

Exploration on Ideological and Political Education in Preventive Medicine Courses under the Background of “Healthy China” Strategy

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Abstract: Under the background of the “Healthy China” strategy, preventive medicine courses shoulder the responsibility of cultivating students' health literacy and strengthening their sense of social responsibility. As a key part of education in the new era, ideological and political education in courses should not only focus on knowledge transmission but also emphasize the integration of ideological and political education. By exploring the implementation path of ideological and political education in preventive medicine courses under the “Healthy China” strategy, this paper proposes the organic combination of course content and ideological and political education, focusing on how to integrate socialist core values into teaching, and enhance students' health awareness, social responsibility, and national identity.

Keywords: Healthy China; Preventive medicine; Ideological and political education in course; Teaching exploration; Health literacy

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1. Introduction

As a national strategic plan, the “Healthy China” strategy clarifies the importance of national health and points out the direction for China's public health cause. Preventive medicine courses play an important role in cultivating health management and disease prevention capabilities. With social development and in-depth educational reform, ideological and political education in courses has gradually become a key issue in the field of education, especially in higher medical education. How to organically integrate ideological and political education into professional courses has become an important way to improve students' comprehensive quality ^[1].

2. Necessity of ideological and political education in preventive medicine courses

2.1. Era requirements of the “Healthy China” strategy

The “Healthy China” development strategy urges the whole nation to focus on health and carry out all-round and whole-process health management. As the core support of the public health discipline system, it pays special attention to individual physical and mental health, and also focuses on social-level health promotion methods. By appropriately embedding ideological and political education elements in the teaching process, public health education courses can expand students’ depth and breadth of cognition and understanding of national health policies, arouse students’ sense of responsibility for public ethics, and effectively promote the cultivation of medical and health professionals with international perspectives and national feelings ^[2].

2.2. Promoting the improvement of students’ health literacy

Helping individuals master and apply health knowledge is the core pursuit of contemporary medical education. Public health education courses aim to teach students the necessary academic theories and practical skills for disease prevention and health maintenance, and enhance their health cognitive level. Integrating the concepts and essence of ideological and political education into the educational process is conducive to guiding young people to establish scientific health concepts, develop appropriate living habits, and popularize scientific and appropriate health guidance for the public in their future professional work ^[3].

2.3. Cultivating students’ sense of social responsibility and national identity

Medical education not only involves the transmission of professional knowledge but also should cultivate young people’s sense of social responsibility and national belonging ^[4]. Public health discipline has become a key part of the medical education system. Through the implementation of ideological and political education in courses, this method helps guide students to realize the close connection between health and civic obligations ^[5]. Through the “Healthy China” development plan and public health case analysis, students have a deep insight into the important significance of disease prevention and control, which is not only to ensure the health and safety of individuals and groups but also a key indicator to measure the overall happiness index of the country and communities. During the implementation of these educational activities, students not only learn the ability to deal with public health challenges with medical theories but also can stimulate their enthusiasm to participate in public welfare and serve society, arouse their cognitive and emotional ties to the country, and realize that as future medical professionals, they shoulder the responsibility of providing active support for the national medical and health field ^[6].

2.4. Implementing the educational goal of fostering virtue through education

“Cultivating moral literacy and shaping personality” constitutes the core task of higher education in the new era and is also part of the fundamental purpose of medical education. In the established scope of preventive medical education, by integrating curriculum education concepts with ideological and political education, this educational goal can be effectively implemented. Curriculum education concepts not only focus on the dissemination of academic knowledge but also guide students to deeply analyze public health regulations, social medical issues, and ethical codes through this course, so as to cultivate young people’s moral literacy and sense of collective responsibility. When explaining the theory and practice of disease prevention and individual health maintenance, teachers can add discussions on social justice, ethics, and public responsibility in the teaching process, guide

young people to establish healthy socialist core values, and guide them to establish the awareness of integrating into society and contributing to society ^[7].

3. Implementation path of ideological and political education in preventive medicine courses

3.1. Integration of teaching content

The key role of this course is to teach professional knowledge in the fields of disease prevention and control, health maintenance, epidemiological research, nutrition science, and public health strategies. To effectively integrate ideological and political education into it, the first stage is to comprehensively integrate teaching content and ensure the appropriate embedding of ideological and political education content ^[8]. The promotion of ideological and political education in courses must earnestly abide by the basic requirements of professional knowledge transmission, and embed ideological elements such as national macro-strategies, social responsibilities, and ethical norms, so as to ensure that students can also shape appropriate group cognition, value standards, and life concepts in the process of mastering knowledge in specific technical fields ^[9]. During the teaching of epidemiology, teachers can draw on China's achievements in responding to major public health crises, such as the prevention and control of SARS, influenza A (H1N1) virus infection challenges, and the COVID-19 pandemic, to show students the outstanding performance and actual effects of China's public health security mechanism. This not only helps students master the principles of disease transmission, prevention methods, and the formulation of prevention and control strategies but also can stimulate students' strong sense of national pride and social responsibility, and promote them to develop a firm ambition to improve the health and well-being of the country and the people. By discussing how China has effectively responded to COVID-19 in public health work, students can not only master the basic principles and research methods of epidemiology but also the medical students can thoroughly understand their roles and missions in the future social development and changes ^[10].

