical education, and the dialectical unity of humanistic education and professional education are the logical basis for optimizing medical humanistic education. The optimization of medical humanities education should follow the practical path of "full curriculum, all-round, full process, full time and space, full cycle", and help promote the construction of a healthy China.

**Keyword:** Medical Humanities Education; Value Implication; Logical Basis; Practice Path

## 1. Introduction

With the promotion of the healthy China strategy, medical education needs to update the educational concept and cultivate more medical talents to adapt to the new strategy. The new medical department advocates student-centered, emphasizes the integrated development of medicine and other disciplines, and cultivates the innovative and practical ability of medical students. According to the concept of "new medical department", the medical education reform in China is in the stage of rapid development, experiencing the concept of changing from treatment to whole-cycle health service.<sup>[1]</sup> Medical colleges and schools

undertake the important mission of cultivating high-quality medical talents, and medical humanities education is an important way to train high-quality medical talents. Medical humanistic quality is also the necessary quality of high-quality medical talents. Therefore, under the background of the new medical science, it is imperative to strengthen the medical humanities education of medical students, realize the transformation of "disease-centered" to "health-centered", and promote the implementation of the healthy China strategy.

## 2. Value Implication of Medical Humanistic Education Optimization under the New Medical Background

### 2.1 Value Objective: The Maintenance of the Right to Life

The right to life is the right to guarantee life safety and existence, is a basic right of natural person, and is also the basis of the right to health and dignity. The right to life includes the right to life safety and the right to life and health. On the one hand, the improvement of medical and health conditions can maximize the life span of citizens and protect citizens right to life. The career goal of doctors is to cure diseases and save the dying and heal the wounded. Therefore, medical humanities education should timely educate medical students to cherish life and safeguard peoples life safety. On the other hand, the rapid development of medical technology can improve the quality of peoples life, and peoples life safety and life health are directly related to the quality of peoples life. The implementation of the Healthy China strategy requires not only the improvement of peoples lives, but also the improvement of peoples lives and health. The proposal of the new medical concept and the deep integration of medicine and other disciplines aims not only to promote the in-depth development of medical specialty, but also to safeguard peoples right to life and

ensure the improvement of peoples life quality. Therefore, medical humanistic education should always adhere to the value concept of "life first", and always take the maintenance of peoples life safety as the primary value goal.

## **2.2 Value Pursuit: the Maintenance of the Right to Health**

The right to health refers to the right enjoyed by a natural person to maintain normal physical function and safeguard health interests. Health is not only the basic human rights content of natural persons, but also the common interest of the society. The realization of the peoples right to health, not only needs the people to master the basic health knowledge, actively carry out physical exercise, and improve the physical health, but also needs the medical and health institutions to provide the basic health security for the citizens. Therefore, the purpose of medical humanistic education is to safeguard peoples right to health and make it better realize their own health rights. On the one hand, medical humanities education should guide medical students to improve their professional technology and humanistic care ability, provide basic medical and health security for the people, and improve the peoples health level as much as possible. Medical humanities education, on the other hand, to achieve disease-centered education to the health as the center of education, strengthen peoples health knowledge and health behavior of propaganda and guidance, to provide a full cycle of cultural health services as a value pursuit, constantly meet the people personalized, diversified health needs.

## **2.3 Value Orientation: The Maintenance of the Right of Dignity**

The right to human dignity refers to the right of an individual to be respected by others and the society. The right to dignity includes both the dignity of life and the dignity of death. On the one hand, the dignity of life refers to the respect that life should gain as an individual. During the epidemic, many patients not only need the exquisite skills of medical workers, but also need the humanistic care of medical workers. This humanistic care can comfort patients, help them rebuild their confidence in life, and is conducive to the treatment and rehabilitation of their diseases. Therefore, the medical process not only needs to pay attention to the physical health of patients, but also to pay attention to the

mental health of patients, and the spiritual care is even more critical and important than the physical treatment. Therefore, medical humanistic education needs to take health as the center, to maintain both the health of patients and the human dignity of patients. On the other hand, death, as an individual must face, also needs due respect. Everyones life is not duplicated, is a precious life experience, before the death of hospice care can make people get due respect. Therefore, to realize the optimization of medical humanistic education, improve peoples health cognition and improve peoples quality of life, the maintenance of peoples dignity and right should be regarded as the basic value orientation.

## **3. The Logical Basis for the Optimization of Medical Humanities Education under the New Medical Background**

The optimization of medical humanities education under the new medical education concept is not only the practical need of the current development of medical humanities education, but also has its profound internal logic, in order to better meet the peoples demand for multi-level health.

### **3.1 Human Free and Comprehensive Development: The Theoretical Basis for the Optimization of Medical Humanities Education**

Marxism believes that the free and comprehensive development of human beings is not only the premise of social existence and development, but also the purpose of social development. Medical education is a process of two-way interaction between the subject and the object. The ideology and value selection of the object are closely related to its own social practice activities and environment. Medical education cannot divide social practice and real life to carry out pure theoretical education. Medical education must follow the law of human survival and development and follow the development needs of society. The optimization of medical humanities education follows the development law of medical education, integrates the needs of social development into the content of medical humanities education, so that the object of medical education can better complete the process of socialization. Medical humanities education, its foothold lies in the medical education from "medicine" to "health",

from the attention of medicine to the attention of peoples health, both deepen the connotation of the medical humanities education, and expand the extension of medical humanities education, in the process of medical education will "health centered" values into the professional learning, get rid of the bondage of tool rational to people, realize the value rational identity and regression, promote the all-round development of medical students, cultivate a new era service health China demand excellent medical talents.

### **3.2 Practical Requirements for the Development of Medical Education: the Practical Basis for the Optimization of Medical Humanities Education**

Medical education should be reformed with the change of social environment and peoples needs. Marx once pointed out that "the change of environment and the consistency of human activities or self-change can only be regarded as and reasonably understood as the practice of revolution"<sup>[2]</sup>. Therefore, the relationship between the subject of medical education and the social environment should be examined dialectically. The turning impact of social environment on medical humanities education is enormous. Marx pointed out that "the idea of ideas is just the material things that moved into the human mind and transformed in the human mind"<sup>[3]</sup> And "Peoples ideas, opinions and concepts, in a word, peoples consciousness, changes with the change of peoples living conditions, peoples social relations, and peoples social existence"<sup>[4]</sup>. Constructivism believes that the social and cultural environment of each individual is closely related to its own learning cognitive activities, and it has an important influence on the individuals learning cognition and experience establishment. Under the healthy China strategy, social groups attention to and demand for health have been greatly improved, and the understanding of diseases has shifted from the purpose of cure to the purpose of prevention. The change of the health concept of social groups has brought about a shift to the goal of medical humanistic education. The purpose of medical education is to train medical talents who serve the socialist health cause. The optimization of medical humanities education, its outstanding characteristic is health as the center, build the value orientation and practical goal of learning system, create a good social environment, the health education into the whole

process of medical education, guide the medical students value pursuit of humanistic care, which reflects the practice direction of the development of medical education.

### **3.3 Dialectical Unity of Humanistic Education and Professional Education: The Subject Basis for the Optimization of Medical Humanities Education**

In his book "People of The Times", Carl IELTS Bear put forward that specialized knowledge and technology are often "value neutral" and do not provide value guidance for the development of the whole human life world<sup>[5]</sup>. Therefore, medical education needs the integration of humanistic education and professional education, and medical humanities education provides value guidance and ethical support for the development of medical professional education. Humanistic education and professional education are "interlinked and integrated, and separated and disadvantages"<sup>[6]</sup>. In the context of major epidemics, the importance of medical humanistic education is further highlighted. The optimization of medical humanities education, is to integrate all kinds of medical education resources, make full use of teaching resources platform, give full play to the medical professional curriculum carrier, from the actual students, starting from the social demand, combine social needs and students acceptance, promote the effective integration of medical humanities education and professional education, better put the health humanities into the professional education, subtly influence the educated value orientation and ideas, guide the education main body to actively accept the values of health, and internalize it into their own value pursuit.

### **4. The Practice Path of Medical Humanities Education Optimization Under the New Medical Background**

Under the background of new medical science, medical humanities education should build a five-integrated practice path of "full curriculum, full course, whole process, full space and full cycle", so as to realize the transformation of medical humanities education to health humanities education.