Teaching content can further present the connotation of social responsibility and collectivism through the analysis of several typical public health cases. When teaching health maintenance courses, teachers can guide young people to focus on health needs under the background of population aging and the negative impact of environmental deterioration on human health according to the comprehensive health security system planned in China's "Healthy China 2030" plan, so as to deepen their understanding of the interdependence between personal well-being and national public governance policies. Through the integration of such course materials, the integration of ideological and political education and subject knowledge promotes students to effectively understand the theories and implementation strategies in the field of public health, and still can inspire them to establish appropriate ethical concepts and worldviews, arouse their sense of civic responsibility, and add theoretical foundations for the future health field.

3.2. Innovation of teaching methods

Integrating ideological and political education into preventive medical education is not just about teaching professional knowledge. It is particularly important to adopt innovative educational implementation strategies to help young people form a complete moral concept and sense of collective responsibility. The progress of educational strategies is the core point of integrating ideological and political education into courses. The teaching mode of communication and interaction and thinking inspiration can effectively enhance students' participation

enthusiasm and thinking depth. Teachers can assist students in putting forward questions and conducting in-depth discrimination through guiding teaching methods. In the field of analyzing public health strategies, teachers can guide students to compare typical cases of international and domestic public health strategies, conduct collective discussions, and explore the impact of public health activity strategies adopted in different historical stages in China on social health status and their solutions to sudden public health crises. Through this path, students not only grasp the core points in the discipline but also can develop their dialectical analysis ability, so as to enhance their insight and cognitive level of social issues.

3.3. Improvement of teaching evaluation

The calculation of educational effectiveness is the main way to measure the results of curriculum implementation. It is of great significance to integrate ideological and political education activities into the process of preventive medical education. In the scope of the traditional educational teaching evaluation system, the focus is generally on the evaluation of knowledge mastery and technical skills. Ideological and political education mainly focuses on cultivating students' political ideological style, sense of social responsibility, and ethical cognition. Adding elements related to ideological and political education to the evaluation mechanism, the improvement of teaching efficiency and the comprehensive improvement of students' comprehensive quality are the core points of education. The evaluation of educational quality should adopt diversified approaches, get rid of excessive dependence on final tests or a single evaluation mechanism, and can adopt extracurricular homework, classroom discussions, social practice activity reports, etc., to comprehensively identify students' comprehensive quality in professional knowledge and ideological and political aspects. Teachers can set case study tasks based on public health strategies and health management practical operation processes to stimulate students to combine personal academic research with practical social practice and carry out in-depth thinking and consideration.

3.4. Enhancement of teachers' quality

Teachers, as the core subjects in the practice of ideological and political education in courses, determine the effect of integrating ideological and political education into preventive medical teaching. Teachers' quality and teaching efficiency are core elements. To more effectively promote the practice of integrating courses with ideological and political education, teachers should not only have a solid subject foundation but also have reliable ideological and political education literacy^[11]. Teachers should continuously improve their political and ideological and moral cultivation. In the process of course teaching, teachers should take into account the dual missions of knowledge transmission and value guidance, have qualified ideological and political moral literacy, sincerely guide young people to establish appropriate moral concepts and worldviews. Teachers need to participate in political and ideological education research activities regularly, deeply explore and understand cutting-edge educational theories and practical paths, and master the theoretical framework and operational ability in the field of ideological and political education, so as to promote the close integration of ideological and political education content with subject teaching^[12].

Teachers need to master excellent classroom teaching command skills and teacher-student communication skills. In the practice of echoing courses with ideological and political education, teachers must maintain the effectiveness of knowledge transmission, adopt interactive teaching modes, and drive students' thinking and debate. Teachers should use heuristic questions, guided debates, and other methods to encourage students to actively carry out independent thinking activities, achieve dialectical thinking ability, and integrate ideological and

political education materials into the classroom teaching process appropriately ^[13]. Teachers should pay attention to communication and cooperation with communities, relatives, and students, help students thoroughly grasp the key points of assuming civic obligations and maintaining physical and mental health. Teachers can guide students to embed teaching theories into real-life examples through formulating and carrying out students' participation in social practice activities and community volunteer services, and gradually strengthen young people's practical operation ability and sense of public responsibility.

4. Teaching practice cases of ideological and political education in preventive medicine courses

In the public health discipline education of a key university, teachers analyzed the "Healthy China 2030" plan, comprehensively examined China's outstanding progress in the field of public health in recent years, such as fighting against the new pneumonia epidemic and promoting national health actions, arousing young people's national feelings and sense of collective responsibility and belonging. Through such educational approaches, students not only understand the relevant theoretical system of public health activities but also have a thorough insight into the connotation and mechanism of China's public health policies ^[14].

Teachers guide students to study the specific ways to realize the vision of a healthy country in the field of public health and conduct in-depth analysis of the effective experiences of various regions during the epidemic prevention and control period. During the communication and discussion, students gradually realized that as future professionals in the medical field, in addition to mastering knowledge in the field of disease prevention and control, they must also have a corresponding sense of social responsibility and actively participate in the construction of national and social medical and health undertakings ^[15].

5. Conclusion

The "Healthy China" strategy provides new opportunities for the development of China's public health cause. As an important way to cultivate medical talents, preventive medicine courses shoulder the responsibility of improving the social health level. By integrating ideological and political education into preventive medicine courses, it can not only cultivate students' professional ability but also enhance their sense of social responsibility and national identity. In the future, the implementation of ideological and political education in preventive medicine courses will be continuously deepened to promote the all-round development of students and contribute to the realization of the "Healthy China" strategic goal.

Disclosure statement

The authors declare no conflict of interest.

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