### **4.1 Full Courses: Humanities Courses and Professional Courses Are Effectively Coordinated**

Under the new medical background, universities must carry out curriculum system reform and build an interdisciplinary curriculum system with deep integration of medicine and humanities, medicine and life science. Medical humanities education builds the cultural foundation of medical education. If medical education ignores the focus on "people", it will make medicine a technical tool, and its humanity will gradually lose, which requires "to return the moral forces in the humanities to medicine"<sup>[7]</sup>. So that modern medicine can insist on the return to humanity. Therefore, optimizing the curriculum system of medical humanities education and further highlighting the importance of health humanities education, which is the need to improve the quality of medical education. Especially in the context of "new medical science", universities have added cutting-edge courses such as bioinformatics, medical big data, and precision medicine to adapt to the development trend of modern medicine<sup>[8]</sup>.

On the one hand, in the lower grade stage of medical education, compulsory courses of medical humanities education are offered, including health humanities cultivation, medical ethics, medical law, health psychology, life and health education and other courses, so as to deepen students cognition of the concept of health humanities. On the other hand, in the senior stage of medical education, students should study the related courses of medical humanities education, including medical philosophy, doctor-patient communication and skills. The medical humanistic education courses are optimized for different grades and stages, so as to comprehensively improve the medical humanistic quality of medical students.

Medical humanities education includes both the specialized humanities education courses and the elements of humanities education integrated into the professional curriculum. The optimization of medical humanities education is to solve the phenomenon of separation between humanities education and professional education in the process of medical education in universities, which is the breakthrough point of the reform of medical education in universities in the new era. Educators should make overall planning and overall design of medical education, and break through the barrier between medical humanities education and professional education, so as to realize the scientific construction of medical

humanities education. Around the issues related to health course design, the design of the medical humanities related content and medical professional content organic fusion, through the professional course teaching health humanities, health psychology, humanistic care, medical humanities knowledge, health centered values of the medical professional education, do knowledge and value lead, realize the combination of medical humanities education "smooth", promote the organic integration of medical humanities education and medical professional education.

#### **4.2 All-Round: Integration and Penetration of Theoretical Education and Practical Activities**

The purpose of medical humanities education is to improve the clinical humanities post competence. Therefore, in the theoretical teaching, we should take students ability as the orientation to improve the pertinences of theoretical teaching. For example, modules can be set around medical students ideals and beliefs, doctor-patient communication and other contents. A systematic medical humanistic skills training module can be set up in "medical simulation teaching", including "doctor-patient communication module", "medical and legal awareness and medical dispute prevention module", and "professional ethics and professional attitude module"<sup>[9]</sup>, et al., to explore the practical problems encountered in clinical practice. At the same time, is good at using situational teaching, through micro video, case, in the teaching students clinical may encounter medical humanities issues, ethical problems, social attention, scene simulation, role playing, let the abstract medical humanities teaching visualization, embodiment, deepen students cognition and experience of medical humanities theory, enhance the infectivity and attraction of classroom teaching.

Medical humanities education should not end with the end of a course, but should be extended to the whole education and students daily actions, to realize the deep integration of medical humanities theory education and practical activities, and to cultivate students ability of medical humanities practice. Therefore, must be good at health humanities education into practice in each stage, each link, such as in the theoretical learning stage of medical education, focusing on medical essay, humanities recitation, medical ethics, medical painting contest,

medical micro video competition and other activities, the health humanities concept, enhance the level of medical students medical humanities cognition. In the clinical internship and internship stage of medical education, we focus on doctor-patient communication practice. Through the words and deeds of teachers and the internship and internship, students can establish the whole-process health service concept of "respecting life and love without boundaries" in their personal experience. It can also allow "medical students to participate in the medical charity activities of poverty alleviation, activating and surging their medical conscience and passion for love"<sup>[10]</sup>, Make them deeply feel the unity of the essence of medicine and the value of life.

#### **4.3 Whole Process: School Education and Social Education Should Be Sustained**

Medical humanities education needs interdisciplinary and professional integration and operation. Therefore, medical colleges and schools should strengthen scientific planning. Schools should set up a medical humanities education committee with the main leaders as the director, and integrate the backbone teachers of all disciplines and majors of the school as members to carry out the design and implementation of medical humanities education. Establish a curriculum group and teachers with medical humanities education as the core, and "establish an interdisciplinary team to explore medicine and humanities"<sup>[11]</sup>, Promoting medical humanities education throughout the school. At the same time, strengthen the construction of medical humanities education professional teachers, deepen the medical humanities education theory learning and training, according to the medical humanistic education development for special teaching method reform, adopt modern teaching methods, improve students learning participation and initiative, enhance their ability to analyze and solve problems, improve the effectiveness of school medical humanities education.

Medical humanities education needs not only school education, but also continuing education after graduation, so as to be integrated with social education. First, strengthen the continuing education and training of medical humanistic spirit of medical staff. Schools and medical institutions can cooperate with each other to carry out systematic medical humanities

education for medical staff through professional and standardized training of medical humanities, so as to enhance their humanistic awareness of "health" centered. Secondly, strengthen the construction of medical institutions system and culture. In the construction of medical ethics, add the literacy assessment related to medical humanities, strengthen the publicity of advanced deeds of humanistic service, select advanced model figures of medical humanities service, and guide medical staff to learn from advanced model figures. Finally, to guide the whole society to form a unified pursuit of healthy and humanistic values. The society should strengthen the publicity of health-related humanistic knowledge, strengthen the commendation and publicity of outstanding medical staff, and guide the whole society to advocate the humanistic concept of health.

#### **4.4 Full Time and Space: Online Education and Offline Education Are Seamlessly Connected**

As a new teaching method, online teaching has quickly entered the teaching field, breaking through the point-to-point teaching method between teachers and students, presenting a round-around and all-round teaching method, which is conducive to improving the richness and infectivity of teaching. Therefore, to strengthen the online construction of medical humanities education, students can choose the content they are interested in learning through the medical humanities teaching resource database, so as to ensure the full time of medical humanities education. First, optimize the teaching objectives of online medical humanities education. Different medical humanities teaching contents and teaching modules are designed according to their teaching objects, which fully reflect the characteristics of students and carry out targeted medical humanities education. Second, the online interactive communication section of medical humanities education is set up to realize the communication and interaction between teachers and students, and enhance the initiative and enthusiasm of students in medical humanities learning. The third is to set up medical humanities education teaching media material library, video resource library, teaching practice activity resource library and other shared teaching resource modules, which can not only realize the sharing of network teaching resources, but also carry out

personalized teaching activity design. Online education and offline education have the same educational goals. Medical humanities education should follow the holistic thinking, carry out reasonable design, and realize the coordinated development and seamless connection of online and offline education. In terms of educational subjects, teachers and students should divide their roles. Online education pays attention to students independent learning, and offline education pays attention to the guidance of teachers ideas. In terms of educational methods, online education focuses on theoretical knowledge and story telling, while offline education focuses on inspiring students and independent thinking. In online education, teachers need to adopt appropriate and effective teaching methods according to different teaching situations, combining teaching objectives, learner characteristics, and teaching resources<sup>[12]</sup>. At the same time, online education and offline education should integrate big health and big humanistic concepts in pre-class preview, classroom learning, case discussion, after-class activities and other links, so as to improve students health and humanistic quality in a subtle way, so that students can feel a strong medical humanistic atmosphere both online and offline.

#### **4.5 Full Cycle: Process Assessment and Final Assessment Should Complement Each Other**

In order to comprehensively evaluate students innovation ability and practical skills, comprehensive universities need to establish a diversified evaluation system.<sup>[13]</sup> Under the new medical background, medical humanities education should give full play to the role of process assessment, and adopt a three-dimensional assessment mode combining "online assessment results + offline assessment results" to improve the effect of assessment. Online examination score is divided into "unit test + online discussion + online test", the combination of unit test is after the end of each unit theory learning test, online discussion is online learning each student in the process of discussion with the teacher and the number of times and interaction, online test is all online learning after the test. The offline assessment adopts the mode of "peacetime examination + classroom discussion + practical activities". The usual examination includes classroom attendance and classroom questioning,

classroom discussion is a case analysis and discussion in groups, and practical activities are set a theme for all students to participate in activities such as essay, speech, painting and other forms. For example, students can also "make audio or video files of humanistic care in clinical practice work through the wechat platform, and send it to teachers as homework for comments and guidance"<sup>[14]</sup>. This process assessment can effectively enhance the students enthusiasm for medical humanities learning.

Terminality assessment is also an important assessment method of medical humanistic education, which can make a comprehensive summary assessment of medical students humanistic knowledge learning, and can comprehensively test the mastery and application of medical students medical humanistic knowledge. With the advancement of the reform of medical education evaluation, many reforms have been carried out in the final assessment, and the type of test questions are more reasonable, from the simple knowledge examination to the knowledge examination and ability examination. The proportion of scores is also set more reasonably, and the proportion of scores of subjective questions is increased to improve the ability of students humanistic medical knowledge. This process assessment and end the assessment method, both examines the students knowledge degree, and examines the students theory and practice, will present the whole cycle, help to promote students from "want me to learn" to "I want to learn", effectively improve the effect of medical humanities education and humanistic practice ability.

#### **Acknowledgement**

This work was supported by Fund Project: Research Project on Undergraduate Teaching Reform in Shandong Province "Construction and Practice of Science and Technology Ethics Education System in Medical Colleges under the Background of Science and Technology Ethics Governance"(M2023230); Shandong Province Graduate High Quality Course Project "Bioethics"(SDYKC2023144); Shandong Second Medical University Teaching Achievement Award Source Cultivation Project "'Dual Line Linkage Five Dimensional Integration': Construction and Practice of the Collaborative Education Model of Medical Ethics Course Ideology and Politics and

Ideology Course"(2023JXCGPY008).

### Reference

- [1] Ding Sheng. Strategies for cultivating the innovation ability of medical undergraduates under the background of "new medicine" [J]. *Research and Practice in Medical Education*, 2024, (10): 1-5.
- [2] *Collected Works of Marx and Engels, Vol. 1* [M]. Beijing: Peoples Publishing House, 2009:500.
- [3] *Collected Works of Marx and Engels, Vol. 5* [M]. Beijing: Peoples Publishing House, 2009:22.
- [4] *Collection of Marx and Engels, Vol. 2* [M]. Beijing: Peoples Publishing House, 2009:50-51.
- [5] Carl IELTS Belles. *People of the present age* [M]. Zhou Xiaoliang, et al. Beijing: Social Sciences Academic Press, 1992.
- [6] Uncle Yang. It is "educating people" but not "making devices"-Talk about the basic position of humanistic education again [J]. *Journal of Hebei University of Science and Technology (Social Science edition)*, 2001,21 (1): 2-5,55.
- [7] Side forest. How long is the road to the humanities into medicine?-Discussion on the perspective of the relationship between medical ethics and medicine [J]. *Medicine and Philosophy (A)*, 2013,34 (9 A): 19-23.
- [8] Xu Juan, Li Yongsheng, Zhang Yunpeng, et al. Under the background of new medical science, a multidisciplinary and integrated characteristic curriculum system of bioinformatics major is constructed [J]. *Journal of Higher Education*, 2021,7 (21): 85-88.
- [9] Yang Hui, Yang Yuping, Guo Feng, etc. Setting and practice of the medical humanistic skills training module [J]. *Medicine and Philosophy (A)*, 2017,38 (7A): 59-61.
- [10] Su Qiang, Lu Fan, Lin Zheng. The Crisis and reinvention of Medical Humanities Education [J]. *Higher Education Research*, 2016,37 (4): 66-70.
- [11] Zhang Yuanyuan, Niu Yukun, Chen Min, etc. Research on the Practice Path of Medical Humanities Education in Colleges and Universities [J]. *Medical Ethics in China*, 2019,32 (5): 666-669.
- [12] Bao Wei, Chen Jingchun, Wang Jing. Research on online and offline learning paradigms and teaching effectiveness in the post-epidemic era [J]. *China Audio-visual Education*, 2021 (6): 7-14.
- [13] Wu Yan, Huang Chen, Du Shuangqing, et al. Construction of a multidisciplinary integration curriculum system under the new medical background [J]. *Medical Education Management*, 2024,10 (1): 18-23.
- [14] Wang Yun, Li Hongxia. A new idea of medical humanistic Education for medical students based on wechat platform [J]. *Heilongjiang Higher Education Research*, 2014 (9): 146-147.